

# Learner Handbook

Document Name: <i>Learner Handbook</i>	RTO: <i>70016</i>	Version: <i>1.41</i>
Revision Date: <i>02-07-2020</i>	Approved By: <i>KIMNI</i>	Next Review: <i>21-07-2021</i>
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## INTRODUCTION

We welcome you to *Transforming Training*. We strive to serve God through the provision of educational service to young and not so young Learners. The RTO aims to equip senior school (mainly Year 11 and 12 students) and adult Learners with the skills and knowledge that are needed for life and for the workplace through the provision of nationally recognised VET qualifications.

As a small dedicated RTO we are able to offer Learners greater flexibility and individualised support, therefore making it possible for them to gain skills that may have been otherwise unattainable. We also recognise the skills that they have already achieved through Recognition of Prior Learning (RPL).

The Northern Territory Christian Schools became a Registered Training Organisation in 2002. Its trading name changed to *Transforming Training* in 2012. It is recognised by the Australian Skills Quality Authority [ASQA] as a deliverer of nationally recognised training.

Transforming Training has policies and management practices which maintain high professional standards in the marketing and delivery of vocational education and training services and which safeguard the interests and welfare of Learners and stakeholders.

Transforming Training:

- a. Implements practices that maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of Learners
- b. Ensures that staff are not only suitably qualified but are also sensitive to the religious, political, social, cultural and learning needs of Learners and provides training for staff as required
- c. Is committed to access and equity principles and processes in the delivery of its services
- d. Maintains a learning environment that is conducive to the success of Learners
- e. Has the capacity to deliver and assess the vocational qualifications for which it has been registered, provide adequate facilities, and use methods and materials appropriate to the learning and assessment needs of Learners
- f. Monitors and assesses the performance and progress of Learners
- g. Ensures that assessments are conducted in a manner, which meets the endorsed components of the Training Package and other relevant Training Packages as applicable

The Vocational Education and Training (VET) Quality Framework comprises the:

- Standards for Registered Training Organisations 2015
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements
- Data Provision Requirements, and
- Australian Qualifications Framework.

The VET Quality Framework aims to achieve greater consistency in:

- registering and monitoring providers, and
- enforcing the standards in the VET sector.

To become a registered training organisation *Transforming Training* must comply with every component of the framework.

We employ dedicated and skilled Trainers with a Christian commitment who provide training to adults and school Learners.

The VET Qualifications currently on scope can be found on [www.training.gov.au](http://www.training.gov.au)

## ACCESS AND EQUITY (including LLN)

We ensure our Learner selection criteria are non-discriminatory. Every potential Learner who meets the entry requirements, where applicable, as prescribed by the relevant nationally endorsed Training Package, will be accepted into any training program within *Transforming Training's* scope of registration regardless of their background. In addition we liaise with schools, employers and government departments for assistance in matters of language, literacy and numeracy difficulties to provide fair access to training for the disadvantaged. Learners' needs in relation to language, literacy and numeracy are monitored through induction, enrolment and interviews. Transforming Training supplies basic provision for language, literacy and numeracy support. Other support includes skills recognition, flexible learning, tutoring, pre-assessment interviews, and access to RTO staff.

Where Transforming Training is unable to meet the support requirements, the client will be referred. The full *Transforming Training Access and Equity Policy* is available. Printed copies can be accessed through the RTO office.

Requirements such as alternative formats, adaptive technology and adjustments for other disabilities that are identified will be provided, where practicable, or referral as required.

## ASSESSMENT APPEALS

A fair and impartial appeals process is available to all Learners of *Transforming Training* courses. If a Learner wishes to appeal their assessment outcome, they should first discuss the issue with the assessor. If the Learner then chooses to proceed further, a formal request should be submitted to the RTO office, outlining the reason(s) for the appeal and lodge it within 5 working days of assessment. The Appeals process will then be completed in accordance with the Complaints and Appeal Policy.

## ASSESSMENT

Assessment is the process of collecting evidence and making judgements on the nature and extent of progress towards the performance requirement set out in a competency standard, or learning outcome, and, at the appropriate point, making a judgment as to whether competency has been achieved.

To achieve a 'COMPETENT' outcome the Learner must satisfactorily complete all the requirements of the Unit of Competency. This means that they are assessed in terms of being able to do the job to the required industry standard.

Assessment activities undertaken by *Transforming Training* always follows the methodology outlined below:

- a. Assessment procedures are fully explained to Learners. Throughout the training Learners are reminded of the ongoing availability of assessment
- b. Opportunities for RPL are also discussed, as are any available flexible methods of assessment. The appeals and reassessment process is outlined
- c. The assessment requirements of the Unit(s) of Competency are outlined. Any particular arrangements for the training environment are also outlined
- d. All evidence-gathering methods remain valid, reliable, flexible and fair
- e. As assessments are undertaken, *Transforming Training* trainers/assessors record individual client assessment results. Sample copies of the assessment instruments are held by the trainer/assessor
- f. Post-assessment guidance is always available to Learners
- g. Re-submissions are allowed

- h. A fair and impartial appeals process is available to Learners
- i. Evaluation of assessment processes and procedures is gathered on an ongoing basis

Assessment methods used may include:

- a. Demonstration
- b. Observation
- c. Work samples
- d. Workbook activities
- e. Oral presentations
- f. Role-plays
- g. Simulation
- h. Projects
- i. Written tests

The full *Transforming Training* Assessment Policy is available. Printed copies can be accessed through the RTO office.

## CERTIFICATES AND QUALIFICATIONS

On successful completion of your training program *Transforming Training* will issue a *Certificate* or *Statement of Attainment*, whichever is relevant, for the course in which you are enrolled.

A *Certificate* will be issued upon completion of all units required to attain competency in a qualification.

A *Statement of Attainment* indicates that the Learner is competent in one or more units of competency, but not in the full range of units required for a qualification. These Statements can be used as credit toward full qualifications to finish a qualification in the future.

In the event of Transforming Training ceasing operations, all records of student results will be sent to ASQA for archiving.

## CODE OF PRACTICE

*Transforming Training* implements practices that maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of Learners.

## COMPETENCIES

Competencies (also known as a unit of competency, units, competency units and sometimes standards) describe the skills and knowledge expected to be applied for a person to operate effectively in the workplace. The emphasis is on outcomes - what people are able to do and also with the ability to do this in a range of contexts.

The units have been defined by industry, are nationally recognised, and form the basis of training for that specific industry. Units contain a code, title, descriptors, elements of competency, evidence guide, performance criteria and knowledge criteria.

## COMPLAINTS DISPUTE RESOLUTION

- a) All complaints are treated seriously and are resolved according to the Access and Equity Policy. A diagram outlining the process is included at the end of this Handbook [also found in the Assessment Appeals Policy].
- b) All details will be recorded for follow up.

## COMPUTER BYOD REQUIREMENTS

You are required to have a device to work online at home.

Hardware/Software	Recommended Requirements
Laptop	<ul style="list-style-type: none"> <li>✓ Your computer should be less than five years old.</li> <li>✓ Minimum 4GB of RAM or higher is recommended for optimal performance.</li> <li>✓ Minimum 10GB of free disk space.</li> <li>✓ Sound card and headphones are recommended to reduce classroom distractions</li> <li>✓ A minimum screen resolution of 1024x768</li> <li>✓ Operating system of Windows 10, 8.1, 8 or 7 OR MAC OS 10.10 or newer</li> <li>✓ Internet Security               <ul style="list-style-type: none"> <li><i>Any of the following with an active subscription</i> <ul style="list-style-type: none"> <li>• Bitdefender Internet Security</li> <li>• Kaspersky Internet Security</li> <li>• McAfee Internet Security</li> <li>• Webroot internet Security</li> </ul> </li> </ul> </li> </ul>
Mobile Device	<p>As mobile devices are limited in functionality they may not be entirely supported by our systems. If your device does not perform a certain task then for those in face to face training, use one of the class laptops.</p> <ul style="list-style-type: none"> <li>✓ iPad less than three years old running the latest operating system and apps</li> <li><b>or</b></li> <li>✓ Samsung device less than three years old running the latest operating system and apps</li> </ul>
Internet Connection	High speed broadband connection recommended.
Internet Browser	<ul style="list-style-type: none"> <li>✓ <a href="#">Google Chrome 80 or newer</a></li> <li>✓ <a href="#">Mozilla Firefox 74 or newer</a></li> <li>✓ <a href="#">Microsoft Edge 80 or newer</a></li> <li>✓ <a href="#">Safari 12 or newer</a></li> </ul>
Document Viewer	<a href="#">Adobe Reader DC or newer</a>
Office Suite	<ul style="list-style-type: none"> <li>✓ Microsoft Office 2016 or newer (Home and Student edition recommended)</li> <li><b>or</b></li> <li>✓ Office 365 (Personal or Home recommended)</li> </ul> <p><i>Both can be sourced from the <a href="#">Microsoft Store</a>. Read the features and terms of conditions and choose the best one for your circumstances.</i></p>

## CONFIDENTIALITY

Under the Data Provision Requirements 2012, we are required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information including the information on your enrolment form, may be used or disclosed by us for statistical, administrative, regulatory and research purposes. We may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and
- NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).

Information supplied to *Transforming Training* other than above, remains confidential and is not to be disclosed or otherwise used or released without written consent of the Learner or originator. (This 'consent' is sought at the time of enrolment.)

Learners retain the right of access to their personal records, however, for minors this may be required to be through a parent or guardian.

## FINANCES AND COSTS

Transforming Training will honour its advertised schedules of fees, except where fees are altered and disclosed in documentation supplied at enrolment. Any changes in fees will be fairly and equitably applied, widely advertised and clearly indicate the effective date on the new fees. Fees and payment methods will also be clearly documented in all relevant training and assessment materials.

All course costs must be paid before commencement of training.

### Secondary students      \$NIL

School students enrolled in any of the following VETDSS (VET Delivered to Secondary Students) courses:

- Certificate II in Community Services
- Certificate III in Early Childhood Education and Care
- Certificate III in Education Support

- Certificate II in Engineering
- Certificate II in Construction
- White Card - CPCCWHS1001 - Prepare to work safely in the construction industry (compulsory for all Construction/Engineering learners)
- The Construction and Engineering courses have a compulsory Protective gear/uniform and tools for a fee of approx. **\$400**

## Adults

Costs are spread over the duration of the course. Refer to Registrar for course costs. In certain circumstances, such as traineeships, course fees may be subsidised.

- Certificate II in Community Services
- Certificate III in Early Childhood Education and Care
- Diploma of Early Childhood Education and Care
- Certificate III in Education Support
- Certificate IV in Education Support

## Late assessment submission charge

May be levied where assessments are submitted after the due date and no extension or resubmit permission has been negotiated.

## Reprinting

Reprint of Certificates/Statements of Attainment \$55 per certificate

Course fees are subject to change. Please contact the RTO Registrar to get a current list of relevant fees and charges. (08) 8920 3518 or [registrar@transformingtraining.com.au](mailto:registrar@transformingtraining.com.au)

## Refunds

\$250 of your initial payment is an Admin Fee which is non-refundable.

If written notification is received within 7 days of commencement of the course a refund will be given (minus the Admin Fee).

Non-attendance will incur full course cost.

The full Transforming Training Refund Policy is available.

## COURSE REQUIREMENTS

Requirements for each course are available via

- 1) Course brochure
- 2) Transforming Training website
- 3) [www.training.gov.au](http://www.training.gov.au)

## CONTINUOUS IMPROVEMENT

Our aim is to strive towards continuous improvement in all our activities in order to maintain our competitive advantage. Transforming Training seeks feedback from Learners on their satisfaction with the services they have received and seeks to improve its services in accordance with their expectations. Feedback surveys are given to Learners at during their course and at the completion of the course delivery.

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Transforming Training seeks feedback from Trainers and Assessors based on their participation within a course to identify improvements, ensure information is up to date and at a high level of presentation. Online surveys are also sometimes distributed by the Registrar.

Outcomes are reviewed with the relevant Trainer and any follow up is actioned as soon as practicable.

The full *Transforming Training* Continuous Improvement policy is available.

## INDUCTION

*Transforming Training* conducts an induction session at the commencement of each course. This induction process covers the details in this handbook and specific course timetables, assessment deadlines, etc.

## LEARNER CODE OF CONDUCT (BEHAVIOUR)

The aim of the Learner Code of Conduct is to encourage active engagement between Transforming Training and Learners within the contexts of training and education and the day to day life of the Transforming Training community.

The purpose of this Code of Conduct is to define Transforming Training's expectation of its Vocational Education and Training (VET) Learners and their behaviours between themselves and their fellow Learners, the staff who train them, and the broader community including employers and work placement sites.

Learners who behave in a manner that contradicts this Code of Conduct or any other related Codes and Policies may be liable for Learner misconduct and disciplinary action as per the Learner Disciplinary Policy.

To ensure all Learners receive equal opportunity to gain the maximum benefit from their training, any person(s) displaying the following dysfunctional or disruptive behaviour may be asked to leave the session and/or the course. Examples of unacceptable behaviour include but are not limited to the following:

- a) Continuous interruptions of the trainer
- b) Smoking in non-smoking areas
- c) Being disrespectful to other participants
- d) Harassment by using offensive language
- e) Sexual harassment
- f) Acting in an unsafe manner that places themselves and others at risk
- g) Refusing to participate when required, in group activities
- h) Continued absence or late arrival at required times

Transforming Training expects all Learners to respect Australian common values and practices and to meet the following expectations:

- a) To treat all staff, Learners and the general public with respect, fairness and courtesy.
- b) Ensure that they contribute to the health, safety, or welfare of staff and other Learners
- c) Ensure that they respect the privacy of staff and other Learners.
- d) Do all that they can to ensure effective, safe and orderly functioning of Transforming Training.
- e) Use personal protective equipment where and when required.
- f) Follow Workplace Health and Safety procedures at all times.
- g) Implement zero tolerance to alcohol and illegal drugs at Transforming Training.

- h) Adhere to Smoke Free Workplace instructions.
- i) Report any Workplace Health and Safety concerns to trainers immediately.
- j) Follow all lawful instructions given by staff.
- k) Use Transforming Training property and equipment in a responsible and careful way.
- l) Adhere to all class expectations and course requirements (including completion of the course within the required timeframe).
- m) Abstain from bullying, harassment and any other unlawful behaviour whilst on campus, studying in the online environment, or whilst representing Transforming Training externally.
- n) Abstain from plagiarism, collusion or cheating.
- o) Make timely payments of any fees and charges imposed by Transforming Training.
- p) Learners are also expected to abide by all policies and procedures specific to their course.

#### Class Etiquette

- a) **Mobile Phones:** Mobile phones must be switched off during all training sessions.
- b) Learners may be asked to put their phones in a container or leave the class if they are not switched off.
- c) **Punctuality:** Learners must arrive at all classes on time and may be asked to leave if they arrive late.

Active engagement between *Transforming Training* and Learners is desired.

The purpose is to define *Transforming Training's* expectation of its Learners and their behaviours between themselves and their fellow Learners, the staff who train them, and the broader community including employers and work placement sites.

### LEARNER RESPONSIBILITIES (ASSESSMENTS)

As a Learner of Transforming Training you will be required to take responsibility for:

- Reading all relevant course and training information
- Advising your trainer if you have previous skills and knowledge and seeking recognition of this prior learning
- Monitoring your progress by self-assessing your skills and knowledge against the competency standards in your qualification
- Attending all training sessions as required
- Meeting with your Trainer/Course Coordinator to review progress
- Indicating whether you are ready for assessments at the scheduled time or seek alternative assessment dates
- Working closely with your Course Coordinator and other Learners to present training and assessment session role-plays as evidence where required
- Handing in all assessment tasks as per requirements unless otherwise discussed with Trainer/Course Coordinator
- Ensuring all work is your own
- Retaining evidence of working notes and assessments and any other documents in your portfolio of evidence and presenting this assessment
- Discussing any concerns regarding the training course, session activities and your ability to learn with your Trainer/Course Coordinator
- Advising the Trainer/Course Coordinator if you require any special adaptive equipment or support for the training course
- Participating in course evaluation and providing feedback

## LEGISLATION

Through a risk management process **Transforming Training** has identified the following legal and ethical responsibilities that impacts on us, our Learners and Learners in their dealings with us. These responsibilities have been incorporated into **Transforming Training's** policies, procedures, products and services. All staff have a responsibility to ensure we are complying in these areas.

All legislation can be accessed via [comlaw.gov.au/](http://comlaw.gov.au/) and [ag.gov.au/](http://ag.gov.au/)

The following table provides a brief overview:

Responsibility	Description
<b>Standards for RTO's</b>	The Australian Skills Quality Authority (ASQA) set the standards to which we must satisfy. This happens before we are approved and at re-registration. They are continually checking with learners, employers, auditors and looking at our feedback and complaints to see how well we are doing For more information about the ASQA visit <a href="http://www.asqa.gov.au">www.asqa.gov.au</a>
<b>Work Health &amp; Safety</b>	There are laws that require us to make sure that we provide a safe work environment for staff and learners, and to make sure that we have a system in place to record and report any workplace injuries. We all have a responsibility to promote and maintain Work Health & Safety. Contact NT WorkSafe and Workplace Safety Australia for more information
<b>Anti-Discrimination</b>	It is important that we ensure that access to training and the treatment of our staff is fair and equitable. This is addressed through the Anti-Discrimination Act 1977.
<b>Equal Employment Opportunity</b>	We have to make sure that nobody is disadvantaged just because they might have a particular need. This may mean that we adjust the location, timing or content of some planned training/assessment activity to ensure that it will not disadvantage any individual or staff.
<b>Federal/NT VET Acts</b>	Funding for VET is controlled by federal laws. It is also important to be aware of the Policies and Frameworks affecting VET in the Northern Territory: <ul style="list-style-type: none"> <li>• VET Framework and Key Stakeholders</li> <li>• Federal Key Stakeholders</li> <li>• Commonwealth Department of Education and Training</li> <li>• NT Training and Employment Act</li> </ul>
<b>Industrial Awards, Employer Contracts</b>	How we deal with staff working conditions, entitlements and remuneration is governed by laws at both federal and NT levels. Workplace is an excellent first port of call to find out more. <ul style="list-style-type: none"> <li>• FairWork Ombudsman</li> <li>• Trades Practices Act 1974</li> </ul>
<b>Environmental Standards</b>	We must be aware that all of our activities should meet certain environmental standards, with examples of issues including the control of pollution emissions, and recycling.

<b>Duty of Care</b>	It is important that a safe and hazard free environment for staff and students is provided and to understand your duty of care. All our staff have police checks and Ochre cards. NT WorkSafe and Workplace Safety Australia give more guidelines.  Care and Protection of Children Act
<b>Providing support to learners appropriate to their needs</b>	When it comes to learning, we need to be mindful of three laws: <ul style="list-style-type: none"> <li>1. Disability Discrimination Act</li> <li>2. Sex Discrimination Act</li> <li>3. Racial Discrimination Act</li> </ul> We make sure that we address these issues by responding to the needs of individual learners.
<b>Maintaining Privacy &amp; Confidentiality</b>	This is an important issue that relates to the Privacy Act and the Australian Privacy Principles (APP), 2014 which gives us guidelines for how we collect, use and share the personal details about our staff and learners.
<b>Code of Practice for Assessors</b>	This is a voluntary Code of Practice for all assessors and gives guidelines on how to deal with things like conflict of interest and bribery.
<b>Copyright</b>	This law requires that written permission to use someone's Intellectual Property must be gained from the property owner prior to any use of such material. Any reasonable use of excerpts from existing works must be attribution of its origin.

## MARKETING

*Transforming Training* markets all its courses with honesty and integrity. Course objectives, costs and expectations are clearly communicated to prospective Learners prior to commencement. Misleading or false information will not be included in any marketing material, nor will comparisons be drawn between other organisations.

The full *Transforming Training* Marketing Policy is available. Printed copies can be accessed through the RTO office.

## PLAGIARISM

Plagiarism is generally referred to as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. Legally to "plagiarize" means to steal and to pass off intentionally, someone else's work as your own. In other words, plagiarism is an act of fraud. **It involves both stealing someone else's work and lying about it afterward.**

Sanctions apply if you are suspected of cheating. Your trainer will firstly investigate to establish evidence to support the suspicion.

The full *Transforming Training* Plagiarism Policy is available. Printed copies can be accessed through the RTO office.

## PRIVACY

Transforming Training will treat all personal records of Learners confidentially.

The enrolment form completed by Learners contains a disclaimer outlining why the personal information is collected and how it is used.

Learners are able to raise any concern they may have regarding personal information handling practices by discussing concerns with the *Transforming Training* RTO office.

The full *Transforming Training* Privacy Policy is available. Printed copies can be accessed through the RTO office.

## RECOGNITION

*Transforming Training* will accept and mutually recognise the Qualifications and Statements of Attainment awarded by other Registered Training Organisations. Learners must produce the actual parchment to the VET Registrar who will take a photocopy or provide a certified copy which will be placed on the Learner's file as evidence of completion of the unit/s.

Recognition of Prior Learning (RPL) is the determination, on an individual basis, of the skills and knowledge obtained by the Learner through previous training, work experience and /or life experience. RPL is used to determine the advanced standing, within a training program, that the Learner may be awarded as a result of this learning/experience.

In all cases, the onus is on the applicant to document and present a convincing case to justify a claim for RPL. Whilst *Transforming Training* may provide guidance or assistance to the applicant, it remains the applicant's responsibility to present his/her case to the satisfaction of the RPL assessor.

Learners seeking RPL must pay a fee, complete an application form and provide documentation to support that application.

Transforming Training will use the following criteria for determining Recognition:

- a. The candidate has actually achieved the unit(s) of competency that is/are being claimed
- b. The unit(s) of competency is/are still valid and performable
- c. The learning has reached the accepted standard
- d. The learning is applicable to the area claimed
- e. The unit of competency can be applied outside the specific context in which it was learned

## RECORDS MANAGEMENT

All *Transforming Training* records are stored and archived according to records management procedures. Complete and accurate records of the enrolment, progress and assessment outcomes of Learners are kept.

You have the right to access your personal information recorded at any time and provide any necessary corrections. Please contact the RTO administration staff to arrange access to your personal information.

The full *Transforming Training* Records Management Policy is available. Printed copies can be accessed through the RTO office.

## RECRUITMENT AND SELECTION OF STAFF

Recruitment of Trainers and Assessors is conducted at all times in an ethical and responsible manner, consistent with the requirements of the training and assessment services being provided. Decisions are fair, comply with equal opportunity legislation, and comply with Transforming Training RTO Staff Policy.

All trainers have the necessary training competencies and vocational competencies at least to the level being delivered with demonstrable current industry skills directly relevant to the training they deliver.

Transforming Training ensures access to professional development and training for staff

Transforming Training will ensure that the responsibility for the management and co-ordination of training delivery, assessment (including recognition of prior learning), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

## RECRUITMENT AND SELECTION OF LEARNERS

1. Transforming Training will provide accurate, relevant and up-to-date information to Learners prior to commencement. This will include, but not be limited to:
  - a. Learner Handbook
  - b. Scope of Registration
  - c. Certification to be issued to the client on completion or partial completion of the course
  - d. Competencies to be achieved during the training
  - e. Assessment procedures
  - f. Arrangement for Recognition of Prior Learning (RPL)
  - g. Grievance/appeal procedure
  - h. Facilities and equipment
  - i. Client support services
  - j. Application process and selection criteria
  - k. Fees and costs involved in undertaking training
  - l. Fee refund policy
  
2. Recruitment of Learners will be conducted at all times in an ethical and responsible manner and be consistent with the requirements of the training package. Transforming Training will ensure that the client application and selection processes are explicit and defensible and comply with access and equity principles.

## RESPONSIBILITIES OF Transforming Training TO LEARNERS

Transforming Training will:

- Provide you with a safe and healthy learning environment
- Provide you with a training plan
- Provide you with the appropriate unit of competency details included on your plan
- Treat you with respect
- Follow all legislation affecting the learning environment

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- Provide opportunities to practice the skills and knowledge required
- Deliver and record training and assessment outcomes
- Provide you with access to your file records if required
- Set up work tasks to provide training and coaching to help achieve the competency standards in your training plan
- Provide training materials and recommend other resources for further learning opportunities
- Prepare you for assessments when you are ready and encourage self-assessment
- Advise you where, when and how assessment will occur and what to bring
- Assess your skills and knowledge through observation and questioning using assessment tools developed for the purpose
- If required, provide further assessment on documents provided in an evidence portfolio
- Give feedback to you on your progress
- Provide results and review the assessment process after assessment
- Remind you of the appeals process and options for further assessment if you are unhappy with the results

## TRAINING PLANS & DELIVERY

Each Learner will have a Training Plan provided upon enrolment, which requires their agreement and signature. This plan will list the units to be achieved as well as assessment dates for completion. It will be reviewed during the training program should they need to re-negotiate any aspects of the plan.

Transforming Training will ensure that training and assessment occur in accordance with the requirements of the accredited course and, where appropriate, the ASQA guidelines for customising courses.

In support of our commitment to quality training delivery, Transforming Training will:

- a. Maintain a learning environment that is conducive to the success of Learners
- b. Maintain the capacity and resources to deliver training within their approved scope of registration
- c. Provide adequate facilities and use methods and materials appropriate to the learning needs of Learners and meet requirements dictated by the Training Package and other relevant Training Packages if applicable
- d. Monitor, assess and document the performance and progress of Learners

## KEY PERSONNEL

NT Christian Schools Board

Chief Executive Officer

*Phoebe van Bentum*

Chief Financial Officer

*Mark Elkington*

RTO Principal

*Joel van Bentum*

Compliance Manager & Trainer: Education Support

*Kim Ninneman*

Registrar

*Daryl Zajc*

Trainer: Early Childhood Education and Care

*Gloria Fox*

Construction Trainer: FACT

*Phil Mainey*

Trainer: Community Services & Education Support

*Elizabeth O'Connor*

IT Support

*Matthew Kernick*

*Kirk Dugdell*

## GLOSSARY OF COMMON TERMS

### Accreditation

The process by which specific courses are formally recognised by State or Territory, Training Authorities to ensure they meet specified quality requirements.

### Assessment

The process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.

### Australian Qualifications Framework (AQF)

The AQF is the national framework for all qualifications in post-compulsory education and training. It is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF recognises that the schools sector, the VET sector and the higher education sector have different industry and institutional linkages. It connects the different sectors in a coherent single framework incorporating qualifications, levels and guidelines. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and statements of attainment.



### Australian Skills Quality Authority (ASQA)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

## Competency-Based Assessment

The process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

### Competency standards

Comprises the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance required in the workplace. Competency standards define the outcomes for training delivery, assessment, and the issuing of Certificates of Completion and Statements of Attainment under the Australian Skills Quality Authority (ASQA).

### Credit Transfer

Credit towards qualifications can be granted to participants in training on the basis of assessing competency or course outcomes. These assessments are based on prior agreement between organisations of the credit value of specific courses and programs. Under a training packages approach, credit transfer relates primarily to evidence of achievement of relevant competencies.

### Evidence

The set of information which, when matched against the relevant criteria, provides proof of the student's competency. Evidence can take many forms and be gathered from a number of sources.

### Key Competencies

Employment related general competencies that are essential for effective participation in the workplace.

### National Competency Standards

National standards define the competencies required for effective performance in the workplace. A unit of competency comprises the specification of knowledge and skill and the application of that knowledge and skill at an industry level, to the standard of performance required in employment. Competency standards can be either industry or enterprise based.

### National Register on VET in Australia

*training.gov.au* is the official National Register on VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and Registered Training Organisations. Information is searchable and publicly accessible via the internet. The register contains comprehensive information on endorsed training packages which have been approved by Ministers. Information includes full details of competency standards; a listing of National Centre for Vocational Education Research (NCVER) noted support materials with contact source; details of AQF accredited courses/qualifications; and contact details and scope of registration of all RTOs.

### Nationally Recognised Training

The NRT logo (as shown) is used to promote and certify national vocational education and training leading to an AQF Certificate of Completion or Statement of Attainment. It is a distinguishing mark of quality for promoting and certifying National Vocational Education and Training, leading to Australian qualifications. This logo is included on all brochure's course work documentation, Statements of Attainment and Certificates of Completion.



## School-Based Apprenticeships and Traineeships (SBAs)

Year 11 and 12 students can undertake school-based apprenticeships and traineeships.

The school-based apprenticeships and traineeships (SBAs) program provides Learners/students with more flexibility and variety in the senior schooling. This can have enormous benefits for those who thrive on a hands-on learning approach.

SBAs can supplement an academic program. The qualification or competencies you complete during SBAs count towards a student's NT Certificate of Education and Training (NTCET) and are nationally-recognised qualifications.

### Qualification

Qualification means, in the vocational education and training sector, the formal certification issued by an RTO under the AQF, that a person has achieved all the requirements for a qualification as specified in an endorsed national training package or in an AQF accredited course. The national qualifications framework in Australia is called the Australian Qualifications Framework (AQF). The different types of qualifications within this framework are shown in the graphic (above).

*Transforming Training* Learners from secondary schools have the opportunity to fully or partially complete qualifications up to Certificate III through the VET for Secondary Schools courses offered as part of the NT Department of Education Cluster Schools Program.

### Quality Assurance

The planned and systematic process of ensuring the consistent application of registration requirements by Registered Training Organisations. Quality assurance forms part of a quality management system or focus.

### Recognition

Recognition applies nationally and means the acceptance of the decisions of the registering body that has registered a training organisation, or the course accrediting body that has accredited a course, by another registering/course accrediting body, without there being any further requirement. This includes the recognition by each registering body of the decisions of registering bodies in other States and Territories in relation to the registration of training organisations and the imposition of sanctions including cancellation of their registration.

### Registered Training Organisation

*Transforming Training* is a Registered Training Organisation (RTO number [70016](#)) and is able to deliver, assess and issue qualifications (Certificates and Statements of Attainments) for those certificate courses within its Scope of Registration. *Transforming Training* offers a number of VET (Vocational Education and Training) courses which can lead to nationally recognised qualifications for secondary students. These qualifications are usually Certificates at levels II or III. Completion of all or some requirements of the qualification lead to a Certificate of Completion or Statement of Attainment which will be recognised in all eight States/Territories in Australia.

### Unique Student Identifier (USI)

From 2015 all students undertaking VET training must have a Unique Student Identifier (USI) which is a reference made up of numbers and letters that gives you access to your USI account. A USI will allow your USI account to be linked to the National Vocational Education and Training (VET) Data Collection and allows you to see all of your training results from all providers, including all completed training units and qualifications. The USI will make it easier for you to find and collate your VET achievements into a single authenticated transcript. It will also ensure that your VET

records are not lost. To access your training records via the USI registry, visit

<https://www.usi.gov.au/>

You cannot be issued with an AQF Certificate of Completion, or a Statement of Attainment without first obtaining a USI. [You should also take personal responsibility for the safe keeping of your USI].

### **Work Experience**

Work Experience is a workplace learning opportunity that is not aligned to an accredited VET course and is coordinated and organised by the secondary school.

### **Work Placement**

Structured Work Placement (SWP) is “on the job” training that is delivered through a VET course, to demonstrate application of skills and knowledge in the workplace as determined by nationally accredited training packages. SWP is part of the learning process of VET programs and has the following features:

- it is unpaid
- it exposes students to industry settings where they can practice skills acquired during training
- it is aligned to a nationally accredited training package
- students are supported by RTO trainers, Industry Engagement Officers (IEO) and VET Coordinators

Work Placement mainly takes place during the regular school year. As a part of this, Learners are provided with feedback in line with Employability Skills from their employer/supervisor.

Australian employers have selected eight skill areas needed for successful workplace performance in all employment. These include communication, initiative and enterprise, learning, planning and organising, problem solving, self-management, team work and technology.

For an extensive Glossary of VET terms please click onto this [NCVER link](#).

**ANNEX A**

**COMPLAINTS / APPEALS PROCESS**

