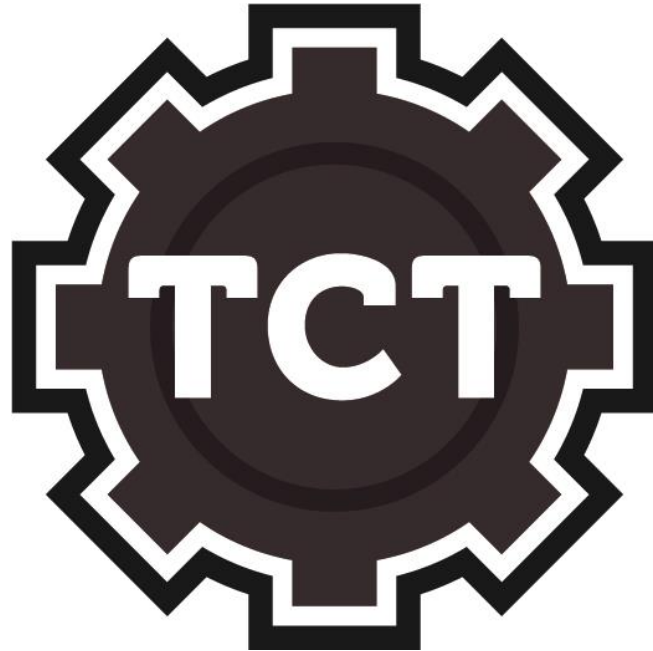


TCLM Pty Ltd

T/as Tower Crane Training



Registered Training organisation RTO 45587

Student Handbook

TCLM Pty Ltd T/as Tower Crane Training

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Introduction

Tower Crane Training is a Registered Training Organisation (RTO 45587) registered by the Australian Skills Quality Authority (ASQA) to deliver Nationally Recognised Training for the general public in the following qualifications:

- CPCCLDG3001A Licence to perform dogging (DG)
- TLILIC0013 Licence to operate a slewing mobile crane (up to 60 tonnes) (C6)
- CPCCLHS3001A Licence to operate a personnel and materials hoist (HP)
- CPCCLTC4002A Licence to operate a self-erecting tower crane (CS)
- CPCCLTC4001A Licence to operate a tower crane (CT)
- RIIWHS204D Work safely at heights (WAH)

Our trainers and assessors are highly qualified and have extensive experience and engagement within the construction industry which is ongoing and current. We are here to support you through our training programs. We want you to enjoy your learning experience with us and feel confident in your acquired skills and knowledge.

To find out more information on RTO's and their scope of registration go to www.training.gov.au.

Our induction procedure ensures that you are guided through this document and introduced to the quality management system that contains all of our RTO policies, procedures and other relevant information. This is a lengthy read. We have summarized the key points below: Please refer to the full text within the policies for additional detail and information.

As a registered training organisation (RTO) accredited under the provisions of the *National Vocational Education and Training Regulator Act, 2011*. We have met strict compliance guidelines as set out by ASQA (Australian Quality skills council)

We are approved by SafeWork NSW to conduct assessments for the issue of High-Risk Work licences. There is no recognition of Prior Learning for SafeWork HRW licences.

Our trainers are skilled in supporting learners. We understand that we all learn differently and that it can be difficult when you haven't done any formal learning for a while. Reach out to your trainer if you need support with language, literacy or numeracy.

Our responsibility to you:

- We maintain your privacy and respect your confidentiality at all times.
- We keep your records and data safe and secure.
- We will provide you with the highest quality training to prepare you for the workplace.
- We don't allow discrimination on any grounds whether it be gender, sex, race, age etc. We also have zero tolerance for bullying, harassment and the use of drugs and alcohol while training with us.
- If you have a disability either physical or a learning disability, we will modify where and when possible, to accommodate your needs. Please note that some disabilities may affect your capacity to get a licence. We will talk with you about any restrictions that may be relevant and will support you in whichever way we can.

- We act with integrity at all times and if any bribes are offered to trainers and assessors, we are obliged to report to SafeWork NSW
- We will prepare you with practical and theoretical knowledge to operate in a workplace, but we cannot guarantee employment once you have completed your training with us.

Your responsibility to us:

- We expect your punctual attendance and that you are fully committed to the training program. Home-study and review is required.
- We expect you to treat everyone with respect and to follow the Work Health and Safety guidelines applicable to our Industry, our training program and our training venues.
- You will bring appropriate PPE for your training – Safety boots, high vis vest and hard hat.
- Ensure that you have your USI number.
- Ensure that you bring 100 points of ID.

The Training, Pre-Assessment and Assessment Process: (See Doc ID TCLM_ADM Information on Pre-assessment and Assessment Day Version 1.1 for more detail in your training documents.)

You will complete both theory and practical skills in class in a group situation and your Assessment with the SafeWork Assessor is completed one on one.

You will undertake a Pre-Assessment with your trainer to ensure you are prepared for your final Assessment with the SafeWork Assessor. You will need to have shown to your Trainer proof of your 100 points of I.D. before your pre-assessment

If you pass your SafeWork Assessment, you will be deemed COMPETENT and receive an NSA (Notice of Satisfactory Assessment) from the Assessor.

Your SOA (Statement of Attainment) will be sent to you within 30 days of your Competent Assessment.

You will need to take the following to an NSW Australia post office:

- Your NSA (Notice of Satisfactory Assessment)
- Application form for a National Licence to Perform High Risk Work (HRW Licence)
- 100 points of I.D.
- Recent passport photo (can be done at the post office)
- Approx. \$70 to pay application fee
- **Lodge application within 60 days of your Assessment**

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If you fail your Assessment and are deemed Not Yet Competent - You will need to be rescheduled for a Re-assessment which can be booked in 48 after hours after initial assessment. A re-assessment fee may apply.

Complaints:

If there is feedback or a complaint that you wish to make, we have an open-door policy and ask you to please discuss any issues with us and either communicate with your trainer directly or with our CEO, Warwick Bright. If you wish to lodge a formal complaint, there is a complaints and appeals form that you can download directly from our website or request one from the Admin office.

Our Refund/ Cancellation policy:

If you withdraw from your course (either before or during the course), refunds will be available as follows ('withdrawal' means the day we receive notification in writing that you would like to cancel):

- **If Withdrawal is more than 3 days before the course is due to begin: full refund of course fees paid.**
- **If withdrawing less than 3 days before the course is due to begin: 50 % of the deposit or 25 % of course fee will be payable.**
- **No refunds will be provided for non-attendance. You may nominate another participant to take your place and transfer your enrolment.**

Exceptions may occur where compassionate circumstances apply— please see full policy within Handbook for further details.

Appeals and Complaints Policy and Procedure

The purpose of this policy is to ensure that all TCLM Pty Ltds' Management, Staff, Trainers and Assessors are aware of the procedures strictly adhered to by our RTO pertaining to;

- Appeals and complaints procedure and policy
- Continuous improvement of this policy and procedure

Note:

Appeals here include appeals against decisions made by TCLM, including appeals against decisions made as an attempt to resolve a complaint. For assessment appeals, please see the Delivery and Assessment Policy.

Appeals and complaints policy

- Complaints and appeals against decisions of the institution may be made by staff or students.
- This policy aims to ensure that (a) any appeals and complaints are resolved in a constructive manner with a minimum of bad feeling; (b) students feel satisfied that there is a process in place to deal with any appeals or complaints and that any appeals or complaints are handled satisfactorily; (c) an environment of fairness and trust is maintained; (d) the root causes of any complaints are identified and addressed to allow for continuous improvement and to avoid recurrence of the complaint.
- Before instituting an appeal or making a complaint, where reasonable it is preferred that the person or people concerned attempt resolution through discussion.
- Any complaints involving allegations of discrimination, harassment or victimisation will be taken particularly seriously, and could lead to expulsion (if a trainee) or dismissal (if an employee).
- Complaints and appeals will be viewed as a constructive contribution to continuous improvement of the institution's operations. Where the appeal or complaint results in discovery of a weakness in the RTOs operations, policies and procedures should change as a result.
- **Details of the person appealing or making any complaints will be kept confidential.** They will not intentionally be communicated to other students or people outside the organisation except in the case of government agencies and departments requesting the information or performing an audit.
- Complaints and appeals may be lodged anonymously and can be made on behalf of a student by friends, family, or other organisations.
- There will be no charge for making a complaint or lodging an appeal
- **The Appeals and Complaints policy will be made known to prospective students through the marketing material.** It is the Administration Manager's responsibility to ensure that this happens. Students and staff will be reminded of this policy during the Induction process, and a summary of this policy will be freely available in the Student Handbook and the Staff Policy and Procedure Manual.

- Any document relating to a complaint or appeal should be kept in a secure location to prevent unauthorised access. Please see Record Keeping and Data Management Policy.
- Appeals other than appeals against assessment decisions can be made up to one year after the decision being appealed against, or later at the discretion of the CEO (assessment appeals have a different time frame, as specified in the Delivery and Assessment Policy). Records must be kept allowing sufficient investigation for appeal purposes during this period of time.
- Principles of fairness will be exercised throughout the complaint/appeals process:
 - There is to be no discrimination as a result of making a complaint.
 - Complaints and appeal processes are to be transparent, equitable, objective, and unbiased; principles of natural justice and procedural fairness are to be upheld at all times.
 - The process must be accessible to all; thus, all staff need to be aware that people with limited English proficiency, special needs etc may need extra assistance with the complaints/appeals process.

This agreement does not remove a student’s right to take further action under Australia’s consumer protection laws. The registered provider’s dispute resolution processes do not circumscribe the student’s right to pursue other legal remedies.

Appeals and complaints procedure

1. Before a student makes an appeal or complaint, where appropriate the student concerned should discuss the matter with their trainer or Assessor, the CEO or Administration Manager. If it is a staff member making the complaint or appeal, the matter should be discussed with the staff member’s manager or the CEO.
2. If the matter is not resolved at step 1, the preferred way to formally make a complaint or lodge an appeal is by completing and lodging an Appeals/Complaints form. This can be obtained from the Administration Manager or TCLM Pty Ltds’ Website: www.towercranetraining.com.au. Complaints and appeals may also be lodged by email, telephone or in person.
3. The form is handed to administration who passes it to the CEO at the earliest possible opportunity, or it can be handed directly to the CEO. It may be delivered in a sealed envelope clearly marked “To the CEO.
4. **The matter is entered into the Appeals/Complaints Register.** The purpose of this register is to (a) make it easier to check whether there is a pattern to the complaints and appeals, or (b) facilitate continuous improvement and auditing of complaints and appeals handling.
5. The complainant/appellant is **sent written acknowledgement of receipt of the complaint/appeal within seven working days of the date of the complaint/appeal** (or sooner wherever possible), except in the case of anonymous complaints. This written acknowledgement will also state a time period in which it is expected the matter will be considered.
6. The CEO is responsible for dealing with the complaint/appeal. Complaint/appeal handling may also involve meeting(s) with the person making the complaint/appeal in order to gather more information

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or to negotiate a solution. The person making the complaint is entitled to bring another party to the discussion.

7. **The matter may be considered at the next Management Meeting.** Any part of a complaint/appeal that involves appealing against an assessment decision should follow the section of the Delivery and Assessment Policy dealing with appeals.
8. The person making the appeal/complaint is **informed about the outcome in writing within the time period mentioned in the written acknowledgement of receipt of the complaint/appeal.** The written information should clearly state the outcome and the reasons for it and may be supplemented with a discussion with the students. It will also contain information about how to appeal against the decision.
9. An independent arbiter may be engaged if requested by the person making the complaint, who should be informed that the unsuccessful party to the appeal or complaint bears any cost of the independent arbiter. Either party will have opportunity to veto the choice of arbiter if lack of independence is suspected.
10. The Appeals/Complaints Register entry is updated to show the outcome, as well as any further appeal.
11. In the case of a student who makes a complaint not being satisfied with the outcome, the student can appeal to an outside organisation, such as:

ASQA (Australian Skills Quality Authority)

GPO Box 9928

MELBOURNE. VIC. 3001

Tel: 1300 701 801

Email: www.asqa.gov.au

or:

National Training Complaints Hotline

www.education.gov.au

Tel: 13 38 73

If the complaint or appeal involves an alleged contravention of the Disability Standards for Education, the matter can be taken to the **Human Rights and Equal Opportunities Commission (HREOC)**:

The Director,
Complaint Handling
Human Rights and Equal Opportunity Commission
GPO Box 5218
Sydney NSW 2001

www.hreoc.gov.au and click on 'lodge a complaint'

Staff members not satisfied with the outcome of a complaint may be able to use other channels, such as their union if they are a member.

12. **Where relevant, changes are made to institutional systems to avoid further occurrences of the matter that gave rise to the complaint. Please see the Continuous Improvement policy for the process.** Care should be taken to ensure that such changes do not give rise to situations where a

vociferous minority carries influence that adversely affects the majority. The CEO is responsible for ensuring balanced outcomes appropriate to all and will check that the improvement is in place and is working after an appropriate period of time.

13. At the discretion of the manager in charge of handling the complaint/appeal, the complainant/appellant may be asked for feedback on how their complaint or appeal was dealt with.

Continuous Improvement of this policy and procedure

- This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually.

- **Continuous improvement may include data from:**
 - Annual staff survey (Staff feedback form)
 - Client satisfaction survey
 - Informal observations and comments from staff, especially during the complaints and appeals process itself.
 - Feedback from students regarding the complaints and appeals process, e.g., on Appeals/Complaints Feedback Forms.
 - Complaints and appeals register

- **Records of continuous improvement will include:**
 - Archived survey forms and summaries thereof
 - Minutes of meetings where continuous improvement is discussed
 - Version change information at the end of this document
 - Archived previous versions of this document

Stakeholder and Feedback Policy

TCLM Pty Ltd T/as Tower Crane Training are required by good business practice and the NVR Standards to continually review our performance and use these reviews as opportunities to improve our business practice. NVR Standards require that particular attention be paid to our delivery of training and assessment, as well as client services.

TCLM Pty Ltd T/as Tower Crane Training have recognised that valuable feedback can come from a variety of sources. This includes as a minimum, our trainers, our participants, our staff and where applicable our participants employers. We also recognise that valuable feedback can come from other sources, such as ASQA in their conduct of compliance audits and from the regulatory body SafeWork.

TCLM Pty Ltd T/as Tower Crane Training will utilise a variety of feedback forms to ensure that we comply with our own obligations and with the requirements of the national Quality Indicators.

Participants and participants' supervisors will be formally issued feedback forms at the completion of the course utilising the employer feedback forms

Trainers will also be issued their own completion surveys periodically, as there is not a national standard completion survey for trainer/assessors, we have developed our own survey form.

The completed feedback forms will be collected by the trainer and sent through to the CEO for analysis and action.

The CEO will review the forms, identifying all:

- Areas of success and improvement
- Positive points or trends
- Negative issues
- Negative trends
- Significant issues

Significant issues requiring immediate investigation and action will be the responsibility of the CEO. Other feedback suitable for discussion will be carried over to be discussed at the next Monthly Management Meeting.

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In cases where the clients or participants are unhappy with aspects of training and assessment such as trainer performance, communication, training programs, assessment materials or processes, it may be appropriate to discuss these issues confidentially with the relevant staff member as appropriate.

All suitable feedback is discussed at the Monthly Management Meeting, items determined as worthy of implementing will be recorded in the Continuous Improvement (CI) register.

The CI register will contain the details of the issue:

- the date of entry,
- the person identified to resolve the issue,
- a solution implementation date
- a review date to confirm that the solution is effective
- a final completion date that identifies that the problem has been addressed, rectified, and rectified without further issues.

Any changes to policies, procedures, etc, will be reviewed and discussed at the Monthly Management Meetings to ensure a clear understanding of all requirements.

Industry Engagement Policy

The purpose of this policy is to ensure that all staff, trainers, assessors, management, stakeholders, and learners are aware of the strategies that our RTO, TCLM Pty Ltd T/as Tower Crane Training adheres to, to enable our RTO to effectively engage with industry to provide industry relevant courses using current technologies and practices to produce learners who are job ready.

TCLM Pty Ltd T/as Tower Crane Training endeavours to keep courses industry relevant but at the same time must remain compliant to the requirements of the AQTF Australian Quality Training Framework, codes of practice, regulatory, legislative, and licencing governing bodies; ASQA & SafeWork.

The industry engagement activities our RTO TCLM Pty Ltd T/as Tower Crane Training will provide many benefits to our industry contacts, students and our RTO when carrying out consultations with our industry contacts.

Benefits of Industry Engagement to our RTO

Industry engagement will assist our RTO to keep up to date with industry trends and ensure our delivery and assessment practices reflect what is required by industry.

This will lead to a range of benefits which include:

- Compliance with the Standards
- Keeping staff skills current as they engage with industry through networking. This can have a double benefit effect (1) it helps staff maintain industry currency and (2) enables effective industry engagement
- Up to date courses
- An improved profile in the industry
- An additional pool of potential learners from industry contacts
- Continuous improvement of learning and assessment practices

Benefits for industry contacts

Industry can benefit from consultation and engagement by receiving:

- Access to VET specialists for advice on vocational skill development for their employees.
- Access to relevant and targeted training that can be delivered in-house in some instances.
- Access to a potential pool of suitable job applicants with the industry relevant skills and knowledge they require in their workplace.

Benefits for Students

Students can also benefit from our RTO's industry engagement activities conducted. Students can be assured that the training they are receiving is relevant and will prepare them for the workplace.

Procedure:

Our RTO TCLM Pty Ltd T/as Tower Crane Training follows the below outlined three strategies to engage with industry to receive valuable feedback and to assist our RTO to monitor industry needs and provide continuous improvement to keep our training products and services current and relevant.

Three strategies for industry engagement methods that TCLM Pty Ltd T/as Tower Crane Training utilises are:

- 1. Build connections with Organisations that align with our RTOs business values and goals.**
- 2. Contacting the right people to consult with about industry engagement feedback by selecting staff who:**
 - Are committed to our RTO
 - Can communicate clearly about training and assessment practices
 - Can build a rapport and connection with others
 - Are open to feedback and will not take offence at suggestions for change

TCLM. Pty Ltd T/as Tower Crane Trainings' staff, trainers, assessors, and management understand it is critical to connect with people in the industry who understand the skills and knowledge required in their industry.

This will include industry specialists, managers, recruitment staff or industry trainers.

- 3. Incorporate Industry engagement in our day-to-day business operating practices** to ensure that this procedure is a part of our daily activities carried out to ensure that industry engagement consultation does not become overlooked.

Range of other Strategies

- Including industry representatives on course review and validation panels.
- Inviting industry members to work in project teams who are redeveloping learning or assessment materials.
- Partner with industry in a program that enables job rotation through training and assessment

The new Standards for Registered Training Organisations (RTOs) 2015 include 2 clauses that describe the requirements industry relevance. Clauses 1.5 & 1.6 discuss the requirement for RTOs to use a range of strategies for industry engagement. The standards define the range of strategies to include:

- partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs.
- involving employer nominees in industry advisory committees and/or reference groups.
- embedding staff within enterprises.
- networking in an ongoing way with industry networks, peak bodies and/or employers.
- developing networks of relevant employers and industry representatives to participate in assessment validation; and
- exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

Industry engagement must be more than asking a few business contacts to write letters of support and recommendation, and it is also more than sending your Training and Assessment strategy documents to a few industry contacts for comment. Industry engagement must be more comprehensive than those types of practices. The strategies you use must result in a deep understanding of:

- the needs of industry,
- the skills and knowledge required of trainers and assessors,
- the types of resources used by industry and therefore required in the training environment
- the suitability of your delivery and assessment materials and processes and
- the suitability of the length of your courses.

Using this information collected to improve our RTOs business and maintain compliance

To achieve both business improvement and a good compliance result it is important to consider what to do with the information that our RTO collects from industry. Fortunately, the following strategies will achieve both aims at the same time.

- Our RTO will update our Training and Assessment strategies for each qualification and each delivery mode with the information received from industry. In some instances, this may result in update of the resources required to teach a course, or the delivery strategies or could mean that the skills required of our trainers is impacted so our RTO may need to update the trainer information.
- Keep records of ongoing industry consultation and have a paper trail that demonstrates how you have incorporated stakeholder feedback
- Update our RTO's Trainer matrixes for each qualification
- Provide opportunities for our RTO trainers to update their skills and knowledge in areas identified by industry consultation and keep records of attendance
- Gather evidence of trainer's and assessor's current industry skills and knowledge

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- Update all relevant policies
- Continually review and update learner resources in response to industry feedback

A Self-Assessment Checklist has been implemented to monitor Industry Engagement Feedback and provide Continuous Improvement when engaging with industry to keep an updated record of changes that are implemented to improve or make positive changes where possible whilst remaining compliant to the Standards for Registered Training Organisations (RTOs) 2015.

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Continuous Improvement Policy

The purpose of this policy is to ensure that all TCLM Pty Ltd Management, staff, trainers, and assessors are aware of the procedures followed by our RTO pertaining to.

1. Policy Overview

2. Policy Details

- Inputs
- Continuous improvement decision making and implementation (forms and processes)
- Dissemination of continuous improvement changes
- Record keeping in relation to continuous improvement
- Monitoring and evaluation of continuous improvement
- Review of continuous improvement systems, processes, and instruments

3. Schedule for continuous improvement

Policy overview

This institution is committed to the continuous improvement of all its processes, recognising that such an approach is essential in order to deliver quality outcomes to its students and to retain a competitive edge.

All staff are expected to show commitment to continuous improvement.

Policy details

Inputs

Information from the following will contribute to continuous improvement:

Data from surveys and Quality Indicators

A client satisfaction survey form will be completed by each student at the end of each course. Other surveys are to be carried out as per the Continuous Improvement Schedule below. There is a procedure for each survey, which explains the collation process. Qualitative and quantitative data from these are to be dealt with according to the Continuous Improvement Schedule below.

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Ideas from staff

These should be brought to any meeting where continuous improvement is discussed. These can be described orally at the meeting or submitted in writing. Alternatively, any staff member could discuss an idea with their manager, who could then bring it to the next management committee meeting. When staff members taking part in professional development activities, they are encouraged to provide ideas for continuous improvement from this.

Information about change of circumstances

Improvements will often be prompted by changes in the circumstances in which the organisation operates, such as changes to legislation, new markets, competitors' changing approaches and technology, updates to the training packages and available resources, and changes within the industries we are training people for. It is the Managers responsibility to keep track of changes in the industry, technology, and training packages. It is the Manager's responsibility to continually research new opportunities and to keep track of how well our RTO is meeting current industry need. In addition, all staff are expected to keep their own eyes open for changes. A person who identifies such a change should discuss it with their manager, who will then bring it up at the next management committee or discuss it with the Manager, as appropriate.

Industry consultation

This is very important, and representatives of industry should be consulted and, ideally, involved in discussion about continuous improvement. At the discretion of the principal, a committee may be formed for each industry area, which **should include representatives of industry and employers of graduates** of TCLM Pty Ltd T/as Tower Crane Training. **Other forms of industry consultation could include the following (records should be kept in the Industry Consultation File for the qualification concerned):**

- Contact with Industry Skills Councils, regulatory bodies, and licensing authorities
- Meetings, formal or otherwise, with people working in industry
- Feedback from graduates working in industry
- Contact with, and surveys of, employers and potential employers
- Input from trainers/assessors who currently work in industries relevant to the qualification delivered

Other Feedback, including informal comments made by staff or students. These should be brought to the attention of the manager of the area concerned, or discussed at a management committee meeting

Program and services review

This should be carried out **at least once a year** for each program (see Continuous Improvement Schedule below). They may also take place at other times for reasons such changes to training packages, new or amended legislation or industry codes of practice, changes to technology or other areas identified by industry consultation indicating a need for a change. Wherever possible, it should involve industry consultation, as outlined above, e.g., by industry representatives being involved in the process. As a minimum, program and services review should cover the following:

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- **Selection and admission processes.** Are they appropriate? Can they be improved? Do they exclude potential students unnecessarily or allow people to undertake the course without necessary pre-requisite skills? Can they be streamlined?
- **Delivery.** Does delivery adequately prepare students for assessment? Is it still current, e.g., have industry developments or legislative/regulatory/licensing changes made current course content and/or materials obsolete? Has professional practice moved on since the last review?
- **Delivery modes and timetabling.** Would changes in this area allow access to the training by more people? Has technology made other delivery modes feasible or economical? Are trends in student demand suggesting that change may be helpful?
- **Assessment (including RPL).** Can this be improved? Are the assessment tools and processes still current? What improvements can be made to improve validity and reliability? How well are validation and moderation processes working? How have the outcomes of validation processes and moderation meetings led to changes to assessment? Is assessment still consistent with the training package and the training and assessment strategies?
- **Resources: Facilities, equipment and training and assessment materials.** Has industry practice changed such that new materials or equipment are needed in order that graduates have up-to-date skills and knowledge, to maximise employability? Can the learning/assessment environment be improved in any way? Are intellectual property licenses current, and do they cover the institution's current and projected needs? Are resources still current, sufficient, and effective?
- **Staff.** Is the experience of teaching staff still current, or have changes in the industry meant that professional development is now required (note: staff professional development is planned through the staff appraisal process—see Staff Appraisal Policy and Professional Development Policy)
- **Learner needs.** How well are these being met? Have they changed since the last review? How can the program be adapted to meet any new needs?
- **Access, equity, and student support provisions.** How well have provisions worked since the last review? Can provisions be improved or further developed?
- **Marketing/pre-enrolment material.** What changes can be made to improve clarity? What changes will have to be made as a result of discussion of the items above?
- **Partnership agreements.** Are services provided by the partner organisation fully compliant with the AQTF and regulatory requirements? Are there ways in which such services or the monitoring thereof, can be improved? Can communication with the partner organisation and its representatives be improved?

Audit and policy/procedure review

A full internal audit against the AQTF and any other applicable regulations or legislation will be carried out according to the Continuous Improvement Schedule below, under the direction of the Manager. It is essential that this **audit focuses mainly on evidence that policies and procedures are being followed, not just that they exist.** It should also attempt to find gaps in compliance, changes to the risk assessment, drifts away from compliance due to any adjustments made previously, and improvements in procedure that allow for improved student outcomes and increased efficiency. This audit should be followed up with a report prepared under the direction of the Manager, which includes recommendations for improvement.

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Assessment validation and moderation

See the Delivery and Assessment Policy for further information

Professional development and research

Enables some comparison and benchmarking with other organisations, and to keep up with industry trends and best practice. All management staff are required to do this (it is in their job descriptions), and **reporting occurs at Management meetings**. The research/professional development may involve attending industry forums, membership of professional associations, reading websites and marketing materials of other organisations offering similar courses, or any other activity that leads to similar outcomes (see Professional Development Policy for further ideas)

Evaluation of previous continuous improvement actions

At the time that a continuous improvement action is decided upon at a meeting, a decision is also taken about how that action will be evaluated (see below). The intention is that the results of the evaluation are discussed and may flow on to further continuous improvement actions.

Complaints and appeals

Ideas for improvement may come from complaints and appeals. The person handling the complaints and appeals should bring any patterns in complaints and appeals, or areas for improvement, to the attention of the management committee. Further information can be found in the complaints and appeals policy, including review of complaints and appeals at least annually to establish whether there is a pattern that can be addressed

Other methods should also be considered, such as **focus groups of students**, staff or both, research into best practice, and **reviews by external consultants**

Continuous improvement decision making and implementation (forums and processes)

Decisions may be made in the following ways:

- **Executive decisions by the Manager**. It is recognised that in some cases where quick, decisive action is needed or where there is no scope for discussion, executive decisions may be made. Such decisions will be disseminated through memos and/or emails.
- **Decisions by a departmental manager**. These may occur for minor decisions that affect only that department, e.g., a change in procedures that do not affect the overall outcomes of the procedure and are consistent with the relevant policies. However, wherever possible, consultation should take place with those involved in the implementation and outcomes of the decision, especially where those people are in different departments, e.g., through discussion at departmental meetings.
- **Meetings**. All decisions affecting one department only may be decided at a meeting of that department. Decisions affecting more than one department or the whole organisation should be discussed at management committee meetings. Management meetings will include discussion of the reviews listed

below. Decisions should also be made about how continuous improvement actions will be evaluated, and how the results of that evaluation will be reported.

Dissemination of continuous improvement changes

Decisions should be disseminated through the following means (please see the Information Dissemination Section of the Record Keeping and Data Management Policy):

- Memos and emails to all affected by the decision and to the management committee
- Meetings involving those affected by the decision
- New versions of policies and procedures notified as per the Information Dissemination section of the Record Keeping and Data Management Policy.

Record keeping in relation to continuous improvement

All continuous improvement decisions must be recorded in writing and filed in a way that makes the records easy to access. Such records include (please see Records and data management policy):

- Hard copies or soft copies of memos and emails, appropriately filed
- Meeting minutes
- Version control information on policy and procedure documents, and previous versions of those policies.
- Entries in the version control register
- Previous versions of marketing material.

Monitoring and evaluation of continuous improvement

- The Manager responsible for each continuous improvement action monitors and evaluates its implementation. Depending on the size, impact or significance of the action, the results of the evaluation can be discussed at an appropriate meeting, to feed back into further continuous improvement or confirmation of good practice (see above).
- The Manager is responsible for ensuring that this policy is followed by managers

Review of continuous improvement systems, processes, and instruments

- Changes to assessment instruments, continuous improvements etc can be suggested at any time and proposed in meetings in just the same way as with any other system within the institution.
- This will be carried out as part of the annual internal audit/policy and procedure review, and could involve amended questions on surveys, surveying at different times or different ways, changes to procedures, etc

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- The Manager is responsible for ensuring that continuous improvement systems, processes and instruments are themselves continuously improved.

Continuous improvement schedule

Monthly cycle

First Wednesday of each month: **Management meetings**, chaired by the Administration Manager.

Last Friday of the month: **Trainer/assessor meetings**, chaired by the CEO.

Annual cycle

At the following management meetings, points listed below will be discussed:

- Student & Employer Satisfaction Surveys (these surveys will already have been conducted and collated in accordance with QI procedures.
- Audit and policy/procedure review
- Course programs and services review
- Third Party Agreement Review

Continuous improvement of this document

- This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually as part of the Audit and Policy/Procedure Review described above.
- Continuous improvement may include data from:
 - Annual staff survey (Staff feedback form)
 - Informal observations and comments from staff.
- Records of continuous improvement will include:
 - Minutes of meetings where continuous improvement processes are discussed
 - Version change information at the end of this document
 - Archived previous versions of this document
 - Archived previous versions of data collection tools, e.g., surveys forms.

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Avetmiss Collection of Data & Reporting Policy

The purpose of this policy is to ensure that all TCLM Pty Ltd T/as Tower Crane Trainings' staff, contractors and management are aware of the procedures to adhere too when collecting and reporting Avetmiss data on a yearly basis of all student records as a requirement by Australian Skills Quality Authority (ASQA) on a **which is to be reported by the end of February of each calendar year.**

Requirements:

1. Reporting AVETMISS compliant data 1.1 From 1 January 2015, each registered training must submit AVETMISS organisation compliant data on all nationally recognised training where the registered training organisation is responsible for issuing the statement of attainment or qualification, unless exempt under Section 3 – Transition arrangements or Section 4 – Data reporting exemptions. Note: Registered training organisations will still need to fulfil legislative and contractual reporting obligations, including the student learner and employer satisfaction surveys and reporting full AVETMISS data on all nationally recognised training required as a result of receiving government funding.

2. Collecting AVETMISS data 2.1 From 1 January 2014, each registered training organisation must implement policies and procedures to collect full AVETMISS data from their clients, unless exempt under Section 3 – Transition arrangements or Section 4 – Data reporting exemptions. 3. Transition arrangements

3.1 Where a registered training organisation considers that it will be unable to comply with the mandatory application of paragraph 1.1. and 2.1, it will be required to notify the registered training organisation's VET regulator that it will be accessing a twelve-month exemption. This exemption will mean that paragraph 1.1 applies from 1 January 2016 and paragraph 2.1 applies from 1 January 2015. Note: Registered training organisations will still need to fulfil legislative and contractual reporting obligations.

4. Data reporting exemptions National security, border protection and policing issues

4.1 Registered training organisations do not need to collect and submit AVETMISS compliant data on nationally recognised training activity where submission of that data: i. would conflict with defence or national security legislation; and/or ii. could jeopardise the security or safety of defence, border protection, customs, national security or police personnel.

4.2 Each registered training organisation for which 4.1 applies will consult with its regulator to identify what training activity is to be exempted under paragraph 4.1, including the reason/s for that exemption (i.e. criteria i. or ii). For training activity determined to be exempt but for which submission of data does not offend legislation (i.e. activity exempted under criteria ii. in paragraph 4.1), the registered training organisation must provide annual aggregate competency commencement and completion data for each qualification or unit that does not identify the client to its regulator and the National Centre for Vocational Education Research for regulation, research and policy purposes.

5. Data recipient and reporting timeframes Data recipient

5.1 Registered training organisations required to submit data under this Policy must submit that data to either: i. the state or territory training authority in their jurisdiction; or National VET Provider Collection Data Requirements Policy Page 7 of 9 Version 2 – January 2015 ii. the National Centre for Vocational Education Research; or iii. for VET in schools training activity, the Board of Studies or its equivalent in the relevant jurisdiction.

5.2 Each state or territory training authority will determine whether it will accept activity data where that data is not required under legislative or contractual obligations and inform registered training organisations in its jurisdiction.

5.3 Where a registered training organisation submits its activity data directly to the state or territory training authority or the Board of Studies (whether by contractual obligation or voluntarily), the state or territory training authority or Board of Studies will provide the data to National Centre for Vocational Education Research for it to form part of the National VET Provider Collection. Reporting timeframes

5.4 Registered training organisations must submit AVETMISS compliant data by the end of February each year from 2015 or as directed by the state or territory training authority for all nationally recognised training activity undertaken in the preceding calendar year, unless a full reporting exemption for that training is provided under Section 3 – Transition arrangements or Section 4 – Data reporting exemptions. Note: Registered training organisations may be required to report more frequently to their state or territory training authority as a result of other legislative or contractual obligations.

6. Management of this policy and its review

6.1 This Policy may be updated periodically: The COAG Ministers responsible for Skills will be responsible for determining any changes to this policy.

6.2 This Policy will be reviewed by 1 January 2017 by the COAG Ministers responsible for Skills in consultation with key VET stakeholders, including governments, VET regulators, VET representative organisations and registered training organisations. This review will consider reporting timeframes, the exemption settings and the efficacy of the Policy's administration and implementation arrangements.

6.3 VET regulators will be responsible for ensuring registered training organisations collect and report nationally recognised training activity data in accordance with this Policy

Procedure:

The collection of data is recorded and checked by TCLM Pty Ltd T/as Tower Crane Trainings' administration staff when student records are provided by trainers and assessors who have been contracted or employed by TCLM Pty Ltd T/as Tower Crane Training to deliver Safe Work training and/or assessments and/or units of competency on TCLM Pty Ltd T/as Tower Crane Trainings' RTO's scope of registration.

All student data is input into our RTO's AXcelerate software system and all student records are backed up on a daily basis.

The records are reported by our Administration Staff to ASQA by the 28th of February each calendar year by our AXcelerate generated Avetmiss Reporting File and submitted via ASQANET electronically.

Work Health Safety & Environmental Policy

The purpose of this policy is to ensure that all TCLM Management, Staff, Trainers, Assessors, students and employers are aware that the management of TCLM Pty Ltd T/as Tower Crane Training are committed to providing and maintaining a safe work and training environment for its employees, contractors, trainees and members of the public. In its role as a responsible corporation citizen, TCLM Pty Ltd T/as Tower Crane Training is also committed to ensuring that all its operations, at a minimum, comply with all statutory and regulatory WHSE requirements.

The Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 describes TCLM Pty Ltd T/as Tower Crane Trainings' duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others within the workplace. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate staff training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace with the safe storage of goods such as chemicals.

The following procedures and Standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situations, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety Standards without causing damage,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure Participant safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all staff and participants to see,
- Report any identified Occupational Health and Safety hazard to the appropriate staff member as required.

In demonstrating management's duty of care, we will make every reasonable effort to provide a working/training environment that minimises incidents of risk or personal injury, ill health or damage to property. **This includes:**

- Sign on Register
- Site Induction for all person's carrying out training/assessment
- Training of Trainers & Assessors of all WHSE Polices & Procedures of TCLM Pty Ltd T/as Tower Crane Training.
- Work Method Statements, Risk Matrix, Risk Register, Continuous Improvement Register
- SMDS (Safety Material Data Sheets)
- Daily Machine Logs
- All hazards must be recorded on TCLM Hazard Report Form then actioned by CEO, Warwick Bright
- Incident Defect Register, Risk Register
- Daily equipment checks (e.g. PPE, slings, tools, etc)
- Providing employees with appropriate training and assessment
- Organisation & Self-Assessment forms
- All relevant Insurance policies & quarterly reviews
- Course Appraisal & Evaluation Assessment
- Risk Management & Corrective Procedures
- Providing safe plant, equipment and systems of work
- Emergency Evacuation Plan
- Allocating adequate resources to comply with all relevant OHS legislation
- Regular consultation on work, health, safety and environmental issues. (Toolbox Meetings)
- First Aid Box, First Aid Register, Evaluate and monitor through training, toolbox meetings
- Toolbox meetings of all staff, contractors

Workplace Harassment Policy

We are required under Australian law to ensure that we provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying) so that all staff and participants feel valued, respected and are treated fairly.

We will ensure that all of our staff understand their roles and responsibilities in creating such a workplace, by a process of training, communication, mentoring and by example. We will ensure all of our staff members are aware of the processes and procedures for addressing any form of harassment or discrimination.

The purpose of this policy is to ensure that all Management, Staff, Trainers, Assessors, Students and Employers are aware that TCLM Pty Ltd T/as Tower Crane Training are committed to providing a work, training, and assessment environment free of any form of harassment. TCLM Pty Ltd does not tolerate any form of harassment under any circumstances and appropriate proary action will be taken against any employee, trainee, contractor, or visitor who commits harassment whilst working for or in a Third-Party Partnership Agreement or whilst enrolled in a course being undertaken by our RTO.

For the purpose of this policy, harassment is defined as unwelcome behaviour and/or behaviour that may be construed as offensive, intimidating or humiliating to the person on the receiving end of the behavior.

Behaviour that may be seen as sexual harassment may include displays of offensive or sexual materials or comments, or unwelcome physical contact between persons. This form of harassment may be a single, isolated incident or a repeated set of behaviours. Sexual harassment may take the form of verbal or non-verbal behaviours and may include bullying or pledges in return for sexual favours.

TCLM Pty Ltd T/as Tower Crane Training shall take all reasonable actions to ensure the prevention of any form of harassment.

Included in TCLM Pty Ltd T/as Tower Crane Trainings' responsibilities are:

- Identifying the Chief Executive Officer, Warwick Bright, as the provider of information and support
- Engaging any relevant external assistance and/or advice that may be required or requested
- All discussions and complaints in regard to harassment will be treated as confidential wherever possible
- Ensuring all person carrying out training services are aware of and understand this policy.

TCLM Pty Ltd T/as Tower Crane Trainings' subcontractors, employees, management and the proprietor must comply with this policy.

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Privacy Policy

The purpose of this policy is to ensure that all Staff, Management, Trainers, Assessors and students are aware that TCLM T/as Tower Crane Trainings' treats the privacy of our students very seriously and we will comply with all legislative requirements. This includes the Privacy Act and Australian Privacy Principles (2014)

In some cases as required by law and as required by the NVR Standards we will need to make Students information available to others. In all other cases we ensure that we will seek the written permission of the participant.

The thirteen Privacy Principles are defined below:

Principle 1 – Open and transparent management of personal information. The object of this principle is to ensure that TCLM T/as Tower Crane Training entities manage personal information in an open and transparent way.

Principle 2 – Anonymity and pseudonymity. Individuals may have the option of not identifying themselves, or of using a pseudonym, when dealing with TCLM Pty Ltd T/as Tower Crane Training in relation to a particular matter.

Principle 3 – Collection of solicited Personal Information. TCLM Pty Ltd T/as Tower Crane Training must not collect personal information (other than sensitive information) unless the information is reasonably necessary for TCLM Pty Ltd T/as Tower Crane Trainings' business purposes.

Principle 4 – Dealing with unsolicited personal information. If TCLM Pty Ltd T/as Tower Crane Training receives personal information, TCLM Pty Ltd T/as Tower Crane Training must, within a reasonable period after receiving this information, determine whether or not we would have collected the information under Australian Privacy Principle 3, and if not we must, as soon as practicable but only if it is lawful and reasonable to do so, destroy the information or ensure that the information is de-identified.

Principle 5 – Notification of the collection of personal information. Requires TCLM Pty Ltd T/as Tower Crane Training to notify our clients, staff and students of any additional information that we collect about them, and further advise them of how we will deal with and manage this information.

Principle 6 – Use or disclosure of personal information. The information that TCLM T/as Tower Crane Training holds on an individual that was collected for a particular purpose, TCLM Pty Ltd T/as Tower Crane Training must not use or disclose the information for another purpose unless the individual has consented.

Principle 7 – Direct marketing. As TCLM Pty Ltd T/as Tower Crane Training holds personal information about individuals, we must not use or disclose the information for the purpose of direct marketing.

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Principle 8 – Cross Border disclosure of personal information. Where TCLM Pty Ltd T/as Tower Crane Training discloses personal information about an individual to an overseas recipient, TCLM Pty Ltd T/as Tower Crane Training must take such steps as are reasonable in the circumstances to ensure that the overseas recipient does not breach the Australian Privacy Principles.

Principle 9 – Adoption, use or disclosure of government related identifiers.

TCLM Pty Ltd T/as Tower Crane Training must not adopt a government related identifier of an individual as its own identifier of the individual except when using identification codes or numbers issued by either the State based regulators, or the department of Innovation with regard to the Unique Participant Identifier.

Principle 10 – Quality of personal information. TCLM Pty Ltd T/as Tower Crane Training must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that TCLM Pty Ltd T/as Tower Crane Training collects is accurate, up to date and complete.

Principle 11 – Security of personal information. If an APP entity holds personal information, the entity must take such steps as are reasonable in the circumstances to protect the information.

Principle 12 – Access to personal information. As TCLM Pty Ltd T/as Tower Crane Training holds personal information about an individuals, TCLM Pty Ltd T/as Tower Crane Training must, on request by the individual, give the individual access to the information.

Principle 13 – Correction of personal information. As TCLM Pty Ltd T/as Tower Crane Training holds personal information about individuals and should we believe that this information is inaccurate, out of date, incomplete, irrelevant or misleading; or the individual requests the entity to correct the information; TCLM Pty Ltd T/as Tower Crane Training must take such steps as are reasonable in the circumstances to correct that information.

Standards for NVR Registered Training Organisations 2015

These are the standards that governed our operation as a RTO. Thus, we are answerable to ASQA for our conduct as an RTO. Being an RTO is a privilege not a right and as such we need to comply with all the requirements of the standards and of ASQA all the time.

Working with Children

We do NOT accept people under the age of 18 in our assessment programs.

Financial Management Policy

(Including protection of fees, cancellations, refunds, and course deferral)

This policy covers the following areas:

- Protection of student fees
- Financial management
- Refunds, cancellation, deferral, and withdrawal
- Financial auditing

Protection of student fees

- Course fees are paid initially into a **holding account of TCLM Pty Ltd**. After a student has completed 2 days of the course the full course fee is transferred from the savings account into the institution's day-to-day transaction account.
- Course fees that are collected for smart and skilled courses are held and journaled separately by TCLM Pty Ltd T/as Tower Crane Trainings' Financial Manager and will not be used by TCLM Pty Ltd T/as Tower Crane Training until the applicant has completed their course to allow for fees to be available at any time in the event of a refund or cancellation of course.

Financial management and insurance

- The only people authorised to make financial transactions on behalf of the organisation are the CEO, Administration Manager and nominated company director. Only these people have the passwords for internet banking, and only these people are authorised to process payments.
- The CEO has ultimate responsibility for the organisation's financial management.
- Purchases must only be made with the permission of the CEO, with the following exceptions:
 - Payments of up to \$100 may be authorised by any manager for essential supplies
 - The CEO may from time to time allocate a budget to managers, e.g., a budget to the CEO for the purchase of teaching material.

- A tax receipt must be provided to the Administration Manager at the earliest convenience.
- Financial records will be kept in a secure location by the Administration Manager.
- The CEO will ensure that the RTO has adequate insurance, including but not limited to public liability insurance and workers compensation insurance.

Refunds, cancellation, deferral, and withdrawal

- Should the institution be unable to deliver the course as advertised, where possible the student will be given the option of transferring remaining course fees to another course. If this cannot be provided or the student chooses against this option, a full refund will be given for the part of the course the institution is unable to deliver.
- If any machinery or equipment that is the property of TCLM Pty Ltd or has been hired by us fails due to a mechanical fault or does not get delivered to us in time, then we are not obliged to offer a refund. Training and/ or the assessment will be rescheduled.
- In the instance that a scheduled course can not take place because of low student numbers, then participants will be informed 48 hours prior to the scheduled start time and will either have the option to transfer their enrolment to the next scheduled course or can receive a full refund into their nominated bank account.
- Cancellation, deferral, withdrawal, and refund applications should be made on a Cancellation, Deferral, Withdrawal and Refund Application Form which is available at the administration office. Alternatively, contact Admin via email to let them know that you need to cancel or defer your course.
- If you withdraw from your course (either before or during the course), refunds will be available as follows ('withdrawal' means the day we receive notification in writing that you would like to cancel):

If Withdrawal is more than 3 days before the course is due to begin: full refund of course fees paid.

If withdrawing less than 3 days before the course is due to begin: 50 % of the deposit or 25 % of course fee will be payable.

No refunds will be provided for non-attendance. You may nominate another participant to take your place and transfer your enrolment.

Exceptions may occur where compassionate circumstances apply—see below:

- Compassionate circumstances: in circumstances such as illness or family hardship, the student will be offered a place on a future course and course fees transferred as appropriate. Should this not be possible, a full refund of any course fees for part of the course not taken may be offered, at the CEO's discretion.
- Decisions about refunds, and refund payments, will be completed within ten working days, with a written explanation provided to the student.
- Any appeals related to refunds and fees will be dealt with in accordance with the complaints and appeals policy, which includes contact details of external bodies to which appeals can be made.
- This agreement, and the availability of complaints and appeals procedures, does not remove your right to act under Australia's consumer protection laws. The Training school's dispute resolution processes do not circumscribe the student's right to pursue other legal remedies.

Financial Auditing

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- The institution employs Paul Conaghan, a Certified Practising Accountant from Altus Financial Services, Phone (02) 8908 3444 to certify the accounts on an annual basis. Originals are safely secured at head office and additional copies are filed at the offices of Altus Financial Services.
- The registering body and any other government agency legal empowered to make such a request will be provided with full audit reports and/or audit certification document(s) when requested.
- Financial records will be kept in accordance with the Records Management Policy.

Schedule of fees and charges

As a registered training organisation, we follow the Standards for Registered Training Organisations 2015 set out by ASQA (Australian Skills Quality Authority).

Payment

Once a booking has been confirmed, we require a 50% deposit of the course fee to secure enrolment. The remaining 50 % of the course fee is payable the day before the SafeWork NSW Assessment or in the case of non-high risk work licence tickets, on the commencement of the course. Companies can arrange 14 day or 30-day payment terms.

An invoice will be issued via email. We accept EFT (electronic funds transfer), cash, as well as credit card payments via a STRIPE online facility (link will be on the invoice). Please note that a 1.75 % surcharge applies.

Please note that GST is not applied to training courses.

Refunds

If Withdrawal is more than 3 working days before the course is due to begin: full refund of course fees paid.

If withdrawing less than 3 working days before the course is due to begin: 50 % of the deposit or 25 % of course fee will be payable. We can defer your course date enrolment.

No refunds will be provided for non-attendance. You may nominate another participant to take your place and transfer your enrolment. If there are significant circumstances that led to your withdrawal, this will be taken into consideration by our CEO.

Please notify us in writing (email) that you are requesting a refund. When Refunds are approved, the refund payment will be repaid to you via Electronic Funds transfer (EFT). Refunds will be processed in 10 working days.

(Please see our Financial Management Policy in the student handbook for full details)

Our promise to you

We have a responsibility to protect the fees paid to us by our students. Student deposits, which will not exceed payments of more than \$1500 for each student, will initially be paid into a holding account of TCLM Pty Ltd. This fee protection system complies with the national standards put in place to limit the amount paid by a student before services have been delivered.

Should the institution be unable to deliver the course as advertised, where possible the student will be given the option of transferring remaining course fees to another course. If this cannot be provided or the student chooses against this option, a full refund will be given for the part of the course the institution is unable to deliver. We are responsible under the National Vocational Education and Training Regulator Act 2011 for the quality of the training and assessment being delivered to you and for the issuance of certificates. All our policies and procedures are outlined in the Student Handbook available on the website.

Changes to our terms and conditions

We reserve the right to change the conditions of the students enrolment at any time. If changes are made that effect the students enrolment, 28 days' notice prior to changes taking effect will be given.

TCT courses

All course fees include training and assessment

Course code:	Course name:	Day course Fees:	Evening course Fees:
TLILIC0013	Licence to operate a slewing mobile crane (up to 60 tonnes)	\$1800	\$2100
CPCCLTC4001A	Licence to operate a tower crane	\$2200	\$2500
CPCCLTC4002A	Licence to operate a self-erecting tower crane	\$2200	\$2500
CPCCLDG3001A	Licence to perform dogging	\$1400	\$1700
CPCCLHS3001A	Licence to operate a personnel and materials hoist	\$800	\$1100
RIIWHS204E	Work Safely at Heights	\$250	Not available

Combination courses:

Dogging and Crane operator courses are \$3300. Discount of \$300 is applied to the 2nd course in a combined booking. We require a 50 % deposit on the first course only.

Re-Assessment fee:

\$150 may be charged if competency is not achieved. Please see Pre-Assessment and Assessment day info document for more details.

Evening courses:

No discount is available on an evening course. However, we can offer a discount if you book a day course in combination with an evening course.

Re-issuing a certificate:

\$30 (includes GST) will be charged for re-issuing a Statement of Attainment certificate.

Additional info:

NO GST is charged for training courses.

All fees must be paid in full before students can be issued with their statement of attainments.

No charge is required where a student requests a copy of their student records.

Records, data management and information dissemination policies and procedures

This policy covers the following areas:

- Version control/document authorisation policy and procedure
- Document storage policy
- Document retention schedule
- Computer Backup Schedule
- Privacy and access to records policy
- Information Dissemination Policy (internal)
- Information Dissemination Policy (external)
- Monitoring accuracy of records
- Continuous improvement of these policies and procedures

Version control/document authorisation policy and procedure

- All Policy/Procedures and forms have a version number in the title, document name (on computer) and footer.
- Policy/Procedures have at the bottom (a) a version control table showing date of updates and what that update was; (b) job title of the person responsible for the policy, and (c) signature of the CEO
- When it is decided to update a document (policy, procedure or form), for example at a meeting where continuous improvement is discussed, the person listed at the end of the policy/procedure (or, in the case of forms, the person listed on the policy/procedure that the form is associated with), is responsible for the update, and increments the version number by 0.1 for a minor change, or to the next whole number for a major change (eg v2.3 to v3.0).
- Once the form has been updated, the CEO reviews and signs it.
- **The CEO ensures that:**
 - a. The new version is entered on to the Version Control Register
 - b. The old hard copy version is moved to archive and replaced with the new in the Policy and Procedure Master File or Forms Master File
 - c. On One Drive, the old version is moved to an archive folder and replaced with the new version, which has the new version number in its file name
 - d. The Staff Handbook and Student Handbook are updated if appropriate
 - e. All staff members affected are informed of the change by email or at a meeting, and
 - f. If students are affected, they are informed either by announcements in class or by email, as appropriate.

Document storage policy

Documents are of four types: Policy/Procedure, Form, Record and Learning/Assessment Material (records can include completed forms or data obtain from completed forms, records of assessment, etc).

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- Policy/Procedures and blank forms are kept in hard copy and on a computer on ONE DRIVE in a folder structure determined by the CEO. The CEO is responsible for filing system and the backup schedule (see below).
- Previous versions of all policies/procedures, blank forms and learning/assessment material are archived systematically (a) in a filing cabinet and (b) electronically, in a way that is easily accessible for example at audit.
- Details of teaching and learning materials are kept in the Learning and Assessment Materials Register.
- Details of equipment are kept in the Equipment Register.
- Documents may be stored offsite provided that (a) they do not relate to current students, (b) they can be made available within the institution within two working days, (c) the storage location is not located in an area that may be affected by flood or bush fire or has previously been affected by these, and (d) steps are taken to ensure that documents may not be affected by mould, vermin or other pests.
- If records are kept electronically, it is the CEO's responsibility to ensure that they can be accessed at any time during the period for which they must be kept. This may mean changing the file format. There is no guarantee that, for example, software to open Microsoft Word documents will be available 30 years from now, just like it is now difficult to open documents from some word processors that were common just 15 years ago.
- When updating this policy, checks will be made that the specific requirements of ASQA are adhered to, as well as those of the AQTF
- Add the procedure for transferring assessment records to the ASQA in the event of cessation of operations. These are usually specified on the ASQA website. For example:
 "If for any reason TCLM Pty Ltd ceases to operate, the Manager will contact ASQA to make arrangements to transfer all student records to ASQA, and for all current students to receive copies of their results to date, if they have not previously been provided. This must be done within 10 working days. Within 20 working days of ceasing operations, all assessment records required by ASQA must have been transferred to ASQA in a format agreed by ASQA and that ASQA can read without purchasing extra software. Information and documents will be transferred in a systematic and orderly manner. The provisions in this section are specified by ASQA."
- Documents will be retained for the periods of time listed in the table below

Document retention schedule

<i>Document types</i>	<i>To be kept for at least:</i>
<ul style="list-style-type: none"> All assessment material which may be of use in an assessment appeal 	As specified in the Appeals and Complaints Policy (currently four weeks)
<ul style="list-style-type: none"> Attendance rolls (where kept) Previous versions of policies, procedures, forms, training & assessment strategies and assessment tools Financial records Examples of student work as required for moderation (see the Delivery and Assessment Policy) Assessment results, including RPL (including results of each unit of competency for each student, and dates) Any other document that may be required to demonstrate AQTF compliance or continuous improvement Staff records, including qualifications and professional development 	6 years ¹
<ul style="list-style-type: none"> Copies of all qualifications, statements of attainment and transcripts issued Dates on which competency in each unit of competency was achieved 	30 years

Computer backup schedule

The CEO is responsible for backups. Backups are made to two external hard drives. One to be kept on site in a fireproof safe and one to be taken offsite and secured in fireproof safe.

All documents stored on the one drive server are backed up automatically. Data stored in one drive and on computers is backed up daily/weekly as appropriate.

The external hard drive is taken off site by the CEO and returned to site for backups daily/ weekly as required.

The CEO is to ensure that students records have been uploaded to their AXcelerate portfolios.

Privacy and access to records policy

- Any records containing personal information (including completed forms, CVs etc) MUST be kept confidential, as must assessment marking guides and any written test papers. Personal information must not be disclosed to anyone except where the person who is the subject of the information has given permission. Note that students of the RTO have given permission for information to “be used for internal administration, training and assessment related purposes by employees and contractors of the TCLM Pty Ltd” by signing the application form. They have also agreed that such information “may be supplied to state and commonwealth government departments and agencies when requested and/or as required by the regulations under which TCLM Pty Ltd operates”.
- Students have the right to timely access to their records, including their participation and progress. To gain this access, they may ask their trainer. They may also ask Administration staff to see these or any records held about them. When doing this, they should show a government-issued photo ID if they are not known to Admin. The records should only be shown by someone authorised to see the student’s records, such as the CEO. At busy times, an appointment may have to be made, but this should be organised as soon as possible, and within two working days of the request. Students are informed about this aspect of policy through the Student Handbook.
- Personal information should not be shown to a student by any staff member unless the student shows a government-issued photo ID at the same time (unless you know the student).
- Students who have left TCLM Pty Ltd can request a replacement certificate, qualification and/or transcript by asking at reception and paying a fee (if applicable)

Information dissemination policy (internal)

- Each new staff member is fully informed of all relevant policies, systems and processes and where to find all relevant documents during their induction process (please see Staff Recruitment and Induction Policy and Procedure).
- Each new student receives information about the RTO’s policies, systems, processes and how to use them during their induction (please see Student Induction Policy).
- Information about changes to documents or the creation of new documents is disseminated to staff and students as per the Version Control/Document Authorisation Policy and Procedure above.
- Minutes are kept of all meetings and distributed to all attendees as well as all other personal for whom the discussions and decisions are relevant.

Information dissemination policy (external)

- Personal information will only be provided to external organisations in accordance with the privacy policy (above).
- Information should be made available to any Registration/Course Accreditation Body (R/CAB), or federal or state government department when requested (the privacy policy allows this).
- No staff member should provide information about TCLM Pty Ltd to any other person or organisation unless the information is already in the public domain or the staff member has authorisation from the CEO Chief Executive Officer.

Monitoring accuracy of records

- Where substantial amounts of data are dealt with, the person entering the data should ask another staff member to check. Examples of where this should occur are (but not limited to):
 - Where an assessor provides a class set of assessment records for data entry
 - Where qualifications, statements of attainment or transcripts are being printed
- The Administration Manager should do monthly spot checks on accuracy of data. Examples include checking hard copies of assessment results provided by assessors against the data entered onto transcripts on the computer.
- The Administration will also monitor record management processes as part of the normal course of operations. If deviations from procedure or inaccuracies are identified, the CEO will speak with the person responsible. This meeting should be documented.
- If any staff member notices an inaccuracy in data, this should be reported to the Administration Manager immediately.

Continuous improvement of these policies and procedures

- This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually.
- Continuous improvement may include data from:
 - Annual staff survey (Staff feedback form)
 - Client satisfaction survey
 - Informal observations and comments from staff.
 - Complaints and appeals
- Records of continuous improvement will include:
 - Archived surveys and summaries thereof
 - Minutes of meetings where continuous improvement is discussed
 - Version change information at the end of this document
 - Archived previous versions of this document

Changes to this document may also affect: Equipment register, Learning and assessment materials register, Staff recruitment and induction policy and procedure, Student induction procedure, Register of intellectual property licenses., Version control register.

Recognition of Prior Learning (RPL) Policy

This policy applies to recognition provided to learners for training package qualifications or VET accredited courses in NSW including recognition of prior learning and credit transfer.

1.Objectives - Policy statement

1.1

TCLM Pty Ltd T/as Tower Crane Training is committed to the promotion and practice of Recognition for all learners in NSW.

1.2

Recognition in TCLM Pty Ltd T/as Tower Crane Training includes:

Recognition of prior Learning (RPL)

Recognition of Prior Learning is an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or Vocational Education and Training (VET) accredited courses. **As an RTO we currently train units of competencies that lead to high risk licences and SafeWork NSW mandates that no RPL is allowed. Students need to complete the full course and assessment in order to gain competency.**

Credit Transfer

Credit Transfer means credit granted to an enrolled learner for a unit of competency previously successfully completed.

1.3

This policy supports TCLM Pty Ltd T/as Tower Crane Training in complying with the:

(i) national Standards for Registered Training Organisations (RTOs) 2015, particularly Standards 1.8: The RTO implements an assessment system that ensures that assessment (including Recognition of Prior Learning):

(a) complies with the assessment requirements of the relevant training package or VET accredited course; and

(b) is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

(ii) requirements of the NSW Smart and Skilled contract to have in place a recognition policy and process that aligns with the NSW Recognition Framework.

(iii) AQF Qualifications Pathways Policy.

1.4

This policy is underpinned by the following principles:

1.4.1

Principle One

All learners in TCLM Pty Ltd T/as Tower Crane Training are entitled to apply for recognition in the course or qualification in which they are currently enrolled. It is recommended that the application for recognition be made as soon as possible after enrolment.

1.4.2

Principle Two

TCLM Pty Ltd T/as Tower Crane Training also offers recognition services on a fee for service basis to learners who are ineligible for a government subsidy.

1.4.3

Principle Three

Information on Credit Transfer and Recognition of prior learning should be made available to all learners in TCLM Pty Ltd T/as Tower Crane Training as part of the enrolment process.

1.4.4

Principle Four

The aim of granting recognition is to reduce the amount of learning required to achieve a training package qualification or VET accredited course by acknowledging an individual's skills, knowledge and/or experience acquired through formal and informal learning.

1.4.5

Principle Five

Learners enrolled in a government subsidised qualification or accredited course can apply for recognition in that qualification at no charge.

1.4.6

Principle Six

Learners enrolled in a government subsidised qualification as part of the NSW Smart and Skilled are eligible for a reduced fee if recognition is granted.

1.4.7

Principle Seven

The smallest educational unit granted through recognition is a unit of competency.

1.4.8

Principle Eight

Recognition can be granted for up to and including 100% of a training package qualification or VET accredited course.

1.4.9

Principle Nine

TCLM Pty Ltd T/as Tower Crane Training does not issue a testamur or transcript for an identical qualification awarded by another Registered Training Organisation (RTO).

1.4.10

Principle Ten

Eligibility for recognition does not provide guaranteed entry into an TCLM Pty Ltd T/as Tower Crane Training course.

1.4.11

Principle Eleven

Assessment evidence for recognition of prior learning is recorded in accordance with the requirements of the Standards for Registered Training Organisations (RTOs) 2015 and/or NSW Smart and Skilled Contract.

1.4.12

Principle Twelve

Learners are provided credit for a unit/s of competency previously completed in another training package qualification or VET accredited course, provided they meet the requirements of the packaging rules of a subsequent enrolment in a course or product.

1.4.13

Principle Thirteen

Applicants can request a review of an unsuccessful outcome of recognition of prior learning application.

2. Audience and applicability

2.1

This policy applies to learners enrolled in training package qualifications or VET accredited courses.

2.2

This policy covers the recognition of skills, knowledge and/or experience gained through working and learning in Australia or overseas.

2.3

Credit transfer or recognition of prior learning will apply to training package qualifications and VET accredited courses that are on TCLM Pty Ltd T/as Tower Crane Trainings' scope of registration.

2.4

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The policy does **not** apply to the provision of recognition services on trade tests conducted on behalf of the NSW Vocational Training Tribunal.

2.5

This policy does not apply to non-nationally recognised (NNR) courses.

3.Context

3.1

Recognition including recognition of prior learning (RPL) is a process of giving learners credit for skills, knowledge and/or experience gained through working and learning. It can be gained at any stage of their lives, through formal and informal learning in Australia or overseas, through work or other activities such as volunteering.

3.2

For the purpose of this policy 'learner' and 'customer' may be used interchangeably.

3.3

In TCLM Pty Ltd T/as Tower Crane Training recognition is assessed and reported against the outcomes of units of competency and/or modules within training package qualifications and/or accredited TCLM Pty Ltd T/as Tower Crane Trainings' courses.

3.4

Applicants applying for recognition should be aware of specific consequences associated with the granting of recognition. These consequences may impact upon learners who access income support or who are on temporary visas; require changes to their personal details; undertake graded courses and who may be eligible for prizes or medals. Some industry bodies may not accept credit granted by recognition of prior learning e.g., the Tax Practitioner's Board.

3.5

This policy is supported by TCLM Pty Ltd T/as Tower Crane Training implementation guidelines for credit transfer and recognition of prior learning.

4.Responsibilities and delegations

4.1

TCLM Pty Ltd T/as Tower Crane Training Customer Service

4.1.1

Chief Executive Officer, TCLM Pty Ltd T/as Tower Crane Trainings' CEO is responsible for publishing and maintaining the policy and guidelines.

4.2

TCLM Pty Ltd T/as Tower Crane Trainings' third-party agreements are responsible for:

4.2.1

developing local procedures and processes to implement the principles of recognition.

4.2.2

developing local procedures and processes (including fee structures) for fee for service recognition services.

4.2.3

complying with the requirements of Standards for Registered Training Organisations (RTO) 2015 (particularly the principles of assessment and the rules of evidence).

4.2.4

meeting the terms and conditions that cover training and assessment (including RPL) for Smart and Skilled contract, including obligations for record keeping and reporting credit transfers and recognition of prior learning, as set out in Smart and Skilled Contract Terms and Conditions 2015 and the Smart and Skilled Operating Guidelines.

4.2.5

ensuring all evidence supporting the granting of credit transfer and recognition of prior learning is kept in accordance with TCLM Pty Ltd T/as Tower Crane Trainings' record keeping requirements.

5. Monitoring, evaluation and reporting requirements

5.1

This policy will be monitored on an ongoing basis by TCLM Pty Ltd T/as Tower Crane Trainings' compliance officer in consultation with relevant stakeholders.

6. Contact

Administration Manager, Quality Support

TCLM Pty Ltd T/as Tower Crane Training Administration Office

TCLM Pty Ltd T/as Tower Crane Training recognises that the Licencing Units of Competencies on our scope of registration do not allow Recognised Prior Learning of the Units.

Access and Equity Policy and procedure

This policy covers the following areas in relation to access and equity:

- Preamble
- General information
- Disabilities and reasonable adjustment
- Language, literacy and numeracy (LL&N)
- Pre-enrolment information
- Enrolment and participation
- Program development
- Avoidance of victimisation, harassment and discrimination
- Confidentiality
- Continuous improvement of this policy and procedure

Notes

It is important that this policy is read in conjunction with the policy/procedure for the specific areas you are involved with. For example, the section about Pre-enrolment information should be read in conjunction with the Student Recruitment and Enrolment Policy.

Preamble

Following is the definition of access and equity provided in the *AQTF 2015: Users' Guide to the Essential Standards* (available at www.training.com.au):

Policies and approaches aimed at ensuring that vocational education and training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment, or remote location may present a barrier to access, participation and the achievement of suitable outcomes. Access and equity do not mean that an RTO must accept anyone as a client.

According to the *Disability Standards for Education 2015* (hereafter known as the DSE 2015, and available in the teachers' area or, at the time of writing, at²

http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm):

An education provider is required to make any decisions about admission, enrolment or participation on the basis that reasonable adjustments will be made where necessary so that the student with a disability is treated on the same basis as a student without the disability. However, a provider is required only to make a 'reasonable adjustment'. An adjustment is not mandatory if it would cause 'unjustifiable hardship' to the provider.

² This is likely to move to the DEEWR website in the near future

TCLM Pty Ltd is committed to providing equitable access to its services wherever practicable and considering the resources available. Making provisions for access and equity is seen as good business sense in that it increases the range of potential clients. TCLM Pty Ltd will provide a supportive environment in which all clients are treated with dignity, no matter what their personal circumstances.

Legislation

TCLM Pty Ltd complies with the following Commonwealth and State anti-discrimination legislation and standards:

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Commonwealth Human Rights and Equal Opportunity Act 1986
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 2013
- NSW Anti-Discrimination Act 1977
- NSW Disability Services Act 1993

General Information

- For specific information about access and equity on a particular program, please see the training and assessment strategy for that program.
- All applicants will be interviewed as part of the application process, and this interview will cover access and equity issues (see Student Recruitment and Enrolment Policy). If an applicant or potential applicant has further questions about access and equity, they should in the first instance speak with the receptionist.
- **Current clients with access and equity questions should speak first with their trainer, who should liaise with the CEO over the matter.**
- Staff members with access and equity questions should speak with their supervisor.
- The principal has ultimately responsible for access and equity provisions (DSE 2005).
- Complaints and appeals in relation to access and equity issues, especially those related to discrimination, will be taken very seriously and dealt with in accordance with the Complaints and Appeals policy. Where a complaint refers to a breach of the DSE 2005, the complainant has the right to complain to the Human Rights and Equal Opportunity Commission (HREOC).
- All processes must always respect the dignity and privacy of the disabled person and their associates. Patronising language, attitude or actions should be avoided.

Disabilities and reasonable adjustment

- It is important that anyone with a disability can apply to the institution and participate in activities on the same basis as someone without the disability. 'On the same basis', as per section 2 of the DSE 2005, means having "opportunities and choices ... that are comparable with those offered to students without disabilities". This may be achieved through reasonable adjustment.
- The DSE 2005 (plus guidance notes), page 44, defines *adjustment* and *reasonable adjustment* as follows:
An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while considering the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

- Anyone making judgements about whether an adjustment is reasonable should first make themselves familiar with the DSE 2005.
- Reasonable adjustments may be made to any:
 - Processes the candidate must go through prior to or during enrolment, including assessing whether the candidate meets entry criteria.
 - Processes that allow participation in training, support services or any other services provided by the organisation
 - Assessment during the course
 - RPL
- Adjustments are not reasonable where they result in an imbalance between the needs of the disabled person and the institution, its staff, students or any other person or people. This may include adjustments involving significant expenditure or disruptions to the normal running of the institution. The Principal is ultimately responsible for deciding that an adjustment is not reasonable, as well as for making decisions about unjustifiable hardship (Part 10 of the DSE 2005), though it is expected that others will do most of the information gathering. Records of the reason for all such decisions are to be kept in the Reasonable Adjustment Record File and may be used to defend such a decision in the event of an appeal.
- Adjustments to assessments are not reasonable where they might compromise the outcomes required by the training package. In other words, even where adjustments are applied, assessments must still follow the requirements of the training package, the performance criteria must still be met, as must the principles of assessment and the rules of evidence.
- Reasonable adjustments may also apply to staff. For example, a partially sighted staff member may be given access to a large-print version of the policy and procedure manual.

Language, Literacy and Numeracy (LL&N)

- LL&N needs may be identified through:
 - A potential applicant or associate mentioning or enquiring about this prior to or during the enrolment process
 - Staff noticing difficulties with filling in the application form, reading pre-course information etc
 - Staff, including trainers, noticing difficulties with writing, reading or numeracy during the program
- Reasonable adjustment can be made for LL&N needs using the same process mentioned above. In some cases, after consultation, it may be appropriate to advise the client to seek LL&N support elsewhere. If this is the case, TCLM Pty Ltd is happy to make enquiries on the client's behalf.
- If sufficient numbers of clients are found to have LL&N needs, a specialist trainer may be engaged to provide support directed specifically at the needs of the clients. Any charges for this will be at the Principal's discretion.

Pre-enrolment information

- This must also follow the Student Recruitment and Enrolment Policy, and:
 - Include information about access and equity, as well as information about the facilities, location etc of the training, in order to enable people with disabilities to make an informed choice about their ability to participate in the program.
 - Be made available within five working days of a request in the following formats:
 - Printed in a larger font size
 - Read out loud to the potential client (this can be covered in the pre-enrolment interview)
 - Other formats at the discretion of the Principal, with regard to the resources of the institution

Enrolment and participation

“Participation” covers any services provided by TCLM Pty Ltd, including learning/assessment activities, extra-curricular activities, social activities, and support services.

- Enrolment criteria will be the same for all prospective clients, irrespective of any disability or other circumstance, and will only apply in areas directly related to ability to undertake the training and achieve the relevant vocational outcomes.
- Enrolment processes should be sufficiently flexible to accommodate people with disabilities. Every effort should be made to ensure that processes are accessible and transparent.
- In the event a staff member becomes aware that a potential applicant has a disability, the following procedure should be followed (based on the Disability Standards for Education 2005):
 1. The applicant or their associate (e.g., parent, carer, spouse) is consulted about whether the disability may affect their ability to enrol or participate. Ideally, this consultation would involve the CEO. It may also include external experts in the particular disability (if such people are consulted, their details should be added to the Access, Equity and Welfare Services Register).
 2. The CEO decides, in the light of the consultation, whether adjustments to the selection procedure or training/assessment are necessary to ensure that the prospective trainee can apply for enrolment, and take part in training and other services, on the same basis as a prospective student without any disability. Consideration should also be given to whether other reasonable adjustments could be applied with the same benefit to the client but causing less disruption and/or intrusion, and to whether there is a need for any specialised support services.
 3. If an adjustment is found to be necessary, the CEO then decides, in consultation with the applicant, their associate or other professional familiar with the disability, exactly what the adjustment will be.
 4. Where the adjustment can be made without significant cost or with minimal effect on the normal operations of the college, it should be deemed reasonable and implemented without further ado. Otherwise, for example in the event of a need to purchase extra equipment, the Principal will make the decision. Consideration could also be given as to whether it is more beneficial for the applicant to apply to a different institution which already has facilities, resources, and experience in dealing with the particular disability. Any decision should be made, and the client informed in writing, with reasons, within two weeks of the application date wherever possible. If consultation means that the process may take more than two weeks, the client should be given a reasonable estimate of the duration of the process at the earliest possible opportunity. Any notification that reasonable adjustment is not to be available should include information about how to appeal.
 5. Upon acceptance of the application, the Manager informs all trainers/assessors who may deal with the person concerned, and any other staff members for whom the information will be useful, about the needs, including reasonable adjustment, of the client.
 6. If it is likely that learning/assessment materials will need adapting, this is done in advance, or at least in time frames that do not disadvantage the client.
 7. The adjustment may need to be changed during the client’s enrolment due to changes in the disability, increasing knowledge of how to deal with it, and changed circumstances. Changes to adjustments should be made through a similar process to the pre-enrolment process, outlined above, including consultation with the client and/or associate. The Manager will be available for consultation with trainers/assessors during this process. Where the adjustment may involve additional cost, the manager should be consulted.
- Records are kept in the student’s file of all adjustments made, and the reasons for it. **Copies of the records are also kept in the Reasonable Adjustment Record File**, for reference in future cases to ensure that the

client can participate on the same basis as people without the disability, some or all of the following measures may be taken:

- The program, including all assessments, activities, and support services, should be sufficiently flexible to accommodate people with disabilities. Details about such flexibility can be found in the Training and Assessment Strategy for each program, and the Delivery and Assessment Policy should be followed.
 - Additional support is provided where necessary (providers should be added to the Access, Equity and Welfare Services Register).
 - For any activities in which the disabled person cannot participate, an alternative activity is provided which assists in achieving the same aim.
 - Extra-curricular activities, wherever realistic, are designed to include participants with disabilities.
 - Equipment to assist disabled clients is acquired.
 - Staff receive professional development in the area of disability awareness and support
 - As part of the continuous improvement program, reviews of programs and services should cover access and equity at least once every year.
 - Clients for whom adjustments are made are surveyed about these adjustments.
- Where any necessary adjustment would not be reasonable, or it would cause undue hardship to the institution, its current students, or any other party, or one of the exemptions in the Disability Standards for Education 2005 applies (see Part 9 of those standards), TCLM Pty Ltd will provide assistance in finding alternative training. Examples include where a client requires specialised modifications to be made to equipment that are beyond the RTO's reasonable ability to afford, or where disabled access is required to premises that the RTO is unable to modify. Through this research, any RTOs able to provide courses where TCLM Pty Ltd cannot be entered into the Access, Equity and Welfare Services Register. The reasons that the RTO cannot provide the adjustment should also be documented and filed in the Reasonable Adjustment Record File.

Program development

Please read in conjunction with the Delivery and Assessment Policy.

- As mentioned above, programs should be designed to be flexible enough to cater for the needs of people with disabilities, and to allow enrolment and participation on the same basis as people without the disability.
- If it is anticipated that the program may attract people with particular disabilities, it is recommended that associations of or for people with such disabilities be consulted during the program development phase. It should be noted that such consultation could increase the potential client base.
- Consideration should be given to:
 - Teaching, learning and assessment materials (including format) and activities
 - Assessment requirements
 - Delivery modes
 - Provision of support, including preliminary courses, training in disability-specific skills, use of specialist trainers or other support services
 - Provision for assistance with out-of-classroom activities such as workplace training and site visits
 - Whether support such as the following is feasible: wheelchair, hearing aid, interpreter, an assistant, or carer to read or sign, other associated of the client, a guide dog, medical equipment such as breathing apparatus.
 - Specialised equipment
 - Substitute activities that allow disabled clients to achieve the same outcomes as those without the disability
 - Physical access to premises

- Provisions for such flexibility should be documented in the Training and Assessment Strategy for the program and fully communicated to staff through the usual information dissemination processes.

Avoidance of victimisation, harassment, and discrimination

- TCLM Pty Ltd endeavours to avoid victimisation and harassment of staff and clients. Harassment can be any behaviour which is reasonably likely to lead to humiliation, offence, intimidation or distress (see DSE2005, part 8.1). Harassment is viewed by TCLM Pty Ltd as particularly serious if it is in relation to disability, age, gender, cultural or ethnic background, sexual orientation, English language ability, literacy or numeracy level, unemployment, previous imprisonment or any other personal characteristic that a person has little control over.
- It is important to generate the right atmosphere. Staff should act in the same positive, cheerful manner to all clients and their associates no matter their circumstances, culture, social background, gender, age, religion, sexual orientation, language skills, or any other area.
- The company will ensure that staff and students are informed about their rights and responsibilities in respect to victimisation, harassment and discrimination during orientation, and reminded about these matters at intervals determined by management, through staff meetings, memos, notice-board reminders and emails. Professional development may include such matters, including techniques for detecting and dealing with harassment (DSE2005, part 8.5).
- Comments or actions by either staff or trainees which may cause offence will not be tolerated. Staff should counsel (or refer for counselling, as appropriate) any student making or performing such comments or actions. Similarly, managers should counsel any staff member making or performing such comments or actions, and other staff members should report such comments or actions to their supervisor. Such comments or actions, where serious or repeated, will be considered gross misconduct and thus can lead to summary dismissal or expulsion, at the discretion of the Principal.

Confidentiality

The Reasonable Adjustment Record File, Complaints and Appeals Register, and any other document containing information about a person's disability should be kept in a secure location to prevent unauthorised access. Please see Record Keeping and Data Management Policy

Continuous Improvement of this policy and procedure

This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually.

- Continuous improvement may include data from:
 - Annual staff survey (Staff feedback form)
 - Client satisfaction survey
 - Informal observations and comments from staff
 - Feedback from students regarding access and equity provisions.
 - Complaints and appeals register
- Records of continuous improvement will include:
 - Archived survey forms and summaries thereof
 - Minutes of meetings where continuous improvement is discussed
 - Version change information at the end of this document
 - Archived previous versions of this document.

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Delivery and Assessment Policy

The purpose of this policy is to ensure that all TCLM Pty Ltds' Management, staff, trainers, and assessors are aware of the procedures followed by our RTO when delivering assessments.

This policy covers the areas of:

- Code of practice for assessors
- Resources for training and assessment (physical and human)
- Assessment Planning and needs analysis
- Implementation of training and assessment, including learning support
- Validation and continuous improvement of assessment
- Recognition of prior learning (RPL)
- Credit transfer and national recognition
- Assessment appeals
- Keeping records of assessment
- Issuing of certification (qualifications, statement of attainment and transcripts)
- Continuous improvement of these policies and procedures

Code of practice for assessors

All people engaged in any way with assessment should make themselves familiar with the Code of Practice for Assessors (see separate document) and should follow it at all times.

Assessment planning and needs analysis

Please read in conjunction with the Access and Equity Policy

- Each qualification has a Training and Assessment Strategy, written in consultation with industry and detailing information such as client groups, elective units chosen, pre- and co-requisites, delivery modes and approaches, general information about adaptations needed to meet learner need and RPL, pathways and resources.
- Industry consultation should include “sufficient information to provide a clear picture of a competent candidate.” This should include “any unusual circumstances they need to deal with, any competing pressures they need to manage and any specific requirements they need to know about (for example, legislation and operating procedures) in order to work effectively.” The aim is to make sure that all dimensions of competency (task skills, task management skills, contingency management skills and job/role environment skills) “are effectively covered in training and assessment”³.
- Standard assessment instruments will be used. These may be varied in accordance with principles of reasonable adjustment—please see the Access and Equity policy. Other variations are permitted in response to validation and continuous improvement (see below), or to account for the particular

circumstances and needs within a group of students. All variations must be fully documented and must be done with the approval, informal or otherwise, of the CEO of TCLM Pty Ltd T/as Tower Crane Training.

- Data about student needs is collected during the recruitment and enrolment process (see Student Recruitment and Enrolment Policy). This data is passed to the CEO of TCLM Pty Ltd T/as Tower Crane Training, who is responsible for passing it to the trainers/assessors of the students concerned. This data should be used in assessment planning. If student numbers warrant it, a file could be created to keep track of the specific needs of current students.
- Needs analysis should be an ongoing process. If a trainer/assessor discovers that a student's individual needs have changed during the program, this should be communicated to the CEO of TCLM Pty Ltd T/as Tower Crane Training, and if appropriate this could lead to adjustments to assessment planning.
- All assessment instruments and processes, including RPL, should be designed with the following in mind:
 - Meeting training package requirements, including evidence guide (especially the context of assessment and critical aspects of assessment sections), assessment guidelines, units of competency, elements, performance criteria and range statements
 - Employability Skills/Key Competencies
 - Consistency with the training and assessment strategy
 - Whether the application of knowledge and skill is to the standard of performance required in the workplace.
 - Whether evidence meets the rules of evidence (fair, flexible, valid, reliable and sufficient)
 - Whether assessment meets the principles of assessment (validity, reliability, flexibility and fairness)
 - Whether workplace and regulatory requirements are met
- Changes or additions to the location of delivery or delivery mode will result in a review of resources to ensure they are current, sufficient and effective. Training and Assessment Strategies may be upgraded, or additional ones created, depending on the size of the changes. The Associate Director (Training & Assessment) is responsible for this.

Resources for training and assessment (physical and human)

Physical resource requirements and vocational competencies required of trainers can be found in the Training and Assessment Strategy for each qualification.

Physical resources

- Everyone involved in training and assessment will have access to the following, which will be kept in the trainers' resource area:
 - Training and assessment strategies
 - Relevant training packages and accredited courses
 - Delivery materials
 - Assessment materials
- In addition, a library of the following will be built up to provide data for training and assessment strategies, and resources for learning and assessment activities.
 - Laws and regulations governing relevant industries
 - Policies and procedures for typical enterprises

Assessor competencies

- All trainers/assessors must have the qualification and experience competencies specified by the NQC, or if they only hold some of these, they must work together as specified by the NQC (see Appendix 2 of the Users' Guide to the Essential Standards for Education).
- Wherever possible, all those involved in training and assessment should each have all of the training, assessment and vocational competencies specified by the NQC. In circumstances where trainees' interests are best served by trainers/assessors with some but not all of these competencies working together in the manner specified by the NQC, records must be kept by the CEO of TCLM Pty Ltd T/as Tower Crane Training, and made available at audit, of the following:
 - Who was physically present in the delivery of each training session
 - Who the supervising trainer was, and what guidance, support and direction that trainer provided, before, during and after the training session/s (in the case of delivery)
 - How the assessors worked together to conduct assessment

The CEO of TCLM Pty Ltd T/as Tower Crane Training is also responsible for ensuring these supervision arrangements are fully functional, meet the NQC standards and are fully documented.

- Where licensing bodies specify additional requirements in this area, these requirements will be documented in the training and assessment strategy.
- Please see the Staff Recruitment and Induction Policy in relation to validation of trainer and assessor competencies.
- Please see the Professional Development Policy in relation to supporting engagement with industry, professional development, and fostering a culture of critical evaluation and innovation.
- Please see the Staff Appraisal Policy in relation to the monitoring of trainers and assessors.

Implementation of training and assessment, including learning support

- Trainers are expected to ensure that the individual learning needs of their students are catered for. This could take the form of:
 - Giving the student individual attention while the rest of the class is undertaking another activity
 - Assigning another student as a mentor
 - In consultation with the CEO of TCLM Pty Ltd T/as Tower Crane Training:
 - tutorials or other one-to-one assistance such as telephone or email support
 - LLN support, possibly outsourced
 - IT support
 - study skills support
 - any reasonable adjustment provisions (see Access and Equity Policy and the relevant Training and Assessment Strategy)
 - personal counselling
 - careers and job placement advice
- Trainers must ensure that employability skills are covered, taking into account the needs of individual students
- All assessment must:
 - Be consistent with the relevant Training and Assessment strategy
 - Meet the requirements of the relevant training package or accredited course

- Be carried out according to the principles of assessment, that is, it must be valid, reliable, flexible and fair
 - “Focus on the application of knowledge and skill to the standard of performance required in the workplace” (Users’ Guide, Element 1.5)
 - Be based on evidence meeting the rules of evidence, that is, sufficient, valid, authentic and current
 - Be in accordance with workplace and regulatory requirements
 - Effectively cover the dimensions of competency, that is, task skills, task management skills, contingency management skills and job/role environment skills.
- The CEO of TCLM Pty Ltd T/as Tower Crane Training will monitor training and assessment activities to ensure that they are carried out in accordance with the training and assessment strategies, and facilities, equipment and training and assessment resources are in place and are being used across all of TCLM Pty Ltds’ operations.

Validation, moderation and continuous improvement of assessment

- The CEO of TCLM Pty Ltd T/as Tower Crane Training is responsible for ensuring validation and continuous improvement take place in accordance with this policy and with all applicable standards.
- Validation procedures and policies apply to all assessment, including RPL
- Assessment validation is based on:
 - Industry consultation
 - Moderation meetings, attended by trainers and assessors
 - Regular review of programs
 - Monitoring of delivery and assessment
- Data that contributes to assessment validation may include:
 - Information from employers, including information about the work environment, preferences about delivery and assessment modes and methods, and the impact of new technologies
 - Consultation with industry. “Industry” can include private enterprise, government agencies and departments, professional organisations, industry training advisory bodies and skills councils, unions and licensing bodies. Where a qualification is likely to lead to non-vocational outcomes, “industry” can also include other educational organisations to which candidates may gain entry, or other relevant bodies and individuals.
 - Information from trainers and assessors based on their experiences of delivering and assessing the course.
 - Information from trainees, including client satisfaction surveys
 - Where relevant, information from licensing bodies
- The CEO of TCLM Pty Ltd T/as Tower Crane Training is responsible for ensuring this information is collected. Information from industry will be placed in the Industry Consultation Folder, which all trainers and assessors are expected to make themselves familiar with.

Moderation

Moderation meetings will be held within two weeks of the end of each program and before final assessment results are decided. They will be chaired by the CEO of TCLM Pty Ltd T/as Tower Crane Training, and wherever possible all who assessed on the course should attend. The agenda will include:

- Discussion of a sample of written assessments
- Discussion about borderline assessments
- Discussion of any new data (list of possible data given above).
- Consistency of assessment judgements between assessors

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- Meeting training package requirements (including the evidence guide, assessment guidelines, units of competency, elements, performance criteria and range statements)
- Consistency with the training and assessment strategy
- Whether the application of knowledge and skill is to the standard of performance required in the workplace.
- Whether evidence meets the rules of evidence (fair, flexible, valid, reliable and sufficient)
- Whether assessment meets the principles of assessment (validity, reliability, flexibility and fairness)
- Whether workplace and regulatory requirements are met

Where some assessment is through the completion of practical activities, including workplace assessment, **each assessor should sit in on the assessment activities of another assessor and discuss the results at least once a year.** The focus should be on consistency of assessment judgements. Where necessary, the CEO of TCLM Pty Ltd T/as Tower Crane Training will draw up a schedule for these observations.

Minutes of all moderation meetings, together with any other records relating to validation, will be filed in the Assessment Validation and Moderation Folder.

Program review

See the Continuous Improvement Policy for more detail

- Continuous improvement provisions may give rise to improvements to programs at any time. However, all programs will be formally reviewed at least once every year to ensure:
 - currency
 - sufficiency
 - effectiveness of delivery materials, assessment materials, access and equity provisions and staff competencies.
- Reviews may take place at other times for reasons such as newer versions of the training package, new or amended legislation or industry codes of practice, changes to technology or the findings of industry consultation indicating a need for a change.
- Wherever possible, the review should include consultation with industry.
- A brief report of each review should be filed in the Assessment Validation and Moderation Folder.

Monitoring

It is the responsibility of the CEO of TCLM Pty Ltd T/as Tower Crane Training to ensure that all delivery and assessment is carried out in accordance with the relevant training and assessment strategy. Monitoring may take the form of observations of training sessions, discussion about assessment decisions, review of client feedback surveys or any other process at the discretion of the CEO of TCLM Pty Ltd T/as Tower Crane Training.

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Recognition of Prior Learning (RPL)

- **Currently As a provider of high risk-work licensing units – RPL is not available as mandated by SafeWork. Most of the following information is not currently applicable but is included in the event that additional units / certificates etc. will be added to scope at a future date.**
- If a student or prospective student has any questions about RPL, they should be referred to the CEO of TCLM Pty Ltd T/as Tower Crane Training. In the case of pre-enrolment enquiries from out of state or overseas, communication may be by email, telephone, internet chat or other appropriate method. Such discussions should be structured to minimise the cost and time to the applicant, e.g., by our RTO calling the student back. Also, it is important that students are not deterred from applying for RPL due to the complexity of the process.
- After being referred to the CEO of TCLM Pty Ltd T/as Tower Crane Training, the RPL application process is as follows:
 1. The CEO of TCLM Pty Ltd T/as Tower Crane Training (or an experienced assessor) explains the process, RPL application form and types of evidence required to the student. This will usually involve talking through the work and life experiences that may contribute to RPL. It will also include an explanation of the RPL application form.
 2. The student completes an RPL Application Form. The student should be informed that assistance with doing this is readily available. This assistance should be provided.
 3. The student submits the complete, signed RPL application form together with the evidence. If original documents are available, copies can be made and signed as true copies by any member of TCLM's management; otherwise, true copies certified by a JP or overseas equivalent should be submitted.
 4. The application is assessed by the CEO of TCLM Pty Ltd T/as Tower Crane Training or suitably knowledgeable assessor delegated by the CEO of TCLM Pty Ltd T/as Tower Crane Training. Assessment should follow all the requirements of section 4 of this document (Implementation of assessment) and the evidence should be assessed against the requirements specified by the training package, just as with any other assessment.
 5. The student should be informed in writing of the outcome of their application within ten working days. Where RPL is not granted for any unit of competency applied for, the notification should include the reasons.
 6. The CEO of TCLM Pty Ltd T/as Tower Crane Training should inform the Registrar where RPL is granted. The registrar will then alter the student's transcript to show RPL for the units and alter the enrolment records to reflect the new course duration.
 7. The CEO of TCLM Pty Ltd T/as Tower Crane Training should pass the RPL assessment records to the Registrar in the usual way. The Registrar will update the student's transcript to show 'competent' for the unit, and if necessary, alter the enrolment records to reflect the fact that there is no need for the student to attend training and assessment sessions for the units for which RPL was granted. The completed, signed RPL kit and copies of the attached documents used for assessment (certified as true copies by a member of management) should also be placed in the student's file.

Note that the full RPL process should only be started after the student has paid the appropriate fees. Before this time, it is important that the student has enough information to make a decision about whether or not to apply.

Credit transfer and national recognition

- TCLM Pty Ltd recognises the relevant AQF qualifications and statements of attainment obtained from other Registered Training Organisations (RTOs).
- Where a student requests credit for qualifications outside the AQF, assessment should follow a process similar to RPL (Note: the glossary of the AQTF 2007 Users' Guide to the Essential Standards for Registration states that credit transfer can include "transfer that is based on formal learning outside the AQF").
- Where a student has gained units of competence from another RTO that may count towards a qualification at TCLM Pty Ltd, the following procedure ("national recognition") should be followed, at no cost to the student:
 1. The student should show the original qualification or statement of attainment and transcript (or copies thereof certified as true by a JP) to the CEO of TCLM Pty Ltd T/as Tower Crane Training.
 2. The CEO of TCLM Pty Ltd T/as Tower Crane Training will determine whether any units of competency can be counted towards the qualification in which the student is enrolled.
 3. If units may be counted towards such qualifications, the CEO of TCLM Pty Ltd T/as Tower Crane Training then verifies this by contacting the RTO that issued the documents.
 4. Upon successful verification, the CEO of TCLM Pty Ltd T/as Tower Crane Training informs the Registrar which units can be recognised for credit transfer, and indication of competency for these units is added to the student's transcript.
 5. Copies of the documents are made and certified as true copies by the CEO of TCLM Pty Ltd T/as Tower Crane Training. These copies are placed in the student's file and the originals returned to the student.
- For credit transfer (not national recognition), the same fees apply as for RPL.

Assessment Appeals

Note that assessment appeals should in no way be seen as any kind of complaint. Rather, they should be considered a legitimate part of the assessment process.

Assessment appeals can be made up to four weeks after the date of the assessment decisions (including RPL), longer at the discretion of the CEO of TCLM Pty Ltd T/as Tower Crane Training. This time scale should ensure that all concerned have clear memories of the initial assessment. Full records should be kept until this period has elapsed, in order that sufficient evidence is available to deal fairly with the appeal.

The handling of assessment appeals is the responsibility of the CEO of TCLM Pty Ltd T/as Tower Crane Training, and should follow the procedure below:

1. The student should be encouraged to discuss with the assessor the reason for the assessment decision. The assessor should ensure that constructive feedback is provided to the student.
2. If the student decides to make a formal appeal against the assessment decision, an Appeals/Complaints Form should be completed, with reasons why the student feels the assessment decision was wrong.

3. After receiving a formal assessment appeal application, the CEO of TCLM Pty Ltd T/as Tower Crane Training forms an assessment appeals committee. This will comprise the CEO of TCLM Pty Ltd T/as Tower Crane Training and the assessor originally involved in the decision, plus:
 - a. where possible, one or preferably two other assessors with qualifications/experience to assess against the unit/s of competency concerned.
 - b. in the case of specialised units where another assessor experienced/qualified to assess against the unit isn't available, then one or preferably two experienced assessors.
4. The committee considers the evidence originally provided for the assessment and reaches a decision.
5. The decision is communicated in writing to the student within ten working days of the date of submission of the formal appeal, with reasons and, where appropriate, with additional feedback about what is required to be assessed as competent.
6. The written result of the assessment appeal is filed together with the Appeals/Complain Form and any other relevant evidence in (a) the student's file and (b) the Assessment Validation and Moderation Folder for that qualification. Where relevant, it is also discussed at the next moderation meeting that considers the unit/s of competency concerned.

Keeping records of assessment

Assessors should follow the procedure below for recording assessment results (RPL and credit transfer are covered above):

1. Complete the Record of Assessment Outcomes that belongs to the assessment tool and make a copy.
2. Give the copy to the student, and the original to the Administration Manager.

From this point on, it is the responsibility of the Administration Manager to look after assessment records:

3. If it is a student's first assessment of their course, a transcript for the student is created from a Sample Transcript by listing the units for which the student is enrolled, adding the student's personal details and saving under the student's name.
4. Assessment results are recorded on the student data management system
5. Assessment record sheets are filed in the student files

At all times, the Records & Data Management Policies and Procedures must be adhered to, including confidentiality, student access provisions and duration of storage.

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Issuing of Certification (Statements of Attainment)

The AQF rules for issuing certification will be followed throughout.

- Statements of Attainments are issued automatically within 30 days of course enrolment when a student is deemed competent in the Unit of Competence.
- Statements of attainment should list only the units of competency in which the student was assessed as competent. Transcripts should list all units attempted, whether successfully or not.
- Each qualification and statement of attainment issued is to be given a unique number, which is recorded in the Certification Register. This is for verification and security purposes.
- Statements of Attainment are not to be issued without confirmation that the name that appears on them is identical to the name on an ID document (driving licence, passport or birth certificate).
- A Student cannot be issued a Statement of Attainment if they do not provide a Unique Student Identifier. Our enrolment form provides them with guidance and support for accessing their own Unique Student Identifier.

Continuous improvement of this document

- This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually.
- **Continuous improvement may include data from:**
 - Annual staff survey (Staff feedback form)
 - Student satisfaction survey
 - Informal observations and comments from staff
 - Assessment appeals
 - Complaints and appeals
- **Records of continuous improvement will include:**
 - Archived surveys, complaints, appeals and summaries thereof
 - Minutes of meetings where continuous improvement is discussed
 - Version change information at the end of this document
 - Archived previous versions of this document

Validation and Moderation Policy

This purpose of this policy is to ensure that TCLM Pty Ltd T/as Tower Crane Training Staff, Trainers, Assessors and management are aware of the procedures which are in place within our RTO to ensure **that all of our course training and assessing materials are validated within (3) three years of each unit or qualification being added to TCLM Pty Ltd T/as Tower Crane Trainings' scope of registration.**

Procedure

A collection of training and assessment documentation will be implemented by our RTOs' Trainers, Assessors, Compliance Officer and in co-operation with our Chief Executive Officer prior to a (TAS) Training & Assessment Strategy for each Unit of Competency or Qualification being submitted to ASQANET with a payment fee of each Unit of Competency or Qualification by our CEO, Warwick Bright to add to our RTO's scope of registration.

Once ASQA has notified our CEO Warwick Bright that the units of competencies or qualifications have been added to our scope of registration, our CEO will then notify our Administration / Compliance Officer, by email to check our scope of registration that all details are correct before adding these units to our TCLM_Validation Plan Checklist and TCLM_Validation Calendar to ensure all new units added will be validated every (5) five years. **At least 50% of training products will be validated within the first three (3) years.**

A yearly total will be taken from our AXcelerate Data Collection Report totalling completed assessments of student files and the amount of student numbers in each classification, Unit of Competency or Qualification.

Ratio of Validations

Validations will be carried out on approximately 10 per cent of the yearly totals of each unit of competency or qualification.

Lists will be reported in Alphabetical Order by TCLM Pty Ltd T/as Tower Crane Training Administration Staff who are responsible for the data collection of student files.

Validators for our RTOs Training & Assessment Products will choose every (5th) fifth name and then every (3rd) third name thereafter and repeat this process throughout the list to ensure that adequate validations have been carried out to determine if training and assessment materials meet the:

Principles of Assessment

Fairness, Flexibility, Validity, Reliability

Rules of Evidence

Validity, Sufficiency, Authenticity, Currency

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Our RTO's Validators will hold the following qualifications

- Validators will include qualified Trainers, Assessors and our compliance officer who all hold the relevant qualifications that meet the ASQA Standard 1.11.
- Validators will hold the relevant vocational competencies and current industry skills
- Current knowledge and skills of VET teaching and learning
- TAE40110 Cert IV in Training and Assessment or its successor or TAESS000001 Assessor Skill Set (or its successor) including the Units of Competency for TAELLN411 & TAEASS502 after 31 March, 2019.

Final Validation Decisions

Final validation decisions will be made by one of these validators that is not directly involved with the delivery and assessment product being verified.

Outcomes

All validation activities will be documented on the TCLM_Validation Plan and acted upon in TCLM Pty Ltd T/as Tower Crane Training' monthly General Meetings and documented within the TCLM_Minutes of Meetings.

Monitoring responsibilities will be carried out by our TCLM Compliance Officer to ensure that monitoring and changes have been implemented and followed up where required before the validated training and assessment products are used in any further training and/or assessment/s.

The following documents will also be amended where necessary;

- TCLM_Version Control Register
- TCLM_Continuous Improvement Register
- TCLM_Index of Forms
- TCLM_Validation Plan
- TCLM_Validation Scheduling Calendar
- TCLM_TAS Training & Assessment Strategy
- TCLM_Delivery Plan
- TCLM_Formative Knowledge –Student Copy (for the Unit of Competency or Qualification)
- TCLM_Formative Performance – Trainer Copy (for the Unit of Competency or Qualification)
- TCLM_Formative Calculations –Student Copy (for the Unit of Competency or Qualification)
- TCLM_Formative Calculations-Trainer Copy (for the Unit of Competency or Qualification)

Educational Support Services Policy

The purpose of this policy is to ensure that TCLM Pty Ltd T/as Tower Crane Trainings' Assessors, Trainers', staff and management are aware of the services available to assist all course applicants who require further assistance in areas such as but is not limited too;

- Disability
- Crisis
- Language Literacy Numeracy
- Financial

TCLM Pty Ltd T/as Tower Crane Training is committed to provide current authentic support services to all students who require additional assistance without prejudice within a close proximity to their residence. TCLM Pty Ltd T/as Tower Crane Trainings' trainers' assessors' and staff will research and provide educational support services contact information for any student who requires assistance as a part of their course.

Procedure

As part of our RTO's Continuous Improvement Educational Support Services our Trainers, Assessors, staff and management include Education Support Services on the Agenda of our RTO's monthly Tool Box Meetings' to keep staff, trainers and educators informed of changes, new educational support services that become available that can assist our applicants.

Language, Literacy & Numeracy Internal Support Service

TCLM Pty Ltd T/as Tower Crane Training Internal Support Trainers

TEL: 0422 207 903 Warwick Bright - Email: waz@towercranetraining.com.au or

TEL: 0438 182 145 Mark Baxter – Email: mark@towercranetraining.com.au

Procedure

Students advise TCLM Pty Ltd Trainers that they need additional language, literacy or numeracy support to complete their course. Additional support can be arranged for students. Enrolment form and Student Induction informs Students that they can approach their trainer or admin if they have any concerns about their language, literacy and numeracy.

Life Care Counselling Family Services & Baptist Care

114 Queen St, Campbelltown. NSW 2560 TEL: 0246 248 8700

Procedure

Advise student to contact Life Care to access counselling services and programs at a low cost. Programs start at a minimum of \$15.00 per session. These programs are means tested.

Pamphlets available in the Learner Support file available to trainers, assessors, staff

NDIS National Disability Insurance Scheme

TEL: 13 77 88

Disability Service Australia

TEL: 1300 372 121

<https://ndis.nsw.gov.au/>

Procedure

Students will be advised to Contact NDIS Services to arrange for disability services and NDIS funding. Students when they have been granted funding can contact Disability Service Australia direct who will engage support workers if a student meets NDIS criteria. Support Workers can assist in areas such as; driving students to class, assisting with physical requirements due to disability.

NSW Crisis Accommodation Support

TEL 1800 505 501

To assist students get into full time housing.

Website:

<https://www.cityofsydney.nsw.gov.au/community/health-and-safety/domestic-violence/domestic-violence-support-services/crisis-accommodation>

Procedure

Advise student to contact NSW Crisis Accommodation Support for assistance for housing.

Navitas English

TEL: 1300 798 111

Government funding English courses

Website: <http://www.navitas-english.com.au/home/contact-us/>

Procedure

Advise student to contact Navitas by telephone or assist student with navigation to website to complete enquiry form.

Mates in Construction

TEL: 1300 642 111

Website: <https://mates.org.au/construction/>

Suicide prevention and mental health programs to the building, mining, energy and construction industries.

A 24 hour hotline.

Procedure

Advise student to contact Mates by telephone. A case manager will be assigned to them and it is completely confidential

Unique Student Identifier (USI) Policy

As from 1st January, 2015, Students, wishing to graduate from a Vocational Education and Training course (a VET Course) are required to obtain a Unique Student Identifier (USI).

As from 1st January, 2015, a RTO cannot issue a qualification to a Student unless that Student provides the RTO with their USI. The USI will allow the Government to permanently record the awarding of this qualification to the individual.

Thus, from 1st January 2015, unless exemptions apply, all training successfully delivered will be recorded by the Government.

To obtain a USI the Student will need to:

1. Visit www.usi.gov.au and providing information about themselves similar in content to that on their driver's licence (An Australian Drivers Licence has sufficient information), or

2. Authorise a third party such as a Registered Training Organisations' CEO to obtain it on their behalf. To enable this to happen, the Student will need to:

1. Accurately complete this enrolment form, ensuring that the details they provide match their ID.

2. Provide the Registered Training Organisations' CEO, with one of the following forms of unique identification:

- Driver's Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international Students
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Certificate of Registration By Descent
- Citizenship Certificate
- ImmiCard

3. Nominate their preferred method of contact so that the USI activation notice can be sent to them, options include, email, phone or mailing address.

4. Complete the authorisation form attached to the Enrolment Agreement

Once their USI has been generated, they should:

- write down their USI somewhere safe
- activate their USI account at some stage in the near future.
- if they do not activate the account, their USI still works.
- when they do activate the account, they will be required to add some security questions and choose a password.

PLEASE NOTE: The USI System checks for duplicate entries and will report any suspected duplicates

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PLEASE ALSO NOTE:

Any USI provided to use by a Student will need to be verified as being accurate.

USI's can be verified online via AXcelerate database via a third-party integration.

Alternatively visit:

<http://www.usi.gov.au/Training-Organisations/Pages/training-organisations.aspx>

And follow the prompts. My gov ID required to access usi information.

Any USI's indicated as not being correct, or "rejected" are to be returned to the Student with the advice that we cannot issue a Statement of Attainment without a valid USI.

Any copies of participant personal information obtained for the purposes of determining or confirming a USI shall be securely destroyed when no longer needed.

Process for Issuing Certificates and Statements of Attainment

Our Administration staff will transcribe the information provided in the Enrolment forms into our Student Management system. This information is to include all fields from the enrolment form including the **Unique Student Identifier** (USI) field.

A Student cannot be issued a Statement of Attainment if they do not provide a **Unique Student Identifier**. Our enrolment form provides them with guidance and support for accessing their own **Unique Student Identifier**.

(The only exception to this are; Students who undertake training from overseas and do not visit Australia during their course, all other Students must provide a USI if they are to be issued a Statement of Attainment).

If a Student cannot provide a USI, then they can undertake the course, but must recognise that we cannot issue them with a Statement of Attainment.

Assessors submit marked assessments to the CEO.

The CEO will:

- Review the Student enrolment details to ensure completeness in the AXcelerate software and compare this with the details in the Student File. Errors or discrepancies will be investigated and resolved before progression to the next step.
- Review the completed assessments, these must be all present and fully completed, less than perfect documentation must be returned to the trainer/assessor for rectification before progression to the next step.
- Review any supporting paperwork, if any impediments exist, such as unresolved complaints or appeals, these should be resolved, but if unrelated to the award of a Certificate or Statement of Attainment, these should not delay preparation of these documents.
- Obtain a final verbal confirmation of course completion from the trainer. The trainer will need to confirm the appropriateness of issuing the award, any issues should be resolved before preparation of the Certificate or Statement of Attainment

If all paperwork is complete and appropriate, the CEO will complete and sign the **"Award authorisation Form"** and forward the Student documentation and Award Authorisation Form to the Administration Officer

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for data entry into the AXcelerate Student Management software, and generation of a Certificate or Statement of Attainment for printing through the AXcelerate Student Management Software.

If the Award Authorisation Form is not completed, a Statement of Attainment or a Certificate cannot be produced.

A Statement of Attainment is also available to a Student if they elect to depart from a course before they have completed the full certificate. A Student will need to indicate that they do not wish to complete the full course for the Statement of Attainment to be issued. Not currently applicable as we only offer units of competency and not certificates.

These Statements of Attainment will be printed and if deemed correct by the Administration Officer, forwarded to the CEO for signing and issuing to the Student.

We are required to ensure that we issue our statements of attainment and certificates to a Student within thirty days (30 days) where the Student has:

- Completed the course
- Been found competent in that unit(s) of competency
- And met their financial obligations to us

Creating a USI Number Procedure

How do I create a USI?

Step 1 – Go to www.usi.gov.au. Get at least one form of ID from the list below ready:

- Driver's Licence
- Medicare Card (this includes a current family Medicare card where your name is included)
- Australian Passport
- Non-Australian Passport (with Australian Visa) for international students
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Certificate Of Registration By Descent
- Citizenship Certificate
- ImmiCard

IMPORTANT: The details you enter when you create your USI must match exactly with those shown on the form of ID used.

If you have no form of ID from the list above, please contact your training organisation or the training organisation you intend to study with.

Refer to website for more information on proof of ID and different types.

Step 2 Click on 'Student Entry' from the Homepage.

Step 3 Click on 'Create your USI' at the top of the page.

Step 4 Click 'Continue' at the bottom of the page.

Step 5 Agree to the terms and conditions.

Step 6 Fill in your personal and contact details.

Step 7 Enter the requested details as shown on your form of ID (see list above).

- Step 8 Set your USI account password and questions for security.
- Step 9 Your USI will now be displayed on the screen.
- Step 10 You should write down your USI somewhere safe or enter it into your phone for safe keeping.
- Step 11 Your USI will also be sent to you by either your email, phone or by mailing address (which ever you choose as your preferred contact method when creating your USI).
- Step 12 Be sure to bring your USI with you each time you enrol in VET.

If you do not understand the process of creating a USI Number one of our staff members can assist you with your permission.

Advertising and Marketing policy

The purpose of this policy and procedure is to ensure that all Third Party Trainers & Assessors, staff and management of TCLM T/as Tower Crane Training who are advertising for recruiting learners on behalf of our RTO “TCLM T/as Tower Crane Training” are aware of the correct procedure to be followed when recruiting learners on behalf of TCLM T/as Tower Crane Training:

Procedure

Recruiting learners – All advertising must disclose to the learner the following;

- RTO Code: 45587
- Third Parties delivering the training and contact telephone numbers for the learner.
- Course Code/s; of each product being training & assessed
- Course Name as per training.gov.au
- Course Outline
- Distinguishes between National Recognised Training and other training
- Includes accurate information about licenced or regulated outcomes (e.g. Course Outcome. When a learner successfully completes a Unit of Competency they will be issued with a Statement of Attainment within 30 days of their course completion. If it is a licencing Unit of Competency, the learner will be issued with an NSA by a SafeWork Assessor.
- Advertising or documentation issued to a learner must not guarantee a learner will successfully complete a training product, can complete a training product in a manner not compliant with ASQA.
- Does not promise the RTO will provide particular employment outcomes unless this is in the control of the RTO.
- Only refers to a person with their consent
- Accurately represents the scope of registration of RTO 45587 TCLM T/as Tower Crane Training as per www.training.gov.au

Advertising must state your Full Name of Third-Party Agreement in Partnership with RTO 45587 TCLM T/as Tower Crane Training E.g. Joe Bloggs Training in partnership with RTO 45587 TCLM T/as Tower Crane Training.

Sample text:

“All nationally recognised training, when a learner is deemed competent at the completion of their training, will be issued with a Statement of Attainment in the Unit of Competency in which they have enrolled by our partnering RTO 45587 TCLM T/as Tower Crane Training PLEASE INSERT THE ATTACHED Nationally recognised training LOGO.” Logo must be positioned as close as possible to units of competency/ licence codes.

Procedure prior to all bookings

Once this information has been discussed, understood and agreed to by the learner, TCLM T/as Tower Crane Training will provide to the Employer (Client), learner a proposal pack containing the following:

1. **Confirmation in writing of the training program**, provision of resources and any special needs or adjustments that are planned. (Course Codes, Course Names, Costs, Course Outline, Location, Time Frames, Training & Assessment Dates, Course Outcomes and disclose that the training and assessment is being delivered on behalf of RTO 45587 TCLM T/as Tower Crane Training.
2. **Costing's for training & assessment delivery and costs of re-assessments or additional training if required** based upon information provided by learner or Employer.
3. Copies of the following for issuance to the learners prior to training:
 - a. Participant handbook (located on website) disclosing, learners' rights and obligations and provided a cooling off period before commencement of training and or assessment.
 - b. Complaints & Appeals Policy, Refund, Cancellation, Recognised Prior Learning, Credit Transfer must all be discussed with the learner to allow a learner to make a decision about their training program.
 - c. Course Flyers (will outline all as per www.training.gov.au, Course Codes, Course Names, Cost, Time Frames, Course Outline, Location, Course Dates, Course Outcome
 - d. Participant Training Agreement (Disclosing all costs prior to enrolment)
 - e. If requested by the employer/learner) course pre reading.

All Third-Party Trainers, Assessors recruiting or making bookings must have a written agreement with each learner which outlines all of the above in place as it is an ASQA requirement.

Use of National and NRT Logos

We will use the Nationally Recognised Training (NRT) only on Statements of Attainment.

We will use the NRT Logo in advertisements only where it complies with the NRT Logo Usage specifications.

With respect to assessment within our scope of registration, we will use only the statements:

- Nationally Recognised Training
- Registered by ASQA to issue the following qualifications

We will include the AQF logo on our Certificates and nowhere else.

Student Recruitment & Enrolment Policy

The purpose of this policy is to ensure that all TCLM Pty Ltd T/as Tower Crane Trainings' Management, Staff, Third Party Agreements and learners are aware of our student recruitment and enrolment procedures.

This policy covers the following areas:

1. Policy on providing information to prospective students
2. Review of marketing material
3. Student acceptance, recruitment and enrolment procedure, including needs assessment
4. Continuous improvement of this policy

Notes

- Because much of this policy covers areas that are important for access and equity provision, it is important to **read this policy in conjunction with the Access and Equity Policy.**
- Part of this policy includes the gathering of information that affects delivery and assessment. Therefore, it is recommended that this policy is **read in conjunction with the Delivery and Assessment Policy.**

Providing information to prospective students:

- All marketing material must have the signed approval of the CEO or Compliance Manager. **A file of approved marketing** material will be kept to facilitate compliance with this point.
- All marketing activities must be undertaken in a professional manner and must maintain the integrity and reputation of the industry and the RTO.
- All pre-course information, marketing activity and advertising must be ethical, accurate and consistent with TCLM Pty Ltd T/as Tower Crane Trainings' scope of registration.
- The Nationally Recognised Training (NRT) logo and the logos of any registration bodies or course accreditation bodies must only be used in ways consistent with their conditions of use
- All written correspondence with prospective students and agents, whether by email, or letter, should be retained. Communication with Students- emails can be sent via the Axcelerate database. A record or 'note' is generated under the Student or Client's contact details. Emails may be left on the relevant computer—it is not necessary to print them as long as they are filed systematically, can be easily accessed when needed including at audit, and all the requirements of the Record Keeping and Data Management Policy are following, including confidentiality and backups. Any of this correspondence may be used as evidence of AQTF compliance.

Each prospective student must be informed about the following as a minimum, before signing an Enrolment form:

- Course requirements, such that prospective students can evaluate whether they are suitably skilled for the program
- Course outcomes and pathways to employment and/or further study
- Training and assessment arrangements, i.e., how and where training will be delivered and assessed, and how many hours are required

- RPL and credit transfer arrangements, processes and consequences
- All fees and charges that the prospective student may encounter, and the refund policy
- Access and equity (information about facilities, location etc will enable people with disabilities to make an informed choice about their ability to participate in the program)
- Client support services, including provisions for dealing with disability or language/literacy problems
- Any legal or licensing requirements
- Complaints and appeals processes

The aim should be that prospective students are given a clear picture of the training, assessment and support services that the institution will provide, and that this picture is sufficient for them to make an informed choice about which provider to take their course with.

- As per the Access and Equity Policy, pre-enrolment information must be made available in the following formats within five working days of a request:
 - Printed in a larger font size
 - Read out loud to a prospective client (this can be covered in the pre-enrolment interview)
 - Other formats at the discretion of the CEO with regard to the resources of the institution.
- Marketing material must be presented in a clear and attractive way that does not make language and literacy demands above those required for successful completion of the program.
- Marketing materials should accurately reflect (and not overstate) likely outcomes consistent with the AQF level of the qualification or units of competency concerned. It should also only mention qualifications and/or units of competency that are on TCLM Pty Ltd T/as Tower Crane Trainings' scope of registration.
- Photographs, testimonials and any other information about a particular student or staff member should only be used in any material where written permission has been obtained from the student concerned. It is the responsibility of the manager to ensure that all such releases are kept on file.

Review of marketing material

- Regular review of marketing material is carried out in conjunction with annual program reviews, as specified in the Continuous Improvement Policy.
- If any changes to programs, facilities etc occur that may need to be reflected in the marketing/pre-enrolment information, it is the responsibility of the relevant manager to inform the marketing/compliance manager of these changes, and the responsibility of the manager to make the changes (in conjunction with other staff members as appropriate).

Student recruitment, acceptance and enrolment procedure, including needs assessment

Note that this process may be subject to reasonable adjustment (see the Access and Equity Policy).

1. Each potential student will receive the TCLM Pty Ltd T/as Tower Crane Training brochure and a flyer describing their course and be interviewed before applying (the brochure and flyer give the basic information specified in the policy above, and the interview gives an opportunity for further explanation and answers to questions). The interview can be brief, and may be by telephone, in person or where appropriate by electronic means such as email and Doc Id: **TCLM_PRO Recruiting Learners & Booking**

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Procedure will be used. It should be informal and is an opportunity for the student to ask questions. The following should also be covered:

- Information about the student's previous training, study and employment in the field of the program applied for, and the reasons the student plans to undertake the program, so that appropriate advice can be given about the suitability of the program.
 - RPL and credit transfer possibilities and how to apply for them
 - Attendance patterns required to complete the course and whether this meets the needs of the clients' requirements.
 - Whether there might be anything that could cause difficulties for the student, e.g., physical ability, prerequisite knowledge and skills, language and/or literacy issues. The Access and Equity Policy includes information about this. If anything is suspected or identified, strategies for overcoming the issues should be discussed with the potential student, in accordance with the Access and Equity Policy where appropriate. This may involve a further interview, and it is likely to be appropriate to involve the CEO.
 - Specific licensing requirements if applicable.
2. The CEO will review each application form against any entry criteria for the program applied for, in consultation with the Trainer or Assessor in cases where there is an area of doubt.
 3. If the applicant does not meet the entry criteria, the CEO will send a letter within five working days explaining the reasons for non-acceptance.
 4. If the applicant meets the entry requirement but there is no space for the intake requested on the application form, the CEO will contact the applicant to discuss alternative dates
 5. When an applicant is accepted on to the program, the CEO will:
 - Add the student's enrolment to the Enrolment Register
 - Check that the student's name in the Enrolment Register is the student's full name, exactly as it appears in an ID document (passport, driving licence or birth certificate). Once this has been verified, the document number should be entered on to the Enrolment Register.
 - Send a letter of offer to the student within five working days of receiving the application. This letter of offer should specify the start date of the program (usually the orientation/induction session) and anything that the student needs to bring with them to class
 - Raise an invoice for the student, and send it with the letter of offer
 - Create a file for the student, and place in it the application form
 6. The CEO then passes on a copy of the application form and any attached notes to the Trainer or Assessor, who checks whether the student has any individual needs which may require adjustments to the program (see Delivery and Assessment Policy)

Continuous improvement of this policy

- This policy is reviewed at Management Meetings whenever a suggestion to do so is made, otherwise annually.
- Continuous improvement may include data from:
 - Annual staff survey (Staff feedback form)
 - Client satisfaction survey
 - Informal observations and comments from staff.
 - Complaints and appeals
- Records of continuous improvement will include:
 - Archived surveys, complaints, appeals and summaries thereof
 - Minutes of meetings where continuous improvement is discussed
 - Version change information at the end of this document
 - Archived previous versions of this document

Transition to New Training Package Policy

The purpose of this policy is to ensure that TCLM Pty Ltd T/as Tower Crane Training Management & Staff are aware of the requirements of transitioning to a new training package when Units of Competencies or Qualifications are superseded or expired on the scope of registration of our RTO TCLM Pty Ltd T/as Tower Crane Training.

Policy

- The CEO will monitor the status of relevant training packages by subscribing to the training.gov.au tgahelp@training.gov.au email alert. In the case of accredited courses, the CEO will keep in touch with the course developer, especially around the time of review.
- When a new relevant training package is endorsed or an updated version of a course gains accreditation, the CEO will purchase the new version and supervise the modification of the affected programmes, supporting documentation and pre-enrolment/marketing information. This will be done in collaboration with other staff where necessary, and/or with external consultants. Where relevant, workshops run by the registering body and/or the training package/course developer will be attended by the CEO, the relevant course coordinator(s), and other relevant staff.
- TCLM Pty Ltd T/as Tower Crane Training will apply through the normal processes specified by the registering body for the newly endorsed training package units of competency/qualifications/updated accredited course to be added to the scope of registration, as soon as resources are in place for the updated programme, **and within a year of endorsement/accreditation.**
- During the transition period, all current and prospective students will be informed that during their enrolment their programme may be upgraded to reflect the new training package/accredited course.
- The CEO is responsible for communicating the changes and their consequences to staff and students within the organisation. The CEO is responsible for ensuring that prospective students applying during the transition period are informed.
- At the time the updated qualifications are added to the scope of registration, students currently enrolled in the old programme will, wherever feasible, be transferred to the new programme, if this does not affect the outcomes for which they enrolled. All students involved will be fully informed about the changes to the programme and programme outcomes.
- When there are no longer any current students enrolled in the old qualifications/accredited course, the CEO will apply to the registering body to have the old qualifications/accredited course removed from the scope of registration, unless this has been done automatically.

Drug & Alcohol Policy

The purpose of this policy is to ensure that all TCLM Pty Ltd T/as Tower Crane Training Management, staff, employees, contractors, learners, stakeholders and members of the general public are aware of TCLM Pty Ltd T/as Tower Crane Training Drug & Alcohol Policy.

TCLM Pty Ltd T/as Tower Crane Training has a zero tolerance to drug and alcohol use. Our company prohibits the use, possession, sale, purchase, manufacture, distribution, transfer or consumption of alcohol and all illegal drugs, including legally regulated drugs.

Any individual, employee, trainer, assessor, learner, staff member, contractor or member of the public that is under the influence of alcohol or affected by drugs will be instantly dismissed from the premises of TCLM Pty Ltd T/as Tower Crane Training and pending further investigations.

This program applies to all employees and potential employees of the company, as well as subcontractors at all tiers.

DEFINITIONS

Banned Substances: Illegal substances, as defined by federal/state laws, including:

- Amphetamines
- Opiates
- Phencyclidine (PCP)
- Cocaine
- THC (Marijuana/Cannabinoids)
- Intoxicants (drug and alcohol)
- Synthetic drugs

Client Satisfaction Survey Policy & Procedure

The purpose of this policy is to outline the procedures that are to be followed by all at TCLM Pty Ltd T/as Tower Crane Training to ensure that student and employer appraisals are monitored and collected from our learners and employers to improve all services within our RTO.

Procedure

This procedure will be carried out by TCLM Pty Ltd T/as Tower Crane Trainings' Trainers.

1. Each trainer will be provided with **Student Feedback Forms** to be provided to all students at the completion of their courses to provide a statistical capture of course appraisals.
2. The Trainers are required to:

Brief the students and explain that **all responses are confidential** and that it is not compulsory to record their name.

Advise students that all students are given a feedback form at the completion of their training and the aim of the survey is to monitor and improve all services within the RTO.

Collation and reporting of results

This procedure to be carried out by the administration manager

- TCLM Pty Ltd T/as Tower Crane Trainings' method to tally responses on a blank survey form, and where trainees have written comments, to type them in a new document under the question headings Doc Id; **TCLM_Statistics Capture Register/ Feedback form register**.
- A report of all results of the courses, should be provided to the management committee within two weeks of the administration of the survey, for discussion at the next management committee meeting
- If the CEO deems it appropriate, a summary of the results may be made available to the students who participated.

Code of Conduct Policy

The purpose of this policy is to ensure that all applicants, trainers, assessors, management, stakeholders and members of the public are aware of the code of conduct that is required by our RTO “TCLM Pty Ltd T/as Tower Crane Training”.

Procedure

The Code of Conduct clarifies the standards of behaviour that are expected of TCLM Pty Ltd T/as Tower Crane Trainings’ trainers, assessors, employees, third party agreement holders and management in the performance of their duties as outlined below:

This procedure provides guidance in areas where TCLM Pty Ltd T/as Tower Crane Trainings’ trainers, assessors, employees and management need to make any personal and ethical decisions.

TCLM Pty Ltd T/as Tower Crane Training is committed to the highest standards of conduct in the delivering of training and assessment in the building and construction, warehousing and logistics industries but is not limited to these industries. To meet this commitment, TCLM Pty Ltd T/as Tower Crane Training has issued this single Code of Conduct to cover all sectors of our RTO to closely align trainers, assessors, employees, third party agreement holders and managements’ conduct with our organisational values and ethics that underpin TCLM Pty Ltd T/as Tower Crane Trainings’ policies and procedures.

Legislative Provisions

Disability Discrimination Act 1992

Disability Discrimination and Other Human Rights Legislation Amendment Act 2009

Equal Opportunity (Commonwealth) Act 1987

Equal Opportunity for Women in the Workplace Act 1999

Human Rights and Equal Opportunity Commission Act 1986

Human Rights and Equal Opportunity Legislation Amendment Act 1992

National Vocational Education and Training Regulator Act 2011

Privacy Amendment Act 2004

Racial Discrimination Amendment Act 1980

Racial Hatred Act 1995

Sex Discrimination Act 1984

Sex Discrimination Amendment Act 1980

Skilling Australia’s Workplace Act 2005

Anti-Discrimination Act 1977

Government and Related Appeals Tribunal Act 1980

Work Health and Safety Act 2011

Workplace Relations Amendment (Registration and Accountability of Organisations)

Workcover Legislation Amendment Act (1996 No. 120)

Workplace Injury Management and Workers Compensation Regulation 2002

Workplace Surveillance Act 2005

Responsibilities and delegations

TCLM Pty Ltd T/as Tower Crane Trainings' Chief Executive Officer, Warwick Bright is responsible for the effective management of the Code of Conduct.

All trainers, assessors, employees, third party agreement holders and management have a responsibility to comply with legislation, policies and procedures and the TCLM Pty Ltd T/as Tower Crane Trainings' Code of Conduct to perform their duties effectively and provide impartial and accurate advice and act in a manner that promotes a productive, harmonious working environment.

Monitoring, evaluation and reporting requirements

All trainers, assessors, employees, third party agreement holders and management are responsible for monitoring and evaluating the operation of this policy within their area of responsibility.

All trainers, assessors, employees, third party agreement holders and management will comply with all mandatory reporting requirements detailed in the guidelines to this policy.

Insurance Policies

The purpose of this policy is to inform all Companies, course candidates, subcontractors, governing bodies, and members of the public that TCLM Pty Ltd T/as Tower Crane Training has the relevant insurances to delivery training or assessments services onsite or at our own premises for:

- PUBLIC LIABILITY
- PROFESSIONAL INDEMNITY
- WORKERS COMPENSATION

Our policies are current and we will ensure that our policies remain current to ensure compliance to the ASQA and SafeWork Standards and regulating legislation.

Certificates of Currency on each policy are stored as a hardcopy and uploaded to TCLM'S ONE DRIVE folder. Scanned copies can be supplied on request by our Administration Manager, Tracy Bright.

All Third-Party Agreement Trainers and Assessors in a partnership agreement with our RTO must at all times ensure that their Professional Indemnity, Public Liability and Workers' Compensation Policies remain current whilst delivering training and/or assessment on behalf of TCLM Pty Ltd T/as Tower Crane Training.

Trainers and Assessors will not require Workers' Compensation Insurance if they are registered as a Sole Trader.

Procedure

Business Insurances for TCLM Pty Ltd T/as Tower Crane Training and all Trainers and Assessors in a Third-Party Agreement are reviewed as part of our ongoing compliance checks throughout the calendar year to ensure they remain current by our Compliance team and documented on **TCLM_Staff Matrix Register**.

All business insurances are checked prior to all new Third-Party Agreements being formed with TCLM Pty Ltd T/as Tower Crane Training to ensure they are current and in place and reviewed on a yearly basis by our Compliance team.

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Learners with physical disabilities Policy

The purpose of this policy is to ensure that TCLM Pty Ltd T/as Tower Crane Trainings' Assessors, Trainers', staff and management are aware of TCLM Pty Ltd T/as Tower Crane Trainings' Learners with Physical disabilities policy and procedures.

TCLM Pty Ltd T/as Tower Crane Training does not discriminate against any learner with physical disabilities and will in every instance provide training and assessment where possible whilst meeting the legislative and licencing requirements.

Procedure

TCLM Pty Ltd T/as Tower Crane Trainings' course information will be provided to every learner prior to our enrolment process. Learners will be asked by one of either our administration staff, Chief Executive Officer, Trainer or Assessor to disclose if they have any physical disability or are taking any medication/s that may affect their ability to operate heavy vehicles, equipment to safely carry out any physical activities in a course or assessment they are about to enrol in with TCLM Pty Ltd T/as Tower Crane Training.

TCLM Pty Ltd T/as Tower Crane Trainings' staff, management, trainers and assessors will ensure that a learner feels comfortable by telephone and not in an environment that may embarrass or hinder the learners' ability to disclose sensitive information about their physical disability. This process will be followed by all Trainers and Assessors to allow every learner, staff member, trainer, assessor and members of the community to be in a safe training and assessment environment.

If a learner has a physical disability that meets the requirements of the governing bodies for example e.g., SafeWork NSW, then TCLM Pty Ltd T/as Tower Crane Trainings' CEO, Staff, Trainers and Assessors will endeavour to provide alternatives where possible to meet the learners' needs.

TCLM Pty Ltd T/as Tower Crane Trainings' staff, trainers, assessors and management will always treat the learners with the upmost discretion, privacy and endeavour to work with the learner to provide varied delivery modes to assist the learner where possible to help them reach their required outcome or a course that can be varied to their requirements where the learner is happy.

Our trainers and assessors where possible will research to find out if a learner can reach their physical performance course goals with external companies.

E.g., Disability Service Australia TEL: 1300 372 121

<https://dsa.org.au/>

Disciplinary Policy

The purpose of this policy is to ensure that all applicants, trainers, assessors, employees, subcontractors, management and stakeholders of our RTO namely “TCLM Pty Ltd T/as Tower Crane Training” are aware of the procedures that will be followed in the event of disciplinary action being carried out in the event of any of the following outlined instances occurring within our RTO TCLM Pty Ltd T/as Tower Crane Training operations.

PROCEDURE:

The CEO, Chief Executive Officer, Warwick Bright of “TCLM Pty Ltd T/as Tower Crane Training will assess any instance of disciplinary action that is required to be actioned and will follow the outlined procedure:

Physical, sexual assault, theft or fraud, drug or alcohol related incidents will have zero tolerance and **will result in immediate termination** of a course or employment or work engagement with our RTO:

1. VERBAL WARNING

- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given a verbal warning regarding the undesirable behaviour or action.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given an explanation of when and how the behaviour or action took place. This will include the reason as to why the behaviour or action was unacceptable
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given an opportunity to explain the situation and their actions. This should be his/her opportunity to give their side of the story.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given a description the desirable and/or acceptable behaviour or actions.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be informed that further disciplinary action, up to and including termination, will follow if unacceptable behaviour continues.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be explained that the incident will not go into their file, but that it will be taken note of in order to follow up on possible further disciplinary incidents.

NOTE: Some examples of reasons for verbal warnings are:

First late arrival for scheduled shift, first incident of not following proper work procedures, first incident of not wearing the correct personal protective equipment (PPE).

2. WRITTEN WARNING

- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given a written warning regarding his/her undesirable behaviour or action in the event that the behaviour or action had either been discussed in a previous verbal warning or the behaviour or action was considerably severe in nature.

- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given an explanation of when and how the undesirable behaviour or action took place. This will include the reason why the behaviour or action was unacceptable.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given an opportunity to explain the situation and his/her actions. This should be his/her opportunity to give their side of the story.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given a description of the desirable and/or acceptable behaviour or actions.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be provided with a copy of the written warning and another will be placed in the Applicant, Trainer, Assessor, Employee and/or any third-party agreement file.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement Employee will sign the document as proof that he/she has received it.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be explained that future disciplinary problems will be addressed with further progressive disciplinary actions up to and including termination.

NOTE: Some examples of reasons for written warnings are:

Inappropriate or rude interaction with an applicant, trainer, assessor, employee, management or member of the general public such as a raised voice, sarcastic comments, or impatience, not showing up for a scheduled booking with no reasonable explanation, insubordination such as talking back to management or students, trainers, and/or assessor/s or lack of adherence to Safe Work, ASQA or any governing licencing, legislative standards.

3. SUSPENSION

- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given written documentation regarding the suspension in relation to the undesirable behaviour or action in the event that the behaviour or action had either been discussed in a previous verbal or written warning or the behaviour or action was considerably severe in nature.
- The documentation will include information on the offence and the length of the term of suspension and why the Applicant, Trainer, Assessor, Employee and/or any third-party agreement has been suspended.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given an explanation of when and how the undesirable behaviour or action took place. This will include the reason why the behaviour or action was unacceptable.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given a description of the desirable and/or acceptable behaviour or actions.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be provided a copy of the suspension and another copy will be placed in the employee's file.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will sign the document as proof that he/she has received it.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be explained that future disciplinary problems will be addressed with further progressive disciplinary actions up to and including termination.

NOTE: Some examples of reasons for suspensions are:

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Repetitive lateness or absences with no reasonable explanation, an incident of verbal abuse to an applicant, client, trainer, assessor, inspectors, members of the general public, stakeholders, co-worker or management and repetitive lack of adherence to any licencing, legislative or governing standards.

4. TERMINATION

- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given written documentation regarding his/her termination and the undesirable behaviour or action leading to and justifying the termination.
- Documentation should include information on the offence and previous disciplinary communications with the Applicant, Trainer, Assessor, Employee and/or any third-party agreement.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given a description of when and how the unacceptable behaviour or action took place. This will include the reason why the behaviour or action was unacceptable.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be given a description of the desirable and/or acceptable behaviour or actions.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be provided with a copy of the termination notice and another copy will be placed in the employee's file.
- The Applicant, Trainer, Assessor, Employee and/or any third-party agreement will be escorted from the location maintaining the dignity of the terminated person/s by not making obvious to other applicant/s, trainer/s, assessors, employees and/or third-party agreement that the person/s concerned has been terminated and for what reasons.

NOTE: Some examples of reasons for termination are:

Physical or sexual assault, theft, repeated unsuccessful disciplinary attempts, fraud, deception, breach of third-party agreement, loss of licence or qualification/s.

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Student Declaration

By signing this declaration, I agree with the following:

I declare that the information I have provided to the best of my knowledge is true and correct.

I consent to the collection, use and disclosure of my personal information in accordance with the Privacy notice above.

In making this application for enrolment, I am aware of the consequences that may arise from providing false, misleading or incomplete information, including the cancellation of my enrolment or the withdrawal of any offer made by RTO 45587. I have read and I consent to the collection, use and disclosure of my personal information (which may include sensitive information) pursuant to the information detailed, and NCVET policies, procedures and protocols published on NCVET's website at www.ncver.edu.au

In providing my USI, I confirm RTO 45587 is authorised to collect, use and disclose my student identifier for the purposes required under the *Student Identifiers Act 2014*. I understand that I will receive a notice regarding RTO 45587 use of this information to confirm my USI. I understand that RTO 45587 's name included in the notice may be different to the name they are familiar with – the name of the organisation verifying my USI is RTO 45587 TCLM PTY LTD Trading as Tower Crane Training.

I understand that it is my responsibility to pay my course fees in full to TCLM Pty Ltd T/as Tower Crane Training before any qualifications are issued to me by TCLM Pty Ltd T/as Tower Crane Training.

I have been advised of my obligations that I must bring along to my training and assessment days of my course the following; correct PPE (safety boots, high visibility vest or shirt, hard hat, my USI Number and my 100 points of current NSW Identification as per the SafeWork Checklist provided by TCLM Pty Ltd T/as Tower Crane Training on all training and assessment days to avoid cancellation of my assessment)

I have been advised of TCLM Pty Ltd T/as Tower Crane Trainings Policies and Procedures on their website at www.towercranetraining.com.au.

I have been advised that there is NO Recognised Prior Learning in SafeWork High Risk Work Licencing Units of Competencies.

I have been advised of TCLM's student support services as per TCLM Student Handbook displayed on their website at www.towercranetraining.com.au.

I have been advised of TCLM's Credit Transfer, Protection of Fees, Cancellation & Refund Policies and I have been informed that I can download a Complaints Form which includes the procedure for making a complaint from TCLM Pty Ltds' website at www.towercranetraining.com.au. I am aware of TCLM Pty Ltd T/as Tower Crane Trainings cooling off period of 3 days from the date of my booking. I can gain a full refund of my course

Authorised by – CEO- Warwick Bright Version Date – 1.02.19 Revised – 30.10.21 Review Date: 1.2.22	Doc Name – TCLM_Student Handbook V1.2 Page 87 of 88
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fees provided the 3 days are not prior to the course commencement date of my course OR during my course when I have already commenced my course.

I have been advised by email of my course details, course code, course name, location, trainers' details, course costs, course outline and outcome.

Marketing Use Content

I give RTO 45587 permission to use photos in public material and social media (including any photos where I may be recognised) as may be useful.

I authorise images of my participation in training to be used by RTO 45587 for future marketing and business purposes.

I understand that I retain the right to withdraw my consent at any time.

I choose to opt-out of this marketing and usage consent.

<i>Print your Full name:</i>	<i>Signature:</i>	<i>Date:</i>
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