



Participant Handbook

Kayosor Pty Ltd
T/a TAE Institute
Head Office:
92 Commelina Dr
MOUNT ANNAN NSW 2567
Training Centre
Suite 2 Level 8 155 Castlereagh St
SYDNEY NSW 2000
Telephone: 1300 678 288
Email: info: info@taeinstitute.com.au
RTO ID: 40639

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Introduction

Welcome to TAE Institute Pty Ltd trading as TAE Institute (hereafter known as TAE Institute).

We are a Registered Training Organisation. RTO ID: 40639

TAE Institute provides training and assessment in the following nationally recognised qualifications:

TAE40122 Certificate IV in Training and Assessment.

Our current scope of registration can be found at
<https://training.gov.au/Organisation/Details/40639>

Our trainer/assessors are highly qualified and have extensive experience. We are here to support our participants through our assessment programs and to ensure they have an enjoyable Skills Recognition experience.

The RTO Standards

You are about to become a participant in a learning process that can result in achieving a nationally accredited qualification.

These qualifications can only be assessed by a Registered Training Organisation (RTO).

To be an RTO we need to meet the requirements of the current RTO Standards. The current standards are the **Standards for Registered Training Organisations (RTOs) 2015**, ensuring adherence to these and other requirements is done by the Australian Skills Quality Authority (ASQA).

A newly registered RTO will be audited within the first 24 months of operation to ensure compliance with the Standards for RTOs and will be re-audited during its subsequent seven year registration period.

These Standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system.

Participant and TAE Institute Rights and Responsibilities

As a participant in our RTO, you have certain rights and responsibilities as do we, the RTO, have certain obligations and responsibilities to you.

These rights and responsibilities are:

1. Both the Participant and TAE Institute have a responsibility to adhere to all relevant legislation. The legislation that affects your participation in Vocational Education and Training (VET) is detailed within this document, however both TAE Institute and you, the participant, have an obligation to adhere to ALL legislation applicable in Australia.
2. We have obligations and expectations that all parties will conduct themselves safely in all aspects of their activities and that at no time will the safety and health of any person or property be risked.
3. You have a right to a safe environment, you have an obligation to keep it safe through your conduct and adherence to our stated policies and procedures.
4. We have a right to expect that you seriously apply yourself to undertaking the Course that you have committed to and until you formally tell us that you are withdrawing from the program, we have an expectation that you will work on the process and meet your commitments.

5. We have a responsibility to provide you with the very best support and assistance by guiding you to the completion of the Course. We will maintain a high standard of current documentation, good service, qualified assessor/trainer/assessors who are current in their knowledge and experience in the relevant qualifications being undertaken.
6. We have a right to expect that all assessments provided by are your own work, not copied, taken or plagiarized from someone else.
7. You have a right to reasonable access to our assessor/trainer/assessors. You have the right to access your own records. Approach your assessor.
8. You have a right to expect that the requirements that we make of you are clear, concise and easily understood, we have an obligation to maintain these requirements as clear instructions and also to ensure that they are relevant to the requirements of the qualification being undertaken.
9. You have a right to expect that all course requirements are compliant to the principles defined in the Standards for RTOs, and that the qualification issued by us to you will be received in good standing.
10. You have a right to personal freedom, free from any illegal, unnecessary or invasive questioning or judgment of your personal ideals, beliefs, marital status, disability or perceived disability, cultural background, age, orientation or practices, this includes, but is not limited to all personal, sexual, religious and political practices.
11. We have an equal expectation that you will grant the same freedom of belief, practices and persuasion to all of the staff, contractors, fellow participants and other people whom you meet and come in contact with at TAE Institute.
12. We have an obligation to always conduct ourselves ethically, responsibly, with courtesy and respect. We will be morally and socially responsible at all times. We expect the same from our participants.
13. You have a right to be provided with the services for which you have paid. If you have paid for a course, you have a right to expect to be delivered in the manner it was advertised. We have an obligation to deliver it to you in the manner it was advertised. If there is a need to vary the process, then it must be by mutual consent.
14. You have a right to be informed of any changes to our course requirements, our administrative procedures and/or regulations. Any required changes will not be made without appropriate notice and will not disadvantage currently enrolled participants.
15. We have a right, and you have a responsibility, to adhere to any reasonable and lawful request by TAE Institute.
16. You have a right to complain and appeal about anything or any decision we make at TAE Institute, be it about you or about how we conduct the business of the RTO.
17. We have an obligation to ensure that complaints and grievances are dealt with quickly and satisfactorily in accordance with the procedures detailed in this handbook.

18. You have a right to expect us to adhere to the privacy act and the freedom of information act and ensure that information about you is only conveyed to those with legal and legitimate reason for access. This is normally only staff directly involved in the processing and assessment of your course work or those with legal rights to that information, such as the Police and other legal bodies, but only after appropriate process has been undertaken.
19. We have an obligation to clearly state all fees and charges associated with the course requirements.
20. We have an obligation to provide and you have a right to receive; prompt evaluation of your course work with clear and unambiguous feedback on the results and assessment decision.
21. You have an obligation to provide feedback on our assessment and on the Client Services we have provided.
22. We have an obligation to evaluate all provided feedback and act on opportunities for improvement to our processes and policies.
23. We have an obligation to clearly convey to you the policies and procedures that you must be aware of. You have an obligation to understand those policies and procedures concerning your application, any use of TAE Institute facilities and any property or facilities used by TAE Institute to assess your application.
24. TAE Institute has a responsibility to its participants and Partners to provide quality training and assessment services, compliant to the Standards for Registered Training Organisations, in a competent manner through the provision of quality resources and staff resulting in the issuance of AQF statement of attainment and certificates.
25. TAE Institute guarantees that in the event that TAE Institute cannot deliver a course, a full refund of all monies paid to TAE Institute will be refunded to the purchaser.
26. TAE Institute has a responsibility to its clients and participants to keep them informed of any changes in the service delivery including trainer/assessors, our ownership, the engagement of third parties or any other aspect of the participants training experience.

Participants who cannot, or choose not to, adhere to these rights and obligations may be subject to disciplinary action. This may be a written warning, an interview with the CEO, and may result in cancellation of your application without refund and in extreme cases, such as cases of suspected criminal activity, referral to the Police.

Vocational Outcomes

While the assessment services offered by TAE Institute will aid Participants in being recognised as having skills and knowledge, TAE Institute makes no guarantees or offers any assurances on the vocational benefits that this assessment process may bring.

TAE Institute does not guarantee or offer any advice on what roles or positions may become available to a participant through completion of this assessment process.

Legislative Requirements

We are subject to a variety of legislation related to training and assessment as well as general business practice.

This legislation governs our obligations as a Registered Training Organisation, our obligations to you as our clients, and relates to the industry that we are conducting training for. This legislation is continually being updated and the CEO is responsible for ensuring that all staff are made aware of any changes.

Current legislation is available online at <http://www.austlii.edu.au> and <http://www.legislation.nsw.gov.au>.

The legislation that particularly effects your participation in Vocational Education and Training includes:

Commonwealth Legislation:

- National Vocational Education and Training Regulator Act 2011
- National Vocational Education and Training Regulator (Charges) Act 2012
- National Vocational Education and Training Regulator (Transitional Provisions) Act 2011.
- Standards for Registered Training Organisations (RTOs) 2015
- National Vocational Education and Training Regulator Amendment Bill 2015
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Amendment (Education Standards) Act 2005
- Disability Discrimination Act 1992
- Racial Discrimination Amendment Act 1980
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Sex Discrimination Amendment Act 1991
- Privacy Act 1988
- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Australian Privacy Principles (2014)
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011

State Based Legislation

- NSW Anti-discrimination Act (1977)
- Workers Compensation Regulation 2003
- Workplace Injury Management and Workers Compensation Regulation 2002
- Affirmative Action (Equal Employment Opportunity for Women) Act (1986)
- SafeWork Work NSW Legislation Amendment Act (1996 No. 120)
- Copyright Act, 1879. 42 Vic No 20 (modified 2006)
- NSW Child Protection (Working with Children) Act 2012 No 51.

Workplace Health and Safety Policy

The Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 describes TAE Institute's duty of care to provide a safe and healthy working environment for all employees and students, and the employee and students have a duty of care to take reasonable care for the health and safety of others within the work place. This includes the provision of:

- a workplace that is safe to work in, with appropriate procedures that are aligned with current standards
- adequate staff training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed work place 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,
- 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 Workplace Health and Safety hazard to the appropriate staff member as required.

Harassment and Discrimination 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 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, and we will ensure all of our staff are aware of the processes and procedures for addressing any form of harassment or discrimination.

Staff and participants should be aware of the following definitions:

Bullying - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

Confidentiality - refers to information kept in trust and divulged only to those who need to know.

Discrimination - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.

Harassment - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

Personnel - refers to all employees and students of TAE Institute.

Specific principles

- All staff and participants have a right to work in an environment free of any form of harassment and discrimination,

- All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,
- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainer/assessors,
- Staff and participants should not make any frivolous or malicious complaints. All staff and participants are expected to participate in the complaint resolution process in good faith.

Privacy

TAE Institute takes the privacy of our participants 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 Standards for RTOs we will need to make your 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 TAE Institute 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 TAE Institute in relation to a particular matter.

Principle 3 – Collection of solicited Personal Information. TAE Institute must not collect personal information unless the information is reasonably necessary for TAE Institute business purposes.

Principle 4 – Dealing with unsolicited personal information. If TAE Institute receives personal information, TAE Institute must, within a reasonable period after receiving this information, determine whether or not the 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 deidentified.

Principle 5 – Notification of the collection of personal information. Requires TAE Institute to notify our clients, staff and participants 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 TAE Institute holds on an individual that was collected for a particular purpose, TAE Institute must not use or disclose the information for another purpose unless the individual has consented.

Principle 7 – Direct marketing. As TAE Institute holds personal information about individuals, we must not use or disclose the information for the purpose of direct marketing.

Principle 8 – Cross Border disclosure of personal information. Where TAE Institute discloses personal information about an individual to an overseas recipient, TAE Institute 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. TAE Institute must not adopt a government related identifier of an individual as its own identifier of the individual except when using identification codes issued by either the State based regulators, or the department of Innovation with regard to the Unique Student Identifier.

Principle 10 – Quality of personal information. TAE Institute must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that TAE Institute collects is accurate, up to date and complete.

Principle 11 – Security of personal information. If an TAE Institute 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 TAE Institute holds personal information about an individuals, TAE Institute must, on request by the individual, give the individual access to the information.

Principle 13 – Correction of personal information. As TAE Institute 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; TAE Institute must take such steps as are reasonable in the circumstances to correct that information.

Working with Children

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

Should this change we will comply with all Federal and State working with Children legislation such as the NSW Child Protection (Working with Children) Act 2012 No 51.

A list of all relevant legislation is available from the Federal Police Website:

<http://www.aifs.gov.au/cfca/pubs/factsheets/a141887/>

Further information on the Working with Children's Check is available from TAE Institute's CEO, but this effectively means that we will need to have all staff who come in contact with people under the age of 18, such as trainer/assessors, administration staff or clerical staff must be cleared as not being a risk to the health and safety of minors.

This is done through a submission to the appropriate government agency <https://check.kids.nsw.gov.au>, and until the response is received, we cannot allow the person being reviewed to conduct or interact with the minors unsupervised.

Fees and Refund Policy

These fees are paid as per the terms on the Course Information Sheet.

Please see the Course Information Sheet for details of our refund policy.

In cases of extreme hardship, an appeal can be made to our CEO, who can amend our policies.

TAE Institute charges for replacement statement of attainments and certificates. Should a replacement certificate be required, the Participant will be charged \$22 including GST for a replacement statement of attainment.

Participant Documentation Policy

We are committed to maintaining and safeguarding the accuracy, integrity and currency of our records without jeopardising the confidentiality of the records or our participant's privacy.

Individual hardcopy participant records will be stored in a lockable secure office area.

Our electronic records are stored in our computer system which is protected by password and backed up to the cloud.

The CEO is responsible to conducting a backup of our computer systems to a Cloud based backup system.

Our software and hardcopy systems will retain Participant results for a period of not less than 30 years.

Issued qualifications will be generated in MS Word and stored in our system as PDF versions stored by the name of the participant and cross referenced against identifying metrics such as date of birth or USI should these need to be reproduced.

In the event that we cease to operate as an RTO we will transfer all records to ASQA in appropriate format and detail as specified by ASQA at the time of ceasing RTO operations.

All other records including, training records, taxation records, business and commercial records will be retained for a period of at least seven years.

We are required to submit statistical data on our participants to the AVETMISS standard, we will use the free software package NCVER Data Entry Tool to upload our results for AVETMISS reporting.

We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Access to individual Participant training records will be limited to those required by the Standards for RTOs such as:

- trainer/assessors , to access and update the records of the participants whom they are working with,
- management staff as required to ensure the smooth and efficient operation of the business,
- Officers from the Department of Education and Training, ASQA or their representatives for activities required under the Standards for Registered Training Organisations,

Or those required by law such as:

- people as are permitted by law to access these records (e.g. subpoena / search warrants / social service benefits / evidence act).

Or

- participants authorising releases of specific information to third parties in writing,
- the participants themselves, after making application in writing. For example, participants seeking a replacement copy of their Certificate.

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

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

Recognition of other Qualifications

TAE Institute will accept and provide credit transfer to Participants for units of competency.

Participants can make such an application at any time during the assessment programme.

Such an application may reduce the amount to assessment time needed to be undertaken, the duration of the course or both, as each case is individual, such applications should be discussed with the assessor or TAE Institute's CEO.

Where an application is to proceed, the Participant will need to provide:

Either:

- An AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or
- An authenticated VET transcripts issued by the Registrar, such as ASQA.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process that assesses the competency of a RPL Applicant by reviewing the acquired knowledge and skill of the applicant. This acquired skill and knowledge may have been acquired through formal, non-formal and informal learning to such an extent that the individual has attained skills and knowledge to meet the requirements specified in the training package or a VET accredited courses.

To assist in the process of Recognition of Prior Learning, the following definitions apply (as extracted from page 95 of the Users' Guide to the Standards for Registered Training Organisations (RTOs) 2015).

- a. formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree)
- b. non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business), and
- c. informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Thus participants who feel that they have already attained the required skills and knowledge covered in our courses are able to make an application for Recognition of Prior Learning.

Participants seeking RPL will also be able to undertake the course assessments without the training component as a "Challenge Assessment", ie an assessment without the prior revision or training.

Participants can apply for RPL at any time.

The course information flyer details the costs associated with an RPL.

Participants who fail to demonstrate their skills and knowledge in the RPL process will be able to re-enter the course.

Enquiries on the RPL process can be made to the Assessor or to TAE Institute's CEO.

Access and Equity

We are committed to ensuring that we offer assessment opportunities to all people on an equal and fair basis.

All participants have equal access to our assessment programs irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All participants who meet our entry requirements will be accepted into any of our assessment programs.

Any issues or questions regarding access and equity can be directed to TAE Institute's CEO.

Client Selection

There are prerequisites to enrolling in our assessment programs.

Specific details of these prerequisites are contained in individual course flyers.

If you have any questions, please do not hesitate to discuss the course with your assessor or the CEO.

Enrolment Processing Procedure

Applicants for the course are expected to approach TAE Institute as a result of a variety of marketing efforts, these may include:

- Word of mouth
- Sighting the course Flyers/Brochures
- Via the website. Or
- Some other form of medium

Irrelevant of the method of initial contact, it is vitally important that our mandatory pre course information is provided to the applicant so that they can make an informed decision about studying with TAE Institute.

Our Mandatory Information consists of:

1. Relevant TAE Institute Course Brochure
2. Participant Handbook
3. Relevant Enrolment Agreement

These documents can be emailed, mailed, or handed to the applicant prior to enrolment. They contain vital information for the applicant.

Should the applicant wish to apply for the course they will need to:

1. Provide a minimum of 100 points of identification see <https://education.nsw.gov.au/policy-library/associated-documents/Appendix6-Proof-of-Identity.pdf>

Copies of this identification is to be taken and recorded in the student file. This is especially important for correct spelling of legal names.

Note: If the applicant is a foreign national, and uses an overseas passport for identification, it is important to check that the applicant is NOT on a student visa, we cannot accept applicants on Student Visa's.

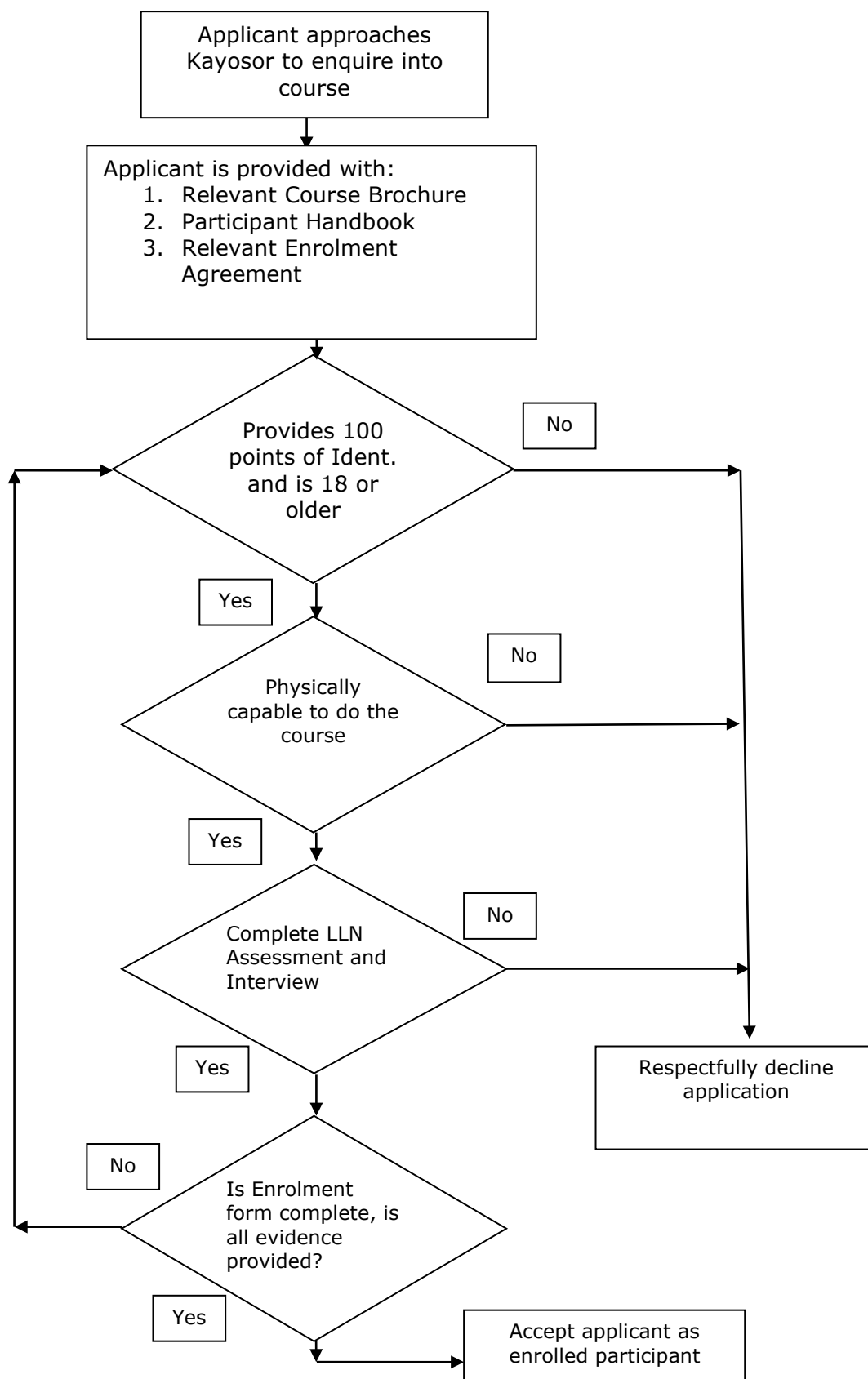
2. Provide documentary evidence that they are over the age of 18 years.

A copy of this evidence is also to be retained in the student file

3. Satisfactorily complete the TAE Institute LLN Assessment (or be recognised as exempt as indicated below in our LLN Policy). This LLN Assessment must be completed in "Exam Conditions" in front of an TAE Institute Staff member, but must be marked by a Assessor, before the applicant can be accepted into the course.

A copy of this is also to be retained in the Participants file.

Enrolment Process Flow Chart



Please note:

1. As indicated in the above flow chart, if the applicant cannot meet the required conditions, TAE Institute cannot accept them into the course. In this situation, the application should be respectfully declined.
2. All forms, including the Enrolment Agreement need to be completed fully, all fields need to be completed. Incomplete forms are grounds for rejection of applications on the applicants part, or grounds for disciplinary action on the staff members part.

Unique Student Identifier

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 your USI, you will need to:

1. Obtain it yourself from www.usi.gov.au by providing information about yourself similar in content to that on your driver's licence, or
2. Authorise a third party such as TAE Institute to obtain it on your behalf. To enable us to generate your USI, you will need to:
 1. Accurately complete this enrolment form, ensuring that the details you provide match your ID.
 2. Provide us with one of the following form of unique identification:
 - Driver's Licence
 - Medicare Card
 - Australian Passport
 - Visa (with Non-Australian Passport) please note: We cannot enrol applicants on Student Visas see note below
 - Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
 - Certificate of Registration by Descent
 - Citizenship Certificate
 - ImmiCard

Note relating to Visa holders.

TAE Institute is only able to offer training to those people whose VISA conditions permit training or studying in Australia.

This includes Visa holders with the following class of Visa

Visa	Description	Status
200	Refugee	Permanent
201	In-country Special Humanitarian	Permanent
202	Global Special Humanitarian	Permanent
203	Emergency Rescue	Permanent
204	Women at Risk	Permanent
866	Protection	Permanent
449	Humanitarian Stay	Temporary
785	Temporary Protection	Temporary
786	Humanitarian Concern	Temporary
790	Safe Haven Enterprise	Temporary
010	BVA – Bridging Visa A (see Note)	Temporary

As Visa conditions can change, we will be confirming if your Visa permits training/studying at time of enrolment, using the following website.

<https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing>

We would recommend that you review your Visa conditions before applying to TAE Institute.

Please NOTE: We are NOT CRICOS registered and as such, we cannot accept Visa Sub class 500 or 590.

Please see <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing> for more details

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

4. Complete the form over page.

Once your USI has been generated, you should:

- write down your USI somewhere safe or enter it into your phone for safe keeping.
- activate your USI account at some stage in the near future.
- if you do not activate your account, your USI still works.
- when you do activate your account, you 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

PLEASE ALSO NOTE: Any USI provided to use by a student will need to be verified as being accurate. To achieve this, our staff will visit the USI website www.usi.gov.au

If the USI is; not provided, is identified as not being correct, or “rejected” we are not permitted to issue a Statement of Attainment or a Certificate.

Please also be aware that any copies of student personal information obtained for the purposes of determining or confirming a USI shall be securely destroyed when no longer needed.

LLN Policy

All participants must have met TAE Institute's Language Literacy and Numeracy policy, this policy requires that all students have attained an ACSF Level 2 competency in English or equivalent.

Suitable methods of determination are

1. Completion of our LLN assessment, or
2. Demonstration of having attained
 - i. An Australian HSC qualification
 - ii. An Australian Certificate IV level qualification delivered in English or higher
 - iii. An Australian Higher Education qualification delivered in English
 - iv. A recognised English language testing result of IELTS 5.5 or higher

Participant Support, Welfare and Guidance

We will assist all participants in their efforts to complete our training programmes.

Assistance is available before the programme commences with TAE Institute staff available via telephone or email to answer questions about the RPL Program.

Our application process requires our applicants to either provide proof of Language Literacy and Numeracy (LLN) through prior study, or through having successfully undertaken our LLN assessment prior to enrolment.

Participants who experience difficulty with the LLN Assessment can seek support from us, we can assist with some minor word definitions and explanations, however if the participants lack sufficient LLN skills they will be referred to a suitable TAFE near either their work or their home.

TAFE offers a variety of English classes ranging from

Statement of Attainment in Beginner English
Certificate II in Spoken and Written English
Statement of Attainment in Spoken and Written English

Should you experience difficulties in understanding our the RPL Kit requirements, please contact TAE Institute by telephone or email and our staff will be able to assist you.

TAE Institute can also provide guidance and support on the most appropriate course for you, or potentially your next training course.

Should you be experiencing any other issues or problems, please contact your trainer or any CEO

If Extra Support or Reasonable Adjustment are recognised by a trainer during face to face session, extra support will be provided.

Examples may include:

- Additional assessment time in a one-on-one basis
- Print that is provided in larger fonts
- Rephrase to simple language

Examples of Reasonable Adjustment may include:

- Providing a verbal assessment
- Providing additional time for assessment

If the applicant is determined to not be suitable for the course, they should be patiently, and sympathetically explaining the reasons they are not suitable at the moment, and the changes that may need to be undertaken before they are deemed suitable.

Thus, the intention of the screening process is to accept participants into the course who are expected to be fully capable of completing the course, or, have been assessed as needing support and that required support has been identified, arranged and implemented before the course commencement.

Participant Support Procedure

Participants in our courses come from all walks of life and have a variety of pre-existing skills and knowledge. TAE Institute has an obligation to support our participants in the completion of their courses.

This support commences before acceptance into the course.

TAE Institute cannot accept participants into our courses if they do not have the ability to satisfactorily complete the course.

Thus, TAE Institute “screens” its applicants in an effort to identify those who appear not to be able to complete the course.

This screening is often undertaken by TAE Institute’s Administration staff, but can be undertaken by any RTO staff member, this screening involves:

1. Reviewing the Enrolment application for stated learning difficulties, evidence of low LLN capabilities in English or other indicators of learning issues.
2. Reviewing 100 points of ID
3. A face to face interview where the applicants cognitive ability, understanding of the course and physical ability to complete the course is rudimentarily assessed
4. Completion of a LLN assessment, if required by TAE Institute’s LLN Assessment Policy, which determines if the candidate is exempt from the assessment or is required to undertake it.
5. Physical assessment, ie during the interview the participant is asked if they are physically able to complete the course

If any of the applicants appear to be unable to meet the entry requirements, then the applicants are referred to the CEO who will make further enquiries into the applicant’s abilities, and potentially determine if:

1. is extra support is required, or
2. there are permissible avenues of “Reasonable Adjustment”, or
3. the applicant is not suited for the course

If **Extra Support** or **Reasonable Adjustment** are determined, the nature and extent of this should be determined, discussed with the assessor, and ultimately set in place BEFORE the commencement of the RPL Assessment.

Examples of extra support may include:

- additional assessment time in a one on one basis,
- print that is provided in larger fonts,
- print that has been converted to audio

Examples of Reasonable Adjustment may include:

- providing a verbal assessment
- providing additional time for assessment

If the applicant is determined to not be suitable for the course, they should be patiently, and sympathetically explained the reasons they are not suitable at the moment, and the changes that may need to be undertaken before they are deemed suitable.

Thus, the intention of the screening process is to accept participants into the course whom are expected to be fully capable of completing the course, or, how have been assessed as needing support and that support has been identified, arranged and implemented before the course commencement.

It is however, possible that unidentified issues may arise that were not identified prior to enrolment.

Accordingly, the assessor is required to look for signs of participant difficulty by:

- Monitoring the participants behaviour
- Assessing comprehension
- Assessing commitment to the course
- Assessing participation

If any are identified, the assessor is to intervene and identify the issue.

And while many reasons are possible, the assessor may decide to implement:

1. Extra support
2. Reasonable Adjustment
3. Reenrol the participant in another course

At all times participant welfare and support takes precedence on all other matters.

Complaints and Appeals

TAE Institute treats complaints and appeals from staff, partner organisations, participants, and other parties very seriously and we will deal with these in an effective and timely manner. Complaints can be made about TAE Institute, its staff, other Participants or third parties and are typically aiming to resolve all complaints within three weeks.

TAE Institute will act upon any substantiated complaint or appeals, these will be recorded into our RTO Management System and will lead where appropriate, to continuous improvement activities.

The data entry responsibility including maintaining security of these complaints and appeals lies with the CEO.

A person or organisation can complain about any aspect of our dealings with them, and the participant can appeal any decision we make, including assessment decisions.

In the first instance that a person or organisation is unhappy or dissatisfied with an aspect of our service delivery, they should consult their contact person. Employers or Companies should contact the CEO.

Participants should contact their assessor. The assessor should be the first point of contact for participants, the aim of this first contact is to resolve the issue quickly.

If the participants complaint is about the assessor, and they are uncomfortable discussing this issue with the assessor then they should contact the CEO.

If the complaint is about the CEO, then the alternative contact is the Operations Manager.

Should the complaint or appeal not be resolved in the first instance, then the complainant is requested to formally lodge a complaint or appeal by completing either the complaint or appeal form, these forms are available from the Assessor, the CEO and CEO.

The appellant or complainant can take the form away to complete, but this should be returned within 48 hours so the matter can be promptly investigated.

This formal complaint or appeal will be entered into our Complaints or Appeals register for tracking purposes. This is the responsibility of the CEO, the receipt of the Complaint or Appeal will be formally acknowledged within one business day, in writing by CEO.

Should the nature of the complaint refer to criminal matters or where the welfare of people is in danger, TAE Institute will, with the permission of the participant, seek assistance from other authorities such the Police, Legal Representative or other parties as appropriate.

Participant confidentiality will be maintained at all times as is consistent with Queensland and Australian Law.

At all times the principles of Natural Justice be upheld, the complainant/appellant will remain informed of the progress of their complaint or appeal through written correspondence.

TAE Institute will ensure that the participant's academic progress will remain unimpeded by their complaint or appeal.

Upon receipt of the formal complaint or appeal, the CEO will be responsible for resolving the issue.

This will involve at least a formal interview with the participant, the assessor, the CEO and the CEO if appropriate. If this is unable to resolve the issue, then the issue can be escalated to a mutually agreeable independent person or panel.

Engagement of the external assistance will be the responsibility of the CEO.

The suitable independent person or panel, will need to be agreed upon by the participant and TAE Institute, this could include another external Assessor, or it could include an independent commercial mediators such as the Resolution Institute.

The Resolution Institute can be contacted via <http://www.resolution.institute/contact-us>

Suite 602, Level 6 Tower B, Zenith Centre,
821-843 Pacific Hwy,
Chatswood NSW 2067
Phone: +61 2 9251 3366
Freecall: 1800 651 650
Fax: +61 2 9251 3733
Email: infoaus@resolution.institute

Escalation to an external mediation service is a significant process and incurs significant costs.

Engagement of the external assistance will be the responsibility of the CEO.

TAE Institute is prepared to undertake escalation to independent mediation if TAE Institute is not able to resolve a dispute with a participant.

Once the need for Independent Mediation is agreed upon with the participant, TAE Institute will obtain a written quote for this process from the agreed mediation company; this written quote is to be shared with the participant. For the process to proceed, both the participant and TAE Institute will lodge with the agreed mediator money to the full value of the quote from the mediator.

The party whose position is NOT upheld by the mediator pays for the mediation service; the party whose position is upheld will receive a refund from the mediator.

Should a compromise position be determined by the mediator both parties agree to pay respective shares as determined by the mediator.

The complainant or appellant will be provided with a formal written statement of the resolution of the complaint or appeal, this will state the reasons for the decision.

At all times will we keep our participants informed of the progress of their complaint or appeal. Should this process take longer than sixty (60) days we will ascertain the course of the of the delay and keep the participant informed of these reasons through written correspondence.

Participants are also able to lodge a complaint about TAE Institute with ASQA. However please be aware that ASQA is not an advocacy institute for Participants.

A further option available to people and organisations is the National Training Complaints Hotline. This **number is 13 38 73** and is staffed Monday–Friday, 8am to 6pm nationally.

More details on the National Complaints Hotline can be found at <http://www.industry.gov.au/skills/nationaltrainingcomplaintshotline/Pages/default.aspx>

Assessment Appeals

In rare circumstances, the participant may object to decisions made by TAE Institute, including assessment outcomes, and wish to appeal these decisions.

Possible grounds for an Assessment appeal could be (and others are possible):

- The correct response was provided however the response was marked incorrect in error
- The material assessed was not covered in learning materials
- The response provided by the participant was the response provided in class
- Or any other reason.

In the case of the Assessment appeal, the participant will follow the same basic steps as outlined in the complaint and appeal section.

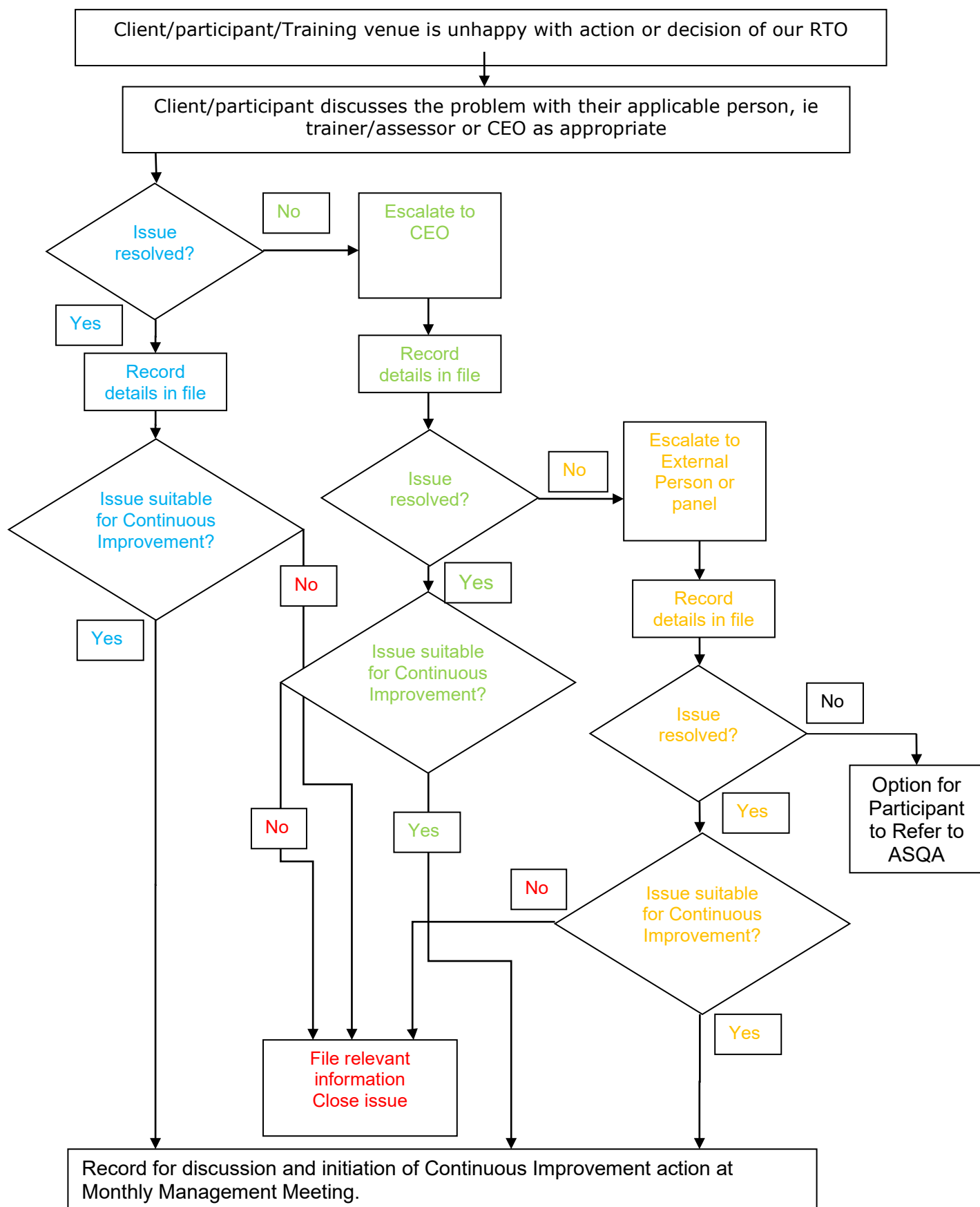
1. Discuss the issue with your assessor and seek their opinion.
2. If you are still dissatisfied, complete the appeals form and submit it to the CEO who will:

- a. provide written receipt of your case within one business day,
 - b. review your case and if desired, you will be able to present your case to the CEO. The CEO will review your case with you and provide you with a written response, including the reasons for the response.
3. At all times, the participant is to be kept updated as to the progress and resolution of the matter.

Irrelevant of the process undertaken to resolve the matter, the appellant will be provided with a formal written statement of the resolution of the complaint or appeal and this will state the reasons for the decision.

At all times will we keep our participants informed of the progress of their complaint and appeal; should this process take longer than sixty (60) days we will keep the participant informed of these reasons through written correspondence.

Flow Chart Representation:



Discipline

TAE Institute attempts to provide assessment services in a spirit of co-operation and mutual respect.

If a assessor or staff member is unhappy or dissatisfied with the behaviour or performance of a participant the assessor has the authority to:

- Warn the participant that their behaviour is unsuitable, or
- Ask a participant to leave the venue, without refund or acceptance into another course, or
- Immediately cancel the course.

TAE Institute, has a zero tolerance policy towards illegal drugs. Any person found to be in possession or under the influence of illegal drugs will be asked to leave the premises.

Anybody found to be under the influence of drugs or alcohol that will adversely affect their performance will be asked to leave the premises.

In some cases prescription drugs will affect your performance, please discuss this with your assessor prior to attendance.

Cheating or plagiarism (copying of someone else's work) will not be tolerated and will result in the participant's assessment being dismissed.

We expect that our staff will maintain a professional and ethical working relationship with all other staff, management and participants. Any breach of our disciplinary Standards will be discussed with the assessor and TAE Institute CEO and the appropriate action will be taken.

If a participant wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

Credit Transfer Policy

Credit Transfer is available to all participants enrolling in any of our assessment programs on our scope of registration.

Credit Transfer – means credit towards a qualification granted to participants on the basis of outcomes gained by a participant through participation in courses or nationally training package qualifications with another Registered Training Provider.

Assessment Standards

All assessments conducted by us will:

- Comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications we will ensure that the competency assessment is determined by a vocationally competent assessor who holds the relevant TAE assessment units of competency or equivalent qualifications.
- All of our assessments within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.
- All of our Assessments will be:
 - **Valid** - Assessment methods will be valid, that is, they will assess what they claim to assess,

- **Reliable** - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the Participant and from context to context,
- **Fair** - Assessment procedures will be fair, so as not disadvantage any Participants. Assessment procedures will:
 - be equitable, culturally and linguistically appropriate,
 - involve procedures in which criteria for judging performance are made clear to all participants,
 - employ a participatory approach,
 - provide for participants to undertake assessments at appropriate times and where required in appropriate locations.
- **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Assessment Criteria

All our assessments will provide for applicants to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, types of assessment and the individual weighting of each assessment.

Assessment Methods

Our assessments and assessment methods will ensure that we:

- focus on the application of the skill and knowledge as required in the workplace, including:
 - Task skills (actually doing the job)
 - Task management skills (managing the job)
 - Contingency management skills (what happens if something goes wrong)
 - Job Role environments skills (managing your job and its interaction with others around you)

We will ensure that we assess you in sufficient detail to ensure that we can determine that you have attained competency.

Staff members are available to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Acknowledgement Declaration

I acknowledge that I have read and fully understand the contents of this Participant Handbook, which outlines the conditions and my rights and responsibilities as a participant of TAE Institute.

.....
Signature

.....
Date

.....
Name of Witness

.....
Signature of Witness

.....
Date