



# Melbourne Building Academy

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## Participant Handbook

### Melbourne Building Academy Pty. Ltd

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**RTO ID: 45721**

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## **Introduction**

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Welcome to Melbourne Building Academy Pty. Ltd.

We are a Registered Training Organisation.

Melbourne Building Academy provides Recognition of Prior Learning services for the following Nationally Recognised Qualifications:

CPC30220	Certificate III in Carpentry
CPC30620	Certificate III in Painting and Decorating
CPC32420	Certificate III in Plumbing
CPC32620	Certificate III in Roof Plumbing
CPC50220	Diploma of Building and Construction (Building)

And Training and Assessment Services for Unit of competencies:

HLTAID009	Provide cardiopulmonary resuscitation
HLTAID011	Provide First Aid
RIIWHS202E	Enter and work in confined spaces
RIIWHS204E	Work safely at heights
CPCWHS1001	Prepare to work safely in the construction industry

Our trainers and assessors are qualified and have extensive experience. We are here to support our participants through our training programs and to ensure they have an enjoyable learning experience.

## **The RTO Standards**

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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 delivered 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**. Adherence to these and other requirements is done by the Australian Quality Skills Authority (ASQA).

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 Melbourne Building Academy Rights and Responsibilities**

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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 Melbourne Building Academy 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 Melbourne Building Academy 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 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 trainer/assessors. You have the right to access your own records. Approach your trainer.
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 Melbourne Building Academy.
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 Melbourne Building Academy.
16. You have a right to complain and appeal about anything or any decision we make at Melbourne Building Academy, 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 Melbourne Building Academy facilities and any property or facilities used by Melbourne Building Academy to assess your application.
24. Melbourne Building Academy 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 certificates and statement of attainment.
25. Melbourne Building Academy guaranteeing that in the event that Melbourne Building Academy cannot deliver a course, a full refund of all monies paid to Melbourne Building Academy will be refunded to the participant.
26. Melbourne Building Academy has a responsibility to its clients and participants to keep them informed of any changes in the service delivery including trainers, 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**

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While the training offered by Melbourne Building Academy will aid Participants in acquiring new skills and knowledge, Melbourne Building Academy makes no guarantees or offers any assurances on the vocational benefits that this training may bring.

Melbourne Building Academy, does not guarantee or offer any advice on what roles or positions may become available to a participant through completion of this training.

### **Legislative Requirements**

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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.

As Melbourne Building Academy provides training services across Australia, the participants must adhere to the commonwealth and their relevant state legislation.

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**

For other states and territory legislation please refer:

- Victoria: <https://www.legislation.vic.gov.au>
- NSW: <https://legislation.nsw.gov.au>
- Queensland: <https://www.legislation.qld.gov.au>
- South Australia: <https://www.legislation.sa.gov.au>
- Western Australia: <https://www.legislation.wa.gov.au>
- Tasmania: <https://www.legislation.tas.gov.au>
- ACT: <https://www.legislation.act.gov.au>

- NT: <https://legislation.nt.gov.au>

## **Workplace Health and Safety Policy**

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Melbourne Building Academy'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**

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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 Melbourne Building Academy.

### 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 trainers,
- 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

Melbourne Building Academy takes the privacy of our participants very seriously and we will comply with all legislative requirements. This includes the Privacy Act (1988) and Australian Privacy Principles (<https://www.oaic.gov.au/privacy/australian-privacy-principles>).

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 Melbourne Building Academy 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 Melbourne Building Academy in relation to a particular matter.



**Principle 3** – Collection of solicited Personal Information.

Melbourne Building Academy must not collect personal information unless the information is reasonably necessary for Melbourne Building Academy business purposes.

**Principle 4** – Dealing with unsolicited personal information. If Melbourne Building Academy receives personal information, Melbourne Building Academy 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 Melbourne Building Academy 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 Melbourne Building Academy holds on an individual that was collected for a particular purpose, Melbourne Building Academy must not use or disclose the information for another purpose unless the individual has consented.

**Principle 7** – Direct marketing. As Melbourne Building Academy 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 Melbourne Building Academy discloses personal information about an individual to an overseas recipient, Melbourne Building Academy 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. Melbourne Building Academy 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. Melbourne Building Academy must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that Melbourne Building Academy collects is accurate, up to date and complete.

**Principle 11** – Security of personal information. If an Melbourne Building Academy 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 Melbourne Building Academy holds personal information about an individuals, Melbourne Building Academy must, on request by the individual, give the individual access to the information.

**Principle 13** – Correction of personal information. As Melbourne Building Academy 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; Melbourne Building Academy must take such steps as are reasonable in the circumstances to correct that information.

Information about state and territory privacy legislation can be obtained from <https://www.oaic.gov.au/privacy/privacy-legislation/state-and-territory-privacy-legislation/state-and-territory-privacy-legislation>.

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## Working with Children

We do NOT accept people under the age of 18 for our training and assessment programs.

We will comply with all Federal and State working with Children legislation. A list of relevant legislation can be found from <https://aifs.gov.au/resources/resource-sheets/australian-child-protection-legislation>.

Further information on the Working with Children's Check is available from Melbourne Building Academy'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 assessors, administration staff or clerical staff must be cleared as not being a risk to the health and safety of minors.

### **Fees and Refund Policy**

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Our training and assessment programs do attract fees. These fees are paid as per the terms on the course flyer.

- Please refer to the course brochure/flyer for information on course fees, including any required deposit; administration fees; materials fees and any other charges (if applicable).
- In line with the RTO's Fee Protection Policy the MBA will not collect more than \$1,500 prior to course commencement.
- Certificates and Statements of Attainment are issued to students who are assessed as competent in the units successfully completed. The cost of the certificates is included in the course fees.
- Refunds may be made in the following circumstances:
  - a) Participants have overpaid the administration charge
  - b) Participants enrolled in training that has been terminated by the RTO
  - c) Participant advises the RTO prior to course commencement that they are withdrawing from the course
  - d) If the participant withdraws from a course or program, prior to course commencement, due to illness or extreme hardship as determined by the RTO
  - e) In the event that the RTO fails to provide the agreed services
- In the event of MBA cease to trade and arrangements are terminated early then Students will be refunded the fee in the proportion of the left over services.
- A deposit of no more than \$1,500 is required prior to course commencement; this deposit is to confirm a place in the course. Please refer to the Course Flyer for the deposit amount required.
- An **administration fee of \$150** is required to be paid prior to course commencement which is included within the deposit fee, but may be entitled to a refund of the remaining deposit. If the student withdraws from the course prior to course commencement, they will forfeit this administration fee. **If the total course fee is less than \$150**, then the total of the course is to be paid prior to course commencement to secure a place within the course.
- No refunds will be issued once the student has commenced the Skill recognition process.
- Students are responsible for the safe storage of their Certificates and Statements of Attainment. If a student requires a reissue of their Certificate or Statement of Attainment, a **certificate re-issue fee of \$22** inclusive of GST will be charged.
- **MBA is responsible for issuance of AQF certification documentation within 30 calendar days of course completion.**
- If a student is deemed not yet competent on completion of training, they will be offered an opportunity to be reassessed. If a student is deemed not yet

competent a second time, they will be given another opportunity for reassessment.

- If a student is required to be reassessed, they will be provided with further guidance from their trainer prior to reassessment.
- There will be no reassessment fee, unless stipulated on the course flyers. If a reassessment fee is applicable, this fee will be included on the course flyer.
- If a student is deemed not yet competent by the third attempt, they will be required to withdraw from the course
- If a student is deemed competent in some but not all the units of competencies required, a Statement of Attainment will be issued and the student will be given a six month period to undertake reassessment if required.

### **Cooling Off Period**

The RTO protects the rights of the learner including but limited to the Statutory requirements for cooling-off periods.

Students are eligible to cancel their enrolment by placing a formal notice of cancellation in writing to the RTO Manager (a letter or email is acceptable) within 10 business days of enrolment, unless the student has already commenced the training. Please refer to the Refund policy for process on acquiring a refund.

### **Payment Plan**

For fees that are more than \$1,500, a payment plan will be offered to the students. This payment plan shall be agreed both the CEO and the students before commencement of the training or otherwise as per Flyer (if a plan is published).

### **Changes to Agreed Services**

Where there are any changes to the agreed services that will affect the student, including in the event of Melbourne Building Academy Pty Ltd closing down, the RTO will advise the learner in writing within 10 business days of the event, this includes changes to any new third party arrangements or a change of ownership or any changes to existing third party arrangements.

### **Participant Documentation Policy**

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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 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 as per relevant legislation.

We are required to submit statistical data on our participants to the AVETMISS standard, we are using wise net to store participants data and 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:

- trainers and 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 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**

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Melbourne Building Academy will accept and provide credit to learners for units of competency.

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

Such an application may reduce the amount to training needed to be undertaken, the duration of the course or both, as each case is individual, such applications should be discussed with the trainer or Melbourne Building Academy'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)**

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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 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.

Enquires on the RPL process can be made to the Trainer or to Melbourne Building Academy's CEO.

### **Access and Equity**

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

All participants have equal access to our training 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 training programs.

Any issues or questions regarding access and equity can be directed to Melbourne Building Academy's CEO.

### **Client Selection**

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There are pre-requisites to enrolling in our training programs for each course.

Specific details of these pre-requisites are contained in individual course flyers.

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

### **Enrolment Processing Procedure**

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

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- Word of mouth
- Sighting the course Flyers/Brochures 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 Melbourne Building Academy.

Our Mandatory Information consists of:

1. Relevant Melbourne Building Academy Course Brochure
2. Participant Handbook
3. Relevant Enrolment Agreement

Student can find this information at MBA website or request a copy directly from us by email at [info@mba.edu.au](mailto:info@mba.edu.au).

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

1. Provide an identification to show the following:
  - a) Medicare card / Australian Citizenship certificate / Australian Passport or any other document which shows that they are eligible to under training with MBA as a domestic student.
  - b) Proof of address

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 Melbourne Building Academy LLN Assessment.

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

4. If undertaking a "Refresher Course", provide evidence of relevant pre requisite Course.

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

5. Appear to be physically able to complete the course (units requiring CPR)

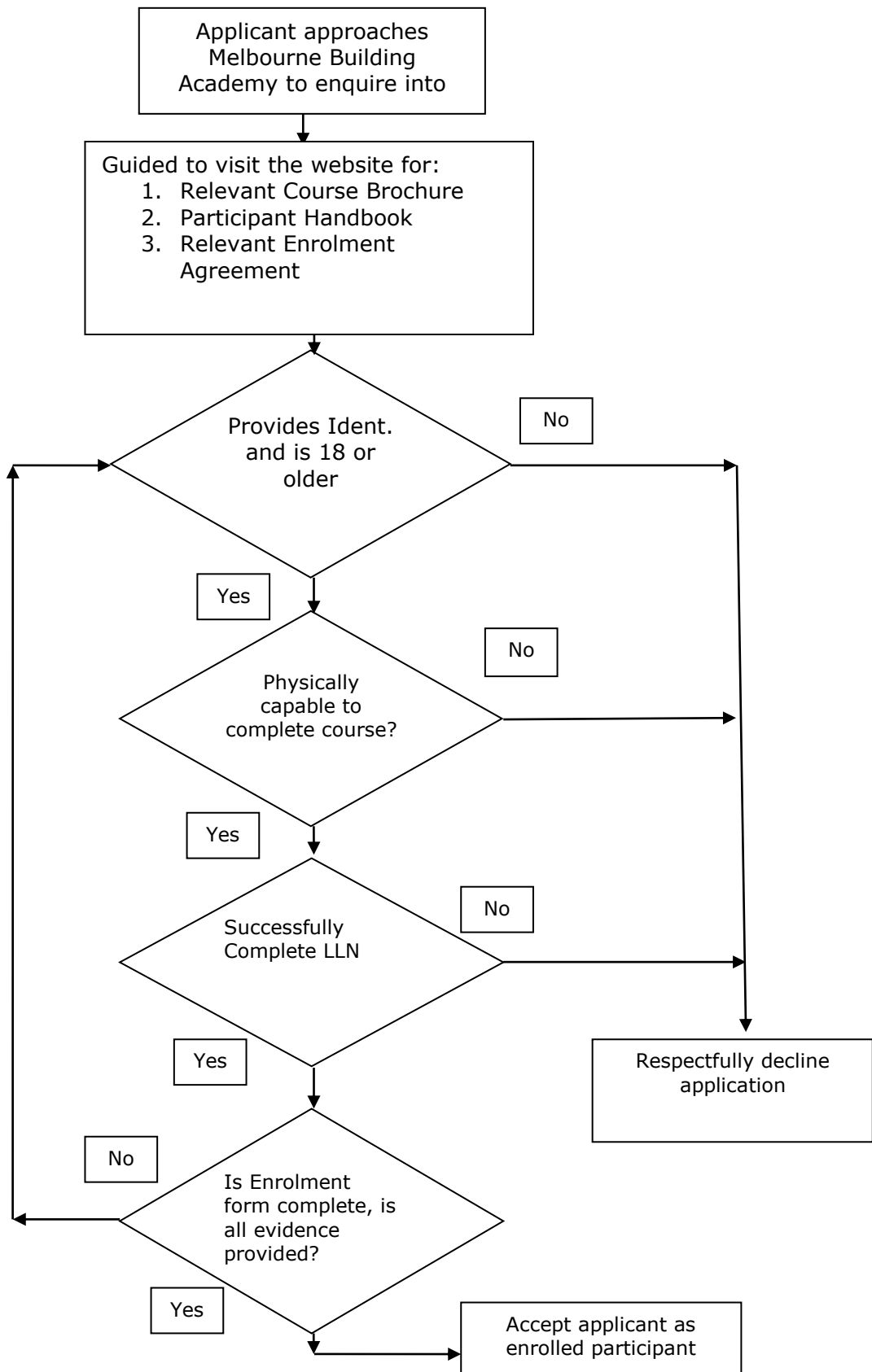
## **LLN Policy**

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No specific requirements for language and literacy skills are listed for the Training Package.

However, students must possess a moderate level of Language, Literacy and Numeracy. To achieve this, MBA has designed LLN test and students are expected to answer all the questions correctly. Students who are not able to complete the test correctly are given one more opportunity failing which will lead to denial of RPL process.

## Enrolment Process Flow Chart



### Please note:

1. As indicated in the above flow chart, if the applicant cannot meet the required conditions, Melbourne Building Academy cannot accept them into the course. In this situation, the application should be respectfully declined.
2. All forms, 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 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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](http://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 Melbourne Building Academy 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.**

Melbourne Building Academy is only able to offer training to those people whose VISA conditions permit training or studying in Australia.

You will only be eligible for training if your visa permits. For more details please refer <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing>.

We would recommend that you review your Visa conditions before applying to Melbourne Building Academy.

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

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.

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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 enter the data in wisenet and get electronically verified from the system.

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.

### **Language, Literacy and Numeracy (LLN) Assistance**

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Our course standard material contains written documentation and limited numerical calculations.

We recognise that not all people are able to read, write and perform calculations to the same standards. We will endeavour to help you where we can to accommodate anyone with difficulties with Language, Literacy or numeracy.

In the event that a participant's needs exceed our skill we will refer the participant to complete a LLN course prior to commencing the training.

In the case of RPL, unfortunately we will not be able to assist in LLN as it is a requirement to correctly complete all the questions before undertaking RPL process.

### **Participant Support, Welfare and Guidance**

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

In the event that you are experiencing any difficulties with your studies we would recommend that you see your trainer or another member of Melbourne Building Academy's staff.

We will make every effort to support you in your studies; this could be through additional coaching or mentoring or through any other identified way.

Should you be experiencing any personal difficulties you should make contact directly with Melbourne Building Academy CEO who will assist you as best as they can and if your needs exceed our support capacity we will refer you onto an appropriate external agency.

You can seek support immediate by contacting:

### **Interpreting Services:**

TIS 13 14 50

**Lifeline:** 131 114

**Literacy and Numeracy Support:**

**National:**

Australian Council of Adult Literacy phone 03 9469 2950 email acal@pacific.net.au

**Participant Support Procedure**

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Melbourne Building Academy has an obligation to support our participants in the completion of their courses.

This support commences before acceptance into the course.

Melbourne Building Academy cannot accept participants into our courses if they do not have the ability to satisfactorily complete the course.

Thus, Melbourne Building Academy “screens” is applicants in an effort to identify those who appear not to be able to complete the course.

This screening is often undertaken by Melbourne Building Academy’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 Identification documents
3. Completion of a LLN assessment, if required by Melbourne Building Academy’s LLN Assessment Policy, which determines if the candidate is exempt from the assessment or is required to undertake it.
4. Physical assessment, ie during the interview the participant is asked if they are physically able to compete 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 trainer/assessor, and ultimately set in place BEFORE the commencement of the class.

Examples of extra support may include:

- additional training 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. Students records are destroyed securely and not further action is undertaken, if student is not successful.

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 trainer/assessor is required to look for signs of participant difficulty by:

- Monitoring the participants behaviour
- Assessing comprehension
- Assessing rate of learning engagement
- Assessing commitment to the course
- Assessing participation

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

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

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

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

### **Flexible Delivery and Assessment Procedures**

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Melbourne Building Academy recognises that not all participants learn in the same manner, and that with an amount of "reasonable adjustment" participants who may not learn best with traditional learning and assessment methods will still achieve good results.

Melbourne Building Academy will make any necessary adjustment to meet the needs of a variety of participants, the inability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the participant can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to participants or they may include having someone record the participant's spoken responses to assessment questions.

Melbourne Building Academy undertakes to assist participants achieve the required competency standards where it is within our ability.

Where we cannot assist a participant, we will refer them, where possible, to an agency that can assist.

Any further questions can be referred to your trainer or Melbourne Building Academy's CEO

### **Complaints and Appeals**

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Melbourne Building Academy 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 Melbourne Building Academy, its staff, other learners or third parties and are typically aiming to resolve all complaints within three weeks.

Melbourne Building Academy 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 trainer. The trainer 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 trainer, and they are uncomfortable discussing this issue with the trainer 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 Trainer, 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, Melbourne Building Academy 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.

Melbourne Building Academy 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 trainer, 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 Melbourne Building Academy, this could include another external Trainer 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>

Level 1 and 2  
13-15 Bridge Street  
Sydney VIC 2000

Phone: +61 2 9251 3366  
Freecall: 1800 651 650  
Fax: +61 2 9251 3733  
Email: [infoaus@resolution.institute](mailto: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.

Melbourne Building Academy is prepared to undertake escalation to independent mediation if Melbourne Building Academy is not able to resolve a dispute with a participant.

Once the need for Independent Mediation is agreed upon with the participant, Melbourne Building Academy 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 Melbourne Building Academy 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 Melbourne Building Academy 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>

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## Assessment Appeals

In rare circumstances, the participant may object to decisions made by Melbourne Building Academy, 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.

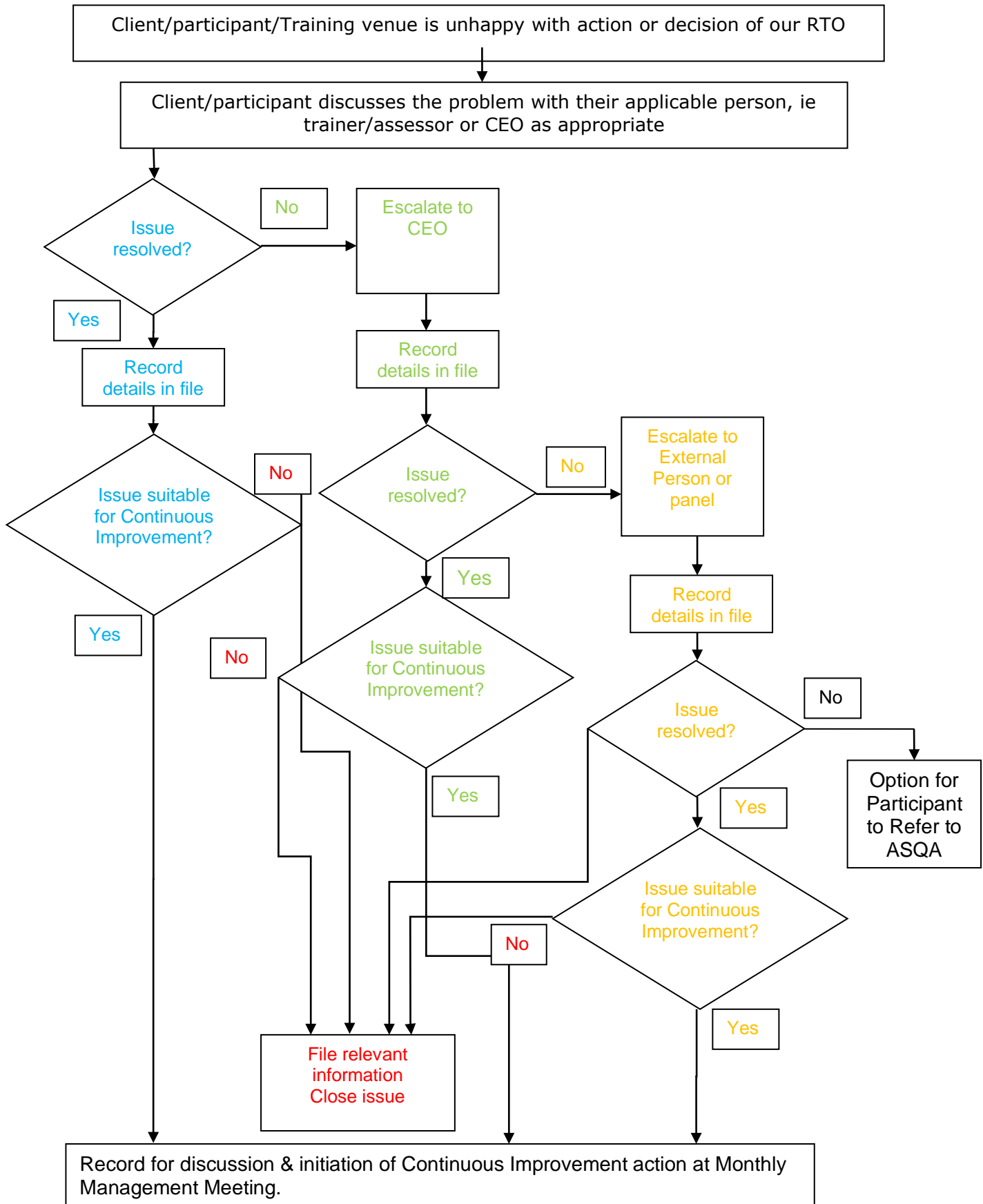
In the case of the Assessment appeal, the participant will follow the same basic steps as outlined in the complaint and appeal section.

1. Discuss the issue with your trainer 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**

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Melbourne Building Academy attempts to provide training and assessment services in a spirit of co-operation and mutual respect.

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

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

Melbourne Building Academy, 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 trainer 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 trainer and Melbourne Building Academy 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**

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Credit Transfer is available to all participants enrolling in any of our training 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**

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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 TAE10 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 learner and from context to context,



- **Fair** - Assessment procedures will be fair, so as not disadvantage any learners. 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**

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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**

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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.

**|||| END OF THE DOCUMENT ||||**