



Policies and Procedures Manual

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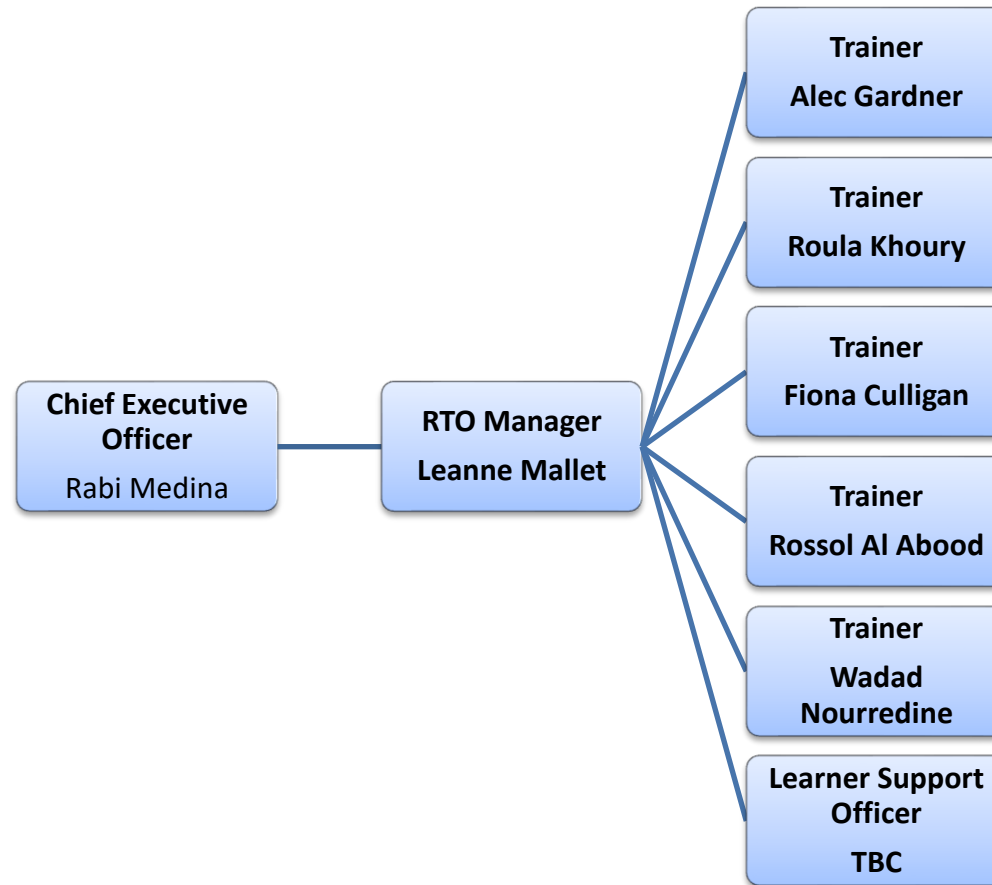
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Organisation Structure Diagram



Duty Statements

Duty Statement – Chief Executive Officer

Role:

The role of the Chief Executive Officer is to provide business and educational leadership to all learners within Meditech Training College. The Chief Executive Officer is ultimately responsible for organisational governance and compliance.

Main duties

The Chief Executive Officer has the following duties and responsibilities:

- Maintain a systematic approach to the management of operations.
- Collect, analyse and act on relevant data for the continuous improvement of Meditech Training College operations.
- Identify and analyse legislative and regulatory requirements.
- Personally, undertake all formal communication with ASQA.
- Manage arrangements to cooperate with ASQA in the conduct of regulatory audits, access to information, retention of records and in keeping registering authorities informed of changes to Meditech Training College status.
- Perform duties in an ethical and professional manner that supports an inclusive environment that is free from discrimination and harassment.
- Respect the needs of each learner and make adjustment to administrative processes to accommodate the needs of individuals.
- Prepare and submit reports to ASQA. These reports will include AVETMISS reports, Quality Indicator Reports, training activity reports and others as directed.
- Maintain appropriate insurances to protect Meditech Training College from loss and to protect learners and staff in case of injury caused during Meditech Training College activities.
- Monitor training and assessment services to remain aware of the quality of services being delivered and the satisfaction of learners and employers.
- Establish and monitor information management arrangement to ensure Meditech Training College has a records and data management system that guarantees access, integrity and accuracy.

- Implement and monitor compliance with Meditech Training College version control system to ensure documents being used in the delivery of services are the most current and approved version.
- Implement and monitor arrangements to store and archive records in accordance with Meditech Training College records retention policy. This is to include arrangements to back-up electronic data into a secure off-site location.
- Facilitate learner access to their records on request.
- Build cooperative partnerships with community organisations and liaise with ASQA on relevant issues.
- Implement and monitor arrangements to engage with industry to ensure training and assessment services is aligned with industry requirements.
- Keep informed of changes in the VET industry including changing regulatory requirements and changes to endorsed training packages.
- Oversee Meditech Training College financial affairs including annual certification of accounts, the receipt, protection, distribution and the budgeting of operational activities.
- Conduct staff inductions and training to ensure staff are aware of obligations and responsibilities with regards to legislation and compliance with the Standards for Registered Training Organisations.
- Develop and/or approve all marketing materials to be used for promotional and advertising purposes. This is to include the approval of the use of the NRT Logo.
- Provide arrangements to ensure staff maintain their professional competence and the currency of the skills and knowledge. This is to include annual training session for all staff to update them about regulatory and legislative requirements.
- Provide arrangements to ensure a safe working environment for all learners. This is to include a deliberate process of hazard identification, assessment, and control. Workplace safety is the highest priority and takes precedence over all other considerations.
- Establish arrangements to maintain an equitable working environment for all staff. The Meditech Training College environment should be free from discrimination and harassment and respect the rights and choices of individuals.
- Establish arrangements to protect the personal information of staff and learners and comply with the requirements of the Australian Privacy Principle.

Duty Statement – RTO Manager

Role:

The role of the RTO Manager is to oversee the planning and delivery of training and assessment services within Meditech Training College. This involves intensive scheduling and allocation of training resources and continuous improvement of training and assessment quality.

Main duties

The RTO Manager has the following duties and responsibilities:

- Plan training and assessment sessions to ensure the required resources are available to support the delivery.
- Deliver and coordinate training in accordance with the requirements of the training strategy using training methods that progressively instil knowledge and skills into the learner.
- Conduct and coordinate assessment in accordance with the principles of assessment and the designated assessment strategy.
- Contribute to the development of curriculum, teaching methods and resources and learner assessment procedures.
- Undertake vocational planning interviews with prospective learners to provide detailed information about the demands of training and assessment and to evaluate a person's motivation and intent to pursue their desired career.
- Provide guidance and assistance to staff on educational and administrative issues and career development and maintain staff relations conducive to a productive work environment.
- Undertake own professional development activities to continue to develop competence and currency of skills and knowledge. Update Meditech Training College professional development register to provide a true record of professional development activity.
- Contribute to Meditech Training College systematic approach to continuous improvement. This includes participating in Continuous Improvement Committee meetings, identifying opportunities for improvement and acting responsively to implement agreed improvements.
- Participate in Meditech Training College assessment moderation and validation activities to maintain the alignment of assessment with industry expectations and training package requirements.
- Contribute to the development of training and assessment materials.

- Coordinate the flow of documentation to ensure learner records and operational data is kept accurate and up to date.
- Maintain equipment and training aids to ensure they are serviceable and safe for operation.
- Monitor the safety of learners at all times. Always put the safety of learners before any other priority or activity.
- Protect the privacy of learners in accordance with the Australian Privacy Principles.
- Perform duties in an ethical and professional manner that supports an inclusive environment that is free from discrimination and harassment.
- Respect the needs of each learner and make adjustment to training and assessment to accommodate these needs of individuals without compromising the integrity of the desired outcome.
- Facilitate learner access to their records on request.
- Ensure that appropriate housekeeping measures are observed, and, that training facilities are maintained in a clean and safe state.
- Contribute to implementing emergency prevention activities and response procedures.
- Distribute pre-enrolment information to individuals or referral agencies as required.
- Process learner enrolment applications and learner administration during the enrolment process.
- Raise and maintain learner files in accordance with Meditech Training College records management requirements.
- Conduct periodic audits on learner records to ensure their accuracy and integrity.
- Apply policy and relevant legislation with regard to confidentiality and privacy.
- Monitor learner welfare support arrangement.
- Maintain the learner enrolment register within the learner management system and all associated learner enrolment information.
- Produce and submit AVETMISS reports on the required reporting cycle and in accordance with reporting format standard as directed by ASQA.
- Answering telephone and email enquiries from members of staff, the general public in a polite and professional manner.
- Apply policy and relevant legislation with regard to confidentiality and privacy.

- Organise travel for Meditech Training College staff as required.
- Assist staff with administrative enquiries and with completing Meditech Training College forms and applications.
- Distribute correspondence to staff about future training programs.
- Follow-up staff that have fallen behind their mandatory training requirement and schedule these personnel into the next available program.
- Input learner satisfaction survey data and maintain the survey database to ensure its accuracy and integrity.
- Maintain administration area in neat and tidy condition including a limited amount of cleaning.
- Draft basic correspondence on behalf of Meditech Training College as required.
- Liaise with Meditech Training College staff to coordinate the flow of documentation to ensure learner records and operational data is kept accurate and up to date.
- Update Meditech Training College professional development register to provide a true record of professional development and currency.
- Contribute to Meditech Training College systematic approach to continuous improvement. This includes identifying opportunities for improvement and acting responsively to implement agreed improvements.
- Liaise with Meditech Training College staff to coordinate their administration.
- Monitor workplace safety at all times. Always put workplace safety before any other priority or activity.
- Perform duties in an ethical and professional manner that supports an environment that is free from discrimination and harassment.
- Facilitate learner/staff access to their records on request.
- Ensure that appropriate housekeeping measures are observed, and, that the workplace is maintained in a clean and tidy state.
- Always strive to minimise waste in the planning and usage of Meditech Training College resources.
- Model ethical and professional behaviour to set the benchmark of these qualities for staff and others.

Duty Statement - Trainer

Role:

The Trainer is to prepare and deliver safe and effective training and assessment to staff enrolled with Meditech Training College and is to provide suitable training support services to compliment learner's individual needs.

Main duties

The following duties apply:

- Plan training and assessment sessions to ensure the required resources are available to support the delivery.
- Deliver and coordinate training in accordance with the requirements of the training strategy using training methods that progressively instil knowledge and skills into learners.
- Conduct assessment in accordance with the principles of assessment and the designated assessment strategy.
- Undertake own professional development activities to continue to develop competence and currency of skills and knowledge. Update Meditech Training College professional development register to provide a true record of professional development and currency.
- Contribute to Meditech Training College systematic approach to continuous improvement. This includes identifying opportunities for improvement and acting responsively to implement agreed improvements.
- Participate in Meditech Training College assessment moderation and validation activities to promote fair and reliable assessment and to maintain the alignment of assessment activities and materials with industry expectations and training package requirements.
- Contribute to the development of training and assessment materials when required.
- Liaise with Meditech Training College administration staff to coordinate the flow of documentation to ensure learner records and operational data is kept accurate and up to date.
- Maintain equipment and training aids to ensure they are serviceable and safe for operation.
- Monitor the safety of staff at all times. Always put the safety of staff before any other priority or activity.
- Deliver services that focus on the individual learner in relation to identifying and meeting learner's individual needs.

- Protect the privacy of learners in accordance with the Australian Privacy Principles.
- Perform duties in an ethical and professional manner that supports an inclusive learning environment that is free from discrimination and harassment.
- Respect the needs of each learner and make adjustment to training and assessment to accommodate these needs of individuals without compromising the integrity of the desired outcome.
- Create an environment that supports and encourages equitable treatment and behaviour from all learners and those contributing to learning and assessment.
- Facilitate learner access to their records on request.
- Ensure that appropriate housekeeping measures are observed, and, that training facilities are maintained in a clean and tidy state.
- Report non-compliance with legislation or Meditech Training College policies and procedure immediately to the Training Manager.
- Always strive to minimise waste in the planning and usage of Meditech Training College resources.
- Model ethical and professional behaviour to set the benchmark of these qualities for learners and others.

Duty Statement – Learner Support Officer

Role:

The Learner Support Officer is to act as the point of contact for learners seeking support enrolled with Meditech Training College and to facilitate access to support services both provided by Meditech Training College and by external support service providers.

Main duties

The following duties apply:

- Improve the wellbeing, resilience and pro-social behaviours of learners by monitoring learner progress and responding in a timely manner to learner support requirements.
- Enhance learner learning and wellbeing outcomes by identifying and establishing support networks for learners with other learners and trainers.
- Support the learner’s transition between enrolment, course participation and completion.
- Facilitate learner referrals to external providers by establishing and maintaining referral pathways with appropriate support service providers.
- Support data collection processes to evaluate and feedback on school-based wellbeing programs and strategies.
- Act as the point of contact for learners to seek support and connect the learner with support services.
- Act as the point of contact for learners to submit complaints and appeals in accordance with the policies and procedures.
- Assist in the administration and handling of complaints and appeals.
- Maintain accurate records of learner progress and support need and services provided.
- Undertake own professional development activities to continue to develop competence and currency of skills and knowledge.
- Update Meditech Training College professional development register to provide a true record of professional development and currency.
- Contribute to Meditech Training College systematic approach to continuous improvement. This includes identifying opportunities for improvement and acting responsively to implement agreed improvements.

- Liaise with Meditech Training College administration staff to coordinate the flow of documentation to ensure learner records and operational data is kept accurate and up to date.
- Monitor the safety of staff at all times. Always put the safety of staff before any other priority or activity.
- Deliver services that focus on the individual learner in relation to identifying and meeting learner's individual needs.
- Protect the privacy of learners in accordance with the Australian Privacy Principles.
- Perform duties in an ethical and professional manner that supports an inclusive learning environment that is free from discrimination and harassment.
- Create an environment that supports and encourages equitable treatment and behaviour from all learners and those contributing to learning and assessment.
- Facilitate learner access to their records on request.
- Ensure that appropriate housekeeping measures are observed, and, that facilities are maintained in a clean and tidy state.
- Report non-compliance with legislation or Meditech Training College policies and procedure immediately to the CEO.
- Always strive to minimise waste in the planning and usage of Meditech Training College resources.
- Model ethical and professional behaviour to set the benchmark of these qualities for learners and others.

Management Meetings

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 2.1, 8.5 and 8.6

Meditech Training College will conduct management meetings at least once per fortnight. The purpose of the management meeting is to coordinate the service delivery and governance arrangements of Meditech Training College.

Attendance

The meeting is led by the CEO. The following personnel are to attend all management meetings:

- Chief Executive Officer
- Training Manager
- Office Manager
- Trainer

Management Meeting Agenda

The following agenda is to be used as a guide for the conduct of management meetings:

1. Open the meeting
2. Welcome and apologies
3. Review minutes from previous meeting
4. Notices or communications received
5. Review training / assessment delivery issues
6. Review administration issues
7. Review compliance issues
8. Review continuous improvement actions
 - Discuss improvement actions currently being implemented
 - Discuss new continuous improvement opportunities
 - Discuss completed improvement actions flagged for review

9. Review business development actions
10. Review safety issues
11. Review any complaints or appeals
12. Attend to any other business
13. Nominate the next meeting
14. Close the meeting

Minutes of management meetings will be recorded within the learner management system. Management action items will also be recorded within the learner management system and communicated as a task using Outlook. Persons with responsibility for those tasks will be required to provide an update about their progress on completing the tasks at each management meeting.

Legislative Requirements

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 8.5 and 8.6

Meditech Training College are subject to 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 learners, and relates to the industry in which we conduct training. This legislation is continually being updated and all Meditech Training College representatives are made aware of these changes as they occur. Copies of State and Federal legislation can be found on the Internet at the following sites:

- <https://legislation.act.gov.au/>
- <https://legislation.wa.gov.au/>
- <https://legislation.nsw.gov.au/>
- <https://www.legislation.sa.gov.au/>
- <https://www.legislation.vic.gov.au/>
- <https://www.legislation.qld.gov.au/>
- <https://www.legislation.tas.gov.au/>
- <https://legislation.nt.gov.au/>
- www.comlaw.gov.au (Federal)

The legislation that particularly affects the delivery of our services includes:

Commonwealth legislation:

- *National Vocational Education and Training Regulator Act 2011*
- *Learner Identifiers Act 2014*
- *Work Health and Safety Act. 2011*
- *Trade Practices Amendment (Australian Consumer Law) Act (No. 1 and 2) 2010*
- *Competition and Consumer Act 2010*
- *Age Discrimination Act 2004 (Cwth)*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *Racial Discrimination Act 1975*
- *Sex Discrimination Act 1984*
- *Privacy Act 1988 and Australian Privacy Principles (2014)*
- *Fair Work Act 2009*

- *Copyright Act 1968*

NSW legislation:

- *Work Health and Safety Act 2011*
- *Anti-Discrimination Act 1977*
- *Workplace Injury Management and Workers Compensation Act 1998*
- *Children and Young Persons (Care and Protection) Act 1998*
- *Disability Services Act 1993 & Disability Services Regulation 2003*
- *Privacy and Personal Information Protection Act 1998*
- *Fair Trading Act 1987*

Western Australia legislation:

- *Vocational Education and Training Act 1996*
- *Education Service Providers (Full Fee Overseas Learners) Registration Act 1991*
- *Equal Opportunity Act 1984*
- *Fair Trading Act 1987*
- *Occupational Safety and Health Act 1984*
- *Working With Children (Criminal Record Checking) Act 2004*

South Australia legislation:

- *Training and Skills Development Act 2008*
- *Work Health and Safety Act 2012*
- *Workers Rehabilitation and Compensation Act 1986*
- *Fair Trading Act 1987*

Victoria legislation:

- *Education and Training Reform Act 2006*
- *Occupational Health and Safety Act 2004*
- *Accident Compensation (Workcover Insurance) Act 1993*
- *Disability Act 2006*
- *Fair Trading Act 1999*
- *Working With Children Act 2005*

Queensland

- *Vocational Education, Training and Employment Act 2000*
- *Vocational Education, Training and Employment Regulation 2000*

- *Work Health and Safety Act 2011*
- *Workers' Compensation and Rehabilitation Act 2003*
- *Child Employment Act 2006*
- *Child Protection Act 1999*
- *Fair Trading Act 1989*

Australian Capital Territory

- *Training and Tertiary Education Act 2003*
- *Work Health and Safety Act 2012*
- *Workers Compensation Act 1951*
- *Discrimination Act 1991*
- *Fair Trading Act 1992*

Tasmania

- *Work Health and Safety Act 2012*
- *Industrial Relations Act 1984 (certain functions)*
- *Industrial Relations (Commonwealth Powers) Act 2009*
- *Workers Rehabilitation and Compensation Act 1988*
- *Fair Trading Act 1990*

Northern Territory

- *Work Health and Safety (National Uniform Legislation) Act 2011*
- *Child Protection (Offender Reporting and Registration) Act 2004*
- *Consumer Affairs and Fair Trading Act 1990*

Identifying legislative requirements

Meditech Training College will apply a risk management approach to meeting legislative requirements and record the assessed risks and treatment measures within the Compliance Risk Register within the learner management system. This analysis of risks and treatment strategies is to be detailed to allow all staff to understand Meditech Training College strategy to meeting specific legislative responsibilities.

To support our compliance with identified legislation, Meditech Training College has established the following arrangements:

Legislation	Our arrangements
National Vocational Education and Training Regulator Act 2011	<ul style="list-style-type: none"> – Organisation Structure Diagram and Duty Statements – Management Meeting Policy – Legislative Requirements Policy – Fees and Refund Policy – Issuing Certificates and Outcomes Policy – Advertising and Marketing Policy – Records Retention and Management Policy – Reporting Obligations Policy – Training Package Transition Policy – Interaction with the National VET Regulator Policy – Continuous Improvement Policy – Industry Engagement Policy – Complaints Policy – Appeals Policy – Learner Enrolment Policy – Learner Support Services Policy – Credit Transfer Policy – Assessment Policy – Recognition Policy – Assessment Validation Policy

Legislation	Our arrangements
	<ul style="list-style-type: none"> – Trainer Competency Requirements Policy – Trainer Record Management
Learner Identifiers Act 2014	<ul style="list-style-type: none"> – Issuing Certificates and Outcomes Policy - details the requirements relating to the restrictions in the use of the USI on qualification certificates and statements of attainment issued by Meditech Training College. – Records Retention and Management Policy - details the requirements to verify the USI including identifying the common errors that learners can make in providing their details required for verification. – Learner Enrolment Policy - details the requirement to create or verified USI and provides links to additional resources in relation to the learner's options for establishing proof of ID.
<p>Work Health and Safety Act. 2011 (NSW, QLD, NT)</p> <p>Work Health and Safety Act 2012 (ACT, SA, TAS)</p> <p>Occupational Safety and Health Act 1984 (WA)</p> <p>Occupational Health and Safety Act 2004 (VIC)</p>	<ul style="list-style-type: none"> – Training Safety Policy - Provides the basis for hazard identification and control. – Staff Induction Policy – Ensures that all staff are informed of all legislative and policy arrangements on the commencement of their duties – Learner Enrolment Policy - applies delivery arrangements to inform learners of their rights and obligations with regards to maintaining a safe work and training environment. – Management Policy - the management meeting agenda includes a standing item relating to maintaining a safe work environment. – Duty Statements - all duty statements include specific responsibilities relating to the maintenance of a safe working environment. – Insurance - Public liability insurance provides protection for the public who may be injured whilst participating in training

Legislation	Our arrangements
	<ul style="list-style-type: none"> – The learner management system - includes a safety management register where workplace incidences and identified hazards can be recorded.
Competition and Consumer Act 2010	<ul style="list-style-type: none"> – Learner Enrolment Policy – This policy specifies that the RTO will provide accurate and ethical marketing and pre-enrolment information to enable a person to make an informed decision about a training program. Further, an enrolment interview is conducted to individually assess the person's needs and circumstances and provide them information about their rights and obligations. – Fees and Refund Policy – This policy specifies that where a cooling off period applies, a full refund will be provided to the client in the event that a training agreement is cancelled within the cooling off period. – Complaints Policy and Appeals Policy – These policies provide learners the mechanism to make a complaint about their treatment.
Age Discrimination Act 2004 (Cwth) Anti-Discrimination Act 1977 (NSW only) Disability Discrimination Act 1992 Disability Standards for Education 2005 Racial Discrimination Act 1975 Sex Discrimination Act 1984 Disability Services Act 1993 & Disability Services Regulation 2003	<ul style="list-style-type: none"> – Duty Statements – All duty statements include specific responsibilities for staff to treat others equitably and with respect. – Advertising and Marketing Policy – This policy includes the requirements to ensure any advertising undertaken is accurate and ethical. – Learner Enrolment Policy – This policy includes specific provisions to ensure enrolment procedures are non-discriminatory. – Staff Induction Policy – This policy specifies the arrangements to inform staff of their legislative obligations on the commencement into employment. This includes obligations relating to discrimination and harassment policy.

Legislation	Our arrangements
	<ul style="list-style-type: none"> – Complaints Policy and Appeals Policy – These policies provide learners the mechanism to make a complaint about their treatment.
Privacy Act 1988 and Australian Privacy Principles (2014)	<ul style="list-style-type: none"> – Duty Statements - Duty statements include specific responsibilities for staff to protect the privacy of learners and to not disclose personal information without authorisation. – Privacy Policy – The policies have been updated to align with the Australian Privacy Principles which came into effect on 12th March 2014. – Staff Induction Policy – This policy outlines the arrangements to inform staff of their legislative responsibilities during their employment induction. – Learner Enrolment Policy – This policy outlines the arrangements to supply information to prospective learners prior to their enrolment that informs them of their rights and obligations. This includes specific information about privacy protection based on the requirements of the Australian Privacy Principles. – Records Retention and Management Policy – This policy specifies the arrangements to collect and store information with accuracy and integrity. This includes hard copy records and electronic data and specifies the access and security arrangements relating to these.
Fair Work Act 2009	<ul style="list-style-type: none"> – All employees engaged by Meditech Training College have a written Employment Agreement in accordance with the advised condition from Fair Work Australia – All contract staff have a written service agreement that outlines the conditions of their engagement and specifies their relationship as a contractor

Legislation	Our arrangements
	<ul style="list-style-type: none"> – All employment agreements will reflect the employment conditions in accordance with the relevant award where applicable
<p>Fair Trading Act 1987 (NSW, WA, SA)</p> <p>Fair Trading Act 1999 (VIC)</p> <p>Fair Trading Act 1989 (QLD)</p> <p>Fair Trading Act 1992 (ACT)</p> <p>Fair Trading Act 1990 (TAS)</p> <p>Consumer Affairs and Fair-Trading Act 2013 (NT)</p>	<ul style="list-style-type: none"> – Management Policy – This policy specifies the management arrangements that ensure a coordinated approach to the delivery of services specified in the learner’s agreement. – Fees and Refund Policy – This policy specifies the arrangements for disclosure of the information in accordance with Standards for Registered Training Organisations. It also specifies the circumstances for a refund of learner fees. – Schedule of Fees and Charges - this document specifies the fees for courses. It also outlines the fees for other services. – Advertising and Marketing Policy – This policy provides the basis for accurate and ethical marketing to ensure learners are provided accurate information about the services to be provided. – Course Brochures - Course brochures provide specific information about the services to be provided to learners. This includes an outline of the delivery model, units of competency, assessment methods, entry requirements, et cetera. Course brochures are a key tool in ensuring that learners as consumers are informed about the services to be provided. – Learner Enrolment Policy – This policy specifies the process for learner enrolment and includes specific steps to ensure learners are provided sufficient information about their rights and obligations, fees and payments obligations and services to be provided prior to their enrolment. – Complaints and Appeals Policy – This policy outlines the arrangements for learners to make a complaint about

Legislation	Our arrangements
	services being provided or appeal a decision made by Meditech Training College.
Copyright Act 1968	<ul style="list-style-type: none"> – Duty Statements - duty statements specify staff responsibilities to respect the rights of copyright owners and to not copy any material without authorisation. – Document Version Control – This provides the framework for consistent version control of documents used by Meditech Training College. – The learner management system – Document Register – This capability enables the storage of key documents and their periodic review.

Informing staff of their responsibilities

Meditech Training College acknowledges that it has a responsibility to inform and educate staff about the legislative requirements that apply to its day to day operations. This will be achieved primarily through careful and diligent staff induction and through annual refresher training.

By taking a coordinated approach to inform staff of these requirements, we will build a culture of acceptance and positive compliance. It is the responsibility of the Chief Executive Officer to ensure Meditech Training College staff is fully informed of applicable legislative requirements.

Training Safety

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 8.5 and 8.6

Meditech Training College is committed to the proper management of work health and safety. We will provide a safe and healthy workplace for our staff, learners, contractors and visitors by having a planned and systematic approach to the management of work health and safety. We will provide the necessary resources for the successful implementation of this policy and its supportive procedures. Work health and safety will be managed through Meditech Training College management committee and in close consultation with staff, learners, contractors and visitors.

The policy is not intended to cover the entire scope of situations which may arise in a workplace that relate to safety or hazards. Meditech Training College recognises this and is committed to applying a continuous improvement approach to robust policy development.

The objectives of this policy are to ensure that:

- Hazards and risks to health and safety are systematically identified, assessed and, where they cannot be eliminated, are effectively controlled;
- Measures to control hazards and risks to health and safety are monitored and evaluated regularly;
- Staff are engaged and sought to contribute to work health and safety matters affecting their health and safety at work;
- Staff, learners, contractors and visitors receive appropriate information, training and supervision to understand and carry out their responsibilities safely.

Responsibilities

The CEO is responsible for:

- Providing a healthy and safe workplace for staff, learners, contractors and visitors;
- Ensuring that adequate resources are provided to meet the health and safety objectives and procedures of Meditech Training College;
- Ensuring that Meditech Training College complies with all relevant occupational health, safety legislation and standards;
- Providing appropriate health and safety policies and procedures to enable the effective management of health and safety and control of risks to health and safety;

- Providing mechanisms which enable staff to be consulted on work practices, policies or procedures which may affect the work health and safety of staff;
- Providing mechanisms to monitor and report regularly on the organisation's health and safety performance.
- The management committee is responsible for:
 - Assisting in the development, implementation and monitoring of health and safety policies and procedures;
 - Considering proposals for, or changes to, the workplace, policies, work practices or procedures which may affect the health and safety of staff;
 - Promoting awareness of health and safety across Meditech Training College;
 - Ensuring that hazards in work or study areas are identified, risk assessed and controlled and that these risk control measures are monitored regularly and maintained;
 - Ensuring that staff and learners under supervision are provided with the required information and training to carry out their work or study safely and effectively;
 - Providing leadership and setting a good example for staff and learners in work health and safety matters.

Staff and learners are responsible for:

- Complying with relevant Meditech Training College health and safety policies and procedures;
- Obeying any reasonable instruction aimed at protecting their health and safety in the workplace;
- Using any equipment provided to protect their health and safety in the workplace;
- Assisting in the identification and assessment of hazards and implementation of hazard control measures;
- Reporting any incident or hazard in the workplace to their manager;
- Considering and providing feedback on any matters which may affect their health and safety;
- Not being affected by alcohol or non-prescribed (illicit) drugs whilst at work or study.

Contractors are responsible for:

- Following all Meditech Training College policies and procedures;

- Complying with all relevant work health and safety legislation, standards and codes of practice;
- Ensuring that they do not, through their acts or omissions, do anything that could put at risk their own health or safety or that of Meditech Training College staff, learners, other contractors or visitors.

Safety guidelines

The following guidelines are provided as a basis for safe practice in the training and assessment environment. The guidelines are particularly relevant to learners, trainers and assessors.

- Know and observe details of emergency response and evacuation plans;
- Do not undertake activities which may cause injury to self or others;
- Be responsible for your own actions;
- No smoking at the training and assessment facilities or offices;
- Report all potential hazards, accidents and near misses to the RTO staff;
- No consumption of alcohol within training and assessment facilities or during the conduct of training and assessment;
- Keep training and assessment areas neat and tidy at all times;
- Seek assistance if you volunteer to lift items e.g. move furniture in a training area; and
- Observe hygiene standards particularly in eating and bathroom areas.

Electrical equipment:

- Electrical equipment that is not working should be reported to RTO staff.
- Electrical work should only be performed by appropriately licensed or trained personnel. Learners, trainers and assessors should not undertake any task related to fixing electrical equipment such as lighting or electrical training aids.

Fire safety:

- Meditech Training College will undertake to communicate the procedures involved in evacuation and the location of fire equipment to learners at each facility for each training and assessment event; and to users of the office at least twice each year.

- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers. Users will consult available maps to determine location.
- It is the user's responsibility to understand fire drill procedures displayed around the premises.
- Users are asked to attend any sessions on fire safety procedures and the use of fire safety devices.

First aid:

- Provision for first aid facilities are available where training is delivered.
- All accidents must be reported to staff.
- The accident and any aid administered must be recorded by staff involved.

Computer facilities:

- Extended periods of work with computers can result in general fatigue and eye strain. Repetitive tasks and incorrect posture will result in consistent aches and pains.
- Current work health and safety guidelines indicate that people working for long periods at computers should organise their work so as to allow a five-to-ten-minute rest every hour. This rest should include a change of position and stretching exercises as appropriate.
- Posture can be improved by adjusting chair height so that the operator's feet are comfortably placed on the floor (or footrest) and your arms are at an approximately 90-degree angle.
- The screen should be positioned to avoid reflection from lights and windows and at a suitable distance so that it can be easily read.

Lifting:

- Learners, trainers and assessors are encouraged not to lift anything related to the training and assessment provided by Meditech Training College unless they do so voluntarily and taking all responsibility for any injury caused.
- Never attempt to lift anything that is beyond your capacity.
- Always bend the knees and keep the back straight when picking up items.
- If you have experienced back problems in the past do not attempt to lift heavy objects at all. Ask someone else to do it for you.

Work and study areas:

- Always ensure that all work areas are clean and clear of clutter so as to avoid the danger of accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that kitchen bench spaces are left clean and tidy and that all dishes are washed.
- Do not leave tea towels or any cleaning cloths in a bundle on the bench tops or draped near any bin.
- Do not sit or climb on any desks or tables.

Privacy Protection

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 8.5 and 8.6

Meditech Training College is a Registered Training Organisation with responsibility for delivering vocational education and training. Meditech Training College collects and stores personal information on our learners and industry clients. Meditech Training College complies with the Privacy Act 1988 (Commonwealth). This policy describes how Meditech Training College collects, manages, uses, discloses, protects, and disposes of personal information in accordance with the thirteen Australian Privacy Principles (APPs) outlined in Schedule 1 of the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

Definitions

Under the Privacy Act 1988 and Privacy Amendment (Enhancing Privacy Protection) Act 2012 (s6(1)), personal and sensitive information is defined as follows:

- Personal information: “information or an opinion about an identified individual, or an individual who is reasonably identifiable: (a) whether the information or opinion is true or not; and (b) whether the information or opinion is recorded in a material form or not.”
- Sensitive information: “(a) information or an opinion about an individual’s: (i) racial or ethnic origin, or (ii) political opinions, or (iii) membership of a political association, or (iv) religious beliefs or affiliations, or (v) philosophical beliefs, or (vi) membership of a professional or trade association, or (vii) membership of a trade union, or (viii) sexual preferences or practices, or (ix) criminal record, that is also personal information; or (b) health information about an individual; or (c) genetic information about an individual that is not otherwise health information; or (d) biometric information that is to be used for the purposes of automated biometric verification or biometric identification; or (e) biometric templates”.

Authority to collect and store information

Meditech Training College is an approved Registered Training Organisation by the Australian Skills Quality Authority. This registration is issued under the authority of the National Vocational Education and Training Regulator Act 2011. This legislation requires Meditech Training College to collect personal and sensitive information from its learners. This requirement is specified in the Data Provision Requirements 2012 which is one of five legislative instruments that Meditech Training College must comply with as a condition of its registration.

The data provision requirements require Meditech Training College to collect data from learners in accordance with the Australian Vocational Education and Meditech Training College Information Statistical Standard (AVETMISS). This is a complex information standard that defines information about who the learner is, where the training is delivered and what they are studying. The Standards for

Registered Training Organisations require Meditech Training College to retain and store this information for up to 30 years and to report training activity to government agencies in accordance with mandatory reporting requirements.

Together these requirements form a statutory obligation to collect, store and report information of any learner participating in nationally accredited training. The publications referred to in this section can be accessed from the ASQA website.

Collection and use

Meditech Training College collects personal information, either directly or indirectly, that is reasonably necessary for, or directly related to its delivery of the services it offers. Some of the information collected may be regarded as 'sensitive' as defined by the Privacy Act.

Solicited information

Contact information such as name, organisation, position, address, telephone, and email are collected for marketing, support services, mandatory reporting and for communicating with stakeholders as part of our day to day operation.

In addition to information collected training activity, Meditech Training College will also collect, store and report information relating to satisfaction surveys, complaint handling and on our client employers.

Names, addresses, phone numbers, emergency contact details, bank account details and other employment related information is collected from employees for the purpose of managing human resources. The management of staff personal information complies with this policy.

Collection methods

Learner personal and sensitive information as well as training activity information is prescribed by the AVETMIS Standard. This information is collected directly from our learners using enrolment forms which may be paper based or electronic and other administrative forms including but not limited to complaint forms, recognition application, request for refund, transfer application, etc. Much of this information is entered into our learner management system. Hard copy records are retained within our learner files.

Survey responses are collected using our Employer and Learner Satisfaction Surveys which are issued both in hard copy and electronic format. These survey results are returned to the main office and entered into our survey analysis software "Satisfaction Data". Survey forms once entered into Satisfaction Data are either destroyed if hard copy or permanently deleted if in electronic form.

Enquiry information from prospective learners including personal contact information is collected directly from individuals who make data requests either by telephone or email in person or via our website.

Meditech Training College personal information is collected from individuals on employment commencement.

Sensitive information

Personal information collected by Meditech Training College that may be regarded as 'sensitive' under the Privacy Act includes:

- 'Disability' and 'long-term impairment status' (health); and 'indigenous status', 'language spoken at home', 'proficiency in spoken English', 'country of birth' (implies ethnic/racial origin). This information is specified in the AVETMISS data elements and is collected for the national VET data collections, national VET surveys, and may be collected for VET-related research.
- 'Dietary requirements' (health-related) are collected for event catering purposes only.
- Biographical information, which may contain information on 'affiliations' and 'membership of a professional or trade association' are obtained from keynote speakers for event marketing purposes.
- 'Memberships of professional associations' and 'health and work injury information' is collected from Meditech Training College employees for HR management purposes.

Direct marketing

Meditech Training College respects an individual's right not to receive marketing material and provides an option within communications and on its website for individuals to unsubscribe from receiving marketing material. Meditech Training College conducts its marketing communications and dissemination of service information in accordance with Australian Privacy Principle 7 (Direct marketing), the Spam Act 2003 (in respect of electronic communications), and the Do Not Call Register Act 2006. It is not, however, Meditech Training College practice to 'cold call' for the purpose of marketing its products and services.

Google Analytics and cookies

Google Analytics is a web service provided by Google Inc. Cookies are used to generate data on website activity and usage. The cookies, which include IP addresses, are transmitted to and stored in Google servers in the United States where they are used to compile web-use reports. Google may transfer this information to third parties, where required by law, or for information processing on its behalf. Google will not associate IP addresses with any other data held by Google. More information on Google's privacy policy can be found at: <https://www.google.com.au/intl/en/policies/privacy/>. It is possible to disable cookies by adjusting web-browser setting and to opt-out of Google Analytics (<https://tools.google.com/dlpage/gaoptout>). Doing so, however, may affect web-site functionality.

The Meditech Training College web servers automatically log information such as server address, date and time of visit and web pages accessed. No personal information is recorded. These logs are used for website management and improvement.

Unsolicited personal information

If Meditech Training College should receive unsolicited personal information, it will be treated and managed according to the Australian Privacy Principles.

Notification of collection

Meditech Training College aims to notify individuals of the collection of their personal information before, or at the time of collection, or as quickly as possible thereafter. Notifications are usually in writing but may be verbal for telephone help-desk services, or research conducted by telephone interview.

- Marketing – notification is provided on our website course application page. Individuals are also notified at the time of collecting personal information for events. A privacy notice is provided in all Meditech Training College marketing communications.
- Quality Indicator surveys – notification is provided in the letter of invitation to participate in the surveys and also at the time of collecting the information (online or by telephone).
- Meditech Training College staff – Notification is provided on employment commencement.

Disclosure of personal information

Meditech Training College does not disclose personal information other than for the purpose for which it was collected, or an individual has consented to a secondary purpose, or an individual would reasonably expect this (such as receiving communications about upcoming events), or if required by law.

Meditech Training College may share personal information with the Commonwealth government in accordance with Commonwealth contractual obligations. In these circumstances, Meditech Training College will take reasonable steps to inform and seek consent from the individuals concerned and take all reasonable steps to ensure that the recipient handles the personal information according to the APPs.

Meditech Training College does not sell its mailing lists to third parties for marketing purposes.

Meditech Training College does not disclose personal information to overseas recipients. While people around the world can access material published on our website, no statistical or research publications contain identifiable personal information.

Management of personal information

Meditech Training College endeavours to ensure the personal information it collects and uses or discloses is accurate, up to date, complete and relevant. Meditech Training College routinely updates the

information held in its customer relationship management system. This includes confirming with learners who are returning for a new enrolment if their personal contact details have changed.

Access to and correction of personal information

Individuals may, subject to the exceptions prescribed by the Australian Privacy Principles, request access to and correction of their personal information where this is collected directly from individuals by Meditech Training College.

Meditech Training College does not charge for giving access to or for correcting personal information. Requests for access to or correction of personal information should be made in accordance with the access to records arrangements outlined in the Learner Handbook.

Information retention and disposal

Personal information is held in electronic and paper format:

- Information collected from learner enrolment applications and survey responses is held in databases.
- Names and contact details of stakeholders are held with them the learner management system and email contact lists.
- Names and contact details collected during the delivery of services may be held either in electronic form in Meditech Training College document management system or in paper documents which are locked in cupboards and filing cabinets.
- Personal staff information is held within the learner management system and HR management, pay roll database.
- Backup copies of all electronic files held in Meditech Training College systems are kept in the event of system failure/loss. All backup copies of system files are secured.

Meditech Training College retains personal information for 30 years. When personal information is no longer necessary for Meditech Training College business functions, and it is lawful to do so, Meditech Training College destroy the information.

Information security

Meditech Training College takes active steps to protect personal information from misuse, interference and loss, and from unauthorised access, modification or disclosure.

- Meditech Training College systems and internal network are protected from unauthorised access using appropriate technologies. Most system data transferred over the internet is protected by Secure Socket Level protocol (SSL). The inherent risks associated with data transmission over the internet are, however, commonly acknowledged. Individuals, who do not wish to provide their personal

information via the online website forms have the option of mailing this information to Meditech Training College.

- Access to the learner management system is protected through user log-on and password, and assignment of user access rights.
- Third-party providers used by Meditech Training College for the delivery of services are all located within Australia and are required to be compliant with the Australian Privacy Principles and offer appropriate safeguards to protect personal information.
- Meditech Training College premises and data storage systems are fully secured. Meditech Training College practices clean-desk policy and locking workstations when working with personal information. Paper documents containing names and addresses are required to be locked away and shredded when destroyed. All hardware is properly 'sanitised' before disposal.

Complaints and concerns

Complaints or concerns about Meditech Training College management of personal information should be directed in writing to Meditech Training College Chief Executive Officer. Meditech Training College will respond in writing within 10 business days. Complaints received by Meditech Training College will be managed in accordance with the Complaints and Appeals and Appeals Policy.

Fees and Refunds

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 5.3 and 7.3

Meditech Training College is entitled to charge fees for services provided to learners undertaking training and assessment that leads to a nationally recognised outcome. These charges are generally for items such as course materials, textbooks, learner services and training and assessment services.

Fees payable

Fees are payable when a learner has received a confirmation of enrolment. The initial fee payment must be made prior to commencing training or within 5 days of receiving an invoice from Meditech Training College. Meditech Training College may discontinue training if fees are not paid in accordance with the agreed fee schedule. The current fees and charges for Meditech Training College are published within the current schedule of fees and charges.

Schedule of Fees and Charges

The Chief Executive officer is responsible for approving Meditech Training College Schedule of Fees and Charges. The schedule of fees and charges is to include the following information:

- the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling in a training program;
- any additional fees such as fees for re-issuing an AQF certificate, re-assessment fee or other miscellaneous charges;
- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- the nature of the guarantee given by Meditech Training College to honour its commitment to deliver services and complete the training and/or assessment once the learner has commenced study;
- any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing learners, group bookings etc;
- the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results and the options available to learners who are deemed not yet competent on completion of training and assessment; and
- Meditech Training College refund policy.

Replacement of text and training workbooks

Learners who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. Where a learner has purchased a text or training workbooks and subsequently cancels his or her enrolment, Meditech Training College will not refund monies for the text unless a written request for a refund is received and we are satisfied that the text is in as-new condition. For a full list of replacement charges please refer to Meditech Training College schedule of fees and charges.

Refund - Giving notice of enrolment cancellation

A learner who wishes to cancel their enrolment must give notice in writing. This may be via email or letter. Meditech Training College staff who are approached with initial notice of cancellation are to ensure the learner understands their rights with regards to the refunding of tuition fees. The learner is also to be advised of other options such as suspending the enrolment and re-commencing in another scheduled training program.

Learners who give written notice to cancel their enrolment and who are eligible for a refund are to be provided with a Refund Request Form. Learners' who may not be eligible but are requesting a refund should also be provided with the Refund Request Form so the request can be properly considered by the Chief Executive Officer.

Refunds policy

The following refund policy will apply:

- **Prior to commencement.** Learners, who give notice to cancel their enrolment **10 business days** or more prior to the commencement of a program, will be entitled to a full refund of fees paid.
- **Prior to commencement.** Learners who give notice to cancel their enrolment **9 business days** or less prior to the commencement of a program will be entitled to a 75% refund of fees paid. The amount retained (25%) by Meditech Training College is required to cover the costs of staff and resources which will have already been committed based on the learner's initial intention to undertake the training.
- **After commencement.** Learners who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees of any fees paid in advance. An exception to this policy is where Meditech Training College fails to fulfil its service agreement and fees are refunded under our guarantee to clients.

Discretion may be exercised by the Chief Executive Officer in all situations, if the learner can demonstrate that extenuating or significant personal circumstance led to their withdrawal. In these cases, the learner should be offered a full credit toward the tuition fee in another scheduled program

in-lue of a refund. Chief Executive Officer may also authorise a refund of tuition fees if the circumstances require it.

Where refunds are approved, the refund payment must be paid to the learner within 14 days from the time the learner gave written notice to cancel their enrolment. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the learner on the Refund Request Form.

All requests for refund of fees must be made in writing using the Refund Request Form which may be obtained from Meditech Training College reception or from the website. The form must be signed by the learner.

Learners who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees.

Where a learner has purchased a text or training workbooks and subsequently cancels, Meditech Training College will not refund monies for the text.

Meditech Training College enrolment fees are non-refundable in all circumstances where an enrolment fee applies.

Meditech Training College refunds are not transferable to another person.

No refunds will be made for classes missed due to exams, excursions, or other obligations that fall outside the normal schedule of classes.

In the case of learner suspension or expulsion there will be no refund of fees.

Meditech Training College reserves the right to cancel a course if intake numbers are insufficient. In the unlikely event that Meditech Training College is unable to deliver a learner's course in full, a refund will be offered for all the unused course money paid to date. The refund will be paid to the learner within 2 weeks of the day on which the course ceased being provided. Alternatively, enrolment may be offered in a different course by Meditech Training College.

Meditech Training College reserves the right to change its fees and conditions in accordance with the Changes to Terms and Conditions policy (see below)

Changes of tuition fees will not apply to learners who have paid and or have already commenced their course. If a learner believes that these changes are unreasonable, they have the right to access Meditech Training College complaints and appeals processes and to also take further action under Australia's consumer protection laws.

Meditech Training College reserves the right to deny a learner access to Meditech Training College premises and to withdraw its other services if their conduct disrupts the delivery of training and assessment.

Statutory cooling off period

The Standards for Registered Training Organisations require a person is to be informed of their right to a statutory cooling off period if one is applicable. A statutory cooling off period is defined within the Australian Consumer Law introduced in 2011. A statutory cooling off period (which is 10 days) is a period provided to a consumer to allow them to withdraw from a consumer agreement, where that agreement was established through unsolicited marketing or sales tactics. These include tactics such as door-to-door sales and telemarketing. A statutory cooling off period allows a consumer to withdraw from a sales agreement within 10 days of having received a sale contract without penalty. All staff are recommended to refer to the [Australian Consumer Law, Sales Practices Guide](#) for further details about a statutory cooling off period and our general obligations for consumer protection during the enrolment process.

Meditech Training College do inform prospective learners within the learner handbook. It must be noted by all staff that Meditech Training College do not engage in unsolicited marketing or sales tactics and therefore a statutory cooling off period is not applicable to our learners who have enrolled into a program through contacting us. For refund options in other circumstances, learners and staff must refer to the refund policy.

Refunds – Misconduct

No refund will be granted to a learner whose enrolment is terminated for failure to comply with Meditech Training College policies and procedures. Learners who commit behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund. Please refer to the Behaviour Misconduct Policy for further guidance.

Discretion may be exercised by the Chief Executive Officer in all situations if the learner can demonstrate that extenuating or significant personal circumstance led to the request. The Chief Executive Officer may also authorise a refund of tuition fees if the circumstances warrant it.

Where refunds are approved, eligible refunds will be made within 14 days after receipt of the claim. Monies refunded will be made in Australia Dollars (AUD). Refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the learner on the Refund Request Form.

Our Guarantee to Clients

If Meditech Training College defaults, that is, if the course does not start on the agreed starting date or the course ceases to be provided before it is completed, Meditech Training College will make every effort to transfer the learners' enrolment to another RTO. If this is unsuitable, Meditech Training College will issue a full refund for any services not provided. The basis for determining "services not provided" is to

be based on the units of competency completed by the learner and which can be issued in a statement of attainment at the time the service is terminated. This refund will be paid to learners within 14 days of the default day with a statement explaining how the refund amount has been calculated.

Meditech Training College acknowledges that it has a responsibility under the Standards for Registered Training Organisations to limit the fees paid by learners in advance of their training and assessment services being delivered. The requirements for this vary slightly for international and domestic learners.

Meditech Training College may not accept payments in advance of services being delivered, exceeding \$1,500 from each learner at any time. This means not prior to the course commencing or during the learner's enrolment. Following the course commencement, Meditech Training College may require payments of additional fees in scheduled payments in advance from the learner but only such that at any given time, the amount required to be paid in advance is consistent with the portion of training being delivered. This requirement only applies when the payment for the fees are being made directly by an individual consumer that falls under the protection of Australian Consumer Law. By this we generally mean the learner or the learner's family member.

This requirement is not applicable where the fees are being paid by the learner's employer or a funding authority. These are a business-to-business transaction and does not require the limiting of fees paid in advance. Also, if fees are being charged in arrears of the services being delivered (at the end of the course) then the need to limit the amount of fees does not apply. It only applies where fees are being sought in advance of the services being delivered.

Payment of GST

GST is exempt under section 38-85 GSTR 2003/1 Goods and Services Tax, tax ruling. The ruling explains the supply of a course for 'professional or trade course' is a GST-free education course.

ATO reference:

<https://www.ato.gov.au/law/view/document?DocID=GST/GSTR20011/NAT/ATO/00001&PiT=99991231235958>

Where a learner is enrolled in a course which is offering units of competency or a whole qualification, the course fees attached to this enrolment will be exempt from the payment of GST. GST does apply on the payment of some miscellaneous charges where these charges are in addition to and outside the normal services offered in a course. Please refer to Meditech Training College schedule of fees and charges for details of what GST is and is not applied to.

Miscellaneous Charges

Meditech Training College will levy some miscellaneous charges for services. These may include:

- Re-issuing a certificate after it has been initially issued to a learner.
- Replacing issued learning materials which the learner has lost or damaged
- Re-assessment services
- Photocopy fee

These miscellaneous charges are to be clearly specified in Meditech Training College Schedule of Fees and Charges. It is to be made clear if these services will include GST.

Learner complaints about fees or refunds

Learners who are unhappy with Meditech Training College arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with Meditech Training College complaints policy and procedure.

This refund policy, and the availability of our complaints and appeals processes, does not remove learner rights to take further action under the Australian Consumer Protection laws.

Changes to terms and condition

If at any time there is a change to the agreed services to be provided or policies relating to the learner's rights and the payment of fees and other charges, Meditech Training College must advise current learners in writing (email) prior to any of these changes coming into effect. This includes changes in relation to new third-party arrangements or changes to ownership of Meditech Training College.

Learners are to be notified of any changes to terms and conditions 28 days prior to these changes coming into effect. On being informed of these changes, learners have the right to appeal the decision of Meditech Training College if the decision effects the terms of their enrolment or the services agreed to at the beginning of their enrolment. The appeal of any decision is to be handled in accordance with the Appeals Policy and Procedure.

Issuing Certificates and Outcomes

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015 include:

- Clause 3.1. The RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package. This means that the learner has been assessed in accordance with the standards and if being issued a qualification has achieved the required units of competency as specified in the training package.
- Clause 3.2. All AQF certification documentation issued by an RTO meets the requirements of Schedule 5. This means that any certificate issued by Meditech Training College is produced in the required format as specified in Schedule 5 and includes integrity mechanisms to prevent its fraudulent production.
- Clause 3.3. AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete and providing all agreed fees the learner owes to the RTO have been paid.
- Clause 3.4. Records of learner AQF certification documentation are maintained by the RTO in accordance with the requirements of Schedule 5 and are accessible to current and past learners. This means that Meditech Training College must maintain an accurate register of all AQF outcomes it has issued and that current and past learners can access their records including obtaining a record of results or a re-issued certificate if this is requested by a learner.

To provide clarity throughout this policy and procedure, there are three types of AQF certificates that Meditech Training College can issue. These are described below:

- **Statement of Attainment.** A statement of attainment recognises that one or more accredited units has been achieved. A statement of attainment is generally issued when the learner has achieved one or more units of competency during a course which included units of competency only. This may include a course such as first aid or may occur where the learner achieved one or more units of competency as part of an enrolment in a qualification-based course, but the learner did not achieve all of the units of competency to receive the full qualification. In these situations, a statement of attainment would be issued.
- **Qualification.** An AQF qualification is the result of a learner achieving all of the units of competency for a qualification outcome as specified in an endorsed industry training package or an accredited course. A qualification is a formal certification that a learner has achieved learning outcomes as described in the AQF. Technically, within the AQF a qualification is comprised of a testamur and a record of results. A testamur is the actual official certification document that confirms that a qualification has been awarded to an individual. In Australia a testamur may also be referred to as an

‘award’, ‘parchment’, ‘laureate’ or ‘certificate’. Within this policy, it is referred to as a qualification or an AQF qualification.

- **Record of Results.** A record of results is a record of the achieved units of competency leading to an AQF qualification. In Australia this may also be referred to as a ‘transcript of results’, ‘academic transcript’, ‘record of achievement’ or ‘statement of results’. A record of results can also be issued at any time during a learner’s enrolment and is often used to provide a learner with a formal notification of their current progress in a course in which they are enrolled. A record of results is always issued with a testamur or AQF qualification to specify the units of competency that were issued to the learner as part of the achievement of the qualification. A record of results is usually issued as a separate document, but sometimes is printed onto the back page of the qualification certificate.

When we refer to AQF certificates, we are referring to all of the above documents generally. These requirements are outlined in detail in the Australian Qualifications Framework (AQF), Second Edition, 2013 and also within the Standards for Registered Training Organisations, Schedule 5.

In terms of issuing AQF certificates, Meditech Training College is required to issue qualifications or statements of attainment to learners who have achieved the required outcomes **within 30 calendar days** of the final assessment being completed. In addition to achieving the required outcomes, learners must also have paid all fees owed to Meditech Training College to be eligible to receive their AQF certificate. The learner must also hold and have provided to Meditech Training College a valid Unique Student Identifier unless an exemption applies under the Learner Identifiers Act 2014. Further guidance on the procedure to issue the learners AQF certificate within the 30 calendar days, can be found in the section below - Issuing AQF Certificates Procedure.

Staff with responsibility for preparing certificates for issue must be familiar with the policy outlined on the ASQA website at the following address: [ASQA - Issuing qualifications and statements of attainment](#). Specific reference should be made to the [Standards for Registered Training Organisations, Schedule 5](#).

Record Retention and Reporting

Meditech Training College is required to maintain a register of AQF qualifications and statements of attainment it has issued. This is maintained within the learner management system and can be produced as a report in the Learner Management Reporting section. Meditech Training College is also required to retain records of AQF certification documentation issued for a period of **30 years** and must provide reports of qualifications and statements of attainment it has issued to ASQA on request. Further details on reporting obligations can be found within the reporting obligations policy.

Format for AQF Qualifications and Statements of Attainment

Meditech Training College must comply with the formatting requirements for AQF Qualifications and Statements of Attainment as outlined in the Standards for Registered Training Organisations (2015), Schedule 5 ([click](#)) and the AQF Qualifications Issuance Policy 2013 ([click](#)). In addition to these documents,

the national regulator has also issued the Fact sheet—Sample AQF documentation ([click](#)) to assist providers to comply with the formatting rules. Meditech Training College will comply with the formatting guidance in this fact sheet. The following points should be noted:

Notes on Formatting:

- Legal name, RTO Code and ABN must be included
- Contact details for enquiries relating to issued certificates must be included
- Code and title of the training product being issued must be exactly the same as these appear in the relevant industry training package
- Date issued must be the date the certificate was generated for authorisation / issuance and not the date of the learner's final assessment
- Name, title and authorising signatory (of the Chief Executive Officer). If a person is to sign AQF certificates who is not the appointed executive officer, then there must be a written delegation from the executive officer to give the person the authority to authorise these certificates
- The words, 'The qualification is recognised within the Australian Qualifications Framework' or the AQF logo. This statement or logo must not be included on the statement of attainment. The AQF recommends that an RTO use either the above statement or the logo and not both on the qualification certificate at the same time
- The Nationally Recognised Training logo. The format of the NRT Logo must comply with the NRT logo specifications ([click](#)). The NRT Logo must not appear on the Record of Results.
- Meditech Training College embossed seal should be used to give the certificate a physical attribute that would prevent the certificate from being fraudulently produced.
- Where applicable, include the words, 'these units/modules have been delivered and assessed in <insert language>'. This should only be included on a certificate if the course was delivered in a language other than English.
- The record of results should include details of the qualification and units of competency which were delivered as part of the qualification. The record of results should also include the details of the authorised issuing authority (CEO).
- For the statement of attainment, the words 'A statement of attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units'. The wording of this statement must be exact.
- Where applicable, the words 'These competencies form part of (code and title of qualification / course)'. These words should only be included where Meditech Training College hold the relevant qualification on its scope of registration.

Skills Sets

When a recognised skill set has been achieved by a learner, a Statements of Attainments is issued to recognise the achievement of a skill set. The statement of attainment may include the code and title of the skill set and list all of the units of competency which comprise the skill set.

Unique Student Identifier

All learners studying nationally recognised training in Australia from 1st January 2015, are required to have a Unique Student Identifier (USI). A USI is a reference number made up of numbers and letters. The USI will allow learners online access to their training records and results (transcript) through their online USI account. In respect of certificates relating to nationally recognised training being issued by Meditech Training College, the following rules apply:

- Meditech Training College must **not** include the Learner's USI on either the qualification or statement of attainment. This requirement is specified within the *Learner Identifiers Act 2014*.
- All Learners who are **not** in receipt of a verified USI must not be issued a certificate relating to nationally recognised training, unless an exemption applies under the Learner Identifiers Act 2014.
- Where an exemption applies to the above requirement, Meditech Training College must inform the learner prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar.

Learners are advised within the Learner Handbook that there are a number of unique circumstances where a person may be exempt from requiring a USI. These do not apply to the majority of learners in Australia. The USI Exemption Table is available from the USI website which explains these circumstances [Click Here](#). Learners who exercise an exemption from submitting a USI should be aware that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar. Further details about the implications of being exempt can be obtained from the USI website: [Click Here](#).

Issuing AQF Certificates

When the learner has completed all required units of competency, administrative staff will update the learner's enrolment record within the learner management system to record the completion of the learner's training and enrolment. This then presents the opportunity to create the appropriate Qualification or Statement of Attainment and present this for authorisation by the Chief Executive Officer. Certificates are published direct from the learner management system and include a unique certificate number and the learner's learner management system number (not the learner's USI). In addition to these items that uniquely identify the certificate it is also personally signed by the Chief Executive Officer and is embossed with the Meditech Training College embossed seal. The embossed seal places a physical

attribute to the certificate and together with the signature of the Chief Executive Officer make the certificate uniquely identifiable as an authentic document issued by the Meditech Training College RTO.

Once the certificate is authorised, the administrative staff will then make a note in the learner's enrolment register (Learner notes) that the certificate was dispatched and together with a letter of completion, the certificate is mailed to the learner (registered post) or alternatively handed to the learner directly if this opportunity is available.

Issuing AQF Certificates Procedure (within 30 calendar days)

The following section identifies the specific steps to be followed by administrative staff to publish, gain authorisation and issue AQF certificates:

1. Receive completed learner assessment records and check for their completeness accuracy. **Note.** To comply with the requirement under the Standards for Registered Training Organisations to issue learner's their certificates within 30 calendar days of the learner being assessed as meeting the requirements of the training product, all completed assessments must be returned to the head office for processing **within 5 working days** from the date the assessment was completed. Assessors must comply with this requirement to allow sufficient time for the result to be recorded into the learner management system and the certificate to be produced and dispatched to the learner.
2. Enter assessment outcomes into the learner's training plan within the learner management system ensuring that the correct Outcome Identifier National is selected and the date assessed corresponds with the date the learner was assessed by the assessor. **Note.** The date field linked with the Outcome Identifier National within the competency record (within the learner management system) will automatically default to the date the outcome is entered. This means that administrative staff must ensure they select the correct date before exiting the learner's record. The date of competency achieved entered into the learner management system must correspond with the assessment record completed by the assessor.
3. To comply with the requirement under the Standards for Registered Training Organisations to issue learner's their certificates within 30 calendar days of the learner being assessed as meeting the requirements of the training product, all assessment results must be entered into the learner management system **within 10 working days** from the date the assessment was completed.
4. Recognise when all units of competency have been completed by the learner (or the learner's enrolment has otherwise ended) and commence the process to produce the certificate. **Note.** Before a certificate can be issued, administrative staff are to confirm that the learner has paid all outstanding fees owed to Meditech Training College and that we have a verified Unique Student Identifier for the learner recorded within the learner management system. If either of these items are identified as being outstanding, administrative staff are to contact the learner via phone immediately (and send an email to confirm the discussion or message) and seek their assistance to

resolve the issue as a matter of urgency. Detailed notes are to be recorded within the learner notes section of the learner management system of attempts to contact the learner and to resolve these issues. The delay caused by these outstanding items does not impact on our obligation under the Standards for Registered Training Organisations to issue learner's their certificates within 30 calendar days of the learner being assessed as meeting the requirements of the training product. The day count (for the 30-day requirement) is suspended until these items are resolved. It should be noted however that active collection of the learner's fees in accordance with the agreed fee schedule and early verification of the learner's USI (at enrolment) must occur to prevent these issues hindering the timely completion of the certification process.

5. Once all fee payment is confirmed and the learner's USI is verified the relevant certificate should be generated from the learner management system in accordance with its operating instructions.
6. Together with the letter of completion, hand the prepared certificate to the Chief Executive Officer ensuring that at no time certificates are left unattended or have any opportunity to be overlooked by the Chief Executive Officer. It is critical that record integrity of the certificate is maintained. **Note.** To comply with the requirement under the Standards for Registered Training Organisations, all certificate requiring authorisation must be handed to the Chief Executive Officer **within 15 working days** from the date the assessment was completed.
7. The Chief Executive Officer may want to review the learner's records to confirm the validity of the certificate being issued. Once the Chief Executive Officer is satisfied the certificate is valid, the Chief Executive Officer is to sign the certificate as the authorised person. A good quality blue pen is preferred as this presents better on the certificate. The Chief Executive Officer is also to sign the letter of completion.
8. The Chief Executive Officer is to then use the Meditech Training College embossing seal and emboss the certificate. **Note.** The Meditech Training College embossing seal is to remain in a secure place such as a locked desk draw or locked office cabinet. This should only be accessible by the Chief Executive Officer and other authorised representatives. The embossed seal along with the physical signing of the certificate are key attributes which seek to prevent the fraudulent production of the certificates issued by Meditech Training College. The security of the embossing seal and the restricting the authorisation to sign certificates are important components to maintain the integrity of the Meditech Training College certification and compliance with the Standards for Registered Training Organisations.
9. With the certificate now properly authorised, together with the letter of completion; it is passed back to administration. **Note.** To comply with the requirement under the Standards for Registered Training Organisations, all authorised certificates must be handed back to administration **within 20 working days** from the date the assessment was completed.

10. With the certificate now authorised, it along with the letter of completion is then to be issued to the learner. The administrative staff are to make a note in the learner notes that the certificate was dispatched and together with a letter of completion, the certificate is mailed to the learner or alternatively handed to the learner directly if this opportunity is available. **Note.** At no time is the certificate to be handed to any third party unless the learner has provided written and signed instructions for this to occur and these instructions are confirmed with the learner via a telephone conversation. In such instances, these details are to be recorded within the Learner notes section of the learner management system and any written instructions received from the learner are to be retained on their learner file.
11. To comply with the requirement under the Standards for Registered Training Organisations, all AQF certificates must be dispatched (or handed) to the learner **within 25 working days** from the date the assessment was completed.

Re-issue of Certificates

Meditech Training College acknowledges the requirement to provide past and present learners with re-issued qualifications and statements of attainment when required. The following principles are to be applied to reissuing Qualifications and Statements of Attainments:

- Re-issues will only be produced for the individual to whom the Qualification or Statement of Attainment was originally issued. The individual must make a written request to Meditech Training College for a re-issue and must verify their identity by providing a license, birth certificate, passport or other formal identity document in support of the request.
- All reissues are to be authorised only by the Chief Executive Officer. No other staff member of Meditech Training College is authorised to re-issue Qualifications and/or Statements of Attainments under any circumstances.
- Meditech Training College charges a fee for reissue of Qualifications or Statements of Attainments. For a full list of current fees and charges please refer to Meditech Training College schedule of fees and charges.
- All re-issues issued by Meditech Training College will be replicas of the original document, including the 'learner name', 'learner number' and other distinguishing features such as paper weight and the logo or corporate identifier in the top centre of the certificate. The only detail which is to be changed is the 'issued on' date, which will be the date of re-issue and specified as 're-issued'.
- The re-issue will be published using our learner management system. Meditech Training College will cross check the information for the relevant certificate with the photocopy or scan of the original which has been retained in the learner file.

- Re-issues are required to comply with the AQF requirements; identify the RTO by its national provider number from Training.gov.au; include the Nationally Recognised Training (NRT) logo in accordance with the current conditions of use. These requirements are consistent with those for the original issue of a Qualification or Statement of Attainment.
- Once authorised, the re-issue is to be issued to the learner. A photocopy or scanned copy is to be retained by Meditech Training College on the learner's file and will be clearly labelled as being a re-issue. The written request from the learner for re-issue will also be retained alongside the photocopy of the reissue.

Advertising and Marketing

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 4.1.

Meditech Training College will ensure that marketing and advertising of AQF qualifications to prospective learners is ethical, accurate and consistent with its scope of registration.

Critical with this requirement, is compliance with the conditions of use for the Nationally Recognised Training (NRT) logo. These conditions are specified within the Standards for Registered Training Organisations at Schedule 4.

All staff with responsibility to prepare advertising and marketing materials are to be fully conversant with the requirements detailed in this document.

Advertisements and promotional information

Advertisements and promotional material used by Meditech Training College must uphold the integrity and reputation of Australia's education industry by ensuring the marketing of courses and services is not false or misleading. This is applicable for marketing that is used both domestically and internationally. The following guidelines are to be followed when preparing advertisements and promotional information.

Meditech Training College must:

- include a direct reference to Australian Consumer Law;
- only advertise those qualifications or units of competency that are listed as current on the Meditech Training College scope of registration;
- identify qualifications in advertising by their full code and title as they appear in the training package and not to represent these qualifications or units of competency in any other way;
- provide accurate information about the courses being advertised and the outcomes associated with those courses;
- provide accurate information about any work-based training a learner is required to undertake as part of the course;
- provide accurate information about any prerequisites for entry to the course (including English language requirements applicable to overseas learners);
- maintain a clear distinction between nationally endorsed training being offered and other training being offered by Meditech Training College;

- use the NRT logo only in accordance with the Standards for Registered Training Organisations, Schedule 4;
- identify Meditech Training College in any marketing material by its full RTO code (including CRICOS provider number) and legal name;
- clearly distinguish where training and assessment is being delivered on behalf of Meditech Training College by any third-party organisation;
- include details about any government funded subsidy or other financial support arrangements associated with the provision of training and assessment;
- monitor closely the advertising and marketing being provided by any third-party organisation on behalf of Meditech Training College.

Meditech Training College must not:

- provide false or misleading information in relation to course requirements when seeking to enter into a written agreement;
- provide any guarantees to learners about the successful completion of training or any employment outcome that is outside of the control of Meditech Training College;
- integrate or confuse in any way training that is nationally endorsed with training that is not accredited;
- refer to another person or organisation in any marketing material without obtaining prior consent and approval;
- recruit learners if it conflicts with its obligations under Standard 7 (Overseas Learner Transfer) of the National Code of Practice for Providers of Education and Training to Overseas Learners 2018.
- provide approval for any third-party organisation to advertise on behalf of Meditech Training College unless it is appropriately specified with limitations within a written and signed agreement with the third party organisation;
- commit to securing migration or education assessment outcomes for overseas learners

Marketing non-accredited training

When Meditech Training College is promoting the non-accredited training it must clearly distinguish between nationally recognised training and that which is not nationally recognised. The NRT logo must not be used in association with non-accredited training. Practices where nationally endorsed and non-accredited training are combined within a brochure or a website are to be avoided. Ideally it is best to separate these course offerings into different areas of our website to make a clear distinction.

Stationery, business cards, building signage, training resources

The NRT logo is not to be used on Meditech Training College products such as corporate stationery, business cards, building signage, mouse pads, pens, satchels, coffee cups, USB sticks and packaging around products. The NRT logo must also not be incorporated into or on the cover of learning and assessment resources supplied by Meditech Training College. This includes PowerPoint presentations.

NRT Logo Colours

Where the NRT logo is reproduced in one colour, it should preferably be in GREEN PMS 343 or, where this is not suitable, it may be reproduced in black. In some situations, the background colour may clash or the logo may not be prominent. In those situations, the black logo may be reversed out to display in white.

Delivery of standalone units of competency

Where Meditech Training College has qualifications on its scope of registration, the core units of competency and the listed (named) elective units of competency may be offered and delivered as standalone units of competency. This means that whilst these units of competency are not individually listed on the Meditech Training College scope of registration, they are approved by ASQA for delivery as standalone units and Meditech Training College does not need to seek approval for the delivery of these units of competency. Meditech Training College is entitled to publish advertising that promotes these standalone units of competency as individual courses.

Informing learners of their rights and obligations

It is a mandated requirement within the Standards for Registered Training Organisations for Meditech Training College to inform learners prior to their enrolment about their rights and obligations, about the services to be provided and about the payment of fees, other charges and refund arrangements. Whilst this requirement relates to the marketing and advertising of training, it is addressed in policy arrangements detail within the Enrolment Policy provided within this policy manual.

Marketing Authorisation Procedure

All advertisements and marketing material must be approved by the Chief Executive Officer before it is released. No staff member of Meditech Training College is authorised to approve the use of any advertisements or marketing material. Proposed marketing material must be fully prepared in draft and using the marketing checklist, the proposed marketing material must be systematically reviewed to ensure that it complies with the relevant requirements detailed within this policy. The marketing checklist will be prepared in draught and provided to the Chief Executive Officer for review and authorisation. A copy of the marketing checklist together with the marketing material is better retained as evidence of this quality assurance process.

Records Retention and Management

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 3.2, 3.4 and 3.6.

At Meditech Training College, we recognise our obligation to retain certain records from our delivery of training and assessment services to clients. The maintenance of a well-structured records retention system supports the continuous improvement of our operation and provides a basis for compliance with legal and quality assurance requirements. We are committed to retain records to ensure their accuracy and integrity.

For the purposes of this policy, records include:

- **AVETMISS Data.** AVETMISS stands for the Australian Vocational Education and Training Management Information Statistical Standard. It is a national data standard which ensures the consistency and accuracy of vocational education and training (VET) information and provides the data to meet the Total VET Activity data collections specified in the mandatory reporting policy. AVETMISS data include all the data collected during the enrolment process and the details of the training products in which the learner is enrolled and completes and details of training delivery locations and about Meditech Training College. This data is entered into our learner management system and will capture outcomes such as if the learner withdrew, was assessed as competent or not-yet-competent, was recognised as competent through an RPL process or was issued credit transfer for current competency held. For the purposes of the requirement to retain records of AQF certification documentation issued for a period of 30 years specified within Schedule 5, Paragraph 4c of the Standards for Registered Training Organisations, the retention of the AVETMISS data is sufficient to meet this requirement.
- **Completed learner assessment items.** Completed learner assessment items include documents or other media where assessments evidence has been recorded by learners and assessment decisions are recorded by assessors. It may be a combination of completed assessment tools, templates, questionnaires, checklists, summary sheets, RPL tools, or records of assessment and feedback from assessors to learners. Assessment resources include all those items which substantiate the assessment decision made by an assessor. ASQA refer to these records as *“Completed learner assessment items”*².
- **Assessment tools.** Assessment tools refer to the various templates, checklists and assessment records that Meditech Training College uses over the term of its operations. This specifically refers to the retention of the versions (master copy) of tools used as opposed to retention of completed resources. The aim of retaining a record of versions used over time is to allow an appropriate record for future

² ASQA General direction: Retention requirements for completed learner assessment items, 22 June 2012

review. This may include to justify an assessment decision which has been made where the completed learner assessment items are no longer available.

- **Learner file.** The learner file is simply the file location where all learner results, completed assessment resources and administrative records are retained in hard copy. This will usually be a standard office file and will be archived within an archive envelope at the end of the learner's enrolment.
- **RTO management records.** RTO management records are those files which assist management and staff to coordinate RTO services. These may include policies and procedures, data registers, enrolment registers, attendance records, financial records and records of complaints and appeals.

Storage of records

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.
- Records must be kept confidential to safeguard information and to protect the privacy of learners and Meditech Training College staff.
- Records must be kept to avoid damage by fire, flood, termites or any other pests.
- Learner results and Qualification / Statements of Attainment must be backed-up in an electronic format and must be available to be retrieved at any time.
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed-up off site.

Period of retention

Meditech Training College must comply with a range of record retention requirements including:

- ATO requirements relating to financial records,
- State Funding Authority requirements relating to training and assessment records, and
- ASQA Guidance to Providers ([click](#)): Retention requirements for completed learner assessment items.

In determining our period of retention, Meditech Training College has selected retention periods beyond some requirements to simplify our approach and to ensure compliance with all requirements under the one approach. The following time periods are to apply to the retention of learner electronic records at Meditech Training College:

- **AVETMISS Data.** AVETMISS Data is to be retained for a minimum of thirty (30) years.

- **Completed learner assessment items.** Completed learner assessment items (100%) are to be retained for a minimum of three (3) years from the date on which the judgement of competence for the learner was made.
- **Completed learner assessment items. – That relate to High Risk Work Outcomes.** Completed assessment resources (100%) are to be retained for a minimum of seven (7) years.
- **Assessment tools.** Assessment tools (100%) are to be retained for a minimum of five (5) years.
- **RTO management records.** RTO management records are to be retained for a minimum of five (5) years. This requirement relates to the versions of these records.
- **Administrative records.** Administrative records are to be retained for a minimum of five (5) years. This requirement relates to the versions of these records and completed records.

Note. Records may be retained in hard copy or electronically.

Destruction of Records

Meditech Training College CEO is the only person who can authorise (in writing) the destruction of records. Records are only to be authorised for destruction after the retention period has lapsed.

Documents identified for destruction are to be shredded before being recycled. The archive register must be updated in the notes section to identify that a particular record has been destroyed.

Record Handling Responsibilities

To ensure records are maintained in a safe and suitable condition, the following responsibilities apply:

- The **Chief Executive Officer** is to ensure that Meditech Training College implements suitable arrangement to comply with the requirements of this policy and the requirements of the Standards for Registered Training Organisations. This is to include the acquisition and installation of records and data storage facilities and the application of records retention procedures.
- **Administrative support staff** are to ensure that procedures for the achieving and storage of records are applied including the backing up of electronic data. Administrative support staff are to monitor the sufficiency of records storage and handling procedures and propose opportunities for improvement in accordance with the continuous improvement policy as required. Administrative support staff are also to liaise with Trainers and Assessors to ensure that approaches to records handling are consistent throughout Meditech Training College operation.

- **Trainers / Assessors** are to ensure that learner records are appropriately gathered during and at the completion of a training program and are suitably bundled and packaged in accordance with records archiving procedures, including:
 - Liaising with administrative support staff to ensure that their practices are aiding the efficient retention of learner records.
 - Ensure learner records are fully completed with sufficient information recorded by Assessors to allow an independent review of the assessment decision by a third party.
 - Record, in detail, the interpretation of assessment evidence with suitably detailed comments to support their assessment decision.
 - Monitor the sufficiency of records storage and handling procedures and propose opportunities for improvement in accordance with the continuous improvement policy as required.
 - Use authorised Meditech Training College records only to record learner progress and the outcomes of assessment activities

Archiving and Completion Procedure

The following procedure is to be followed by all staff when archiving learner records and completing an enrolment:

Trainers

- Retain all records which record information about the evidence collected during assessment. Note that learners may retain a copy of any work they have produced and submitted as evidence toward the assessment. Work submitted in an electronic version must also be retained and is to be gathered on a suitable electronic storage media such as a CD, disk, or flash-drive for archiving.
- **Important to Note:** Trainers are to ensure that their observations and comments recorded onto completed assessment resources are detailed and complete. It is an ASQA requirement that retained evidence of assessment must have enough detail to demonstrate the assessor's judgement of the learner's performance against the standard required. If assessment records are received by administration for entry and archiving and they are deficient of detail, administration staff are instructed to return the assessment documentation to Trainers for further detail and completion. Trainers who receive returned assessment documentation and who have issues with this arrangement are to refer their issue directly to the Chief Executive Officer.
- At the completion of each training module, all learner records are to be sorted and placed into a Meditech Training College archiving envelope. The archiving envelope will have printed on the front

Meditech Training College Learner Archive Record. The Trainer / Assessor is to complete this form with as much detail as possible.

- The archiving envelop is **not** to be sealed and should either be handed personally to Meditech Training College administrative support staff or mailed via registered express post to Meditech Training College office.

Administration

On receipt of the archiving envelope, the administrative staff are to:

- Conduct an audit of the learner record to ensure that all evidence and assessment records (including electronic files) correspond with the units of competency being issued to the learner.
- As records are received into Meditech Training College office, they are to be scanned and appended to the relevant electronic file. This includes all submitted learner work and evidence of assessment.
- **Important to Note:** Administrative staff are to ensure that retained evidence of assessment must have enough detail to demonstrate the assessor's judgement of the learner's performance against the standard required. If an assessment record is received by administration for entry and archiving and is deficient of detail, administration staff are to return the assessment documentation to Trainers for further detail and completion. Trainers who contact administration and who have issues with this arrangement are to be referred directly to the Chief Executive Officer.
- Enter assessment outcomes into the learner's training plan within the learner management system ensuring that the correct Outcome Identifier - National is selected and the date assessed corresponds with the date the learner was assessed by the assessor. **Note.** The date field linked with the Outcome Identifier - National within the learner training plan (within the learner management system) will automatically default to the date the outcome identifier is selected. This means that administrative staff must ensure they select the correct date before exiting the learner's training plan. It is an important requirement to ensure that the date entered into the learner management system that the outcome was achieved corresponds with the date recorded by the assessor that the assessment decision was made.
- When the learner has completed all required units of competency, administrative staff will update the learner's enrolment record within the learner management system to record the completion of the learner's training and enrolment. This then presents the opportunity to create the appropriate Qualification or Statement of Attainment and present this for authorisation by the Chief Executive Officer. Certificates are published direct from the learner management system and include a unique certificate number and the learner's learner management system number (not the learner's USI). In addition to these items that uniquely identify the certificate it is also personally signed by the Chief Executive Officer and is embossed with the Meditech Training College embossed seal. The embossed seal places a physical attribute to the certificate and together with the signature of the Chief Executive

Officer make the certificate uniquely identifiable as an authentic document issued by the Meditech Training College RTO.

- Once the certificate is authorised, the administrative staff will then make a note in the learner's enrolment register (Learner notes) that the certificate was dispatched and together with a letter of completion, the certificate is mailed to the learner (registered post) or alternatively handed to the learner directly if this opportunity is available. **Note.** Please refer to the Issuing Certificates and Outcomes Policy for a detailed outlined of the procedure to produce, authorise and issue AQF certificates.
- Create a new entry in the learner management system Archive Register and insert a hyperlink to the learner's electronic file.

Learner Records Integrity

During the handling of records relating to a learner's enrolment and training and assessment outcomes, there is potential within a busy office that records may be misplaced, not entered correctly or mishandled. To minimise the potential for inaccurate record keeping, this policy includes specific guidelines for both administrative and training staff on the handling of records during the critical end stages of training. These include procedures and processed guidelines on the validation and entering of learner results into the Meditech Training College learner management system. These procedures must be strictly applied by all staff handling learner records.

Combined with this, Meditech Training College will also undertake periodic integrity audits of learner records to ensure the information entered into the learner management system are is accurate. To achieve this, the office manager will undertake periodic desk audits of learner records. The Office Manager will aim to undertake a desk audit of at least 10% of learner records each quarter. The desk audit will be conducted by making a direct comparison with the learner's record (enrolment record and assessment result) with the data entered into the learner's enrolment profile within the learner management system. Specifically, the desk audit will seek to identify inaccuracies in learner's enrolment information and the details relating to the achievement of units of competency. The desk audit will be quality controlled and recorded using Learner Records Integrity Checklist. Completed checklist will be electronically scanned and appended to the relevant learner file. Identify inaccuracies will be corrected and form the basis of opportunities for improvement to improve data integrity.

Email records and correspondence

In many cases, information relating to Meditech Training College operation will be transmitted using electronic communication. It is important that this information is also retained and archived.

Any email record or correspondence which relates to training and assessment services provided by Meditech Training College is to be copied or forwarded to a designated archive email address. This email database is to be backed up at least once weekly and a copy kept off-site in a secure location.

Unique Student Identifier

The *Learner Identifiers Act 2014* was approved and came into effect from the 1st January 2015. Any USI provided to Meditech Training College by a learner must be **verified** with the USI Registrar. This may be achieved by inserting the USI into the Learner details within the learner management system and changing the USI status to “Verify”. The learner management system will verify any records with the USI Registrar with this status every 30 seconds. Once verified the status will have changed to “Valid”. If the status does not change to valid then one of the following learner details is incorrect:

- First name
- Last name
- Date of Birth
- The Unique Student Identifier

These are the only data elements used to verify a USI so if it does not verify then one of these elements is incorrect. A common error is the abbreviation of the learner’s name. The learner may have registered their USI with the first name of “Benjamin” but has completed the enrolment application form with the first name of “Ben”. The first name provided by the learner must align with the name they provided when they registered their USI.

- Learner Identifier details and all related documentation under the control of Meditech Training College **must be kept secure**. This includes the information stored within the learner management system. User profiles and password protections to the learner management system are to be used to prevent any unauthorised access to USI information. Where Meditech Training College assisted the learner to create their USI, additional details such as the learners Driver’s Licence information will have been collected and stored within the learner management system - Document Verification System (DVS). Once the learner’s USI has been successfully created, these details within the DVS are automatically removed (deleted) from the database. This is a requirement of the USI legislation and is aimed at protecting the learner’s privacy.

Further information on the Unique Student Identifier can be accessed via the following website:

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

Treatment of records on ceasing operation

Meditech Training College acknowledges that it has a responsibility to retain accurate copies of records to enable these to be transferred to ASQA should Meditech Training College ceased to operate. It is a

requirement that RTOs who ceased to operate,³ must within 30 days of registration ending, forward to ASQA an electronic copy of the records for each learner who were enrolled in a course during the period of registration.

This requirement does not include hard copy learner files and relates specifically to electronic data providing evidence of activities the learner has performed⁴. For the purposes of this policy, Meditech Training College will interpret “activities” to mean records providing information on the outcomes achieved by learners. This will include records of qualifications and units of competency which have been issued by Meditech Training College during the entirety of its registration period. Meditech Training College will retain these records electronically and will provide this information electronically in Microsoft Excel format. The following information must be included:

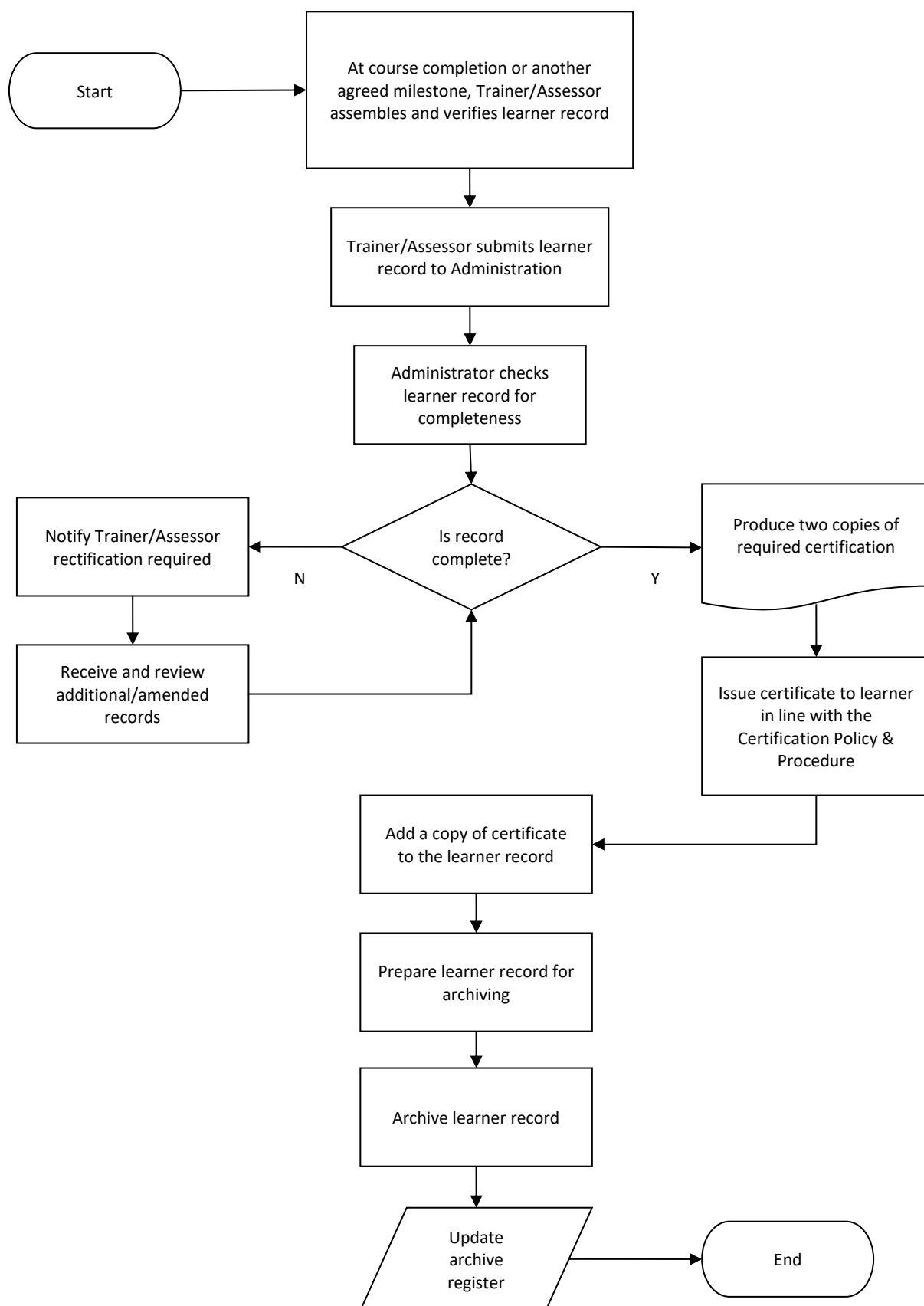
- Learners full name
- Residential post code
- Date of birth
- Learner ID number (if issued)
- Enrolment/commencement date(s)
- Code and title of qualifications
- Codes and title of units of competencies
- Results for each unit of competencies
- Date the certificate or statements of attainment were issued
- Unique Student Identifier (2015 onwards learners only)

These reports are to be generated by year and supplied to ASQA in a suitable file structure and format to enable it to be navigated and used. The files must be in a nationally AVETMISS compliant format produced using our learner management system.

³ This includes voluntarily withdraws its registration, whose registration either lapses or is not renewed, or is cancelled by ASQA.

⁴ Standards for Registered Training Organisations

Records Archiving and Completion Process



Reporting Obligations

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 8.1 and 8.4

Total VET Activity Reporting

Meditech Training College is required to maintain the capability to provide AVETMISS compliant data reports to the NCVER on an annual basis. This requirement is specified in the [Data Provision Requirements 2020](#) and the [Total VET Activity Reporting](#) guide on the ASQA website, which explains the requirement for all RTOs to report their nationally recognised training data in accordance with the [National VET Provider Collection Policy](#). Meditech Training College will meet this requirement by maintaining its activity data within the learner management system.

National VET Provider Collections must be submitted to the National Centre for Vocational Education Research (NCVER) before the end of February each year. The activity report will relate to the previous calendar year. So, a report being made on 28th Feb 2019 will relate to the activity period of 1st Jan 2019 – 31st Dec 2019.

Activity reports including all NAT files are to be submitted to the [AVETMISS Validation Software](#). This system will report any data entry errors which must be corrected and then resubmitted. Meditech Training College must be registered with the NCVER to use the AVETMISS Validation Software. This video explains how to use the AVETMISS Validation Software: [Click Here](#)

Please note that the report must include a full set of NAT Files produced from the learner management system and must be in the current AVETMISS format which is currently AVETMISS 8.0 VET Provider Collection. The full set of NAT Files include:

- Training organisation (NAT00010) file
- Training organisation delivery location (NAT00020) file
- Program (NAT00030 and if applicable NAT00030A) file
- Subject (NAT00060) file
- Client (NAT00080) file
- Client postal details (NAT00085) file
- Disability (NAT00090) file
- Prior educational achievement (NAT00100) file
- Enrolment (NAT00120) file
- Program completed (NAT00130) file

General information about AVETMISS reporting can be accessed via the NCVER at the following link:
<https://www.ncver.edu.au/rto-hub/avetmiss-support-for-rtos>

Quality Indicator Reporting

Meditech Training College is required to report quality indicator data to ASQA in accordance with scheduled reporting dates. This requirement is specified in the Data Provision Requirements 2020 and explained further on the ASQA website: [ASQA - Quality Indicator Reporting](#). ASQA also issued a General Direction regarding Quality Indicator Reporting which introduced new reporting arrangements using the ASQA Quality Indicator Annual Summary Report. The General Direction can be accessed at: [General Direction - Quality Indicators](#)

The Office Manager is responsible to use the [Learner Questionnaire](#) and the [Employer Questionnaire](#) to collect survey data regarding learner and employer satisfaction. These surveys may be administered using third party software such as Survey Monkey; however, the question format should remain the same.

There are two Quality Indicators which are explained in the following table:

<p>Learner Satisfaction</p> <p>and</p> <p>Employer Satisfaction</p>	<p>After data is collated and analysed, Meditech Training College is to collate the results of the survey and produce a report in using the Quality Indicator Summary Report. A summary report is to be emailed to ASQA between the period 01 Jan – 30 June each year and will relate to the learner engagement and employer satisfaction QI survey response rates and improvement actions identified for the previous calendar year – i.e. 01 Jan – 31 Dec. The report is to be emailed to the following email address: qidata@asqa.gov.au.</p> <p>The summary report must address the following information:</p> <ul style="list-style-type: none"> – numbers of surveys issued against numbers received (rates of response) – trends in response statistics (for instance, which learner/employer cohorts provided high/low response rates) – commonalities or surprising/unexpected survey responses – trends with previous year/s QI data findings – information gained from analysis – preventive and/or corrective actions implemented, and – how the effectiveness of such actions is or will be monitored. <p>Further information on the reporting of Quality Indicator Data reporting is available at the ASQA website: Click Here</p>
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Annual CEO Declaration of Compliance

In accordance with clause 8.4 of the Standards for Registered Training Organisations, Meditech Training College is required to provide ASQA with an annual declaration on its compliance with the Standards. This is the responsibility of the CEO to submit.

With the submission of this declaration, the CEO is confirming to ASQA that they:

- systematically monitor your RTO's compliance, and
- implement preventive and corrective actions where considered necessary.

The declaration process will commence when the CEO receives an email containing a unique link to an online form. The form will be released by ASQA with a mandated date for submission. This usually happens in March or April. This allows the CEO two months to undertake the self-assessment required to complete the declaration. The online form can be saved and returned to it any time before submitting.

The annual declaration provides Meditech Training College with a chance to undertake a self-assessment of the RTO's compliance with the Standards and to ensure that the information that ASQA holds about the RTO is correct. Self-assessment is a valuable proactive tool that allows RTOs to ensure that they are meeting the required Standards and to determine whether they need to amend or update aspects of their operation.

Training Package Transition

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.26 and 1.27

At Meditech Training College, we acknowledge our obligation to remain informed of changes to training packages and to establish transition arrangements for existing learners and those learners who may be enrolled during a transition period. Our obligation is underpinned by the Standards for Registered Training Organisations requiring RTOs to manage their scope of registration to transition from superseded Training Packages within 12 months of their publication on the national register to only deliver currently endorsed Training Packages and currently accredited courses.

Background

Like all things in the national training system, nationally endorsed training packages are amended from time to time under a continuous improvement approach to ensuring that training packages are aligned with industry requirements. In addition to these smaller changes, training packages can be entirely reviewed on a cyclic basis, and this often leads to new versions being issued or new training packages being developed and released.

The impact of these changes can mean that qualifications and unit of competency codes and titles can change. Qualification issuing rules can change and units of competency that are superseded may or may not be equivalent. This will all happen at different times during a learner's enrolment and requires Meditech Training College to manage the change process so that we comply with the Standards for Registered Training Organisations and ensure that our learners are not disadvantaged by these changes.

New training packages are published and released using the National Training Register (training.gov.au). It is the date of release that marks the date for subsequent transition arrangements which are covered in this policy.

Aim

The aim of this policy is to ensure Meditech Training College is delivering the most current outcomes to learners and to ensure Meditech Training College actively manage its scope of registration.

Transition principles

Meditech Training College is to apply the following principles to the management of a training package transition:

- Meditech Training College is to monitor the status of training packages by subscribing to the Training.gov.au notification service and the notification service offered by the relevant Industry Skills Council. When changes to training packages are identified that effect the scope of registration of Meditech Training College a new continuous improvement is to be raise within the learner management system.
- Continuous improvement actions relating to training package transition are to be managed through the Management Team meeting to ensure transition is managed in a systematic way. Centralised and systematic management will enable other aspects of the Meditech Training College operation to be included in the transition planning and the progress of the transition to be monitored. Other aspects of the Meditech Training College operation that mat be affected by training package transition include marketing, business development, administration, compliance, resource development, learner welfare, interaction with ASQA, etc.
- The learner management system is to be used to record the details of superseded qualifications including the date existing qualifications were superseded and to create new courses on the scope of registration once they are approved on the National Register. The learner management system allows for the production of various reports which permits learners affected by transition to be identified and managed.
- Meditech Training College will initiate transition arrangements in response to training package changes as soon as possible following the publication on the National Register of revised qualifications or units of competency. Within the period of **one year** from the date the replacement training product was released on the National Register learners must have either completed their training and have been issued with their AQF certificate or they must have been transferred to the revised training product. The learner cannot remain in or be issued a certificate for a superseded training product beyond the 12-month time period from the release date published on the National Register.
- Where the qualification or unit of competency is equivalent, these items will be automatically updated on the Meditech Training College scope of registration. Where the items are not equivalent, Meditech Training College must apply to have new training products added to its scope of registration by submitting an application to change RTO scope of registration to ASQA via [ASQANet](#), accompanied by supporting evidence and the required fee.
- Once a new qualification or unit of competency has been added to the scope of registration of Meditech Training College, enrolments in the superseded item must cease as soon as practical and all new enrolments must be made into the revised qualification or unit of competency. Please note that, the Standards for Registered Training Organisations does allow enrolments in superseded

qualifications to continue until the superseded qualification or unit is removed from the national register of the RTO (which occurs 12 months after it is superseded). Meditech Training College has taken the position to cease enrolments into superseded qualifications or units of competency as soon as possible to ensure learners are receiving the most current training product.

- Learners who are enrolled in qualifications which are superseded part way through a training program are to be offered and encouraged to transfer their enrolment to the new qualification once it is obtained on Meditech Training College scope of registration. This assumes that the training products are equivalent and the learner will receive credit transfer for the units of competency already achieved. Where there are a lot of units of competency which are not equivalent, it may be more beneficial for the learner to remain in the superseded qualification and complete this before the end of the transition period.
- Where an AQF qualification is no longer current and has not been superseded, all learner's training and assessment is to be completed and the relevant AQF certification documentation issued within a period of **two years** from the date the AQF qualification was removed or deleted from the National Register.
- Where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of **one year** from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register.
- A new learner must not commence training and assessment in a training product that has been removed or deleted from the National Register.
- Where a qualification is listed on our scope of registration and that qualification includes a superseded unit of competency that has been imported from a different training package, the transition requirement specified in the Standards for Registered Training Organisations at clause 1.26 do not apply. To be clear, Meditech Training College must continue to deliver the units of competency which are named in the qualification. This applies even if the unit of competency has been superseded. Meditech Training College must not substitute these superseded units for competency otherwise the qualification will be invalid.

Teach out arrangements

Learners who are enrolled in qualifications which are superseded part way through a training program are to be offered and encouraged to transfer their enrolment to the new qualification once it is obtained on Meditech Training College scope of registration. Learners who choose not to transition to a new qualification are to be 'taught out' to the conclusion of their qualifications. To support this arrangement, the following business rules are to apply:

- Meditech Training College may continue to deliver training and assessment services, and issue awards, to current learners of the superseded qualification for a period of **one year** from the date the replacement training product was released on the National Register.
- Learners who have not completed a superseded qualification within 12 months from the date the replacement training product was released on the National Register must be immediately issued with a Statement of Attainment with any eligible units of competency and transferred to the new qualification.
- Except to replace an AQF Certificate issued by the RTO previously, an RTO must not issue an AQF certificate to a learner for a qualification that was superseded more than 12 months from the date the replacement training product was released on the National Register. To be clear, once the qualification has dropped off the scope of registration of Meditech Training College, it is a breach of the NVR Act to issue a training product that is not on the scope of the RTO. This is why it is critically important that all learners who are being taught out must complete their enrollment well before the end of the transition date.
- Where a specific cohort of learners is likely to be disadvantaged by the forced transition of a qualification within the 12-month timeframe the National VET Regulator may make a determination that provides Meditech Training College additional time to teach the learner out. These determinations will be published by the National VET Regulator.

Transition Management

The transition to new training packages is to be managed through the Management Team to ensure the transition is management in a systematic way that integrates changes into all other areas of Meditech Training College operation. It is critically important that high attention to detail is applied by staff who are leading this work.

The following steps are to be applied:

Monitor the status of training packages. The Chief Executive Officer is to monitor the status of training packages to remain aware of changes in the revised training package and how these might affect Meditech Training College scope of registration. Changes to training packages are to be reported to the Management Team using the Continuous Improvement Report. The primary information source for monitoring the status of training packages is the National Register (training.gov.au).

Determine an action plan. Once changes are confirmed, the Management Team is to determine an action plan to respond to changes. The Management Team is to provide advice about the actions to be taken and appoint a person to lead the work to analyse the amendments that have occurred in the revised training packages and develop an action plan to address all necessary changes. Attention to detail must be given to minor changes that may occur to unit codes and titles to ensure these are not missed during the transition process. The common changes will include:

- revised unit of competency and the qualification codes and titles;
- revised packaging rules for qualifications changing the requirements in relation to the allocation of core or elective units;
- revised units of competency, this may include the combining of two units of competency into one or minor changes where the unit of competency has remained equivalent;
- revised pre-requisites, co-requisites or entry requirements; and
- revised assessment guidelines which may relate to identifying new requirements relating to trainers and assesses.

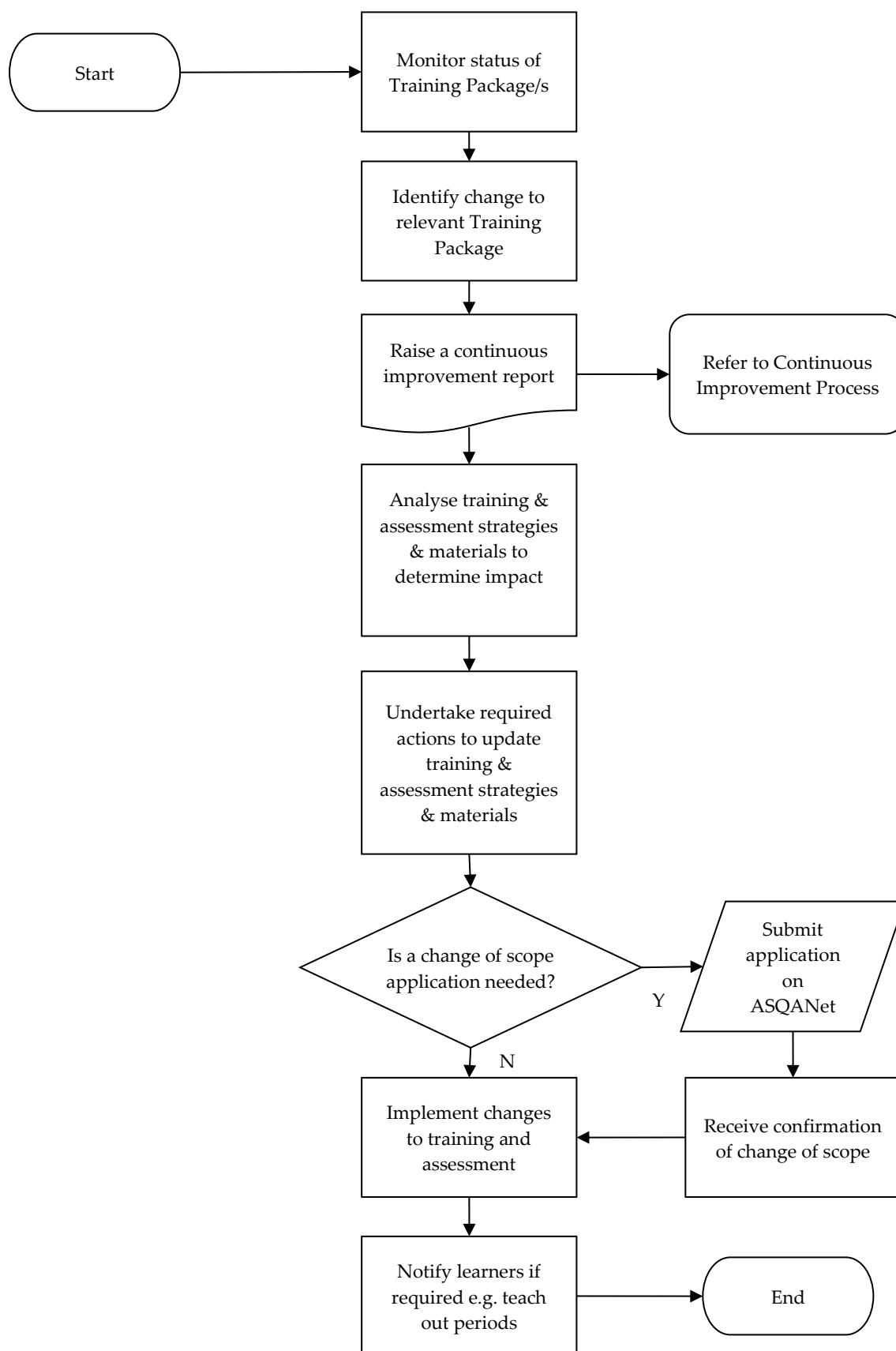
Whilst not an exhaustive list, the common changes identified in the list above are certainly the most commonly seen in the transition of training packages.

Review Training and Assessment Strategies. Review the existing training and assessment strategy to determine the higher-level changes that have occurred to a qualification and the likely changes that are required. This may include additional consultation with industry to gauge their reaction to training packages changes, to identify new preferred electives and to determine if there are specific industry requirements that need to be incorporated. Attention to detail must be given to minor changes.

Keep learners informed. Take steps to inform existing learners of the changes to the applicable qualification. Before engaging with learners, ensure that the options that learners will have available to them have been fully considered. Provide information to learners and ensure that they fully understand their options and feel supported in any decision they may take. Learners are not to be disadvantaged because of the transition to a new training package.

Revise training and assessment materials. Undertake an analysis of the current training and assessment resources to identify relevant changes that are required to ensure training package requirements are being met. Once these have been identified, implement arrangements via the management meeting to have training and assessment materials revised.

Training Package Transition Process



Interaction with the National VET Regulator

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 8.1, 8.2 and 8.3.

The Australian Skills Quality Authority (ASQA) is the National VET Regulator is established under the National Vocational Education and Training Regulator Act 2011. Meditech Training College is registered by ASQA and therefore must comply with requirements set down by ASQA under the VET Quality Framework. The VET Quality Framework is a set of legislative instruments which are empowered under the National Vocational Education and Training Regulator Act 2011. These instruments set the rules by which Meditech Training College must operate. Much of the policy within these policies and procedures are framed by the requirement of the VET Quality Framework and directly influence the method of operation of Meditech Training College. The following are the legislative instruments that comprise the VET Quality Framework:

- Standards for Registered Training Organisations (RTOs) 2015
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements
- Data Provision Requirements 2012
- Australian Qualifications Framework, Second Edition 2013

The following page on the ASQA website provides a summary of these legislative requirements and links to access the documents themselves [Click](#)

It is an important requirement that Meditech Training College establish arrangements to ensure appropriate cooperation and interaction with ASQA to comply with the VET Quality Framework. The CEO is the person responsible under the legislation to coordinate arrangements to achieve this. This includes keeping ASQA informed of material or significant changes to Meditech Training College operations.

The following actions are to be applied to ensure Meditech Training College cooperates with ASQA requirements:

- **Audits and the monitoring of its operations.** The CEO shall act as the designated point of contact during ASQA audits and monitoring activities. The CEO is to coordinate the preparation for external audits and ensure all documentary evidence and access to staff is provided to support the conduct of the audit. The CEO shall also coordinate the response to any request for information or corrective action as a result of a compliance audit.

- **Accurate and timely data.** The Data Provision Requirements released by ASQA are a separate legislative instrument that outline Meditech Training College’s responsibilities to report the following data:
 - AVETMISS data (please refer to the Reporting Obligations Policy);
 - Proof of legal entity including business name registration certificate, company certificate, ABN registration and company current and historical extract;
 - Financial viability risk assessment declaration and evidence including the Meditech Training College business plan, financial plan, details of bank accounts and bank statements;
 - Fit and Proper Person declarations and CEO declaration; and
 - Quality indicator data (please refer to the Reporting Obligations Policy).

The CEO is responsible to maintain this information and establish mechanisms to ensure it is available for reporting to ASQA on request.

- **Responding to written directions.** The National Vocational Education and Training Regulator Act 2011 at Part 2, Division 1, Section 28 Condition requires Meditech Training College to comply with any general directions given by the National VET Regulator, in writing, to organisations on the way in which the VET Quality Framework or other conditions of this Subdivision are to be complied with. Failure by Meditech Training College to comply with its conditions of registration can result in the prosecution of a civil offence under Part 6, Division 1, Section 111 which relates to breach of condition of registration. It is the responsibility of the Meditech Training College Chief Executive Officer to put in place suitable arrangements to ensure that the organisation complies with all written directions. It is also important to ensure that the organisation keeps abreast of changes to any published written directions by monitoring the National VET Regulator website and subscribing to National VET Regulator notifications. Where the National VET Regulator issues a written direction to Chief Executive Officer because of a regulatory event, these must be managed at the highest level and allocated suitable resources and time to ensure that these directions are complied with and evidence of such is maintained and available for review by the National VET Regulator. These actions are to be managed through the regular management meeting and the continuous improvement register.
- **Changes to registration/contact / location details.** Situations which represent a change to registration details include:
 - registered training name/s;
 - address and/or contact details of the RTO's head office;
 - principal place of business (if different from the head office);

- contact details of chief executive officer or equivalent person;
- contact details of 'day-to-day' contact person;
- contact details of high-managerial agents;
- location and/or contact details of permanent delivery sites (for delivery to domestic learners only);
- commencement or cessation of offshore delivery; and
- commencement of delivery in other states or territories.

The CEO is required to notify ASQA using regulators communications portal ASQAnet where the notification of change of provider details can be submitted ([click](#)). Notifications are to be made within 90 calendar days of the changes occurring.

– **Significant changes to its operation.** Situations which represent a material change to operations include:

- changes to chief executive officer;
- changes to high managerial agent;
- changes to financial administration status;
- changes to legal name or type of legal entity;
- changes to ownership; and
- changes to directorship and/or control (including sale of RTO business).

The CEO is responsible to report material changes to operations to ASQA by completing the material change or event form available from ASQAnet ([click](#)). Notifications are to be made within 90 calendar days of the changes occurring. The national regulator provides a summary of these notification requirements on its website at the following page ([click](#)).

– **Enter into a Third-party Agreement.** If Meditech Training College enters into a third-party agreement with another entity, the CEO is required to notify ASQA via ASQAnet ([click](#)) by selecting the Organisation menu and then the Third Party Service Providers menu item. Then select “Add”. This application form requires the details of the parties, the nominated start and end date and a declaration. ASQA may request further information about the arrangement which involve other parties delivering training and assessment services on behalf of Meditech Training College, undertaking recruitment of learners or delivering outsourced learner support services. Notifications

are to be made within 30 calendar days of the agreement being entered into or prior to the obligations under the agreement taking effect (whichever occurs first). ASQA should also be notified within 30 calendar days of the agreement coming to an end.

- **Changes to Financial Viability.** Meditech Training College will notify ASQA immediately if there are significant changes to its financial viability. This includes:
 - Net tangible assets fall below 2% of Revenue.
 - Working capital falls below 2.5% of Revenue.
 - Debt Ratio is greater than 1.00.
 - Profitability falls below 0%.
 - Change in financial guarantor arrangements.
 - Change in mechanisms for securing learner fees paid in advance.

Documentary Evidence

In addition to the notification requirements listed above, in most circumstances supporting documentary evidence is also required. The following table provides a guide to this supporting evidence when making notification to ASQA:

Situation	Documentation Required
Change to legal name	Submit on ASQANet – Change of current registration details An ASIC Current and Historical Company Extract An ASIC Historical Company Extract for any parent company if the parent company is not a natural person. ASIC Certificate of Registration of Trading Name showing the change of ownership with the new entity name. An organisational chart that reflect the ownership structure and reporting lines of the RTO
Change to legal trading name	Submit on ASQANet – Change of current registration details ASIC Certificate of Registration of Trading Name (may have been issued by a State or Territory)

Change to address and/or contact details of the RTO's head office	Submit on ASQANet – Change of current registration details
Change to principal place of business (if different from the head office)	Submit on ASQANet – Change of current registration details
Change to contact details of chief executive officer, 'day-to-day' contact person or high-managerial agents	Submit on ASQANet (assuming that the CEO is the same) – Change of current registration details
Change to location and/or contact details of permanent delivery sites (for delivery to domestic learners only)	Submit on ASQANet – Change of current registration details
Change of chief executive officer	Submit on ASQANet – Material change or event Chief Executive Officer Declaration Fit and Proper Person Requirements Declaration
New executive officer or high managerial agent	Submit on ASQANet – Material change or event Fit and Proper Person Requirements Declaration An ASIC Historical Company Extract An ASIC Historical Company Extract for any parent company if the parent company is not a natural person. An organisational chart that reflect the ownership structure and reporting lines of the RTO
Change of legal entity	Application for Initial Registration
Change to ownership, directorship and/or control (including sale of RTO business)	Submit on ASQANet – Material change or event Please refer to: https://www.asqa.gov.au/resources/guides/guide-change-ownership

	<p>and</p> <p>https://newberyconsulting.com.au/rto-change-of-ownership/</p> <p>An ASIC Historical Company Extract</p> <p>Self-assessment tool for change of ownership</p> <p>An ASIC Historical Company Extract for any parent company if the parent company is not a natural person.</p> <p>Chief Executive Officer Declaration</p> <p>Fit and Proper Person Requirements Declaration</p>
Commencement or cessation of offshore delivery	<p>Submit on ASQANet – Material change or event</p> <p>ASQA will likely request additional evidence</p>
Change to financial administration status	<p>Submit on ASQANet – Material change or event</p> <p>ASQA will likely request additional evidence</p>
Entering into an outsourced arrangement (partnership)	<p>Submit on ASQANet – Material change or event</p> <p>Partnership Agreement / MOU</p>

Ceasing to operate

The CEO is responsible to ensure that there are suitable arrangements to provide records of learner outcomes to ASQA if Meditech Training College ceases to operate. Further details regarding the scope and format of this requirement is provided within the records retention policy. This includes returning the RTO registration certificate.

If circumstances are such that Meditech Training College are not able to carry on operations (death, liquidation, bankruptcy), the CEO is to advise ASQA of this decision and provide advice regarding impact on currently enrolled learners. Notifications are to be made within 90 calendar days of the changes occurring. Meditech Training College has a responsibility to transfer these enrolments to another RTO with least disruption to individual learners. On ceasing operations, Meditech Training College is to, facilitate currently enrolled learners transfer to another RTO, issue these learners with an appropriate refund for service not provided, and issue learners with Certificates based on completed units of competency.

CEO Annual Declaration

In accordance with clause 8.4 of the Standards for Registered Training Organisations, Meditech Training College is required to provide ASQA with an annual declaration on its compliance with the Standards. This is the responsibility of the CEO to submit.

With the submission of this declaration, the CEO is confirming to ASQA that they:

- systematically monitor your RTO's compliance, and
- implement preventive and corrective actions where considered necessary.

The declaration process will commence when the CEO will receive an email containing a unique link to an online form. The form will be available from the beginning of February until the end of March. This allows the CEO two months to undertake the self-assessment required to complete the declaration. The online form can be saved and returned to it any time before the **end of March**.

The annual declaration provides Meditech Training College with a chance to undertake a self-assessment of the RTO's compliance with the Standards and to ensure that the information that ASQA holds about the RTO is correct. Self-assessment is a valuable proactive tool that allows RTOs to ensure that they are meeting the required Standards and to determine whether they need to amend or update aspects of their operation.

Continuous Improvement

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 2.1 and 2.2.

Meditech Training College is committed to the continuous improvement of our training and assessment services, learner services and our administrative management systems. Central to this commitment is this policy which outlines our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement actions. This includes a:

- coordination of the continuous improvement process
- systematic approach to support continuous improvement
- calendar of assurance activities

Coordination of the Continuous Improvement Process

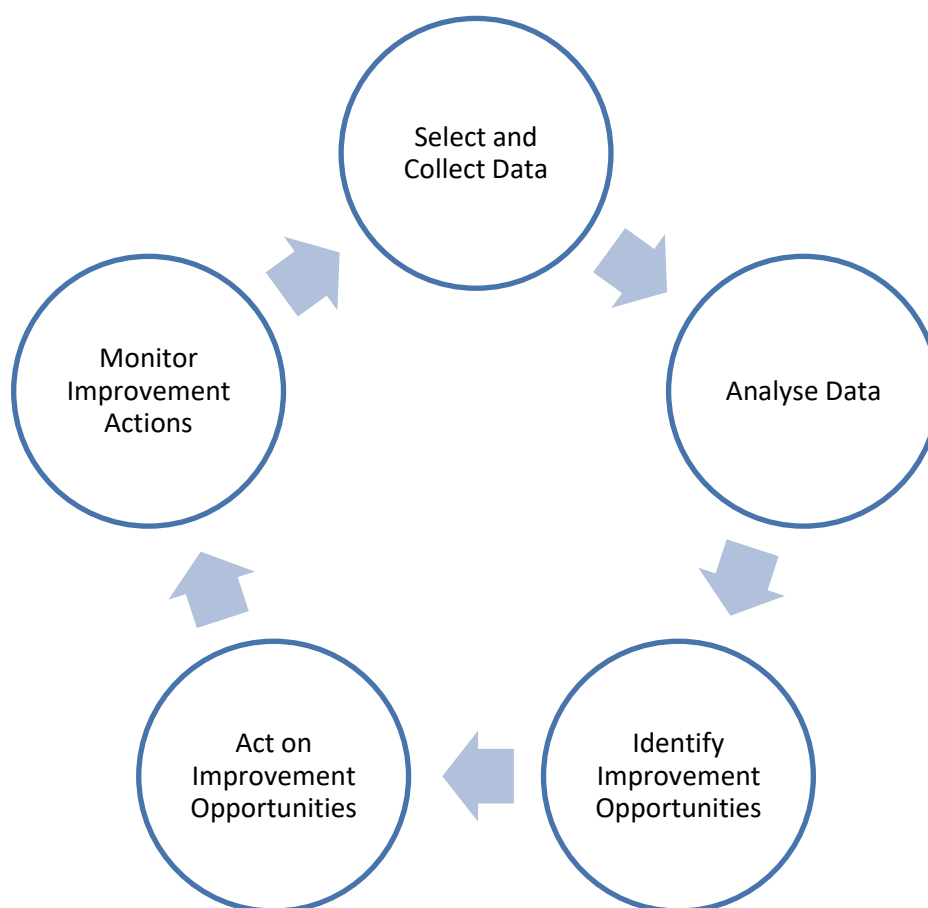
Meditech Training College will coordinate its continuous improvement process via its regular management meeting. A standing agenda for the regular management meeting is dedicated to continuous improvement to review current continuous improvement initiative and to respond to new continuous improvement suggestions that have been received. The management meeting will also review improvement actions that have previously been implemented but have been flagged for review due to their importance and scope of influence on the RTO operation. The following standing agenda items will be followed during the regular management meeting:

- Discuss improvement actions currently being implemented
- Discuss new continuous improvement opportunities
- Discuss completed improvement actions flagged for review

The key purpose of integrating these meeting agenda items into the regular management meeting is to make continuous improvement a regular mechanism in the management of the organisation. It is important to achieve systemic quality improvement that continuous improvement is integrated in the way the organisation operates and is not conducted simply as a bolt on. Please refer to the Management Meeting Policy for details on how continuous improvement is integrated with organisation wider management.

Systematic Approach

Meditech Training College applies a systematic approach to support continuous improvement. The following graphic shows the systematic process we apply to collect data that exposes opportunities for improvement, the steps to review these and agree on the improvement actions to take and how this then feeds into our current operation with ongoing monitoring:



Coordination of the Continuous Improvement Process

Meditech Training College will coordinate its continuous improvement process via its regular management meeting. A standing agenda for the regular management meeting is dedicated to continuous improvement to review current continuous improvement initiative and to respond to new continuous improvement suggestions that have been received. The management meeting will also review improvement actions that have previously been implemented but have been flagged for review due to their importance and scope of influence on the RTO operation. The following standing agenda items will be followed during the regular management meeting:

- Discuss improvement actions currently being implemented
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The key purpose of integrating these meeting agenda items into the regular management meeting is to make continuous improvement a regular mechanism in the management of the organisation. It is important to achieve systemic quality improvement that continuous improvement is integrated in the way the organisation operates and is not conducted simply as a bolt on.

Selection and Collection of Data

- Data collected by Meditech Training College has been selected based on its relevance to the Standards for Registered Training Organisations. Most important, is the collection of data from learners and employers relating to their expectation and experience of our services. Data sources have been selected to provide a balance of qualitative and quantitative information. The following data is identified for collection to identify opportunities for improvement:
 - Learner and Employer satisfaction rates using the Learner Questionnaire ([click](#)) and the Employer Questionnaire ([click](#)) to collect the data for the learner engagement and employer satisfaction quality indicators.
 - Competency completion rates monitored using reporting from our learner management system.
 - Corrective actions identified at the completion of complaints and appeals processes.
 - Opportunities for improvement reported by staff or other stakeholders
 - Opportunities for improvement identified through pre-assessment validation processes
 - Opportunities for improvement identified through post assessment validation processes
 - Opportunities for improvement identified through of industry consultation

- Advice or directions from National VET Regulator
- Outcomes from trainer professional development
- Outcomes of management / CI meetings
- Outcomes of internal and external compliance assessments
- Outcomes of quality assurance activities
- Outcomes from annual assurance risk assessment
- Annual review of training and assessment practices
- Performance monitored through quality control arrangements

Analysis of Data

- Data or information arising from staff suggestions, consultation with stakeholders, outcomes of complaint handling, etc are submitted as a continuous improvement report for consideration by the management team. The primary means of analysing opportunities for improvement is to review and discuss these during the regular management meeting.
- The opportunities for improvement identified through analysis of the data, are to be recorded using the Continuous Improvement Report by completing Section 1 and 2 of the report and submitting this for consideration to the next scheduled management meeting. Persons submitting a continuous improvement report are encouraged to clearly define the problem that requires improvement (Section 1) as well as suggested improvements to address the problem (Section 2).

Identify and Act on Improvement Opportunities

- Once the Continuous Improvement Report is submitted, it is to be reviewed via the regular management meeting to determine the agreed action. This is achieved by including a meeting agenda item in the monthly management meeting to specifically “Discuss new continuous improvement opportunities” which have been submitted since the previous management meeting.
- Where an improvement suggestion is not agreed for implementation, management team should provide feedback in the Continuous Improvement Report (Section 3) to the person who proposed the improvement with reasons for not acting on the suggestion. The reasons for not acting on an improvement suggestion may be varied but may include:
 - the Improvement suggestion was not viable,
 - a lack of resources or capacity to implement,

- the suggestion overlapped with other initiatives already underway,
 - the suggestion did not consider the broader operational implications,
 - et cetera
- Where an improvement suggestion is agreed for implementation, the agreed actions must be defined by the management team and recorded in the Continuous Improvement Report (Section 3) including:
 - the specific actions to be taken,
 - the resources allocated,
 - the allocation of responsibility,
 - timelines for completion or reporting,
 - who authorised, and
 - the improvement number.
- The Continuous Improvement Report is to be completed and used as the basis for raising the opportunity for improvement within RTO Data Cloud Quality Improvement Register for ongoing implementation and monitoring. The Continuous Improvement Report should be retained as a record of the management decision. This establishes an important link to the implementation of the improvement in the Quality Improvement Register. A copy the completed Continuous Improvement Report may be provided to the person who initiated the opportunity for improvement.

Monitor Improvement

- Many improvement actions will be implemented over time. Depending on the complexity and the scope of work of these improvements, this could extend to many months. It is important during this period of implementation that the management team monitor the progress of improvement implementation. This is achieved by including a meeting agenda item in the regular management meeting to specifically “Discuss improvement actions currently being implemented” to identify their current point of progress and to provide any further advice or support to promote their completion. This review and monitoring will be recorded within the Quality Improvement Register. This systematic review may result in improvement actions being closed or amalgamated or extended depending on the progress of each improvement.
- When improvement actions are complete and closed, the management team may consider that some improvement actions are so significant that it would like to establish an opportunity in the future to

review how a particular improvement is performing. The management team may choose to allocate this future review because the improvement was particularly complex or involved the expenditure of significant resources or for any reason that it deems necessary. The timeframe for allocating this further review should be selected based on period of time to allow for the improvement to be properly implemented. As an example, if the improvement related to changes to the enrollment process, the timeframe for allocating the review would consider the expected volume of enrolments over a period of time. The review date would be allocated in the Quality Improvement Register. At a future management meeting, the meeting organiser can run a report in the Quality Improvement Register to identify improvement actions flagged for review. These items will then be reviewed in response to the management meeting agenda item “Discuss completed improvement actions flagged for review”.

- It is critical to use the Quality Improvement Register to initiate and update improvement actions. The information recorded into this register provides a valuable tool for monitoring and retrospective review of system performance.
- It is important to note that continuous improvement process is a pivotal component of achieving self-assurance of an RTO operation. Continuous improvement should work alongside a centralised forum for coordinating self-assurance such as the management team meeting, compliance risk management and a robust calendar of assurance activities.

Calendar of Assurance Activities

Meditech Training College applies a calendar of assurance activities that will enable it to schedule and conduct all mandatory and quality assurance events throughout the calendar year that will assist the organisation to comply with its obligations but also to create opportunity to identify opportunities for improvement. The calendar of assurance activities includes key activities that relate directly to the sources of information that feed into the systematic approach to continuous improvement.

The following calendar of assurance activities is to be directed by the Chief Executive Officer and all relevant staff member are required to participate in activities.

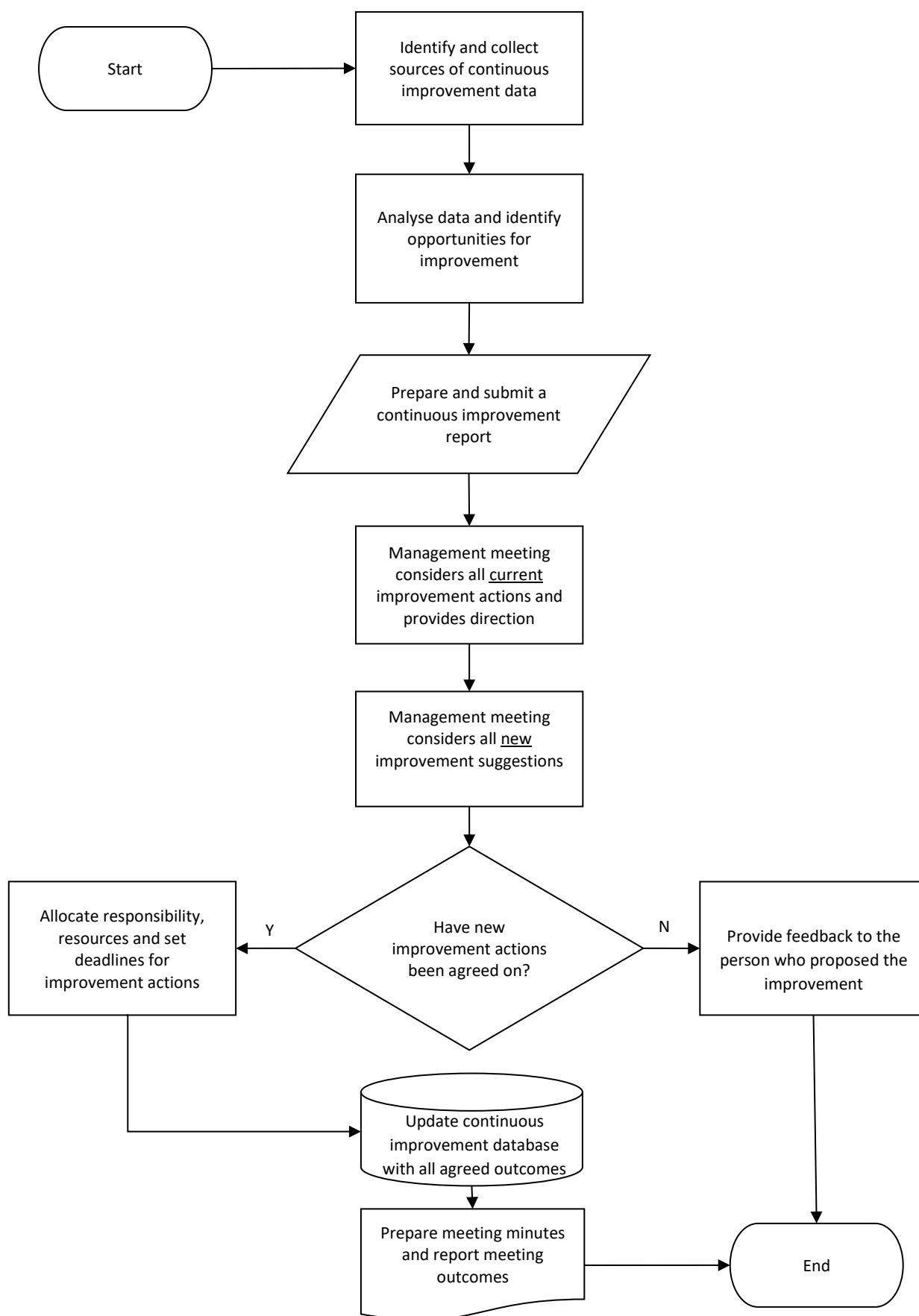
Calendar of Assurance Activities

Month	Activity
January	<p>Management / CI meeting – By 20th January</p> <p>Mandatory PD activity for all staff individual obligations and the year ahead – By 31st January</p> <p>Mandatory PD activity for all training staff on TAE – By 31st January</p> <p>Regulatory information (TGA) review – By 31st January</p> <p>Management / CI meeting – By 31st January</p>

February	<p>Management / CI meeting – By 15th February</p> <p>Delivery site inspections and work placement site visits – By 15th Feb</p> <p>Mandatory reporting – Total VET Activity report to NCVER – By 28th Feb</p> <p>Management / CI meeting – By 28th February</p>
March	<p>Management / CI meeting – By 15th March</p> <p>Assessment validation/moderation event – By 15th March</p> <p>Mandatory reporting – CEO Declaration on Compliance – By 30th March</p> <p>Management / CI meeting – By 30th March</p>
April	<p>Management / CI meeting – By 15th April</p> <p>Mandatory PD activity for all training staff on TAE – By 15th April</p> <p>Trainer competency and currency audit – By 30th April</p> <p>Management / CI meeting – By 30th April</p>
May	<p>Management / CI meeting – By 15th May</p> <p>Annual review of legislative changes – 15th May</p> <p>Policy and procedure review – By 31st May</p> <p>Management / CI meeting – By 31st May</p>
June	<p>Management / CI meeting – By 15th June</p> <p>Mandatory reporting – Quality Indicator Summary Report – By 30th June</p> <p>Management / CI meeting – By 30th June</p>
July	<p>Management / CI meeting – By 15th July</p> <p>Mandatory PD activity for all training staff on TAE – By 15th July</p> <p>Assessment validation/moderation event – By 31st July</p> <p>Management / CI meeting – By 31st July</p>
August	<p>Management / CI meeting – By 15th August</p> <p>Annual assurance risk assessment – 15th August</p> <p>Internal audit on compliance – By 31st August</p> <p>Management / CI meeting – By 31st August</p>
September	<p>Management / CI meeting – By 15th September</p> <p>Fees and payment review – By 15th September</p> <p>Review of information systems – By 30th September</p>

	Management / CI meeting – By 30 th September
October	<p>Management / CI meeting – By 15th October</p> <p>Trainer competency and currency audit – By 15th October</p> <p>Mandatory PD activity for all training staff on TAE – 31st October</p> <p>Assessment validation/moderation event – By 31st October</p> <p>Management / CI meeting – By 31st October</p>
November	<p>Management / CI meeting – By 15th November</p> <p>Financial reporting – 15th November</p> <p>Industry consultation activities – By 15th November</p> <p>Review of training and assessment strategy and practices – By 30th November</p> <p>Management / CI meeting – By 30th November</p>
December	<p>Management / CI meeting – By 15th December</p> <p>Annual trainer survey – By 15th December</p> <p>Marketing and enrolment process review – By 15th December</p>

Continuous Improvement Process



Industry Engagement

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.5 and 1.6.

At Meditech Training College we recognise that engagement with industry representatives is critically important to developing training and assessment strategies and resources that accurately reflect the needs of industry and the expectation of employees.

Standards for Registered Training Organisations require that Meditech Training College's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

That Meditech Training College implements a range of strategies for industry engagement and systematically uses the outcomes of industry engagement to ensure the industry relevance of:

- its training and assessment strategies, practices and resources; and
- the current industry skills of its trainers and assessors

To achieve this requirement, we will apply a number of ways to seek industry feedback on the appropriateness of training and assessment strategies and resources. These include:

- **Industry engagement workshop.** Industry engagement workshops are opportunities to invite employers and other industry representatives to a workshop where training and assessment strategies are presented and discussed. We will also use these opportunities to review a number of resources which typify the intent of the delivery and assessment methods. The outcomes of these opportunities are to be recorded in the form of minutes to enable actions to occur and as a point of reference for future activities. Identified opportunities for improvement are to be recorded using Meditech Training College Continuous Improvement Report.
- **Employer survey.** Employer surveys are part of the Quality Indicator Resources. These survey tools collect quantitative data on the employer's observations of training quality, the work readiness of employees and training conditions. The results from surveys are entered into and collated using the survey database. This software platform also provides reporting on performance using a pre-determined scale of performance indicators. This reporting is very useful to Meditech Training College Management Team.
- **Direct industry engagement.** We will also undertake direct industry engagement. This involves making time to visit a representative selection of employers in their workplace. It will usually involve an interview and a joint review of a resource or strategy with the employer. This may be undertaken by our trainers, assessors or management representatives. The outcomes of direct engagement are to be recorded onto an Industry Engagement Questionnaire. This form records actions to be taken by us

as a result of direct engagement and acts as a point of reference for future activities and quality compliance. Identified opportunities for improvement are to be recorded using Meditech Training College Continuous Improvement Report.

- **Industry Network.** All trainers and assessors are to engage with industry networks, the bodies or industry groups to remain informed about industry developments including changes to industry practices and standards and the introduction of new equipment. The information gathered through engagement networks will contribute directly to the improvement of training and assessment to ensure that learners who complete a training program with Meditech Training College have the most up-to-date skills and knowledge required in the workplace. Staff participation in industry networks also contributes to demonstrating their ongoing currency in their industry. Staff identifying opportunities for improvement to training and assessment resulting from engagement with industry networks are to raise a Continuous Improvement Report and submit this to the management meeting.

Recording Industry Engagement and Responding to Outcomes

It is important that a record of industry engagement be maintained to provide a record for retrospective review in situations such as management team meetings and quality compliance audits. The details of industry engagement such as the method of engagement, the organisation, the representative, the date, the subject of the discussion and the outcomes should be recorded within the industry engagement register within the learner management system. This capability allows the organisation to generate a report of industry engagement completed relevant to a course on the scope of Meditech Training College.

It is also important that outcomes of industry engagement that relate to the improvement of training and assessment be recorded within a Continuous Improvement Report and submit this to the management meeting for review. The continuous improvement mechanism within the Management team meeting is the primary function within Meditech Training College to implement changes to systems (including training and assessment) within the organisation.

Complaint Handling Policy

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 6.1, 6.3, 6.4, 6.5 and 6.6.

Meditech Training College is committed to providing a fair and transparent complaint handling process.

What is a complaint?

A complaint is generally negative feedback about services or people which has not been resolved locally.

Who does this policy apply to?

This policy applies to and may involve issues concerning the conduct of:

- Meditech Training College as an organisation, its trainers, assessors or other staff;
- Third party services provided on behalf of Meditech Training College, its trainers, assessors or other staff; or
- A learner of Meditech Training College

This is an important point to note in understanding that this policy has a broad application and is not simply relevant to complaints that may be made by learners. A complaint may be made by an employer about Meditech Training College or by the trainer about the conduct of the learner. Throughout this policy we refer to the person making a complaint as simply the complainant.

Early Resolution of Complaints

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It is often the case that complaints can be avoided by proper communication and respect between persons involved.

Relationship to Continuous Improvement

Frequently, the complaints handling process will explore weakness in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of complaints handling is very positive and should be actively applied by all persons involved. It is for this reason that complaints received from stakeholders should be seen in a positive light and as opportunities for improvement.

Making a Complaint

A complaint may be received by Meditech Training College in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person.

The complaints policy must be publicly available. This means that the complaints policy and procedure must be published on the Meditech Training College website.

To make a complaint, the person is recommended to complete the Meditech Training College – Complaint Form. This form is available via our website or can be obtained from the Meditech Training College office.

The completed complaint form is to be submitted to the Office Manager either in hard copy or electronically via the following contact details:

Meditech Training College
Level 4
9-13 Redmyre Road
Strathfield NSW 2135

enquiries@meditechtrainingcollege.com.au

If a complainant has any difficulty assessing the required form or submitting the complaint to Meditech Training College, they are advised to contact Meditech Training College immediately at the following phone number:

02 9159 0011

A written record of all complaints is to be kept by Meditech Training College including all details of lodgement, response and resolution. The complaints register within the learner management system is to be used to record the details of the complaint and to maintain a chronological journal of events during the complaint handling process. Records relating to complaints handling must be stored securely to prevent access to unauthorised personnel.

The complaint is referred to the CEO; whereby the CEO reviews the complaint and determines if investigation or consultation is required; or if the matter can be solved internally.

Complaints are to be handled in the strictest confidence. NO Meditech Training College representative is to disclose information to any person without the permission of Meditech Training College CEO. A decision to release information to third parties can only be made after the complainant has given permission for this to occur. This permission should be given using the Information Release Form.

Communicating the Complaint Handling Policy and Procedure

The complaints handling policy must be:

- Publicly available on the Meditech Training College Website

- Integrated into the Meditech Training College Learner Handbook
- Included in the Meditech Training College Policy and Procedure

Complaint Handling Timeframe

- Written acknowledgement by Meditech Training College **no later than 24 hours** from the time the complaint is received. This acknowledgement is intended to provide the complainant assurance that Meditech Training College has received the complaint and will review the relevant issues and provide a response as soon as practical. The acknowledgement must inform the person that they will receive a written response.
- The handling of a complaint is to commence within **seven (7) working days** of the lodgement of the complaint and all reasonable measures are taken to finalise the process as soon as practicable.
- A written response must be provided to the complainant within **fourteen (14) working days** of the lodgement of the complaint.
- As a benchmark, Meditech Training College should attempt to resolve complaints as soon as possible. A timeframe to resolve a complaint within **thirty (30) calendar days** is considered acceptable and in the best interest of Meditech Training College and the complainant.
- A complainant should also be provided with regular updates to inform them of the process of the complaint handling. Updates should be provided to the complainant at a minimum of **two (2) weekly intervals**.
- Complaints must be resolved to a final outcome within **sixty (60) calendar days** of the complaint being initially received. Where Meditech Training College Chief Executive Officer considers that more than 60 calendar days are required to process and finalise the complaint, the CEO must inform the complainant in writing, including reasons why more than 60 calendar days are required.

Principles of Natural Justice and Procedural Fairness

A complainant is to be provided an opportunity to formally present his or her case at no cost. The principles of Natural Justice and Procedural Fairness must be incorporated into the complaint handling process to ensure that decision-making is fair and reasonable. Natural justice must be observed when it affects the rights, interests or legitimate expectations of individuals. The following principles are to be applied:

- **CEO bias.** Where the Chief Executive Officer of Meditech Training College feels that they may have bias or there is a perception of bias process or where the person making the complaint is not satisfied with how the matter has been handled, the complainant is to be referred directly to an independent third-party for consideration and response.
- **Responding to Allegations.** Where a complaint involves one person making allegations about another person, it is a requirement for Meditech Training College to hear both sides of the matter before making any judgements about the complaint should be settled. A person who will be affected by a decision made by Meditech Training College as a result of a complaint has the right to be fully informed of any allegations and to be provided adequate opportunity to be heard and respond. The person has the right to:
 - Put forward arguments in their favour,
 - Show cause why a proposed action should not be taken,
 - Deny allegations
 - Call for evidence to disprove allegations and claims,
 - Explain allegations or present an innocent explanation, and
 - Provide mitigating circumstances (information aimed at reducing the severity, seriousness of something).

Meditech Training College also has an obligation to fully consider the substance of allegations and the response provided by parties before making a decision. Decisions must be communicated to the complainant and relevant person's subject of allegations in writing. This is to include advising these persons of their right to seek a third-party review of decisions made by Meditech Training College.

- **Referring matters to authorities.** Where an allegation is made that involves alleged criminal or illegal activity and it is considered outside the scope and expertise of Meditech Training College to investigate the matter, then in these circumstances Meditech Training College reserve the right to report these allegations to law enforcement authorities. Persons related to the matter involving alleged criminal or illegal activity will be advised in writing if this course of action is being taken.

- **Third Party Review.** Where the person making a complaint is not satisfied with the handling of the matter by Meditech Training College, they have the opportunity for a body or person that is independent of Meditech Training College to review his or her complaint following the internal completion of complaint handling process. Before a person seeks a review by an independent third party, they are requested to first allow Meditech Training College to fully consider the nature of the complaint and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they have the right then seek a review by an independent third party. To request a review by an independent third party, the complainant should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

In these circumstances, the Meditech Training College Chief Executive Officer will advise of an appropriate party independent of Meditech Training College to review the complaint outcome (and its subsequent handling) and provide advice to Meditech Training College in regards to the recommended outcomes. The independent third-party is required to respond with their recommendations within **fourteen (14) working days** of their review being requested. This advice is to be accepted by Meditech Training College as final, advised to the person making a complaint in writing and implemented without prejudice.

Where the Meditech Training College appoints or engages an appropriate independent person to review a complaint, the Meditech Training College will meet the full cost to facilitate the independent review.

Unresolved Complaints

Once the complaint handling process has concluded; where the person making a complaint remains not satisfied with the outcome of the complaint handling procedure, the person is to be advised that they have the right to refer the matter to any external authority/agency that may be relevant to their complaint.

The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

- In relation to consumer related issues, the person may refer their complaint to the **Office of Fair Trading**.
- In relation to the delivery of training and assessment services, the person may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at <https://www.dewr.gov.au/national-training-complaints-hotline>
- In relation to matters relating to privacy, the person may refer their complaint to the **Office of the Australian Information Commissioner** via the following details:
<https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint> or call on 1300 363 992

This guidance is also communicated to learners within the Learner Handbook and also within the publicly available policies and procedures on Meditech Training College website. It is expected that the above agencies will investigate the persons concerns and contact the Meditech Training College for information. External agencies will typically request a copy of any record of how the complaint was handled from the person. Meditech Training College is to ensure that the person is provided with a written response that they may use for this purpose.

The Meditech Training College is to cooperate fully with agencies such as the National Training Complaints Service, the Office of Fair Trading or ASQA that may investigate the handling of a complaint. Meditech Training College considers that it would be extremely unlikely that a complaint is not able to be resolved quickly within Meditech Training College internal arrangements.

Record Management of Complaint Records

Records relating to complaints will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the complainant or generated by Meditech Training College. There is also a record of the complaint maintained within the Meditech Training College learner management system. This includes the details about the complaint and a diary log which records the progress of the complaint handling and closure. This record also records identified opportunities for improvement that result from complaints handling.

All records regardless of their format will be saved in a digital format into a secure folder located on the Meditech Training College file storage. Each file is to be clearly labelled with the document title or subject and the date of which the document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer. Records stored on the learner management system are to be accessible only to administrators and managers.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.
- Records must be kept confidential to safeguard information and to protect the privacy of complainants.
- Records must be kept to avoid damage by fire, flood, termites or any other pests.
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed-up off site.

A correspondence record must be made for each complainant making a complaint. All email and letter communication should be retained with the complainant correspondence record within the complaint handling file.

Period of retention of Complaints Records

Meditech Training College is to retain records relating to complaints handling for a minimum of five (5) years.

Destruction of Complaints Records

Meditech Training College CEO is the only person who can authorise (in writing) the destruction of complaint handling records. Records are only to be authorised for destruction after the retention period has lapsed. Documents identified for destruction are to be shredded before being recycled.

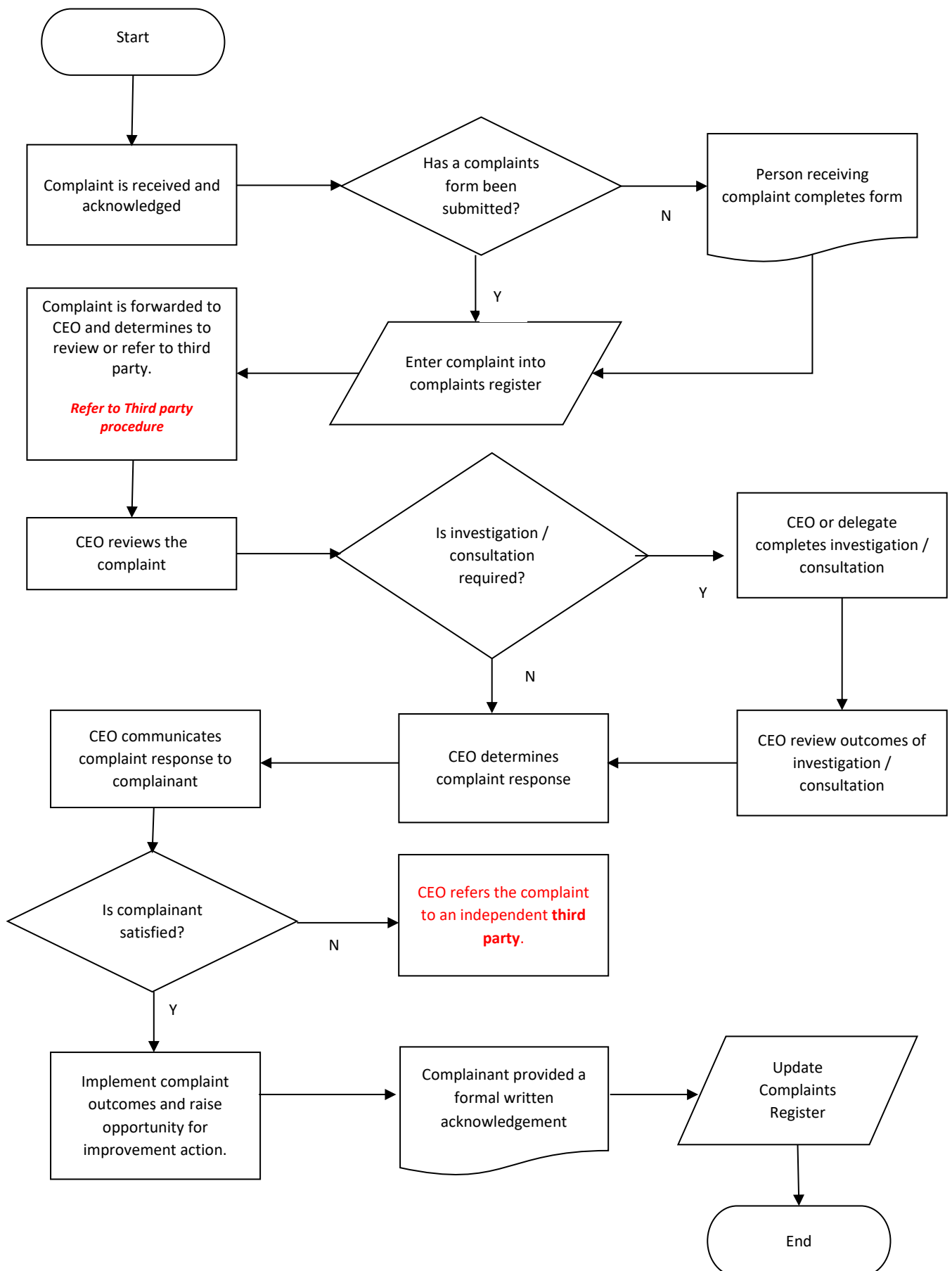
Complaint Handling Procedure

Meditech Training College will apply the following procedure to its complaint handling:

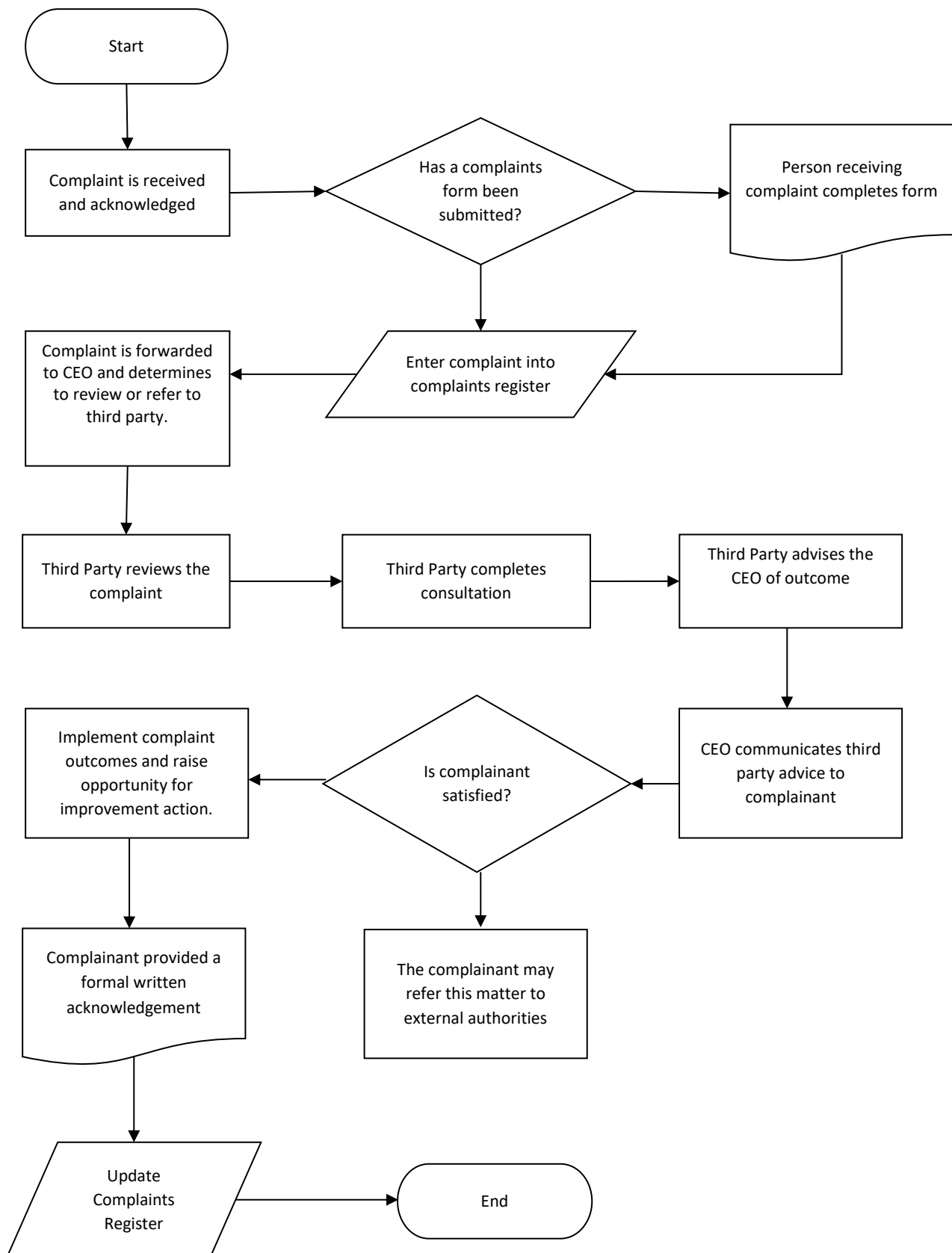
- a) A complaint may be received in any form (written or verbal) although persons seeking to make a complaint are recommended to complete the complaint form which is available to them on the website. There is no time limitation on a person who is seeking to make a complaint.
- b) The complainant must be provided a written acknowledgement as soon as possible and no later than 24 hours from the time the complaint is received using the written acknowledgement email template. The acknowledgement must inform the complainant that they will receive a written response within 14 days and explain the complaints handling process and the person's rights and obligations.
- c) The complaint must be entered into the complaints and appeals register. The complaints and appeals register identifies the complainant, relation with Meditech Training College, nature of complaint, findings/outcomes, any links with the Continuous Improvement report and the dates received & closed. Prior to entering the complaint form into the register, check if the person has not already submitted a complaint, if it is accurately recorded or if it has been recorded as a subsequent contact.
- d) The complaint is forwarded to the Chief Executive Office for review. The CEO will determine if the complaint requires further investigation or consultation.
- e) Where a complaint is made about or involves allegations about another person, Meditech Training College is obliged to inform this person about this complaint or allegation and provide them the opportunity to respond and present information in response to the issues raised.

- f) Where a complaint is received by Meditech Training College which involve allegations about alleged criminal conduct, Meditech Training College are to recommend the person making the complaint refer the matter to the relevant State or Territory Police Service.
- g) The CEO reviews the outcomes of the investigation/consultation and determines the complaint response within an acceptable timeframe. The complaints response letter template can be used to identify the findings and outcomes to the complainant.
- h) Meditech Training College shall maintain the enrolment of the complainant during the complaint handling process.
- i) Decisions or outcomes of the complaint handling process that find in favour of the learner shall be implemented immediately.
- j) The complainant is entitled to be heard with access to all relevant information and with the right of reply ensuring natural justice and procedural fairness is applied at every stage of the complaint process.
- k) Meditech Training College must request written acknowledgement from the complainant once the complaint has been resolved.
- l) Complaint handling procedures should conclude with an analysis of the circumstances to identify any opportunities for improvement.
- m) The complaint must be accurately updated and recorded in the Complaints Register.

Complaints Handling Process



Third Party Review Process



Appeals Handling Policy

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 6.2, 6.3, 6.4, 6.5 and 6.6.

Meditech Training College is committed to providing a fair and transparent appeals handling process.

What is an Appeal?

An appeal is an application by a learner for reconsideration of an unfavourable decision or finding during their time with Meditech Training College. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within twenty-eight (28) working days of the decision or finding being informed to the learner.

It is important to note that a learner may appeal any decision made by Meditech Training College or a third-party providing services on Meditech Training College's behalf. Contrary to the popular belief that appeal relates only to assessment decisions, appeals can relate to administrative decisions that Meditech Training College may make. Examples of this include an appeal of a decision to deny a refund or to deny an application for credit transfer. As the process for handling assessment appeal compared with an appeal of an administrative decision is slightly different, this difference has been catered for within this policy with adjusted processes for both situations.

Who does this policy apply to?

This policy applies to and may involve issues concerning the conduct of:

- Meditech Training College as an organisation, its trainers, assessors or other staff;
- Third party services provided on behalf of Meditech Training College, its trainers, assessors or other staff; or
- A learner of Meditech Training College

Throughout this policy we refer to the person making an appeal as simply the appellant.

Early Resolution of Appeals

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It is often the case that the learner's decision to make an appeal can be avoided by proper communication and consultation with learners at the time a decision is made.

Relationship to Continuous Improvement

Frequently, the appeals handling process will expose weakness in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of appeals handling is very positive and should be actively applied by all persons involved. It is for this reason that appeals received from stakeholders should be seen in a positive light and as opportunities for improvement.

Making an Appeal

An appeal may be received by Meditech Training College in writing using the specified form within twenty-eight (28) working days of the decision or finding being informed to the person.

To appeal a decision, the person is required to complete the Meditech Training College – Request for an Appeal of a Decision form. This form is available via our website. The completed Request for an Appeal form is to be submitted to the Office Manager either in hard copy or electronically via the following contact details:

Meditech Training College
Level 4
9-13 Redmyre Road
Strathfield NSW 2135

enquiries@meditechtrainingcollege.com.au

If a person seeking an appeal has any difficulty assessing the required form or submitting the appeal to Meditech Training College, they are advised to contact Meditech Training College immediately at the following phone number:

02 9159 0011

A written record of all appeals is to be kept by Meditech Training College including all details of lodgement, response and resolution. The appeals register within the learner management system is to be used to record the details of the appeal and to maintain a chronological journal of events during the appeal handling process. Records relating to appeal handling must be stored securely to prevent access to unauthorised personnel.

The appeal is referred to the CEO; whereby the CEO reviews the appeal and determines if re-assessment, investigation or consultation is required; or if the matter can be solved internally.

Appeals are to be handled in the strictest of confidence. No Meditech Training College representative is to disclose information to any person without the permission of Meditech Training College CEO. A decision to release information to third parties can only be made after the appellant has given permission for this to occur. This permission should be given using the Information Release Form.

Communicating the Appeals Handling Policy and Procedure

The appeals handling policy and procedure must be:

- Publicly available on the Meditech Training College Website
- Integrated into the Meditech Training College Learner Handbook
- Included in the Meditech Training College Policy and Procedure Handbook

Appeals Handling Timeframe

- Written acknowledgement by Meditech Training College **no later than 24 hours** from the time the appeal is received. This acknowledgement is intended to provide the appellant assurance that Meditech Training College has received the appeal and will review the relevant issues and provide a response as soon as practical. The acknowledgement must inform the person that they will receive a written response.
- The handling of an appeal is to commence within **seven (7) working days** of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable.
- A written response must be provided to the appellant within **fourteen (14) working days** of the lodgement of the appeal, including details of the reasons for the outcome.
- Where an appellant is not satisfied with the handling of the appeal by Meditech Training College, a body or person from an independent third party can be requested to review the appeal. The third-party is required to respond to with their recommendations within **fourteen (14) working days** of their review being request.
- Appeals must be lodged within **twenty-eight (28) working days** of the decision or finding being informed to the person. An appeal must be submitted using the Meditech Training College – Request for an Appeal of a Decision form.
- As a benchmark, Meditech Training College should attempt to resolve appeals as soon as possible. A timeframe to resolve an appeal within **thirty (30) calendar days** is considered acceptable and in the best interest of Meditech Training College and the appellant.

- An appellant should also be provided with regular updates to inform them of the process of the appeal handling. Updates should be provided to the appellant at a minimum of **two (2) weekly intervals**.
- Appeals must be resolved to a final outcome within **sixty (60) calendar days** of the appeal being initially received. Where Meditech Training College Chief Executive Officer considers that more than 60 calendar days are required to process and finalise the appeal, the CEO must inform the appellant in writing, including reasons why more than 60 calendar days are required.

Principles of Natural Justice and Procedural Fairness

An appellant is to be provided an opportunity to formally present his or her case at no cost. Each appellant may be accompanied and/or assisted by a support person at any relevant meeting. The principles of Natural Justice and Procedural Fairness must be incorporated into every stage of the appeals handling process to ensure that decision-making is fair and reasonable. Natural justice must be observed when it affects the rights, interests or legitimate expectations of individuals. The following principles are to be applied:

- **CEO bias.** Where the Chief Executive Officer of Meditech Training College feels that they may have bias or there is a perception of bias process or where the person making the appellant is not satisfied with how the matter has been handled, the appellant is to be referred directly to an independent third-party for consideration and response. This means that the appellant is entitled to have their appeal heard by a person that is without bias and may not be affected by the decision. The decision must be made on logical evidence and the decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations.
- **Third Party Review.** Where the appellant is not satisfied with the handling of the matter by Meditech Training College, they have the opportunity for a body or person that is independent of Meditech Training College to review his or her appeal following the internal completion of the appeal handling process. Before a person seeks a review by an independent third party, they are requested to first allow Meditech Training College to fully consider the nature of the appeal and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they have the right then seek a review by an independent third party. To request a review by an independent third party, the appellant should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

In these circumstances, the Meditech Training College Chief Executive Officer will advise of an appropriate party independent of Meditech Training College to review the appeal outcome (and its subsequent handling) and provide advice to Meditech Training College in regards to the recommended outcomes. The independent third-party is required to respond with their recommendations within **fourteen (14) working days** of their review being requested. This advice is to be accepted by Meditech Training College as final, advised to the person making a appeal in writing and implemented without prejudice.

Where the Meditech Training College appoints or engages an appropriate independent person to review an appeal the Meditech Training College will meet the full cost to facilitate the independent review.

Unresolved Appeals

Once the appeals handling process has concluded; where the person seeking an appeal of a decision remains not satisfied with the outcome of the appeals handling procedure, the person is to be advised that they have the right to refer the matter to any external authority/agency that may be relevant to their appeal. The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

- In relation to consumer related issues, the person may refer their matter to the **Office of Fair Trading**.
- In relation to the delivery of training and assessment services, the person may refer their matter to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at <https://www.education.gov.au/NTCH>
- In relation to matters relating to privacy, the person may refer their matter to the **Office of the Australian Information Commissioner** via the following details: <https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint> or call on 1300 363 992

This guidance is also communicated to learners within the Learner Handbook and also within the publicly available policies and procedures on Meditech Training College website. It is expected that the above agencies will investigate the persons concerns and contact the Meditech Training College for information. External agencies will typically request a copy of any record of how the appeal was handled from the person. Meditech Training College is to ensure that the person is provided with a written response that they may use for this purpose.

Meditech Training College is to cooperate fully with agencies such as the National Training Complaints Service, the Office of Fair Trading or ASQA that may investigate the handling of an appeal. Meditech Training College considers that it would be extremely unlikely that an appeal is not able to be resolved quickly within Meditech Training College internal arrangements.

Record Management of Appeals Records

Records relating to appeals will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the appellant or generated by Meditech Training College. There is also a record of the appeal maintained within the Meditech Training College learner management system. This includes the details about the appeal and a diary log which records the progress of the appeal handling and closure. This record also records identified opportunities for improvement that result from appeals handling.

All records regardless of their format will be saved in a digital format into a secure folder located on the Meditech Training College file storage. Each file is to be clearly labelled with the document title or subject and the date of which the document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer. Records stored on the learner management system are to be accessible only to administrators and managers.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.
- Records must be kept confidential to safeguard information and to protect the privacy of complainants.
- Records must be kept to avoid damage by fire, flood, termites or any other pests.
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed-up off site.

Period of retention of Appeals Records

Meditech Training College is to retain records relating to appeals handling for a minimum of five (5) years.

Destruction of Appeals Records

Meditech Training College CEO is the only person who can authorise (in writing) the destruction of appeals handling records. Records are only to be authorised for destruction after the retention period has lapsed. Documents identified for destruction are to be shredded before being recycled.

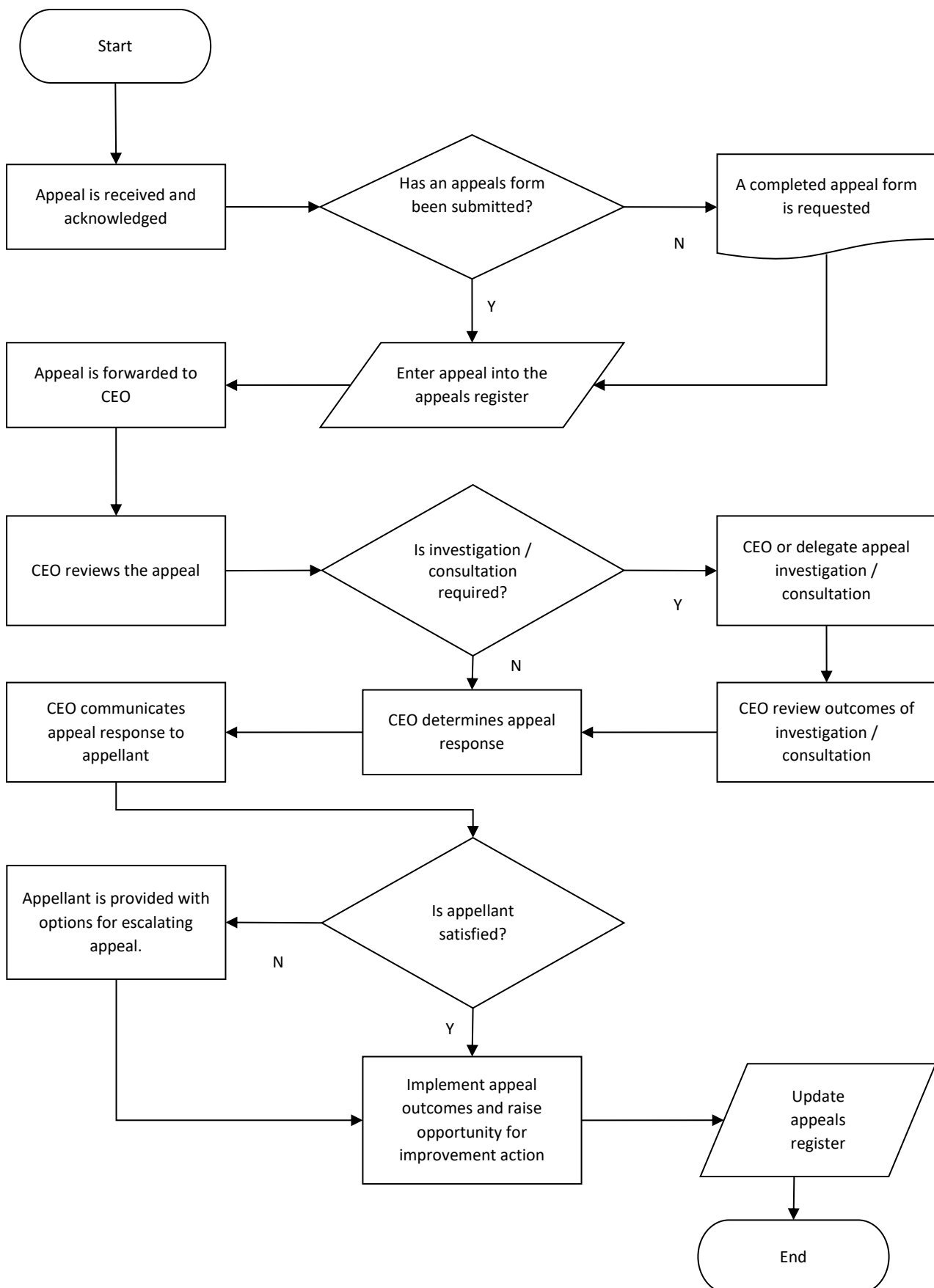
Appeals Handling Procedure

Meditech Training College will apply the following procedure to its appeals handling:

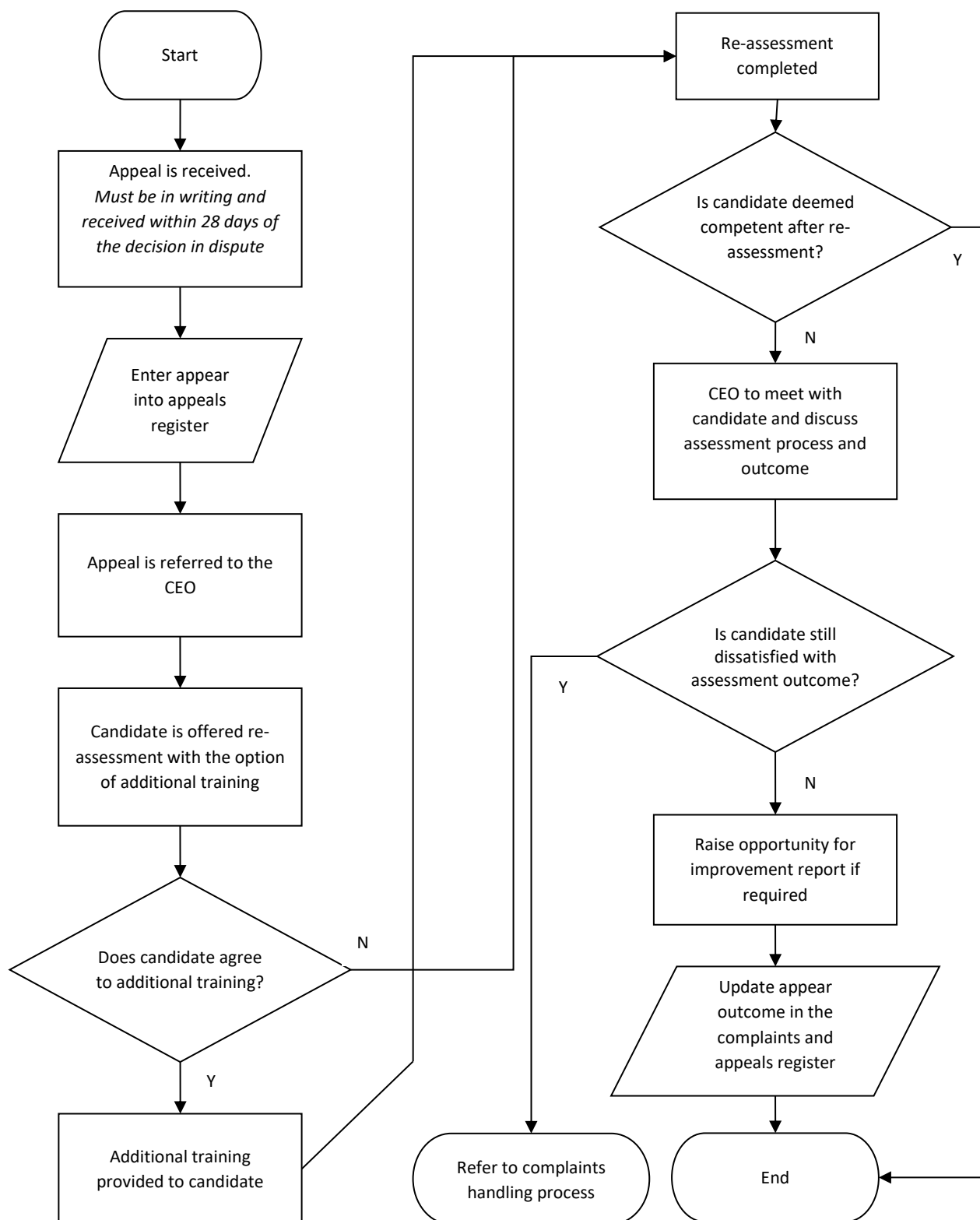
- n) An appeal must be received in writing using the Request an Appeal of a Decision form. Appeals must be lodged within twenty-eight (28) working days of the decision or finding being informed by the person.
- o) The complainant must be provided a written acknowledgement as soon as possible and no later than 24 hours from the time the appeal is received using the appeals written acknowledgment email template. The acknowledgement must inform the appellant that they will receive a written response within 14 days to explain the appeals handling process and the person's rights and obligations.
- p) The appeal must be entered into the complaints and appeals register. The complaints and appeals register identifies the appellant, relation with Meditech Training College, nature of appeal, findings/outcomes, any links with the Continuous Improvement report and the dates received & closed. Prior to entering the appeals form into the register, check if the person has not already submitted an appeal, if it is accurately recorded or if it has been recorded as a subsequent contact.
- q) The appeal is forwarded to the Chief Executive Office for review. The CEO will determine if the appeal requires further investigation or consultation (administrative appeal) or if the appellant is offered re-assessment with the option of additional training (assessment appeal).
- r) The CEO reviews the outcomes of the investigation/consultation and determines the appeal response within an acceptable timeframe. The CEO is to use the appeals response letter template to advise the appellant of the findings and outcomes.
- s) Meditech Training College shall maintain the enrolment of the appellant during the appeals handling process.
- t) Decisions or outcomes of the appeals handling process that find in favour of the learner shall be implemented immediately. If this is an assessment appeal, the candidate may agree to additional training whereby Meditech Training College must provide this to the candidate and re-assessment must be completed. If the candidate is deemed not competent after re-assessment, they must meet with the Meditech Training College Chief Executive Officer to discuss the assessment process and outcome.
- u) The appellant is entitled to be heard with access to all relevant information and with the right of reply ensuring natural justice and procedural fairness is applied at every stage of the appeals process. If the appellant is dissatisfied with the appeal decision, they are to be referred to the complaints handling process.
- v) Meditech Training College must request written acknowledgement from the appellant once the appeal has been determined.

- w) Appeals handling procedures should conclude with an analysis of the circumstances to identify any opportunities for improvement.
- x) The appellant must be accurately updated and recorded in the Complaints and Appeals Register.

Administrative Appeals Handling Process



Assessment Appeals Handling Process



Learner Enrolment and Completion

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 5.1, 5.2 and 5.3.

At Meditech Training College our approach to enrolment and induction is to provide a pathway for learners to make informed decisions about their training and assessment and enter a training pathway that is the right for the learner and their current or future employer.

Identifying Learner Needs

We strive to identify a learner's needs during the enrolment process to ensure that our services to each individual learner are appropriately adjusted to allow for their unique requirements.

To achieve this, we will:

- Provide persons making an enquiry with accurate and ethical marketing and pre-enrolment information that enables them to make confident and suitable decisions about selected training programs;
- Conduct a one-on-one enrolment interview either face-to-face or over the telephone to individually assess the persons needs and circumstances and provide them information about their rights and obligations;
- Provide information about special requirements for their desired training program and pathways to obtain these;
- Provide information about the occupational outcomes produced by their selected program and discuss how these align with their occupational goals and aspirations;
- Validate that applicants meet the entry requirements for their selected program to ensure that they have the greatest opportunity for success and completing the course;
- Determine if the applicant has the required access to information technology including modern computer systems and access to the internet if applicable;
- Determine that the applicant has any need for reasonable adjustment at the point of enrolment to allow training programs to be suitably adjusted;
- Ensure there are no unnecessary barriers for persons to participate in the training program of their choice;
- Provide comprehensive administrative support that allows the applicant to complete enrolment efficiently and commence training at an agreed time and place; and

- Inform applicants about alternate pathways to training such as credit transfer or current competency or recognition of prior learning.

Provision of Pre-Enrolment Information

The Standards for Registered Training Organisations under Standard 5 identify that each learner is properly informed and protected either prior to enrolment or the commencement of training and assessment. At Meditech Training College we achieve this by providing prospective learners with the following three pre-enrolment information sources:

- **Learner Handbook.** The learner handbook is the primary information vehicle to inform learners about their rights and obligations prior to their enrolment. Ideally, the learner handbook is supplied electronically as a PDF document. It is important that this document is professionally presented as it reflects the quality of the organisation.

The learner handbook is effectively the policy manual for all the learner's participation in training and engagement with Meditech Training College. It should constitute a valuable information source for the learner who can reference the handbook when the learner has questions about their course participation.

The learner handbook should contain information on the following topics for the learner:

- Introduction to Meditech Training College;
- Parking arrangements;
- Public transport options;
- Meal options;
- Our expectation of you;
- Training safety arrangements;
- Equity and diversity support arrangements;
- Privacy arrangements;
- Refund policy;
- Learner access to records;
- Continuous improvement arrangements;

- Assessment arrangements;
 - Re-assessment policy;
 - Language, literacy & numeracy skills;
 - Education support services;
 - Making complaints & appeals; and
 - Recognition of existing skills & knowledge.
- **Course Brochure.** The course brochure is the primary means of informing prospective learners about the services to be provided in relation to a specific course leading to a qualification or units of competency. Course information can be displayed on the website and is available in a downloadable PDF for the learner to print and review. A course brochure will also be sent to the learner via email as pre-enrolment information.
- The course brochure should contain the following minimum information:
- the nationally endorsed outcome by code and title;
 - the expected duration of the course;
 - the entry requirements or prerequisites;
 - the mode of delivery of training and assessment;
 - the units of competency that comprise the course;
 - the assessment requirements to successfully complete the course;
 - learner resource requirements;
 - the expected locations for delivery;
 - identify clearly any third-party providers (if applicable);
 - identify any work placement arrangements;
 - the expected occupational outcomes;
 - contact details for Meditech Training College; and

- Identify the RTO by its national code and legal name.
- **Schedule of Fees and Charges.** The schedule of fees and charges provides a central place where the nominated fees and charges to participate in services with Meditech Training College are listed.

Schedule of fees and charges should contain the following information:

- the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling in a training program;
- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- the nature of the guarantee given by Meditech Training College to honour its commitment to deliver services and complete the training and/or assessment once the learner has commenced study;
- any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing learners, group bookings etc;
- information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services;
- the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results and the options available to learners who are deemed not yet competent on completion of training and assessment; and
- Meditech Training College refund policy.

Identifying Training Needs

The primary purpose of the initial contact process is to establish the needs of the client and ensure the client receives all pre-enrolment information applicable to the program they are interested in.

Establishing the client needs is important to ensure that those clients enrolling in programs are aligned to training and assessment that meets their vocational requirements in the industry of their choice. By providing clients with pre-enrolment information early, we are also enquiring that prospective learners are informed about their rights and obligations, about the training and assessment services to be provided and about the fee payment and refund arrangements.

There will be times when Meditech Training College staff are contracted by potential clients (quite often these contacts will be employers) for information pertaining to available training. Meditech Training College staff should establish a positive client relationship from the start. How questions and answers

are provided to the client, may make a big difference between securing an ongoing relationship or losing them to a competitor. Staff responding to inquiries is to do so courteously and professionally.

The following are guidelines that are to be applied when engaging with an enquiring person:

- Try to establish over the phone which training program would be most appropriate. If the person really needs a training program that is not on Meditech Training College scope of registration, advise the person that they are not able to provide the training and tell them how they can find a course that better suits their needs. One way of doing this is to direct them to <http://training.gov.au> or refer the person to an Apprentice Network Provider.
- If the person's needs do align with one of Meditech Training College training programs, inform the person of the Meditech Training College delivery model and the choices they have in the scheduling of training to suit their circumstances.
- Obtain an email address from the person and send them via email a copy of the learner handbook, a copy of the fee schedule, a copy of the course brochure applicable to the program they have enquired about, a copy of the USI Fact Sheet and a copy of the enrolment application form.
- **Please note.** It is important to stress to a person making an enquiry that they are advised to read carefully the material that is being sent to them, as this informs them about the services to be provided and their rights as a consumer under Australian Consumer Law ([Click here](#)).
- If the person requests to proceed with enrolment, provide them with instructions on completing the enrolment application form and sending it to Meditech Training College via email or fax.
- Arrange a time for the person to conduct an enrolment interview with a Meditech Training College representative either in person or over the phone.

Consumer Protection

It is important to stress to a person making an enquiry that they are advised to read carefully the materials Meditech Training College sends to them as this informs the potential learner about the services being provided and their rights as a consumer under Australian Consumer Law.

If a learner undertakes a vocational education and training course, they are protected under Australian Consumer Law and under State and Territory consumer protection laws. These protections include areas such as unfair contract terms, the consumer guarantees, to statutory a cooling-off period, and unscrupulous sales practices. By agreeing to enrolment and by signing an enrolment form, the learner is agreeing to the terms and conditions of the enrolment. Further information on the learner rights and responsibilities can be found in the Meditech Training College learner handbook.

Learners can find out more information about their rights as a consumer from the Australian Consumer Law website which includes a range of helpful guides relating to specific areas of protection ([Australian Consumer Law](#)).

Changes to terms and condition

If at any time there is a change to the agreed services to be provided or policies relating to the learner's rights and the payment of fees and other charges, Meditech Training College must advise current learners in writing (email) prior to any of these changes coming into effect. This includes changes in relation to new third-party arrangements or changes to ownership of Meditech Training College.

Learners are to be notified of any changes to terms and conditions 28 days prior to these changes coming into effect. On being informed of these changes, learners have the right to appeal the decision of Meditech Training College if the decision effects the terms of their enrolment or the services agreed to at the beginning of their enrolment. The appeal of any decision is to be handled in accordance with the Appeals Policy and Procedure.

Learner Enrolment Process

The enrolment processes below outline three (3) different enrolment procedures, these include:

- Short Course / Unit of Competency Course only
- Full Qualification, Fee for Service
- Full Qualification, Funded Training

Short Course / Unit of Competency Course Procedure

Meditech Training College will apply the following enrolment procedure and associated process diagram for detailed information on the steps to be taken to engage and induct a learner into a short course or unit only program.

- a) Receive the enrolment application form and check that is completed correctly. Take note of any individual learner needs and LLN suitability that the person has identified. If the learner requires specialist support, contact the learner and suggest specialist support options and outline a pathway for the learner to return for enrolment.
- b) Confirm payment of tuition fees once enrolment application form has been received.
- c) Complete and process the enrolment application and record any support needs applicable to the learner and alert training staff of these.

- d) Issue the learner with an enrolment confirmation letter and receipt for tuition fees.
- e) Issue learning materials applicable to the enrolled training program to the learner and notify the allocated trainer of the learner's commencement.

Full Qualification - Fee for Service Procedure

Meditech Training College will apply the following enrolment procedure and associated process diagram for detailed information on the steps to be taken to fully engage with and induct as a learner into a fee for service course program offered by Meditech Training College.

- a) Receive the enrolment application form and check that it is completed correctly. Take note of any individual needs and LLN suitability the person has identified. Contact the person and arrange a suitable time to undertake an enrolment interview.
- b) Undertake an enrolment interview (in person or by phone) to:
 - Determine the applicant's career/work objectives. Why are they seeking this course?
 - Assess the person's individual needs and circumstances and present /discuss support options available to the person both within Meditech Training College and those available through specialist service providers;
 - Inform the person about opportunities for recognition of their prior learning or current competence;
 - Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties;
 - Confirm the person received all required pre-enrolment information and talk through the person's rights and obligations, confirm fee payment arrangements and the services to be provided;
 - Explain the training and assessment services involved in the relevant training program;
 - Highlight the delivery model and assessment methods that will be used throughout the training program;
 - Explain the requirements applicable to the USI; and

- Confirm the next step to complete the enrolment process and commence their training program.
- c) Complete the enrolment application and create the learner profile within the learner management system.
- d) Enter and verify the learners USI or create the learner's USI. Please refer to the USI website for the proof of ID requirements and options: <https://www.usi.gov.au/about/forms-identification>
- e) Create a training plan according to the learner's and/or employer's requirements. Ensure the allocated units of competency reflect the learners training needs.
- f) Record any support arrangements for arrangements (if applicable) to cater for the learner's individual needs within the learner management system. Inform training staff of these requirements and schedule a reminder for the allocated trainer prior to the commencement of the learner's program.
- g) Raise a hard copy learner file complete with the enrolment application form, proof of identity, and enrolment interview record and course schedule.
- h) Make an appointment to visit the learners nominated work placement location and point of contact.
- i) Prepare a learner confirmation of enrolment letter and invoice for tuition fees (initial payment) and send these to the learner via their supplied email.
- j) Confirm payment of tuition fees prior to the commencement of the training program and visit the work placement venue.
- k) Issue learning materials applicable to the enrolled training program to the learner and notify the allocated trainer of the learner's commencement and send both an introductory email.

Full Qualification - Funded Procedure

Meditech Training College will apply the following enrolment procedure and associated process diagram for detailed information on the steps to be taken to fully engage with and induct as a learner into a funded course program offered by Meditech Training College.

The following procedure is a general funding procedure.

- a) Receive enquiry notification from the Australian Apprenticeship Centre.
- b) Provide all course information and explain all pre-enrolment information. Select the appropriate course.

- c) Commence the enrolment application form and undertake an interview with the learner (in person or by phone) to:
- Assess the learner's individual needs and circumstances;
 - Inform the learner of their rights and obligations;
 - Inform the learner about their opportunities for RPL and credit transfer; and
 - Establish the learner's individual needs and circumstances and determine if the learner meets the entry requirements.

Following consideration of these issues, if the learner is continuing with their enrolment, the remaining enrolment actions are required.

- a) Enter and verify the learners USI or create the learner's USI. Please refer to the USI website for the proof of ID requirements and options: <http://usi.gov.au/Learners/Pages/proof-of-ID.aspx>
- b) Quote the fee applicable to the course selected.
- c) Create the learner's commitment ID.
- d) Apply the fee exemption or take payment according to fees schedule.
- e) Complete learner enrolment forms create the learner profile within the learner management system.
- f) Develop a training plan for each approved qualification that the enrolled learner is receiving subsidised training for. Ensure allocated units of competency reflect the learner's training needs. Ensure the training plan is signed and agreed upon by the learner.
- g) For Traineeships and Apprenticeships, Meditech Training College must develop a full training plan within 12 weeks and gain approval from the learner and the employer. (Refer to governing body traineeship and apprenticeship contracts).
- h) Record any support arrangements for arrangements (if applicable) to cater for the learner's individual needs within the learner management system. Inform training staff of these requirements and schedule a reminder for the allocated trainer prior to the commencement of the learner's program.
- i) Raise a hard copy learner file complete with the enrolment application, proof of identify, enrolment interview record, learner commitment ID, training plan and course schedule.

- j) Prepare a learner confirmation of enrolment letter and invoice of tuition fees and send these to the learner via email.
- k) Learning materials applicable to the enrolled training program are to be sent to the learner.
- l) For Traineeships and Apprenticeships, 3-month probation period will be applied. Once the probation period has been completed, the learner's apprenticeship or traineeship is considered to be registered.

Orientation

Meditech Training College will conduct an orientation process prior to the learner's course commencement. The purpose of orientation is to help new learner's transition into their study, welcome them to Meditech Training College and introduce the learner to the facilities, trainers and general rules.

Short Course or Unit Only courses involve a short 10-minute opening presentation which covers the following:

- What the learner will need
- What is required from the learner whilst undertaking their course
- Safety arrangements
- General rules i.e. use of mobile phones, smoking,
- Access to amenities
- Access to Resources

Full Qualifications involve a more comprehensive orientation process. Meditech Training College will provide an in-depth presentation followed by a tour of the facilities. The following information is covered throughout the learner's orientation:

- the purpose of the course
- the qualification they are undertaking
- the outcome required in terms of workplace
- the units of competency to be covered
- assessment requirements

- attendance requirements including recording attendance
- equipment and resources they will need to provide
- equipment and resources they can access at the RTO
- study load requirements relating to things like self-paced learning
- IT access arrangements
- a brief on any work placement requirement applicable
- any rules such as mobile phones, smoking, information technology access or use
- behaviour expectation, discrimination or harassment policy, disciplinary arrangements
- support arrangements including where to go if they need assistance
- the support services which are available
- confirmation of any fee payment requirements
- how to provide feedback or to raise a complaint or appeal
- security and personal safety including lockdown procedures
- emergency evacuation arrangements
- first aid arrangements
- administrative requirements including providing a learner digital image, monitoring progress
- points of contact

On the day of the first scheduled training the nominated trainer is required to:

- Engage with learners identified as requiring support services during the enrolment interview. Support services are to be negotiated with the learner and put in place before the commencement of the training program.
- Record the attendance of learners and report any non-attendance to administration to enable a follow-up phone call to be made.
- Confirm licencing checks have been completed and a copy is held on the learners file.

- Confirm arrangements for the learners work placement (if applicable) and that the work placement agreement and checklist have been completed or are scheduled.

Completion Procedure

The steps to complete an enrolment from an administrative process are largely explained within a combination of the Records Retention and Management policy and the Issuing Certificates and Outcomes policy. These policies specify the procedures for:

1. Confirming the completeness of completed learner assessment items before results are entered into the learner management system;
2. Correctly entering competency outcomes into the learner management system and recognising when a learner has completed all of the requirements for the course in which they are enrolled;
3. Generating the relevant AQF certificate and checking that it contains the correct details about the learner and their achievements;
4. Obtaining authorisation for the AQF certificate from the authorised person and together with the letter of completion issuing this issued to the learner no later than 30 days after the date of the learner's final assessment of competency;
5. Recording the dispatch of the AQF certificate to the learner in the learner management system; and
6. Filing the learner's records into archive and noting this within the archiving register of the learner management system.

Whilst this is a typical process where the learner has achieved all outcomes, there are circumstances where a learner may finalise their enrolment early for personal or academic reasons. Where this is the case, the learner is requested to complete the form Application for Course Deferment / Transfer / Withdrawal. This provides the learner the opportunity to specify their reasons and select to indicate their preference to defer their enrolment, to transfer their enrolment to another course or to terminate their enrolment altogether.

Where the enrolment is being deferred or terminated, learners are to be issued a statement of attainment to recognise the outcomes they have achieved during their enrolment. A learner who defers and returns to complete a course will be eligible to recommence their training and receive a credit transfer for any completed units of competency. The Chief Executive Officer will review these applications, where possible is to interview the learner to understand their circumstances and is to record their decision using the section provided on the application. Learners are to be informed of this decision in writing.

Code of Conduct

Meditech Training College may terminate the learner's enrolment whereby the learner breaches the following enrolment agreement terms and conditions:

- The learner is not contactable or not responding;
- The learner has not achieved course requirements, attendance or progress benchmarks; or
- The learner has plagiarised, inappropriate behaviour or conduct

Learners who are not contactable or not responding

Where a learner is not contactable or fails to respond to requests by the Meditech Training College, the learner's enrolment may be terminated in absentia. This action may only be taken where the Meditech Training College has made every reasonable attempt to engage with the learner or contact the learner to seek their instructions about their intentions to continue with or complete the applicable course. Advice received from a learner via email or phone conversation communicating their request is to be accepted where the learner is not willing to complete an Application for Course Deferment / Transfer / Withdrawal. Email records and written records of phone conversations are to be retained on the learners file as evidence of these expressed instructions from the learner.

Learners who have not achieved course requirements

Learners who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These learners are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

It is the policy of Meditech Training College to provide **three** opportunities for additional training and re-assessment at no additional cost to the learner or employer. Learners who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment.

Learner's requiring additional learning support are to be brought to the attention of Meditech Training College management, so the progress of the learner can be monitored closely, and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment. Where learners repeatedly do not demonstrate competence following significant learning and assessment support, a learner's enrolment can be determined through mutual agreement.

Learners who have breached code of conduct

Meditech Training College seeks to provide an environment that is free from unacceptable behaviour and promotes a positive learning environment for all learners. Behaviour misconduct is defined as

actions that breach Meditech Training College policies. A learner must at all times maintain a high standard of behaviour while engaged in RTO activities either within the premises of the RTO or at another location.

Learners who commit behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund. This does not limit the requirement to provide the learner suitable warning in writing, the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision.

Plagiarism

Where it has been determined that the plagiarism has arisen from poor academic practice, the learner is to be requested to revise the work and resubmit it for the assessment.

If it has been determined that the plagiarism was intentional, the learner's work is not to be accepted and the learner is to be issued with an alternative assessment assignment to complete. The learner is to be given a formal warning (in writing) by the Chief Executive Officer explaining the seriousness of the incident and the consequences if the learner is found to plagiarise again.

Learners who commit plagiarism after being formally warned are to be withdrawn from the program they are enrolled and issued with a refund of their tuition fees less all expenses incurred by Meditech Training College up to the point of their withdrawal.

Cancelling a Learner's enrolment

Before a learner's enrolment can be terminated without their written or expressed consent, the following protocol is to be followed:

- A minimum of three attempts (four weeks apart) must be made using the last known contact details (email, phone and mail) to contact the learner and issue the learner with a warning letter notifying them of the intent to terminate the enrolment.
- Where the learner fails to respond, the learner's enrolment is to be terminated and the learner's record within the learner management system is to be updated with the outcome of "withdrawn" entered into each unit of competency that has not been completed at the time.
- Any final AQF certificate to which the learner is entitled is to be sent registered mail to the learner's last known mailing address. This should also be noted in the learner's enrolment record and a photocopy of the certificate retained on the learner's record.

- The learner's record is to be archived in accordance with the Records Retention and Management Policy.
- If the learner has misbehaved or conducted in an inappropriate manor, Meditech Training College must reprimand and formally warn the learner in writing against repetition of misconduct and suspend the learner from using all or some RTO facilities and/or services for a period of time. If the learner has committed behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund. This does not limit the requirement to provide the learner suitable warning in writing, the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision.

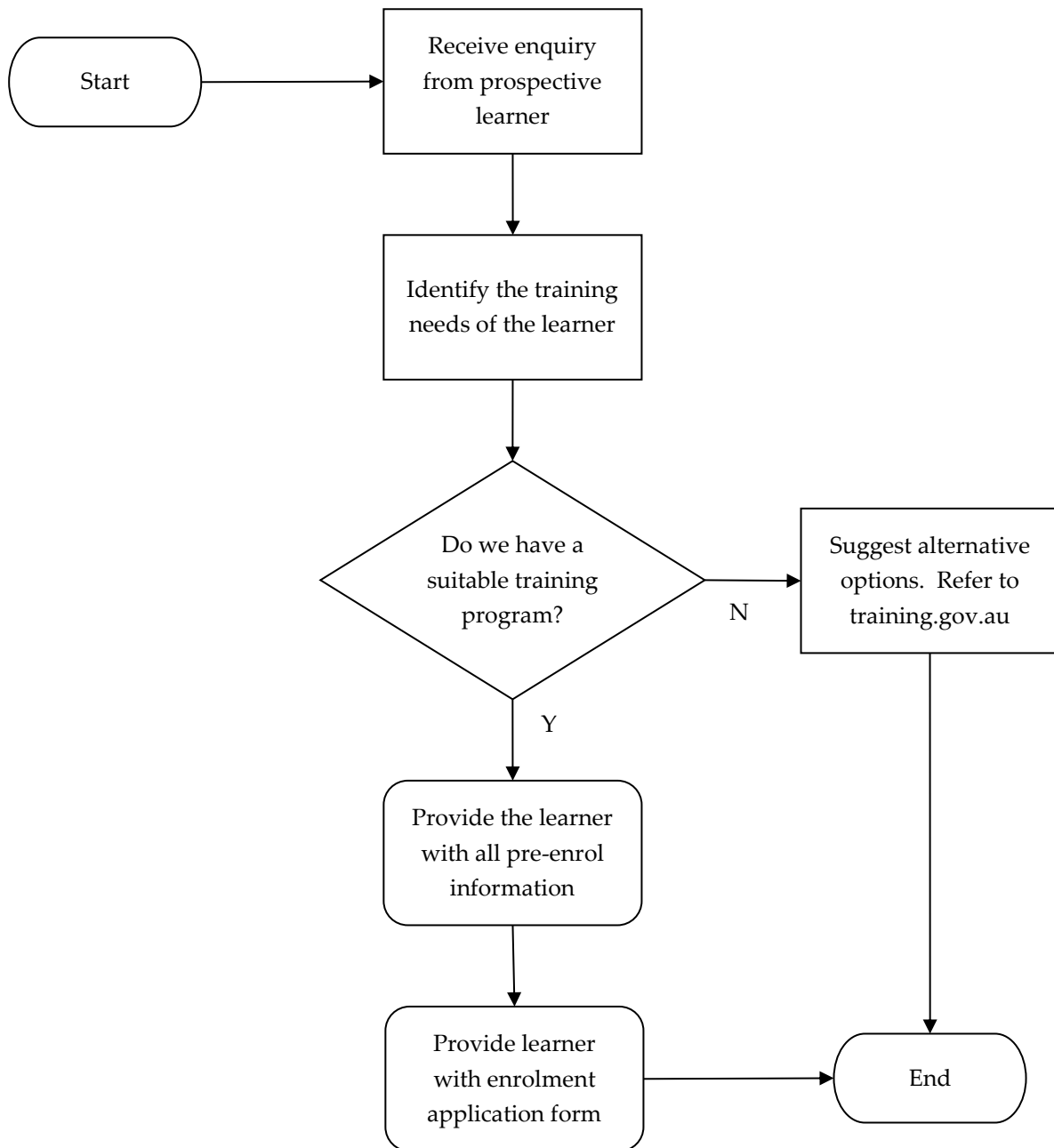
Applicable trainers are to be informed of the learners' enrolment termination and advised to inform the Office Manager if the learner makes contact.

Course Withdrawal

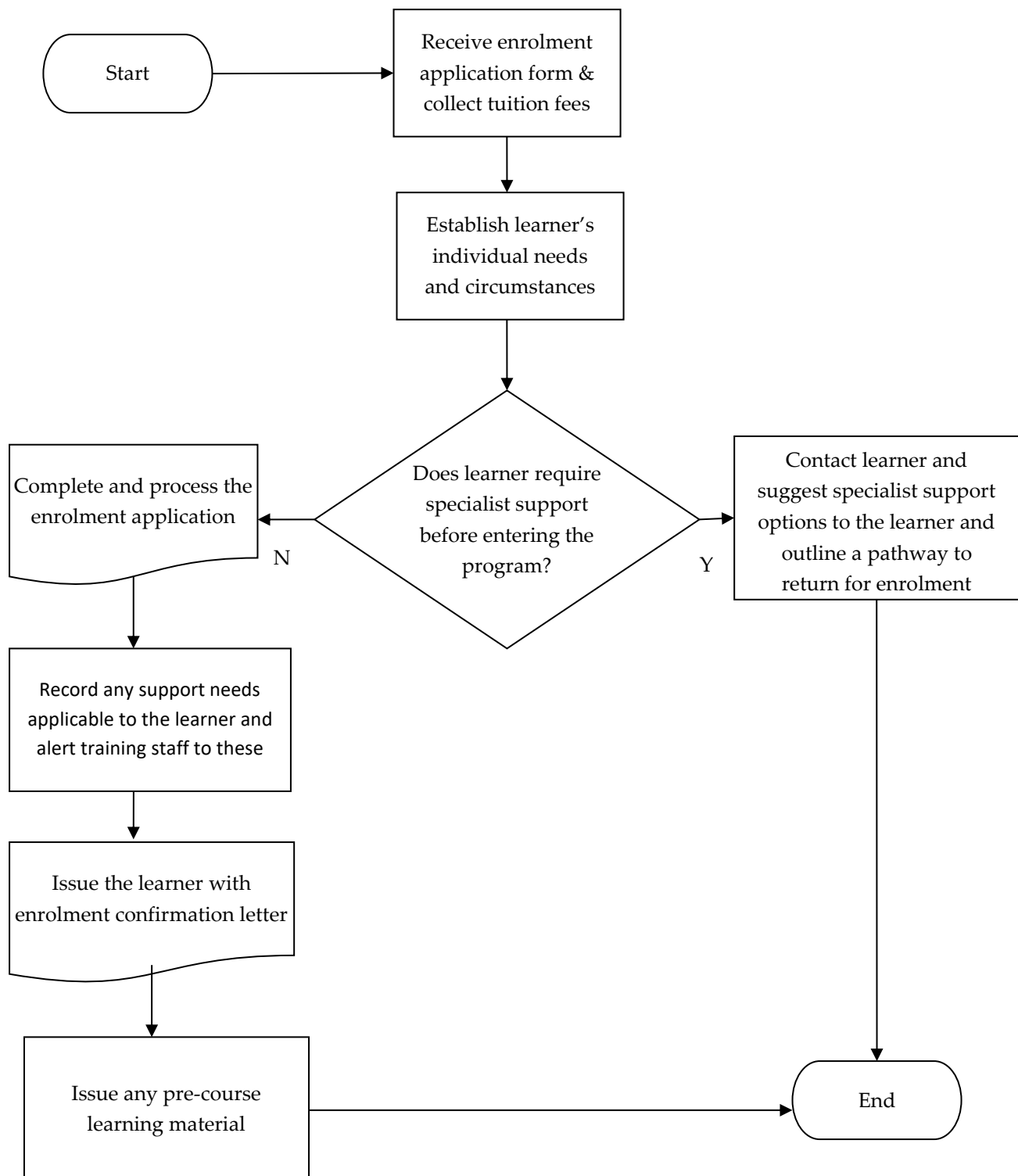
There are circumstances where a learner may finalise their enrolment early for personal or academic reasons. Where this is the case, the learner is requested to complete the form Application for Course Deferment / Transfer / Withdrawal. This provides the learner the opportunity to specify their reasons and select to indicate their preference to defer their enrolment, to transfer their enrolment to another course or to terminate their enrolment altogether.

Where the enrolment is being deferred or terminated, learners will be issued a statement of attainment to recognise the outcomes they have achieved during their enrolment. A learner who defers and returns to complete a course will be eligible to recommence their training and receive a credit transfer for any completed units of competency. The Chief Executive Officer will review these applications, where possible is to interview the learner to understand their circumstances and is to record their decision using the section provided on the application. Learners are to be informed of this decision in writing.

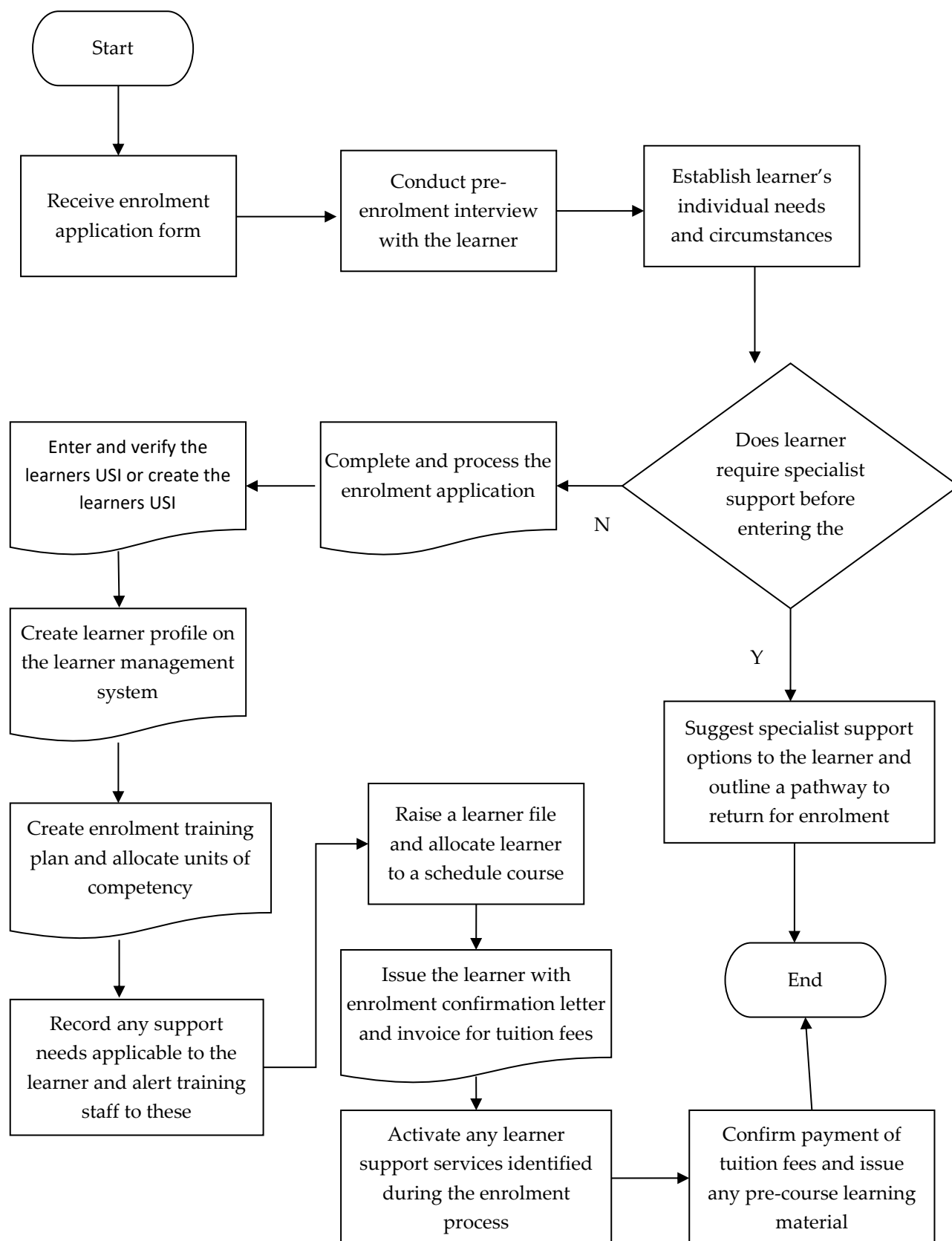
Initial Contact Process



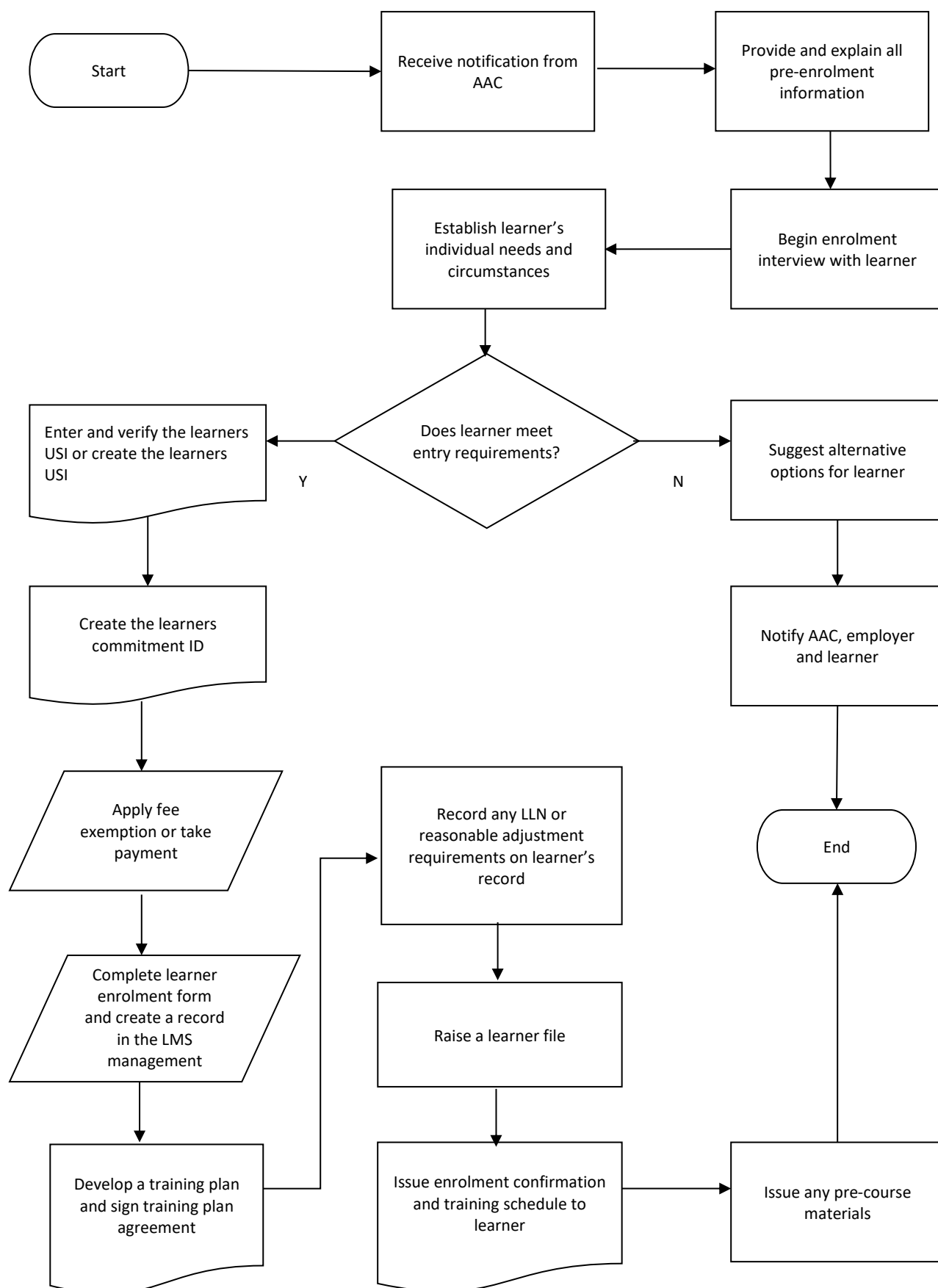
Unit Only Enrolment Process



Fee for Service Enrolment Process



Funded Training Process



Learner Support Services

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.7 and 5.1.

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.7 and 5.1.

During the enrolment process Meditech Training College personnel will engage with a prospective learner in a number of ways in order to understand their individual needs and how we can best provide services to each learner in order to maximise their chances of successfully completing the selected training program. We engage with learners in the following ways:

- **First Point of Contact.** During the first point of contact, the learner will be engaged either over the phone or in person to determine their training requirements and their vocational goal. This information will be used to align the learner with a particular program that we offer or to refer the learner to a different training organisation. Following the first point of contact, the learner sent an enrolment package which includes the enrolment form to gather personal information about the learner.
- **Enrolment form.** Enrolment form includes specific questions for the learner in regard to their cultural and educational background. Enrolment form also includes questions relating to their spoken English ability and their skill in literacy and numeracy. There is also a specific question which asks the learner if they have any individual needs that may prevent their full participation in the training program. This information is gathered and considered during the enrolment interview.
- **Enrolment interview.** Once the enrolment form is received, Meditech Training College personnel will review the information and arrange to engage with the learner to undertake the enrolment interview. This interview may be undertaken over the phone or face to face and is supported by an enrolment interview for which provides specific points for discussion during the interview relating to individual needs, LLN, rights and obligations, recognition opportunity, et cetera.

This multipoint approach ensures that learners entering a training program with Meditech Training College will have their individual needs identified which enables the allocation and arrangement for the applicable support services which may be supplied internally or by an external provider Meditech Training College must ensure that it has a designated staff to be the official point of contact for learners. The Learner Support Officer must have access to up-to-date details of the registered provider's support services.

The Learner Support Officer is:

Leanne Mallet, **RTO Manager**

leanne@meditechtrainingcollege.com.au

Learners are informed in the Learner Handbook that they may only call the Learner Support Officer on her mobile phone Mon – Fri during normal working hours.

If support services are identified, the following is a guide to support that can and should be provided:

Individual need	Support Service
Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Learners requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the learner through the information contained within the Learner Handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face.
Have a complaint or seek to appeal a decision	Learners should be referred to the Complaints and Appeals Handling policy and the learner handbook which are available from the Australian Institute of Work-integrated Education and Research website. The learner is to be guided to these resources and shown where to access a complaint or appeal form.
Requires assistance to their employment rights and conditions, and how to resolve workplace issues	<p>The learner should be guided to the websites of the:</p> <ul style="list-style-type: none"> – Fair Work Commission https://www.fwc.gov.au/ – Fair Work Ombudsman https://www.fairwork.gov.au/ <p>The learner should be supported in finding the information from these agencies relevant to the employment issue.</p>
Minor LLN need that would inhibit the participation	<p>Scheduled training during a weekday only. Allocate an additional trainer to provide individual support during learning activities and reasonable adjustment during assessment activities. This support must be coordinated through the Training Manager to ensure suitable allocation of trainers is available.</p> <p>A verbal course can be offered, and course structured altered to accommodate the learner.</p>
Significant LLN need that would prevent participation and completion of the course	<p>The following option should be considered:</p> <p>Reading Writing Hotline</p>

Individual need	Support Service
	<p>The Reading Writing Hotline provides a national phone service for adults seeking English language, literacy and numeracy referral information, advice and support. The hotline provides information on:</p> <ul style="list-style-type: none"> • adult reading, writing and numeracy classes held locally across Australia or via correspondence • Commonwealth-funded programs for Centrelink clients • Commonwealth-funded English as a second language programs for migrants • literacy and numeracy in the workplace for employers. <p>Further information is available at the Reading Writing Hotline website or phone 1300 655 506 or visit the DEWR website at: https://www.dewr.gov.au/skills-support-individuals/reading-writing-hotline</p> <p>Skills for Education and Employment (SEE) program</p> <p>For those learners who are Job Seekers: The SEE program is delivered across Australia by 20 Registered Training Organisations. Providers are located across Australia in all capital cities and many regional centres and remote communities. Providers deliver accredited training to help job seekers get a job or go on to further study. SEE caters to various groups including Aboriginal and Torres Strait Islanders, youth, people with disabilities, mature aged people, and job seekers from culturally and linguistically diverse backgrounds. To be eligible the person must be a registered job seeker, over the age of 15 and assessed as suitable for participation by the SEE provider. The SEE program can help participants improve their English speaking, reading, writing, maths and basic computer skills. These skills will help to them to:</p> <ul style="list-style-type: none"> • improve their language, literacy, numeracy and digital skills • improve their confidence and ability to engage in the community • increase their confidence to undertake further study • learn new or improve their vocational skills for further study or employment. <p>You can call the National Customer Service Line on 1800 805 260 or access further information including locating a local SEE provider at the DEWR website at: https://www.dewr.gov.au/skills-education-and-employment</p> <p>Accredited Foundation Skills Training</p> <p>Refer the learner to TAFE to complete Course in Language, Literacy and Numeracy. Courses are usually Part Time Day: 10 hours per week x 18 Weeks. This course is</p>

Individual need	Support Service
	delivered part-time 2 days a week 9.00am - 1.00pm. Eligibility criteria may apply, and subsidised training may be available.
Recognised difficulties in studying and learning	<p>Where appropriate to the program learners identified with recognise difficulties in studying and learning are to be scheduled with additional one-on-one support sessions at regular intervals throughout the course program. These support sessions are to be used to review the learning content with the learner and to engage the learner in discussion about the subject matter. These sessions should be structured in accordance with the planned learning applicable to the course program. The study sessions should direct learner back to the course reference material to encourage their individual self-paced effort.</p> <p>The following online resources are also useful for providing learner support to study:</p> <p>Effective Study skills A useful quick overview of study skills www.adprima.com/studyout.htm</p> <p>How to Study A large directory to study skills websites, including how to study in specific subject areas. www.howtostudy.org</p> <p>Study Guides and Strategies A wide ranging overview of the skills needed at all stages of learner life. https://www.educationcorner.com/study-skills.html</p> <p>Study Skills Self-Help Covers important skills such as time management, note taking and exam preparation. https://www.ucc.vt.edu/academic_support/study_skills_information.html</p>
Work hours are restrictive which would prevent the learner attending training during Monday to Friday.	Course can be offered as a weekend course to accommodate the availability of the learner. The learner can also attend split sessions to allow for half day participation. Where required, learners can also be supported to adopt a self-paced study method we scheduled support sessions to assist the learner to progress in the course program whilst taking into account their restricted availability.

Individual need	Support Service
English as second language	A verbal course can be offered and course structured altered to accommodate (split days so not consecutive, more time to study and more individual attention from our trainers).
Financial difficulties that prevent the full payment of fees in advance.	Offer fees on payment plan with a small initial payment to be made in advance then small fortnightly payments as a direct debit.
Learner suffers from a nervous/anxiety disorder.	We can accommodate by giving individual attention away from others involved in the training program. Training and assessment deliberately offered in a relaxed mode without time pressures.
Inadequate clothing to participate in training	Learner may be able to access suitable clothing and footwear at low cost via: St Vincent de Paul Society.
Learner required counselling support and advice about their personal situation	<p>Learner may be referred to:</p> <ul style="list-style-type: none"> – Lifeline 13 11 14 – Beyond Blue 1300 22 4636 – Salvation Army Family Welfare Centres – CatholicCare, Family Support Service
Learners with a disability or medical condition	<p>All possible allowances may be provided to persons with disabilities.</p> <p>Assessors are to use their judgement in assessing the learner's ability to perform tasks in a safe manner.</p>
Learners with visual impairment	<p>Learners with visual impairment can be supported by supplying internal learning resources with a larger printed font.</p> <p>Learners can also be supplied with audio recordings of learning sessions where appropriate.</p>
Learners who are Aboriginal and Torres Strait Islander	Refer to ATSI Cultural Awareness Policy

Other individual needs can be considered on a case-by-case basis in consultation with the Chief Executive Officer.

Language Literacy and Numeracy

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.7 and 5.1.

Core skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as comprehending written work instructions and producing written documents. The Australian Core Skills Framework (ACSF) describes each of the five core skills of learning, reading, writing, oral communication and numeracy. Staff not familiar with the ACSF are recommended to study the information available at the following two sites:

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

Research has indicated that many adult learners do not have the language, literacy and numeracy skills they need to effectively participate in vocational education and training. The increasing importance of core skills such as communication in the workplace highlights the need for underpinning language, literacy and numeracy skills.

Who requires LLN Assessment

The following guidelines are provided in determining which learners making an enrolment must complete a mandatory LLN assessment:

- If the learner has completed their Higher School Certificate (Y12 / HSC), LLN Assessment is not required.
- If the learner has completed a prior nationally recognised training in Australia at least to the level of Certificate III, LLN Assessment is not required.
- All other learners that have not completed their Higher School Certificate or nationally recognised training in Australia at least to the level of Certificate III, must complete the LLN assessment as part of their enrolment.

Core skills assessment

The following procedure is to be followed to assess a learner's core skills:

- **Initial assessment.** When completing the enrolment form, the prospective learners is asked: Do you consider that you have the literacy and numeracy skills to undertake the course? The learner is then required to complete an initial core skills assessment. This information is reviewed to determine if there are any indicators for required support that. If support is required, this will be recorded in the enrolment form and the support request will be forwarded to the RTO manager to arrange for an interview to further determine support requirements.
- **Interview.** Responding to the identified need for support resulting from the initial core skills assessment, the learner should be contacted, and arrangements made for an interview to further

assess their language, literacy and numeracy skills. The interview will be by phone. The purpose of the interview is to establish the background, motivation, and general abilities of the learner to determine what support Meditech Training College may provide. The Language, Literacy and Numeracy Interview Guide is available in the forms folder.

- **LLN Assessment.** In accordance with the guidelines above on “Who requires LLN Assessment” the LLN assessment is to be issued to the prospective learner during their enrolment. The assessment is not intended to cause anxiety but to determine where the learner has specific language and literacy deficits and to determine what support is required to undertake training. The LLN assessment will be submitted by the applicant and reviewed. Where LLN support is required, this is to be coordinated by the RTO Manager.

Supporting learners with language, literacy and numeracy deficits

Where it is determined that a learner does have deficiencies with their core skills, Meditech Training College is to adopt strategies which enable the learner to progress in their desired training program. The following strategies are to be considered and will be informed by the level of language, literacy or numeracy deficit determined during the assessment:

- Assess a learner’s core skills during their enrolment on an as needed basis to ensure they have adequate skills to complete the training;
- Support learners during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to learners about the detail of the core skills assistance available;
- Based on the LLN assessment outcomes, develop a LLN Support Plan that outlines the learner's learning goals, specific strategies and resources needed to support their progress and monitoring progress. The following guidance is provided to upskill the learner between the different ACSF levels:
 - To upskill from Level 1 to 2, a Learning Skills Level 2 Training Supplement is generated from LLN Robot and provided to the learner to complete it. The tutor guides the learner to work on the Training Supplement. Once completed, the Training Supplement is then assessed by the assessor.
 - To upskill the from Level 2 to 3, the following tasks are conducted by the learner with the assistance of the tutor during the training:
 - Works in a small group to complete a small project.
 - Uses internet & conducts research.
 - The learner plans and organises an activity taking into consideration the risks involved & risk management.
 - The learner gets access to MS Word and works on an assessment.
 - The tutor provides learner resources & guideline to the learner.

- To upskill from level 3 to 4, the following tasks are conducted by the learner with the assistance of the tutor during the training:
 - The assessor provides feedback to the learner for improvement of performance & skills development.
 - The learner plays the role of leader of the group to solve a problem in an organisation.
 - Uses computer and internet browsers to gather information.
 - Utilises discussion board, blogs, forums & internet to support learning experiences.
 - Browses internet to conduct a thorough research for complex task.
- To upskill from level 4 to 5, the following tasks are conducted by the learner with the assistance of the tutor during the training:
 - Takes supervisory role in a team project.
 - Initiates problem solving in a team.
 - Implements technologies to complete tasks & solve problems.
 - Conducts in-depth research for a team project from range of sources and analyses and evaluates.
 - Assists team members to apply new skills and knowledge.
- The LLN Support Plan should take into consideration any recommendations (tasks) that emerged from the LLN assessment process. The LLN Support Plan should including the following:
 - The identified learner goals
 - Learning core skill techniques for upskilling and support strategies
 - Reading core skill techniques for upskilling and support strategies
 - Writing core skill techniques for upskilling and support strategies
 - Oral Communication core skill techniques for upskilling and support strategies
 - Numeracy core skill techniques for upskilling and support strategies
 - The resources needed to implement the plan
 - Support Meeting schedule
- Identify appropriate resources and materials to support the learner's learning such as workbooks, videos, online courses or tutoring services.

- Use a range of teaching strategies that are responsive to the learner's learning needs such as scaffolding, contextualised learning, demonstration and modelling, group work, and use of technology.
- Provide contextualised learning where the literacy and numeracy tasks are embedded in the vocational tasks, relevant to the learner's learning, and have a clear and explicit purpose.
- Regularly monitor the learner's progress and adjust the learning plan as needed to ensure that they are making progress towards their goals.
- Provide one-on-one tutoring, using specific teaching strategies or resources, or providing additional support such as assistive technology where appropriate.
- Provide regular feedback and recognition to the learner to reinforce their progress, keep them motivated and engaged.
- Adjust the LLN Support Plan as needed based on the monitoring, adjust the plan as needed to ensure that the learner is making progress toward their goals.
- If the learner has significant literacy and numeracy difficulties and/or additional learning support requirements, refer them to a specialist support service externally.
- Collaborate with other trainers and staff to ensure consistency of support across the training program, to identify additional support needs and provide recommendations for the training package.
- Negotiate an extension of time and other support arrangements to assist learners to complete training programs if necessary.

Referring the learner for language, literacy and numeracy assistance

Where it is determined that a learner has core skills which are beyond the support available within Meditech Training College, the learner should be referred for dedicated language, literacy and numeracy training. This training is available through most public training providers. Please refer to the Learner Support policy. These courses have been designed to provide learners with the opportunity to gain specific language, literacy and numeracy skills required in a vocational or work environment, which meet the requirements to enter a range of vocational qualifications and gain language, literacy and numeracy related employability skills.

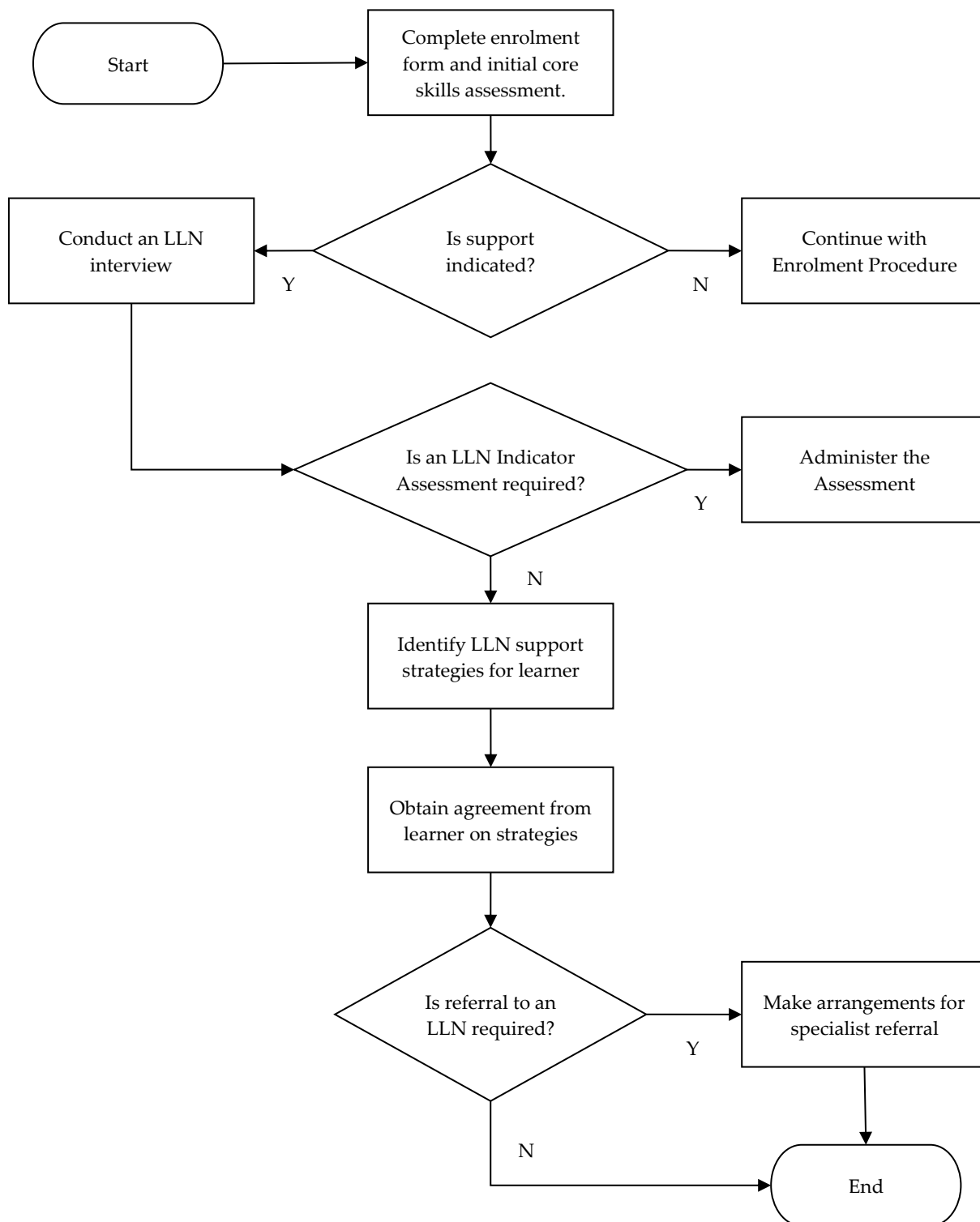
Deciding to refer the learner

The decision to refer a learner to another training provider for language, literacy and numeracy training will be based on the level of assessed core skills deficit and the learner's motivation to improve their abilities.

As a general guide:

- If the learner's current LLN skills would prevent participation in the training and/or completion of the course and support needs are outside of the capability of Meditech Training College to support, they **should** be referred for assistance by a dedicated LLN specialist.
- If the learner's current skills would inhibit participation in the training and are within the capability of Meditech Training College to support, they **should not** be referred. Instead, Meditech Training College is to establish a LLN Support Plan and work with the learner to achieve the course outcomes.

Language, Literacy and Numeracy Process



Credit Transfer

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 3.5.

Meditech Training College acknowledges the requirement as a Registered Training Organisation to recognise the awards issued by other RTOs. This is limited to outcomes that are drawn from the national skills framework being units of competency awarded and accurately identified in statements of attainment and qualifications.

What is credit transfer?

Credit transfer (also referred to as national recognition or universal recognition) is the recognition of learning achieved through formal education and training. Under the Standards for Registered Training Organisations, qualifications and statements of attainment issued by any RTO are to be accepted and recognised by all other RTOs. Credit transfer allows the unit of competency previously achieved by a learner to be recognised when they are enrolling in a related course where those units can assist them in meeting the requirements for a qualification. It is important to note that **credit transfer is not recognition of prior learning (RPL)**. RPL is assessment and is addressed within the Recognition policy.

When unit codes and titles are different

If credit transfer is being sought for a unit of competency which has a different title or code, then it is necessary to establish the equivalence status between the unit held and the unit being sought. In many cases this information can be found in the mapping guide published on the National Training Register www.training.gov.au. Our administrative staff will obtain this information and validate claims of equivalence. Administrative staff should note that the mapping notes within the National Training Register are sometimes very clear and in general will use language such as “Not equivalent” or “Is superseded by and is equivalent to”. In some cases, there will appear to be no direction, and this may be because the unit is new and has no previous version of the unit. In some cases, it will say words to the effect: “Is superseded by:” without any clarification about the equivalence status. In these cases, the new unit should be considered as not equivalent. If in doubt, admin staff are to seek the advice of the Chief Executive Officer or the related industry skills council.

If there is no mapping available, the unit is deemed not equivalent then we are not to recognise the unit through credit transfer. In these circumstances, the applicant should be referred for RPL in accordance with our Recognition policies and procedures. Under no circumstances is a comparison between units to be used as the basis for issuing credit transfer. If the skills council has not determined it to be equivalent, then it is not. Subjective comparisons by the RTO are not valid.

Evidence requirements

An applicant will be required to present his or her statement of attainment or qualification for examination by Meditech Training College. These documents will provide the detail of what units of competency the applicant has been previously issued. Applicants must provide satisfactory evidence that the statement of attainment or qualification is theirs and that it has been issued by an Australian RTO. Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework, Second Edition, 2013. The applicant is required to submit copies only which are certified as a true copy of the original by a Justice of the Peace (or equivalent).

Credit transfer guidelines

The following guidelines are to be followed when an application for credit transfer is received:

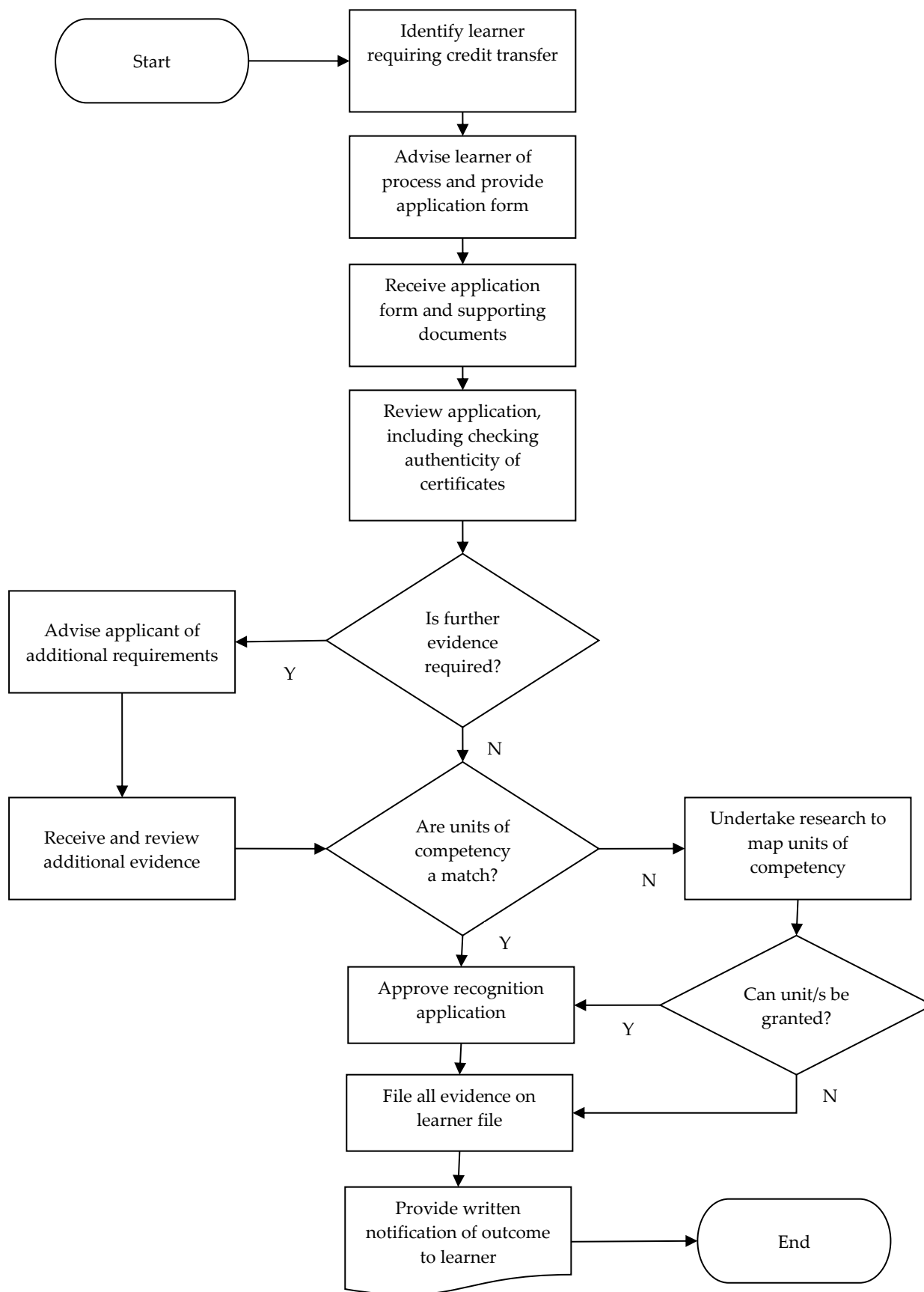
- Any learner is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
- Learners may not apply for credit transfer for units of competency or qualification which are not included in our scope of registration.
- Whilst learners may apply for credit transfer at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the learner down a more efficient path to competence.
- The learner does not incur any fees for credit transfer and we do not receive any funding when credit transfer is granted.
- Credit transfer may only be awarded for whole units of competency. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek recognition.
- Credit transfer will only be issued when the learner's enrolment includes at least one other unit of competency for which the learner is participating in training or is seeking recognition. Learner may not enrol only for credit transfer.
- The recognition of a unit of competency under a credit transfer arrangement is not contingent on the applicant demonstrating their currency. If the unit has been previously awarded and equivalence can be demonstrated then the unit can be recognised. The currency of the applicant is not a factor to be considered.

Credit transfer Procedure

The following procedure is to be applied by Meditech Training College upon receipt of an application for credit transfer:

- **Step 1** We will provide sufficient information to candidates to inform them of opportunities for alternative pathways via credit transfer and the credit transfer policy. Ideally, this information should be provided to candidates prior to enrolment.
- **Step 2** To apply for credit transfer, the applicant must complete and submit the following documentation to Meditech Training College:
 - Credit transfer Application Form;
 - Certified copy of the qualification or statement of attainment; and
 - Enrolment application for the training program applicable to the units of competency for which credit transfer is requested.
- **Step 3** On receipt of the application, we will check the qualification or statement of attainment for authenticity and grant credit transfer for the equivalent units of competency that have been completed at any other Registered Training Organisation.
- **Step 4** Where the units of competency do not align with the units of competency requested, further information is to be sought in the form of the Training Package mapping guide if available.
- **Step 5** Verified copies of qualifications and statements of attainment used as the basis for granting credit transfer must be kept on the learner file.
- **Step 6** The completed credit transfer application form must be signed by the learner and Meditech Training College Chief Executive Officer (or delegate) and retained on the learner's file at Meditech Training College.
- **Step 7** Learners will be notified in writing of the outcome of their application. This may include issuing statements of attainment or qualifications awarded through credit transfer in accordance with our Certification policies and procedure.

Credit transfer Process



Assessment

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.8.

At Meditech Training College, we recognise that assessment is a core service offered to our learners (candidates) and is at the centre of our operation as a Registered Training Organisation. Quality assessment ensures that the skills and knowledge of candidates are assessed using four principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from nationally endorsed Training Packages or accredited courses.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence.
- That assessment is conducted in accordance with the principles of assessment.

Assessing the Unit of Competency

Meditech Training College uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. Supporting these sometimes are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

In order to identify the precise assessment criteria, we apply a methodology of unpacking a unit of competency in order to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package and are valid. To ensure alignment with all components of a unit of competency, unit mapping must be undertaken during the design and development of assessment. Unit mapping must also be undertaken when carrying out assessment validation.

Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This must be conducted at a micro level of detail to allow the mapping to be useful later on as a reference to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

Assessment context

Meditech Training College recognises the importance of establishing the right context for candidates during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a

manufacturing workshop. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

It is our responsibility to ensure that candidates are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the candidate's own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the candidate's workplace performing real workplace tasks where possible.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for learners to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to the unit of competency.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require the learner to conduct specific research relating to industry situations and occurrences where applicable.
- Provide a realistic simulated workplace within Meditech Training College facilities.

While applying these strategies it is important to ensure that in establishing the context for assessment, we do not affect the transferability of the unit of competency. When the candidate is assessed as competent, this also means that the candidate can transfer the applicable skills and knowledge between different workplaces and context. This means that the competency is transferable and is a fundamental element of competency-based training and assessment.

Principles of assessment

In the delivery of assessment services, Meditech Training College applies the principles of assessment. Assessment strategies have been designed to ensure:

- **Validity.** We conduct assessment against the broad range of skills and knowledge identified within each unit of competency and which is integrated with the performance of workplace tasks. We ensure that the assessment is transferable to different context and situations and all components of the unit of competency are being assessed.

- **Reliability.** We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the candidate and for assessors. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors.
- **Flexibility.** We strive to provide assessment opportunities that reflect a candidate's needs. Our chosen assessment strategies provide for recognition of a candidate's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the candidate themselves.
- **Fairness.** Our assessment approach encourages fairness in assessment through consideration of the candidate's needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

Collecting evidence that counts – the rules of evidence

In collecting evidence, Meditech Training College applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

- **Sufficiency.** We ensure the collection of valid assessment evidence in such quantity to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.
- **Validity.** We collect evidence that directly aligns with the components documented within each unit of competency. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace. This may include the observation of the candidate performing the tasks relevant to the unit of competency or the collection of a completed workplace products. Assessment evidence that is purely academic in nature should be given a lesser priority to the collection of evidence that relates directly to the candidate performing the tasks indicative to the unit of competency.
- **Authenticity.** We seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the candidate's own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge. In all instances, where work is submitted external to Meditech Training College (i.e.; electronically, distance assignments, online) this is to include a signed authenticity statement by the candidate that they certify the work as their own.

- **Currency.** We must be satisfied that the candidate currently holds the skills and knowledge relating to a particular unit of competency. Assessment evidence is to be based on the candidate's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications where a candidate has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. In all situations, assessors must validate the currency of a candidate's knowledge and skills.

Employers and other parties contributing to assessment evidence

Where industry representatives are engaged to contribute toward assessment evidence, Meditech Training College will use a standard approach to collect this evidence. We place a high value on the assessment evidence that is gathered by supervisors or employers in the workplace. This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified assessor. We do not however advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by an assessor and is **not** to be used as primary evidence.

During the development of assessment tools, assessors are to ensure that the observation criteria used in industry evidence reports is wholly task orientated. These observation criteria should reflect the tasks that the supervisor would expect to issue to an employee and monitor during normal workplace duties. The industry evidence report is not to contain assessment criteria drawn from a unit of competency as these assessment criteria are suitable only for trained and qualified assessors to interpret.

It is also not desirable to collect industry evidence simply by providing a document to be completed. This leads to the collection of insufficient evidence and is an annoyance to industry. Where possible assessors are to engage with industry representatives directly and collect evidence about a candidate's performance through discussion with supervisors. This discussion will be based on observable workplace tasks and evidence is to be recorded by the assessor. These discussions may be undertaken face-to-face or over the phone. The assessor must record the industry representative's details, contact information and the date/time of the engagement.

Engagement with industry

Meditech Training College is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competency will be incorporated to ensure our learners are well prepared for their workplace duties. Further information on industry engagement can be found in the Industry Engagement Policy.

Recognition of prior learning

Meditech Training College will provide all learners the opportunity to seek recognition of their prior learning. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this policy. Further information can be found in the sections on recognition section of this policy.

Credit transfer (Credit transfer)

Meditech Training College will recognise and award credit transfer for candidates presenting with current competence. Where a candidate is seeking credit transfer for a unit of competency that is on our scope of registration and the candidate can provide documentary evidence that the unit has been previously awarded to the candidate, credit transfer will be awarded. It is important to note that credit transfer is not an assessment. It is an administrative function that determines the equivalence of a unit of competency the candidate has been previously awarded to units of competency incorporated into courses being delivered by Meditech Training College. If the unit is the same or is equivalent, then the unit may be issued as a credit transfer. This is not to be confused with the recognition of prior learning which is a method of assessment. Please refer to the Credit transfer policy for further guidance.

Competence of assessors

In accordance with the Standards for Registered Training Organisations, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed. Meditech Training College has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Standards for Registered Training Organisations. Further information can be found in this manual within the Trainer Competency Requirements policy.

Where an assessor does not hold the required training and assessment competence, but is a recognised industry expert, we will put appropriate supervision arrangements in place to support the gathering of valid evidence. Further guidance on supporting these assessors can be found in this manual in the policy on Training and assessment under supervision.

Assessment validation

Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. Meditech Training College will facilitate regular assessment validation opportunities to maintain a quality assessment and to continuously improve assessment strategies. Further information can be found in this manual in the policy on Assessment Validation.

Assessment tools

Assessment tools are the media (electronic or hard copy) used to gather evidence about a candidate's competence. We have developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages. It is important for Meditech Training College staff members to acknowledge that these are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group. Meditech Training College staff members must be satisfied that tools developed for assessment fit with the requirements of the target industry and enterprise requirements. Some units of competency are associated with licensing requirements and whilst this is not always stipulated in the unit of competency, we will need to be informed of the additional requirements this imposes during assessment.

The following are examples of assessment tools which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the rules of evidence and the principles of assessment:

- Direct observation checklist;
- Simulation exercises or role-plays.
- Project outlines and explanation sheets;
- Workplace templates;
- Written questionnaires;
- Verbal questionnaires;
- Portfolios, for example collections of work samples by the candidate;
- Product with supporting documentation or journal/logbook;
- Workplace samples/products; and
- Industry/workplace evidence reports.

This list of assessment tools identifies only a small number of assessment tools which are in use. These are however the more common tools and support holistic assessment methods favoured by Meditech Training College.

Completed assessment tools are to be retained within the learner record in accordance with the Records Retention and Management policy.

Assessment information

Assessment information is the information provided to both candidates and assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a candidate.

Examples of assessment information include:

- Instructions to set the framework for the activity such as who, what, where, when and how. The expected outcomes of the assessment should be included in these instructions and it is critical that they are straight forward and in line with the candidate's preparation during learning or through other competency development pathways.
- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the candidate to exercise their analytical skills and produce viable workplace products and outcomes.
- Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every candidate, they should be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

At Meditech Training College our assessment activities are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a candidate will be directly affected by the quality of the information provided at the commencement of the activity. Meditech Training College staff are to prepare suitable assessment information for all assessment activities and are to gain approval from Meditech Training College Chief Executive Officer for the use of assessment resources.

Re-assessment

Learners who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These learners are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

It is the policy of Meditech Training College to provide **three** opportunities for additional training and re-assessment at no additional cost to the learner or employer. Learners who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for

additional training and re-assessment. Please refer to the current fee schedule to identify the re-assessment fee.

Learners requiring additional learning support are to be brought to the attention of Meditech Training College management so the progress of the learner can be monitored closely and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment. Where learners repeatedly do not demonstrate competence following significant learning and assessment support, a learner's enrolment can be determined through mutual agreement.

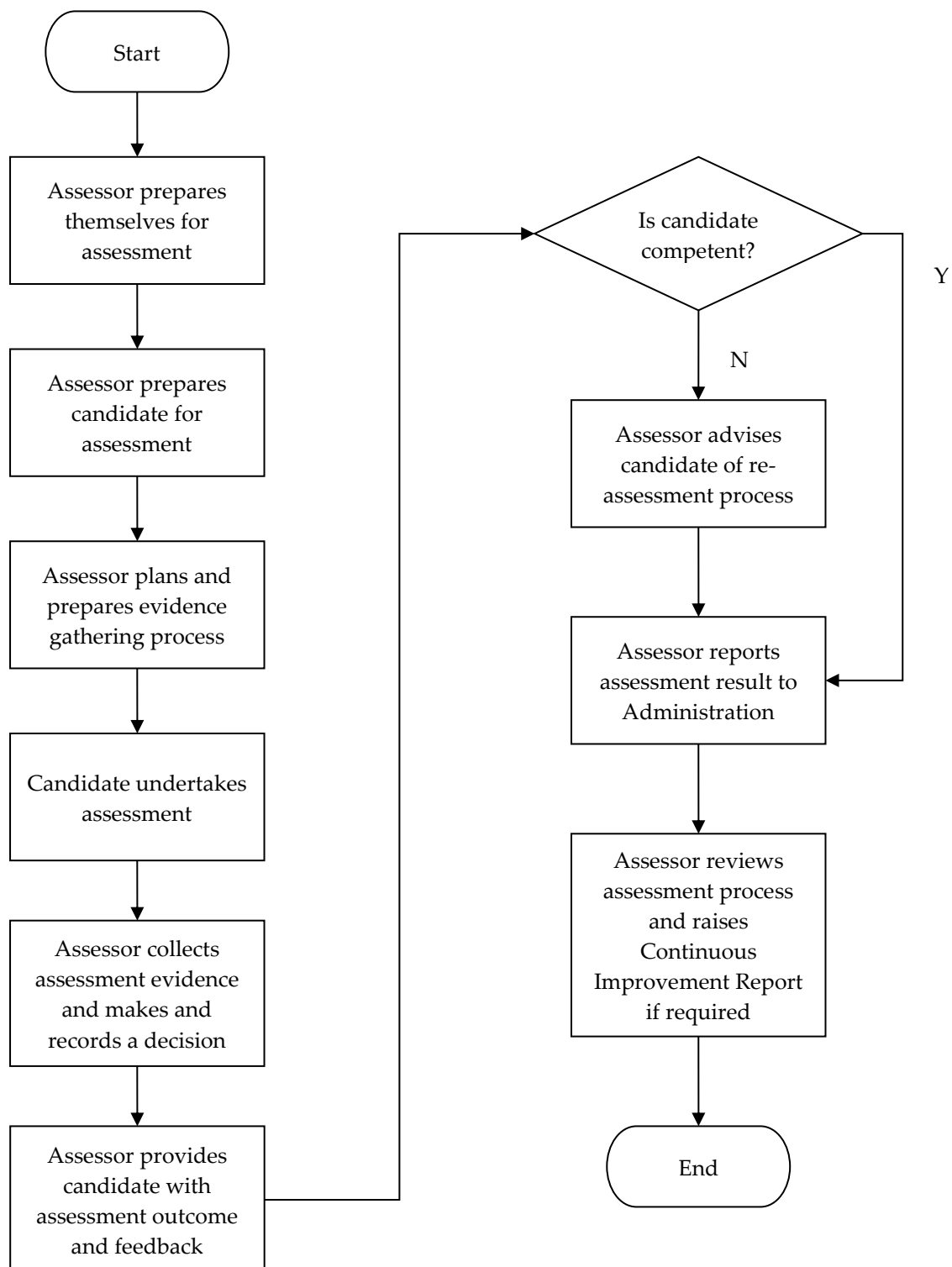
Assessment Procedure

The following procedure is to be applied for conducting assessments:

- **Step 1: Prepare for assessment.** The assessor is to:
 - Establish the context and purpose of the evidence to be collected;
 - Identify and analyse the units of competency, Training Package and Meditech Training College assessment strategy to identify the evidence requirements; and
 - Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.
- **Step 2: Prepare the candidate.** The assessor meets with the candidate to:
 - Explain the context and purpose of the assessment and the assessment process;
 - Explain the units of competency to be assessed and the evidence to be collected;
 - Outline the assessment procedure and the preparation the candidate should undertake, and answer any questions;
 - Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes;
 - Seek feedback regarding the candidate's understanding of the units of competency, evidence requirements and assessment process; and
 - Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment.
- **Step 3: Plan and prepare the evidence-gathering process.** The assessor must:
 - Establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision;
 - Source or develop assessment materials to assist the evidence-gathering process;

- Organise equipment or resources required to support the evidence-gathering process; and
- Coordinate and brief other personnel involved in the evidence-gathering process.
- **Step 4: Collect the evidence and make the assessment decision.** The assessor must:
 - Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility;
 - Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency;
 - Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills;
 - Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
 - Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;
 - Consult and work with other staff, assessment panel members or technical experts involved in the assessment process;
 - Record details of evidence collected; and
 - Make a judgement about the candidate's competence based on the evidence and the relevant unit(s) of competency.
- **Step 5: Provide feedback on the assessment.** The assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the candidate with:
 - Clear and constructive feedback on the assessment decision;
 - Information on ways of overcoming any identified gaps in competency revealed by the assessment;
 - The opportunity to discuss the assessment process and outcome; and
 - Information on reassessment and the appeals process if applicable.
- **Step 6: Record and report the result.** The assessor must:
 - Record the assessment outcome according to the policies and procedures of Meditech Training College;
 - Maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of Meditech Training College;

- Maintain the confidentiality of the assessment outcome; and
 - Organise the issuance of statements of attainment according to the policies and procedures of Meditech Training College.
- **Step 7: Review the assessment process.** On completion of the assessment process, the assessor must:
- Review the assessment process;
 - Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and
 - If necessary, suggest to an appropriate Meditech Training College personnel methods of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled assessment validation.
- **Step 8: Participate in the reassessment and appeals process.** The assessor must:
- Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options;
 - Provide the candidate with information on the reassessment and appeals process;
 - Report any assessment decision that is disputed by the candidate to appropriate Meditech Training College personnel; and
 - Participate in the reassessment or appeal according to the policies and procedures of Meditech Training College.

Assessment Process

Plagiarism Policy

Meditech Training College is committed to ensuring a great learning experience for its learners. It aims to provide a learning environment that fosters the qualities of independent learning and academic integrity.

This policy seeks to encourage ethical conduct and to inform staff and learners about the Meditech Training College standards of academic behaviour. Learners have a responsibility to maintain the highest standards of academic integrity in their work. Learners must not cheat in assessment and must ensure that they do not plagiarise.

What is plagiarism?

Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media

Academic integrity

One of the core functions of Meditech Training College is to develop learner's ability to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect the learner's considerations of the task or workplace requirement.

Meditech Training College acknowledges that to develop this ability, the learner will study the work of others via issued textbooks, learning material or through their own research. However, it is important that learners in their learning acknowledge, through appropriate referencing, earlier work from which they have drawn information.

Referencing

Referencing demonstrates that the learner has read the issued material or has undertaken their own research in other sources. Failure to reference appropriately is considered unethical academic behaviour and will result in a learner's work not being accepted.

Learners should understand that assignment and project work submitted for assessment must consist of original effort. It is insufficient to simply copy work from other sources and submit it, even if those sources are appropriately acknowledged. Work submitted by a learner must have an original component.

The following are examples of plagiarism where a learner intentionally does not acknowledgement or reference an author or source:

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc., without reference or explanation;
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is;
- A 'cut and paste' of statements from multiple sources;
- Presenting as independent, work done in collaboration with others;
- Copying or adapting another learner's original work into a submitted assessment item;
- Copying or adapting a learner's own work submitted in a previous essay or assessment;
- Alternatively, there will be instances when a learner unintentionally fails to cite sources or to do so adequately.

Careless or inadequate referencing or failure to reference will be considered poor practice. Where careless referencing is identified, the learner will be required to correct the error and resubmit an assignment.

How to reference

At Meditech Training College, learners are to be encouraged to apply the Harvard Referencing System in-text citation. This approach requires three pieces of information about a source within the text of the learners work. This information is:

- the name of the author or authors
- the year of publication
- the page number

Examples

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets, e.g.:

- To succeed, the team will rely on both task process and group process (Dwyer, Hopwood 2010, p. 239)

A reference may be placed in the text to integrate the author's surname into the sentence, followed by the year of publication and page number, in brackets, e.g.:

- Dwyer and Hopwood (2010, p. 239) identify that to succeed, the team will rely on both task process and group process.

Reference List

At the end of the learners work, a List of References must be included. This should include all the books, journal articles and other sources of information you have used to research your assignment. The reference list should be laid out alphabetically and the title of the source should be italicised. Each reference must include:

- the name of the author or authors
- the year of publication
- the title of the publication
- the edition of publication
- the publisher
- place of publication

Example

- Dwyer, J and Hopwood, N, 2010, *Management Strategies and Skills*, Sydney, McGraw Hill Australia

Common Knowledge

In every field, there is a body of knowledge and material that has become part of the public domain and which can be drawn on without specific acknowledgment. Common knowledge includes facts that are generally known, such as common facts of history, common sense information, accepted folklore and aphorisms that have been adopted as part of common English language.

As examples, it would not be necessary to reference the following:

- That John Howard was the Prime Minister of Australia (common fact of history)
- That humans need food and water for survival (common sense observation)
- That the “Bunyip” is a man-eating Australian animals that live in water-holes, swamps and creeks (accepted folklore)

Cheating

Cheating is defined as “a form of deceit with a view to gaining an advantage for the cheat.” At Meditech Training College, cheating is usually related to taking unauthorised material into assessments. Meditech Training College trainers have a responsibility to explain clearly the expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in learners.

Staff responsibilities

Meditech Training College staff are responsible for:

- Informing all learners of expectations related to assessment;
- Informing all learners of referencing techniques and providing clear examples of what is acceptable;
- Explaining to learners what constitutes plagiarism;
- Setting realistic assessment activities and varying assignments and questions;
- Assisting learners to understand and apply correct referencing techniques;
- Setting appropriate conditions for group activities and make clear the distinction between group work and individual work; and
- Cultivating a climate of mutual respect for original work.

Learner responsibilities

Learners are responsible for:

- Submitting only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;
- Avoiding lending original work to others for any reason;
- Being clear about assessment conditions and seeking clarification if in doubt;
- Being clear about what is appropriate referencing and the consequences of inappropriate referencing;
- Discouraging others from plagiarising by observing the practices above.

Dealing with plagiarism

In the case of suspected plagiarism, the staff member will report the incident to the Chief Executive Officer. The Chief Executive Officer, in consultation with the staff member will determine if the plagiarism has resulted from poor academic practice or was intentional. This preliminary step may involve an informal interview with the learner.

The Chief Executive Officer and staff member will:

- consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional);
- review the course profile and other information provided to learners by the Senior Trainer to determine if adequate information had been given;
- identify if the learner has been previously warned of plagiarism;
- determine whether the learner is new to adult vocational education and training (it would be expected that continuing learners would be more likely to understand plagiarism and its consequences);

If the above factors have been considered and it has been determined that the plagiarism has arisen from poor academic practice, the learner is to be requested to revise the work and resubmit it for the assessment.

If, after consideration of the above factors it is determined that the plagiarism was intentional, the learner's work is not to be accepted and the learner is to be issued with an alternative assessment assignment to complete. The learner is to be given a formal warning (in writing) by the Chief Executive Officer explaining the seriousness of the incident and the consequences if the learner is found to plagiarise again.

Learners who commit plagiarism after being formally warned are to be withdrawn from the programme they are enrolled and issued with a refund of their tuition fees less all expenses incurred by Meditech Training College up to the point of their withdrawal.

Assessment Quality Control

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.8 and 3.1.

Meditech Training College must comply with various obligations in the National Quality Framework requiring it to ensure that any competency issued to the learner is justified and can be verified. These obligations are principally specified within the following regulatory requirements:

- Standards for Registered Training Organisations (RTOs) 2015, Clause 1.8, the RTO must ensure that the assessment evidence being used in support of competency decisions complies with the rules of evidence of validity, sufficiency, authenticity and currency.
- Standards for Registered Training Organisations (RTOs) 2015, Clause 3.1, the RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package.
- NVR General Direction - Retention requirements for completed learner assessment items, 22 June 2012, the RTO retains the completed learner assessment items including the actual piece(s) of work completed by a learner or evidence of that work. The retained evidence must have enough detail to demonstrate the assessor's judgement of the learner's performance against the standard required.

These obligations mean that Meditech Training College must put in place appropriate procedures and quality control arrangements in support of finalising and reporting assessment results. These procedures will be carried out by assessors who are completing assessment and finalising assessment documentation and by administrative support personnel who will receive completed assessment records, undertake a quality check, input results and file assessment records. This procedure describes the responsibilities of both parties who must work collaboratively together to ensure that Meditech Training College is complying with its obligations and can have confidence in the assessment outcomes being issued to learners.

Assessment completion and submission

The trainer / assessor is responsible for completing assessment and submitting these for reporting. To support the assessment quality control process, the trainer and assessor is to comply with the following:

- Completed assessment records must be returned to the office and received by administrative support no later than **five days** after the date on which the assessment was conducted.
- The complete assessment record and evidence must be submitted for each assessment that is undertaken. This must include all completed assessment records and all work that was submitted by the candidate for assessment. Other than the assessment record itself, this will include items such as completed written knowledge assessments, project submissions, portfolio

submissions, case study responses, completed workplace documents, et cetera. It is critical that administrative support receive not only the completed assessment record, but all work completed by the candidate that contributed to the assessment decision.

- All submitted assessment records must be complete and accurate including:
 - The complete and accurate details of the candidate in all required spaces.
 - Complete and accurate details of the assessor in all required space.
 - Clearly recording the assessment result for each assessment activity and the overall decision of competency for the unit of competency.
 - The date on which the assessment was conducted.
 - Signatures by the assessor in all required spaces and the candidate where required.
 - Sufficient evidence (comments) recorded by the assessor with enough detail to demonstrate the assessor's judgement of the learner's performance against the standard required. Please note, tick and flick will not be accepted.

Assessment Review and Reporting

The administrative support personnel are responsible for conducting quality check on the assessment record and reporting assessment results. To support the assessment quality control process, administrative support personnel are to comply with the following:

- Undertake a detailed quality check of each assessment record within **five days** of record being received at the office.
- The quality check must verify that submitted assessment records are complete and accurate including:
 - The assessment record includes all supporting evidence completed and submitted by the candidate.
 - The complete and accurate details of the candidate in all required spaces.
 - Complete and accurate details of the assessor in all required space.
 - Clearly recording the assessment result for each assessment activity and the overall decision of competency for the unit of competency.
 - The date on which the assessment was conducted.

- Signatures by the assessor in all required spaces and the candidate where required.
- Sufficient evidence recorded by the assessor with enough detail to demonstrate the assessor's judgement of the learner's performance against the standard required. Please note, tick and flick will not be accepted.
- Where the assessment record is determined to be complete and accurate by administrative support, the assessment outcome for the applicable unit of competency is to be recorded within the learner management system. **Please note**, it is important that the date recorded for the assessment outcome within the learner management system aligns with the final date recorded by the assessor on the assessment record. The assessment date and the outcome date must be the same. The following are the AVETMISS outcomes that may be selected:
 - 20 Competency achieved/pass
 - 30 Competency not achieved/fail
 - 40 Withdrawn/discontinued
 - 41 Incomplete due to RTO closure
 - 51 Recognition of prior learning granted
 - 52 Recognition of prior learning not granted
 - 60 Credit transfer/national recognition
 - 61 Superseded subject
 - 70 Continuing activity
 - 81 Non-assessable activity – satisfactorily completed
 - 82 Non-assessable activity – withdrawn or not satisfactorily completed
 - 85 Not yet started
- When all units of competency have been issued as “Competency Achieved”, administrative support is to initiate the AQF certificate issuance process. Please refer to the Issuing Certificates and Outcomes Policy and Procedure.
- Following the completion of the assessment review and reporting, the assessment record is to be marked as “Quality Checked and Entered” ensuring that the date entered is recorded on the

assessment record and is initialled by the reviewer. The assessment record is then to be filed and archived in accordance with the Records Retention and Management Policy and Procedure.

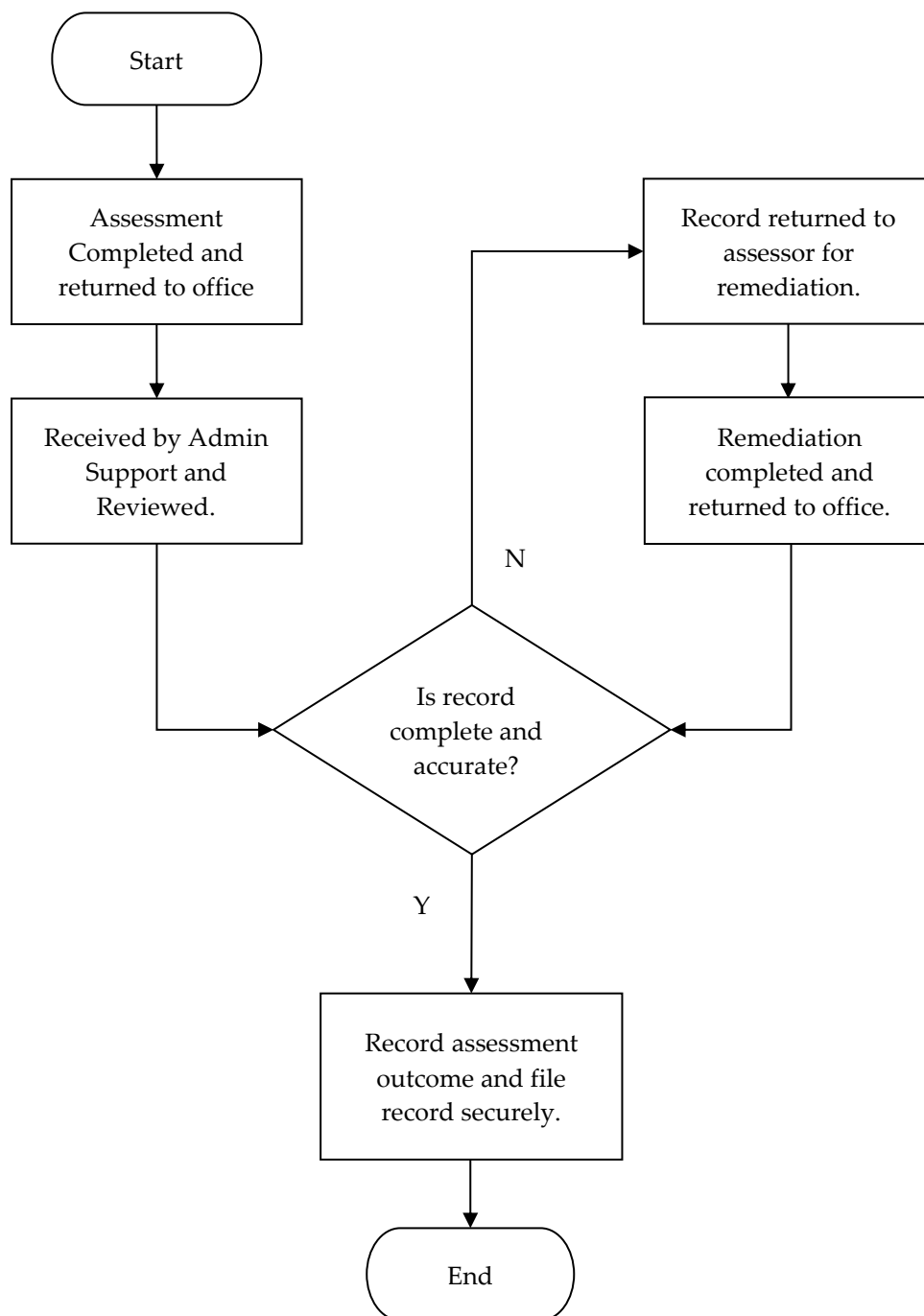
Remediation of incomplete or inaccurate Assessments

A critical component of this assessment quality assurance policy is the procedure to be followed where assessments are received by administrative support and are identified as incomplete or inaccurate. The remediation of these incomplete or inaccurate assessment records in a timely manner will safeguard the compliance of Meditech Training College and the integrity of our assessment system. Where assessment records are identified as incomplete or inaccurate, the following must be complied with:

- The assessment record is returned to the responsible assessor within two working days. Administrative support personnel are to provide written advice on the specific areas within the assessment record that do not comply with the minimum requirements. Please note, it is not the role of the administrative support team to fix these inaccuracies however so minor.
- Administrative support personnel are to inform the RTO manager of instances where incomplete or inaccurate records have needed to be returned to the assessor. This enables the RTO manager to monitor compliance with procedures and provide additional training and professional development to assessors who are not submitting complete or accurate records. Where warranted, the RTO manager may also initiate performance management to ensure compliance.
- Once received by the responsible assessor, the assessment is to be remediated and returned to administrative support within two working days. This means that the remediation of incomplete or inaccurate assessment must take precedence over newly completed assessments. It is critical that the assessor apply attention to detail to ensure all records are complete and accurate. Failure to do so will only result in the assessment record being rejected again and further delaying the administrative process.
- Returned assessment records which have been remediated are to undergo an additional review process to ensure compliance. Under no circumstances is an assessment record to be accepted by administrative support personnel where it does not comply with the minimum specified requirements. Any pressure or coercion received by administrative support personnel is to be reported to the RTO manager immediately.

Please refer to the Assessment Quality Control Process diagram for an illustration of this process workflow.

Assessment Quality Control Process



Recognition

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.8 and 1.12.

In accordance with the requirements of the Standards for Registered Training Organisations, Meditech Training College provides the opportunity for learners to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled.

Recognition generally takes two forms: recognition of prior learning, which is the focus of this policy, and credit transfer which is dealt with in the Credit Transfer section of this manual. For the purposes of this policy, recognition of prior learning will be referred to simply as recognition.

What is recognition?

Recognition involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competency, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.⁵ This has benefits for the individual and industry. Most importantly, it should be noted that recognition is just another form of assessment and requires the same application of policy and procedures outlined in the Assessment section of this manual.

Recognition guidelines

The following guidelines are to be followed when an application for recognition is received:

- Any learner is entitled to apply for recognition in a course or qualification in which they are currently enrolled.
- Learners may not apply for recognition for units of competency or qualification which are not included in Meditech Training College's scope of registration.
- Whilst learners may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the learner down a more efficient path to competence.

⁵ Australian Qualifications Framework (AQF) Advisory Board, 2004

- Learners who are currently enrolled in a training program are eligible to apply for recognition in that program at no additional charge.
- Assessment via recognition is to apply the principles of assessment and the rules of evidence.
- Recognition may only be awarded for whole units of competency.

Forms of evidence

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, Meditech Training College applies the following rules of evidence:

- Sufficient,
- Valid,
- Authentic, and
- Current.

Like assessment, recognition is a process whereby evidence is collected and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;

- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient evidence on their own. When combined together with a number of evidence items, the candidate will start to provide a strong case for competence. Meditech Training College reserves the right to require candidates to undertake practical assessment activities of skills and knowledge in order to satisfy itself of a candidate's current competence.

Appealing recognition outcomes

If the learner is not satisfied with the outcomes of a recognition application, they may appeal the outcome like other assessment decisions. Further information on the appeals process is available at section three.

Recognition Procedure

The following procedure is to be applied by Meditech Training College upon receipt of an application for recognition:

Step 1 Provide sufficient information to prospective learners to inform them of opportunities for alternative pathways via recognition and the recognition process.

Step 2 Learners who request recognition of their current competence are to be invited to carry out a self-assessment prior to enrolment to determine their suitability for a recognition application (using the Recognition Self-Assessment Guide). This step is not compulsory but is strongly suggested. The learner should be provided an electronic version of the RPL application documents.

Step 3 Undertake a recognition assessment planning interview between the assessor and the candidate (using the Recognition Assessment Plan). This is to include where possible:

- Helping the candidate to identify appropriate forms of evidence;
- Guiding the candidate on the use of recognition tools; and
- Informing the candidate about the assessment process.

Step 4 Candidates are to compile their recognition submission (using a Recognition Evidence Report). This form allows candidates to record their particular documentary evidence against each unit of competency and to attach this evidence as required.

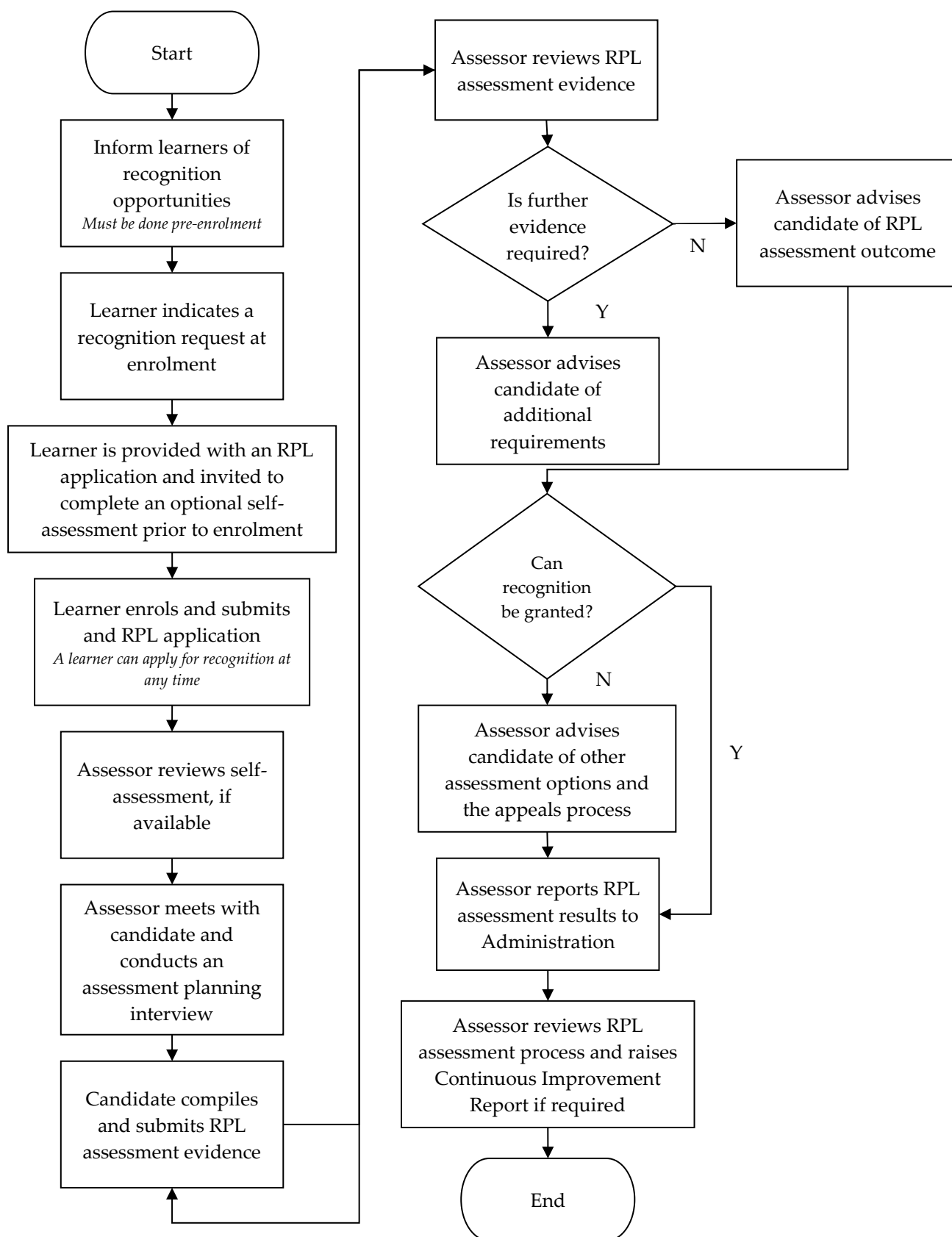
Step 5 The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor may invite the candidate to undertake a recognition interview to answer verbal questions or a practical assessment. At the end of the evidence gathering process the

Assessor is to provide the candidate with written feedback regarding the assessment outcomes, including the procedure for the candidate to appeal the assessment outcome.

Step 6 If the candidate is not satisfied with the outcomes of a recognition application, they may appeal the outcome like any other assessment decision. Refer the candidate to the appeals process which can be found in the Learner Information Booklet or policy and procedure manual.

Step 7 When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the recognition register and issue the candidate with written advice of the outcome. This may include issuing statements of attainment or qualifications awarded through recognition in accordance with Meditech Training College Qualifications Issuance policies and procedures.

Recognition Process



Assessment Validation

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.9, 1.10 and 1.11.

Assessment validation is a quality review process designed to check that the assessment process is resulting in assessment in accordance with the rules of evidence, the principles of assessment and aligns with the requirements of the training package. The Assessment Validation model utilised at Meditech Training College is adapted from the publication *Maximising Confidence in Assessment Decision-Making, Resource Kit for Assessors, NCVER, 2002*. This relies on the review of quantitative data and qualitative based questions framed around the principles of assessment and the rules of evidence to examine how assessment for a particular unit is occurring.

The Standards for Registered Training Organisations specify that assessment validation includes reviewing a statistically valid sample of the assessments. This implies that validation is being conducted after a period of implementation of assessment and that the review is based on actual completed assessments. This aligns with identifying assessment validation as a quality review process which is the monitoring of an activity which is ongoing as opposed to a quality control process which examines something before its release or implementation. This is an important facet of the model adopted in this policy and the requirements of the RTO Standards. We are not just validating the arrangements for assessment, but, are validating the actual conduct of assessment and the outcomes being produced.

Definitions

Throughout this policy and procedure, the following definitions apply:

- **Assessment Judgement.** Assessment judgement is the judgement to make a learner competent in a unit of competency and in the context of this policy informs the process of determining a statistically valid sample size.
- **Assessment Tool.** An assessment tool includes information and templates to communicate the context and conditions of assessment, tasks to be administered to the candidate, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of their performance (i.e. the assessment decision-making rules). The assessment tools will also set the procedure for the administration, recording and reporting requirements following the completion of the assessment.⁶

⁶ Guide—Developing assessment tools, ASQA, 1 April 2015

- **Assessment Validation.** Assessment Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.⁷
- **Assessment Validation Plan.** The assessment validation plan is an action plan that identifies; when assessment validation will occur, which training products will be the focus of the validation, who will lead and participate in validation activities; and how the outcomes of these activities will be documented and acted upon.
- **Confidence Level.** The confidence level is criteria which is set to calculate a statically valid sample size. This is represented as a percentage of your confidence that the assessment judgements will produce an accurate validation outcome.
- **Completed learner assessment items.** The actual piece(s) of work completed by a learner or evidence of that work, including evidence collected for an RPL process. An assessor's completed marking guide, criteria, and observation checklist for each learner may be sufficient where it is not possible to retain the learner's actual work. However, the retained evidence must have enough detail to demonstrate the assessor's judgement of the learner's performance against the standard required.⁸
- **Error Level.** The error level is criteria that is set when calculating a statistically valid sample size. The error level relates to the assessment outcome results and can be referred to as the 'margin of error'.
- **Outcomes.** Outcome of assessment validation are the identified improvements for the assessment strategy and practices.
- **Training Product.** Training product means AQF qualification, skills set, unit of competency, accredited short course and module. In the context of this policy, training products are those qualifications, skill sets, or units of competency which are explicitly on the Meditech Training College scope of registration.

⁷ Standards for Registered Training Organisations 2015

⁸ ASQA Retention requirements for completed learner assessment items, 20 February 2013

Preparing the Assessment Validation Plan

Meditech Training College is required by the Standards for Registered Training Organisations to validate all training products on its scope of registration at least once every five years. In doing this, we must comply with the minimum requirement of validating at least 50% of the training products within the first three years of each five-year cycle.

Documenting the assessment validation plan

The assessment validation plan schedules the conduct of regular assessment validation activities conducted on a quarterly cycle. Assessment validation findings are to be recorded on the Assessment Validation Record and outcomes are to be raised as opportunities for improvement in accordance with our continuous improvement policy. This allows the outcomes of assessment validation to be responded to in a systematic approach and monitored through to their completion.

The assessment validation plan is a document which identifies:

- Who will lead the validation activities,
- Participants assisting in the validation activities,
- The training product which is being validated
- The date on which the assessment validation will occur.

Scheduling validation activities

The basis for determining when each training product will be validated, should be informed by the date which delivery in the training product commenced. As the assessment validation model is a quality review process, it is not possible to validate a training product which has no delivery. As will be outlined below in the section relating to determining a statistically valid sample size, a period of 12 months delivery is ideal to establish a statistically valid sample. This means that training products should ideally be scheduled validation 12 months after the delivery of the training product commenced. Assessment validation activities are ideally to occur not less than once each quarter.

Selecting units of competency

As outlined within the definitions, a training product can include a qualification, a skill set or a unit of competency. The basis for conducting assessment validation is the unit of competency as it is the assessment outcome which is being validated. This means that when validating qualifications and skill sets, we are validating a sample of the units of competency within those training products and not all units of competency. The national regulator has advised that it would expect that the RTO validate a

minimum of two units of competency within each qualification. Therefore, the units of competency to be included within the assessment validation plan are as follows:

- 2 x units of competency from each qualification on the explicit scope of registration
- 2 x units of competency from each skill set on the explicit scope of registration
- each unit of competency which is listed on the explicit scope of registration

When selecting units of competency to serve as the basis for validating each training product, we must give focus to the units of competency which are indicative of the qualification which is being trained and assessed. We should generally avoid generic or soft units of competency. We should also avoid selecting the same unit of competency across multiple training products. Whilst this may seem to be efficient, it is counter-productive in respect of the overall purpose of conducting the assessment validation and achieving the best quality outcome. The selection of units of competency should be informed by industry consultation and the perceived risk to the learner as a consumer.

Where Meditech Training College identifies training products that are 'high risk', Meditech Training College will schedule assessment validation for these training products to occur more frequently has an appropriate risk control.

Retaining records to support future validation activities

The establishment of the assessment validation plan must inform the retention of learner assessment items to ensure that a statistically valid sample size is available for scheduled assessment validation activities. This period of retention may be contrary to what is indicated within the record retention policy; however, once the selection of units of competency and training product is established, arrangements must be put in place to ensure that the completed learner assessment items are available for the planned future assessment validation activity.

Selecting or nominating persons to participate in assessment validation activities

Assessment validation is to be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated. This means that a trainer who delivers the same program but in a different location can be involved in participating in the assessment validation activity as they are unlikely to have any bias about the assessment which was conducted at the nominated location. If there is any concern that the trainer may hold bias about the assessments which were conducted, then they simply should not be included in the assessment validation team.

Persons selected to conduct assessment validation must collectively hold the vocational competencies and current industry skills relevant to the assessment being validated. Persons must also be competent in training and assessment, i.e. hold the TAE40110/TAE40116 Certificate IV in Training and Assessment. This

requirement for both vocational and training and assessment competency must be verified before persons are nominated on the assessment validation plan.

The involvement of industry representatives or subject matter experts is encouraged. These participants will need to be supported by a member of the assessment validation team who is competent in competency-based training and assessment. Industry representatives provide a valuable insight particularly in regard to the validity of the assessment tasks.

The preferred composition of an assessment validation team is as follows:

- 1 x lead validator who holds the required competency, is without bias and is experienced at facilitating robust discussions and negotiating consensus.
- 2 x validators who hold the required competency, are without bias and have a positive interest in improving the quality and consistency of assessment.
- 1 x industry representative who is the subject matter expert in the performance of the task relevant to the units of competency.

Calculating a valid sample

Assessment sampling involves choosing a statistically valid sample of completed learner assessments. The selection of completed learner assessment items should be informed by using the following criteria:

- The assessment work of a range of learners in the selected program;
- The assessment work of a range of assessors across different sites; and
- The assessment works reflects the diversity of the current delivery model.

Equally, the sample size must be large enough that the validation outcomes can be applied to the entire sample applicable to the unit of competency being validated.

When calculating a sample size the lead validator is to use the sample size calculator provided by ASQA at the following website: <https://www.asqa.gov.au/resources/tools/validation-sample-size-calculator>

This calculator is to be used by entering the number of assessment judgements that have occurred for a particular unit of competency over the last 12-month period. The settings relating to the percentage of error (15%) and confidence level (95%) are recommended to remain at their pre-set levels. The resulting sample size is to be used as a basis for selecting completed learner assessment items from learner records and archive. These documents will be accessed and collated ready for the assessment validation activity.

It is ideal that these documents only include the assessment records relevant to the units of competency being validated. If unnecessary documents are presented to the assessment validation team it will simply impede their progress and the required outcomes may not be achieved.

Planning Assessment Validation

Based on the Meditech Training College Assessment Validation Plan, an event will be scheduled that identifies the training product and units of competency to be validated, the time and place for the meeting and who is designated to lead and assist with the validation.

The lead validator should organise and send a reminder email to those identified to participate in the assessment validation event no later than one month before the event is scheduled to occur. It is ideal that the lead validator personally make contact with any identified industry representatives or subject matter experts in order to positively facilitate their participation. It is recommended that the assessment validation activity only focus on one unit of competency for each session. Where a unit of competency is included within a clustered assessment design, the unit of competency remains the focus of the assessment validation. Additional assessment tasks included within the clustered assessment and which do not relate to the subject unit of competency should be ignored. The assessment validation must focus on the requirements of the subject unit of competency.

The lead validator will plan the day and begin to gather the required documentation and validation sample. This will include:

- the complete assessment tools and resources for the subject unit of competency,
- any available assessment mapping for the subject unit of competency,
- relevant references relating to the unit requirements,
- available data on completion rates or reassessment,
- the relevant training and assessment strategy, and
- the selected statistically valid sample of completed learner assessment items.

Each participant is to be provided a complete set of assessment tools and resources for the nominated training product. This will allow each participant to make their own notes and refer to the resources individually. The venue for the validation activity should also be arranged.

Conducting Assessment Validation

The assessment validation activities may be conducted using teleconference or conducted face-to-face. Ideally, these activities are conducted face-to-face to enable better interaction and discussion.

Participants will gather for the assessment validation where the lead validator will provide an outline of the approach being taken and of the process to be followed. The lead validator will issue each participant and themselves with the assessment tools and resources and an equal number of sampled completed learner assessment items. The lead validator will brief the participants on the use of the assessment validation tool and the criteria which comprise the tool and need to be responded to.

At the beginning of the activity, each participant should be allocated an hour or so to individually review the assessment tools and resources, the training and assessment strategy and their allocated sample of completed learner assessment items relevant to the training product being validated. During this time each participant will make their own notes against the criteria within the assessment validation tool. Whilst this is a time for individual review, it is acceptable for participants to ask each other questions and exchange views about the assessment and the evidence they are reviewing. At the end of this initial time it is expected that each participant will have formed their own views and recorded their notes within an assessment validation tool and be ready to contribute to a group discussion.

The assessment validation team must determine whether the assessment sample is valid, reliable, sufficient, current and authentic. The assessment validation checklist tool is to be used by Meditech Training College and validators. The assessment validation checklist identifies whether the assessment:

- is compliant with training product requirements
- adheres to the principles of assessment; fairness, flexibility, validity and reliability
- produces valid, sufficient, authentic and current evidence
- meets industry requirements and reflects real work-based environments
- assesses the right level of difficulty aligned with the skills and knowledge requirements of the unit of competency
- includes assessment instructions are clearly explained, logically structured
- provides adequate benchmarks for assessment
- identifies areas for improvement

After each participant has completed reviewing the evidence individually, the lead validator will then facilitate a discussion about the assessment of the training product following the points identified within the assessment validation tool. As each point is presented it provides an opportunity for participants and the lead validator to exchange their views based on their own review of evidence indicating if the current assessment practice is suitable or needs improvement. The lead validator will note these discussion points and facilitate the discussion in order to attempt to arrive at a consensus. This is recorded within a consolidated assessment validation record which becomes the official record of validation activity. It is

important that any suggested improvements to the assessment arrangement are clearly stated so that the original intent of the improvement carries through to the continuous improvement process. The assessment validation record must be fully completed including recording the details of those who participated, the sample size and the learner assessment records which were validated.

At the conclusion of the assessment validation activity, the lead validator is to summarise the collective findings of the assessment validation activity and identify the recommended opportunities for improvement for the assessment arrangements relevant to the training product being validated. It is important that the final assessment validation tool records the details of all evidence reviewed including the assessment sample and the names of those who to suppose in the assessment validation. The lead validator is then responsible raising a continuous improvement report to be considered at the next management meeting. These opportunities for improvement will then be considered and implemented in a systematic way utilising the continuous improvement and management meeting process.

Outcome and Relationship to Continuous Improvement

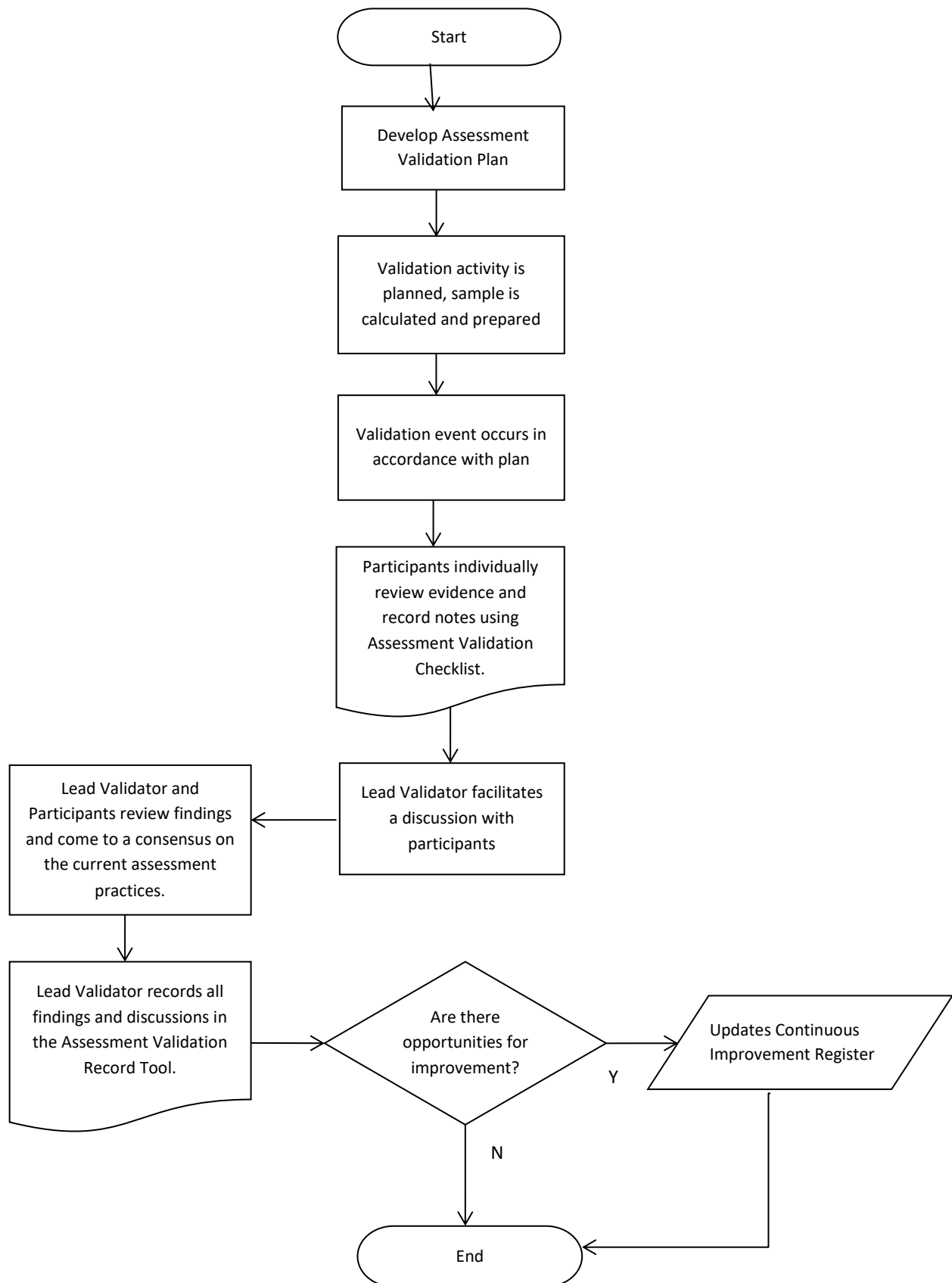
Often improvements will be identified as an outcome of assessment validation. These improvements are to be fed into to our systematic approach to continuous improvement by raising a continuous improvement report and submitting this to the management meeting. Outcomes identified as a result of assessment validation must be recorded within the assessment validation tool and then collated into a continuous improvement report.

Assessment Validation Procedure Summary

1. Meditech Training College will prepare an assessment validation plan that identifies when assessment validation will occur, which training products will be the focus of the validation and who will lead and participate in validation activities.
2. The lead validator will actively plan for scheduled assessment validation activities by organising a venue, liaising with participants, and arranging relevant documentation and evidence.
3. A statistically valid sample of completed learners' assessments will be selected applicable to the units of competency being validated and organised to be available at the assessment validation activity.
4. Participants will gather for the assessment validation activity. The lead validator will provide an outline of the assessment validation approach and explain the process. Each participant will be issued the assessment tools, resources and an equal number of sampled completed learner assessments.
5. Participants are to be allocated one (1) hour to individually review the assessment tools, resources, training and assessment strategy and their allocated completed learner assessments. Notes should be recorded on the Assessment Validation Checklist Tool.

6. The lead validator will facilitate a discussion once each participant has reviewed the evidence individually. This is to provide the opportunity for participants and the lead validator to exchange their views and come to a consensus on the current assessment practice and needs for improvement.
7. The lead validator will summarise the collective findings and identify areas for improvement and record these in the final assessment validation record.
8. The lead validator will update the continuous improvement register and opportunities will be considered and implemented.
9. The lead validator will ensure that all assessment validation records are securely retained and are accessible.

Assessment Validation Flow Diagram



Staff Induction Policy

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.13 and 8.6.

At Meditech Training College, we are committed to meeting our obligations under legislation as an employer and ensuring that staff are appropriately inducted and given the organisational knowledge to perform their duties.

Aims

The aim of this policy is to ensure that all staff:

- receive timely and appropriate information, instruction and training to commence their duties;
- receive information to enable them to understand our policy and procedure particularly with regard to training operations;
- are aware of relevant quality control and administrative procedures;
- details are accurately recorded by us including certification of required qualifications and credentials; and
- receive adequate and appropriate support during their preparation to undertake their duties.

Responsibilities

The following personnel are responsible for the application of this policy:

- The Chief Executive Officer is to provide adequate induction programs and procedures which achieve the aims of this policy and which foster cohesion and a productive work environment.
- Supervisors are to implement induction programs and procedures and work closely with staff to ensure that they are prepared for their duties in accordance with the aims of this policy. Supervisors are to monitor the induction of new staff members and report progress and finalisation of induction.
- Current staff members are to actively engage with new employees to guide their induction and to provide support during their transition to their new duties. Current staff members play an important function in the peer support component of professional development particularly as it relates to our own approach to training and assessment.
- New staff members are to actively participate in induction programs and procedures and seek out information rather than waiting for it to be provided to them. Active participation includes reviewing Meditech Training College policies and procedures carefully, taking responsibility for their own preparation to commence their duties and seeking clarification to uncertainties.

Induction program

The induction program will vary according to the background and circumstances of the new staff member. As a general guide, induction will occur over a two day period. The first day is generic to all new staff members and includes orientation, meetings with key personnel and review of Meditech Training College's policies and procedures. After this initial period, the staff member is orientated to their respective work area, be that training and assessment, administration or support services. This time will also include the issuing of any resources required to commence their duties, confirmation of duty statements and allocation of work area. A more detailed schedule of the induction program is available in the next section. The staff member is to be provided with an Induction Checklist to be used throughout the induction to confirm their completion of induction activities. This document is to be completed and signed by the staff member and their supervisor in recognition that induction has been completed in accordance with the required standard.

The following procedure is to be followed during the induction of new staff:

Before the new staff members arrives

- Issue a memo to all Meditech Training College staff members advising them of the name of the new staff member, the position filled, location and starting date.

Day One

- Met by supervisor and given work health and safety induction.
- Receive briefing on the induction schedule and Induction Checklist.
- Welcome by the CEO, outline past, present, and future.
- Allocation of workspace, briefing on tearoom arrangements.
- Tour of the premises and introduction to staff (morning tea if possible).
- Complete employment administration including tax file number declaration, pay account details, payslip arrangements, superannuation choice, emergency POC, given award, and employment contract confirmation.
- Briefed on leave arrangements, hours of work, sick leave requirements, social media expectations, making personal calls, working from home, running late requirements.
- Provide copies of credentialling documentation including CV, qualifications, licences certificates, references, prepare staff matrix
- Issued uniform and informed of dress code and expectations.

- Review duty statement to understand expectations of duties and sign to accept.
- Undertake detailed review of policy and procedures and forms.

Day Two

- Finalise credentialling documentation and employment admin.
- Complete briefing on quality systems and controls and understand own role in these.
- Receive introduction to RTO Data Cloud.
- Receive equipment and resources required to undertake duties.
- Get induction on any specialist equipment to ensure safe and effective operation
- Organise login for access to internal information systems, key pass, ID, etc.
- Briefing on arrival and departure and security arrangements.
- Complete professional development plan
- Complete Induction Checklist and file.
- Meeting with CEO to conclude the formal component of the induction program.
- Commence work in allocated area fully orientated with a full workload.

Trainer Competency Requirements

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.13 and 1.14.

Competency is defined as an individual's consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments⁹.

In accordance with the Standards for Registered Training Organisations trainers and assessors employed by Meditech Training College are required to meet specific competency requirements to deliver training and assessment services as a Registered Training Organisation. It is summarised here to provide clarity on the preferred approach to this requirement by Meditech Training College.

Aims

The aim of this policy is to ensure that:

- trainers who are engaged by Meditech Training College hold the required competency in training and assessment and can demonstrate their vocational competency for the units of competency being delivered;
- clear and accurate policy underpins our compliance with the Standards for Registered Training Organisations (RTOs) 2015, Clause 1.13 and 1.14;
- trainers who are claiming vocational equivalent competency have sufficient guidance to assist them in preparing and presenting sufficient and valid evidence to demonstrate their vocational competency; and
- all stakeholders in the organisation are informed of their responsibilities to assist in the process of maintaining and demonstrating the competency of our trainers.

Responsibilities

The following personnel are responsible for the application of this policy:

- The Chief Executive Officer is to provide policy and systems to ensure that current and accurate records are maintained of trainer competency in accordance with the standards for registered training organisations. The Chief Executive Officer is also to monitor the implementation and adherence to this policy and procedure.

⁹ Standards for Registered Training Organisations 2015

- The Training Manager is to implement policy and systems to collect, verify and maintain accurate records of trainer vocational competency and competency in training and assessment. The Training Manager will also oversee the implementation of this policy and provide advice to stakeholders on its interpretation.
- The Office Manager is to coordinate the collation and storage of trainer competency records and assist in verification of these records. The Officer Manager will also assist in keeping current and making these records available either internally or to any authorised external third parties.
- The Trainer is to assist in gathering together the required evidence of competency in a format that is accurate and valid and making this available to Meditech Training College for verification and retention in support of its compliance. This includes providing records from past achievements and experience and updating these records from time to time as more current evidence is available.

Vocational Competency

Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. In determining requirements for vocational competency, Meditech Training College will have regard to Training Packages which include advice specific to the industry related to the vocational competencies of trainers and assessors. Meditech Training College will also have regard to information collected during industry engagement activities that inform the current industry skills required of trainers and assessors. This may include advice on relevant industry qualifications and experience required for training and assessing.

Meditech Training College require that training and assessment is delivered only by persons who have:

- Vocational competencies at least to the level being delivered and assessed. This means that they either hold the actual unit of competency or hold an equivalent unit of competency.
- If the nominated trainer does not hold the actual or an equivalent unit of competency, then they may provide other supporting evidence to demonstrate their equivalent vocational competency to the level being delivered and assessed. This evidence may include certified copies of higher or related qualification or statements of attainment, work samples, employer references, resume, referees contact, etc. It must be very clear from the presented evidence that the trainer is competent in each and every unit of competency they are delivering. Trainers are to provide a written response in support of each unit of competency using the Meditech Training College Training Matrix and particularly the section *Trainer Competency Mapping for Equivalent Vocational Competency*. The trainer is to follow the instructions in this form to provide a detailed response for each unit being claimed under equivalent vocational competency.

Training and Assessment Competency

Trainers and Assessors must hold one of the following:

- TAE40110 Certificate IV in Training and Assessment, with the following units:
 - TAEELN411 Address adult language, literacy and numeracy skills or its successor, and
 - TAEASS502 Design and develop assessment tools or its successor
- or
- TAE40116 Certificate IV in Training and Assessment
- or
- TAE40122 Certificate IV in Training and Assessment
- A Diploma or higher-level qualification in adult education. The National Regulator nominate the following qualifications or credentials as being sufficient to demonstrate a “Diploma or higher-level qualification in adult education”:
 - Associate Degree of Vocational Education and Training
 - Bachelor of Adult and Vocational Education
 - Graduate Diploma in Adult and Vocational Education and Training
 - Graduate Diploma of Adult Language, Literacy and Numeracy
 - Master of Education degree with an adult education focus
 - CASR Part 61 Flight or Simulator Instructor
 - Army Recruit Instructor

Meditech Training College acknowledges that the Standards for Registered Training Organisations do make provision for those undertaking assessment only to only hold the Assessor Skill Set (up until 1 Jan 2016 only). Meditech Training College has determined that it will not apply this provision and require all staff delivering training or assessment to hold a full qualification as listed above.

Trainer and Assessor Currency

The Standards for Registered Training Organisations require that training and assessment is delivered only by persons who have following:

- Current industry skills directly relevant to the training and assessment being provided.
- Current knowledge and skills in vocational training and learning that informs their training and assessment.
- Can demonstrate the participating in professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment.

The requirement for current industry and vocational training skills and knowledge means that the trainer has maintained their skills and knowledge in their industry area of speciality. This is more general than the requirement to demonstrate competency and requires the trainer to have sufficient evidence to demonstrate the industry currency. Further policy guidance on mechanisms to maintain currency is provided in the Trainer Currency and Professional Development policy.

Training and assessment under supervision

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.17 and 1.20.

Meditech Training College acknowledges that in some circumstance's assessment evidence will be gathered by personnel who do not have the necessary training and assessment competence in accordance with the requirements of the Standards for Registered Training Organisations. Examples of these circumstances may include where a recognised industry expert is contributing to training and assessment but does not yet have the required training and assessment qualification or an existing trainer may need to upgrade their current competency and may require supervision as a temporary arrangement.

Working under supervision

The Standards for Registered Training Organisations define “working under supervision” as an individual who is not fully qualified as a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes. In situations where Meditech Training College engaged persons to deliver training who are working under supervision of a trainer, the person must meet the following criteria:

- Must hold one of the following the following skill sets:
 - TAESS00007 Enterprise Trainer – Presenting Skill Set (or equivalent); or
 - TAESS00008 Enterprise Trainer – Mentoring Skill Set (or equivalent); or
 - TAESS00003 - Enterprise Trainer and Assessor Skill Set (or equivalent).
- has vocational competencies at least to the level being delivered and assessed; and
- has current industry skills directly relevant to the training and assessment being provided

It is important to note that a trainer who holds 1 of the above skill sets can only perform the skills relevant to the competencies they hold. As an example, a trainer who holds the enterprise trainer presenting skill set, only holds the competency to make presentations and deliver skills training. This person does not hold the competency to undertake assessment. A person who holds the skill set of an enterprise trainer and assessor skill set, holds the competency to collect assessment evidence and deliver skills training.

Conducting assessment under supervision

It is critically important to note that the Standards for Registered Training Organisations specify that the trainer who works under the supervision of a qualified trainer and “does not determine assessment outcomes”. This means that the trainer is not authorised to conduct assessment in their own right. To be clear, the trainer under supervision can conduct assessment activities and collect assessment evidence such as conducting an observation assessment or conducting a knowledge assessment; but they are not

permitted to decide the competency outcome by themselves. All final competency outcomes or decisions must be made in conjunction with a fully qualified assessor. All final competency decisions must be co-signed by a qualified assessor.

It is also important to note that a trainer under supervision is not permitted to undertake assessment at all unless they already hold the unit of competency TAEASS402 - Assess competence (or equivalent).

Establishing a trainer supervision arrangement

We recognise the need to appropriately support the gathering of evidence in accordance with the principles of assessment and the rules of evidence. The focus of this policy is to establish the arrangements for the delivery of training and collection of assessment evidence by a trainer who does not hold the required competence to perform training and assessment. In managing this situation, we will apply the following management approach:

- The trainer is to be an employee of Meditech Training College or a trainer engaged under a contractor agreement.
- This policy only applies to a trainer supervision arrangement where the trainer lacks the required training and assessment competence. In all instances, trainer is to hold the required vocational competence and are to be recognised subject matter experts in their vocational field.
- Meditech Training College trainers engaged in the delivery of training and collection of assessment evidence and who do not hold the required training and assessment competence must take all reasonable steps to acquire this competence through either course work or through RPL. The trainer supervision arrangement is to be used as a short-term solution only.
- Trainer supervision is not to be established informally without the knowledge of Meditech Training College management. The conduct of training and assessment by a person who is not qualified is an area of high compliance risk for Meditech Training College and this practice may lead to unsatisfactory outcome for learners. The establishment of a trainer supervision arrangement is to be approved by Meditech Training College CEO.
- A Meditech Training College staff member engaged in the delivery of training and collection of assessment evidence under a trainer supervision arrangement is to be directly supervised by an appointed and qualified trainer. The supervisor is to provide regular support and direction and monitor the training and assessment practices being applied. It is not necessary for the supervisor to be present during all training and assessment. The supervisor is accountable for the training and assessment being conducted and may wish to closely monitor the training and assessment through moderation, validation, candidate surveys and through observation.

The following procedure is to be followed to establish a trainer supervision arrangement at Meditech Training College:

- Identify staff members that require a trainer supervision arrangement during the recruitment process.
- Validate the competency requirements specified within the Trainer Competency Requirements policy and specifically the section on Working under Supervision.
- Establish a written Trainer Supervision Agreement for the person being supervised and the appointed supervisor. The written agreements should outline the supervision and monitoring arrangement as well as the actions the trainer agrees to take to close the competence gap.
- Monitor the arrangement to ensure that appropriate monitoring and supervision is being provided and that learner outcomes are not being affected.

Supervising and monitoring a trainer under supervision

The following strategies may be applied to provide a trainer appropriate supervision and monitoring during an supervision arrangement:

- Monitor the trainers progress to close their competence gap and obtain the appropriate assessment competence.
- Schedule the trainer to participate in ongoing professional development in training and assessment.
- Schedule and conduct a regular meeting between the trainer under supervision and the supervisor to monitor the trainer's activity and provide feedback.
- Undertake a sampling desktop review of assessment records completed by the trainer under supervision to ensure the assessment is accurately documented with valid and sufficient evidence and to confirm that assessments are always co-assessed by a fully qualified assessor.
- Include the trainer in assessment validation sessions to allow the person to observe the methods and views of other assessors when facilitating assessment and making assessment decisions.
- Provide input to the preparation of training and assessment activities including resource preparation, setting of context, briefing learners' candidates and preparing training materials and assessment tools.
- Observing the training and assessment being delivered by the trainer under supervision to ensure this complies with the requirements of the RTO standards and the training and assessment strategy.

All activities to supervise and monitor a trainer supervision arrangement are to be recorded within the Trainer Supervision Monitoring Record which is attached to the Trainer Supervision Agreement.

Trainer Currency and Professional Development

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.13 and 1.16.

It is a requirement as a Registered Training Organisation to provide for the continued professional development of staff members. Specifically, Meditech Training College is required to apply systems to maintain and develop the professional competence of trainers and assessors and training support personnel. This includes ensuring that staff maintain the currency of their knowledge and skills relevant to the training and assessment being delivered or the role they perform. This requirement has three specified components:

- Continued development of their vocational competence (i.e. trade / industry skills and knowledge);
- Continued development of their training and assessment competence (if applicable to role); and
- Continued development of their awareness of applicable legislative and enterprise requirements.

To achieve this, Meditech Training College will implement professional development in two strategies:

- Individual professional development, and
- Collective professional development.

Aim

The aim of this policy is to:

- Provide support for career advancement, so that we will retain staff who perform well;
- Prepare staff members for possible future responsibilities within Meditech Training College;
- Enhance the standard of performance of all staff members in their current jobs;
- Maintain and increase job satisfaction;
- Improve and develop the ability of staff members to initiate and respond constructively to change;
- Maintain and continuously improve the vocational skills and knowledge of trainers and assessors;
- Provide a procedure for staff to play an active role in their own professional development; and
- To ensure trainers and assessors maintain the currency of vocational skills and knowledge.

Responsibilities

The following personnel are responsible for the application of this policy:

- The Chief Executive Officer is to provide policy and systems to ensure that trainers' have the opportunity to participate in relevant professional development to maintain their vocational currency and also their current skills and knowledge in vocational education training.
- The Training Manager is to implement policy and systems to ensure that suitable opportunities are planned and implemented to provide trainers the opportunity to undertake professional development relevant to their needs and that this evidence is available to demonstrate the organisation compliance with relevant standards.
- The Office Manager is to assist in implementing the administrative arrangements to support the conduct of professional development, to maintain an accurate record of industry currency and ongoing professional development and be able to provide evidence of this in an organised and professional manner on request.
- The Trainer, who is to actively seek out opportunities to participate in ongoing professional development both for their vocational skills and knowledge and in support of the maintenance of competency in vocational education and training. Trainers to take individual responsibility for maintaining the minimum level of mandated currency evidence.

Individual professional development

Each Meditech Training College staff member is required to compile an individual professional development plan. This plan is to be reviewed annually and forms the basis for our distribution of financial support for individual professional development activities. Individual plans are developed in consultation with supervisors and must be approved by the Chief Executive Officer.

Approval by the Chief Executive Officer does not guarantee financial support for the plan but does ensure that it will be considered when financial support is distributed and will depend on our financial position.

Financial support for professional development

The following principles guide the distribution of financial support for individual professional development:

- Individual financial support will not exceed \$500.00 per person annually. This amount is inclusive of GST. The annual entitlement is based on a calendar year (i.e. Jan – Dec).

- Financial support will only be provided where the individual professional development activity is directly related to the individual's current role within Meditech Training College or a role that has been identified in the immediate future.
- Financial support will only be provided on the basis of 50% of the activity cost and only up to the annual entitlement (\$500.00).
- Financial support will only be provided for registration costs or tuition fees. It will not cover incidental costs such as transport, meals or accommodation.
- Individuals will be considered "on duty" when attending professional development activities and will be remunerated at their standard rate of pay.

The following is an example of these principles at work:

John is seeking to attend a seminar on assessment practices. The cost for the seminar registration is \$600.00. John writes a letter to the Chief Executive Officer seeking financial support of \$300.00. The application is approved, and John attends the seminar and covers all incidental costs himself. John has a remaining entitlement of \$200.00.

Collective professional development

Collective professional development includes all professional development activities organised and facilitated by Meditech Training College for the participation of all staff members. Activities that may be included in collective professional development include:

- In house training;
- Attendance at workshops and seminars;
- Trainers and assessors moderation;
- Induction training; and
- Focus groups.

We will develop a collective professional development schedule that meets our requirements under Standards for Registered Training Organisations and accurately reflects our training tempo and business priorities. The Chief Executive Officer is responsible for the development and implementation of the collective professional development schedule. This schedule is to include an annual training session on the legislative requirements applicable to Meditech Training College operations.

Recording Professional Development

To ensure an accurate record of professional development activities, all staff members are required to submit evidence of their professional development to administration so it can be properly recorded in the learner management system staff professional development register.

Currency Points Framework

In addition to the requirement to demonstrate ongoing professional development, staff employed as trainers and assessors must also demonstrate that they hold current skills and knowledge in both their vocational competence and their training and assessment competence. This requirement creates questions about how much evidence is required to demonstrate that a staff member is current. It is also acknowledged that some evidence is more valued based on its validity as currency evidence and so a suitable approach is required to define the types of evidence that are suitable and the amount required.

In response to this requirement, Meditech Training College has established Currency Points Framework. The Currency Points Framework allocates points to specific activities that are commonly used by Trainers to demonstrate their maintenance of skills and knowledge. The point's value is based on the perceived value an activity has regarding its validity as a form of evidence applicable to Standards for Registered Training Organisations. The framework seeks to give value to a much wider type of currency evidence than simply professional development. The framework is equally applicable to employees and contract trainers.

The point's value has been determined through consultation with staff and is largely based on how measurable an activity is in terms of demonstrating currency. The less measurable an item is considered, the less points it is allocated.

In applying this pathway, the following business rules apply:

- Each Trainer is required to maintain a minimum of **20 Currency Points** at any time.
- Within the annual Currency Points requirement:
 - No less than **10 Currency Points** must be maintained for Vocational skills and knowledge.
 - No less than **10 Currency Points** must be maintained for Training/Assessment skills and knowledge.
- Where a Trainer has multiple vocational areas of delivery (such as sectors), the Trainer will be required to demonstrate a minimum of 10 Currency Points for each vocational areas of delivery.
- Each allocation of points based on currency activity completed is valid for 12 months. When 12 months lapses, the point's value on the persons tally will be lost and the trainer must either have enough points to maintain a minimum balance or must offer additional currency evidence to restore the balance to the minimum level.

- A trainer can only use evidence related to a Currency Activity only twice in a 12-month period for their vocational skills and knowledge and their training and assessment skills and knowledge. This rule is intended to encourage the use of a variety of evidence and to prevent a person simply obtaining points for every time they read an industry journal. As an example, if the trainer's preference for professional development is attending non accredited professional development activities such as webinars. It would be valid if the trainer wanted to provide evidence of completing two separate webinars in relation to their vocational skills and two webinars in relation to their training and assessment skills. This means that each webinar would provide a value of three points each meaning that the trainer would hold six points in relation to their vocational currency and six points in relation to their training and assessment currency.

The full Currency Points Framework and points allocation is provided on the following page.

Recording Currency Points

All staff members are required to submit evidence of their professional development and currency activity to administration so it can be properly recorded in the learner management system staff professional development register. The following details are to be recorded on each instance of the training submitting evidence of currency activity:

- a description of the activity completed
- the date the activity was completed
- a description of the evidence submitted to verify the completion of the activity
- the allocated points for the activity
- the accumulative points total for the past 12 months for either vocational skills or training and assessment skills respectively
- the date recorded and initial

Please ensure that the details are recorded in the learner management system staff professional development register relevant to the activity completed. This will be either the vocational skills currency of the trainer or the training and assessment skills currency table.

Currency Points Framework and Points Table

The following table describes the value of Currency Points allocated to activities the Trainer may engage in to maintain their competence and currency. **Please note:** It must be demonstrated that the activity claimed by the Trainer is directly relevant to their role as a trainer and assessor and the vocational area they deliver training and assessment in. Activities must be evidenced.

Currency Activity	Evidence Guide	Points
Formal Professional Development leading to a nationally endorsed qualification	AQF Qualification with a record of results	5
Working in industry part time	Work log or equivalent	5
Formal Professional Development leading to a Statement of Attainment	Statement of Attainment	4
Delivering workplace training	Work log or equivalent	4
Undertaking formal research or a significant project	Research Paper or Project Report	4
Non-accredited Professional Development – Conference / Workshop	Certificate of Attendance or other proof	3
Work Placement (vocational) less than five days	Work log and post activity report	3
Development of learning and assessment materials	Example of developed materials	3
Internal Professional Development – Half day or less	Attendance record	2
Work Shadowing	Work log and post activity report	2
Industry site visit (half day)	Post activity report	2

Networking event (face-to-face)	Certificate of Attendance or other proof	2
Networking (online)	Print of activity demonstrating active involvement	1
Subscription to Industry Journal	Subscription fee receipt or letter of confirmation	1
Subscription to email based newsletter	Confirmation of subscription	1
Membership of an Industry Association or Professional Group	Receipt of membership fee or letter of confirmation	1

Trainer Records Management

Relevant standard: Standards for Registered Training Organisations (RTOs) 2015, Clause 1.13, 1.14 and 1.16.

It is a requirement as a Registered Training Organisation to retain verified copies of relevant staff records. It is good management to ensure that these records are retained with accuracy and integrity. Meditech Training College is to retain these records in both hard copy and electronic format.

Hard copy records are to be maintained in a designated HR file and be stored in accordance with the records retention and reporting policy. Electronic files are to be stored securely And be accessible to authorised persons on request.

The following list defines what documents must be maintained in electronic format as a minimum:

- Completed staff induction record - signed by staff member and CEO
- Certified true copy of trainer / assessor qualifications
- Certified true copy of vocational qualifications
- Evidence of equivalent competence if applicable
- Updated Curriculum Vitae or Resume detailing professional history
- Duty statement, signed by staff member
- Employment contract / Service Agreement, signed by staff member and CEO
- National Police Check if applicable
- Relevant licence documentation / working with children check, etc
- Evidence of recent professional development
- Individual professional development plan, signed by staff member and CEO

The following is an **example** of how electronic files should be organised into a folder with file naming conventions as described below:

- *Joe Bloggs – TAE40116 Certificate IV in Training and Assessment*
- *Joe Bloggs – XYZ1234 Certificate IV in Relevant vocational qualification*

- *Joe Bloggs – Trainer matrix*
- *Joe Bloggs – curriculum vitae – updated XX/XX/XXXX*
- *Joe Bloggs – Professional development plan*
- *Joe Bloggs – Certificate of professional development in preparing for assessment*
- *Joe Bloggs – Certificate of professional development in assessment validation*
- *Joe Bloggs – Other evidence of relevant professional development*
- *Joe Bloggs – Evidence of industry currency*
- *Joe Bloggs – Employment agreement or contract agreement*

The admin team who are receiving and storing these files are to ensure that each electronic file contains only one document. As an example, multiple qualifications are not to be saved into the one PDF file. The admin team must also ensure that any qualification that is provided by a trainer is accompanied by a record of results or transcript that show the units of competency that were achieved as part of that qualification.

Verification of qualifications

Where a trainer has provided a copy of a qualification or some other record of competency, the Office Manager is responsible to implement arrangements to verify the validity of the document and its outcomes. A record of this verification can be recorded on the back of the record copy by simply identifying the date of verification, method of verification and the details of the person who carried out the verification. The following are the common methods which may be used for verification:

- Directly contacting the issuing authority by either phone or email and confirming the document validity by cross matching the document number and the details of the recipient,
- Obtaining a USI transcript of the trainer and comparing the outcomes identified in this transcript with the documents to be verified, or
- Crossmatching the issued certificates with the details of the issuing authority on the national training register including details such as the RTO number, scope of registration end delivery approval date.