



Learner Terms & Conditions Manual

Policies and Procedures
Rights and Responsibilities
Terms & Conditions v1 November 2022

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WELCOME TO MIRO TRAINING CENTRE

Miro Training Centre (MTC) is a Registered Training Organisation (RTO # 52070) which has over 13 years experience as an RTO governed by the Regulatory Body ASQA.

MTC is a medium sized family owned and operated business delivering truck driver training programs for industry and individuals requiring these services. Our origins were as a small Car Driving Instruction centre, until a successful business partnership saw it expand quickly to encompass truck training and beyond.

The core management team have been operating in the transport and logistics sector for over 40 years in one arena or another, through the Department of Transport and later, providing training and assessing in cars and trucks, in-cab training, classroom training and relevant assessment duties.

The business office is situated at 30 Royal St Kenwick WA which is an outstanding purpose built area equipped with reception & administration area, executive offices training rooms, vehicle storage, lunchroom, student areas and bathroom facilities.

The business offers Heavy Rigid, Heavy Combination & Multi-Combination Driver Training and is our key focus and area of training and assessment provision by way of the following units of competence:

1. TLIC3004 Drive heavy rigid vehicle
2. TLIC3005 Drive heavy combination vehicle
3. TLIC4006 Drive multi-combination vehicle

Introduction

MTC recognises the importance and benefits of combining industry experience with vocational education when striving to deliver programs of the highest quality and relevance to the learner. All trainers and assessors employed by us have demonstrated significant industry experience allowing them to provide a professional, well rounded learning environment for our learners.

Mission Statement

MTC is committed to training excellence and innovation and will advance the development of individuals through high quality training delivery and customer service.

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Vision Statement

MTC is to remain a leading training organisation delivering accessible, integrated, and high-quality training programs.

Our values:

- ❖ A commitment to excellence in learning, teaching, and assessment.
- ❖ Commitment to the respect and recognition of Principles as our most valuable asset.
- ❖ Supportive training environment where all persons are treated fairly and respectfully.
- ❖ Viable physical environment which enhances effective teaching and learning, via student centred practical components with high quality training and assessment.
- ❖ Delivering high quality competency-based training.

About Competency Based Training:

Competency based training delivers recognised work skills for employees all over Australia. The real difference between competency based training and other programs is that they are based on the skills and knowledge specified for a job and that the individual's competence is confirmed by an assessment process. Competency based training results in documentation (statement of attainment or a certificate) that is recognised Australia wide.

Competency based training also means you are able to gain recognition for your existing skills and knowledge no matter where, or how, these were acquired. This occurs through either the Recognition of Prior Learning (RPL) which is formal acknowledgment of skills, knowledge and competencies learned through either formal or informal experience.

If the skills and knowledge you have learnt in the workplace, through voluntary or social activities, or other experiences including non-accredited training programs is relevant to your course you may be able to gain recognition or RPL. If you believe that you have some or all of the competencies set out in the program that you are interested in, you can discuss RPL with us prior to commencing your course.

Competency based training does involve assessment of your ability against the criteria of the program and you must complete this in order for your competence to be formally recognised. You should not

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be anxious about assessment as our trainers and assessors will have provided you with every opportunity to learn the skills and knowledge that you will be assessed in and all processes will be well explained to you. Competency based assessment is unlike old school exams where if you did not get it right the first time you didn't pass. Competency based training and assessment is about providing you with opportunities to gain and demonstrate your ability and this means being given more than one opportunity to do so.

Training and Assessment

Your training and assessment will be delivered by qualified trainers and assessors who have current industry experience and are actively involved with heavy vehicles' across a range of sectors. The training program you undertake will involve a mix of both knowledge and skills development related to the use of heavy vehicles in a range of situations and conditions.

The learning will be delivered via methods that may include face to face sessions, workbook activities and practical tasks. The skills aspects of the training will be delivered in a range of locations that include settings that are representative of the on-road requirements of the course outline. Your learning experience will be very practical and hands on. You will be provided with lots of opportunities to ask questions.

Assessment of your competence against the unit/s of competence will occur in a number of ways. This will include assessment of your knowledge (some form of written assessment), and observation of practical demonstration of the tasks required. You will be advised at the commencement of training what assessment will be undertaken, how and when it will occur. It will be clearly explained to you, together with the details of who your assessor is.

We send out comprehensive *information packs* to every student who enrolls in our programs to outline what will occur and how, so your left with no doubt how the training and assessments will occur and what they include.

Rights & Responsibilities

The goals of MTC are is to provide quality training and assessment for the people who choose MTC to deliver their program. This goal can only be achieved with the cooperation and participation of

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students. Just as MTC will do everything possible to ensure you reach your goals, and as a student you also have a responsibility for this.

Students are entitled to receive the services that MTC commits to providing and in doing that we will:

- Provide you with accurate information at all times
- Treat you with courtesy and respect and respond to your individual needs
- Ensure that you have a safe, supportive and effective environment in which to learn
- Provide access to trainers and assessors who are qualified and experienced in what they do
- Ensure learning and assessment resources are current and of a high quality
- Ensure training and assessment activities are current with industry expectations
- Respond to your questions or other matters in an expedient manner
- Treat personal information as confidential
- Store your personal information in secure systems

As a student you are expected to:

- Provide accurate and truthful information
- Follow all safety procedures, instructions and requirements
- Take responsibility to identify and tell staff about any individual learning needs you have including language, literacy or numeracy needs
- Keep the trainers and assessors informed of any areas that you may need assistance with
- Be aware of and comply with MTC policies that relate to student participation
- Participate fully in all training and assessment activities
- Make sure that your own behaviour does not have a negative impact upon other students or staff
- Report any matters that concern you and treat information obtained through participation with MTC in a confidential manner
- Provide MTC with any details of personal changes so they can update your student file

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LEARNER INFORMATION

1. Access & Equity

MTC is committed to practicing fairness and providing an equal opportunity for all current and potential learners to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location that may present a barrier to access, or any other perceived difference in class or category. MTC ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. MTC will address access and equity matters as a nominated part of operational duties.

Our aim is to remove barriers and to open up developmental opportunities for all learners and staff by creating a workplace and training environment that is free from discrimination, harassment, bigotry, prejudice, racism, and offensive behaviour.

All learners will receive fair and equitable treatment in all aspects of training and employment without regard to political affiliation, race, colour, religion, national origin, sex, marital status, or physical disability.

All our trainers/assessors are responsible to observe and be advocates for this policy.

Access and Equity Principles include:

- ❖ Equity for all people through fair and appropriate allocations of resources.
- ❖ Equality of opportunity for all people without discrimination.
- ❖ Access for all people to gain appropriate quality training and assessment services.
- ❖ Increased opportunity for people to participate in training.
- ❖ Management and staff provide assistance to all clients to identify and achieve their desired outcomes.
- ❖ Commitment to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy, or numeracy.

Access & Equity Principles are found in the following documents & procedures:

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- ❖ *Code of Practice*
- ❖ *Access & Equity Policy*
- ❖ *Student Brochure (on our website)*

Special client needs will be identified through initial contact with our RTO via:

- ❖ Staff discussion and screening prior to enrolment
- ❖ Receipt of application & enrolment form
- ❖ Throughout the duration of the training

MTC have developed these principles in line with a quality management and operational framework to guide and inform all staff in their obligations regarding access and equity.

Upon induction into MTC, all staff are provided with copies of the policies which they must adhere to throughout all their operations as a MTC staff member. Learners are made aware of the access and equity policy via this Learner Handbook, Code of Practice and on day 1 of any program they enrol into.

Practicing these principles will guarantee that any learner who meets MTC entry requirements will be accepted into our training programs. If any learner has issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to MTC management for consultation.

2. Assessment

Our RTO recognises that assessment is a core service offered to our learners and is at the centre of our operation as an RTO. Quality assessment ensures that the skills and knowledge of learners are assessed using four principal determinants:



- ❖ That assessment decisions are based on the assessment of skills and knowledge by each unit of competency (UOC) drawn from industry Training Packages.
- ❖ That the target industry or enterprise requirements are contextualised and integrated within the assessment if and as required.
- ❖ That evidence is gathered that meets the rules of evidence.

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- ❖ That assessment is conducted in accordance with (IAW) the principles of assessment.

In order for our RTO to determine whether a learner, who is participating in a course, has acquired the required competencies of the course, we will follow the appropriate principles.

2.1 Assessment Context -We recognise the importance of establishing the right context for learners during their assessment.

Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture.

Many Units of Competency (UOC) may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership. It is our responsibility to ensure that learners are provided with the right context to undertake their assessment activities.

To achieve this, we will apply the following strategies:

- ❖ Information provided to learners regarding the expectations of assessments in the evidence required.
- ❖ Conduct of the assessment performing real on-road tasks.
- ❖ Integration of relevant industry codes of practice and other industry information into the assessment activity.
- ❖ Workplace scenarios.
- ❖ Ensuring the learner understands the requirements and feels ready for assessment.
- ❖ Ensuring we adopt variable levels of additional learning support.

2.2 Assessor Competence - Our RTO 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 2015*.

All training and assessment staff undergo rigorous screening processes, attend a comprehensive induction process and are subject to ongoing reviews and professional development of their instructional abilities, industry knowledge and skill level.

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We have developed and implemented a trainer review framework whereby all trainers who deliver services for and on behalf of the RTO will undergo intensive reviews of their instructional abilities, skills and knowledge appropriate to the programs they will deliver.

The following criteria, for all trainers and assessors, will be evidenced by the RTO prior to engagement:

- Hold TAE40116 Certificate IV in Training & Assessment, or its equivalence.
- Hold current industry skills directly relevant to the training and assessment being provided.
- Hold current knowledge and skills in vocational training and learning, which informs their training and assessment.
- Demonstrated minimum 3 years experience in industry related and training delivery roles.
- Hold vocational competencies at least to the level being delivered and assessed.
- Holds all permits, visas, licences necessary for lawful performance of the services provided.

2.3 Assessment Documentation Procedure - Our RTO has instituted a continuous and integrated assessment system which includes templates for documentation and information flow.

- ❖ A brief to learner allows the learner to indicate that they have received all information regarding the assessment prior to the assessment and allows the learner to provide their consent for the assessment to take place.
- ❖ Individual assessment tasks as part of each unit are recorded as Satisfactory or Not Satisfactory.
- ❖ The final summary assessment (overall result) is used to record all assessment results of a learner for a unit. This form has an area for assessors to document action required for the learner to overcome any Not Satisfactory recordings. In a situation of an assessment being marked as Not Satisfactory the learner will be provided with an opportunity to redo the assessment at a mutually arranged time after further driving lessons have been completed. All assessments must be marked *Satisfactory* before a competent decision can be made.
- ❖ The assessment outcome is where the final decision of competency is recorded for the unit, with assessor comments and the learner and assessor sign off.

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If any learner is dissatisfied with the results of their assessment, they have the right to appeal the results, and are provided with the *Complaints Form*. This process is documented in our *Complaints & Appeals Policy and Procedure*.

2.4 Assessment Re-Sits - Results, Resits & Re-Assessments- MTC will inform Learners of their results immediately after assessment. **Competent on the day:** Learners deemed competent, are awarded a nationally recognised *Statement of Attainment* that provides details of the unit of competency. **Non-competent on the day:** Learners who are deemed not yet competent after their training component, are encouraged to continue the learning process with additional lessons. They are advised to defer the assessment at no extra cost and continue with more training until such time they are ready. Learners may only defer their assessment for a maximum of 3 months. (We recommend at least 2 hours of further driving lessons prior to re-assessment).

In the case of absenteeism on the advised date of an assessment or a reassessment, the learner will be deemed 'NOT YET SATISFACTORY'. In exceptional circumstances, provided sufficient evidence is given to support the absence, our RTO may consider the rescheduling of the assessment.

2.5 Appeals On Assessment - If a learner is not satisfied with the outcome of an assessment, they may appeal the decision within 5 days of receiving the assessment outcome by completing the *Appeals Form*, and speaking to the assessor or RTO Manager/CEO to request a review of the evidence. The assessor may require the learner to provide further evidence.

2.6 Credit Transfer & Recognition of Qualifications Awarded By Other RTOs - Our RTO will recognise and award credit for learners presenting with current competence.

Where a learner is seeking credit for a UOC that is on our scope of registration; and the learner can provide satisfactory evidence that the unit has been previously awarded to the learner by another RTO, credit will be awarded.

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2.7 Principles of Assessment - In the delivery of assessment services, our RTO applies the *Principles of Assessment*. Assessment strategies have been designed to ensure:

Validity -

- ❖ Assessments against each UOC and associated assessment requirements cover the broad range of skills and knowledge that are essential to competent performance.
- ❖ Assessment of knowledge and skills is integrated with the practical application.
- ❖ Assessment to be based on evidence that demonstrates that a learner could demonstrate the skills and knowledge in other similar situations, and
- ❖ Judgement of competence is based on evidence of learner performance that is aligned to each unit of competency (UOC) and associated assessment requirements.

Reliability

- ❖ Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Flexibility

- ❖ Reflecting the learners needs, assessing competencies held by the learner no matter how or where they have been acquired, drawing from a *range of assessment methods* and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Fairness

- ❖ The individual learners' needs are considered in the assessment process.
- ❖ Where appropriate reasonable adjustments are applied by our RTO to take into account the individual learner needs.
- ❖ Our RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

We use UOC drawn from nationally endorsed industry Training Packages as our primary benchmark for assessment. Supporting this, are industry standards or codes of practice; these and

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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 each UOC in order to assess the full scope of the unit elements of competence and performance criteria, incorporating range statement information, and the specific requirements of the evidence guide. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package.

2. 8 Reasonable Adjustment - The objective of *Reasonable Adjustment* is to ensure the RTO has a specific and coordinated *set of measures, strategies and actions* to identify, adapt and provide appropriate levels of reasonable adjustment in learning and assessment for learners with disabilities. Therefore, we encourage learners to inform us of any such restriction, disability or condition providing you with a number of areas on our enrolment form to disclose this information. This will allow us to provide a learner-centred approach to your training and assessment allowing our assessors to make ‘reasonable adjustment’ to the learning and assessment process as required.

2.9 Recognition of Prior Learning (RPL) - Our RTO will provide all learners the opportunity to seek recognition of their prior learning.

2.9a Assessment Only - Should learners feel they have the necessary skills, knowledge and experience necessary to meet the competency standards for any of our programs they may choose to complete an Assessment Only pathway. This means the learner chooses to sit the assessments only (written and practical) and will not receive any training prior to assessments. We request you notify our office should you be interested in this option.

2.10 The Rules of Evidence - Collecting Evidence That Counts - In collecting evidence, we apply the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

- ❖ **Sufficiency** - The assessor is assured that the quality, quantity, and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.

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- ❖ **Validity** - The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
- ❖ **Authenticity** - The assessor is assured that the evidence presented for assessment is the learner's own work.
- ❖ **Currency** - The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

3. Code of Practice



We will act IAW with the highest level of industry standards to provide vocational education and training. Our RTO **Code of Practice** outlines our commitment to our learners and clients – in order to do this, we will:

- ❖ Advertise and market its training services with integrity, accuracy and professionalism.
- ❖ Recruit learners in a responsible and ethical manner on the basis of access and equity.
- ❖ Provide accurate, relevant and up-to-date information to prospective learners.
- ❖ Provide qualified and experienced trainers and assessors who:
 - Undertake our duties with honesty, objectivity, integrity and diligence.
 - Maintain competency and currency with qualification & industry requirements.
 - Maintain vocational and VET knowledge currency via professional development.
 - Act professionally and give the highest standards of service to learners.
 - Conduct fair, flexible, valid and reliable competency-based assessments.
 - Apply the principles of reasonable adjustment where appropriate.
 - Provide up-to-date facilities and equipment in a safe and healthy environment.
 - Deliver, monitor and review training and assessment services to ensure that the interests and welfare of all stakeholders are maintained.
 - Document, and implement appropriate changes as required.
 - Provide a complaints and appeals procedure and opportunities for reassessment.
 - Recognise our RTO rights and dignity of all, observing at all times the tenets of Anti-Discrimination and Equal Opportunity Laws. (Our RTO prohibits discrimination and bullying in any form, it will not be tolerated).
 - Treat learners fairly with professional concern for their interests and refer learners to external advice if necessary.

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- ❖ Notify all staff and learners 4 weeks in advance if our RTO decides to relocate.
- ❖ Act in a way that promotes co-operation and good relations among the people the organisation works with.
- ❖ Recognises and advises all concerned of any possible conflict of interest in dealings with and behalf of our RTO.
- ❖ Maintain accurate, confidential and secure training and financial records.
- ❖ Encourage feedback and evaluation from stakeholders.
- ❖ Observe total discretion and confidentiality in all dealings.
- ❖ Provide timely and accurate information to government agencies and regulatory bodies.
- ❖ Refer learners to external expert advice for personal support when required.
- ❖ Recognise current qualifications/UOC issued by Registered Training Organisations (RTO) within the Australian Qualifications Framework (AQF).

4. Complaints

We are committed to ensure all staff and learners are provided with the best possible environment in which to work and study. Despite all efforts of our RTO to provide satisfactory services to its learners, complaints may occasionally arise that require formal resolution. The following procedures provide learners the opportunity to have any issues relating to a substantiated complaint or appeal received and resolution reached, that attempt to satisfy all parties involved. This complaints and appeals process is at no cost to the learner.

MTC believes that a learner, who has a complaint, has the right to raise the complaint and expect that every effort will be made to resolve it as soon as possible, without prejudice or fear of reprisal or victimisation. As a commitment to continuously improve its services, MTC views complaints as an opportunity to improve its services.

MTC will manage all complaints fairly, equitably and as efficiently as possible. MTC will encourage the parties to approach the complaint with an open mind and to resolve problems through discussion and conciliation in order to find a solution and agreeable settlement for all parties concerned. Confidentiality will be maintained throughout the process of making and resolving complaints. MTC seeks to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive learning environment.

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If a learner is dissatisfied with the services provided by MTC, the learner (complainant) has the opportunity to submit an informal and/or formal complaint. The steps required for each option are listed in *MTC Complaints & Appeals Policy* with a complaint initiated with the completion of our *Complaint Form*.

5. Confidentiality & Privacy

All personnel who provide personal information to the RTO for the primary purpose of education delivery and associated government requirements will be subject to the Privacy Act. We will ensure we conform to the requirements of the Privacy Amendment (Enhancing Privacy Protection) Act 2012 and the Privacy Regulations 2013



To ensure learners’ records are kept confidential, minimum staff members within the RTO have access to your personal records. The Administration Manager and CEO are the only staff members who have full access to the learner record filing system and undergo privacy and confidentiality training annually.

Staff will not use learner information, other than for the purposes it was collected. For further information regarding disclosure of personal information, refer to our *Student Privacy & Confidentiality Policy*.

6. Engagement with Industry

Our RTO is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises and other industry specialists will provide information about current assessment requirements relevant to workplaces. Regulatory requirements that relate to specific UOCs will be incorporated to ensure our learners are well prepared for their workplace duties. We will engage with industry in the ongoing validation of our assessment tools and processes ensuring industry needs and requirements are being met.



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7. Enrolment

All students must complete all enrolment requirements to participate in nationally recognised training programs with MTC. This is for both our own information, student management system and to meet the requirements of regulation.

The regulation of nationally recognised program providers is an Australian wide requirement. RTOs are required to provide information to both Federal and State Governments so that records can be maintained, and a big picture of what qualifications are being obtained across Australia can be monitored.

As an RTO, MTC require these details so that they can keep a record of your training and the outcomes of that training to monitor your progress and issues you with documentation to confirm your competence. It is also important for RTOs to retain a record for each student in case they undertake further study or lose their documentation provided and need to have it reissued at a later date.

At enrolment you will be required to provide details and evidence of your personal details such as name, current address, contact details and evidence of a current driver's licence. You will also need to provide details of your background, employment, current qualifications, etc for reporting requirements. If you would like more information about this, please contact our office or view our website.

You are also requested to advise us of any specific need that you may have that could affect your ability to undertake the program – this may be needing assistance with language and literacy or support for a physical need or other such matter.

Informing us of these details will not preclude you from the program (unless you do not meet the requirements set out in the Training Program). The information is need so that we can discuss your need with you and prepare a support strategy to address your need.

Enrolment and admission into MTC training programs is subject to meeting certain prerequisite conditions and/or entry requirements. Specific details of the prerequisites pertaining to these training programs are contained in individual course documentation and are made available on our website.

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In the case that a potential learner does not meet the prerequisite conditions and/or entry requirements, MTC staff will endeavour to assist in understanding options in regard to meeting the standards. Any questions regarding these arrangements can be addressed to MTC training staff.

MTC is committed to protecting and maintaining the privacy, accuracy and security of personal information of students at all times.

8. Feedback

MTC are interested in receiving feedback from students that both tell us what we do well and what we may be able to do better in relation to training and assessment experience. We encourage feedback within all our programs via discussion with trainers, assessors and administration staff at any time and we will collect feedback at the completion of each program.

In accordance with legislation, all RTOs are required to collect feedback from students and use this data to improve their services as well as contribute to the national collection of student experience in participation of nationally recognised training programs.



All RTOs are audited against a set of standards and your feedback provides evidence of our activity in relation to this set of conditions. Your feedback is also used to contribute to the national collection of statistical data and MTC can confirm that no identifying details are provided as a result of reporting this data.

9. Fees, Charges & Refunds

This information explains the fees and charges that apply when you enrol with MTC. It also gives details of your responsibilities in relation to withdrawals and refund requests. Please read this information carefully prior to enrolment.

A booking fee of \$990 is required to secure a course. Remaining fees for the course will be paid on enrolment.

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Enrolment fees include:

- Training fees
- Statement of Attainment
- Training and assessment by qualified staff
- Assessment fees
- Learners resources

The full cost for each program is promulgated on the website and included in our brochures. No additional charges will be placed on the learner after enrolment unless a replacement testamur is required, where you will be charged an additional fee of \$50.

It is the responsibility of the student to provide written advice of withdrawal, by notifying MTC via email of the intention to withdraw and the reason why. MTC will provide a full refund should a learner provide 5days' notice of withdrawal from a program (Less \$60 administration fee). Where refunds are due, these will be forwarded to the student within 5 working days via the same method that was used to pay the fees.

Less than 5 days' notice, no refund will be granted.

Students will not be provided with documentation about the outcome of their course until all fees have been paid in full, including those fees paid by employers.

Cooling off period

A five (5) day cooling off period applies for all enrolments. However, this cooling off period is deemed to be waived if the learner commences training. By this action they are deemed to have entered fully into a contract service provision with the RTO.

10. Harassment and Discrimination

Under Australian law it is a requirement of every workplace to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. In doing so, all staff and learners are treated fairly and have the opportunity to feel safe, valued and respected.



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By definition; harassment includes any form of behaviour that is unwanted, unwelcome or unreciprocated by relevant persons. This may manifest as verbal or physical harassment, but includes any acts that may be perceived as humiliating, offensive, intimidating, threatening, discriminatory or otherwise contributing to an unpleasant workplace

At MTC it is made known, in the event that a person considers he/she has been or is being harassed, this person should be encouraged to inform the other party that their behaviour is objectionable and should not be continued, provided they are comfortable with confronting the offender. In instances where the person is not comfortable discussing the matter with the offending party, a trainer or other MTC staff member should be informed of the situation. In this case it becomes the responsibility of the relevant staff member to follow MTC policy and procedures to rectify the situation.

All learners and staff working with MTC have the right to discuss matters of harassment with the relevant members of staff without making a formal complaint, all discussions are dealt with in confidentiality. The right to lodge a formal complaint of misconduct against the offending party is available and will be actioned according to MTC *Bullying & Harassment Policy*.

MTC ensures that all staff are adequately trained in dealing with harassment and discrimination in order to fulfil their roles and responsibilities in creating and contributing to a harassment and discrimination free workplace. In addition to relevant training, MTC management provides opportunities for communication and mentoring amongst staff to ensure that all employees understand and correctly apply the processes and procedures involved in identifying and addressing all forms of harassment and discrimination.

11. Information Protection

The RTO is bound by a number of regulatory instruments relating to the collection, handling, storage and use of learner data. We have processes in place that complies with the Privacy Amendment (Enhancing Privacy Protection) Act 2012.



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The RTO takes all reasonable steps to protect the personal information it collects from misuse, loss, unauthorised access, modification or disclosure and takes all reasonable steps to destroy personal information if it is no longer needed for the purposes for which it was collected.

The RTO does not collect personal information unless that information is materially relevant to the enrolment and identification requirements, qualification undertaken that is necessary for reporting purposes. Full details can be found in our *Informing & Protecting Learners Policy*.

All computers at our RTO are password protected and all information is concurrently backed up.

11.1 Learner Information Access - Learners will have access to their electronic file as detailed in the *Record Management Policy*. Access will be granted via way of written request.

12. Information Prior to Enrolment

Our website provides comprehensive learner information prior to enrolment. The website covers much of the requirements learners need to know prior to attending our courses and programs. We have also developed specific Student Brochures for all of our programs which can be accessed on our website.



13. Issuing Statements of Attainment

Management shall ensure qualifications issued by our RTO are those that are currently on its scope of registration and certify the achievement of the relevant statements of attainment requirements.

Our RTO shall ensure certificates and issuing of statements of attainment are consistent with the requirement of the Australian Qualification Framework, Australian Skills Quality Authority and Nationally Recognised Training (NRT) Logo Specifications as stated in the Standards for RTOs 2015.

No certificates will be issued without verification of the learners USI.

Certificates are provided with a specific stamp which is used as a de-fraud device. Certificates can be verified by contacting MTC and referring to the certificate number and stamp.

14. LLN Need Identification – Reasonable Adjustment

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Our RTO is committed to providing clear information in plain English to its prospective learners in the marketing material provided. Prior to enrolment we will screen and discuss any LLN requirements.

Our RTO will endeavour to establish learners LL&N information prior to course commencement. However, should a learner’s LL&N needs not be identified until the course has commenced, we will analyse these needs and provide a strategy for assistance. These needs will be addressed through early discussion prior to and on the day training.



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Reasonable Adjustment - The objective of *Reasonable Adjustment* is to ensure the RTO has a specific and coordinated *set of measures, strategies and actions* to identify, adapt and provide appropriate levels of reasonable adjustment in learning and assessment for learners with disabilities. Therefore, we encourage learners to inform us of any such restriction, disability or condition providing learners with a number of areas on the enrolment form to disclose this information. This will allow us to provide a learner-centred approach to training and assessment.

15. Learner Access to Records

Active and current learners have the right to request information about or have access to their own individual records via a written request. MTC trainers and assessors or administration staff will provide the requested information or access on such a request. Learners also have the right to request a hardcopy of their own individual file that can be supplied as a printout from records retained within the learner database.

Should there be any specific requirements for learners over the duration of the course, i.e. disability, cultural, language or literacy, this information will be gathered via the above means.

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16. Learner - Code of Conduct

The purpose of the Learner Code of Conduct is to advise learners enrolled at the RTO of their code of conduct whilst undergoing training. A breach of the learner code of conduct may result in either suspension or cancellation of enrolment.



Whilst a learner is enrolled in programs at our RTO, it is the learners' responsibility to:

- ❖ Wear appropriate dress.
- ❖ Comply with and assist in RTO's emergency procedures.
- ❖ Conduct themselves in a safe and healthy manner and behave in a manner which prevents injury and disease to themselves, trainer, fellow learners, and other staff members.
- ❖ Identify and report to a trainer any possible hazards from equipment, facilities, and the environment.
- ❖ Pay fees on or before the due date.
- ❖ Ensure non-discriminatory or harassing behaviour to other learners, staff, or visitors to the RTO.
- ❖ Report any discriminatory behaviour or harassment to a trainer.
- ❖ Register complaints, disputes, or grievance with a trainer or other staff member.
- ❖ Refrain from smoking anywhere in the RTO building or immediate vicinity.
- ❖ Refrain from unacceptable behaviour including the use of bad language.
- ❖ Refrain from taking or supplying any non-prescription drugs and/or alcohol.
- ❖ Refrain from the use of devices which may disrupt class's e.g. mobile phones and pagers unless discussed with my trainer.
- ❖ Not to leave our RTO without notifying the trainer.
- ❖ Comply with the assessment information and process.
- ❖ Abide by our RTO Policies & Procedures
- ❖ Notify our RTO in writing within 5 days of any change of address and contact details.

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17. Learner Orientation

Upon admission on any of our programs or courses, we will provide an orientation to all learners. Trainers will conduct this in the 'housekeeping' session on the first day of the course.

The following areas will be discussed on induction/orientation:

- ❖ Access and Equity
- ❖ Delivery
- ❖ Assessment
- ❖ Appeals Against Assessment
- ❖ Complaints & Appeals
- ❖ Learner Responsibilities and Discipline
- ❖ Disciplinary Procedures

18. Legislation

Our RTO is subject to legislation pertaining to training and assessment, as well as business practice. MTC will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its intended scope of registration. We inform all staff and clients of the legislative and regulatory requirements that affect their duties or participation in vocational education and training.



We understand that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff.

Our RTO ensures that all:

- ❖ Staff are provided with information about legislation that significantly affects their duties at induction.
- ❖ Learners are provided with information about legislation that significantly affects their participation in their study program.

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Any changes to legislation will be advised to all staff and learners with amendments made to all appropriate documentation as part of the ongoing continuous improvement process.

New staff will be advised on induction and kept up-to-date with changes to legislation through monthly management meetings and written correspondence. Policies and procedures and associated tools and templates will be updated to reflect updates to legislation as soon as practical. Examples of legislation relevant to the training business and its staff includes but is not limited to:

- ❖ Heavy Vehicle National Regulator
- ❖ State and Commonwealth Road Rules
- ❖ Dangerous good regulations and legislation
- ❖ Load restraint regulations
- ❖ Department of Main Roads & Legislations
- ❖ Department of Transport
- ❖ Fatigue Management
- ❖ Standards for VET Regulators 2015
- ❖ Australian Skills Quality Authority (ASQA)
- ❖ National Centre for Vocational Education Research (NCVER)
- ❖ Department of Education and Training
- ❖ Standards for Registered Training Organisations 2015
- ❖ Copyright Act 1968
- ❖ Commonwealth Privacy Act 1988/Privacy Amendment Act 2012/Privacy Regulation 2013
- ❖ Commonwealth Sex Discrimination Act 1984
- ❖ Commonwealth Racial Discrimination Act 1975
- ❖ Commonwealth Age Discrimination Act 2004
- ❖ Commonwealth Disability Discrimination Act 1992

19. Risk Management and Identification

Our RTO is committed to the ongoing identification, analysis and management of all risks to staff, learners and stakeholders within the ongoing training and delivery services.



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The RTO is committed to building an organisational culture where risk awareness and active, effective risk management form an integral part of all activities and are a core management capability and responsibility.

The RTO identifies and controls all possible and potential risks associated with its operation as a RTO and the maintaining of compliance. Our RTO is cognizant of the requirements of its registration under the Standards for Registered Training Organisations (RTOs) 2015 and ensures executive staff (who will always meet the Fit and Proper Person requirements) have the authority to ensure compliance is met and maintained.

Executive staff also ensures all reporting is accurate and complies with the Data Provision Requirements.

Our financial management is risk managed to always meet the Financial Viability Risk Assessment Requirements, including the protection of fees paid in advance from learners and provision of adequate insurance coverage.

Identification and analysis of risks will be completed in accordance with the *Risk Identification and Management Procedure* and is included in the Risk Assessment Matrix.



20. Support Services

Our RTO provides equal access to training and delivery services for all learners, and where possible, flexible training is provided to meet the specific need(s) of the individual learners. The learner enrolment form requires learners to self-assess their English language capabilities and to indicate any special needs that they may have.

Learning support strategies - will be provided in all of the courses on scope as part of the normal training and assessment activities. The learning support strategies used by our trainers include:

- ❖ Demonstrating procedures.
- ❖ Providing opportunities for ‘hands-on’ experience and practice.



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- ❖ Ensuring individual support and advice to learners.
- ❖ Applying the principles of reasonable adjustment to training and assessment.

Learner education and support services availability – We have liaised with a number of support service agencies and organisations to which MTC will have access to should a learner require such services. This information is provided in our *Learner Education & Support Services Policy* and our *Reasonable Adjustment Policy*.

If our RTO refers a learner to external support services, we will not charge for a referral.

21. Marketing Procedure & Guarantee to Learners

In authorising marketing and advertising, we shall ensure that written permission has been obtained by any person and organisation featured in our RTOs marketing or advertising materials in name or image. A media consent form will be required to be signed should a learner's image be presented on our website or marketing material. *Media Consent Form*

22. Training Guarantee

Our policy is that training delivery, meets national standards and requirements for registration as a training organisation. We guarantee that our training and assessment meets the requirements of the qualification/UOC as defined in the Training Package. We can provide support for learners in their training endeavours to assist their goal of gaining a UOC.

We cannot guarantee learners will complete the courses/programs if they do not attend or complete assessments showing their competence to the UOC as required.

Once the RTO commences a course, we guarantee to complete the course delivery and assessment.

In the unlikely event that our RTO cannot do this, we have in place a process to protect learners in completing the course by ensuring that learners will be placed in a suitable alternative course.

23. Transition of Training Packages

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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 requirements of the Standards for RTOs 2015. (Within 12 months)



Our aim is to ensure we are delivering the most current qualification outcome to learners and to actively manage our scope of registration. This applies to training package amendments, version changes and newly endorsed training packages and/or any accredited course we may have under the scope of registration.

24. Unique Student Identifier

The RTO will action the various requirements of the learner Identifiers Act 2014. Commencing January 1st 2015, all learners studying in accredited courses or endorsed training packages are



required to hold a Unique Student Identifier (USI). This is a requirement under Commonwealth legislation that an RTO have a valid USI for a learner before they issue that learner with a qualification or an individual statement of attainment.

The learner is able to apply for their USI via the website www.usi.gov.au. It is expected that each learner will provide us with a USI prior to enrolment of which we will verify the authenticity of the provided number. The USI is a randomly generated mix of 10 alpha and numeric digits (i.e.3AW88YH9U5) which the learner keeps for life. This enables a codified method of tracking the learners learning across qualifications, RTOs and the years of training.

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