

THE LEARNING TEAM



**STUDENT
HANDBOOK**



This Student Handbook
has been prepared for the students of:

The Learning Team Pty Ltd

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MESSAGE FROM THE CEO



As the CEO of The Learning Team, I am delighted to extend a warm welcome to you. We are genuinely committed to supporting your learning journey, and I want to personally assure you that both myself and every member of our team are dedicated to upholding the high standards outlined in this handbook. Our commitment to quality, integrity, and continuous improvement is at the heart of everything we do.

This Student Handbook is your comprehensive guide to what you can expect from us; from the exceptional quality of training delivery to our commitment to best practice in management and service. It is also our way of ensuring that we meet the rigorous standards set by the Australian Skills Quality Authority, so you can trust that your training experience will be both relevant and rewarding.

We welcome your feedback and encourage you to share your insights, as your input helps us refine and enhance our services. Our goal is to provide you with an outstanding training experience that not only meets but exceeds your expectations.

Thank you for choosing The Learning Team. We're here to support you every step of the way. If you have any questions before, during, or after your enrolment, please don't hesitate to reach out to myself or any member of our team.

Wishing you every success,

Charlotte Rose

CEO,

The Learning Team

Table of Contents

OVERVIEW	6
Regulatory Framework	6
Overview of The Learning Team	6
The 'Student's Journey'	7
TRAINING AND ASSESSMENT	7
Training	7
Responsive training and assessment strategies and practices	8
Assessment	8
FACILITIES, RESOURCE AND EQUIPMENT	9
Policy and Procedure for Facilities, Resources, and Equipment	9
The Learning Team Courses.....	11
ENROLMENT	13
Student Information and Enrolment Policy	13
Enrolment Procedure	13
Pre-Enrolment Questionnaire and Support Services	14
Policy on Student Suitability and Pre-Enrolment Advice	15
DISCIPLINE	17
Plagiarism	18
Policy and Procedure for Fair, Flexible, and Reliable Assessment	19
Industry-Relevant Training and Assessment	20
Trainers and Assessors	22
Assessors	22
STUDENT SUPPORT	23
Student Training Support Policy	23
Policy on Diversity and Inclusion	24
Wellbeing Policy and Procedure	25
COMPLAINTS AND APPEALS.....	28
Feedback, complaints and appeals.....	28

Complaint policy	28
Appeal Policy	29
Complaint/Appeal Procedure.....	30
Delayed processes.....	31
Record and Review	31
No Guarantees of Qualification or Employment.....	32
Policy for Student Information Access and Awareness	32
COURSE FEES.....	33
Transparent Information on Fees and Financial Responsibilities	33
Refunds	37
STUDENT PROTECTION.....	38
Policy on Reasonable Adjustments for Students with Disabilities.....	39
Unique Student Identifier	41
Policy and Procedure for Recognition of Prior Learning (RPL).....	42
Credit Transfer.....	43
Policy and Procedure for Credit Transfer.....	43
Student Access to Records	44
COMPLIANCE AND GOVERNANCE	46
Compliance with Legislation.....	46
Harassment and discrimination policy.....	47
Working with persons under 18 years of age	48
The Copyright Act 1968	49
Consumer rights	50
Privacy principles.....	50
Informing staff and clients.....	52
Reporting	53

Overview

Regulatory Framework

As a Registered Training Organisation The Learning Team is subject to the regulatory framework that governs the Australian Vocational Education and Training sector and protects both RTOS's and students. The legislative framework established by the National Vocational Education and Training Regulator Act 2011 and related legislation, empowers the Australian Skills Quality Authority (ASQA) as the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers according to the Standards for Registered Training Organisations 2025 to ensure nationally approved quality standards for training are met.

It's important for training providers to adhere to the standards set by ASQA to ensure the quality and integrity of vocational education and training in Australia.

The VET Quality Framework is comprised of:

- Outcome Standards
- Compliance Requirements
- Credential Policy
- Australian Qualifications Framework

Overview of The Learning Team

The Learning Team recognises the importance and benefits of combining industry experience with tertiary education when striving to deliver programs of highest quality and relevance to the client. All trainers and assessors employed or contracted by TLT have demonstrated significant industry experience in addition to obtaining tertiary qualifications, allowing them to provide a professional, well rounded learning environment for participants. Staff are equipped with the skills to ensure their teaching methods are suitable for all participants, utilising simple language where appropriate to communicate information most effectively. The Learning Team strictly adheres to the Revised Standards for RTOs to continue delivering training services of the highest quality to their clients.

The CEO recognises that opportunities for improvement arise in every aspect of business and has developed an organisational culture within The Learning Team to capitalise on these opportunities for improved practice. The Learning Team supplies access to feedback forms to all students, as participant feedback has been identified as an important and valuable factor in monitoring and developing business practices and quality training, ensuring the ever-changing needs and expectations of clients are being met. The CEO also welcomes feedback from other improvement opportunities such as risk assessment, student suggestions, complaints and appeals, validation sessions and audit reports.

Student feedback is critical to our continuous improvement policy. Along with the formal feedback mentioned earlier, students are encouraged to give feedback throughout their enrolment.

To encourage and achieve continuous improvement based on the collection of the above-mentioned data, The Learning Team has developed a best practice register which will include a written record of all improvement strategies.

The 'Student's Journey'

The Learning Team CEO has identified the audit approach implemented by ASQA since June 2016. This represents a change to the traditional audit approach applied by regulators.

Key features include:

- Greater use of risk analysis and intelligence to trigger audits ('proactive regulation')
- Greater focus on the student's experience and RTO's practices and behaviours
- Options for longer, standard or earlier notice periods
- Scope of audit is flexible, based on intelligence and provider profile
- Information used to inform audit drawn from a wider range of sources including intelligence from other government agencies
- Greater student input
- Audit outcomes reported against the phases of the student's experience

Key phases of the 'student experience' include:

- Marketing and recruitment
- Enrolment
- Fee protection and arrangements
- Support and progression
- Training and assessment
- Completion

Throughout The Learning Team's Student Handbook and Quality Management and Operational Framework each of the policies, systems, and procedures support ASQA's audit model. Each staff member and in particular each trainer and assessor will ensure the student's experience will provide the best opportunity for a positive vocational outcome.

We sincerely hope your journey, as a student with The Learning Team will be most enjoyable.

Training and Assessment

Training

The Learning Team is dedicated to delivering training and assessment practices that are fully aligned with the latest standards for vocational education and training. We are committed to providing an engaging, structured, and supportive learning experience, enabling VET students to attain the skills and knowledge required by their chosen training products. Our approach centres on quality, relevance, and consistency, ensuring that students are well-prepared for the professional environments they will enter.

Engaging and Structured Training for Skill Attainment

The Learning Team has developed training strategies that are meticulously structured to support students in achieving competencies consistent with the requirements of each qualification. Every training program is carefully aligned with the outcomes of its training product, ensuring that our methods, materials, and assessment practices contribute directly to the intended learning goals.

Our training is paced to give students ample time for each essential component, including instruction, hands-on practice, feedback, and assessment. This ensures that students not only learn but also gain the confidence to apply their knowledge in practical contexts. The Learning Team is committed to making the learning process engaging, utilising interactive resources, activities, and case studies that actively involve students and foster a deeper understanding of the material. Where work-integrated learning or placements are a

requirement, we provide opportunities for students to gain hands-on experience in industry settings, allowing them to apply their skills in environments where they can gain real-world insights and proficiency.

Responsive training and assessment strategies and practices

The Learning Team provides training and assessment strategies that are tailored to meet the demands of both the industry and the students. The organisation understands the importance of addressing the specific needs of students and the trainers and assessors it employs. Moreover, The Learning Team acknowledges its responsibility to stakeholders at large, as they will ultimately benefit from the skills and knowledge acquired by students who have been trained by The Learning Team.

One of the key aspects of The Learning Team's approach is the development of comprehensive training and assessment strategies that incorporate opportunities for students to apply their learning in real workplace style settings. This practical connection between training and the workplace ensures that students are well-prepared for the challenges they may encounter in their chosen field.

Additionally, The Learning Team places significant emphasis on assessment validation. The process is described in detail to ensure a clear understanding of its implementation. By implementing systematic validation of training and assessment, The Learning Team aims to prevent any contentious issues and ensure the reliability and fairness of assessment outcomes.

Assessment

Assessment System Compliance

The Learning Team is dedicated to ensuring that its assessment systems are not only robust and comprehensive but also fully aligned with the latest standards, ensuring that all assessments are consistent, reliable, and directly linked to the requirements of each training product. This commitment reflects our aim to accurately measure and verify student competency, thus supporting both learner success and industry relevance.

Ensuring a Fit-for-Purpose Assessment System

At the core of our assessment strategy is a dedication to consistency and relevance. Each assessment conducted by The Learning Team is closely aligned with the specific requirements outlined in the relevant training package or VET-accredited course. This includes a focus on all key assessment components—performance criteria, evidence requirements, and assessment conditions—ensuring that every unit of competency is covered comprehensively. By maintaining this alignment, The Learning Team ensures that students not only gain the skills necessary to complete their studies but are also well-prepared to apply these skills in practical, real-world environments.

The assessment tools used by The Learning Team are rigorously reviewed prior to use to ensure they meet the principles of assessment and rules of evidence. Each tool is evaluated to confirm that it accurately measures the competencies it intends to, and adjustments are made where necessary to improve their effectiveness. These tools are designed to be flexible enough to accommodate a range of learning contexts while remaining consistent with the standards required by the training product.

Supporting Students through Feedback and Access to Reassessment

An essential component of The Learning Team's assessment policy is timely and constructive feedback. Following each assessment, students receive detailed feedback on

their performance, identifying both strengths and areas for improvement. This feedback is intended not only to help students understand their results but also to support their continued learning and development. If a student wishes to appeal their assessment outcome, they have access to a structured reassessment process, ensuring that every student has a fair opportunity to demonstrate their competency.

Our approach also prioritises access and equity, ensuring that all students, regardless of background, are given an equal opportunity to succeed. The Learning Team is committed to an inclusive assessment process that recognises the diverse needs of our student body and makes reasonable adjustments where necessary to support equitable outcomes.

Commitment to Workplace Relevance and Industry Standards

The goal of The Learning Team's assessment system is to prepare students for the practical demands of the workforce. Every assessment is designed to reflect the standards expected in real workplace settings, equipping students with not only theoretical knowledge but also the practical skills needed to thrive in their chosen fields. By ensuring our assessments are relevant, rigorous, and consistent with industry standards, The Learning Team provides students with a solid foundation for career success, while also supporting the needs and expectations of employers.

Through this commitment to quality and consistency in assessment, The Learning Team continues to uphold its reputation as a leader in vocational education, delivering training that meets the highest standards of compliance, integrity, and industry alignment. This policy ensures that each step in the assessment process reflects our dedication to student achievement and industry relevance, reaffirming our role as a trusted provider in the field of vocational training.

Facilities, resource and equipment

Policy and Procedure for Facilities, Resources, and Equipment

The Learning Team is committed to providing facilities, resources, and equipment that are fit-for-purpose, safe, accessible, and sufficient for the delivery of each training product. We recognise that the quality of these resources is fundamental to student success, as they directly support the training and assessment process. This policy ensures that all aspects of our learning environment meet industry standards and regulatory requirements, promoting a productive and safe learning experience.

Identifying Required Facilities, Resources, and Equipment

To meet the needs of each training product, The Learning Team carefully identifies the facilities, resources, and equipment essential for effective training delivery. This includes specifying the types and quantities of resources necessary for each unit of competency and ensuring that these align with the requirements of the relevant training package.

For each training program, The Learning Team conducts a thorough review of the physical, digital, and instructional resources needed. This includes evaluating the suitability of learning spaces, tools, and materials required to meet both instructional and safety standards.

Ensuring Ongoing Suitability and Safety

The Learning Team is committed to the safety and accessibility of all resources and facilities used in training. Regular inspections and maintenance of facilities, equipment, and learning resources are conducted to ensure they remain safe, functional, and

accessible to all students. Our staff are trained to identify potential hazards and make timely adjustments to maintain a secure learning environment.

Each piece of equipment is selected based on its relevance to industry standards, ensuring students gain hands-on experience with tools they are likely to encounter in their professional environments. Furthermore, we periodically review our facilities to ensure that they accommodate students with diverse needs, including adjusting for accessibility wherever required.

Student Access to Necessary Resources

We understand that access to appropriate resources is critical for effective learning and assessment. The Learning Team ensures that each student has access to all necessary resources throughout their training, whether in a classroom, simulated workplace, or virtual environment. In cases where training is conducted off-site, such as in work placements or community-based learning, we work closely with partners to verify that students have access to the required equipment and resources.

To support student access, we provide detailed information about the resources available and how students can access them. This ensures students are fully informed and able to make the most of their learning experience. Our trainers are available to address any resource-related concerns and ensure students feel supported in their use of facilities and equipment.

The Learning Team Courses

What courses can I study with The Learning Team?

All programs offered by The Learning Team are aligned to the CPP Property Services training package for quality assurance and best practice.

Currently The Learning Team can offer students accredited training in the following:

Qualification:

- CPP41419 Certificate IV in Real Estate Practice

Units of competency:

Sales Associate License Course

- CPPREP4001 Prepare for professional practice in real estate
- CPPREP4002 Access and interpret ethical practice in real estate
- CPPREP4003 Access and interpret legislation in real estate
- CPPREP4004 Establish marketing and communication profiles in real estate
- CPPREP4005 Prepare to work with real estate trust accounts
- CPPREP4101 Appraise property for sale or lease
- CPPREP4102 Market property
- CPPREP4103 Establish vendor relationships
- CPPREP4104 Establish buyer relationships
- CPPREP4105 Sell property
- CPPREP4121 Establish landlord relationships
- CPPREP4123 Manage tenancy

Upgrade to Full real Estate License Course

- CPPREP4122 Manage tenant relationships
- CPPREP4124 End tenancy
- CPPREP4125 Transact in trust accounts
- CPPREP4503 Present at hearings in real estate
- CPPREP4506 Manage off-site and lone worker safety in real estate
- CPPREP5006 Manage operational finances in the property industry
- CPPREP5010 Manage customer service activities in the property industry

Buyer's Agent Skill Set

- CPPREP4101 Appraise property for sale or lease
- CPPREP4171 Represent buyer in sales process
- CPPREP4172 Develop and promote property industry knowledge - buyer's agent
- CPPREP4173 Complete purchase of property as buyer's agent

Unit of Competency

- CPPREP5010 Manage operational finances in the property industry

The Learning Team is based in Brisbane and provides services to clients across Queensland.

What certification will I receive?

Upon successful completion of your course with The Learning Team you will be eligible to receive the following award.

Course	Certification
<p>CPP41419 Certificate IV in Real Estate Practice</p> <p>CPPREP5010 Manage operational finances in the property industry</p> <p>Sales Associate License Course</p> <ul style="list-style-type: none"> • CPPREP4001 Prepare for professional practice in real estate • CPPREP4002 Access and interpret ethical practice in real estate • CPPREP4003 Access and interpret legislation in real estate • CPPREP4004 Establish marketing and communication profiles in real estate • CPPREP4005 Prepare to work with real estate trust accounts • CPPREP4101 Appraise property for sale or lease • CPPREP4102 Market property • CPPREP4103 Establish vendor relationships • CPPREP4104 Establish buyer relationships • CPPREP4105 Sell property • CPPREP4121 Establish landlord relationships • CPPREP4123 Manage tenancy <p>Upgrade to Full Real Estate License Course</p> <ul style="list-style-type: none"> • CPPREP4122 Manage tenant relationships • CPPREP4124 End tenancy • CPPREP4125 Transact in trust accounts • CPPREP4503 Present at hearings in real estate • CPPREP4506 Manage off-site and lone worker safety in real estate • CPPREP5006 Manage operational finances in the property industry • CPPREP5010 Manage customer service activities in the property industry <p>Buyer's Agent Skill Set</p> <ul style="list-style-type: none"> • CPPREP4101 Appraise property for sale or lease • CPPREP4171 Represent buyer in sales process • CPPREP4172 Develop and promote property industry knowledge - buyer's agent • CPPREP4173 Complete purchase of property as buyer's agent 	<p>Qualification</p> <p>Statement of Attainment</p> <p>Statement of Attainment</p> <p>Statement of Attainment</p> <p>Statement of Attainment</p>

After you have met the requirements of your course, you will be issued the relevant Certificate with an academic transcript or a Statement of Attainment listing all of the units of competency you have achieved.

Nationally recognised qualifications are made up of individual units of competency. If you do not meet all the course requirements but have completed the requirements for one or more units of competency, you will be issued an AQF Statement of Attainment for the unit(s) you have completed.

How is training delivered?

Training courses with The Learning Team are delivered by:

- Online Portal
- Online seminars and discussion boards
- Blended learning

What are the prerequisites?

There are no pre-requisites for the units of competency listed on The Learning Team's current scope of registration.

Are there entry requirements?

Please refer to our website for course information and entry requirements.

Enrolment

Student Information and Enrolment Policy

The Learning Team provides clear, accurate, and comprehensive information to prospective students, ensuring they make well-informed decisions regarding their training programs. Through a structured selection and enrolment process, we support students in understanding their responsibilities, the resources available, and any prerequisites associated with their chosen training products. This approach is aligned with our commitment to transparency, accessibility, and high standards in vocational education.

Selection and Prerequisite Conditions

Our student selection process ensures that individuals meet any specific prerequisites and entry requirements for each course, facilitating a positive and successful training experience. The Learning Team provides detailed information on prerequisites if any, in all course documentation, which is made available to prospective students before enrolment. This information is designed to allow students to determine their eligibility and readiness for the program.

Assisting Prospective Students

If a potential student does not meet the prerequisite conditions or entry requirements, The Learning Team's staff guide them through the options available to fulfil these standards or explore alternative training pathways. Our trainers and management team are readily available to address any questions, helping students understand their options and make informed choices regarding their education.

Enrolment Procedure

Expressing Interest and Initial Contact

When a prospective student expresses interest in one of The Learning Team's training programs, our staff respond promptly by providing the enrolment form, student handbook, and relevant program literature. This information equips the student with an overview of the course and the necessary documentation to proceed.

Assessment of Enrolment Applications

All enrolment applications are thoroughly assessed to verify that students meet the entry requirements. This assessment process is essential to ensure that students have the required foundational knowledge or qualifications for their chosen program. Students who meet the requirements receive a confirmation of successful enrolment, along with information on their induction, which introduces them to the program and its expectations.

Unsuccessful Enrolment Notification

In cases where a student does not meet the prerequisite conditions or entry requirements, they are notified of their unsuccessful enrolment and are invited to contact The Learning Team for assistance. Our staff provide guidance on alternative options and support services, allowing students to explore pathways that align with their learning and career goals.

Pre-Enrolment Questionnaire and Support Services

Assessing Individual Needs

To support a tailored learning experience, The Learning Team provides a pre-enrolment questionnaire to each prospective student. This questionnaire gathers information on the student's background, learning preferences, and any specific requirements they may have. Responses are reviewed by our staff to identify potential support needs, which may include additional resources or tailored services to enhance the student's learning journey.

Additional Support Services

Based on the assessment of individual needs, The Learning Team offers a variety of support services, including:

Study Support Programs

Assistance with study skills to improve learning efficiency.

Language, Literacy, and Numeracy (LLN) Support

LLN programs or referrals to support providers as needed.

Learning Resource Centres

Facilities that provide additional materials and resources to support learning.

Flexible Scheduling

Options for flexible delivery to accommodate individual circumstances.

Counselling and Mediation Services

Support for personal or academic issues, maintaining a positive learning environment.

Information Technology Support

Technical assistance to facilitate online learning and access to digital resources.

The Learning Team is committed to fostering an inclusive learning environment where every student can access the resources and support necessary for their success.

Financial Transparency and Obligations

Prior to enrolment or any fee payments, The Learning Team provides each student with a complete breakdown of their financial obligations. This includes detailed information on tuition fees, payment terms, refund policies, and any available government training subsidies. We ensure students are fully informed about the financial commitments associated with their training program, allowing them to make responsible decisions regarding their enrolment.

Student Responsibilities and Expectations

In addition to academic and financial information, The Learning Team informs students of any responsibilities or obligations related to their program. This includes requirements for work placements, necessary materials or equipment, and steps for obtaining a Unique Student Identifier (USI). By outlining these responsibilities clearly, we help students understand the expectations of their course and support their readiness for the training program.

Commitment to Ongoing Communication and Updates

The Learning Team ensures that students remain informed throughout their training journey. In cases where changes affect the course structure, such as the transition of superseded or expired training products, students are notified promptly. We prioritise proactive communication, enabling students to plan their studies effectively and continue their education with confidence.

Student Induction and Continued Access to Information

During the induction process, students receive a detailed orientation to their program, including course structure, assessment methods, and available support services. This information is reinforced through ongoing access to the student handbook, which is available in electronic formats on the The Learning Team website. By providing continuous access to key information, The Learning Team supports students in navigating their course requirements and maximising their learning outcomes.

Creating an Inclusive and Transparent Learning Environment

This policy reflects The Learning Team's commitment to transparency, inclusivity, and student support. Through clear communication, tailored support services, and a structured enrolment process, we strive to create an educational environment that fosters student success and satisfaction. By ensuring students have all necessary information at their fingertips, The Learning Team empowers them to take charge of their learning journey with clarity and confidence.

Policy on Student Suitability and Pre-Enrolment Advice

The Learning Team is committed to helping prospective students determine the suitability of their chosen training product before enrolment. This process ensures that each student's skills, competencies, and readiness align with the program requirements, promoting successful outcomes and enhancing the learning experience. Through tailored advice and comprehensive pre-enrolment information, The Learning Team aims to support informed decision-making and prepare students for a productive training journey.

Assessing Student Suitability Prior to Enrolment

To support students in choosing the appropriate training product, The Learning Team employs a systematic process for reviewing each prospective student's skills and competencies. This includes evaluating their language, literacy, numeracy (LLN) proficiency, and digital literacy when relevant to the program. Our goal is to ensure that each student possesses the foundational abilities necessary for successful engagement with the course content.

LLN and Digital Literacy Review

As part of the enrolment process, each student completes a brief LLN and digital literacy assessment. This review provides insight into the student's readiness for the training product and helps identify areas where additional support may be required. By assessing these core skills, The Learning Team ensures that students are equipped to meet the program's demands and can fully participate in learning activities.

Personalised Pre-Enrolment Advice

Based on the review, The Learning Team provides tailored advice to each student about the suitability of the training program. If gaps in skills or competencies are identified, the student is informed of these findings along with potential pathways to address them. This advice may include suggestions for preparatory courses, additional resources, or referrals to external support services that can help the student meet the program's requirements.

Welcome Letter

Upon successful enrolment, each student receives a personalised welcome letter from The Learning Team. This letter serves as an introductory guide to the training program and contains essential information to help students prepare for their course.

Details Included in the Welcome Letter

Training Information

Date, time, and location of the program's commencement, enabling students to plan their schedule and make necessary preparations.

Required Resources

A list of materials, such as textbooks, study guides, or equipment, needed for the course.

Units of Competency

An overview of the competencies and topics to be covered, giving students a clear understanding of what to expect throughout the training.

Training Format

Details about the delivery format (online, face-to-face, or blended) to help students prepare for the specific mode of instruction.

By providing this information early, The Learning Team ensures that students feel prepared, informed, and supported as they begin their training journey.

Comprehensive Student Induction

The Learning Team's induction program introduces new students to the training environment, available resources, and support services. This structured orientation sets the stage for a successful learning experience, providing students with an in-depth understanding of the program and the support available to them.

Key Components of the Induction Program

Introduction to Staff and Resources

Students meet their trainers, assessors, and support staff, who are introduced as points of contact for guidance throughout the course. An overview of available learning resources, such as online materials or physical study spaces, is also provided.

Orientation to Facilities

Students are introduced to the training and resources, such as libraries, computer requirements, and workshops, to ensure they are aware of and comfortable with the learning environment.

Program Outline and Units of Competency

The specific units included in the course and the qualification outcome are confirmed, giving students a clear view of the program's scope and expected achievements.

Training and Assessment Methods

Students learn about the training and assessment methods, understanding the expectations for participation and the criteria for successfully completing the program.

Learning and Assessment Resources

Information about study materials, equipment, and online platforms is provided to ensure students have access to all necessary resources.

Student Support Services

A summary of available support services is provided, including assistance with literacy, numeracy, or personal guidance to help students navigate any challenges.

Appeals and Complaints Process

Students are informed about the processes for lodging appeals or complaints, ensuring transparency and support for resolving any issues that may arise.

Career Pathways and AQF Options

Students receive guidance on further education or career opportunities aligned with their qualification, enabling them to envision the broader context of their training.

Through this comprehensive induction program, The Learning Team ensures that students are well-prepared and equipped with the knowledge and resources necessary for a successful training experience.

Commitment to Informed and Supported Learning

The Learning Team's policy for student suitability, welcome communication, and induction reflects our commitment to creating an inclusive, supportive, and well-informed learning environment. By providing structured pre-enrolment advice, detailed welcome information, and a thorough induction program, we strive to empower students to make informed decisions and succeed in their chosen training pathway.

Discipline

Practicing cooperation and mutual respect in all interactions, both internal and external, to maintain high-quality, professional training and assessment services is integral to The Learning Team's training business. This same ethos of disciplined behaviour is expected from students as a contribution to a functional learning environment and as a demonstration of respect toward staff and fellow students.

Professional Behaviour

The Learning Team's management emphasises that all individuals engaged with the organisation, including students, should uphold a professional demeanour. Trainers and staff members are authorised by TLT Management to address any dissatisfaction with a student's behaviour or performance. They have the authority to take the following actions:

- Issue a warning to the student regarding unsuitable behaviour.
- Ask a student to leave the classroom whether virtual or in person, with no refund or option to enrol in another course.
- In extreme cases, immediately cancel the class.

Appeal Process for Disciplinary Action

If a student wishes to object to or appeal against any disciplinary action taken against them, they have the right and opportunity to follow The Learning Team's complaint procedure.

Professional Conduct for Staff

TLT staff members are expected to uphold a professional and ethical working relationship with all colleagues, management, and students. Breaches of disciplinary standards will be addressed through discussions between the relevant trainer and The Learning Team's management. Appropriate action will be taken based on the situation.

This commitment to maintaining a respectful and professional environment supports effective learning, effective working relationships, and the overall quality of The Learning Team's services. It underscores the importance of clear guidelines and processes for maintaining standards of behaviour and addressing any concerns that may arise.

Plagiarism

Definition¹

Plagiarism is defined as the act of "wrongfully appropriating" or "stealing and publishing" another author's "language, thoughts, ideas, or expressions," and presenting them as one's own original work.

Policy

The Learning Team considers plagiarism as an act of academic dishonesty and a violation of journalistic ethics. Such behaviour is subject to severe penalties, including the possibility of expulsion from the educational program. While conducting research during assessments is acceptable, all sources used must be appropriately and clearly cited.

The Learning Team's CEO maintains a rigorous stance against plagiarism, and instances of proven plagiarism will not be tolerated under any circumstances. The organisation places a significant emphasis on upholding academic integrity and fostering an environment of honesty and ethical conduct.

This policy encourages students to engage in original research, properly acknowledge the contributions of others, and avoid misrepresenting someone else's work as their own. By doing so, The Learning Team is committed to nurturing a culture of academic honesty, personal responsibility, and respect for intellectual property.

Use of Artificial Intelligence

Students may not utilise artificial intelligence (AI) chatbots to augment their assessment response. The Learning Team's assessment system is specifically designed to assess students' **own** understanding and knowledge of the required competencies. Assessment responses should reflect the "transfer of learning" achieved through the training program. Students are expected to demonstrate their skills and knowledge at the required depth and breadth, aligning with the Australian Qualification Framework (AQF) level, without incorporating AI chatbot assistance.

The Learning Team has implemented measures to identify any responses that may have been generated by AI. In cases where a questionable response is detected, the Plagiarism Policy outlined in The Learning Team student handbook may be applied. Repeated incidents may lead to the application of The Learning Team Discipline Policy. Additional steps to ensure the student's course progress is maintained may also be introduced.

It is crucial to adhere to these guidelines to maintain the integrity of the assessment process and ensure that students' capabilities are accurately assessed based on their own understanding, knowledge, and learning. AI chatbots, including **but not limited to:** ChatSpot, ChatGPT, Bing Chat, Bard, Jasper Chat, Perplexity, Tidio Lyro, Kommunicate, Drift, Infobip, and LivePerson, are examples of AI chatbots that students may not use.

¹ From www.wikipedia.org

Policy and Procedure for Fair, Flexible, and Reliable Assessment

The Learning Team is dedicated to delivering assessments that are both fair and appropriate, ensuring that they accurately judge each student's competency in a manner aligned with the standards of vocational education and training. Our assessment practices reflect a commitment to equity, consistency, and transparency, providing students with a supportive environment in which they can demonstrate their skills and knowledge effectively. By maintaining high standards of assessment, we affirm our responsibility to uphold the integrity of our qualifications and the confidence of our industry stakeholders.

Principles of Assessment: Fairness, Flexibility, Validity, and Reliability

At the heart of The Learning Team's assessment strategy are the Principles of Assessment, which guide us in developing and administering assessments that are fair, flexible, valid, and reliable.

Fairness is a cornerstone of our approach. We recognise that each student's needs and circumstances are unique, and we are committed to making reasonable adjustments that support equitable assessment outcomes. This may include providing alternative assessment options or modifying tasks to meet specific needs without compromising the assessment's rigour. Clear communication between assessors and students is paramount, ensuring that students understand what is expected and feel empowered to succeed. When necessary, students are also given opportunities for reassessment, allowing them to fully demonstrate their competencies.

Flexibility in our assessments enables us to cater to a diverse student body with varied experiences and learning backgrounds. We respect that competencies can be gained through different pathways, and our assessments are designed to recognise skills and knowledge irrespective of where or how they were acquired. By tailoring assessment methods to fit the context of the training product and the specific needs of each student, The Learning Team supports ongoing competency development, creating a pathway to mastery that aligns with each student's journey.

Validity is ensured by aligning our assessments with the specific competencies outlined in each training package. This means that every assessment task is carefully designed to measure what it is intended to, encompassing the full range of skills and knowledge required for competent performance. We emphasise the integration of theoretical knowledge with practical application, allowing students to demonstrate their abilities in scenarios that closely mirror the professional environments they will encounter. Through this approach, The Learning Team verifies that students are genuinely prepared to meet industry standards.

Reliability is fundamental to maintaining consistent assessment outcomes. Our assessment system includes collaborative measures, such as regular calibration sessions, where assessors align their interpretations of assessment requirements to minimise variability. By standardising our approach, we ensure that assessment results are comparable across different assessors, providing each student with a consistent, fair experience.

Rules of Evidence: Ensuring the Integrity of Assessment Outcomes

To further uphold the quality and accuracy of our assessments, The Learning Team strictly adheres to the Rules of Evidence, which mandate that evidence collected during assessment is valid, sufficient, authentic, and current.

Validity of evidence is achieved by directly linking assessment tasks to the specific competencies they aim to measure. Each piece of evidence gathered must demonstrate that the student has the required skills and knowledge, providing assurance to both assessors and stakeholders that the student's capabilities align with industry standards.

Sufficiency ensures that the quantity and quality of evidence are adequate to make a judgement about competency. This often involves collecting evidence from multiple contexts or occasions, creating a robust record of each student's performance. Where additional evidence is necessary, The Learning Team supports students in gathering supplementary information, ensuring a comprehensive assessment process that covers all aspects of competency.

Authenticity is strictly upheld, particularly in distance or online assessments where measures are in place to verify that the work submitted is the student's own. Assessors are responsible for confirming the identity of each student and verifying the originality of their submissions, safeguarding the assessment's integrity and maintaining trust in the outcomes.

Currency of evidence is also critical; it reflects the need for students' skills and knowledge to be relevant to current industry standards. For this reason, The Learning Team prioritises evidence gathered from recent experiences, ensuring that the competencies demonstrated by students are aligned with today's professional expectations.

Industry-Relevant Training and Assessment

The Learning Team understands that delivering industry-relevant training and assessment is central to supporting student success and enhancing employment outcomes. To this end, we are committed to a policy of active industry engagement, ensuring our training programs are continually informed by insights and feedback from employers, industry bodies, and community representatives. This commitment not only meets the requirements of the updated Standard 1.1 but also ensures our students acquire skills that are directly applicable to the current demands of their industries.

Objectives

Overall, The Learning Team recognises the significance of combining industry experience with tertiary education to deliver high-quality and relevant training programs. By fostering a culture of continuous improvement and maintaining a continuous improvement register, The Learning Team can effectively capture, implement, and share improvement strategies, ultimately enhancing the learning experience for its participants and meeting the expectations of its clients.

The feedback forms provided to students at the end of each program play a crucial role in collecting participant perspectives on the training experience. By actively seeking feedback from students, The Learning Team demonstrates its commitment to understanding and meeting the evolving needs and expectations of its clients.

In addition to student feedback, The Learning Team also welcomes input from other sources such as risk assessments, student suggestions, complaints and appeals, validation sessions, and audit reports. This inclusive approach ensures that multiple perspectives and opportunities for improvement are considered. By actively seeking feedback and engaging in continuous improvement, The Learning Team strives to remain responsive and adaptable in a dynamic educational landscape.

To accurately record industry consultation, The Learning Team has developed an Industry Consultation Tool. This tool consists of a series of questions designed to identify the

specific needs of stakeholders, such as skills development areas, preferred mode of delivery, assessment methods, and required competencies. This document is shared with key industry stakeholders, and the feedback and information gathered are utilised in the design of the training and assessment strategy for the respective qualification.

Through these practices, The Learning Team ensures that its training and assessment programs remain relevant to industry needs, and that students are equipped with the skills and knowledge required for successful employment in their chosen fields.

Engagement with Industry and Community

The foundation of our approach to industry engagement is regular, meaningful consultation with industry representatives. The Learning Team identifies relevant stakeholders—be they industry experts, employers, or community representatives—and seeks their active participation in reviewing and shaping our training practices. These stakeholders provide critical insights that inform both the initial design and ongoing refinement of our training and assessment strategies, ensuring alignment with current industry practices.

To facilitate this process, The Learning Team has established a structured consultation program, where industry stakeholders are engaged at multiple points throughout the training cycle. This program includes scheduled meetings, discussions, and collaborative workshops, where industry representatives are invited to share their perspectives on skill requirements, emerging trends, and preferred methods of training delivery. We document these engagements through formal meeting records and written acknowledgments, creating a robust record of industry input that guides our decision-making.

Each consultation is documented not only to maintain a transparent record of engagement but also to allow for structured follow-up on key points raised. For example, The Learning Team uses an Industry Consultation Tool to record stakeholder feedback in areas such as skill gaps, preferred modes of delivery, assessment preferences, and competency requirements. This tool enables us to capture specific, actionable insights from industry partners, which are then incorporated into our training and assessment strategies.

Integrating Industry Feedback into Training Practices

The feedback we gather from industry engagement is not static; it is actively used to shape and evolve our training programs. Industry insights are carefully reviewed and integrated into our strategies, ensuring that all training delivery reflects current practices and anticipated industry changes. This includes updates to course content, instructional techniques, and assessment methods, all tailored to meet the identified needs and expectations of employers and the workforce.

By continuously aligning our training with industry standards, The Learning Team ensures that students are not only meeting the requirements of their qualifications but are also equipped with the skills that are most valued by employers. For courses that involve workplace-based training, we incorporate practical tasks and scenarios that replicate real workplace challenges, allowing students to apply their knowledge in settings that mirror the environments they will encounter professionally.

Maintaining Industry Relevance

The Learning Team views industry relevance as an ongoing responsibility. To maintain the currency and applicability of our programs, we regularly monitor industry trends and seek updates from our established network of industry partners. This proactive approach ensures that our training remains responsive to evolving workplace demands and continues to provide students with a competitive edge in the job market.

Through this structured engagement and ongoing dialogue with industry representatives, The Learning Team reaffirms its commitment to providing quality education that serves

the needs of students, employers, and the broader community. By fostering strong connections with industry, we not only enhance the relevance of our programs but also ensure that The Learning Team remains a trusted partner in vocational education, consistently delivering training that meets the highest standards of industry alignment.

Trainers and Assessors

To ensure the success of its operations, The Learning Team places great importance on effective staff management. The organisation has implemented policies aimed at attracting, developing, and retaining the highest quality staff and trainers.

These policies establish clear and measurable standards of practice that all members of TLT are expected to adhere to. Principles of fairness and merit guide all staff management issues, ensuring equitable treatment for everyone.

The Learning Team embraces a people-focused approach, which involves strong leadership, the selection of skilled and suitable staff members, and setting clear goals for performance and professional development. The organisation also emphasises staff motivation to create an environment that supports individual growth and aligns with the organisation's objectives.

Prior to commencing delivery and/or assessment, it is essential that trainers and assessors possess one of the following credentials, in accordance with the latest standards:

All staff delivering and/or assessing training must meet the requirements of the relevant training package, qualification, or accredited course.

The Learning Team does not currently work with 'Assessment Only' assessors, if, however, the policy changes in the future, the following will apply.

Assessors

Assessors at The Learning Team are required to hold one of the following credentials:

- **TAE40122 Certificate IV in Training and Assessment** or its successor,
- **TAE40116 Certificate IV in Training and Assessment**,
- **TAE40110 Certificate IV in Training and Assessment**, or
- **TAESS00019 Assessor Skill Set** or its successor,
- **TAESS00011 Assessor Skill Set**,
- **TAESS00001 Assessor Skill Set**, or

Alternatively, assessors may hold:

- A **secondary teaching qualification** and one of the following:
 - **TAESS00011 Assessor Skill Set**,
 - **TAESS00019 Assessor Skill Set** or its successor, or
 - **TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set** or its successor, or
- A **diploma or higher-level qualification** in adult education or vocational education and training.

Furthermore, if the assessor holds the **TAESS00001 Assessor Skill Set**, they must also hold one of the following to meet the standards:

- **TAEASS502 Design and develop assessment tools** or its successor,
- **TAEASS502A Design and develop assessment tools**, or
- **TAEASS502B Design and develop assessment tools**.

Alternatively, assessors may hold a **credential issued by a higher education provider** (as defined by section 16-1 of the Higher Education Support Act 2003), which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one Australian State

or Territory. In addition, they must hold one of the following credentials (or their successors):

- **TAESS00011/TAESS00019 Assessor Skill Set, or**
- **TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set.**

All assessors must comply with these updated credentialing requirements to ensure the quality and consistency of assessment practices

What is a qualification in adult education?

An adult education qualification has a focus on training and assessing adults. The qualification does not need to include the words 'adult education' in the title; however, units or subjects completed within the qualification need to demonstrate the skills and knowledge required to train adults. The academic transcript or record of results for the qualification will provide the evidence to demonstrate this.

Examples of adult education qualifications include:

- 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.

The Learning Team's CEO will ensure that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment.

The Learning Team does not currently work with 'working towards a training and assessment credential' assessors,

- education and training.

Student Support

Student Training Support Policy

The Learning Team is committed to providing each VET student with timely and reasonable access to training support services, qualified trainers, assessors, and dedicated staff to assist them throughout their training. Recognising that individual support needs vary, The Learning Team tailors its support services to help students progress smoothly through their learning journey, ensuring they are equipped to achieve the required competency standards.

Determining and Providing Support Services

At the commencement of each training program, The Learning Team assesses the support needs of each student. This assessment includes a review of the student's existing skills, any challenges they may face, and any additional resources required to facilitate successful engagement with the training content. Based on this assessment, a customised support plan is established for each student, outlining the specific services and resources available to them.

Support Services Available

The Learning Team offers a range of support services that are designed to help students overcome learning barriers and reach their full potential. These services may include:

- Access to trainers and assessors for guidance on academic content and assessment requirements.

- Personalised study assistance, including help with study skills and time management.
- Language, literacy, and numeracy (LLN) support where required.
- Information technology support for online learning resources.
- Counselling referrals for personal difficulties impacting study progress.

This proactive approach ensures that students receive the support they need to excel in their training program.

Access to Trainers, Assessors, and Support Staff

Accessibility and Availability

The Learning Team ensures that students have clear information about how and when they can access trainers, assessors, and other support staff. All students are informed of regular office hours, contact methods, and expected response times for inquiries. Students can reach out via email, phone, or scheduled in-person meetings to receive guidance and support promptly.

Timely Responses to Student Queries

To maintain a responsive and supportive learning environment, The Learning Team is committed to providing timely responses to student inquiries. Trainers and assessors strive to respond to all student queries within 24 hours on weekdays, ensuring that students do not experience unnecessary delays in their learning process.

Confidential and Discreet Assistance

In cases where students experience personal challenges, The Learning Team provides confidential support. If a student faces issues that may impact their studies, they are encouraged to contact the Training Manager, who will provide discreet and personalised assistance. Depending on the nature of the situation, the Training Manager may suggest additional resources, a temporary course deferral, or referral to an appropriate external support agency.

Referral to External Support Agencies

Where a student's needs extend beyond the support services available at The Learning Team, they are referred to suitable external agencies. This may include mental health counselling, financial assistance, or additional LLN support. The Learning Team collaborates with these agencies to ensure students receive the comprehensive support they need, both academically and personally.

Student Information and Handbook

The Student Handbook, which is provided to all students upon enrolment, contains comprehensive information about the support services available, contact details for relevant staff members, and guidelines for accessing support. By providing clear and accessible information, The Learning Team enables students to confidently seek assistance as needed.

Policy on Diversity and Inclusion

The Learning Team is committed to fostering an inclusive learning environment that values and supports the diversity of its VET students. This policy aims to ensure that all students feel safe, respected, and encouraged to participate fully in their training, irrespective of their background or individual characteristics. The Learning Team upholds an inclusive and culturally safe environment, particularly for Aboriginal and Torres Strait Islander students, and promotes equity and access for all.

Commitment to a Safe and Inclusive Environment

The Learning Team prioritises creating a safe, inclusive, and accessible environment for all students. This approach not only enriches the learning experience but also reinforces the RTO's values of respect and integrity. All students, regardless of their age, gender, cultural background, disability, or other characteristics, are welcomed and supported in their learning journey. The Learning Team's policies are designed to prevent discrimination, eliminate barriers to access, and promote equal opportunities for every individual.

Cultural Respect and Support for Aboriginal and Torres Strait Islander Students

Recognising the unique cultural needs of Aboriginal and Torres Strait Islander students, The Learning Team strives to provide a culturally respectful learning environment. This includes:

- Acknowledging the significance of cultural traditions, such as men's and women's business, and adapting training approaches accordingly.
- Being attentive to non-verbal communication cues, such as silence, and providing understanding for unique literacy and numeracy challenges.
- Showing respect in the use of images or representations, particularly where cultural sensitivities, like images of deceased persons, are involved.

Where possible, The Learning Team acknowledges the traditional custodians of the land on which it operates, conducting an Acknowledgement of Country during significant events and ceremonies. Guidance from the Local Aboriginal Land Council will be sought when appropriate wording or protocols are required, ensuring that respect is always upheld. Additionally, The Learning Team may arrange a Welcome to Country ceremony for special occasions, inviting local Elders and providing due remuneration in appreciation of their role.

Access and Equity in Training and Assessment

The Learning Team ensures that all students who meet entry requirements are admitted to their chosen programs without prejudice or undue barriers. Staff members are trained and committed to providing equitable support, and The Learning Team's management team actively addresses any issues related to access and equity. Students are encouraged to reach out if they have concerns or feel that they have been treated unfairly.

As part of this commitment, all The Learning Team staff are briefed on the organisation's access and equity policies. Students are informed of these policies and their rights through the The Learning Team student handbook, which outlines available support and avenues for assistance should they need it.

Language, Literacy, and Numeracy (LLN) Support

Recognising that students may enter training with varying levels of core skills, The Learning Team helps in language, literacy, and numeracy (LLN) as needed. Each student's LLN requirements are assessed during the pre-enrolment phase or upon request, ensuring that appropriate support is provided from the outset.

Where additional support is identified, The Learning Team staff utilise the Australian Core Skills Framework to tailor learning and assessment strategies accordingly. This might include providing LLN tutorials, assistive technology, or flexible learning options. If the required LLN support exceeds the RTO's capacity, students are referred to an external support provider, with any associated costs clearly communicated in advance.

Wellbeing Policy and Procedure

The Learning Team is committed to fostering an environment that prioritises the wellbeing of its VET students, recognising that a supportive learning atmosphere contributes

significantly to student success and engagement. By proactively identifying the wellbeing needs of students and providing access to relevant support services, The Learning Team aims to ensure that students can fully participate in their training and achieve their learning objectives.

Commitment to Student Wellbeing

The Learning Team recognises that wellbeing is an essential component of an effective learning experience. From the outset, The Learning Team takes steps to understand and address the unique wellbeing needs of its students. This involves incorporating wellbeing considerations into the design and delivery of all training programs, ensuring students feel supported throughout their educational journey.

Identification of Wellbeing Needs

To respond effectively to the diverse needs of its students, The Learning Team implements procedures to assess wellbeing requirements across the VET student cohort. During the enrolment and induction process, information is gathered to help identify any specific wellbeing concerns that may impact a student's ability to participate fully. By engaging with students early on, The Learning Team aims to create a responsive support framework that anticipates and addresses wellbeing challenges before they affect student progress.

Provision of Wellbeing Support Services

The Learning Team is committed to providing accessible information regarding available wellbeing support services. Students are informed of the actions they can take, the staff members available to assist them, and external services that may offer additional support. This information is delivered in the induction materials and reinforced during key stages of the training program. By ensuring students are aware of the resources available to them, The Learning Team empowers students to take proactive steps in managing their wellbeing.

Roles and Responsibilities

The trainers, assessors, and student support staff at The Learning Team play a pivotal role in supporting student wellbeing. They are responsible for:

- Maintaining open communication with students to foster a supportive learning environment.
- Advising students on how to access internal wellbeing resources and, where appropriate, referring them to external support services.
- Monitoring student engagement and wellbeing throughout the program, offering assistance and adjusting support strategies as needed.

Continuous Improvement in Wellbeing Support

The Learning Team values feedback as a critical tool for enhancing its wellbeing support strategies. Feedback is actively sought from students at the conclusion of each training program through surveys, feedback forms, and one-on-one discussions. Additionally, insights from student complaints, suggestions, and other feedback mechanisms are analysed to identify opportunities for improvement. The Learning Team maintains a continuous improvement register to track and document these initiatives, ensuring that the wellbeing support offered evolves in line with student needs and industry best practices.

By prioritising student wellbeing, The Learning Team aims to create an inclusive and supportive training environment, helping students to overcome personal challenges and focus on achieving their learning goals.

Commitment to Student Success and Wellbeing

The Learning Team’s training support policy is designed to create a supportive and inclusive environment where all students have the resources and guidance necessary to complete their training successfully. Through tailored support services, accessible trainers and staff, and timely responses, The Learning Team upholds its commitment to fostering a positive learning experience that empowers students to achieve their educational and career goals.

Examples of specialist support agencies TLT has a relationship with and may engage:

Covid 19 Mental Health	What you can do to look after your mental wellbeing and look out for those around you Mental Health Support
Head to Health	Digital mental health resources from trusted service providers https://headtohealth.gov.au/
Workplace Wellbeing	Hunterlink National 1800 554 654 https://hunterlink.org.au/
Reach Out	Reach Out helps supports people with issues such as drug taking, alcohol or gambling or gaming addiction http://au.reachout.com/tough-times/addiction
Counselling Online	Counselling Online is a free 24/7 drug and alcohol counselling service in Australia that supports people affected by alcohol and other drugs. For phone contacts in all Australian States refer to: http://ehespace.org.au/
Head Space	ehespace is an online and telephone service which supports young people and their families going through a tough time. It is specifically targeted at those aged between 12 and 25. Phone: 1800 650 890 (available from 9am – 1am 7 days a week) http://www.eheadspace.org.au/
Counselling services	Referral to appropriate 24/7 services such as: Beyond Blue ph: 1300224636 http://www.beyondblue.org.au Lifeline ph: 131114 http://www.lifeline.org.au
Reading and Writing Hotline	www.readingwritinghotline.edu.au/information-and-advice Phone: 1300 655 506. There are also numerous adult reading/writing apps for smart phones/tablets aimed at supporting literacy.
LLN Training Courses provided by local TAFE Colleges	These institutes have specialist LLN Teachers to support individual participants own level of development and can be accessed via a Google Search of local TAFEs and course availability.

Complaints and Appeals

Feedback, complaints and appeals

The Learning Team places a strong emphasis on ensuring that every student's learning experience and outcomes meet their satisfaction. The organisation anticipates that any issues or concerns can be resolved through meaningful and respectful communication, which is actively encouraged by The Learning Team. In the rare event that this resolution isn't achieved, all students are provided access to comprehensive, fair, and prompt complaint and appeal processes. These processes are outlined in the policy and procedures document.

The Learning Team has established a clear and transparent system for handling complaints and appeals, rooted in the principles of natural justice and fairness. This ensures that student complaints and appeals are effectively and efficiently addressed. The organisation's complaints and appeals policy is designed to ensure that students and clients fully comprehend their rights and the responsibilities of The Learning Team.

Any complaints or appeals that arise are seen as opportunities for improvement and growth. As part of the continuous improvement process, The Learning Team reviews all complaints and appeals. If corrective action is identified, it is given top priority and promptly implemented. This proactive approach guarantees that the outcomes of the complaints process contribute positively and constructively to the overall operations of The Learning Team.

By prioritising open communication, fairness, and accountability, The Learning Team strives to provide a supportive and effective learning environment for all students, ensuring that their concerns are addressed in a manner that aligns with the organisation's commitment to excellence and improvement.

Complaint policy

The Learning Team has established a comprehensive complaint procedure that is open to all individuals who wish to raise a complaint, appeal, or express objections concerning the conduct of The Learning Team. This procedure is designed to handle both formal and informal complaints.

The complaint procedure includes

Formal and Informal Complaints

The procedure covers both formal and informal complaints. Formal complaints must be submitted in writing to TLT management via the online portal.

Acknowledgment and Response

Upon receiving a formal complaint, The Learning Team will promptly acknowledge its receipt. The complaint will then be reviewed, and appropriate actions will be taken to address it, including providing a response to the aggrieved person. This response will be provided within five (5) working days of receiving the complaint.

Complaint Register

The Learning Team's management will maintain a complaint register to document the process and resolution of all formal complaints. This documentation ensures transparency and accountability.

Continuous Improvement

Any complaints substantiated through the complaint procedure will be used to inform The Learning Team's continuous improvement process. This emphasises the organisation's commitment to learning from complaints and enhancing its operations.

Responsibility of Management

TLT management holds the responsibility of ensuring that the complaint procedure is followed diligently. They are also responsible for assisting students with understanding the complaint procedure and providing access to complaint forms.

Scope of Complaints

The complaint procedure allows students to lodge complaints against various entities, including the RTO itself, third parties, subcontractors, other students, or trainers. Additionally, stakeholders beyond students, such as trainers, may also raise complaints if they feel aggrieved.

By establishing a well-defined complaint procedure, The Learning Team demonstrates its dedication to handling complaints and concerns effectively, transparently, and fairly. This process aims to address issues promptly and promote a culture of continuous improvement within the organisation.

Appeal Policy

The appeal process at The Learning Team is designed to address a student's right to request changes to decisions or procedures of an official nature, primarily concerning academic or procedural matters.

An overview of the appeal process

Appeal Against Assessment Decisions

If a student wishes to appeal against specific assessment decisions, the initial step is to discuss the decision(s) with the relevant trainer or assessor and request a re-evaluation. The trainer or assessor will carefully consider the student's appeal, evaluate whether changes are warranted, and communicate their final decision to the student.

Escalating the Appeal

If the student remains dissatisfied with the trainer or assessor's decision, they have the right to escalate the appeal to the management team. To initiate this formal appeal, the student must submit a written notice of appeal using the provided appeals form, addressing it to The Learning Team for referral to the management team.

Submission Deadline

The notice of appeal must be submitted within five (5) days of receiving notification of the outcome of the trainer or assessor's re-evaluation process. If the appeal is not submitted within this specified timeframe, the original result will be upheld. In cases of emergency circumstances, such as serious illness or injury, a student's appeal may be deferred. In such instances, a medical certificate supporting the case must be forwarded to management. The notice of deferral must be submitted within three (3) working days from the conclusion date stated on the medical certificate.

Management Responsibility

The responsibility for ensuring compliance with the appeal procedure lies with TLT management. They are tasked with seeking resolution in reasonable circumstances, which includes assisting and informing students about the appeal procedure and providing access to appeal forms.

Review and Continuous Improvement

All appeals will be reviewed during the monthly management meeting. If deemed appropriate, the outcomes of these appeals will be integrated into the continuous improvement process of The Learning Team.

This appeal process ensures that students have a mechanism for seeking review and reconsideration of assessment decisions, and it underscores The Learning Team's commitment to fairness, transparency, and improvement in its educational processes.

Complaint/Appeal Procedure

All individuals who wish to make a complaint, appeal, or express objections regarding the conduct of The Learning Team or any third party (including other students, outsourced trainers, subcontractors, staff, trainers, and assessors) are provided access to the following procedure:

Informal Complaint/Appeal

An initial complaint or appeal is preferably addressed through direct communication between the student and The Learning Team, either verbally or by appropriate means. All individuals involved or affected by the complaint will receive written notification of the complaint's content or allegations. They will be treated with natural justice and procedural fairness in their responses.

TLT management will review the situation, discuss their assessment with the student, and document the outcome of the complaint or appeal. If a student remains dissatisfied with The Learning Team's decision, they have the option to initiate the formal complaint procedure.

Formal Complaint/Appeal

Typically, formal complaints are considered only after the initial informal complaint or appeal procedure has concluded.

A formal complaint or appeal must be submitted in writing via the online portal, and TLT management will record the procedure and its outcome in the relevant register. Upon receiving a formal complaint, the CEO or another designated senior management figure not connected to the complaint will acknowledge its receipt in writing as soon as practically possible.

The CEO will convene a complaint committee to address the complaint. The complaint committee will consist of panel members who have had no prior involvement or vested interest in the complaint or appeal's outcome. Panel members include:

- A representative of TLT management
- A staff member from TLT
- An independent person unaffiliated with The Learning Team (e.g., TBS Consulting)

The individual making the complaint or appeal (complainant/appellant) will be given an opportunity to present their case to the committee. They can be accompanied by one support person or representative.

The staff member(s) involved in the matter will also have the chance to present their case to the committee, accompanied by a support person or representative if desired.

The complaint committee will reach a decision on the complaint or appeal after considering all presented cases. This decision will be made as promptly as possible. The committee will communicate the outcome in writing to all parties involved within five (5) working days of reaching a decision.

Unresolved Complaints and Appeals

If the complainant remains unsatisfied with the resolution provided through the complaints procedure and exhausts all available steps within the process, they have the option to take their complaint to the Australian Skills Quality Authority (ASQA). The complainant can lodge a written complaint through ASQA's online complaints form.

In cases where the appellant remains dissatisfied with the outcome of the appeals handling procedure, they are advised to seek resolution through external agencies, including:

- An independent agency or consultant within the Vocational Education and Training (VET) sector.
- The Office of Fair Trading, particularly for issues related to consumer protection.
- The [National Training Complaints Hotline](#) at 133 873.

Individuals have recourse to external avenues if they remain dissatisfied with the outcomes of the internal complaint and appeal processes, promoting fairness and accountability in addressing concerns.

Delayed processes

In circumstances where the complaint or appeal process experiences an unusual delay, requiring more than sixty (60) calendar days to complete, The Learning Team is committed to maintaining transparency and communication. The following steps will be taken:

Initial Communication

The Learning Team will inform the complainant or appellant in writing regarding the delay as soon as it becomes apparent that additional time is needed. This initial written communication will be sent within five (5) days of recognising the delay.

Regular Updates

Following the initial communication, the complainant or appellant will receive regular updates at consistent intervals, outlining the progress of the matter. These updates will also include the reasons necessitating the extended processing time.

Record and Review

Both the complaints and appeals policies of The Learning Team emphasise the significance of maintaining accurate documentation by keeping records of all processes and outcomes.

Documentation Emphasis

Both the complaints and appeals policies of The Learning Team stress the importance of accurately documenting the entire process and the outcomes of complaints and appeals.

Monthly Management Meetings

All complaints and appeals received will be subject to review during The Learning Team's monthly management meetings.

Continuous Improvement

The outcomes of the complaints and appeals processes can provide valuable insights into areas that might require improvement within The Learning Team's internal operations. Continuous improvement procedures will be initiated based on the results of the complaint or appeal procedure, particularly when factors for improvement within internal operations are identified.

If the root cause of a complaint or appeal indicates a problem with existing The Learning Team policies and procedures, the continuous improvement process will facilitate the necessary changes to prevent the recurrence of such issues.

In essence, this approach ensures that The Learning Team consistently evaluates its practices, identifies areas for enhancement, and takes proactive measures to prevent similar issues from arising in the future. Through robust documentation, regular reviews, and a commitment to continuous improvement, The Learning Team aims to maintain high standards and provide a positive experience for its students and stakeholders.

No Guarantees of Qualification or Employment

No Guarantees of Qualification

The Learning Team does not guarantee that a student will obtain a qualification or statement of attainment solely by enrolling or studying at The Learning Team. Students must comply with the required standards for training and successfully meet all assessment requirements to complete the course and receive certification.

Completion and Employment

Students will receive the full scope of training they have paid for. However, there is no guarantee of successful course completion, as students must meet all training and assessment standards to complete their qualifications.

The Learning Team does not guarantee that a VET student will obtain a particular employment outcome. While the training programs are designed to enhance employability, job outcomes are influenced by external factors beyond The Learning Team's control, including market conditions, employer preferences, and individual circumstances.

A training product cannot be completed in a manner that does not meet the requirements of the Standards. All training and assessment will be conducted in strict compliance with the relevant standards to ensure quality and integrity in the qualifications delivered.

Student Support and Alternatives

The Learning Team is committed to working with students to support their educational journey. While the organisation cannot guarantee qualification outcomes, it will take measures to assist students in cases of unforeseen circumstances. Options may include offering pro-rata refunds of course fees or facilitating the transfer of studies to another suitable Registered Training Organisation (RTO).

The corporate structure, governance, and financial management systems at The Learning Team ensure that the delivery of training services is maintained for enrolled students. While The Learning Team guarantees the provision of training services, the ultimate responsibility for qualification attainment rests with the student's ability to successfully meet course requirements.

Policy for Student Information Access and Awareness

The Learning Team is committed to ensuring that students have access to clear, accurate, and timely information, empowering them to make informed decisions regarding their training journey. We believe that well-informed students are better positioned to achieve their learning goals and navigate their responsibilities within their chosen training programs. This commitment to transparent communication encompasses all aspects of student engagement, from enrolment to course completion, and includes ongoing updates on any changes that may affect students.

Providing Comprehensive Information for Informed Decision-Making

The Learning Team provides essential information to students before enrolment, equipping them with a full understanding of the training product, their responsibilities, and the resources available to them. This includes clear details on course code, title, duration, delivery modes, training locations, and any specific entry requirements or obligations, such

as work placements or licensing requirements. Additionally, The Learning Team provides an overview of any third-party arrangements that may impact the training or assessment process, ensuring students understand who will be involved in their educational experience.

To support transparency and ease of access, The Learning Team disseminates this information through multiple channels, including the RTO website, printed materials, and the student handbook. This allows students to review course-related details at their convenience and feel confident about their enrolment decisions.

Access to Training and Wellbeing Support Services

Recognising that student success is influenced by both educational and personal factors, The Learning Team provides information on a range of support services. These include academic resources, such as tutoring and study materials, and wellbeing support services to address any challenges that may arise during the course. Information on how to access these services is provided during the enrolment process and reinforced throughout the program, ensuring students know where to turn for assistance at each stage of their learning journey.

Course Fees

Transparent Information on Fees and Financial Responsibilities

Financial transparency is central to The Learning Team's commitment to student trust and security. Prior to enrolment, each student is provided with a comprehensive breakdown of fees, payment terms, refund policies, and any available government training subsidies. This information is presented in clear, straightforward language, allowing students to understand the full financial implications of their enrolment and make informed decisions about their commitment.

In addition, The Learning Team informs students of their financial responsibilities related to course materials, equipment, and any costs associated with withdrawal or obtaining a Unique Student Identifier (USI). By ensuring that all costs and obligations are outlined upfront, we strive to create an environment of trust and transparency that supports students' financial wellbeing.

At this point the students will have:

- Taken part in the pre-enrolment questionnaire
- Completed the enrolment form
- Provided their USI
- Received their welcome letter.

Upon enrolment acceptance the students will be provided with:

- Login details
- A video induction on how to use the online portal
- Student study schedule
- The first set of assessments and
- Other relevant support materials.

Once a student has received their login details and accessed the online platform it is assumed the student is enrolled.

Course fees

Course	Duration	Fees
CPP41419 Certificate IV in Real Estate Practice	12 months	\$1495.00
CPPREP4001 Prepare for professional practice in real estate		
CPPREP4002 Access and interpret ethical practice in real estate		
CPPREP4003 Access and interpret legislation in real estate		
CPPREP4004 Establish marketing and communication profiles in real estate		
CPPREP4005 Prepare to work with real estate trust accounts		
CPPREP4101 Appraise property for sale or lease		
CPPREP4102 Market property		
CPPREP4103 Establish vendor relationships		
CPPREP4104 Establish buyer relationships		
CPPREP4105 Sell property		
CPPREP4121 Establish landlord relationships		
CPPREP4123 Manage tenancy		
CPPREP4122 Manage tenant relationships		
CPPREP4124 End tenancy		
CPPREP4125 Transact in trust accounts		
CPPREP4503 Present at hearings in real estate		
CPPREP4506 Manage off-site and lone worker safety in real estate		
CPPREP5006 Manage operational finances in the property industry		
CPPREP5010 Manage customer service activities in the property industry		

The Learning Team has the option for students to either pay upfront in full or pay the course via a payment schedule that extends across the training program. A total of six (6) payments will be scheduled across the first half of the training program for the Cert IV IN Real Estate Practice. Certificates will not be issued until the course is paid in full

A payment will be made each four (4) weeks. The amount of each payment will equally divide the course fee. For example: \$1,495 - \$150 = \$1,345 Then \$1,345 divided into 7 payments = \$180 with a final instalment of \$85.00

Course	Duration	Fees
Recognition of Prior Learning (RPL)	12 months	\$750
RPL enrolment and application completed		\$250
RPL applicant collates, prepares and submits their RPL evidence		\$250
TLT assessor assesses the evidence and provides feedback		\$250
RPL assessment completed and (where applicable) certification issues	3 Weeks	\$250

The Learning Team has developed a payment schedule for RPL that will not ask for more than \$1500 at any time prior to the service being delivered.

Course	Duration	Fees
Sales Associate License Course	6 months	\$995
CPPREP4001 Prepare for professional practice in real estate		
CPPREP4002 Access and interpret ethical practice in real estate		
CPPREP4003 Access and interpret legislation in real estate		
CPPREP4004 Establish marketing and communication profiles in real estate		
CPPREP4005 Prepare to work with real estate trust accounts		
CPPREP4101 Appraise property for sale or lease		
CPPREP4102 Market property		
CPPREP4103 Establish vendor relationships		
CPPREP4104 Establish buyer relationships		
CPPREP4105 Sell property		
CPPREP4121 Establish landlord relationships		
CPPREP4123 Manage tenancy		

The Learning Team has the option for students to either pay upfront in full or pay the course via a payment schedule that extends across the training program. A total of three (3) payments will be scheduled across the first half of the training program Sales Associate. Certificates will not be issued until the course is paid in full
A payment will be made each four (4) weeks. The amount of each payment will equally divide the course fee. For example: \$995 - \$150 = \$845 Then \$845 divided into 4 payments = \$180 with a final instalment of \$125.

Course	Duration	Fees
Upgrade to Full Real Estate License Course	4 months	\$595
CPPREP4122 Manage tenant relationships		
CPPREP4124 End tenancy		
CPPREP4125 Transact in trust accounts		
CPPREP4503 Present at hearings in real estate		
CPPREP4506 Manage off-site and lone worker safety in real estate		
CPPREP5006 Manage operational finances in the property industry		
CPPREP5010 Manage customer service activities in the property industry		

The Learning Team has the option for students to either pay upfront in full or pay the course via a payment schedule that extends across the training program for the Upgrade Course. A total of two (2) payments will be scheduled across the first half of the training program. A payment will be made each four (4) weeks. Certificates will not be issued until the course is paid in full
The amount of each payment will equally divide the course fee. For example: \$595 - \$250 = \$345 Then \$345 divided into 2 payments = \$172.50

Course	Duration	Fees
Buyer's Agent Skill Set	2 months	\$445
CPPREP4171 Represent buyer in sales process		

CPPREP4172 Develop and promote property industry knowledge - buyer's agent		
CPPREP4173 Complete purchase of property as buyer's agent		

CPPREP4101 Appraise property for sale or lease		\$95
Credit transfer may be applied		\$0.00

The Learning Team has the option for students to either pay upfront in full or pay the course via a payment schedule that extends across the training program for the Buyers Agents skill set. A total of two (2) payments will be scheduled across the first half of the training program. Certificates will not be issued until the course is paid in full. A payment will be made each four (4) weeks.

The amount of each payment will equally divide the course fee.

For example: \$445 - \$250 = \$195 Then \$195 divided into 2 payments = \$97.50

Other Fees - Fee for Service and Corporate Clients

Enrolment fee

Non refundable \$150 enrolment administration fee as part of the total course fee.

Withdrawal fee

No withdrawal fee is applicable.

Re-submit fee

No re-submit fee applies up to three submissions

Re-assessment fee

No re-assessment fee applies up to three submissions.

Produce partial completion statement of attainment.

No fee applies to produce a statement of attainment when the student has partially completed the training program and must withdraw.

Re-print certification

Students receive a digital copy of the testamur when assessed as Competent. Where the student requests a hard copy of their testamur to be posted there is a fee of AU\$75.00. Testamur will be posted to student via Registered Post within 2 weeks of the payment received.

Extension fee

Students may request an extension of time on their course duration. A fair fee will be determined upon request based on the student requirements.

Contact Us

PO Box 154 Woody Point 4019

Phone:

Email: info@tlt.net.au

Methods of payment

Students may make payments to The Learning Team by either of the following means:

- Credit or Debit Card via the online payment portal (MasterCard and VISA only)
- Direct Deposit (request details from The Learning Team support staff at enrolment)

Refunds

The Learning Team places great importance on protecting fees paid in advance and maintains a fair and reasonable refund policy. Prior to enrolment or the commencement of training and assessment (whichever comes first), The Learning Team provides information that outlines the student's rights as a consumer. This includes any applicable statutory cooling-off period (if applicable) and the student's right to obtain a refund in certain circumstances, such as the early termination of the arrangement or if The Learning Team fails to provide the agreed-upon services. All refunds must be requested in writing and outline the reasons for the request and emailed to info@tlt.net.au. You are entitled to a refund of your course fee less the \$200 enrolment administration fee if;

Refund – Before Training commences - Qualifications

Once the student has accessed the online learning portal is it confirmed the course has commenced. An application for a refund is addressed according to the amount of notice given by the person making the request:

- 14 days' notice prior to the course commencement: 100% refund of fees paid minus the \$200 enrolment fee and the student has not logged into the online portal.
- Between 13 days and 7 days prior to the course: 75% refund of fees paid minus the \$150 enrolment fee and the student has not logged into the online portal.
- Between 6 days and the commencement of the course: 50% refund of fees paid minus the \$150 enrolment fee and the student has not logged into the online portal

Refund – After Training has commenced - Qualifications.

Once the student has accessed the online learning portal is it confirmed the course has commenced. Once training has commenced a student may ask for a refund. A review will be made on each case based on units of competencies accessed in the online portal and the time period left in the course duration. Any refund that may be applied will be minus the non refundable \$150 enrolment fee and will be paid within 48 hours if approved. The Learning Team may extend the course duration in lieu of a monetary refund in certain cases.

The Learning Team will encourage the student to return to the training program in the future. Any statements of attainment will be issued to the student for completed units of competencies.

Refund – Short Courses

An application for a refund is addressed according to the amount of notice given by the person making the request:

- 14 days prior to the commencement of the course – 100% refund minus the \$150 enrolment fee and the student has not logged into the online portal.

No refund will be made once the student has commenced the training program. Once the student has accessed the online learning portal is it confirmed the course has commenced The student may discuss the option to return to the same course at a future date with The Learning Team.

Corporate Clients

Any refund of course fees will be negotiated between The Learning Team and the corporate client. A fair and equitable refund policy will apply.

Student Protection

Prepaid Fee Protection Measures

The CEO of The Learning Team is committed to ensuring that all students receive the full range of training services, including training and assessment, assessment-only options, recognition of prior learning, and short courses. Through continuous improvement and quality management practices, the CEO and staff proactively identify and address any anomalies or potential issues that could lead to business interruption or training failure, prioritising the protection of students.

Protection of Prepaid Fees

The Learning Team has established robust financial management policies and procedures to protect prepaid fees. This includes ensuring the refund of prepaid fees if the RTO is unable to deliver the agreed training and assessment.

The Learning Team limits the collection of advance fees to \$1500. This approach aligns with the requirement that no more than \$1500 can be collected in advance from a student. If the total course fee or amount collected prior to training commencement is less than \$1500, a fee protection scheme membership is not required.

In the event of a training interruption or business failure, The Learning Team guarantees the delivery of training services but does not guarantee successful qualification outcomes. However, the organisation is committed to supporting affected students by offering options such as pro-rata refunds of course fees or facilitating the transfer of students' studies to another suitable Registered Training Organisation.

Student Fee Information:

The Learning Team operates as a 'fee-for-service' training business, meaning all training programs incur fees. Key points related to fees and fee collection include:

- **Fee Structure:** All fees charged by The Learning Team are in accordance with an established fee structure, which is communicated to students. Students are expected to comply with the fee payment requirements unless prior arrangements have been made with The Learning Team management.
- **Payment Sources:** Fees can be paid directly by the student or charged to a government agency or employer, if arrangements have been made.
- **Refund Policy:** Information about the refund policy outlines the conditions and procedures for requesting a refund, ensuring students are aware of their rights and options.

Comprehensive Fee Information

The Learning Team ensures transparency and clarity regarding its fee structure and payment terms. Fee information provided to each student includes:

Total Amount of Fees

A clear statement of all fees applicable to the training program, including course fees, administration fees, materials fees, and any other charges required.

Payment Terms

Clear communication of payment terms, including timing, instalment options, due dates, and any non-refundable deposits or administration fees.

Student Protection Measures

An outline of student protection measures to ensure the completion of training and assessment once studies have commenced, safeguarding students' investments in their education.

Additional Service Fees

Disclosure of fees for any additional services, such as Recognition of Prior Learning (RPL) assessment or issuance of replacement qualification testamurs.

Availability of Fee Information

Fee information is made available to students through various channels, ensuring clarity and accessibility:

Website

Students can access detailed fee information on The Learning Team website, which is prominently displayed and regularly updated.

Program Brochures

Each program brochure includes specific fee details related to training programs offered by The Learning Team.

Promotional Material

Any advertisements related to training programs will clearly state associated fees and charges, providing prospective students with a comprehensive understanding of their financial obligations.

Direct Communication

The Learning Team may send direct emails to students, providing fee information, payment terms, and other relevant details.

By implementing these measures, The Learning Team demonstrates its commitment to student protection, financial management, and the provision of quality training services in a responsible and accountable manner. This approach not only safeguards students' investments but also upholds the integrity of the organisation.

Policy on Reasonable Adjustments for Students with Disabilities

The Learning Team is committed to fostering an inclusive learning environment that enables VET students with disabilities to access training and assessment on an equal basis. In recognition of the unique needs of each student, The Learning Team strives to make reasonable adjustments that support fair participation, while upholding the integrity and standards of the training and assessment.

Disclosure and Confidentiality

The Learning Team encourages students with disabilities to disclose any additional needs they may have to facilitate access to tailored support services and adjustments. All disclosures are treated with strict confidentiality and only shared with relevant staff members on a need-to-know basis. This ensures that students feel safe and supported in discussing their needs without concern for privacy.

Definition of Reasonable Adjustments

Reasonable adjustments are modifications to the way learning and assessment activities are conducted, enabling students with disabilities to perform to the best of their ability. These adjustments may involve:

- Alternative formats of assessment (e.g., verbal responses, extended time, use of assistive technology).
- Physical adjustments to the training environment (e.g., accessible seating, quieter settings).
- Additional support such as having a trainer read assessment questions aloud.

It is essential to note that reasonable adjustments modify the means of evidence collection but do not alter the assessment criteria or competency standards. This ensures that all students are assessed against the same standards, preserving the validity and reliability of the assessment outcomes.

Procedures for Implementing Adjustments

Initial Consultation and Disclosure

Upon enrolment, students are invited to disclose any disabilities and discuss possible support needs. A designated staff member will conduct a confidential consultation with the student to determine appropriate adjustments. This consultation is based on the student's needs, their specific learning objectives, and the requirements of the training product.

Assessment and Approval of Adjustments

Each request for adjustment is evaluated to determine feasibility and appropriateness. The Training Manager and relevant trainers collaborate to assess the potential impact on learning outcomes, ensuring adjustments align with the training standards. Adjustments deemed reasonable and viable are documented and implemented with the student's consent.

Implementation and Communication

Approved adjustments are communicated to the student and relevant trainers or assessors before commencement. Adjustments are tailored to facilitate effective learning while ensuring all competency requirements are met. The Learning Team staff are available to provide ongoing guidance and support, ensuring the student feels well-supported throughout their training.

Non-Feasibility of Adjustments

In cases where a requested adjustment is not feasible, The Learning Team will provide a clear explanation to the student. Alternative options may be explored where possible, and the rationale for any limitations is documented to ensure transparency and accountability.

Monitoring and Review of Adjustments

Adjustments are periodically reviewed to ensure they continue to meet the student's needs. Feedback is encouraged from both the student and trainers to assess the effectiveness of the support provided. The Learning Team is committed to continuously improving its support for students with disabilities, fostering an adaptive learning environment that promotes equal opportunity.

Commitment to Inclusive Practices

By adopting reasonable adjustments and maintaining consistent standards of competency, The Learning Team demonstrates its commitment to inclusivity and accessibility. This policy supports The Learning Team's mission to empower all students, ensuring that everyone can succeed in their training and achieve their educational and career goals.

Unique Student Identifier

The Unique Student Identifier (USI) scheme, established under the Student Identifiers Act 2014, provides students with a permanent online record of their vocational education and training (VET) achievements. This ensures that students, employers, and registered training organisations (RTOs) can easily verify educational records. Below are the key elements regarding The Learning Team's compliance with the USI scheme.

Issuing Certification Documentation:

The Learning Team will issue AQF certification documentation, such as qualifications or statements of attainment, only after verifying the student's USI with the Registrar. This ensures compliance with the Student Identifier scheme.

If a student does not provide a USI, The Learning Team will assist them in applying for one to prevent delays in the issuance of certification documentation.

In cases where an exemption applies under the Student Identifiers Act 2014, The Learning Team will inform the student prior to enrolment or the commencement of training that their training outcomes will not be available on the Commonwealth database, nor will they appear on any authenticated VET transcript.

Verification and Security of USIs

The Learning Team ensures that a student's USI is verified with the Registrar before it is used for any purpose, such as enrolment or reporting.

Strict security measures are in place to protect USI-related information from loss, damage, or unauthorised access. Physical records are kept in locked cabinets, while digital records are backed up securely on a cloud-based system.

Management of Exemptions

If a student is exempt from providing a USI under the Act, The Learning Team will clearly communicate the implications of this exemption to the student. Specifically, their training records will not be available on the national USI database, and their achievements will not be accessible via a VET transcript prepared by the Registrar.

Reporting Data to NCVER

All nationally recognised training records reported by The Learning Team to the National Centre for Vocational Education Research (NCVER) are linked to the verified USI of the student. This allows for real-time access to training records and ensures the accuracy of the national VET provider collection.

Students can also access their own records online and use this information to create transcripts for purposes such as job applications or further study.

Benefits of the USI Scheme

As the data in the USI system continues to grow, The Learning Team will have access to a comprehensive record of students' previous VET achievements nationwide, with the student's permission. This will facilitate better decisions regarding admissions, credit transfers, and eligibility for funding.

The USI scheme will streamline processes for the exchange of student records, benefiting both students and employers by providing a reliable and centralised source of information.

Resources for Staff

The Department of Industry, Science, and Resources offers resources, including a comprehensive guide and video explaining the USI scheme. These resources are available for The Learning Team staff to ensure understanding and compliance with the requirements of the USI scheme.

Policy and Procedure for Recognition of Prior Learning (RPL)

The Learning Team is committed to providing a pathway for students to gain formal recognition for skills and knowledge acquired through various experiences. Recognition of Prior Learning (RPL) acknowledges the value of learning that has occurred outside formal education settings, allowing students with prior skills and knowledge to progress more efficiently through their training program. This commitment to RPL reflects The Learning Team's dedication to equitable access and the recognition of diverse learning pathways, ensuring students can build on existing competencies to achieve their goals.

Supporting Student Access to RPL

The Learning Team offers all VET students the opportunity to seek recognition for prior learning as part of their training journey. Students are informed of this option during enrolment and throughout their studies, ensuring they are aware of the benefits and availability of RPL. The RPL policy is clearly outlined in the student handbook and is discussed with students by trainers and assessors at the start of their course.

The RPL process is designed to be transparent, fair, and accessible. It includes clear guidance on the types of evidence required to support RPL applications, such as certifications, employer references, work samples, and testimonials. By making the RPL process straightforward and well-documented, The Learning Team supports students in confidently applying for recognition of their prior achievements.

A Structured RPL Assessment Process

The RPL assessment process at The Learning Team is conducted by credentialed assessors who have the skills, knowledge, and experience necessary to evaluate diverse types of evidence. Assessors ensure that all evidence submitted for RPL meets the requirements of validity, sufficiency, authenticity, and currency, aligning with the standards of the relevant training package.

Upon receiving an RPL application, the assessor evaluates whether the evidence provided demonstrates the required competencies. The process includes a detailed review of the student's skills and knowledge, with consideration for how these align with the units of competency. Where necessary, gap training may be recommended to address any areas where further competency is required. The Learning Team strives to ensure that all RPL assessments are conducted in a manner that is fair, consistent, and thorough.

RPL fee

The student will be charged 50% of the scheduled course fee. This includes the initial application, consultation either in person or via phone with a suitably qualified assessor, the RPL assessment and (if successful) certification.

Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit-by-unit basis based on the scheduled course fee.

RPL System

The Learning Team utilises the online Recognition of Prior Learning assessment platform: [RPL Assess](#). An RPL applicant will be provided with access to the platform and given clear instructions on how to upload their evidence. The RPL Assess [Explainer Video](#) will provide more detail.

Credit Transfer

Policy and Procedure for Credit Transfer

The Learning Team recognises the importance of acknowledging students' previous achievements and supporting them to progress efficiently through their training. Through our Credit Transfer policy, we provide students with an opportunity to have their prior training and qualifications recognised, eliminating unnecessary duplication of learning and ensuring a streamlined pathway to qualification completion.

Supporting Student Access to Credit Transfer

At The Learning Team, students are informed about the availability of credit transfer during enrolment and throughout their studies. Our staff and trainers ensure that each student understands their right to request credit for previously completed units of competency, as long as they meet the requirements for equivalency. The Credit Transfer policy is included in the student handbook and is clearly explained during the initial orientation and enrolment process, giving students a clear understanding of how to leverage their prior qualifications.

Credit Transfer Eligibility and Application Process

Credit transfer at The Learning Team is granted when a student provides evidence of an equivalent qualification or unit of competency completed with another Registered Training Organisation (RTO). Acceptable evidence includes AQF certification documentation, such as a Certificate or Statement of Attainment, or an authenticated VET transcript. This documentation must demonstrate that the qualification or unit aligns with the training product in The Learning Team's scope of registration, ensuring that the learning outcomes match the requirements of the course.

Students may apply for credit transfer by submitting a Credit Transfer Application Form, accompanied by a certified copy of their qualification or statement of attainment. Applications can be submitted at any time, but it is recommended that students apply before starting their program to facilitate a smooth transition and an efficient learning pathway. By submitting their application early, students can maximise the benefit of credit transfer, potentially reducing the time and resources needed to complete their qualification.

Ensuring Fair, Transparent, and Consistent Credit Transfer Decisions

The decision-making process for credit transfer at The Learning Team is fair, consistent, and fully documented. Upon receiving an application, our administration team verifies the certification and checks for equivalency of units within our scope. This verification process ensures that each credit transfer is awarded based on clear, objective criteria, maintaining the integrity of our qualifications and ensuring that students meet the same standards as those completing units directly with The Learning Team.

In cases where partial credit is indicated for a unit, students are advised to consider Recognition of Prior Learning (RPL) to address any gaps. However, credit transfer is only granted for whole units of competency; partial credits are not eligible for this process.

No Fees for Credit Transfer

The Learning Team believes in supporting students' educational progression and does not charge fees for credit transfer. This commitment underscores our focus on providing equitable access to credit transfer as a service that facilitates efficient training completion, without additional financial burden on the student.

Student Access to Records

Students have the right to request information about or access to their individual records. Trainers, assessors, or administration staff will provide the requested information or access. Students can request a hardcopy of their individual file, which can be printed from the records within the data management system.

Supporting Student Requests

The Learning Team ensures students are comfortable asking for their progress information. Students can approach any trainer, assessor, or administration staff at any time to request a printout of their progress.

Student Privacy

The Learning Team places a high standard of care on maintaining student privacy across all business operations, including administrative activities and training and assessment. External individuals acting on behalf of The Learning Team are informed of confidentiality procedures and privacy policies before starting work.

Compliance with Privacy Laws

The Learning Team commits to complying with legislative requirements, including the Privacy Act 1988 (Commonwealth) and the Australian Privacy Principles (APP) (2014). Detailed explanations of these legislative requirements are provided in the Legislation section of the manual.

Disclosure of Student Information

The Learning Team ensures that no student information is disclosed without the student's consent, except as required by law or in adherence to the Standards for RTO'S 2025. Written consent from the student is normally obtained for disclosure of information via the enrolment form.

If the student is under 18 years old, written consent from their parent or guardian is obtained. Consent forms and letters are documented for reference.

Marketing Communications

Individuals' rights to opt out of receiving marketing material are observed. The Learning Team provides options for unsubscribing from marketing communications on its website and within communications. Marketing communications are conducted following relevant regulations such as Australian Privacy Principle 7 (Direct marketing), the Spam Act 2003 for electronic communications, and the Do Not Call Register Act 2006.

Destruction of Records

The CEO of The Learning Team is the sole authorised person to approve the destruction of records. Records can only be destroyed after the specified retention period has passed. Authorisation for destruction must be provided in writing. Documents identified for destruction are to be shredded, ensuring the secure disposal of sensitive information.

Ceasing Operation

If The Learning Team ceases operations, records will be transferred to ASQA as per the Department's specifications that necessary records are maintained and accessible even after the organisation's operations cease at the time of closure.

Retention of Other Records

Apart from the specific cases mentioned, other records including training records, taxation records, and business/commercial records will be retained for at least seven (7) years.

This practice aligns with standard record-keeping requirements for various types of records.

Confidential Information Security

Confidential information obtained by The Learning Team, its individuals, committees, or affiliated organisations will be securely stored. This underscores The Learning Team's commitment to protecting sensitive and confidential information throughout its operations.

Compliance and Governance

Compliance with Legislation

Registered training organisations are subject to legislation pertaining to training and assessment, as well as business practice. The Learning Team will comply with relevant Commonwealth, State, or Territory legislation and regulatory requirements relevant to its operations.

All staff are encouraged to view current legislation online via the Australian Legal Information Institute.

Examples of legislation relevant to the training business and its staff include, but are not limited to:

Commonwealth Legislation:

- 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
- National Vocational Education and Training Regulator Act 2011
 - Standards for VET Regulators 2015
 - Standards for Registered Training Organisations 2015
- Work Health and Safety Act 2011
- Competition and Consumer Act 2010

Queensland Legislation:

- Child Protection Reform Amendment Act 2014
- Disability Services Act 2006
- Anti-Discrimination Act 1991
- Fair Trading Act 1989
- Further Education and Training Act 2014
- Work Health and Safety Act 2011

Work health and safety policy

The Work Health and Safety Act 2011 (Commonwealth and State legislation) outlines the requirements of an RTO in establishing and maintaining workplace health and safety standards. The requirements of an RTO as specified in the above mentioned Act are to:

- Secure the health, safety and welfare of employees and other persons at work
- Eliminate, at the source, risks to health, safety or welfare of employees and other persons at work
- Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self employed persons
- Provide for the involvement of employees, employers and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards

Commitment to Workplace Health and Safety

The Learning Team has established procedures, policies, guidelines, and work instructions to prioritise workplace health and safety across the organisation, including training

delivery sites. Promoting awareness of health and safety is a responsibility that is prioritised by The Learning Team's management team. All The Learning Team employees and management are obligated to contribute to and assist in maintaining workplace health and safety and risk management operations as part of their roles within the organisation.

Responsibilities of The Learning Team Management:

- The Learning Team management is responsible for providing a safe workplace, suitable professional development, properly maintained facilities and equipment, and appropriate storage of goods.

Safety Procedures and Standards:

The Learning Team follows specific procedures and standards to ensure a safe working and learning environment. Procedures include:

- Maintaining a safe and efficient environment
- Emergency evacuation plans
- Accident/incident reporting
- Risk identification reporting
- Personal protective equipment (PPE) and chemical storage
- Manual handling techniques
- Waste disposal, equipment checks and maintenance
- Fire hazard identification and prevention

First Aid and Safety Procedures

First aid and safety procedures are prominently displayed for all The Learning Team staff and students to see.

Technology-related Safety

Strategies are implemented to avoid risks associated with extended work with computers and related devices.

Harassment and discrimination policy

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 students are treated fairly and can feel safe, valued, and respected.

The Learning Team promotes a working environment where employees, contractors and clients alike are treated with dignity, courtesy, and respect and as a result has developed a productive and cohesive workplace.

Policy

To create a safe and respectful environment for both staff and students The Learning Team addresses harassment and discrimination in the workplace with a step-by-step approach.

Individuals who feel harassed are encouraged to communicate with the offender if they're comfortable doing so. If uncomfortable, individuals can inform a trainer or staff member, who will then follow the organisation's policy and procedures to address the situation. Students and staff have the right to discuss harassment issues with staff without making a formal complaint. Confidentiality is maintained. The right to lodge a formal complaint is available, and such complaints will be handled according to the organisation's policies.

Key staff are trained in dealing with harassment and discrimination. Communication and mentoring opportunities are provided among staff to ensure proper understanding and application of processes.

Principles:

The right to work and study in an environment free of harassment and discrimination is acknowledged. Reports of harassment and discrimination are treated seriously and addressed promptly. Confidentiality is maintained, and the process aims for discussion, cooperation, and resolution while minimising damage to the organisation. Support and assistance are provided to both the complainant and the subject of the complaint. Victimisation is not tolerated. The distinction between legitimate feedback and harassment/discrimination is made clear. Frivolous or malicious complaints are discouraged.

Definitions:

- Harassment is behaviour that's unwanted, offensive, intimidating, or discriminatory.
- Racial harassment involves mistreatment based on race, ethnicity, or nationality.
- Sexual harassment includes inappropriate sexual conduct or advances.
- Bullying involves persistent actions that undermine or intimidate.
- Confidentiality pertains to privacy of information.
- Discrimination involves unequal treatment based on characteristics like sex, race, etc.
- Victimisation is unfavourable treatment after involvement in a complaint.

This policy showcases the commitment of The Learning Team to maintaining a respectful and inclusive environment and addressing any issues related to harassment and discrimination in a sensitive and effective manner.

Working with persons under 18 years of age

Currently The Learning Team CEO has made the decision not to enrol students 18 years of age or younger. If that policy were to change in the future, the following will apply.

Pre-Employment Screening

Management recommends that all staff undergo appropriate pre-employment screening. Mandatory for staff who will be interacting with children. Information about Police checks and Working with Children Checks is available from the [Australian Institute of Family Studies](#).

Protection of Students

The Learning Team ensures students are protected from harm, including bullying, harassment, discrimination, and intimidation. All staff must report any behaviour that could harm students or situations where harm has occurred or is suspected.

Reporting to Relevant Agencies

If allegations or information suggest that a student has experienced or is at risk of harm, The Learning Team will report to the relevant agency. Details required for reporting include the child's information, reasons for suspicion, immediate risk assessment, and contact details.

Child Abuse by External Parties

If allegations may involve child abuse by someone external to the organisation, the CEO will report the matter to the Police or relevant agency.

Compliance with Legislation

The Learning Team commits to complying with State and Federal legislation concerning working with children.

The Learning Team staff and management will safeguard students and comply with legal requirements related to working with minors.

There is no single national framework setting out the requirements for obtaining Working with Children Checks or Police Checks. Each state and territory have their own procedures and it is necessary to fulfill the requirements in the jurisdiction(s) in which you are working. Relevant legislation and state and territory screening programs are explained in this [linked table](#). Including [State and Territory requirements](#).

The difference between a Police Check and a Working with Children Check is that Police Checks identify and release relevant criminal history information relating to convictions, findings of guilt or pending court proceedings. However, due to spent conviction/non-disclosure legislation and information release policies, there are limitations on the information a Police Check can provide (e.g., the Spent Convictions Scheme stipulates that prior convictions are not to be disclosed where 10 years have passed from the date of the conviction). The object of a Working with Children Check is to make an assessment of the level of risk an individual poses to children's safety, Working With Children Checks are more extensive, but also more targeted than Police Checks.

Mandatory reporting is a term used to describe the legislative requirement imposed on selected classes of people (including teachers/trainers) to report suspected cases of child abuse and neglect to government authorities. This linked table provides an overview of the key features of the legislation in each state and territory: who must report, and what must be reported.

The Copyright Act 1968

Provisions under [Part VB of The Copyright Act 1968](#) allow all educational institutions to copy and communicate third party material to distribute to students, within the limitations of the Statutory Education license. The Copyright Agency Ltd (CAL) administers the Statutory Education license on behalf of the Attorney General's Department.

RTOs holding the Statutory Education License are legally allowed to use a wide range of materials in both hardcopy and digital formats within their training environments. This license grants the ability to use these materials without requiring direct permission from the copyright owner.

Facilitating Compliance and Governance

The license serves to ensure compliance and good governance within the education and training industry. It offers a framework for RTOs to use materials in their training programs without infringing upon copyright laws.

Freedom and Flexibility of Sharing

The license allows RTOs to share information and materials freely and flexibly, contributing to effective teaching and learning processes.

Importance of Copyright Compliance

Without the license, educational institutions typically can't reproduce third-party materials unless they have specific licenses or permissions from the creators.

Overall, the Statutory Education License provides RTOs with a legal framework that balances the needs of education and training with copyright compliance. It enables RTOs to utilise a variety of materials while respecting copyright regulations.

Consumer rights

On 1 January 2011, the Australian Consumer Law commenced, and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair-trading laws
- Enhanced enforcement powers and redress mechanisms
- A national unfair contract terms law
- A new national product safety regime
- A new national consumer guarantees law

An enrolment by a student in a course with The Learning Team constitutes a contractual agreement.

Contractual Agreement

Students enrolling in a training program with The Learning Team are entering into a contractual agreement. The organisation aims to ensure that students are fully informed about their rights and responsibilities.

Clear and Understandable Documentation

The Learning Team will design agreements, enrolment forms, or service agreements using a logical format and simple language.

Clarity in Agreements

The documentation will clearly state what the student is agreeing to. Disclaimers will be explained in a clear manner.

Transparency and Honesty

There will be no misleading or deceptive behaviour in the agreements.

Voluntary Agreements

Agreements will not be based on actions, omissions, or dialogue (written or verbal) that may force or coerce the student into signing.

Equity for Disadvantaged Students

Fair dealings will be maintained for students who might be disadvantaged in some way.

The focus here is on ensuring that students have a clear understanding of the terms of their engagement with "The Learning Team" and that the agreements are fair, transparent, and devoid of any coercive or misleading elements.

Privacy principles

The Privacy Act 1988 (Cth) has undergone several key amendments to strengthen the protection of personal information in Australia. One of the most significant changes was introduced through the Privacy Amendment (Enhancing Privacy Protection) Act 2012, which came into effect on 12 March 2014. This reform replaced the former National Privacy Principles (NPPs) and Information Privacy Principles (IPPs) with a unified set of

13 Australian Privacy Principles (APPs) that apply to both government agencies and private organisations.

In addition, the Privacy Regulation 2013 commenced on the same date to support the implementation of the APPs.

Since then, further updates to the Privacy Act have been proposed and are being rolled out as part of the 2024–2025 Privacy Act Reforms, aiming to enhance individual rights, improve data breach responses, and increase transparency around offshore data storage and the use of personal information in digital marketing

The Learning Team is committed to protecting the privacy of all individuals we engage with, including students, prospective learners, and marketing contacts. We handle all personal information in accordance with the Privacy Act 1988 (Cth), including the Australian Privacy Principles (APPs), and applicable state and federal laws governing registered training organisations (RTOs).

Collection of Personal Information

We collect personal information for two primary purposes:

- Lead generation and marketing – This includes collecting names, contact details, and course interest information through our website, social media, events, and other channels.
- Student enrolment and compliance – This includes collecting detailed personal, contact, and identification information to fulfil our obligations under the Standards for RTO'S 2025, AVETMISS reporting requirements, and other government education and training regulations.

How Information is Stored

- Marketing and lead data is securely stored using Student Convert a cloud-based marketing platform. This data may be stored on servers located outside of Australia. We ensure that Student Convert complies with adequate data protection standards and contractual safeguards.
- Student enrolment and training records are stored securely within our student management system (SMS) operated by eSkilled, which complies with Australian government reporting standards and data protection obligations.

Use and Disclosure of Personal Information

We only use and disclose personal information for the purpose it was collected, unless:

- The individual has given consent for another purpose, or
- It is required or authorised by law.

Student information may be disclosed to:

- Government bodies such as NCVER, ASQA, or the Department of Education for compliance and reporting purposes,
- Auditors or external consultants bound by confidentiality agreements,
- Parents or guardians (if the student is under 18), and
- Our trusted IT providers and data processors, only where necessary to support our operations.

We do not sell or rent personal data to third parties.

Direct Marketing and Communication Preferences

We may use personal information to send updates, resources, and promotional content related to our training services. This is done in accordance with:

- Australian Privacy Principle 7 (Direct Marketing),
- The Spam Act 2003, and
- The Do Not Call Register Act 2006.

Recipients can opt out at any time via the unsubscribe link in emails or by contacting us directly.

Access and Correction of Personal Information

You have the right to request access to the personal information we hold about you, and to request corrections where necessary. Requests should be made in writing and will be processed in accordance with APP 12 and APP 13.

Security and Data Retention

We take reasonable steps to:

- Protect personal information from misuse, interference, loss, unauthorised access, or disclosure,
- Ensure only authorised personnel have access to sensitive information,
- Retain student records in accordance with regulatory requirements.

Overseas Disclosure

Where personal information is stored or processed offshore (such as via Brevo), we take reasonable steps to ensure that the overseas recipient complies with the Australian Privacy Principles or is subject to laws that offer comparable protections.

Complaints and Contact Information

If you have a question, concern, or complaint regarding privacy, please contact:

Email: info@tlt.net.au

Phone: 1300963 698

We will respond within a reasonable timeframe and take appropriate steps to address the matter.

Informing staff and clients

Both staff and students are well-informed about legislative and regulatory requirements relevant to their roles and participation in vocational education and training.

Informing Staff and Clients

The Learning Team will communicate legislative and regulatory requirements to both staff and clients. Awareness of these requirements is essential for effective operations and accountability.

Compliance and Accountability

The Learning Team recognises that compliance with legislative requirements is foundational to its operations. It contributes to transparency, accountability, and the overall effectiveness of the organisation.

Staff Communication

Staff will be informed about legislative requirements during their induction. Updates to legislation will be communicated through monthly management meetings and written correspondence.

Policy and Procedure Updates

Policies, procedures, tools, and templates will be promptly updated to reflect changes in legislation. This ensures that the organisation's practices align with the most current requirements.

Training and Professional Development

Necessary training will be organised in a professional and timely manner to ensure staff competence and compliance.

Online Access to Legislation

Staff are encouraged to access current legislation online via the Australian Legal Information Institute.

All staff are encouraged to view current legislation online the [Australian Legal Information Institute](#).

Reporting

Under the VET Quality Framework, the Data Provision Requirements are a separate legislative instrument governed by the National Vocational Education and Training Regulator Act 2011. These requirements pertain to the collection and reporting of registration and performance information, including quality indicator data and data derived from the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

AVETMISS is the national data standard for VET providers in Australia. It ensures consistent and accurate capturing of VET information related to students, courses, units of activity, and completed qualifications. AVETMISS facilitates national reporting of the VET system and provides comprehensive insights into various aspects of VET students, such as demographics, study locations, course enrolments, outcomes, and funding sources.

As per the Standards for RTO'S 2025, all RTOs are now required to collect and report AVETMISS data. The Learning Team must adhere to the following obligations:

- Obtain full AVETMISS data in accordance with the requirements specified in the National VET Provider Collection Data Requirements Policy, subject to any applicable exemptions.
- Submit AVETMISS-compliant data as per the specifications outlined in the National VET Provider Collection Data Requirements Policy, subject to any applicable exemptions.
- Comply with any additional data provision requirements specified by the National VET Provider Collection Data Requirements.

The Learning Team is responsible for submitting AVETMISS-compliant data for all nationally recognised training where it is the issuing RTO for qualifications or statements of attainment. These reporting requirements align with [ASQA's Total VET activity reporting guidelines](#). The data collection period spans 12 months of the calendar year, with the report submitted to the [National Centre for Vocational Education Research \(NCVER\)](#) in February of the following year.