

# **Chapter 3:**

## ***Support and progression***

*The training provider assesses student needs and provides appropriate support services to enable student progression*

## SUPPORTING STUDENTS (CLAUSE 1.7)

**1.7** The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

### Strategy

Client needs are established through the collection of data, the forms used for establishing these needs are as follows:

#### Enrolment Agreement Form

Each student is required to complete an Enrolment Agreement Form prior to course commencement. The needs of the client will be identified on this form through the declaration of prior skills and knowledge as well as any disabilities they may have

#### LLN Assessment Quiz

Written specifically to capture data that will identify how the student processes information, thereby providing the RTO with a basic understanding of the student's abilities in Language, Literacy and Numeracy. The needs of the client will be identified on this form through the data collected, which will include the Student's understanding of the questions and ability to answer the questions and the level of support required will be identified.

#### Training Needs Analysis

Where applicable, the RTO undertakes a Training Needs Analysis of employers and industry, to identify current weaknesses within the organisation and adjustments are made to training to meet the needs identified for that company.

The type and level of support is identified from these methods and learners are referred to support services to meet their needs identified as applicable.

### Policy and Procedure/s

#### Target Group Needs (T)

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The RTO will identify support services for the intended target group when developing the TAS, this could include:

##### English as a Second Language (ESL)

- Language Literacy and Numeracy (LLN)
- Physical capabilities
- Entrance requirements including age, qualifications and experience
- Required pre-requisites like skills and knowledge

Required support services will be identified through the following methods:

##### Consulting with industry

- Industry surveys
- Addressing the requirements of the training product
- Identifying learner's needs in companion guides from the Training Package
- Contacting [Skills Service Organisations](#)
- Undertaking a Training needs analysis

All identified needs will be included in the TAS.

#### Identify Client Needs (T)

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IQY Technical College caters to a diverse range of learner's needs and aims to identify and respond to these needs for all students. Students are encouraged to express their views about their learning needs at all stages of their learning

experience, from the initial counselling and enrolment stage through to completion of their training.

It is the responsibility of all staff to identify the students' needs throughout the course of their enrolment, as the Trainer will have the majority of the contact with the student, it is their responsibility to monitor student progress and notify the RTO Manager of any needs that they have identified.

IQY Technical College is committed to providing students with additional support, advice or assistance throughout their training. To achieve this, and to ensure the quality of the delivery of training and assessment, we provide our students with Support Services to improve and extend their training outcomes. Students who wish to discuss these support services are advised to make an appointment with their trainer in the first instance, if required they can then make an appointment to see the RTO Manager.

Student needs may be identified as, but not limited to, the following:

**Flexibility of training**

- Adjustment to training
- Disabilities
- Access to materials and equipment
- Knowledge and understanding of subject
- Validation of current competencies
- Using adaptive technology or specific equipment to assist learning
- Considering cultural beliefs, traditional practises/religion observances
- Referral to support services (i.e. hardship services like Lifeline or Support Services for addictions like drugs and alcohol)
- Adjusting the physical environment
- Language, Literacy and Numeracy
- Access to payment plans

Additional to monitoring student progress within the training environment, client needs can be identified through the following documentation:

- Enrolment Agreement Form (See page 32 for policy and procedure)
- LLN Assessment Quiz (See page 46 for policy and procedure)
- Industry Consultation (See page 80 for policy and procedure)
- Training Evaluation (See page 82 for policy and procedure)
- Complaints and Appeals (See page 57 for policy and procedure)
- Opportunity for Improvement (See page 76 for policy and procedure)
- Quality Indicator Surveys (See page 170 for policy and procedure)

The above forms are monitored and recorded at the monthly "Quality and Compliance Meeting".

If a staff member identifies that a Student needs additional support, they are to contact the RTO Manager and discuss strategies to meet the student needs.

For further information on how to access referral services or how to provide further support for a student, please refer to the **Support Services** policy and procedure on page 50.

If an adjustment to training is required the trainer should complete an Adjustment to Training Form, please see page 52 for policy and procedure.

All client needs are discussed at the Quality and Compliance Meeting, refer to policy and procedure on page 74.

## Assessing the Students Suitability – 1.7 (T)

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### Full Qualifications

The students' ability to meet the requirements of the course will be assessed through a range of methods, these include:

Potential student to complete the Enrolment Agreement Form, which includes questions to the student on their suitability for enrolment into the course of choice

The course flyer outlines the minimum entry requirements that the student must meet to enter the course, including any pre-requisites, age restrictions or required skills and knowledge

Students will be required to attend an Information Session, whereby the students will be provided information on the training and assessment, including the requirements to be assessed in the workplace. During the Information Sessions, the students will be given the opportunity to ask any questions they may have about the training, assessment and work placement requirements.

The RTO will identify the student suitability to commence the course, this includes:

- LLN Assessment
- Physical Ability
- Suitability Checklist

Students who do not hold a minimum qualification of Certificate III or above from an Australian institution will be required to complete an LLN Assessment activity (for single units – prior to course commencement) at the Information Session, so that the RTO can determine the level of support the student may need.

If required, an interview can be held with the individual candidate by the RTO Manager or Training Coordinator to discuss course requirements further.

### Single Units

The students' ability to meet the requirements of the course will be assessed through a range of methods, these include:

Potential student to complete the Enrolment Agreement Form, which includes questions to the student on their suitability for enrolment into the course of choice

The course flyer outlines the minimum entry requirements that the student must meet to enter into the course, including any pre-requisites, age restrictions or required skills and knowledge

Trainer will monitor the student throughout their training.

## Language, Literacy and Numeracy (LLN) (T&S) – 1.7

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LLN support is available to provide students with advice and support services in the provision of language, literacy and numeracy assessment services. Student's needing assistance with their learning should be identified upon enrolment. Trainers and staff within the RTO can provide students with support to assist the student throughout the learning process.

Language, Literacy and Numeracy skills are generally included and identified in Training Products and accredited course programs. In identifying language, literacy and numeracy requirements, students are required to have basic skills in:

- Count, check and record accurately
- Read and interpret

## Estimate, calculate and measure

All students undertaking training are required to undertake an LLN Assessment, unless the student currently holds a Certificate III qualification or above or can demonstrate equivalent industry experience.

## Process for LLN Assessment:

RTO to distribute LLN Assessment prior to course commencement, this may be at an information session for full qualification training, or before the session has started for short courses (single units and/or skill set).

Student to complete the LLN Assessment

An Assessor who holds the **TAELN411 - Address adult language, literacy and numeracy skills** unit from the Certificate IV in Training and Assessment qualification, will review the LLN Assessment using the **LLN Assessment Tool – Assessors Guide** to identify any difficulties the student may have experienced in completing the tool

Determine from the LLN Assessment tool, using the **“How to determine the support required for the learner”** section at the back of the **LLN Assessment Tool – Assessors Guide** to determine the level of support the student may require to complete the training and assessments.

If the student has demonstrated that they have the skills to commence training, determine whether any adjustments should be made to the training to meet the needs of the student (i.e. assistance with writing etc.). If adjustment to training is required complete a **Training Adjustment Plan** as per the policy and procedure set out on page 52

If the student does not have the skills required to complete training and assessment, determine whether the student needs to be redirected to Language, Literacy and Numeracy Training. (i.e. [The Reading Writing Hotline](#))

Trainers are required to monitor student progress to identify needs on an ongoing basis, through assessment tools and course participation, to determine whether further assessment or assistance is required

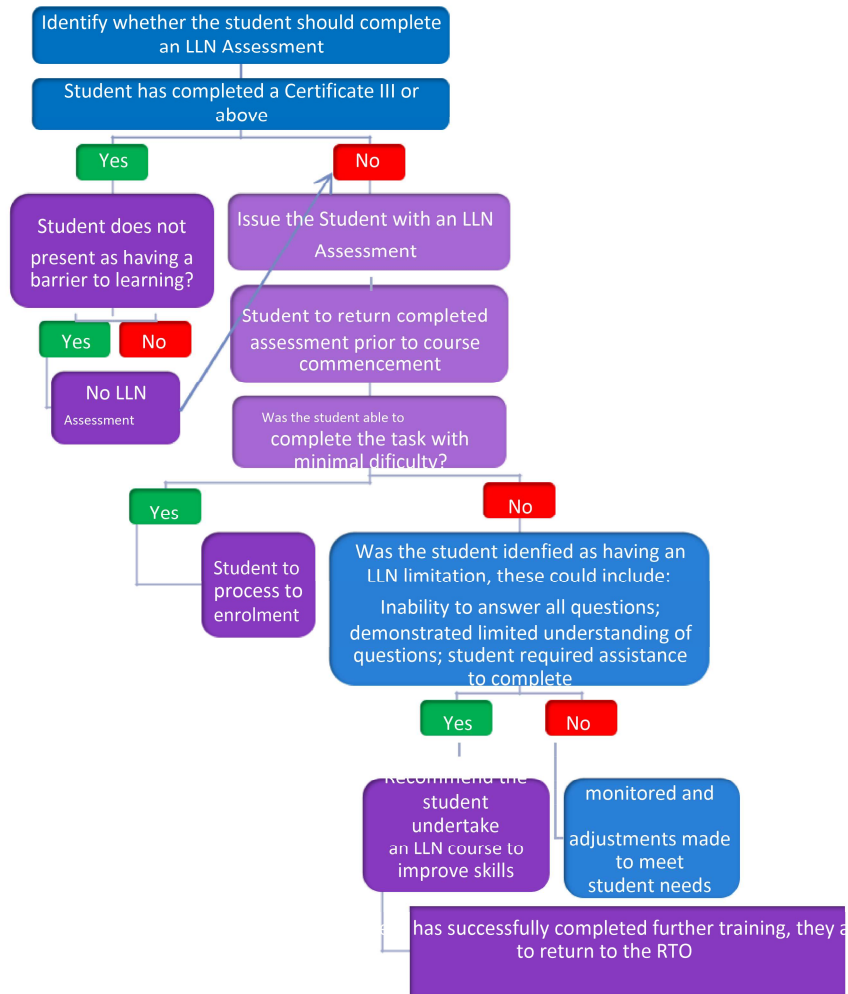
If a Trainer identifies any LLN barriers they are required to notify the RTO Manager as soon as possible so that further assistance can be provided

If required, the student may be referred to a third party if the RTO is unable to assist with any barriers to learning. Please refer to the **Support Services** policy and procedure on page 50 for the process on how to refer a student to support services.

Once a student has completed further training to improve their language, literacy and numeracy, they are invited to return to the RTO to continue their training.

The LLN Assessment Tool may be replaced by an industry specific tool.

### LLN Assessment Process (T&S) – 1.7



### Trainers Responsibilities (T) – 1.7

Trainers/Assessors are responsible for:

**Adapting their training/assessment to meet the needs of students**

Identify and assist students with LLN difficulties

Ensure that training and assessment focuses on the training and assessment of the performance criteria and not LLN skills

Identify the level of LLN skills required to achieve competency

Address any issues or concerns with Senior Management

Not to place demands on training if it is not a requirement of the training product.

Depending on the skills and knowledge being assessed and the resources available, a number of options are available to trainers/assessors to adapt to the LLN needs of students or access further support for students, including:

**Accessing or referral to an interpreter**

Writing in clear and concise English

Reading written material to participants who have difficulties in reading

Using signs, graphics and pictures

Using video

Practical, real life training, practice and assessment

Support from supervisors

Support from third party providers such as LLN Training

It is important for trainers to consider the LLN skills needed to achieve the competency, therefore if the performance criteria require a degree (high, medium or low) of LLN skills then these must be covered. The required skills and knowledge for

the training products is identified in the TAS. Trainers cannot adjust their training or assessment so that the LLN skill level is lower than that required to demonstrate competency.

## **Training Needs Analysis – 1.7**

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The Training Needs Analysis looks at each aspect of an operational domain so that the initial skills, concepts and attitudes of the organisation can be effectively identified and appropriate training can be developed to meet the needs of the organisation.

If an organisation requires the RTO to undertake training and assessment with the organisation, a Training Needs Analysis can be undertaken to identify skills shortages or gaps. The Training Needs Analysis will assist the RTO to identify current weaknesses within the organisation and enable the RTO to adjust training to meet the needs identified.

Once a Training Needs Analysis has been requested by a Client the following process should be followed:

Contact the organisation and ascertain who is the key person who you will be working with to develop the Training Needs Analysis

Explain that the process will involve a two-stage process, firstly you will be providing the organisation with a “Training Needs Analysis” form for them to complete, and secondly you will be visiting the organisation to discuss the form and their needs further.

Email the Training Needs Analysis Form

Set a date to meet with the key staff member from the organisation

Meet with the client and review the Training Needs Analysis with the key staff member, taking into consideration that the form may not be fully completed at the time of the meeting

Discuss with the client the following:

Current organisational structure

Areas of training currently under consideration

Any Strategic Goals they may have in place

Policies and procedures that will need to be considered

Review of current employees and their needs

Past performance or training results of the company, failures and successes

Staff performance

Feedback they have received from clients

Once a review has been conducted you can discuss proposed training and what their desired results will be for the training.

Formalise into an agreement

Prepare a Training Plan and submit for the organisation’s approval

Commence Training

## **Monitoring the Effectiveness of Services – 1.7**

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Student progress will be monitored by the Assessor, in conjunction with the RTO Manager, to ensure that the students’ needs are being met. The Trainer is required to report to the RTO Manager on student progress through the Trainers Report, which is

submitted once a month to the RTO Manager. Please refer to policy and procedure on page 78 for the Trainers Report Process.

## Support Services (T&S) – 1.7

IQY Technical College caters to diverse client learning needs and aims to identify and respond to the learning needs of all students. All students are encouraged to express their views about their learning needs at all stages of their learning experience from the initial enrolment and induction stage.

IQY Technical College is committed to providing students requiring additional support, advice or assistance while training. To achieve this and to ensure the quality delivery of training and assessment, the RTO provides support services to improve and extend training outcomes. Students are advised to make an appointment with their trainer in the first instance, if required the student can then schedule an appointment with the RTO manager to discuss support services.

Additional support services include:

### Learning Support

Assistance when applying for RPL or credit transfer

Whether or not specialist support equipment or personnel is required

Whether or not any reasonable adjustments need to be applied to suit the candidate context

Briefings on the assessment process, may be written or verbal. If verbal, must be looked up in writing

Provision or access to assistive technology

Additional tutorials to assist with learning

Assistance in using technology

Adjustment to equipment (i.e. change of study to support a student with a bad back)

Referral to LLN assistance

Mentoring

Referral to counselling services

Grievance /conflict resolution

Stress management

Access and equity issues

Client welfare and support

Genuine difficulties for a learner to complete a program in the allotted timeframe are to be brought to the attention of the RTO manager at the first available opportunity.

Services are monitored and improved through Opportunity for Improvement and the Quality and Compliance Meetings.

Refer to page 44 for the policy on how the RTO identifies client needs and delivers services to meet those needs.

## Support Services Form (T&S)

The Support Services Form is to be used by the RTO staff to record any counselling they may have undertaken with a student, including any discussion about providing extra support or referral to the Support Services List. This form is available from the office and can also be emailed to you upon request.

In this form you should include any of the following:

Discussions raised by students that may be of a concern, this may have been during class or individually

Referrals to other Support Services that may have been advised or discussed with the student

Any discussion on disabilities that the student has disclosed, whereby they may need further assistance

Discussions on any adjustments to training that may be required to meet student needs. You may also complete an Adjustment Plan following this meeting to identify a strategy to assist the student. See procedure below for the **Training Adjustment Plan**.

Discussions on Language Literacy and Numeracy and referral to third parties

Upon completion of the Support Services Form the staff member should submit this form to the RTO Manager and arrange a time to discuss the student needs with the RTO Manager or other senior management.

All completed Support Services Forms will be discussed at the monthly Quality and Compliance Meeting to monitor student progress.

### **Intervention Plan Form (S)**

The Intervention Plan Form will be documented in writing by the Trainer in liaison with the RTO Manager and a signed copy of the “*Intervention Plan Form*” will be provided to the student. This will be in the form of a hard copy and via email.

This will include:

- Discussion of progress
- Clarifying areas of weaknesses
- Action areas for improvement
- Articulation of goals and strategies

During the consultation, the focus of discussion may be on:

- Key weaknesses in skills development
- The skill areas and specific sub-skills requiring improvement and tasks to support the development of these skills.

The RTO Manager will explain to the student that due to these areas of weakness the student is at risk of failing the course and that the intervention strategy is an enabling process designed to assist the student. The Trainer is required to document this discussion and the plan for improvement. The student will also sign the Intervention Plan Form as an acknowledgement of understanding and a commitment to co-operate. The Trainer may consult with the RTO Manager to articulate strategies, particularly in complex situations.

A written record of the Intervention Plan and discussion must be maintained on the Student File and a record noted on the Database (aXcellerate).

A range of intervention strategies will be used, which include but are not limited to:

- Additional individual academic tuition in identified skills area
- Referral to study skills groups, such as pronunciation classes or grammar classes
- Additional homework practice skills
- Reduction in course load
- Referral to student support services for counselling
- Referral to external support services
- Peer mentoring
- Support with appropriate independent learning resources

The implementation of intervention strategies may occur earlier in the course as part of proactive measures taken to counsel students.

The Trainer and the RTO Manager will monitor the student’s progress regularly following the implementation of the Intervention Plan.

Please refer to the **MONITORING AND INTERVENTION PROCESS** on page 53 for more information.

### Support Services List (S)

The Support Services List provides a list of support services available to students through referral, please refer to the list to identify the most appropriate service for the students. This list is provided on the back of the Student Handbook and includes website addresses and phone numbers to access these services.

If a student is unsure of the service that they require, they should contact their trainer or the RTO Manager to discuss further.

### Training Adjustment Plan (T) – 1.7

On occasion trainers will be required to adjust training to meet student needs, this could be due to an LLN limitation being identified or a disability, or other individual need. Trainers are responsible, in consultation with the CEO or Senior Management, to adjust training to meet individual needs. The following process should be followed:

Adjustment requirement identified with student

Discuss a plan for adjusting training to meet student needs with CEO or Senior Management

Complete a **Training Adjustment Plan**

Review Training Adjustment Plan with student and update, if required.

Submit Training Adjustment Plan to CEO or Senior Management for approval

Implement and monitor Training Adjustment Plan

The Training Adjustment Plan is to be filed onto the Student’s file.

Evidence

### ▪ Enrolment Agreement Form

- Language, Literacy and Numeracy Assessment
- Training and Assessment Strategy
- Student Handbook
- Trainers Handbook
- Trainers Report
- Training Needs Analysis Form
- Student Support Services Form
- Intervention Plan Form
- Training Adjustment Plan
- Opportunity for Improvement Register

**Continuous Improvement** This standard is reviewed, according to the Continuous Improvement Cycle, during the month of **February** on an annual basis.

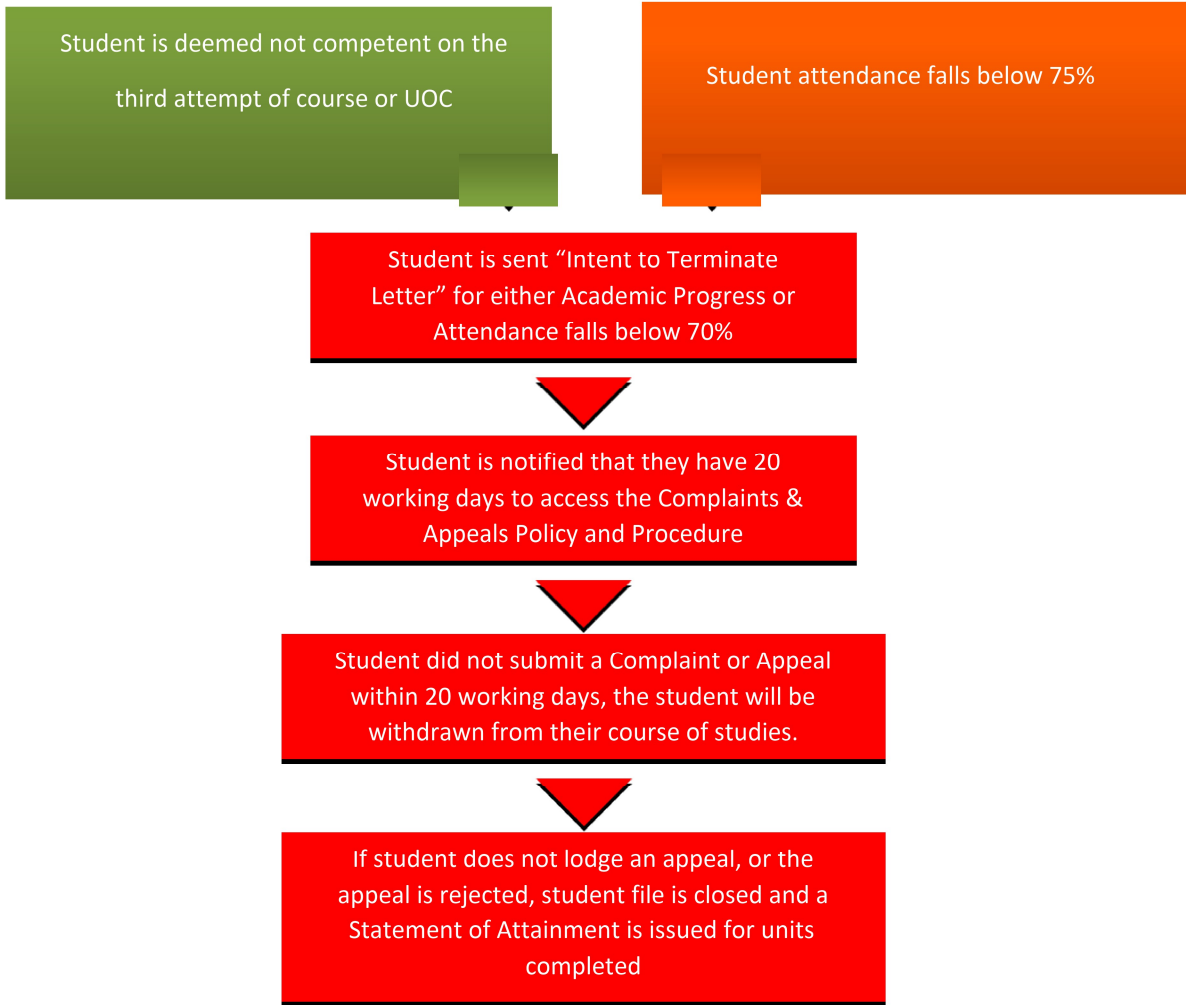
Responsibility

### ▪ Chief Executive Officer

- Senior Management
- Trainers and Assessors

### MONITORING AND INTERVENTION PROCESS (S)





## KEEPING STUDENTS INFORMED (CLAUSE 5.4)

**5.4** Where there are any changes to agreed services, the RTO advises the learner as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

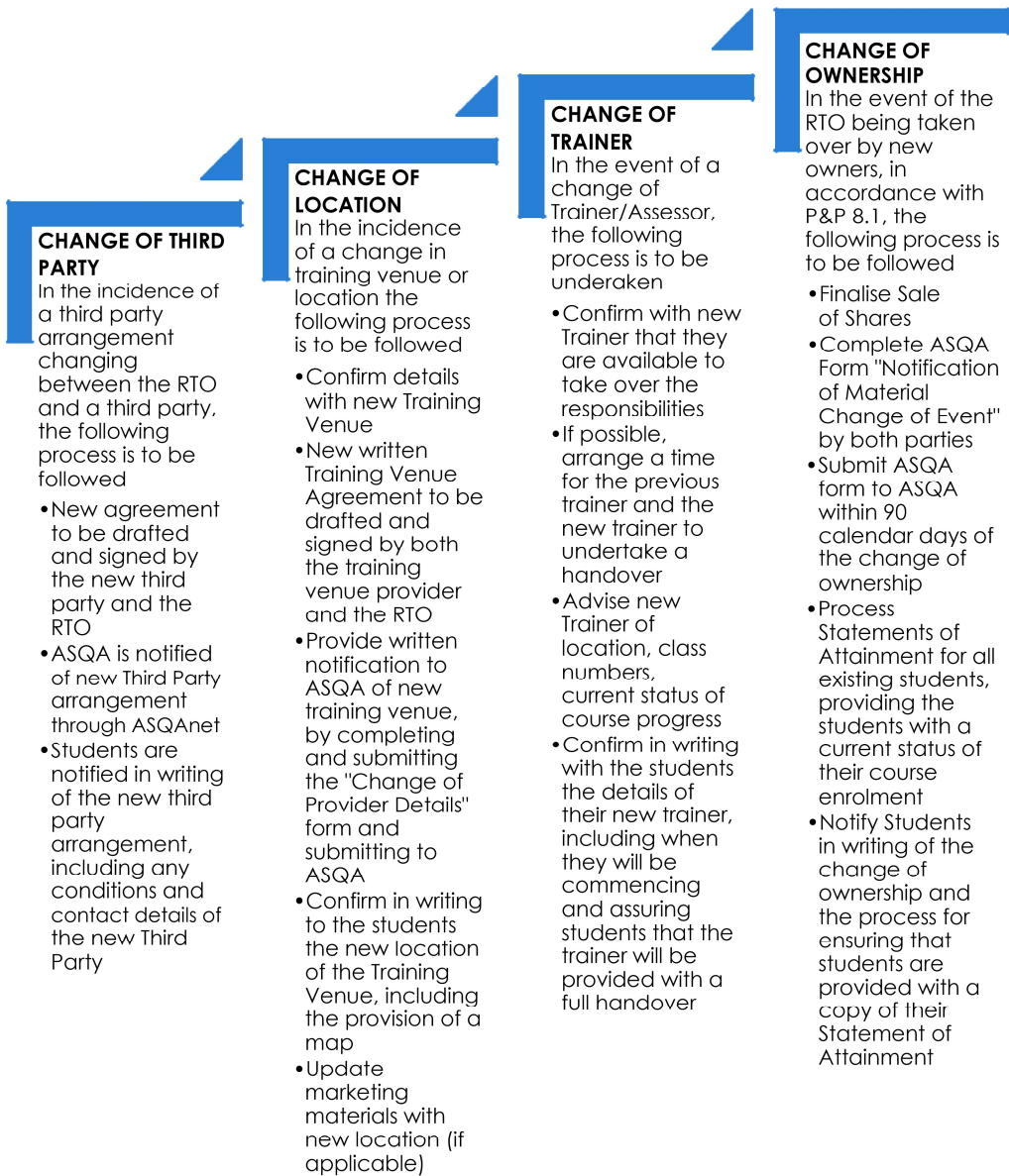
**Strategy** In order to ensure that clients are advised in writing of any changes to agreed services prior to those services changing.

**Policy and Procedure/s**

### Changes to Agreed Services (S)

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

#### Changes to Agreed Services Process



### • Enrolment Agreement Form

**Evidence**

Continuous  
Improvement

- Student Handbook
- Course Flyers

This standard is reviewed, according to the Continuous Improvement Cycle, during the month of **February** on an annual basis.

Responsibility

- Chief Executive Officer
- Senior Management

## MANAGING COMPLAINTS AND APPEALS (CLAUSES 6.1 TO 6.6)

- 6.1 The RTO has a complaints policy to manage and respond to allegations involving the conduct of:
- the RTO, its trainers , assessors or other staff;
  - a third party providing services on the RTO’s behalf, its trainers, assessors or other staff; or
  - a learner of the RTO.
- 6.2 The RTO has an appeals policy to manage requests for a review of decisions, including assessment decisions, made by the RTO or a third party providing services on the RTO’s behalf.
- 6.3 The RTO’s complaints policy and appeals policy:
- ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process;
  - are publicly available;
  - set out the procedure for making a complaint or requesting an appeal;
  - ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and
  - provide for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.
- 6.4 Where the RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the RTO:
- informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
  - regularly updates the complainant or appellant on the progress of the matter.
- 6.5 The RTO:
- securely maintains records of all complaints and appeals and their outcomes; and
  - identifies potential causes of complaints and appeals and takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.
- 6.6 Where the RTO is an employer or a volunteer organisation whose learners solely consist of its employees or members, does not charge fees for the training and/or assessment, and does not have in place a specific complaints and appeals policy in accordance with Clauses 6. 1 & 6.2, the organisation has a complaints and appeals policy which is sufficiently broad to cover the services provided by the RTO.

**Strategy**

The RTO will ensure that all grievances are dealt with in a timely and fair manner by utilising a mechanism to allow students and staff to submit a complaint through the Complaints and Appeals process. This mechanism is outlined within the Complaints and Appeals Policy and Procedure. A clear process for submitting a complaint is included within the Student Handbook and the Trainers Handbook.

**Policy and Procedure/s**

**Complaints Policy (T&S)**

Staff and students have the right to submit a complaint if they wish to express discontent against another person or a complaint against the RTOs process or system. In order to ensure that complaints are dealt with in a timely manner, we have implemented a complaints process.

This policy and procedure is relevant to all grievances arising in the following areas:

- Student wishes to raise a complaint against another student
- Student wishes to raise a complaint against the RTO
- Student wishes to raise a complaint about a Third Party
- RTO staff wishes to raise complaint about a Third Party
- Staff wishes to raise a complaint about another staff member or a student

### Complaints Process

If a student, trainer or staff member is experiencing any difficulties, they are encouraged to discuss their concerns with Senior Management. RTO administrative staff will make themselves available at a mutually convenient time if a student wishes to seek assistance.

If a Student or Staff member wishes to make a formal complaint, they are required to complete a Complaints and Appeals Form, which is included in the Student and Trainers Handbook. Once the form has been completed, the form should be submitted to the **RTO manager** for actioning.

If required, the student has the right to have a third party/support person assist them through the Complaints Process, this may be due to language barriers or simply at the students' request.

Following is the process for managing complaints:

Formal complaint is received from the complainant to the RTO

If not already submitted with the complaint, a Complaints and Appeals Form is completed and submitted to the RTO Manager

A written acknowledgement of receipt of the Complaints and/or Appeal will be forwarded to the complainant following receipt by the RTO Manager within 5 business days

The Complaint is discussed with ALL parties involved in the grievance, and ALL parties are notified in writing of the complaint, which will ensure the requirements of natural justice and procedural fairness are met

Grievances must be kept confidential, in order to protect the complainants

All Complaints and Appeals Form are to be reviewed at the monthly Quality and Compliance Meetings.

The RTO Manager is to follow the process on the Complaints and Appeals Form for the process under "Recommended Action Required for Improvement".

An initial meeting is to be held within 10 business days

If further investigation is required, this should be completed within 60 calendar days

Each appellant:

Has an opportunity to formally present his or her case

Is given a written statement of the complaint outcomes, including reasons for the decision

If the Complainant wishes to appeal the Complaint outcome, the student can bring the complaint before senior management for resolution, agreeable to all parties.

If Senior Management is party to the grievance, they will not take part in any discussions or decisions made and the appeal will be referred to the CEO.

If a solution has not been reached to the benefit of all parties the complainant has the right to request a review by an independent party, who is not part of the RTO

The RTO is responsible for acting upon the subject of any complaint found to be substantiated.

Complaints and Appeals Forms received are to be entered onto the Complaints and Appeals Register

If the RTO determines that the complaint process cannot be finalised within 60 calendar days, the RTO Manager will:

Confirm this in writing to the complainant, including reasons why more than 60 calendar days is required

Will regularly update the complainant or appellant on the progress of the matter

Complaints and Appeals Forms are to be actioned by the appropriate staff member and filed into the Complaints and Appeals Register and a scanned copy saved onto the student file in the database.

All Complaints and Appeals Forms are to be reviewed during the monthly Quality and Compliance Meetings and improvements are to be identified and implemented according to the Policies and Procedures of the RTO.

Should you disagree with the result of the appeal by the RTO, you can lodge a complaint to:

National Training Complaints Hotline (<https://www.education.gov.au/NTCH>)  
Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.

Email Complaints: <https://www.education.gov.au/email-complaints>

NSW – Office of Fair Trading (<http://www.fairtrading.nsw.gov.au>).

QLD – Fair Trading Queensland (<https://www.qld.gov.au/law/fair-trading/>)

SA – Consumer and Business Services SA (<http://www.cbs.sa.gov.au>)

TAS – Consumer Affairs and Fair Trading (<http://www.consumer.tas.gov.au/>)

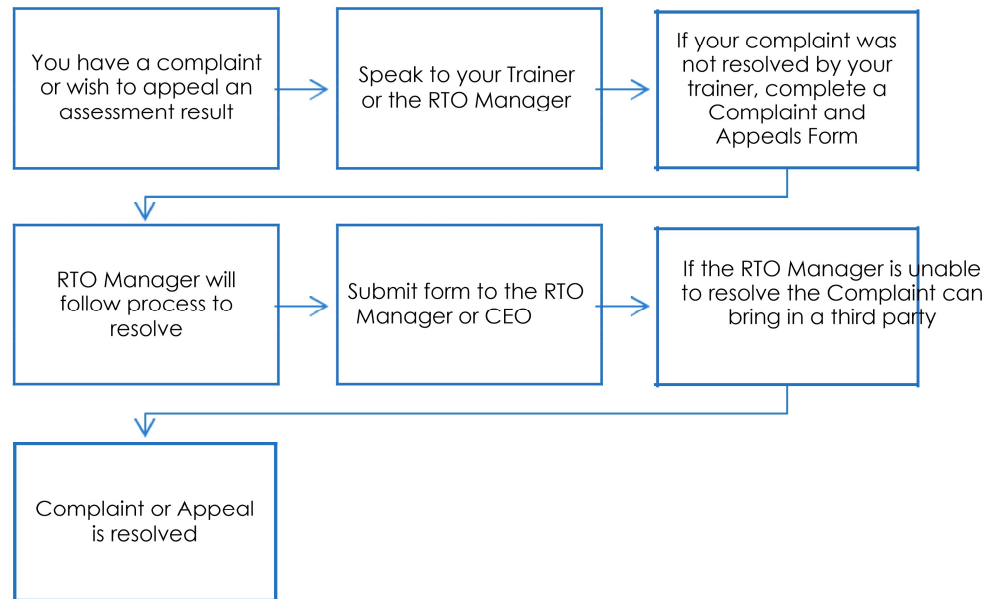
VIC – Consumer Affairs Victoria  
(<https://www.consumer.vic.gov.au/businesses/fair-trading>)

WA – Consumer Protection Western Australia  
(<https://www.commerce.wa.gov.au/consumer-protection>)

NT – Consumer Affairs Northern Territory  
(<http://www.consumeraffairs.nt.gov.au/Pages/default.aspx>)

There is no cost involved with lodging a complaint with IQY Technical College.

## Complaints and Appeals Flowchart (S)



### Complaints and Appeals Form

The Complaints and Appeals Form is accessible from the Student and Trainers Handbook or a complainant can also contact the RTO to obtain a copy of the form.

### Complaints Report Form

The Complaints Report Form is to be used if there is not enough room on the Complaint and Appeals Form to describe the complaint. This form is to be attached and submitted with the Complaints and Appeals Form.

### Complaints and Appeals Register

The RTO has in place a register for filing completed Complaints and Appeals forms. When a complaint or appeal is received, the form collected is to be entered into the Complaints and Appeals Register and given a register number.

Complaints and Appeals that are placed into the register are reviewed and monitored each month at the monthly Quality & Compliance Meeting.

## Assessment Appeals Policy (T&S)

The student has the right to appeal on an assessment result if they believe that the result given was unfair or unjustified.

This includes Appeals arising in the following areas:

- Student disagrees with the result given by their Assessor (including Third Party)
- Student wishes to have their result reviewed by another Assessor
- Student wishes to be re-assessed for the same unit
- Student wishes to change the unit
- Student believes that they were discriminated against by the Assessor

### Assessment Appeals Procedure (T)

All students have the right to appeal any assessment decision made by the RTO if they:  
Believe that the assessment is invalid and/or

Feel that the process was invalid, inappropriate or unfair

Before making an appeal, we ask that you discuss the matter with your Trainer/Assessor in an attempt to reach a decision.

If you are still not happy, you are then entitled to lodge a formal Appeal by completing an “Complaints and Appeals Form” within 7 days of the initial discussion. Once a formal appeal is lodged a new Assessor will be appointed in an attempt to resolve the appeal Any decision recommended by this party is not binding to either party in the dispute.

If you are still not satisfied another registered training provider in the same curriculum area will be appointed to arbitrate and reassess participants if necessary.

You have the right to a support person to be involved at all times during the appeal process.

Following is the process submitting an Appeal:

Student receives a result for an assessment task of which they do not agree with the result

Student completed a Complaints and Appeals Form

The Complaints and Appeals Form is submitted to the RTO Manager

A written acknowledgement of receipt will be forwarded to the Student confirming receipt of the Complaints and Appeals Form

The RTO Manager will consult with the trainer/assessor and student individually

The RTO Manager is to follow the process on the Complaints and Appeals Form for the process under “Recommend Action Required for Improvement”

An initial meeting should be held within 10 business days

The student will be advised of the outcome of this consultation process within 15 business days of the dispute being lodged

If it is decided that there is a case for review, a suitably qualified, independent assessor will be employed to conduct another assessment. An assessment date will be negotiated with the student. Following the assessment, the student will be advised of the result within 10 business days

If the student is not satisfied with any decisions made in this review process, a Review Board (which may include representatives from another RTO) will be convened to review the case again. An opportunity for Improvement Form may need to be completed in order to identify any improvements on the process that may need to be made

All Complaints and Appeals Forms received are to be entered onto the Complaints and Appeals Register

All Complaints and Appeals Forms are to be reviewed during the monthly Quality and Compliance Meetings. If the RTO determines that the appeals process will take more than 60 calendar days, the RTO manager will notify the student in writing including reasons why more than 60 days is required. The RTO manager will regularly update the student with the process.

Evidence

## Complaints and Complaints and Appeals Form

Complaints and Appeals Register  
Complaints Report Form

**Continuous Improvement** This standard is reviewed, according to the Continuous Improvement Cycle, during the month of **June** on an annual basis.

Responsibility

# Chief Executive Officer

Senior Management