



response

Response Learning

Training Participant Handbook

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Contents

Response Learning	7
Enrolment and Induction	7
Your personal Information	7
Enrolment Kit	7
What you need to bring to your first Training Session:	8
Enrolment Procedure	8
Unique Student Identifier (USI)	9
Your Enrolment Commitment	10
Training Delivery & Assessment	12
Your Facilitators	12
Training	12
Units of Competency	13
Your Training Plan	13
Workplace Referee Reports	14
What makes Response Learning different from other training providers?	15
Assessment	16
Recognising Previous Study, Work, and Experience	17
Training Fees and Funded Training	20
Public Funded Training	21
Traineeships	21
Fee for Service Training: Workplace-Based	24
Prior Recognition Fees	24
Program Cancellations	24
Withdrawals from Training	24
Postponement of Workplace Based Training	25
Position of Quality Assurance	26
Your Privacy	26
Access, Equity and Fairness	29
Language, Literacy and Numeracy (LLN)	32
Support and Guidance	33
Participant Health and Safety	34
Drugs & Alcohol	34
Workplace Health & Safety	34
Participant Code of Conduct	34
General Misconduct	35
Participant Dress Code	35
Attendance and Absenteeism	35
Harassment	36
Theft	36



response

Plagiarism, Collusion, and Cheating	37
Complaints and Appeals	38
Complaints	38
Appeals	40
Issuing of Certificates	41
Anti-Fraud Certificates	41
Re-issuing of Certificates	41
Statements of Attainment	42
Third Party Providers	42

More than a Career Pathway

Response Learning – Shape Your Future

Welcome

Thank you for choosing to study with **Response Learning**.

We are well known for our high-quality training. From in-house short courses to full or part qualifications, we design, develop and deliver in partnership with our clients, to build for effective transfer and application of learning to the workplace.

Please take the time to read this handbook and keep it in a safe place in case you need to refer to it during your studies. It provides up-to-date information in relation to our enrolment process, the way we deliver training, how we assess, the standard of service you can expect from us and your responsibilities as a training participant with us.

An electronic copy of this Handbook can be found on the Response Learning website at <https://responselearning.edu.au/student-resources-2/> Your employer may refer to this handbook also, in relation to our policies and procedures so please feel free to share or direct them to our website.

Response Learning provides training at all levels of an organisation, from the induction of new employees to postgraduate qualifications and short courses for senior managers and company directors. Our purpose is to support the development of organisations and human capability through the development of people and work processes.

If you have any questions or comments during your course, please feel free to contact us.

Please refer to the [Response Learning website](#) for further company and course information.

We wish you the best of luck with your studies.

Warm regards,

Andrew Moore

Chief Executive Officer

On behalf of the team at

RESPONSE LEARNING

Response Learning

Response Learning is a trading name of Response Consulting Australia Pty Ltd and is an Australian Registered Training Organisation (RTO) under the National Vocational Education and Training Regulator Act 2011.

As an RTO, we provide vocational education and training (VET) services. Response Learning operates within the Australian Skills Quality Authority (ASQA) jurisdiction and complies with the Standards for Registered Training Organisations (RTOs) 2015.

Response Learning operates across Australia and internationally providing accredited and non-accredited training services

Our success has been built from our strong engagement with our clients, delivering high-quality training, assessment, administration and support services and producing measurable improvements to our client's operations.

Enrolment and Induction

Prior to commencing training, you are required to complete our enrolment paperwork and read this Handbook. This is extremely important as it is the first exciting step on your study pathway.

Your personal Information

To facilitate your enrolment and to meet our obligations as an RTO and for commonwealth and state government reporting and eligibility for funding (where applicable), we are required to collect personal information from you.

The National VET Data Policy and National VET Provider Collection Data Requirements Policy came into effect on January 1, 2018. These Policies guide the date we are required to collect and applies the relevant Australian Privacy Principles under the Privacy Act 1998.

Enrolment Kit

If not already in your hands, an Enrolment Kit will be forwarded to you shortly prior to or upon commencement of your training program. For those training participants who are undertaking their program within their workplace, you may be sent this kit from your Training or HR Manager.

Please complete all forms and return to your facilitator directly or to Response Learning at email: studentservices@response.edu.au Please note, if you are under 18 years old, your parent or guardian must also sign.

This kit will contain the following:

- Enrolment Form,
- Participant Handbook (ie, this book), and
- Depending on course entry requirements and the program you are studying; a Language, Literacy and Numeracy (LLN) evaluation exercise.

What you need to bring to your first Training Session:

- Completed Enrolment paperwork (as listed in the Enrolment Kit),
- Two (2) forms of identification eg, birth certificate; driver's licence, Medicare card, passport with at least **one (1)** of these including your photo, as per instructions on your Enrolment Form,
- Any formal qualifications, resumes, or references for credit transfer or Recognition of Prior Learning purposes,
- Pen and a notepad, and

Your USI number if you have already been allocated one (please refer to the USI section on page 6 for further explanation).

In this first training session, all queries regarding course structure, timetables and assessment requirements will be answered.



Enrolment Procedure

1. Complete and sign the Enrolment Form (if you are under 18 years old, your parent or guardian must also sign this form).
2. If you are seeking recognition for previous studies or experience, enquire about Credit Transfer and/or Recognition of Prior Learning with your facilitator.
3. Complete the Language, Literacy and Numeracy evaluation (also referred to as a 'Skills Check' in some instances), as directed by your training facilitator.

4. If you have a disability, which may require adjustment to your training program delivery location, methodology and/or training and assessment resources, please discuss this with your facilitator or the Registered Training Organisation (RTO) Manager. Response Learning will work with you to provide you with every opportunity possible for successful training completion.
5. Submit your forms along with copies of your identification, any other information if required and payment of the enrolment fee (if applicable).
6. When your payment is received, and enrolment accepted, Response Learning can provide you (or your employer) with a receipt.

Usually within the first week of training, you will receive your Training Plan, which outlines the accredited training program you will be undertaking with us; a breakdown of the units of competency you will be studying, the methods of assessment we will apply, dates, and location of your training.

Contact Details

It is important that the following information is accurately noted on your enrolment form and that, if any of this information changes, you notify Response Learning at the earliest opportunity.

Please ensure that the below information is clearly written and legible.



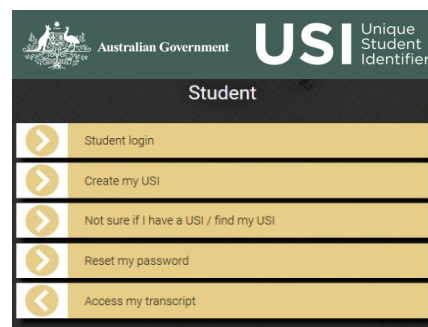
- Correct and clear spelling of your name,
- Current email address, and
- Current address.

Please note that **you** are responsible for ensuring we have your up-to-date contact details.

Unique Student Identifier (USI)

A Unique Student Identifier (USI) is a reference number assigned to you which allows all your national training records to be linked. It will make it easier for you to find, collate and authenticate your nationally recognised training achievements.

USI's are available online, at no cost to you and will stay with you for life, with a record of any nationally recognised course you have completed since 1 January 2015. You may create your USI directly by going to the www.usi.gov.au website; students' page.





If you have any difficulties, please go through the 'Help centre' section on the USI website or contact us at studentservices@response.edu.au.

Please note that Response Learning is unable to issue certificates for accredited training without having your USI number on record, as mandated through legislation.

Enrolment Extension

Applications for an extension of time to complete studies are assessed on an individual basis. Your facilitator will assist you in this process. Enrolment extensions may be granted where reasonable cause of inability to complete is provided.

Your Enrolment Commitment

In making a contract to enrol in a course with Response Learning, you acknowledge and agree that:

- The information you provided in your enrolment is complete and correct.
- At all times, your conduct whilst training with Response Learning will not inhibit other students from learning in a safe and suitable environment.
- You are bound by Response Learning's policies and procedures, and any amendments made to these.
- Response Learning reserves the right to accept or reject any application for enrolment at its discretion.
- You are encouraged to share with your facilitator any support requirements you may have, so we can assist you to successfully complete your program.
- You (or your employer, if work-based training) will pay all fees required on or before the invoice due date.
- Training fees are not transferable to another training organisation but may be transferrable to another training participant under special circumstances (at the RTO Manager's discretion).
- Response Learning reserves the right to cancel any course prior to the commencement date should it be deemed necessary and, in that event, shall refund fees paid in line with our Fee Refund Policy.
- All assessment work submitted during your training program is your own. Plagiarism and/or collusion will not be tolerated.

- Your facilitator may need to discuss your progress with your work supervisor (in the instances of workplace training), with your prior consent. In these instances, we will not share your personal details or copies of assessment items; with the discussions being limited to progress of learning, and relevance of workplace-based projects only.
- Any information that you give to Response Learning or that we collect about you may be given to authorised State and Commonwealth Agencies according to legislative requirements (refer to our Privacy Policy in this Handbook for further information).
- Response Learning reserves the right to change, alter or amend course content, structure, and any other matter pertaining to the provision of a course at any time. Such changes, alterations and amendments may be made without notice.
- Response Learning will securely retain all completed student assessment items for a period of six (6) months from the date of your final Award or Statement of Attainment, in line with our Appeals timeframe (please refer to our Complaints and Appeals Policy). You will be able to retrieve these items upon request to the RTO Manager; alternatively, Response Learning may destroy surplus items prior to archiving your files.
- Response Learning reserves the right to withhold granting the Award or Statement of Attainment certificate if your fees remain outstanding.
- Response Learning's Complaints and Appeals Policy does not remove your rights to take action under Australia's consumer protection laws.



Training Delivery & Assessment

Your Facilitators

Response Learning employs training facilitators with real industry experience to ensure their relevance and expertise is applicable to you and your training needs.

We deliver training and assessment programs in accordance with regulations as set by the National

Regulator. We only have competent, appropriately qualified and industry-current facilitators, who are constantly upgrading their skills and knowledge to ensure you get the best.

Your facilitator is your 'trainer' and/or 'assessor' (sometimes both roles are shared between different specialists depending on the qualification and area of expertise).

Before you are assessed, you are given the opportunity to practice and attempt activities either in the training room or on the job site first, before your assessment is conducted.



Training

Response Learning designs training programs to meet the specific needs of our client organisations and our individual training participants.

We focus on you, as an individual. We provide opportunities to develop new skills at your own pace, collaborate with others and become successful, lifelong learners. We believe in empowering our training participants through project-based learning, teamwork, authentic assessments relevant to the workplace, and contextualized demonstration of competencies in real world settings, as well as flexible timeframes.

Our resources are customised to suit your workplace's own systems, including incorporation of Work Instructions, Standard Operating Procedures, policies and procedures particular to your training program. Our programs are learner-centric, which means we focus on making the information and practices meaningful to you in a positive, motivational and relevant way.



Training delivery involves face to face facilitation, coaching, reference manuals, visual presentations, practical demonstrations, simulation, and may incorporate some online learning; tailored specifically for the industry in which you currently, or plan to work in.

Participants are encouraged to apply their learnings in their workplaces and employers are urged to mentor and encourage each employee's learning journey with us.

Units of Competency

People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments. Our nationally recognised programs contain *units*, which detail the standards against which *competency* is assessed.

Response Learning will either deliver these units individually or link several units together as a 'cluster' or a nationally recognised 'skill set' to make the training more relevant to you, and to avoid unnecessary duplication.

Your Training Plan

At the beginning of your course (for full qualifications only) you will receive a Training Plan which outlines which units you will be undertaking, in which order. This plan will also advise the methods used to deliver the training and to assess you for competence, as well as identify whether there are any pre-requisite units or course entry requirements.

You will be asked to sign this plan and, if you are undertaking your training within the workplace, your supervisor will be requested to also sign the Training Plan, committing to support you throughout your course and wherever necessary, work with our facilitators to ensure every success for your learning.

In this document, Response Learning reiterates our support by referring or directly assisting you (wherever necessary) in the areas of disability, personal well-being or extra support, in conjunction with you and your employer (where relevant).

Development of a Training Plan also provides Response Learning with a formal opportunity of ensuring your workplace (where relevant) has the necessary work, resources, facilities, and experienced people needed for you to successfully undertake any on-the-job components of your training program.

Workplace Referee Reports

A Workplace Referee is one of your experienced supervisors or colleagues within your workplace (or within your industry) who can report on the range and quality of work performed by you, in relation to the learning program you are undertaking. Wherever appropriate, they will be asked to provide examples of how you have applied the skills and knowledge you have gathered through your training, at work.

You are encouraged to be a part of this process with your referee in relation to how you apply your learnings at work and any support you may need from them to maximise the success of your training program.

Your nominated referee will be asked to complete a document (or in some cases an online survey) about their observations of your workplace activities; that is, if and how you apply the skills and knowledge at work, adding comments if desired.

Once the report is completed, our assessor will follow up any queries or clarification with either the referee directly or yourself and add it to the portfolio of evidence being gathered which will support your assessor's judgement of competence.

Your referee will not be required to make a decision about whether you are competent or not - only one of our qualified assessors can make this judgement. The report is not used as a standalone. It is added to other evidence such as assessor observations, questions, projects, etc.



If you have any queries about this process, please do not hesitate to speak with your facilitator directly.

Using your Workplace Referee's Report as a Record of your Training

You are encouraged to keep a copy of your referee's reports as evidence of your workplace activities and how your training is linked in with your employment. If you have not received a copy, you have the right to request one from your student file via a request made through the RTO Manager.

In Queensland, if you are undertaking a funded traineeship, you will also be issued with a Training Record Log which outlines the criteria for every unit you are undertaking in your



course and requires you and your supervisor to sign off when you have performed this criteria within your workplace.

This Training Record Book **must be kept with you at all times** when studying and when at work. Please refer to the Queensland section under Traineeships in this Handbook for more information.

What makes Response Learning different from other training providers?



Our reason for existing, as a business, is to support growth in individuals, organisations and communities.

Our approach is one of partnership and collaboration, sound and valid strategies, and client centred delivery methodologies.

This successful approach delivers real community and business improvement to our clients. We are a high-quality organisation that holds strong to its value of making a difference; working closely with individuals and organisations to provide them with the skills and knowledge to achieve their goals.

Working in partnership with employees, employers, community members and even regulatory bodies, where appropriate, provides the opportunity to really meet their needs no matter where they are and assist to make changes to their lives and business outcomes.

From in-house short courses to full qualifications, Response Learning designs, develops and delivers in partnership with our clients to build for optimum learning transfer.

Response Learning incorporates the principles and models of *Systems Leadership*¹ into its training programs wherever possible.

¹ *Systems Leadership* enables the *leaders* in an organisation to create the conditions where people at all levels can work productively to their potential. It uses sound principles about human behaviour to create models of good *leadership*, organisational strategy, *systems* design and social process.

(MacDonald, Burke & Stewart. 2012. *Systems Leadership: Creating Positive Organisations*. Gower Publishing, UK.)



We deliver workshops using a participatory style of engagement, encouraging participants to learn, try, apply and report. Our facilitators have substantial knowledge in the field of leadership and are experts in the industry area, in which they run programs.

From Certificate IV-level and above, we provide participants with a framework to analyse their own communication style and how that impacts on the people they work with. Self-awareness builds confidence in building relationships with managers, peers and team members and leads to greater degrees of self-management.



Assessment

Assessments can be performed in a variety of ways and may include the creation of specific written documents, projects or reports, formal questions (multiple choice, short and long answer), problem solving tasks, case studies and discussion, along with on-the-job observation and third party

(supervisor) reports.

Our facilitators will provide you with clear task assessment instructions, including the date each task is due for completion.

Assessors are required to see you perform a certain activity more than once, often within different circumstances, to ensure you can repeat it into the future (to make sure you didn't 'fluke' it or couldn't complete it because you were too nervous).

Competency-based Assessment

Vocational Education and Training is about learning real skills and supporting knowledge so that you can work effectively and safely in your role. It is about learning and being assessed in the behaviours, knowledge, skills and abilities that are necessary for successful performance in a particular job or industry sector.

You can either be 'Competent' or 'Not Yet Competent'. You cannot be *slightly* or *remarkably* competent, you simply are or are not!

When you are being assessed, you are allowing yourself to demonstrate your ability to do something. You can either do the thing you have been learning about or you cannot (yet). Your assessor has a set of criteria to judge your ability, skills and knowledge, for each unit of competency being delivered.

Rescheduled Assessments

If you are unable to attend on the scheduled day of assessment, please notify your facilitator or Response Learning as soon as possible.

You must have rescheduled and completed the assessment within four (4) weeks of the original assessment date.



Recognising Previous Study, Work, and Experience

You may already be competent in certain areas that are duplicated in your training program. Response Learning has processes for how you can gain formal recognition for previous study undertaken and for your relevant past experiences (whether work or volunteering), to avoid training and assessment duplication.

There are three (3) ways for us to recognise your previous achievements, training and experiences in the same area you are seeking a qualification in:

1. Credit Transfer,
2. Advanced Standing, and
3. Recognised Prior Learning (RPL)

Steps in the Credit Transfer process

Response Learning recognises and accepts any Australian Qualifications Framework qualifications and Statements of Attainment that are issued by other Registered Training Organisations. Credit will be given for units of competency for which an original (or verified copy) official certificate or Statement of Attainment is produced.

Alternatively, the Unique Student Identifier (USI) website may be accessed for a candidate's national training record online, in the form of a USI Transcript, for training completed after 1 January, 2015.

Please speak with your facilitator prior to starting your training program or contact our office if you would like to pursue this option.

Steps in the Advanced Standing process

Advanced Standing recognises formal qualifications you have received through non-vocational providers such as universities or overseas institutes. If a subject (or several subjects) you have already achieved can be mapped to a unit of competency's criteria, you may be awarded a competent outcome in that unit.

You may be asked for further information and detail about the specific elements of the subjects you have submitted for consideration.

Applying for advanced standing does not necessarily guarantee that it will be granted. Please speak with your facilitator prior to starting your training program or contact our office if you would like to pursue this option.

Steps in the RPL process

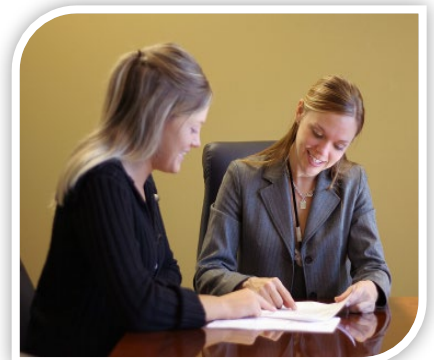
Please speak with your facilitator prior to starting your training program or contact our office if you would like to pursue this option.

Step 1 – Self-Assessment

Complete the questionnaire provided by Response Learning to determine the likelihood of you being successful in an RPL application for the particular unit you have selected. You may find you have extensive, current experience in some areas and not others, which is when you need to consider gap training – this is suggested to be done through conversation with one of our experienced facilitators.

Step 2 – Competency Conversation with Assessor

Your Response Learning facilitator will ask you some underpinning knowledge questions and begin to match up your knowledge of the criteria within the unit you are applying RPL accreditation for.



Step 3 – Evidence

Your facilitator will ask for documents to assist as evidence of your past skills and experience relating to the performance criteria for the unit you are applying RPL accreditation for. Please contact us to obtain a list of suggested documents you could use as evidence.

Step 4 – Reference

You will need to obtain third party verification (ie, a reference) from someone you have worked with in the past who can verify you have performed certain tasks before. This could be a manager, colleague or even a subordinate; and could relate to either paid or voluntary activities.

Response Learning can provide your referee with a template for this report, and it is preferable if you could provide at least two different referees. These references, as a whole, should show that you can perform the criteria listed consistently.

Step 5 – Determining the Outcome

During the RPL assessment and evidence gathering exercise, your assessor will give you information about the skills and knowledge that have been recognised and whether you are in a position to be granted competency in the unit/s you have applied for.

Your assessor will inform you of any skill or knowledge gaps which may either require further evidence or gap-training which could be addressed through a one-on-one coaching session.

Upon successful completion and sign-off of all documentation, and payment of any pre-determined fees; you will receive your Statement of Attainment.

Sufficiency, Validity, Authenticity and Currency

RPL assessment must still follow the Rules of Evidence and Principles of Assessment, as all assessment does.

Your facilitator must be assured that the evidence submitted is related to your own work, is from the present (or the very recent past), matches unit requirements and that there is enough to enable a quality judgment about your competency.

Training Fees and Funded Training

Fees are payable through three (3) methods:

1. If your training program is delivered within your workplace, your fees are negotiated and paid most likely by your employer as an investment in your future with them, and/or
2. As part of building Australia's workforce, your fees may be partly or wholly funded by the Government (either State or Commonwealth) or an industry group, and/or
3. You may be responsible for the payment of some or all your fees.

If you are unsure what fee arrangements your training falls under, please contact Response Learning or speak with your work's Training Manager.

Unless otherwise advised in writing, fees:

- will include a course Enrolment Fee of \$250,
- cover the training manuals, handouts and assessment documentation disseminated throughout the training program by Response Learning,
- do not cover the travel and accommodation costs of the training facilitator, unless incorporated into the total program costs with agreement by all parties,
- do not include the cost of PPE, individual textbooks, stationery, tools or other individual items of equipment necessary for the course not supplied by Response Learning or your employer (you will be advised in advance if this is the case);
- cover the reasonable provision of student services to assist in the learning process - such as support in the areas of language, literacy, numeracy and disability, referral to counselling services, etc.
- reflect the content of the course and the award, not the duration, therefore there is no automatic reduction of tuition fees if you complete the course in a shorter time than the published length of the course (should you require a period greater than that stated in your training offer to complete the course; you may be subject to additional fees),
- may be reduced or refunds may be granted only if a participant is granted sufficient credit transfer / RPL or exemptions.

Public Funded Training

Response Learning is contracted with the Commonwealth and various State Governments to deliver training to eligible participants under several funding programs. Most of the time, your employer will also contribute towards your training fees to show their commitment to your skills and knowledge growth.



Each funding program has a long list of requirements in relation to eligibility, monitoring and reporting so you will be asked to complete more paperwork from time to time.

There may also be times when another organisation may be involved in this paperwork, such as an Apprenticeships Centre, for example.

If you are concerned at all about the paperwork you have been asked to complete, please talk with your facilitator or contact our office at studentservices@response.edu.au

On some occasions, we will be audited to ensure we are delivering our training programs as we should be, and you may be contacted for your feedback. Again, if you have any concerns at all please do not hesitate to contact us.

Traineeships

Traineeships are another form of funded training through State Government. Response Learning works with employers and trainees to develop a training plan, deliver off-the-job training, support the employer in delivering on-the-job training, undertake assessment, and issue the qualification upon successful completion of the traineeship.

As a general rule, only Australian citizens and New Zealand citizens who have entered Australia on a valid passport, have unrestricted rights to enter a traineeship in Australia. Any other person wanting to participate in a traineeship in Australia must have a visa allowing employment.

Response Learning has contracts to deliver funded traineeships in Queensland, New South Wales, and Tasmania for various qualifications under part-time and / or full-time arrangements, as summarised below.

Note: Casual or daily hire employees are not eligible to undertake traineeships.

If you are under 18 years of age at the start date of your traineeship, your parent or guardian must also provide signed consent on all paperwork. If you have any issues with



this or need any further information on the traineeships available to you, please don't hesitate to contact us at studentservices@response.edu.au.

Queensland

Under Queensland Government's Vocational Education and Training (VET) Program, Response Learning delivers Certificate II and Certificate IV qualifications through traineeships. You or your employer (except in certain circumstances) will be required to pay a contribution towards your fees.

If you access a government subsidised training place under the VET Investment program and commence training towards a part or full qualification, you may not be eligible for another subsidised place.

Also in Queensland, if you are undertaking a funded traineeship, you will be issued with a Training Record Log which outlines the criteria for every unit you are undertaking in your course and requires you and your supervisor to sign off when you have performed this criteria within your workplace.



Purpose of the Training Record Book

This log is designed to record the training and work experience that you gain while working in industry and undergoing on-the-job training. Supervisors or workplace coaches are in a good place to judge whether you have gained the necessary skills and knowledge to meet the requirements of the unit of competency which is the focus of the training.

These Training Record Books are your property and are in addition to the Workplace Referee Reports we use as part of your formal assessment. We will take a photo of the signed pages for each unit as they are completed and file on each participant's file as supporting evidence of their competency achievement.

Your Training Record Book is kept on the premises, either with your HR Department or with your trainer's files; please ask when you need to access it.

The Queensland Government sometimes send field officers out to visit trainees, so remember to **always have access to this record log at work and at training sessions**. If you lose it, contact your trainer straight away.

Remember – It is your responsibility to keep this record in a safe place.
Failure to maintain and produce this training record log may constitute 'misconduct' under education legislation in Queensland and fines may apply.

New South Wales



Under New South Wales Government's Smart and Skilled program, Response Learning delivers Certificate II and Certificate III qualifications.

Your employer, except in certain circumstances, will be required to pay a contribution towards your traineeship fees.

If you commence training in a government subsidised program, you *may* not be eligible for another subsidised place.

If you access a government subsidised training place under this program and commence training towards a part or full qualification, you may not be eligible for another subsidised place.

Tasmania

Under Skills Tasmania's User Choice program, Response Learning delivers Certificate II and Certificate III qualifications.

Your employer, except in certain circumstances, will be required to pay a contribution towards your traineeship fees.

If you access a government subsidised training place under this program and commence training towards a part or full qualification, you may not be eligible for another subsidised place.





Fee for Service Training: Workplace-Based

The fees to deliver a tailored program within a workplace for 2018 are dependent upon the technical specialisation required and the customisation of materials/program structure.

Please contact Response Learning for further information on how we can deliver tailored programs to suit your individual and/or workplace needs.

Prior Recognition Fees

Credit Transfer

Credit Transfer applications are processed at no cost unless a full qualification has been awarded through this method (in which case the enrolment fee of \$250 still applies).

Advanced Standing

Advanced Standing recognises formal qualifications you have received through non-vocational providers such as universities or overseas institutes.

Fees for Advanced Standing are negotiated with clients on an individual basis according to the criteria mapping time required and any need for gap coaching and/or assessment.

Recognition of Prior Learning (RPL)

RPL assesses your past experience and learnings to determine your achievement of the required unit elements and criteria. Fees for RPL are negotiated with clients on an individual basis according to the assessment time required and any need for gap coaching and/or assessment.

Program Cancellations

Where a course is cancelled by Response Learning prior to commencement, the participant (or their employer) will be offered an alternative arrangement or a full refund.

Withdrawals from Training

In the instances of withdrawal by the training participant from the course, the following will apply:

Prior to 4 weeks prior to commencement	Full refund
From 2 to 4 weeks prior to commencement	75% refund
Less than 2 weeks prior to commencement	50% refund
1 day prior or on the day of commencement	Nil refund

- Refunds will only be paid to the person who enters into the contract with Response Learning unless
- Response Learning receives written directions to pay the refund to somebody else.
- If approved, refunds will be paid within 28 days of the refund application being lodged.
- Requests for refunds should be made in writing to the Customer Service Manager at Response Learning.
- You can refer to Response Learning's Complaints and Appeals procedure if you wish to appeal any refund arrangements.



Postponement of Workplace Based Training

If a scheduled training workshop is postponed by request of your employer (ie, training dates are changed by our client) the following charges will apply:

Notice of postponement given 5 business days or less prior to the scheduled start date	\$ 3,000 plus any travel/accommodation expenses incurred by Response Learning unable to be recouped*
Notice of postponement given between 6 – 10 business days prior to the scheduled start date	\$ 1,500 plus any travel/accommodation expenses incurred by Response Learning unable to be recouped*
Notice of postponement given after 10 business days prior to the scheduled start date	No charge

**The above charges are in addition to the total training program cost amount.*

Position of Quality Assurance

Response Learning believes in and practices a Quality philosophy to ensure all training, assessment and student support services meet or exceed our customer requirements and expectations. Our philosophy is one of constant improvement.

As an RTO, we have current policies and procedures in place which support the quality and compliant delivery of accredited training and assessment activities.

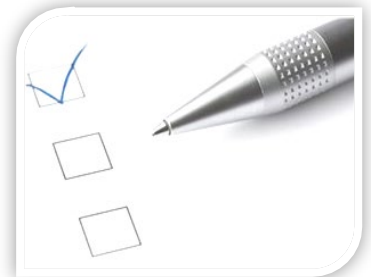
As individuals, we follow these policies and procedures with the aim of doing it right the first time, every time. This applies to all staff and subcontractors of Response Learning.

As a team, we strive to improve our services and processes for the future.

Innovation and independent thinking are encouraged, resulting in enhancements to process, service, and quality client delivery.

In this respect, we are each committed to learning from our work to ensure a process of continuous improvement in all that we do.

We encourage feedback regularly from our clients, students, and staff – through formal surveys as well as informal communications.



Your Privacy

Response Learning takes your right to privacy seriously². Your records are managed to ensure confidentiality and security of all information. Your records are archived in accordance with legislation and are retrievable by you if requested or by regulatory authorities for audit purposes (through application with the RTO Manager).

Response Learning is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research (NCVER).

² This policy has been updated to incorporate obligations under NCVER's *Data Provision Requirements 2012* and the Australian Privacy Principles, which implement Schedule 1 of the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*, which amends the *Privacy Act 1988*.



response

Your personal information (including the personal information contained on your completed enrolment form) and your training activity data may be used or disclosed by Response Learning for statistical, regulatory and research purposes.

Response Learning may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based traineeship,
- Employer – if you are enrolled in training paid by your employer,
- NCVER,
- Government departments and authorised agencies,
- Organisations conducting student surveys, and
- Researchers

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing a Vocational Education and Training (VET) Statement of Attainment or VET Qualification,
- populating Authenticated VET Transcripts,
- facilitating statistics and research relating to education, including surveys – understanding how the VET market operates,
- for policy – workforce planning and consumer information, and
- administering VET, including program administration, regulation, monitoring, and evaluation.



You may receive an NCVER student survey which may be administered by an NCVER employee, agent, or third-party contractor. You may opt out of the survey at the time of being contacted. NCVER will collect, hold, use, and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Your complete set of assessments are retained by Response Learning for six (6) months after you have been issued with your award, complementary to the academic appeals time period. After this time, you may request return of your assessments (through the RTO Manager); alternatively, they will be destroyed; with the evidence of judgement paperwork (ie, assessment summaries and signoff sheets) being retained for a further period of 30 years, as per our RTO obligations.

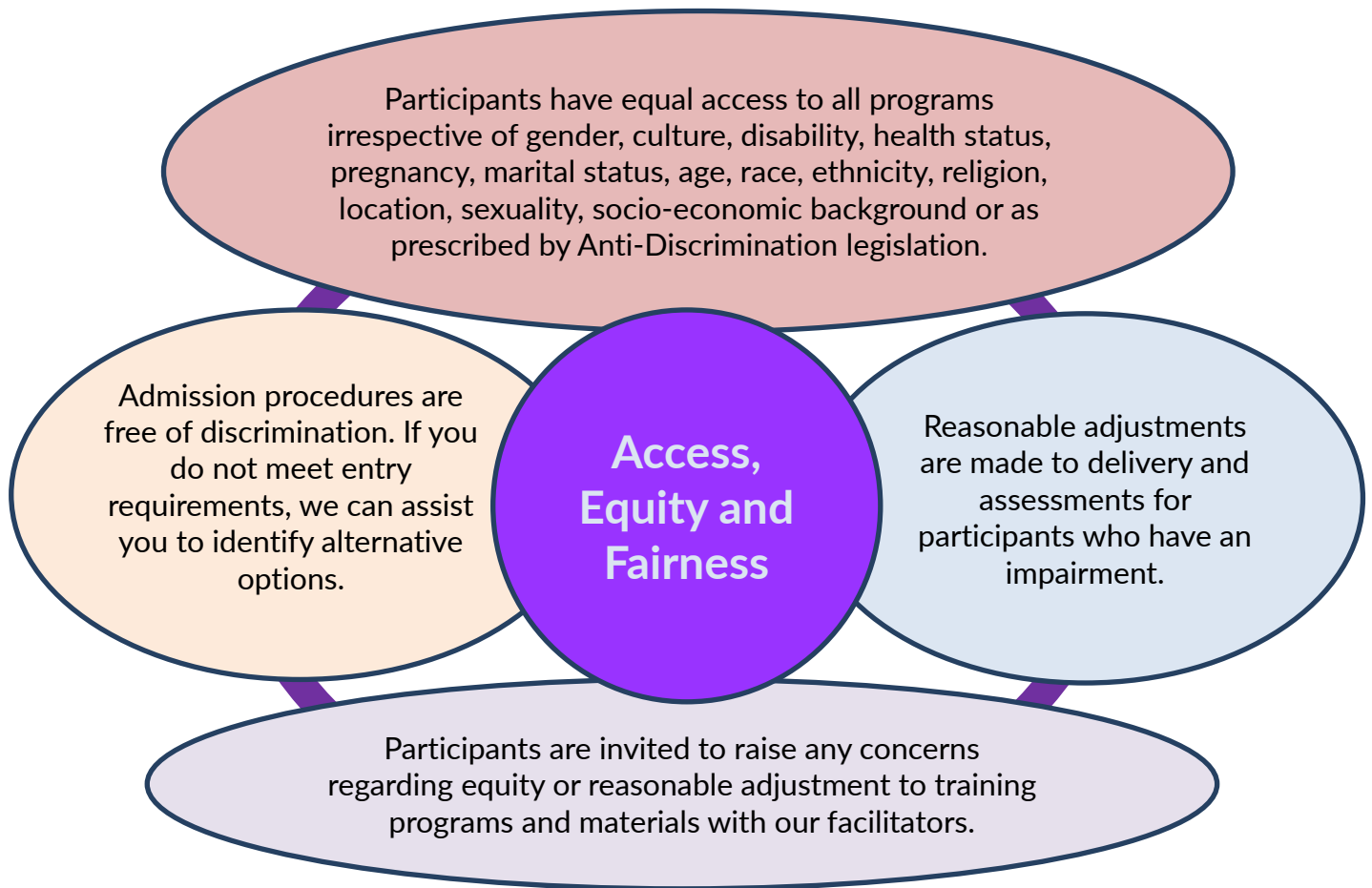
Your information will not be disclosed to overseas recipients.

Your photograph will not be displayed publicly or included on any marketing or training materials without your prior written consent.

All queries regarding your student file, including the accessing of any information within it, are to be directed in writing to the RTO Manager. If you believe there has been a breach of privacy legislation or policy, please do not hesitate to contact the RTO Manager.

Response Learning has a formal Complaints and Appeals procedure, and your matter will be promptly dealt with according to this procedure (refer to the procedure within this Handbook).

Access, Equity and Fairness



Response Learning believes in access for all, so the differing needs for each participant are identified and handled with sensitivity. Our clients are invited to raise any concerns regarding our admission procedures, assessments, training activities and entry requirements, etc.

Response Learning incorporates the principles of equity into all programs, policies, and processes.

Your rights are protected during and after your training program, and this Handbook outlines your rights and processes of appeal. The assessment tools, systems, and procedures used by Response Learning are consistent with Equal Employment Legislation and comply with the Principles of Assessment.

Explanation of Disability categories³

Our Enrolment form refers to disability categories which are further explained below. Please note that disability, in this context, does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

Hearing/deaf

Hearing impairment is used to refer to a person who has an acquired, mild, moderate, severe, or profound hearing loss after learning to speak, communicates orally, and maximises residual hearing with the assistance of amplification.

A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

Physical

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

Intellectual

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

Learning

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.

These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

³ Extract from AVETMISS VET Provider Collection Specifications Release 8.0 November 2018



Mental illness

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering and/or distress to which represents a departure from a person's usual pattern and level of functioning.

Acquired brain impairment

Acquired brain impairment is an injury to the brain that results in deterioration in cognitive, physical, emotional, or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

Vision

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

Medical condition

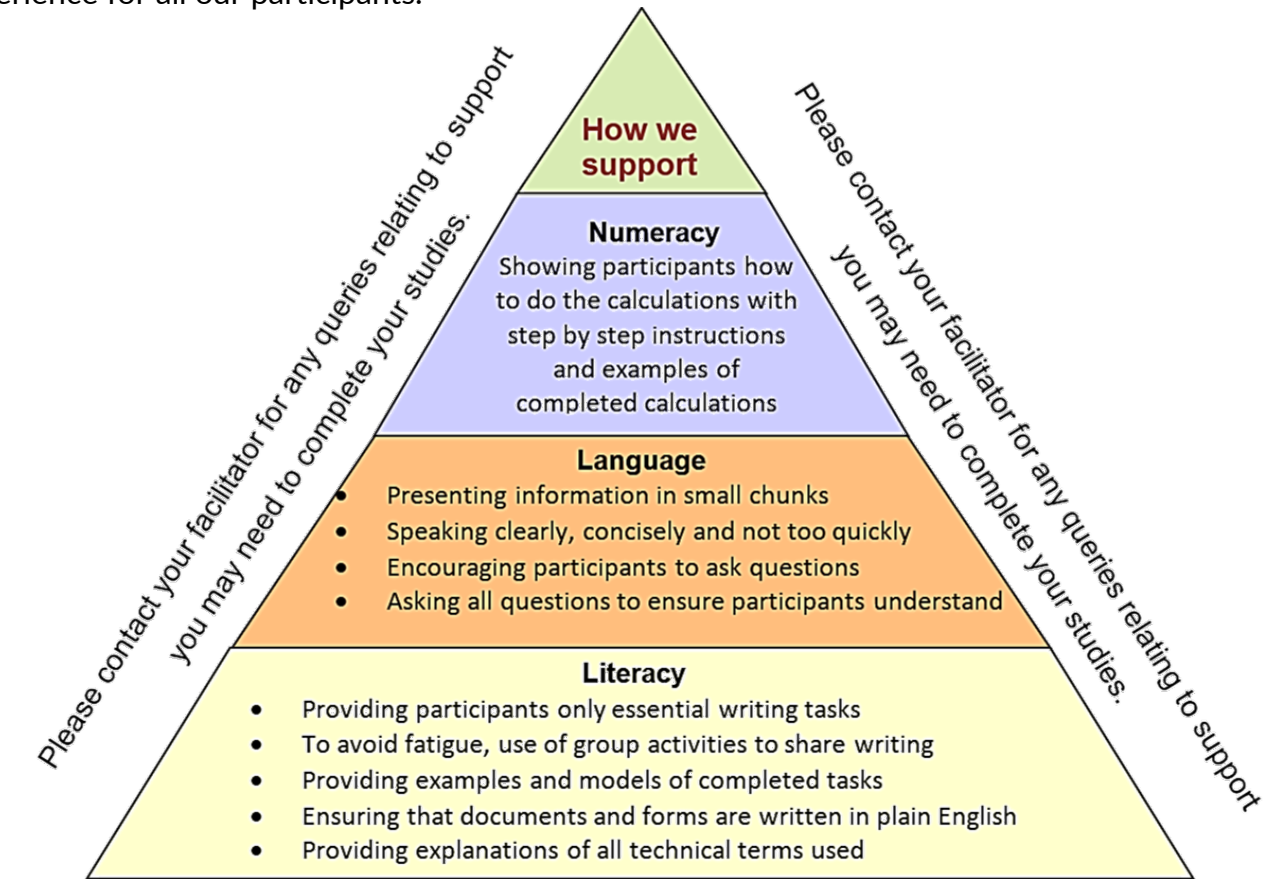
A Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired, or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma, or diabetes.

Other

A disability, impairment, or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders are reported under this category.

Language, Literacy and Numeracy (LLN)

Response Learning recognises that all vocational training includes language, literacy, and numeracy tasks, and we aim, at all times, to provide a positive and rewarding learning experience for all our participants.



Participants will be requested to complete a skills check (LLN assessment) for all Certificate II and III level programs. The purpose of this activity is to check where you might need additional support with your training.

Instead of skills checks, there are particular entry requirements articulated for programs at the Certificate IV-level and above, which cover the core skills of each qualification (for example, you may need to be working as a team leader or supervisor to undertake a specific leadership program).

Response trainers are on hand to support a student if a Skills check / LLN (Language, Literacy and Numeracy Assessment) indicates that further support is required. They will work with both students and employers to establish the best solutions. Students are always encouraged to contact their trainer or Response Learning directly if they feel they need



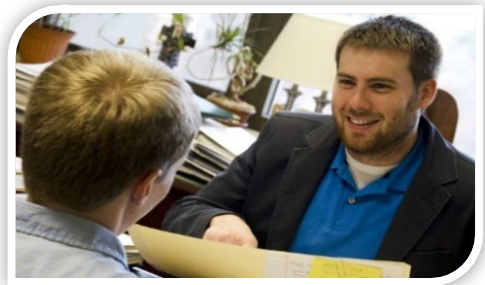
additional support either by email studentservices@response.edu.au or by calling (07) 3357 4400

Support and Guidance

All Response Learning participants are entitled to extra support or guidance if they require it. Response Learning aims to identify and respond to the learning needs of all our participants at all stages of their learning experience.

Training participants should contact their facilitator or the RTO Manager if they wish to ask about any additional support, including:

- a) tutoring in the areas of Language, Literacy, and Numeracy,
- b) assistance when applying for RPL and Credit Transfer,
- c) referral to personal counselling services (eg, conflict resolution, stress management, access, and equity issues, well-being, and support), and time management and work conflict in relation to completing assessments.



Participant Health and Safety

Drugs & Alcohol

To ensure the integrity of Response Learning's programs and the safety of all staff and participants, the consumption, use, sale, or distribution of alcohol and/or prohibited drugs by any participant at any of its classes or assessment sessions is strictly forbidden at all times.

If you are concerned about your own or another person's safety, please inform your facilitator immediately.

Workplace Health & Safety

Response Learning is committed to providing a safe and healthy environment for the benefit of all participants and staff. It is important participants report ANY injury occurring during any training activity conducted by Response Learning immediately.

If you have any concerns or notice a condition or practice that seems unsafe, it is important it is brought to the attention of your facilitator immediately.

Participant Code of Conduct

Today's workplace requires employees to use their initiative, work as a team member, and be honest, loyal, tactful, and courteous. It is expected that training participants will treat fellow participants and facilitators with respect.

At Response Learning, we strive to achieve the following "basic principles" of interpersonal behaviour-

- Focus on the situation, issue, or behaviour, not on the person.
- Maintain the self-confidence and esteem of others.
- Maintain constructive relationships with facilitators and participants.
- Take the initiative to make things better.
- Lead by example.
- The use of inappropriate language will not be tolerated.
- Mobile phones are to be turned off during classes and assessment sessions.
- No food or drinks are allowed in training rooms (bottled water may be permitted).
- No smoking is permitted in classes or assessment sessions

General Misconduct

Participants are expected to respect other participants, staff, and property so that learning and teaching can take place freely, safely, and without impediment due to the misconduct of others.

Where a facilitator becomes aware of behaviour of a training participant which may constitute misconduct or serious misconduct, the facilitator may undertake preliminary inquiries and/or discuss the matter with the participant. The facilitator may form the view that there is no case to answer and advise the participant accordingly. The mechanism used to advise the participant may include a formal record.

If, following preliminary inquiries and/or discussions with the participant, the facilitator reasonably forms a view that the behaviour of the participant is not acceptable, the facilitator may:

- counsel the participant on the nature of the improvement required, the time within which reasonable improvement is expected, and how the participant's behaviour and/or interaction with others will be assessed, and/or
- refer the matter to the RTO Manager for consideration and advice, and/or
- refer the matter to the employer/workplace supervisor for consideration and advice.

Participant Dress Code

Appropriate dress is required of all participants at all times and must:

- observe health, safety, and decency standards, including the need for required PPE, and
- consider the values of participants and facilitators of other cultural backgrounds.



Attendance and Absenteeism

Attendance is an essential element of your face to face training program. It is important that you try to arrive to class on time, including returning from morning and lunch breaks. It is in the interest of all staff and participants that self-responsibility for health is taken seriously. If you are suffering from a temporary sickness which could affect others (e.g. colds, flu and viral infections) you should not attend classes or assessment sessions. Participants unable to attend classes or assessments due to illness or any other reason should advise their facilitator or Response Learning immediately.

If you are unable to reach your facilitator directly, please contact our office directly.

Harassment

Response Learning will not tolerate any harassment, victimisation, bullying, or any conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or an offensive learning or assessment environment. This includes harassment, victimisation, bullying because of sex, race, national origin, religion, disability, sexuality, or age.

All training facilitators and participants are expected to work in an atmosphere based on mutual respect for the rights and differences of each individual.

Harassment is unlawful under Commonwealth and State legislation, and all harassment, bullying, and victimisation are contrary to our duty of care to provide a safe environment for work and learning.

Participants and staff should be aware that differing social and cultural standards may mean behaviour that is acceptable to some, may be perceived as offensive by others.

Theft

Response Learning cannot be held responsible for anything which may be stolen from its clients' premises or training rooms where training is conducted.

Training participants are encouraged to remove their valuables whenever leaving their training room, as not all venues can be locked up by our facilitators.

Training participants must not be involved in any illegal activity. If you have any concerns, please do not hesitate to speak with your facilitator.



Plagiarism, Collusion, and Cheating

Definitions

Plagiarism	To take someone's words or ideas or other materials and present them as your own. An understanding between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include:
Collusion	• unauthorised and unacknowledged joint authorship in an assessment task, • unauthorised and unacknowledged copying or use of material prepared by another person for use in assessment.
Cheating	The act of obtaining or attempting to obtain a positive assessment result by the use of dishonest, deceptive, or fraudulent means.
Referencing	A standardised method of acknowledging the sources of information and ideas and other material used in an assignment.

Responsibilities

1. Response Learning requires participants to submit work that is their own. We consider plagiarism, collusion, and cheating constitutes academic misconduct for which penalties may be applied.
2. Response Learning recognises its responsibility for educating participants about what constitutes plagiarism or collusion and cheating in their particular discipline.
3. Response Learning has established a procedure to recognise and counter plagiarism, collusion, and cheating to ensure the integrity of its assessment processes and outcomes.
4. Countering plagiarism, collusion, and cheating is the shared responsibility of facilitators and participants.
5. All suspected instances of plagiarism, collusion or cheating are to be reported to the RTO Manager.
6. Training participants must –
 - a) clearly reference the use of words, ideas or other material of other people,
 - b) not present work done in collusion with another person or persons as solely their own work,
 - c) not engage in any situation whereby the participant knowingly attempts, or assists another participant to attempt, or to gain an unfair advantage by cheating during an examination or test.



7. Participants who are initially found cheating or guilty of plagiarism on any form of assessment will be deemed *Not Yet Competent* for the relevant Unit of Competence. Participants will also be issued an official written warning which will be placed in the participant's file. The participant will then need to re-submit or re-sit the assessment.

Complaints and Appeals

Response Learning is committed to creating an environment where all feedback is welcome and where openness is valued. The processes for making complaints and academic / assessment appeals is represented in the following diagrams, with the full written policy and procedure available via our web page: [Response Learning Students Policies, Procedures & Reports](#)

Complaints

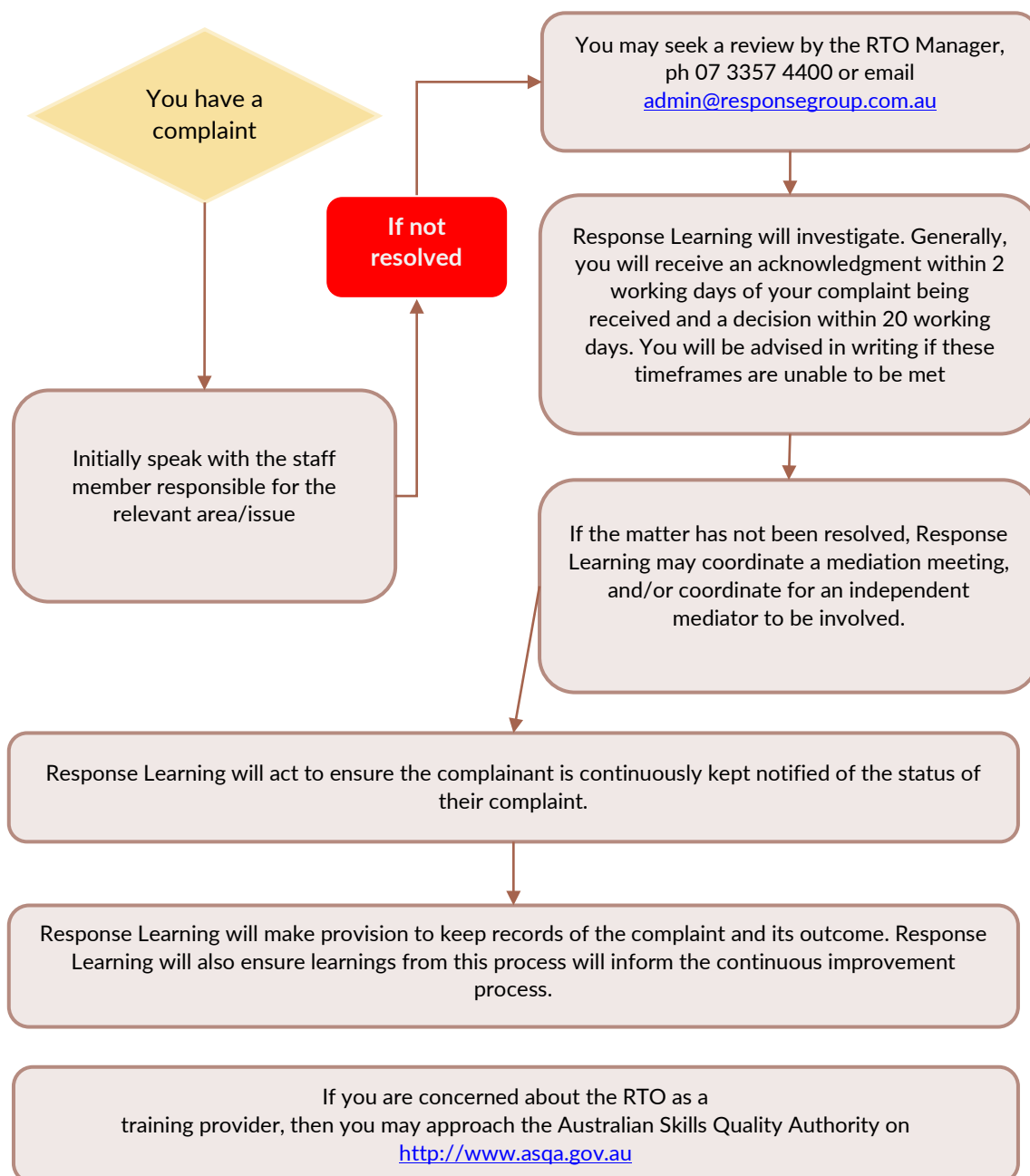
A complaint is an expression of dissatisfaction with the delivery of our academic, non-academic, administrative, or support services. We understand that concerns may arise, and we are committed to addressing them. Our process allows you to raise complaints regarding the actions of the Company, any staff member (including our Training and Assessment staff), or any other individual or party associated with Response Learning

Response Learning manages and responds to complaints in relation to the quality of training and assessment, the quality of client service, and compliance with the VET Quality Framework, including allegations involving the conduct of:

- Response Learning, its trainers, assessors, or other employees,
- a third-party providing services on Response Learning's behalf, its trainers, assessors, or other employees, and
- a training participant of Response Learning.

Principles of natural justice and procedural fairness are followed at every stage of the complaint and appeal process by allowing anyone subject to a decision by Response Learning, or anyone who has allegations made against them, to a right of reply before a decision is made.

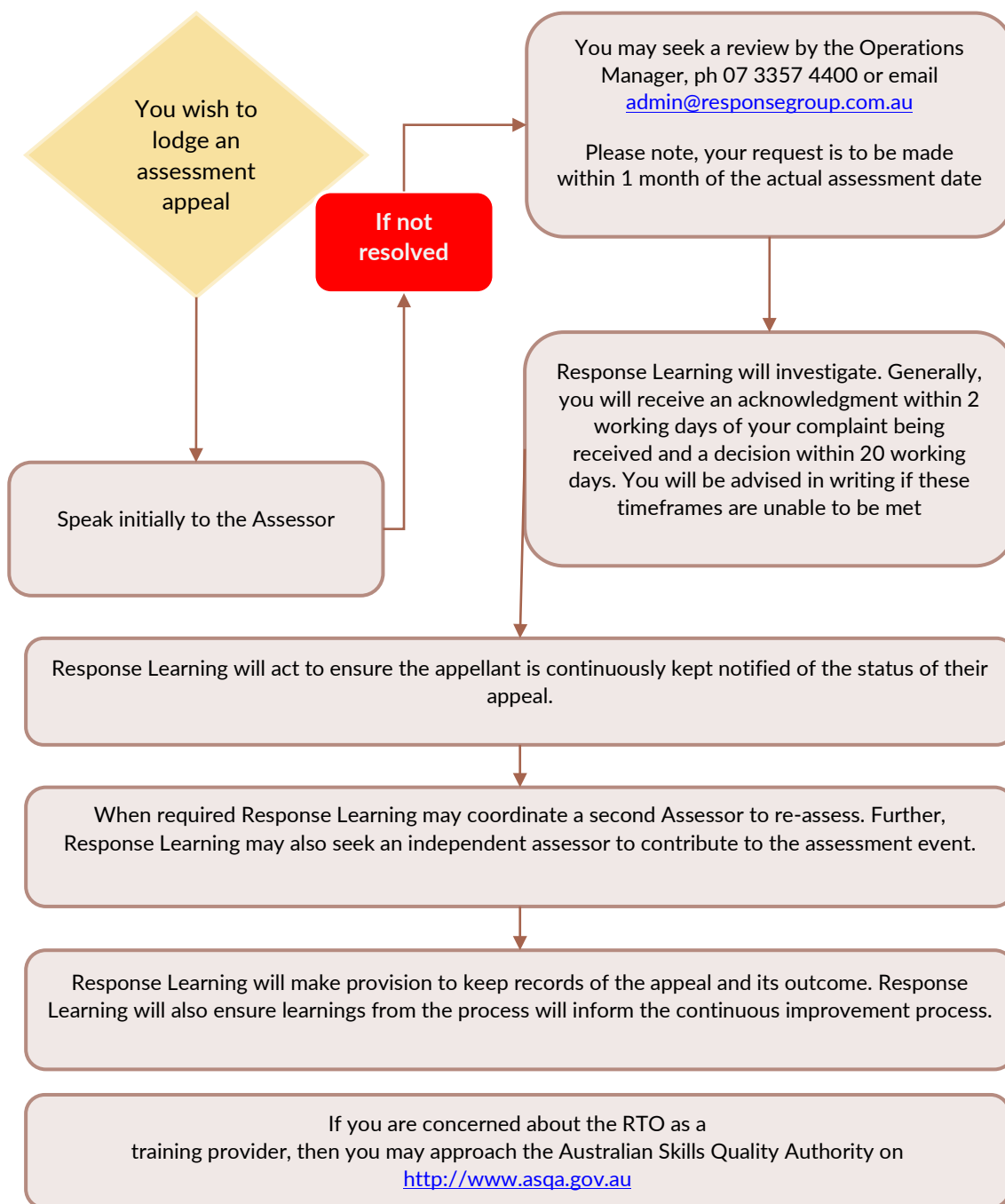
The Complaint Process



Appeals

An appeal is a formal request for a change in or confirmation of a decision. We provide a process to appeal any decision made by a staff member or any other person or party associated with Response Learning. These decisions may include, but are not limited to, those related to fees and refunds, assessment results, disciplinary actions, or any other matters

The Assessment Appeal Process





Issuing of Certificates

You will be sent your certificate and transcript of your qualification in the mail within 30 calendar days of your final unit being marked as Competent, providing we have your Unique Student Identifier (USI) number and all fees have been paid.

Anti-Fraud Certificates

Response Learning's certificates are printed on security paper to inhibit fraudulent reproduction or copying. This paper meets all legislative requirements for the reduction of fraud, as required on all RTO testamurs and certificates.

Re-issuing of Certificates

Should you require a copy of your original certificate or Statement of Attainment, this will incur a cost of \$25. Please contact Response Learning administration staff at studentservices@response.edu.au or phone 07 3249 4700 (in Queensland)

Statements of Attainment

If you are enrolled in a qualification and cannot demonstrate competency in all units within that qualification, or you cannot supply evidence of any required pre-requisite units, you will be issued with a Statement of Attainment, listing the units you were successful in, however you will not receive the full Award.

You will also receive a Statement of Attainment if you have undertaken a Skill Set⁴ rather than a full qualification.

Third Party Providers

For some qualifications under Response Learning's scope of registration, we partner with other specialist organisations who provide the training and assessment services for your course on our behalf. This is because they have the expert facilitators and resources you require to complete your training at the highest level of quality.

You will be informed if this arrangement is in place for your particular course.

All our third-party arrangements are registered with the national regulator, and we have a rigorous monitoring regime to ensure our partners are providing quality services (including marketing, consumer protection, customer service, complaints handling, invoicing of fees, etc) on our behalf.

All of our same policies and procedures apply to these courses and activities; and we encourage feedback on the quality of service you receive under these arrangements as part of our monitoring and continual improvement program.

If you have any queries at all about our third-party providers, please contact the RTO Manager at studentservices@response.edu.au



⁴ A Skill Set is a combination of individual units which focus on a particular area of skills required for a job role