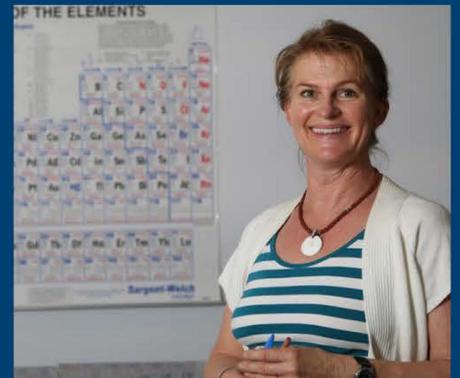




STUDENT HANDBOOK



www.ltt.com.au

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Table of Contents

Introduction.....	3
LTT Locations.....	5
Code of Practice & Client Services Charter.....	6
Student Code of Conduct.....	9
Quality Assurance & Continuous Improvement.....	10
Credit Transfer.....	13
Access, Equity and Anti-Discrimination.....	13
Student Support.....	15
Student Support Services Guide.....	16
Legislation.....	19
Training.....	22
Assessment.....	26
Safety and Security of Students.....	31
Privacy and Personal Information.....	31
Issuing of Qualifications and Statements.....	34
Student Plagiarism and Collusion.....	35
Complaints and Appeal.....	36
Student Discipline.....	39
Fees and Charges.....	40
Refunds - Student.....	41
Refunds – VET FEE-HELP Assistance Scheme.....	43

Introduction

Welcome to LTT

LTT Group Pty (LTT) is a Registered Training Organisation (RTO 51621) delivering a range of qualifications in accordance with LTT's scope of registration by ASQA.

LTT Group Pty Ltd commenced operations in 2005 delivering training in laboratory operations, which is a cross-industry sub-sector that covers a diverse range of technical and scientific occupations located in many industries.

In 2011, the owners of LTT Group Pty Ltd established LabTech Training Victoria (LTTV TOID 22545) and the two RTOs operate in conjunction to deliver nationally recognised training in Victoria.

Wherever you read LTT in this handbook or any of our policies and procedures we refer to both LTT Group Pty Ltd and LabTech Training Victoria. Both RTOs use the same award winning systems, staff, and strong industry links to provide you with high quality training and excellent job outcomes.

LTT has shown commitment to the technical training industry through considerable investment in a purpose built state-of-the-art training centre in Osborne Park, Western Australia. Originally based in Perth, LTT is now driving excellence in technical training on a national scale, with training centres in Victoria, Queensland, New South Wales and South Australia. The expansion of LTT reflects the broader services that our company now provides to multiple industries.

LTT's commitment to service focuses on listening to the needs of our organisation and clients, and creating responsive solutions by looking at new ways of delivering training that meet these needs and improves outcomes. LTT's growth would not be possible without the strong business relationships built over the last decade and respected industry reputation.

LTT has geared up to meet the surge in demand from construction industry sectors nationwide; providing Certificate IV in Building and Construction, Diploma of Building Surveying, and Diploma of Building and Construction. Recently, LTT has added Competitive Systems and Practices, Transport and Logistics, and Business Services to its scope of training. This is part of our quest to provide the most current and useful training service to clients.

We pride ourselves on the quality of the service we provide in all that we do, and our aim is to continuously improve on the level of service we offer in all areas.

Our Training Mission

'To provide a high quality technical education and training service'

'To be recognised as the best technical training provider in Australia'

About this Handbook

This Handbook contains LTT policies on all of our principal operations as they relate to students. It also describes the way we wish to operate in order to achieve our aims.

Please use the information provided in this Handbook to support you. We hope that its contents are clear. However, if you have any questions regarding the contents of the Handbook, please do not hesitate to ask.

By asking questions, we shed light on new opportunities for everyone.

Once again, welcome.

Simon Gazia
Director
LTT

LTT Locations

Western Australia – LTT Group Pty Ltd Head Office:

25 Colray Avenue
OSBORNE PARK WA 6017
Ph: (08) 9201 2444
Fax: (08) 9443 7588

Queensland:

28 Russell Street
SOUTH BRISBANE QLD 4101
Ph: (07) 3844 4480
Fax: (07) 3844 2327

South Australia:

5/178 Fullarton Road
DULWICH SA 5065
Ph: (08) 8332 0266
Fax: (08) 8332 4514

Victoria – LabTech Training Victoria Head Office:

371-373 George Street
FITZROY VIC 3065
Ph: (03) 9416 4611
Fax: (03) 9416 4622

New South Wales:

Level 2, 23 Wentworth Street
PARRAMATTA NSW 2150
Ph: (02) 8568 3000
Fax: (02) 9550 2506

Phone Number

1300 588 588

Code of Practice & Client Services Charter

LTT is focused on meeting your training needs. We promise to:

- a) Understand the needs of you, the client, our students, staff and the industries in which we operate or do business with.
- b) Operate professionally and always conduct business in a sound, ethical and fair manner.
- c) Employ staff who are knowledgeable, qualified, objective, experienced and always act with integrity.
- d) Treat your information confidentially, protect your rights to privacy and ensure the accuracy and integrity of the information we hold about you.
- e) Respond to student and industry needs and remain competitive within our market.
- f) Ensure the confidentiality and accuracy of your information.

Educational Guarantee

LTT is committed to providing excellence in training and education. We are committed to:

- a) Providing quality training and education services to the vocational education and training sector in Australia.
- b) Meeting and striving to exceed the requirements of the Standards for Registered Training Organisations (RTOs) 2015, Australian Quality Training Framework 2010 (AQTF2010) and relevant guidelines related to Vocational Education and Training legislation.
- c) Delivering training, assessment and consultancy services that are flexible to the needs of our customers.
- d) Producing professional graduates who are appropriately trained, job-ready and have the employability skills expected by industry.
- e) Developing courses and assessment processes that meet industry demands; cater for a range of learning styles; and are flexible to a diverse range of student needs.
- f) Engaging with industry by participating in and/or facilitating relevant professional associations, networks, focus groups and steering committees.
- g) Maintaining a supportive learning environment that is conducive to the success of our students, clients and staff.

Management Principles

LTT aims to be the best it can be. To enable this, we:

- a) Use developed and proven management principles, systems and policies to operate an efficient and effective organisation.
- b) Are committed to quality assurance and continuous improvement and incorporate these principles into all aspects of the business.
- c) Regularly collect feedback and continuously use it to improve and enhance our training and assessment services, client services and management systems.
- d) Ensure that decision making of senior management is informed by the experiences of our trainers and assessors.

Marketing

LTT will market and advertise all qualifications, courses and other services with integrity, accuracy and professionalism avoiding vague and ambiguous statements. Students will be recruited in an ethical and responsible manner and no false or misleading comparisons will be drawn with any other provider or course.

Students will receive clear, accurate and appropriate information to make an informed decision about enrolment into a course prior to enrolment

Recognition of Qualifications

LTT recognises Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by other Registered Training Organisations in Australia.

Access & Equity

LTT will treat all people fairly and equitably and fosters an environment free from discrimination and harassment. LTT applies access and equity principles through all of its policies and procedures to promote full and equal participation of all people.

Financial Standards

LTT:

- a) Adopts sound business and financial planning systems.
- b) Has fair, equitable and transparent fees, charges and refund policies which are made available to the public and to all students prior to enrolment.
- c) Will have its accounts certified by a qualified Accountant to Australian Accounting Standards at least annually.
- d) Will provide a certificate of accounts to its registering body upon request.
- e) Upon request from its registering body, will provide a full audit report on LTT's financial accounts from a qualified and independent accountant.

Legal Obligations

LTT:

- a) Maintains adequate, current and appropriate insurance and registration.
- b) Complies with all laws relevant to operation of its business. LTT maintains a register of all applicable laws and legislation.
- c) Allows government departments or their agents' access to training records, delivery locations and staff for auditing purposes when required, in line with privacy and confidentiality principles.
- d) Will keep records of competency completion for a period of at least thirty (30) years.
- e) Will manage the transition from superseded Training Packages within twelve (12) months of their publication on the National Training Information Service in line with the requirements of the AQTF2010. LTT will appropriately manage the transition from superseded accredited courses so that it delivers only currently accredited courses.

Student Code of Conduct

Students' Rights

All students have the right to:

- a) Be treated fairly and with respect by all students and staff.
- b) Not be harassed, victimised or discriminated against on any basis.
- c) Learn in a supportive environment which is free from harassment, discrimination and victimisation.
- d) Learn in a healthy and safe environment where the risks to personal health and safety are managed and minimised.
- e) Have their personal details and records kept private and secure according to our Privacy and Personal Information Policy.
- f) Access the information LTT holds about them. Requests for access to records must be made in writing using the 'Access to Records Request Form' from LTT office. There is no charge for access to personal information that LTT holds.
- g) Have their complaints dealt with fairly, promptly, confidentially and without retribution.
- h) Make appeals about procedural and assessment decisions.
- i) Receive training, assessment and support services that meet their individual needs.
- j) Be given clear and accurate information about their course, training and assessment arrangements and their progress.
- k) Access the support they need to effectively participate in their training program.
- l) Provide feedback to LTT on the client services, training, assessment and support services they receive.

Students' Responsibilities

All students, throughout their training and involvement with LTT, are expected to:

- a) Treat all people with fairness and respect and not do anything that could offend, embarrass or threaten others.
- b) Not harass, victimise, discriminate against or disrupt others.
- c) Treat all others and their property with respect.
- d) Respect the opinions and backgrounds of others.
- e) Follow all safety policies and procedures as directed by staff.
- f) Report any perceived safety risks as they become known.
- g) Not bring into any premises being used for training purposes, any articles or items that may threaten the safety of self or others.
- h) Notify us if any of their personal or contact details change.
- i) Provide relevant and accurate information to LTT in a timely manner.
- j) Approach their course with due personal commitment and integrity.
- k) Complete all assessment tasks, learning activities and assignments honestly and without plagiarism.
- l) Hand in all assessment tasks, assignments and other evidence of their work with a completed and signed cover sheet.
- m) Make regular contact with their Trainer/Assessor.
- n) Progress steadily through their course in line with their training plan.

- o) Prepare appropriately for all assessment tasks, visits and training sessions.
- p) Notify LTT if any difficulties arise as part of their involvement in the program.
- q) Notify LTT if they are unable to attend a visit or training session for any reason at least twenty-four (24) hours prior to the commencement of the activity.
- r) Refrain from smoking at training venues and on the premises of LTT.
- s) Make payments for their training within agreed timeframes.

Quality Assurance & Continuous Improvement

LTT has a systematic approach to assuring quality in all aspects of the business – in training and assessment services, client services and the management of its operations.

LTT's quality assurance and continuous improvement approach is based on the Approach, Deploy, Results and Improve (ADRI) methodology. The key components to this methodology are:

- the requirements of regulatory bodies, industry and customers are first understood and an approach is developed by the organisation to meet those requirements
- the plans are implemented and services are provided
- feedback and results are collected and analysed
- improvements are made based on the outcomes of the results
- the cycle is then repeated to implement improvements

The following mechanisms are in place to ensure quality within LTT:

- A quality management system including documented policies, procedures, and supporting documents on which staff are trained and given access to
- Business processes that ensure feedback is collected from a wide range of stakeholders on a regular basis. Feedback is collated and analysed to measure performance and identify areas for improvement
- An internal audit cycle that ensures LTT systematically checks that it meets the requirements of legislation, regulatory frameworks, client expectations and funding contracts
- Regular validation sessions that ensure the training and assessment practices used by LTT are of high quality, meet the needs of industry and regulatory requirements
- A management team and board that meets regularly to ensure effective organisational governance, discuss performance and provide direction on the operations of the business.

LTT strives for excellence and considers continuous improvement processes integral to its ongoing success. The organisation considers all business outcomes and processes to be an opportunity to learn, reflect and improve.

Self-reflection and evaluation play a key role in the organisation's quality assurance system and all managers and staff are encouraged to regularly reflect and evaluate performance and make recommendations for improvement.

LTT's management team will consider all recommendations for improvement made by any stakeholder. Recommendations, or an alternative strategy for improving the business area, will be implemented if the improvement is considered viable and where the recommendation is considered to be an improvement to current practices or outcomes.

The following groups are considered key stakeholders of LTT's business:

- a) Students and persons seeking to enrol.
- b) Employers or prospective employers of students.
- c) Staff, both permanent and contractors.
- d) Managers, Director and Shareholders.
- e) Industry bodies, employer groups and industry advisory groups of the industries to which training and assessment is delivered by LTT.

LTT collects formal and informal feedback in the following ways and uses findings to gauge performance and identify opportunities for improvement.

- a) Student feedback and student exit feedback surveys regarding the student's experience of their course, training session, assessment, enrolment, workplace visit or with the organisation in general
- b) Satisfaction surveys are used to gauge student engagement and employer satisfaction using the VET Quality Framework Quality Indicator surveys.
- c) Discussions held during interviews and meetings with students, employers, industry organisations and licensing bodies.
- d) Outcomes and drivers of complaints and appeals.
- e) Findings of internal and external audits.
- f) Feedback provided by staff during staff performance reviews.
- g) Discussions held during regular internal staff meetings.
- h) Discussions held during validation activities.
- i) Informal discussions with other stakeholders.

All stakeholders are invited to provide their feedback on any aspect of the organisation's products and services at any time. Feedback can be provided in person, over the phone or in writing. All feedback received will be used in LTT's continuous improvement cycle.

Feedback provided by staff plays an integral role in organisational self-assessment and performance evaluation. Trainers and assessors are likely to receive formal and informal feedback during their regular face-to-face interactions with students, employers and other clients. Trainers and assessors are expected to participate in

the organisation's continuous improvement strategy by providing feedback, whether formal or informal, that they receive during their work at LTT.

Trainers and assessors are also expected to provide their own feedback to the organisation on a regular basis so that their experiences as a trainer and/or assessor can provide valuable input to the business decisions and operations of LTT.

Staff are provided with the following opportunities to provide their feedback or pass on feedback received from others:

- Supervision meetings with manager
- Performance reviews
- Trainer/Assessor feedback forms
- Validation sessions
- Staff meetings
- Staff can also provide their comments and feedback or pass on feedback from others by contacting their manager at any time.

LTT ensures that decision making of senior management is informed by the experiences of its trainers and assessors by including feedback received from trainers and assessors in the continuous improvement and quality assurance cycle.

In line with the requirements of the VET Quality Framework and the Data Provision Requirements the Australian Quality Training Framework (AQTF), The Australian Skills Quality Authority (ASQA), LTT collects and uses data on three Quality Indicators to gauge its own performance. Relevant indicator data is reported to the RTO's registering body by the 30th June each year. The two indicators are:

- Learner Engagement
- Employer Satisfaction

Reports from the Quality Indicator feedback and other feedback collection tools will be used by LTT to monitor its performance at regular intervals. This allows identification of:

- areas that need improvement
- areas where performance is getting weaker
- improvement targets
- areas where we are doing well.

Credit Transfer

LTT recognises the AQF qualifications and statements of attainment issued to students by any other Registered Training Organisations (RTOs) or other authorised issuing organisation within Australia. Students who have previously completed a learning program are given credit transfers for units that can contribute towards their qualification. This approach ensures that students are provided with flexible qualification pathways and facilitate entry into, as well as credit towards, AQF qualifications.

Credit Transfers

- a) Credit Transfer will be granted where students have previously completed qualifications or units that are recognised as being equivalent to those in a qualification or unit/s of a student's enrolment with LTT.
- b) Credit Transfers will be based on established credit agreements with other RTOs or higher education institutions or on guidance provided in the relevant Training Packages about equivalence between superseded and current Training Packages.
- c) The process will be undertaken prior to the student commencing their course and there is no charge for the service.
- d) Students are informed of their right to apply for Credit Transfers at the time of enrolment and applying their intent on the enrolment form, and FAQ on LTT's website.

Authenticity and Integrity of documents

- a) LTT ensures the integrity of Credit Transfers by basing decisions on certified copies of testamurs, records of results and statements of attainment only.
- b) LTT will take reasonable measures to ensure that the documents provided are authentic, that they have been issued by a registered provider and the qualifications and/or units are nationally recognised.
- c) All documents used to issue students with Credit Transfer will be stored securely.

Access, Equity and Anti-Discrimination

LTT is committed to ensuring that:

- Access and equity principles are applied to all aspects of its operations, promoting full and equal opportunities for all students, prospective students and other clients.
- No person is discriminated against, harassed or treated unfairly in their dealings with LTT.
- Each student has access to the level of support required to enable them to reach their full potential without it causing unjustifiable hardship to the organisation or the student.
- It complies with relevant State [Equal Opportunity legislation](#) and [Anti-Discrimination Acts](#) (in Victoria).

LTT recognises and values the individual differences of its students and the community and recognises that students come into its programs with a wealth of personal knowledge and life experiences.

LTT recognises that diversity is an opportunity to enrich and extend opportunities for all, by creating an inclusive environment for all people regardless of their background. This is ensured by:

- a) providing a welcoming and supportive training community
- b) offering flexibility in the way in which training and assessment is provided
- c) providing reasonable adjustments to training and assessment activities
- d) having transparent student and staff recruitment and selection procedures
- e) determining the needs of all individuals upon engagement with the organisation
- f) providing students, staff and clients access to a range of support services

In accordance with legislation, no person or organisation will be treated unfairly or discriminated against, on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason.

LTT is committed to providing all people with an environment free from all forms of harassment. LTT will not tolerate any behavior that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

The principles and practices adopted by LTT aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with LTT.

LTT aims to provide open, fair, clear and transparent policies and procedures for use by staff and students.

LTT has fair and equitable processes for enrolment into its courses. Application and enrolment information is published on the organisation's website (www.ltt.com.au).

All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

LTT provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.

LTT provides equitable access to training and education services by:

- a) offering culturally appropriate training and assessment resources that are relevant to student needs and circumstances
- b) referring students to support and counseling services where needed
- c) offering a wide range of course and learning options
- d) assisting students to arrange additional services if required such as interpreters or trained note takers
- e) providing courses that are self-paced and flexibly delivered
- f) encouraging students to be involved in their own feedback and decision making processes to ensure realistic training goals and progress.

Support services will be provided to all students who require them. Please refer to LTT's

Student Support Policy.

Student Support

Support philosophy

LTT is committed to ensuring that all students receive adequate learning support to ensure their full potential is reached. Therefore, LTT ensures that:

- a) The learning and support needs of all students is assessed upon entry into a program.
- b) All students are aware of how to access the services they require to successfully complete their training and assessment program.
- c) Feedback is collected about LTT's provision of support services and the feedback is systematically collated, analysed and used to improve training services.

Needs identification

Students' needs are identified upon entry into their course of study. Information to make this assessment is gathered through:

- a) Information provided by the student on the application and/or enrolment forms.
- b) Assessment of the formal language, literacy and numeracy skills test which can be used when a trainer identifies a need. This is generally used for all fee for service classroom based students.
- c) Discussion with the student during their induction to the program.
- d) Gathering information about each student's prior formal and informal learning and encouraging them to seek recognition for this through the RPL process.
- e) Developing an individual training and assessment record for each student during the initial stages of a qualification.

Learning support

All students are provided with a range of learning support options and resources to help them achieve competency. This includes:

- a) Mentoring from appropriately qualified trainers including their email contact details.
- b) Classes, tutorials and workshops – these may be optional depending on the student's course of study (TAS).
- c) Job placement assistance for those participating in courses that require practical placement.
- d) Computer and technology support.

Additional support services

LTT recognises that all people learn differently and acknowledge that some students may require additional support. Additional support will be provided for any students experiencing:

- a) disability and access issues;
- b) language barriers;
- c) language, literacy and numeracy issues;
- d) employment issues for Training Centre students; and/or

- e) any other issues that may affect their ability to achieve their training goals.

Provision of additional support services will be provided where necessary to enable students to participate in the same way as any other person regardless of whether support services have been required.

Where there is perceived difficulty in achieving learning goals, the trainer will discuss these issues with the student. The student will be provided with information about possible alternative pathways, additional tools and resources available, and options and choices for accessing a supportive network. The information provided will vary depending on the individual needs of the student.

Student Agreement

The Student Agreement forms part of the enrolment form

For Victorian students only

- a) Students will be advised of the support services available to them through the publication of this policy in the Student Handbook and through published information in the organisation's marketing materials and on the organisations' website.
- b) LTT requires all Victorian students to sign a Student Agreement. This agreement comprises terms and conditions of enrolment and other relevant course information.

Accessing services

Students wishing to access any support services should discuss this with their trainer/assessor or call LTT office.

Student Support Services Guide

Should you require additional support during the term of your course, please advise your Trainer / Assessor who will endeavour to refer you to an appropriate support service.

LTT offers a free training support service to all students who have any questions or difficulties regarding their current training and/or their future career development. Our staff can assist you with questions regarding training and career pathways and opportunities, personal development opportunities, work placement and/or any other training / industry related questions.

This service offers practical answers to most of the questions and challenges faced by students in relation to their training and/or career. We are here to help and will always try to source the information you need to feel supported or refer you to an appropriate internal or external service if required.

We will respect your right to privacy. Any information disclosed will remain strictly confidential.

External Support Services

Reading and Writing Hotline

Telephone: 1300 655 506

Website: <http://www.readingwritinghotline.edu.au/>

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Centrelink

Telephone: 131021

Website: www.centrelink.gov.au

You may be eligible for funding assistance if you receive one of the following:

- Pensioner Supplement Allowance
- ABSTUDY *course dependent
- AUSTUDY
- Youth Allowance

Australian Apprenticeship Support Network (AASN)

Telephone: 1800 639 629

Website: <http://australianapprenticeships.gov.au>

Australian Apprenticeship Support Network handle all matters related to traineeships and apprenticeships. If you are a trainee or apprentice, some language, literacy and numeracy courses attract government subsidies. Talk to your AASN about this now.

The Victorian Equal Opportunity & Human Rights Commission

Telephone: (03) 9281 7100

Website: <https://www.humanrightscommission.vic.gov.au/>

The Commission's can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

Legal Aid Victoria

Telephone: 1800 677 402

Website: <http://www.legalaid.vic.gov.au>

Victoria Legal Aid helps people with their legal problems and focuses on helping and protecting the rights of socially and economically disadvantaged Victorians. It can provide assistance in the areas criminal law, family law and some civil law matters. Legal representation is subject to policy guidelines and means tests in most cases. They have lawyers in offices in most major metropolitan and country regions.

Australian Centre for Disability Law

Telephone: 1800 800 708

Website: <http://disabilitylaw.org.au/>

Australian Centre for Disability Law promotes and protects the human and legal rights of people with disability and their supporters through legal advocacy

Disability Rights Victoria

Telephone: 1800 462 480

Disability Rights Victoria is an advocacy organisation directed by people with a disability. They work with and on behalf of adults with a disability. They provide individual advocacy, information and support to people with a disability via our network of advocates located across Victoria. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.

Lifeline

Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Kids Help Line

Telephone: 1800 55 1800

Website: www.kidshelpline.com.au

If you're under 18 years of age you may consider contacting who provide access to telephone, web and email counselling.

Fair Work Australia

Telephone: 1300 799 675

Website: www.fwa.gov.au/index.cfm

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times, and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

Legislation

All students are required to be aware of their responsibilities under Commonwealth, State and/or Territory legislation and regulation that applies due to their participation in vocational education and training with LTT.

The following legislation applies to you during your participation in your course. If you are unsure what obligations these place on you, please call our office or ask your trainer/assessor.

Western Australia

- [Disability Services Act 1993](#)
- [Equal Opportunity 1984](#)
- [Fair Trading Act 1987](#)
- [Freedom of Information Act 1992](#)
- [Occupational Safety and Health Act 1984](#)
- [State Records Act 2000](#)
- [Student Identifiers Act 2014](#)
- [Vocational Education and Training Act 1996](#)

South Australia

- [Child Protection Review \(Powers and Immunities\) Act 2002](#)
- [Competition and Consumer Act 2010](#)
- [Equal Opportunity Act 1984](#)
- [Fair Work Act 1994](#)
- [Freedom of Information Act 1991](#)
- [Further Education Act 1975](#)
- [Industrial and Employee Relations Act 1994](#)
- [Privacy Amendment \(Enhancing Privacy Protection\) Act 2012](#)
- [Student Identifiers Act 2014](#)
- [Technical and Further Education Act 1975](#)
- [Training and Skills Development Act 2008](#)
- [Work Health and Safety Act 2012](#)

Queensland

- [Anti-Discrimination Act 1991](#)
- [Corporations \(Queensland\) Act 1990](#)
- [Fair Trading Act 1989](#)
- [Fair Work \(Commonwealth Powers\) and Other Provisions Act 2009](#)
- [Further Education and Training Act 2014](#)
- [Industrial Relations Act 1999](#)
- [Information Privacy Act 2009](#)
- [Right to Information Act 2009](#)
- [Student Identifiers Act 2014](#)
- [Vocational Education and Training \(Commonwealth Powers\) Act 2012](#)
- [Work Health and Safety Act 2011](#)

Victoria

- [Business Names \(Commonwealth Powers\) Act 2011](#)
- [Charter of Human Rights And Responsibilities Act 2006](#)
- [Child Wellbeing and Safety Act 2005](#)
- [Children, Youth and Families Act 2005](#)
- [Education and Training Reform Act 2006](#)
- [Equal Opportunity Act 2010](#)
- [Fair Trading Act 1999](#)
- [Occupational Health And Safety Act 2004](#)
- [Student Identifiers Act 2014](#)

New South Wales

- [Apprenticeship and Traineeship Act 2001](#)
- [NSW Skills Board Act 2010](#)
- [Work Health and Safety Act 2011](#)
- [NSW Anti-Discrimination Act 1997](#)
- [Privacy and Personal Information Protection Act 1998](#)
- [Government Information \(Public Access\) Act 2009](#)
- [Fair Trading ACT 1987](#)
- [Commission for Children and Young People Act 1998](#)
- [Student Identifiers Act 2014](#)

Training

LTT will ensure that all training services provided are of the highest quality standard possible and are reflective of current industry trends and employer expectations. This is achieved by ensuring that:

- a) Training is delivered by appropriately qualified trainers who have extensive industry experience.
- b) All training products used and/or developed meet the requirements of the appropriate Training Package or Accredited Course.
- c) All training products used and/or developed are reviewed according to the Course Development Policy
- d) All courses are developed in consultation with industry experts.
- e) All courses are developed in line with the organisation's Course Development Policy which ensures compliance with the Australian Skills Quality Authority (ASQA).
- f) Feedback is collected on all training products and services and the feedback is systematically collated, analysed and used to improve the quality of training and education services provided.
- g) Training is delivered flexibly with a variety of options made available to students about the way they learn and the resources they use to achieve competency.
- h) The individual learning and support needs of all students are identified upon entry into a course.
- i) All trainers/assessors regularly participate in moderation and validation of the units and courses of which they deliver.
- j) Each Training Product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle with the outcomes of these exercises being used to improve training services and products.
- k) All classes are delivered according to a documented Training and Assessment Schedule (TAS) and supporting materials which have been reviewed and approved by the appropriate manager.

Training Philosophy

The training philosophy held by LTT is that students learn best by doing and gaining practical experience in real situations. Therefore, where possible, training practices will reflect and incorporate the real work experiences and examples from students and trainers, as well as the workplace environment that students can expect for the industry which they are learning about.

In workplace based courses, learning tasks will be centered on tasks that would normally be required within the workplace. Where possible and practical, training will include scenarios, case studies or workplace practice that reflect the actual work environment and job-role requirements of the relative industry.

Qualifications of Trainers and Assessors

LTT ensures that all trainers and assessors hold the required qualifications and/or industry experience to deliver the qualifications, units of competency and courses with which they are involved. All trainers and assessors employed by the organisation will:

- a) Have the required training and assessment competencies as determined by the National Quality Council or its successors; and
- b) Hold the relevant vocational competencies or demonstrated equivalence to the competencies at least to the level they deliver and assess; and
- c) Maintain currency in industry skills directly related to the training and assessment they undertake; and
- d) Continue to develop their Vocational Education and Training (VET) sector knowledge and skills as well as their industry and Trainer/Assessor competence and hold the most current Certificate IV in Training and Assessment.

Where the above qualifications and experience requirements cannot be met due to availability of appropriately qualified trainers and/or assessors, LTT will ensure that appropriate supervision procedures are in place in accordance with its Workforce Development Policy and Supervision of Unqualified Trainers and Assessors Procedures.

Training Processes

In general terms, training will be provided through:

- a) One-on-one mentoring by a qualified trainer – this may be either over the phone, in the workplace, over the internet or by email depending on the student's mode of study.
- b) Classes, tutorials and workshops – these may be optional or a compulsory requirement depending on the student's mode of study.
- c) Workplace experience, observations and/or practice.
- d) A third party from the workplace acting as a mentor and support person.
- e) Completion of exercises, case studies, class notes and reading materials.
- f) Completing online exercises, where appropriate.

Delivery Materials

Prior to the delivery of any new qualification, accredited course or unit of competency, LTT develops a comprehensive Qualification Delivery and Assessment Strategy (QDAS) and a TAS and maintains its currency by updating it as required. The strategy outlines the training approaches and schedule to be used in the delivery of the qualification, course or unit of competency.

For any units that are to be delivered either in part or in full through online or self-paced delivery, LTT will:

- a) Develop structured and relevant delivery materials
- b) Include on its TAS the nominal hours for all units to be delivered through online or self-paced approaches
- c) Demonstrate how assessment requirements for the unit are being met through its mapping documents.

Workplace Engagement

LTT will ensure that where students are participating in on the job training or workplace experience, personnel from industry workplaces are engaged in the training and assessment processes of students from its workplace

LTT will ensure that each student receives adequate support from all parties by requiring workplace personnel to:

- a) Contribute to the development of a training and assessment plan.
- b) Participate in the delivery and monitoring of training and assessment.
- c) Provide feedback to LTT.

Reasonable Adjustment

Wherever possible, trainers/assessors will make reasonable adjustments to training and assessment processes to ensure that all people are treated equally in the training and assessment process. For more information please refer to the [Assessment Policy](#).

Student Welfare

In order to protect the welfare of students and to ensure students have positive living, studying and working experiences, LTT:

- a) Does not permit or require students to attend scheduled classes (including time allocated for self paced or online studies) for more than eight (8) hours in any one day, unless there is a reasonable course-related reason to do so and the registering body has given specific written exemption which specifies the differing maximum hours for the course. Students will be notified where exemptions have been provided.
- b) Does not permit or require full time students to attend scheduled classes prior to 8.00am and/or after 10.00pm (including time allocated for self paced or online studies), unless there is a reasonable course-related reason to do so and the registering body has given specific written exemption which approves a different schedule. Students will be notified and asked to sign an agreement to this arrangement in writing.

Feedback

LTT collects formal and informal feedback from students and other stakeholders about the training processes used throughout its qualifications, courses and units of competency. For specific information please see the [Feedback and Surveys Procedure](#).

The feedback collected will be used to bring about improvements to the course delivery methods, tools, and processes used by LTT.

Assessment

Competency-based Training and Assessment

As a provider of vocational training and education programs, LTT provides competency based training and assessment. Competency is defined by the Standards for Registered Training Organisations (RTOs) 2015: “*consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments*”.

This means that students are assessed against industry determined competency standards that are set out in the related training package or accredited course. These competency standards (known as units of competency) describe the discrete work tasks and knowledge, as well as the technical and employability skills that a person needs to perform a task effectively in the workplace.

Competency is assessed by comparing the prescribed units of competency with the student’s evidence of performance and their ability to apply their skills and knowledge in a range of situations and environments.

Ensuring Competency

LTT ensures that only students who hold the requisite skills and knowledge, as set out in the unit of competency, are marked as Competent. LTT does this by:

- a) ensuring that its assessment tasks meet the requirements of the training package or accredited course
- b) ensuring its assessment processes are valid, fair, flexible, and reliable
- c) ensuring assessment processes are carried out in a way that is consistent with the Qualification Delivery and Assessment Strategy (QDAS) documented during course development and regularly updated
- d) providing comprehensive Assessment Tool Kit and clear information to trainers and assessors
- e) continually reviewing and improving assessment processes, tools and records
- f) having a planned schedule of validation activities that ensures effective validation outcomes are achieved.
- g) ensuring that assessors follow the rules of evidence and sight current, sufficient, authentic and valid evidence when forming their assessment decision.
- h) Implementing a Student Code of Conduct and a Student Plagiarism, Cheating and Collusion Policy with which all students must comply.

Qualifications of Trainers and Assessors

LTT ensures that all trainers and assessors hold the required qualifications and experience to deliver the qualifications, units of competency and courses with which they are involved. All trainers and assessors employed by the organisation will:

- a) Have the required training and assessment competencies as determined by the Users’ Guide for Standards for Registered Training Organisations (RTOs) 2015 or its successors; and
- b) Hold the relevant vocational competencies or demonstrated equivalence to the

- competencies at least to the level they deliver and/or assess; and
- c) Maintain currency in industry skills directly related to the training and assessment they undertake; and
 - d) Continue to develop their Vocational Education and Training (VET) sector knowledge and skills as well as their industry and trainer/assessor competence.

Where the above qualifications and experience requirements cannot be met due to availability of appropriately qualified trainers and/or assessors, LTT will ensure that appropriate supervision procedures are in place in accordance with its Workforce Development Policy and Supervision of Unqualified Trainers and Assessors Procedures.

Role of Assessors

The role of an Assessor in assessing student work is to objectively assess a student's evidence and performance against the prescribed set of standards. In order to do this effectively, the assessor will be skilled in, and have a sound knowledge of, the industry area they are assessing.

The assessor will be a qualified and skilled assessor and will:

- a) Ensure student work meets the requirements of the units of competency.
- b) Ensure that evidence is valid, reliable, sufficient, authentic, current and consistent.
- c) Use their expertise to make a fair and object assessment decision.
- d) Provide constructive feedback to the student.

Validation of Assessment

LTT ensures its trainers and assessors participate in regular validation and benchmarking activities to ensure their training and assessment practices and assessment decisions:

- a) Are consistent between assessors;
- b) Are valid, flexible, reliable and fair;
- c) Are based on evidence that is sufficient, authentic, valid and current; and
- d) Meet the requirements of the training package and/or accredited course.

Validation activities also contribute to the organisation's monitoring processes and provide valuable data to enable the improvement of products and services to clients. Thus, validation processes will also be used to ensure that:

- a) The organisation's Qualification Delivery and Assessment Strategies (QDASs) meet the requirements of the relevant training package or accredited course guidelines.
- b) Staff, facilities, equipment and training and assessment materials are consistent with the requirements of the training package or accredited course guidelines and LTT's own Qualification Delivery and and Assessment strategies.
- c) Assessment meets workplace and, where relevant, regulatory requirements.

Validation of activities within LTT focus on the generating improved outcomes in following areas:

- a) Training and assessment systems and governance;
- b) Delivery and assessment processes;
- c) Resources and tools used for the delivery of the training and assessment product;

- d) Administration of training and assessment; and
- e) The skills of the trainers and assessors.

Assessment Processes

The assessment processes used by LTT includes the collection of a broad range of evidence for the assessor to base their decision on. In general terms, assessment tasks may require students to:

- a) Respond to oral questioning;
- b) Provide written responses to practical tasks (when required), scenarios and case;
- c) Be observed using their skills, either in the workplace, in a simulated workplace environment or in the classroom where appropriate;
- d) Gather a folio of evidence;
- e) Collect, analyse and/or prepare workplace documents;
- f) Seek a third party, from the workplace or other such organisation, to verify their skills (where appropriate).

LTT provides clear instructions to assessors on the processes of assessment used by LTT in its Assessment Procedures.

Qualification Delivery and Assessment Strategies (QDAS)

Prior to the delivery of any new qualification, accredited course or unit of competency, LTT develops a comprehensive QDAS. The strategy outlines the assessment approaches and schedule to be used in the delivery of the qualification, course or unit of competency.

Each strategy will be updated and approved by the National Compliance Manager prior to any change in course structure or delivery is made.

Workplace Delivery

For any units or cluster that are to be delivered in the workplace, LTT will ensure it has agreements with the appropriate number of workplaces who can provide hours of work that matches or exceeds the required hours of workplace delivery and assessment for the intended number of students undertaking work based training.

Reasonable Adjustment

When necessary, assessors will make reasonable adjustments to training and assessment processes to ensure that all people are treated equally in the assessment process and that no person is disadvantaged due to a disability.

Assessment processes may be reasonably adjusted to accommodate the following, but not limited to these, groups:

- a) Students with English as a second language.
- b) Students with literacy or numeracy difficulties.
- c) Indigenous students.
- d) Students with sensory impairments.
- e) Students with physical or intellectual disabilities.

Reasonable adjustment may mean:

- a) Making training resources and methods accessible.
- b) Adapting physical facilities, environment and/or equipment.
- c) Making changes to the assessment arrangements.
- d) Making changes to the way evidence for assessment is gathered.

Assessment Records

LTT will operate and maintain a consistent, secure and reliable electronic system in the Assessment Management System (AMS) for recording and storing all assessment decisions. The following mechanisms are in place to ensure the security and integrity of all assessment records:

- a) Assessment Tool Kit is composed of 9 sections:
 - Assessment Tool Kit section 1 (Overview of Assessment Tool Kit)
 - Assessment Tool Kit section 2 (List of Competencies)
 - Assessment Tool Kit section 3 (Self Evaluation - RPL)
 - Assessment Tool Kit section 4 (Questions)
 - Assessment Tool Kit section 5 (Practical Tasks and Observation)
 - Assessment Tool Kit section 6 (Third Party)
 - Assessment Tool Kit section 7 (Results Sheet and Feedback)
 - Assessment Tool Kit section 8 (Mapping)
 - Assessment Tool Kit section 9 (Post Assessment Validation)
- b) Assessment Tool Kit is kept for each unit of competency or cluster of units, for each student, to show achievement against each assessment task. This record is signed by the assessor.
- c) Each student has an electronic folder which is continuously updated by the trainer/assessor with details of the students' progress and outcomes
- d) Assessment evidence is scanned and uploaded to Assessment Management System (AMS) as attachment to the relevant section.

Students will be advised of all assessment outcomes. Students can request a printed statement of attainment at any time and at no cost.

Fairness and Equity

LTT will not disadvantage or discriminate against any person or organisation on any basis. To ensure this, LTT has developed, for all courses:

- a) Clearly set out instructions about the requirements of assessment for students;
- b) Clearly defined assessment criteria;
- c) Documented answer benchmarking guides;
- d) Clear and easy to follow assessment recording tools;
- e) A defined format (when required) to be used by students to submit their assessment tasks;
- f) A defined format to be used to provide students with feedback about their assessments; and

- g) Effective complaints and appeals and assessment appeals processes which will be used to examine and investigate any issue of unfairness or disadvantage that is identified.

LTT takes preventative and corrective action, refer to SM26.1: Discipline Procedure to detect plagiarism, cheating and academic collusion as outlined in its Student Plagiarism, Cheating and Collusion Policy.

Information about Assessment

To ensure students can prepare appropriately for all assessments, students will be appropriately informed of the assessment arrangements for each unit of competency or cluster of units.

Feedback

Students will be given constructive feedback from their assessor on the outcomes of assessment and on opportunities for further development whenever it is identified.

LTT collects formal and informal feedback from students about the assessment processes used throughout its qualifications, courses and units of competency. The feedback collected will be used to bring about improvements to the course delivery methods, tools, and processes used by LTT.

Re-assessment

Students may be re-assessed on their work up to two (2) times before a unit of competency or a cluster will be deemed 'Not Yet Competent'. Students may then re-enrol in the unit or a cluster or make an appeal about the assessment decision by following the Complaints and Appeals Policy and Procedure.

Trainees should have the option to request for another Trainer for the second and/or third attempt with their assessment

Assessment Appeals

Students can appeal an assessment decision up to twenty-one (21) days after the decision was made. Assessment appeals can be made using the Complaints and Appeals Policy and Procedure.

Recognition of Prior Learning

LTT has a comprehensive **Recognition of Prior Learning** (RPL) process for all courses and units within its scope of registration. All students will be provided with information on RPL prior to enrolment and offered the opportunity to take up this option during the enrolment process.

RPL can occur at any time during a course; however, it is best to commence the process at the start of a course to ensure appropriate arrangements are made for any training that may be required. Once training has commenced on a particular unit however, RPL is no longer available.

The RPL processes used by LTT are designed to minimise the amount of paper-based evidence required and incorporate 'competency conversations' and verification from third parties (if required) to form the basis of the evidence used in the RPL process. This ensures

the RPL process is an accessible option for candidates who are appropriately skilled and experienced.

Contextualisation of assessment

LTT recognises the need for assessment processes, tools and methods to be contextualised from time to time to reflect the local outcomes required. When contextualisation is required, LTT will make the changes in line with the guidelines on contextualisation as set out in the relevant training package or accredited course.

Trainers/assessors may identify the need for contextualisation and may contact the Training Manager to organise the changes to the assessment tool kit, methods and/or processes as relevant.

Safety and Security of Students

LTT recognises the importance of providing a safe and healthy environment for staff, students, contractors and visitors during their participation in work and training activities with the organisation.

LTT aspires for excellence in workplace health and safety and is committed to providing an environment which is free from risks and conducive to the productivity and efficiency needs of its staff, students and others.

LTT is committed to:

- a) Providing a safe and healthy environment for all students, staff and others during their participation in activities with LTT.
- b) Implementing effective risk management systems that are relevant and suitable for the organisation's scope of business; promote workplace health and safety at all times; and continuously improve performance in relation to health and safety.
- c) Encouraging active participation, cooperation and consultation with all students, staff and others in the promotion and development of measures to improve health and safety.
- d) Actively responding to, recording and investigating all incidents.
- e) Maintaining relevant policies, procedures, training, codes of conduct and systems to support and communicate effective health and safety practices throughout the organisation.
- f) Routinely conducting checks of the work environment to assess risks, identify hazards and identify areas for improvement.
- g) Taking immediate response to reduce the risk of identified workplace hazards.
- h) Providing appropriate induction, training, information and updates to staff on a regular basis about workplace health and safety.

Privacy and Personal Information

The Privacy Act 1988 (Privacy Act) is an Australian law that regulates the handling of personal information about individuals. This includes the collection, use, storage and disclosure of personal information. The Privacy Amendment (Enhancing Privacy Protection) Act 2012 introduced many significant changes to the Privacy Act, including 13 Australian Privacy Principles (APPs) that apply to the handling of personal information. As a Registered

Training Organisation, LTT is obliged to comply with the APPs.

LTT is committed to ensuring the confidentiality, integrity and security of all information.

Collection of personal information

In the course of its business, LTT will collect information from students, potential students, and other clients either electronically or in hard copy format; including information that personally identifies individual people.

LTT will record various communications between the organisation and students, prospective students, other clients and associated organisations.

LTT will only collect personal information by fair and lawful means that is necessary for the functions or activities of LTT.

LTT will collect sensitive information only if it's reasonably necessary for the functions or activities of LTT.

The information supplied by individuals will only be used to provide information about study opportunities, to enable efficient administration, and to maintain proper student and client records. If an individual chooses not to provide certain information then we may be unable to provide some services or provide appropriate information.

Personal information about students studying with LTT may be shared with the Australian Government and designated authorities, such as Australian Apprenticeship Centres (AACs) and the National Centre for Vocational Education Research (NCVER). This information includes personal and contact details, course enrolment details and changes, and circumstances related to funding (if applicable).

LTT will not disclose an individual's personal information to another person or organisation unless:

- a) the individual concerned is reasonably likely to have been aware, or made aware, that information of that kind is usually passed to that person or organisation
- b) the individual concerned has given written consent
- c) LTT believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person
- d) the disclosure is required or authorised by or under law
- e) the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue

Any person or organisation to whom personal information is disclosed as described in this policy is not permitted to use or disclose the information for a purpose other than the purpose for which the information was supplied to them.

Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the purpose of the protection of the public revenue, LTT shall include in the record containing that information, a note of the disclosure.

LTT will only use personal information for direct marketing purposes where it could be reasonably expected that the individual would be aware that LTT would use the information in that way.

For example, LTT has a Talent Release and Consent Form that needs to be filled in by an

individual who volunteers to release their photo for LTT's marketing purposes.

LTT will take all reasonable steps to ensure that any personal information collected is:

- a) relevant to the purpose for which it was collected
- b) up to date
- c) complete
- d) accurately recorded

LTT will store securely all records containing personal information and take all reasonable security measures to protect personal information collected from misuse, interference or loss and unauthorised access, modification or disclosure.

If LTT holds personal information about an individual and LTT no longer needs the information for any purpose LTT must take such steps as are reasonable in the circumstances to destroy the information or to ensure that the information is de-identified.

Access to, and Correction of, Personal Information

Individuals have the right to access or obtain a copy of the personal information that LTT holds about them. Requests to access or obtain a copy of personal information must be made through the Access to Records Request form.

Where a record is found to be inaccurate, a correction will be made. Where a student requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

If an individual considers the personal information that LTT holds about them to be incorrect, incomplete, out of date or misleading, they can request that the information be amended. Individuals will not be charged for requests for access or correction to their personal information.

Cookies Policy

A cookie is a small data file that's stored by your web browser on your computer. LTT and our advertising management partner, use cookies to help monitor your online activity and to learn what you are interested in and which advertisements bring users to our website. The information that we collect and share from the Cookies is anonymous and not personally identifiable. It does not contain your name, address, telephone number, email address or the details of your internet service provider. You can visit <http://www.networkadvertising.org/choices/> to opt out of targeted advertising.

Your privacy is very important to us and we will always act to protect your information. We take this responsibility seriously and are very careful about how and when your personal information is collected, used and shared. We will always ensure that we handle your personal information securely and carefully. Your personal information will only be used when it is necessary for us to deliver you a service or perform other essential business functions and activities.

The information that we collect may include:

- a) your name
- b) your contact details, ie email, mobile and phone

We collect information for many reasons including:

- a) to improve our service
- b) to provide offers that are of a greater interest or benefit to you

- c) to complete other transactions with you or on your behalf
- d) to protect against fraud or theft

LTT will not sell your personal information to other parties.

LTT is not responsible for the privacy practices of sites linked to LTT via hyperlinks, banner advertising or other means. Please take care at all times when visiting another site.

Publication

In order to ensure that students have given their informed consent for their personal information to be disclosed to certain third parties as outlined in this policy, LTT will ensure all students are informed of this policy and procedure and how to access them prior to enrolment.

Issuing of Qualifications and Statements

LTT will issue to students whom it has assessed as competent in accordance with the requirements of a Training Package or VET accredited course, qualification documents or a statement of attainment (as appropriate) that:

- a) Meets the requirements of the Australian Qualifications Framework (AQF);
- b) Identifies LTT by its national provider number from training.gov.au;
- c) Includes the Nationally Recognised Training (NRT) logo in accordance with its current conditions of use.

All qualifications and statements of attainment issued by LTT for nationally recognised training will be in accordance with its Scope of Registration as listed on training.gov.au

LTT ensures the integrity of all qualifications and statements through clearly defined training, assessment and administrative processes which ensure counter cross-checks.

LTT ensures the authenticity of qualifications and statements by ensuring that qualifications and statement cannot be fraudulently used through use of LTT's company seal.

LTT ensures it meets the requirements of the Student Identifier scheme by:

- a) verifying with the Registrar, a Student Identifier provided by an individual before using the Student Identifier for any purpose
- b) ensuring the security of Student Identifiers and all related documentation.

LTT will maintain a Qualifications Register of all the qualifications it is entitled to issue and all qualifications it issues to graduates (through VETtrak).

Provide Certification

LTT will issue a learner AQF certification documentation within 30 calendar days of the learner being assess as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to LTT have been paid.

LTT will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the *Student Identifiers Act 2014*.

For learners who have completed all units or modules in a qualification a Qualification Certificate and a Record of Results is issued. For a learner who has completed one or more units/modules (but not a full qualification) and has finished their training is issued with

a Statement of Attainment.

LTT will issue the AQF certification documentation directly to the learner, not to another party, such as an employer.

LTT uses the Australian Vocational Education Management Information Statistical Standard (AVETMISS) compliant software package (VETtrak) to produce the qualifications, records of results and certificates that ensure compliance with the AQF Qualifications Issuance Policy.

Re-issuing Certification

Records of qualifications and records of unit attainment are kept on record for a period of at least thirty (30) years. If a certificate is lost or damaged students may request a replacement. Requests for replacement certificates must be in writing and may be submitted to any LTT office location.. The reissuing of a certificate will incur a \$50.00 administration charge.of \$50.00.

Student Plagiarism and Collusion

LTT has a Plagiarism and Collusion to ensure that mechanisms are in place to avoid these forms of unacceptable behaviour. The policy outlines the strategies in place to detect and respond to such incidents.

Definitions

Cheating – seeking to obtain an unfair advantage in the assessment of any piece of work.

Plagiarism – to take and use the ideas and/or expressions and/or wording of another person or organisation and passing them off as one’s own by failing to give appropriate acknowledgement. This includes material from any source such as staff, students, texts, resources and the internet, whether published or unpublished.

Collusion – unauthorised collaboration between students.

Student Integrity and Honesty

LTT is committed to upholding standards of student integrity and honesty in regards to the assessment of their work and places value in the declarations of authenticity made by students. Students are expected to act with integrity at all times and only submit work that is their own, or that has been appropriately referenced and includes acknowledgements of all texts and resource materials utilized in the development of the work.

Students and staff have a duty to ensure they gain the necessary understanding of how to correctly acknowledge and cite references and resources so as to minimise the incidents of plagiarism and cheating and the allegations of such.

Unacceptable Behaviour

From time to time, there may be incidents of student plagiarism, cheating and collusion which LTT is required to act upon in order to uphold the value of assessment outcomes and the reputation of the nationally recognised training provided.

Student plagiarism, cheating and collusion in any form are unacceptable and will be treated seriously by LTT.

Avoiding and Detecting Plagiarism, Cheating and Collusion

Students are required to sign on the Enrolment Form a declaration of the authenticity of the assessment tasks.

LTT will take the necessary steps to detect plagiarism and cheating which may include:

- a) Comparison of the work with electronic reference materials, internet resources and the work of other students;
- b) Electronic plagiarism detection software;
- c) Comparison of work against various academic databases;
- d) Referring to the plagiarism register; and
- e) Other methods deemed appropriate by the Trainer/Assessor.

All staff have an obligation to identify and investigate any possibility of plagiarism, cheating or collusion.

A staff member who suspects that plagiarism, cheating or collusion may have occurred should first source evidence (through identification of the source) to support their allegation.

Responding to Incidents

A student found to have plagiarised, cheated or colluded will be given an opportunity to respond to the allegations.

Students found to have plagiarised, cheated or colluded will be dealt with through the Student Discipline Policy.

A student's involvement in alleged plagiarism, cheating or collusion will be retained on the Student Disciplinary Register while still enrolled in any course and training and assessment staff will have access to this information when considering any subsequent allegations of misconduct.

Complaints and Appeal

This Complaints and Appeals Policy and related procedure are designed to ensure that LTT responds effectively to individual cases of dissatisfaction. This policy outlines LTT's approach to managing complaints and appeals and ensures that all clients, students, staff and other stakeholders are aware of the steps to take to have their dissatisfaction addressed appropriately.

This policy provides an avenue for all complaints and appeals to be addressed in a fair, efficient and confidential manner.

Complaint – a person's expression of dissatisfaction with LTT's trainers, assessors or other staff, a third party providing services on LTT's behalf, its trainers, assessors or other staff or a learner of LTT.

Appeal – a request for a review a decision/s, including assessment decisions, made by LTT or a third party providing services on LTT's behalf.

Complaints and appeals systems

Despite all efforts of LTT to provide satisfactory services to its students, clients, and other persons, complaints and appeals may occasionally arise requiring formal resolution.

LTT is committed to developing and maintaining an effective, timely, fair and equitable complaints and appeals system which is easily accessible and offered to complainants at no charge. LTT aims to:

- develop a culture that views complaints and appeals as an opportunity to improve the

organisation and how it works;

- set in place a complaints and appeals handling system that is client focused and helps LTT to prevent events that cause complaints and appeals from recurring;
- ensure that any complaints and appeals are resolved promptly, objectively, with sensitivity and in complete confidentiality;
- ensure that the views of each complainant and respondent are respected and that any party to a complaint or appeal is not discriminated against nor victimised;
- ensure that there is a consistent response to complaints and appeals.

Students and clients are encouraged, wherever possible, to resolve concerns or difficulties directly with the person/s concerned to deal with the issue before it becomes a formal complaint. LTT's trainers and administration team are available to assist students to resolve their issues at this level.

Complaints and appeals may be made in relation to any of LTT's services, activities and decisions such as:

- the application and enrolment process
- the quality of training and assessment provided
- training and assessment matters, including student progress, assessment and outcomes
- access to personal records
- decisions made by LTT
- the way someone has been treated.

All formal complaints and appeals and their outcomes will be recorded on the Complaints and Appeals Register. In addition, the register will be regularly reviewed by management and used as an opportunity for improvement and reflection.

All formal complaints and appeals will be acknowledged in writing and finalised as soon as practicable. However in some cases, particularly if the matter is complex, the resolution may take longer. Where LTT considers more than 60 calendar days are required to process and finalise the complaint or appeal LTT will inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required and will provide regular updates on the progress of the matter.

Where a student chooses to access this policy and procedure, LTT will maintain the student's enrolment while the complaints/appeals handling process is ongoing.

There is no cost to access the complaints and appeals process with LTT.

A written record of all complaints and appeals handled under this policy and procedure and their outcomes shall be maintained for a period of at least five (5) years to allow all parties to the complaint or appeal appropriate access to these records.

All records relating to complaints and appeals will be treated as confidential and will be covered by LTT's Privacy and Personal Policy.

Non-limitation of policy

This policy and related procedure do not replace or modify those or any other responsibilities which may arise under other policies or under statute or any other law. Nothing in this policy and related procedure limits the rights of individuals to take action under Australia's Consumer Protection laws. Also, this policy does not circumscribe an individual's rights to pursue other legal remedies.

Student Discipline

LTT provides all students with clear expectations on the standards of conduct that are expected of them during their participation in the course. The rights and responsibilities of students are prescribed in:

- a) The Student Code of Conduct; and
- b) The Student Handbook and student induction program

These are also available on [LTT's website](#).

If any student breaches the requirements or expectations of them as a student, LTT will be required to take disciplinary action with the student to rectify and/or manage the behaviour.

The decision to initiate disciplinary action will only be made subject to:

- a) Exploring other potential avenues for dealing with the matter and fully exhausting these.
- b) An investigation occurring to determine the facts.
- c) Consultation occurring between the Trainer/Assessor and relevant Training Coordinator.

Disciplinary action will include meetings with the student either by phone or in person to formulate an action plan for rectifying the issues. The student will be given explanation, then clear goals and expectations as well as timelines for rectifying the behaviour. Where the student fails to meet the requirements of the action plan or the behavior continues, LTT will decide on appropriate further measures to be taken.

In serious cases, a Disciplinary Panel will be convened and will include senior members of LTT's management team. The purpose of the panel is to review the disciplinary process that has been followed; any evidence, meeting outcomes and allegations; to reach a decision about an appropriate course of action to be followed.

In all situations and circumstances, the student will be given due time and opportunity to respond to any concerns about their conduct or failure to meet the expectations set upon them. Students will be invited to bring a support person with them to a disciplinary meeting.

Incidents of plagiarism, cheating and collusion will not be tolerated and will be dealt with according to the Student Plagiarism, Cheating and Collusion Policy and Student Discipline Procedures.

Students have the right to make an appeal of any decision made under the Student Discipline Policy and Procedure according to the Complaints and Appeals Policy and Procedure.

Fees and Charges

Information about fees and charges

Students and persons seeking to enrol in a course with LTT are advised of all fees and charges associated with a course, including course fees, materials fees and any other charges on the relevant course.

Organisations and other clients seeking to enter into a service delivery agreement with LTT will be notified of the fees and charges associated with the agreement in information and proposals provided to them prior to entry into the agreement.

The information provided to each student and/or client will include:

- a) The total amount of all fees including course fees, materials fees and/or any other charges.
- b) Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit.
- c) [LTT's Refund Policy](#).

Persons seeking to enrol with LTT must read and understand this Fees and Charges Policy before signing their student acceptance agreement on the enrolment form.

All students will be required to sign a student acceptance agreement at the time of enrolment. The student acceptance agreement provided on the enrolment form is seen to be an acceptance of all fees and charges associated with the student's enrolment.

LTT collects fees in advance for training and assessment services not yet provided to students and at various intervals throughout a course in accordance with the course's relevant payment schedule. To ensure the protection of fees paid in advance LTT will accept payment of no more than \$1,500 (\$1,000 in Victoria) from an individual learner prior to the commencement of the course. Following course commencement, LTT requires payment of additional fees in advance but only such that at any given time, the total amount paid for services that are yet to be incurred by the student, does not exceed \$1,500.

Unless otherwise specified, course fees include the cost of all compulsory training and assessment materials. Any optional textbooks and materials that may be recommended but not required for completion of the course, are not included in course fees and will be an additional cost should the student wish to purchase such materials.

Terms and methods of payment

- a) Fees are to be paid according to the details of receipt of an invoice.
- b) LTT accepts the following methods of payment – Cash, Debit Card, MasterCard/Visa and Direct Bank Transfer.
- c) Credit card payments can be made over the phone by calling 1300 588 588 and quoting your invoice number.

Issuance of qualifications

- a) Upon completion of a course and once all fees have been paid, the printed qualification and a records of results will be issued and sent to the registered address of the student. When a student withdraws from a course and once all final fees have been paid, a statement of attainment will be sent to the student's registered address.

- b) LTT reserves the right to withhold the issuing of qualifications and records of results until all fees have been paid, other than for trainees and apprentices registered in the state of Queensland. For trainees and/or apprentices registered in Queensland only, a qualification and statement of results will be issued within 21 days of completion of the course and non-payment will not withhold a qualification from being issued.

Debts from a previous course:

Students who have a debt from a previous course, will not be able to enrol into a new course. Please contact our Administration Office to arrange payment for any outstanding debts.

Talk to us:

For further information please contact our office 1300 588 588

Refunds - Student

The following Refund Policy will apply to all course fees for all clients / students undertaking a course with LTT:

- a) All course fees, except for state-funded traineeship and apprenticeship fees, include a non-refundable deposit and/or enrolment fee. This amount is specified on all course information about fees and charges and on the Student Acceptance Agreement signed by each student prior to entry into a course. The enrolment fee is non-refundable except in the instance where LTT is required to cancel a course due to insufficient numbers or for other unforeseen circumstances.
- b) Students who withdraw from a course and wish to seek a refund, must apply to LTT in writing, outlining the details and reason for their request. Students who have not completed a Withdrawal Form are not eligible for consideration of a refund.
- c) Eligibility for a refund will be assessed based on the services provided to the student and the costs incurred by LTT.
- d) In order to maintain consistent and fair decisions on refunds, LTT maintains an internal schedule of the cost of each type of service provided and will base decisions on the total fees to be charged to a student based on this schedule. This schedule will be provided to students on request.
- e) The outcome of the refund assessment will be provided by written notice to the student's registered address, outlining the decision and reasons for the decision along with any applicable refund or adjustment notice.
- f) A full refund (not including Deposit/Enrolment fee) will be given to you if you withdraw at any time from the first day of the chosen course until the last day of the second week, provided no assessments have been completed. If assessments have been completed in this time, a refund will be calculated on a pro-rata basis.
- g) Where the number of students falls below the minimum required, LTT reserves the right to cancel or postpone a course to an alternative date. All registered students affected by such a change will be contacted and offered the opportunity to transfer to the next available program or receive a full refund.

Refunds – VET FEE-HELP Assistance Scheme

This refund policy applies to all students who are entitled to VET FEE-HELP assistance, even if they choose not to access it.

To be entitled to VET FEE-HELP assistance a person must be an Australian citizen or the holder of a permanent humanitarian visa who will be resident in Australia for the duration of their VET units of study.

LTT will repay to a student who is, or would be, entitled to VET FEE-HELP assistance any VET tuition fees that he or she may have paid for a VET Unit of study if the student withdraws from that unit on or before the relevant census date.

This does not apply where VET tuition assurance arrangements have been activated and the student has elected the VET course assurance option for that unit.

Where a student withdraws from a VET unit of study after the relevant census date, any refund of VET tuition fees is at the discretion of LTT.

LTT will not charge a non-refundable deposit and/or enrolment fee to students who are eligible for VET FEE-HELP Assistance, whether or not they access it.



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