

LEARNER HANDBOOK

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RTO Provider Code: 31946



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MATHISI - WELCOME

Welcome to your training program where we hope you enjoy your course and live by the moto “Learn to Lead, Train to Succeed”

Regards

*Dr Bindu Smith
Managing Director*

MATHISI is a Registered Training Organisation, registered by **ASQA** (AUSTRALIAN SKILLS QUALITY AUTHORITY) to provide nationally accredited training.

The mission of MATHISI is to be a training provider providing learners with high quality education designed to meet their vocational goals in an efficient, professional, compliant and safe learning environment. We believe that ‘opportunity comes from knowledge’ and hence our vision is to assist all our learners in developing themselves both personally and vocationally.

MATHISI believes in a holistic approach to education. It offers learners the opportunity to develop their potential in an educational environment that is warm, friendly, exciting, multicultural, and free from discrimination or harassment.

MATHISI promotes ethical behaviour from its staff and clients always. All activities of MATHISI are carried out honestly, fairly and accurately to give value to our learners. High standards of financial probity, marketing and advertising integrity are always maintained. Program delivery benefits learners through high standards of education and training, up to date methods, and quality materials.

All MATHISI training & Assessment staff is employed on the basis of having the required skills, knowledge, experience and attitude for the position, and maintains the currency in their skills and knowledge by undertaking regular Professional development activities.

To review MATHISI’s registration details and scope of registered training please refer to <http://training.gov.au>

COURSE ENROLMENT

Learners can enrol for any course or unit on our scope of registration. Prospective learners will consult with a MATHISI representative (and their employer if a Traineeship is applicable) about the course, unit and delivery options available. All enrolments will include the negotiation of all units of competency electives and can review and customise the learning materials and assessment tasks to requirements. All enrolments must comply with AQF Standards, Training Package requirements, and, are VET Standards.

COURSE/ PROGRAM INFORMATION, CONSULTATION & AGREEMENT

On receiving initial contact by a potential client, MATHISI staff shall enquire concerning any specific needs of the client, which course(s) they are interested in and ensure that they provide with qualification & enrolment information relevant to their enquiry.

These could include:

- Course Flyers – e.g. Hospitality, Business, Retail, Warehousing
- Brochure
- Business Overview Flyer
- Fees & Schedule
- Welcome Flyer

A MATHISI Business Development (BD) representative will then source information in order to complete the MATHISI Consultation Agreement. This document covers the entire training agreement, including:

- Client information: Name/ Company names, Company contacts, ABN, address, phone & email contacts
- Training terms and conditions (including: training location, qualification(s), stream/ unit selection, customization of resources and/or assessment materials; format of the training program including session schedule, session times and frequency of sessions, type of training workplace, distance, online etc.
- Information on any known special assistance requirements and resources available (if applicable)
- Establish and review the fee information & agreement (including: administration/ enrolment fees, payment terms and conditions, refund policy, any additional costs like materials fees and the fees the fees for issuance of a replacement certificates)
- Both the client and the BD Representative signoff in agreement to the record

This document forms both the training agreement and as part of the delivery and assessment strategy that is provided to the trainer for reference.

TRAINEESHIPS AND APPRENTICESHIPS

MATHISI delivers training eligible for “Traineeships” (also known as new apprenticeships) and we will ensure that we comply with the Skilling Australia’s Workforce Act 2005

These acts define our obligations to comply with Department of Training & Workforce Development requirements for funding of the Apprenticeship Traineeship Training Program (User Choice), C3G and Higher-Level Skills reporting requirements. Australian Apprenticeships is the new name for the scheme formerly known as ‘New Apprenticeships’. Under the scheme, the Australian Government incentive and personal benefits program are still the same.

Australian Apprenticeships still encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based.

In the past, apprenticeships focused on traditional trades and training took at least three years to complete. Traineeships, by comparison, covered a much wider range of occupations but the training was shorter, lasting between one and two years. Over the last decade, however, the distinction between apprenticeships and traineeships has blurred with many higher level and longer traineeships being introduced. Apprenticeships and traineeships are now referred to nationally as Australian Apprenticeships – although some states and territories still make a distinction.

Australian Apprenticeships are the best way to combine training and employment and lead to a nationally recognised qualification. Australian Apprenticeships are available to anyone of working age and do not require any entry qualifications. You can be a school-leaver, re-entering the workforce or simply wishing to change careers.

Australian Apprenticeships offer:

- A great way to get a head start in a chosen career.
- Paid work and structured training that can be on-the-job, off-the-job or a combination of both.
- ‘Competency based’ which means you can complete your training faster if you reach the required skills level.
- Existing skills and prior experience are recognised, and course credit granted, potentially reducing formal training time.
- Available as full-time or part-time, also available part-time in many schools.
- Leads to nationally recognised qualifications and skills which provide the basis for further education and training over the course of your working life.
- A pathway from school to work.

MATHISI offers Australian Apprenticeships/Traineeships in most qualifications on their Registered Scope of Training.

Please see a MATHISI representative for further details on the courses or contact your Australian Apprenticeship Office for more information about traineeships.

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

<http://www.training.gov.au/>

<http://www.aatinfo.com.au/>

TRAINEESHIPS ENROLMENTS & TRAINING PROCEDURES

Learners enrolling under traineeship pathway must have employer approval. Traineeships require particular guidelines to be followed over the months of the contract as they are government funded and must comply with the RTO standards and the standards set by the State Training Authority. The procedures, processes, paperwork and actions that need to be completed are:

Pre-Enrolment

- A Mathisi BD representative provides advice to the learner and the employer regarding course selection, possible funding arrangements and/or costs, and training & assessment delivery options.
- A Workplace Consultation Agreement is developed in coordination with the employer and the learner to ensure:
 - The learner's needs are met.
 - To assist in developing the training schedule.
 - To assist in developing Training Plan.
 - To support the Delivery & Assessment Strategy.
 - Review and determine course selection, costs of training, and the training & assessment delivery.
- Training resources and Assessment Kits are reviewed to ensure they are suitable:
 - to the learners needs (e.g. access & equity arrangements)
 - Access to employer's facilities and equipment.
 - Meet the requirements of the training package.

Enrolment

- The Australian Apprenticeship Support Network (AASN) representative enrolls the learner and completes the contract paperwork
- The Mathisi representative carries out an Enrolment induction to explain the Training's purpose, structure, explain all the party's responsibilities, and Training outcomes
- The Mathisi representative ensures all parties complete all relevant paperwork.
- The Learner completes a Language, Literacy & Numeracy level assessment during enrolment this helps the Trainer/Assessor identify if the learner has any learning needs they may have and assist in the development of the Training Plan.
- The AASN passes its paperwork to the Department of Employment, Small Business and Training Office for approval and advises Mathisi Administration of the approval of the trainee and the appropriate identification number.
- A Trainer/Assessor is advised that they have been allocated a trainee(s)
- The Learner and Employer is provided with the contact details of their allocated Trainer/Assessor

Training & Assessment

- The Trainer/Assessor contacts the Employer's contact to negotiate and develop the training schedule.
- The Trainer/Assessor provides this training schedule to Mathisi's Administration in order to create a training plan for the traineeship.
- The Trainer/Assessor schedules the Training & Assessment dates with the learner and the employer based on the training schedule.
- The Trainer/Assessor provides the Learner with the required Mathisi training resources and materials- e.g. Learning Resources, Assessment Kits etc.
- The Trainer/Assessor discusses with the learner any learning needs they may have and ensures an appropriate Language; Literacy & Numeracy level is evident.
- The Trainer conducts a Training Session with the Learner(s).
- Assessment Kits are:
 - Completed by the Learner, Assessor and Workplace Supervisor
 - Marked by the Assessor
 - Feedback on Assessment outcomes are communicated by the Trainer/Assessor to the Learner
 - Completed Assessment Kits are submitted to the office for processing results into Mathisi's Student Management System- VETTRAK.
- The Trainer/Assessor will monitor the learner's progress and provide information to the learner at any point of the training.

Assessments may be carried out over multiple visits- this is reflected in the dates recorded on the Assessment Kit.

INDIVIDUAL LEARNING ENROLMENTS & TRAINING PROCEDURES

Learners can enrol for a Short Course or a full certificate into any qualification on our scope of registration. This training must comply with the RTO standards. The procedures, processes, paperwork and actions that need to be completed are:

Pre-Enrolment

- A Mathisi BD representative provides advice to the learner regarding course selection, costs of training, and the training & assessment delivery.
- A Consultation Agreement is developed in coordination with the learner to ensure:
 - The learner's needs are met.
 - To assist in developing the training schedule.
 - To assist in developing Training Plan.
 - To support the Delivery & Assessment Strategy.
 - Review and determine course selection, costs of training, and the training & assessment delivery.
- Training resources and Assessment Kits are reviewed to ensure they are suitable:
 - to the learners needs (e.g. access & equity arrangements)
 - Access to required facilities and equipment
 - Meet the requirements of the training package.

Enrolment

- The Mathisi representative carries out an Enrolment induction to explain the Training's purpose, structure, explain the learner's responsibilities, and the Training outcomes.
- The Mathisi representative ensures all relevant paperwork is completed.
- The Learner completes a Language, Literacy & Numeracy level assessment during enrolment this helps the Trainer/Assessor identify if the learner has any learning needs they may have and assist in the development of the Training Plan.
- Payment arrangements are finalised.
- A Trainer/Assessor is advised that they have been allocated a trainee(s)
- The Learner is provided with the contact details of their allocated Trainer/Assessor.

Training & Assessment

- The Trainer/Assessor contacts the Learner to negotiate and develop the training schedule.
- The Trainer/Assessor provides this training schedule to MATHISI's Administration in order to create a training plan.
- The Trainer/Assessor schedules the Training & Assessment dates with the learner based on the training schedule.
- The Trainer/Assessor provides the Learner with the required MATHISI training resources and materials- e.g. Learning Resources, Assessment Kits etc.
- The Trainer/Assessor discusses with the learner any learning needs they may have and ensures an appropriate Language; Literacy & Numeracy level is evident.
- The Trainer conducts a Training Session with the Learner(s).
- Assessment Kits are:
 - Completed by the Learner and the Assessor
 - Marked by the Assessor
 - Feedback on Assessment outcomes are communicated by the Trainer/Assessor to the Learner
 - Completed Assessment Kits are submitted to the office for processing results into MATHISI's Student Management System-VETTRAK.
- The Trainer/Assessor will monitor the learner's progress and provide information to the learner at any point of the training.

Assessments may be carried out over multiple visits - this is reflected in the dates recorded on the Assessment Kit.

ONLINE LEARNING ENROLMENTS & TRAINING PROCEDURES

This Training is only available to Employed Learners and existing clients of Mathisi.

MATHISI has working to have access to an Online Training program where learners can enrol into individual self-paced training. The format of enrolment follows the same steps as the Individual Learning Enrolments outlined above, with the additional step in the Enrolment Section of:

- The Learner is enrolled on the online program and advised of logon details, and instructions of use of the system.

NATIONAL RECOGNITION

MATHISI is required to recognise qualifications issued by other RTO's and apply credit transfer within assessment records when applicable (see Recognition of Prior Learning Policy).

RECOGNITION OF PRIOR LEARNING (RPL)

MATHISI's Recognition of Prior Learning Policy and Procedure recognises that learners come to MATHISI with different levels of formal (i.e. previous academic qualification) and informal (i.e. relevant life or work experience) education and skills and that this learning must be recognised if the learner wishes. Please ask a MATHISI representative for further information and an RPL application form.

MATHISI will recognise the Formal Qualifications issued by other Registered Training

Organisation's. Mathisi has the right to verify all information supplied.

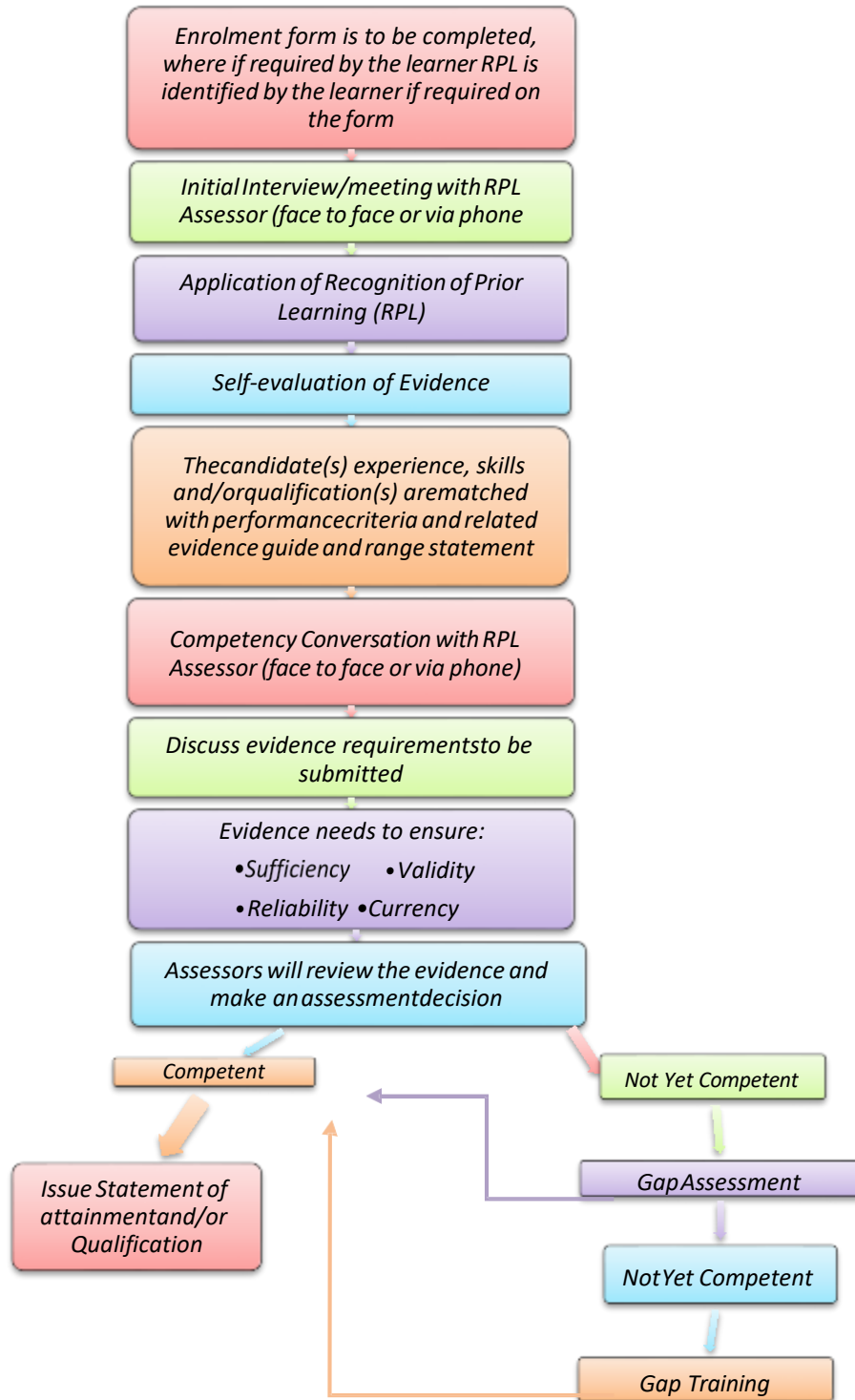
For recognition of relevant Formal & Informal Qualifications, Learners must submit evidence and any supporting documentation, including Nationally Recognised:

- Certificates
- Statement of Attainments
- Testamurs/Transcripts/Record of Results

The allocated Assessor will contact the Learner to book in a meeting to discuss:

- RPL fees.
- RPL assessment pathway.
- Evidence required for RPL. The RPL Application.

RPL Process 1



ACCESS AND EQUITY

Mathisi staff will take time to consider their conduct toward all learners in the light of the principles of Access and Equity. Mathisi Management will not tolerate discriminatory or harassing practices by staff or learners. Mathisi has its policy online on their website at <http://www.Mathisi.com.au>

Access and Equity is about removing barriers and opening up opportunities. In training this means ensuring that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location. It means identifying and addressing the training needs of everyone. Mathisi is committed about ensuring that all people have the support that they need to access, participate and achieve to the same level.

Mathisi Management and staff are required to provide assistance to all clients to identify and achieve their desired outcomes. MATHISI shall provide training and assessment services to all clients regardless of race, religion, sex, socio- economic status, disability, language, literacy or numeracy.

MATHISI Management will not tolerate discriminatory or harassing practices by staff or learners.

- Special client needs will be identified through an assessment during the enrolment into the training program by the RTO's representative. This information is recorded on the enrolment form- the RTO Representative may request additional evidence to support requirements for special assistance.
- All MATHISI's staff must follow the principles of fairness and flexibility in workplace assessment.
- A Training Plan will be designed to facilitate any special assistance required and submitted to the Management Meeting for review, with the supporting Delivery & Assessment Strategy and Consultation Agreement.
- Recruitment and admissions processes and policies are free from discrimination and are based on the requirement that students meet published entry criteria for a course. Access and equity issues are considered when setting course entry requirements and prerequisites. Course design and assessment can be flexible to make reasonable adjustments. MATHISI resources and learning documents are non-discriminatory, avoiding inclusive language and examples.

VISUAL PROBLEMS AND READING PROBLEMS

When required, reasonable adjustments can be made to accommodate students with visual and/or reading problems. This may include reading aids and adaptive technology products available on the market to assist with reading, either in hard copy or electronic form such as:

- Acetate sheets – coloured (dyslexia)
- Microsoft Narrator (text to speech)
- Large print materials or adaptive technology (including Microsoft Magnifier)
- Monitors – large display

Any special needs requirement will be managed in consultation with the individual involved.

ACADEMIC AND LEARNING SUPPORT

Reasonable Adjustments can be made to accommodate students needing academic and learning support. These requirements should be disclosed by students as early as possible to allow Reasonable Adjustments to be made, i.e. during initial application or enrolment. Reasonable adjustments may include:

- Academic and Learning Support available for all students including literacy and numeracy support.
- Alternative methods of assessment where reasonable, such as oral assessments, changes to paper colour, or font size or style.
- Extra time to complete assessments.

Assessments are designed to be fair, reliable, and consistent. Students are given details on required assessments for each subject at the beginning of each study period.

LANGUAGE, LITERACY AND NUMERACY (LLN) ASSISTANCE

Our course standard material contains written documentation and limited numerical calculations.

We recognise that not all people are able to read, write and perform calculations to the same standards. We will endeavour to help you where we can to accommodate anyone with difficulties with Language, Literacy or numeracy. We have developed a Language, Literacy and Numeracy test, which assesses levels of LLN, this LLN test does not affect the outcome of your intended course, it is simply a means of identifying Language, Literacy and Numeracy needs to ensure all training and assessment is tailored to the learners needs.

In the event that a participant's needs exceed our skill we will refer the participant to an external support provider such as their local TAFE campus or a qualified WELL / LLN consultant.

PARTICIPANT SUPPORT, WELFARE AND GUIDANCE

We will assist all participants in their efforts to complete our training programs.

In the event that you are experiencing any difficulties with your studies we would recommend that you see your trainer, or another member of MATHISI staff

We will make every effort to support you in your studies; this could be through additional coaching or mentoring or through any other identified way.

Should you be experiencing any personal difficulties you should make contact directly with the MATHISI CEO/DIRECTOR, who will assist you to the full extent of our capacity.

If your needs exceed MATHISI support capacity, we will refer you onto an appropriate external agency.

Please see following list of some special need providers, please note that if you have a special need, do not hesitate to ask your trainer for additional special need providers.

The Reading Writing Hotline	1300 655 506	www.literacyline.edu.au
Literacy support: WELL	1300 363 079	www.deewr.gov.au/Skills/Programs/LitandNum/WorkplaceEnglishLanguageandLiteracy/Pages/default.asp
Disability support: The Health Institute	1800 022 222	www.healthinsite.gov.au/topics/Disability_Support_Services
Lifeline: Psychological support for people with mental illness	13 11 14	http://www.lifeline.org.au/
Australian Council of Adult Literacy: Literacy and Numeracy Support	03 9469 2950	acal@pacific.net.au

TRAINING & ASSESSMENT PROCEDURES

MATHISI Management and staff are committed to quality assuring its Training and Assessment Services. All assessments conducted by MATHISI Staff will be measured for their validity, reliability, flexibility and fairness with the judgments of competency being based on evidence gathered from a number of occasions and a number of contexts.

COMPETENCY BASED TRAINING & ASSESSMENT

Competency Based Training is aimed at developing specific learning outcomes that reflect the standardised workplace competencies of a given Industry skill area.

Competency Based Assessment is the manner by which competency is recognised as being attained. It determines if an individual's workplace performance matches the workplace standard for competency.

All training of MATHISI is based on the principles of Competency Based Training. Training and assessment will involve learners in accomplishing the tasks required to demonstrate competency in any unit and learners will be provided with every opportunity to demonstrate that they can carry out required tasks.

MATHISI follows a competency system for grading the results of assessment tasks and final delivery unit results. Delivery unit results will be recorded on all "Record of Results" testamurs as either 'C' – competent, "NC" – not competent, or "CREDIT" - credit transfer.

Early withdrawals from a delivery unit will result in the recording of an 'NC' whilst non-attempted subjects will be recorded as an 'NA' – not assessed.

All training and assessment is geared towards one final outcome only - that is the awarding of a nationally recognized qualification or statement of attainment. Hence training and assessment will be conducted according to the competency unit criteria as stipulated in the training package or accredited course.

DELIVERY AND ASSESSMENT STRATEGY

MATHISI will develop Delivery and Assessment Strategies that relate to each of training package qualifications/courses on its scope of registration in consultation with training staff and relevant industry stakeholders. Strategies may vary from time to time to account for customisation for differing employers and industries, or Learner requirements (including Access & Equity Special Assistance).

TRAINING & ASSESSMENT SCHEDULES

After enrolment into the qualification, a schedule of all Training, Assessment and Monitoring visits will be formulated and recorded in the Training Plan. This schedule will be based on the length of Traineeship or intended qualification, and the availability/access of facilities, equipment and the learner.

- TIAS does not require learners to attend scheduled classes (including time allocated for self-paced or online studies) for more than eight hours in any one day.
- MATHISI does not require full time learners to attend scheduled classes (including time allocated for self-paced or online studies) outside of 0800hrs to 2200 hrs on any day.

Please refer to the class schedule and/or training plan for further information on your scheduled hours and timetable.

ATTENDANCE AND MINIMUM RATES OF PROGRESS

Learners are required to attend all scheduled training sessions or comply with schedule of training for individual learning to give the learner the best opportunity to obtain satisfactory performance and hence complete the course within their course duration. Learners should be at all training sessions 10 minutes prior to the start of training.

If you are unable to attend a training session you should inform your trainer/assessor as soon as possible, and arrangements for a makeup training session to ensure that you stay on schedule.

FLEXIBLE TRAINING DELIVERY

MATHISI practices the principles of flexible delivery. Programs are designed to maximize the opportunity for access and participation by all learners. At all times learning with MATHISI will be:

- Learner focused
- Based on dialogue, using current business English
- Practical involving learners in hands-on activities
- Current in terms of the information and case studies used
- Applied – not theoretical only

At the start of each Training session trainers/assessors will identify the learning needs of the learners and adopt a variety of training strategies designed to meet these needs. Training/Assessment alternatives may include: presentations, role play, case studies, demonstrations, excursions, guest lectures, group work, calculations, exercises, journals, projects, observations, computer assisted learning, tutorial style and individualized learning, library use, magazines and newspapers, video and audio-visual.

MATHISI's learning environment and discussions are to be conducted in English only. If you require Language, Literacy or Numeracy assistance, please ensure that you inform the MATHISI Representative during enrolment and/or prior to the Training commencement.

REASONABLE ADJUSTMENT PROCEDURES

MATHISI recognises that not all participants learn in the same manner, and that with an amount of “reasonable adjustment” participants who may not learn best with traditional learning and assessment methods will still achieve good results.

MATHISI will make any necessary adjustment to meet the needs of a variety of participants, the ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the participant can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to participants or they may include having someone record the participant’s spoken responses to assessment questions.

MATHISI undertakes to assist participants achieve the required competency standards where it is within our ability. Where we cannot assist a participant, we will refer them, where possible, to an agency that can assist. Any further questions can be referred to your trainer or MATHISI’s CEO/DIRECTOR.

LEARNER RESOURCES, TEXTS AND REFERENCES

MATHISI has available the Learners resources, texts and references that are required by learners for study purposes. MATHISI will provide you with the required Training/ Assessment materials prior to your commencement of Training/ Assessment.

TRAINING PACKAGE REQUIREMENTS

Training packages are developed by specific Industries to provide the training outcomes that relate to the workplace competencies required by a particular industry. Training packages are nationally endorsed by the National Skills Standards Council (NSSC) with Industry Skills Council appointed to review the training Package. Training Packages can be sourced by visiting the Training.gov.au (TGA), the database on Vocational Education and Training in Australia online at <http://www.training.gov.au/>.

INCOMPLETE ASSESSMENT

Learners not completing all assessment tasks by the end of a unit will be awarded an ‘NC’ for that unit and provided every opportunity to submit the outstanding tasks by the end of their course. The ‘NC’ result will be reconsidered upon the submission of assessment tasks.

ASSESSMENT RECORDING

Learners’ results will be recorded on the Assessment Summary Sheet.

- Results are to be entered at competency unit level.
- At the conclusion of each session trainers/assessors will record the final assessment in the appropriate column.
- These sheets are to be submitted at the conclusion of the subject for entry into the learner database and filing.
- Results are recorded by competency unit on the Assessment Summary Sheet and entered onto the Student Management System (VETTRAK).

Reports on Training & Assessment progress will be provided upon request.

ISSUANCE OF QUALIFICATIONS

MATHISI management ensures that all qualifications issued by MATHISI are those that are currently on its scope of registration and certify the achievement of the relevant AQF qualifications and or units of competency.

As soon as practical after the confirmation of achievement of competency MATHISI Administration shall formalise the competency decision by issuing a:

- Certificate: If a learner completes the qualification, at a competent level of all units of competency, they will receive a Certificate and a Record of Results for the units of competency where competence is shown.
- Statement of Attainment: If a learner does not complete all required units of competency at competent level, they will receive a statement of attainment for the units of competency competence is shown.

All qualifications and statements of attainment issued will be issued without alteration or erasure and be identified by as unique number – printed on the qualification or statement as per AQF requirements. MATHISI will maintain a record of all qualifications issued.

All issued Certificate's and Statement of Attainment's are Nationally Recognised.

COMPLIANCE WITH LEGISLATION

MATHISI is subject to a variety of legislation related to training and assessment as well as general business practice. This legislation is continually being updated and, the CEO/DIRECTOR is responsible for ensuring MATHISI clients and learners made aware of any changes to current legislation by their Trainer/Assessor throughout the training program.

Copies of current legislation are available for access by MATHISI clients and learners from:

- MATHISI (MATHISI)'s online DROPBOX system, or
- MATHISI (MATHISI)'s Administration/Trainer upon request, or
- You can access the current legislation online at the websites listed below

Australasian Legal Information Institute	www.austlii.edu.au	Online free-access resource for Australian legal information, serving the needs of a multitude of users with over 900,000 hits daily. Austlii is a joint facility of the UTS and UWA Faculties of Law. Austlii relies on the generosity of its contributors to operate. To make a tax-deductible contribution please use our contribution form.
Training Standards website	http://www.nssc.natese.gov.au/	Welcome to training.com.au, your single point of access to the vast range of vocational education and training information, products and services in Australia.
Training.gov.au	http://www.training.gov.au/	Training.gov.au (TGA), the database on Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTO's) and has been developed for experienced training Training.gov.au sector users.
Australian Apprentices	http://www.australianapprenticeships.gov.au	Provides students, careers advisers, job seekers and employers with a broad range of Australian Apprenticeships information

Any other specific Legislation that will apply to the learners selected Qualification will be discussed with the learner during their Training Induction and will be based on their job roles and responsibilities. The Learner will confirm this information has been reviewed with them during their Training Induction prior to enrolment, by signing the declaration on the enrolment form.

All Employers, Workplace Supervisors & Learners confirm that they have reviewed and agree and abide by these principles by signing off on the on the Enrolment Form.

NATIONAL VOCATIONAL EDUCATION AND TRAINING LEGISLATION & POLICY

The legislation empowers the AUSTRALIAN SKILLS QUALITY AUTHORITY to monitor and evaluate RTO's operations and compliance.

MATHISI is answerable to ASQA and works under the *National Vocational Education and Training Regulator Act 2011 - Standards for Registered Training Organisations (RTOs) 2015* which came into effect on April 1, 2015.

This includes the right of ASQA to audit MATHISI, apply penalties for non-compliance, and define the requirements to retain records and other administration and operational requirements of a functioning RTO.

The Vocational Education and Training Act 1996 Legislation require that MATHISI comply in the following five different areas:

- **Standards for Registered Training Organisations (RTOs) 2015 ASQA - Registered Training Organisations:** will be used by ASQA as an instrument in protecting the interests of all students undertaking vocational education and training in Australia.
- **Australian Qualifications Framework (AQF):** is a national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national framework.
- **Data Provision Requirements:** When requested, MATHISI must provide the ASQA with a range of accurate and complete data about their business and operations. RTOs to provide an annual summary report to ASQA against the quality indicators.
- **Fit & Proper person Requirements:** are designed to ensure that key registered training organisation (RTO) personnel have the characteristics and principles necessary to ensure the delivery of high-quality services and outcomes for VET graduates.
- **Financial Viability Risk Assessment Requirements:** aim to ensure that an applicant or RTO has the necessary financial resources to operate as an ongoing concern and deliver quality training and/or assessment services throughout the registration period.

Legislation:

- Further Education and Training Act 2014 (the Act)
- Further Education and Training Regulation 2014
- Standards for Registered Training Organisations (RTOs) 2015

APPRENTICESHIPS AND TRAINEESHIPS LEGISLATION & POLICY

- MATHISI delivers training eligible for “Traineeships” (also known as new apprenticeships) and we will ensure that we comply with the Skilling Australia's Workforce Act 2005 and all Further Education and Training Act 2014 (the Act) & Amendments as they stand.

These acts define our obligations to comply with Department of Employment, Small Business and Training & Queensland Apprenticeship and Traineeship Office requirements for funding of the Apprenticeship Traineeship Training Program and Pre-Qualified Status Supplier status, including our reporting and other obligations.

All Learners & Clients that are engaged in Traineeship programs with MATHISI are provided with a range of information that assists them throughout the completion of the training program:

- Learner roles & responsibilities have been explained, discussed, and agreed to by signing the Enrolment Form.
- The Employer roles & responsibilities have been explained, discussed, and agreed to by signing the Workplace Consultation Form and the Enrolment Form.
- The Workplace Supervisors’ roles & responsibilities have been explained, discussed, and agreed to by signing the Workplace Supervisor Agreement.

QLD State Training Authorities:

- Department of Employment, Small Business and Training
- Queensland Apprenticeship and Traineeship Office

Commonwealth Legislation could include *(not limited to)*:

- Skilling Australia's Workforce Act 2005

QLD Legislation could include *(not limited to)*:

- Further Education and Training Act 2014 (the Act)
- Further Education and Training Regulation 2014

WORKING WITH CHILDREN LEGISLATION & POLICY

MATHISI will comply with all Federal and State working with Children legislation by requiring all their Trainers & Assessors to do the Working with Children Check (or state/territory equivalent). The Working with Children Check (or state equivalent) specifically applies to persons employed or work in an industry that deals with a child or anyone under the age of 18.

Who is prohibited from working with children?

A person who has been convicted or found guilty of a listed serious offence against children is prohibited from child-related employment. Anyone registered under the Child Protection (Offenders Registration) Act 2000, WA- (or state/territory equivalent) is prohibited from child-related employment.

PRIVACY LEGISLATION & POLICY

MATHISI takes the privacy of our learners very seriously and we will comply with all legislative requirements. In some cases, as required by law and as required by the RTO Standards we will need to make your information available to others. In all other cases we ensure that we will seek the written permission of the participant.

The ten Privacy Principles are defined below:

1. Collection - We will collect only the information necessary for one or more of our functions. The individual will be told the purposes for which the information is collected.
2. Use and disclosure - Personal information will not be used or disclosed for a secondary purpose unless the individual has consented, or a prescribed exception applies.
3. Data quality – We will take all reasonable steps to make sure that the personal information we collect, use or disclose is accurate, complete and up to date.
4. Data Security – We will take all reasonable steps to protect the personal information we hold from misuse and loss and from unauthorized access, modification or disclosure.
5. Openness – We will document how we manage personal information and when asked by an individual, will explain the information we hold, for what purpose and how we collect, hold, use and disclose the information.
6. Access and correction - The individual will be given access to the information held except to the extent that prescribed exceptions apply. We will correct, and update information errors described by the individual.
7. Unique Identifiers - Commonwealth Government identifiers (Medicare number or tax file number) will only be used for the purposes for which they were issued. We will not assign unique identifiers except where it is necessary to carry out our functions efficiently.
8. Anonymity - Wherever possible, we will provide the opportunity for the individual to interact with external agencies without identifying themselves.
9. Trans-border Data Flows - The individual's privacy protections apply to the transfer of personal information out of Australia.
10. Sensitive Information – We will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual's racial or ethnic background, or criminal record.

Commonwealth Legislation could include (not limited to):

- Privacy Act (1988)
- Privacy Act and National Privacy Principles (2001)

COPYRIGHT LEGISLATION & POLICY

All staff & learners must comply with copyright laws.

Infringement of copyright is not permissible. All staff & learners should note the following principles:

- You may copy one or more articles in each issue of a newspaper or magazine relating to the same subject matter
- For Personal Study- you may copy up to 10% of the number of pages in a collection of works, as long as the works being copied have not been separately published, or, whether the work is separately published or not, it is not more than 15 pages long.
- You may copy the whole of any work if you check with the supplier that the work will not be available for purchase within 14 days (or six months for textbooks) at the price you would normally pay
- You must also acknowledge the copyright holder by stating the title of the work, its author/artist, and the name of the publisher
- You must register details of the copies being made

Commonwealth Legislation could include (not limited to):
Copyright Act 1968

HARASSMENT AND DISCRIMINATION LEGISLATION & POLICY

MATHISI are required under Australian law to ensure that we provide a workplace and training environment that is free from all forms of harassment and discrimination (including victimization and bullying) so that all staff and learners feel valued, respected and are treated fairly.

- We will ensure that all of our staff understand their roles and responsibilities in creating such a workplace, by a process of training, communication, mentoring and by example.
- We will ensure all of our staff is aware of the processes and procedures for addressing any form of harassment or discrimination.

Staff and Learners should be aware of the following definitions:

'Bullying' - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

'Confidentiality' - refers to information kept in trust and divulged only to those who need to know.

'Discrimination' - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimization is also treated as another ground of discrimination.

'Harassment' - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

'Personnel' - refers to all employees/staff/contractors of MATHISI.

'Racial Harassment' - occurs when a person is threatened, abused, insulted or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

'Sexual Harassment' - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

'Victimisation' - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include: adverse changes to the work environment; denial of access to resources or work.

Specific principles

- All staff and learners have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination, it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,
- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Staff and learners should not make any frivolous or malicious complaints. All staff and learners are expected to participate in the complaint resolution process in good faith.

Commonwealth Legislation could include (not limited to):
<ul style="list-style-type: none">• Human Rights and Equal Opportunity Commission Act 1986• Disability Standards for Education 2005• Disability Discrimination Act 1992• Racial Hatred Act 1995• Racial Discrimination Act 1975• Sex Discrimination Act 1984• Affirmative Action (Equal Employment Opportunity for Women) Act 1986• Age Discrimination Act 2004

HEALTH AND SAFETY LEGISLATION & POLICY

The Health and Safety Legislation describes the duty of care requirements to ensure a safe and healthy working environment.

The safety of staff and learners is of primary importance. MATHISI observes all Health and Safety legislation and copies of the relevant Act are available to staff and learners. Trainers/assessors incorporate Health and Safety legislative considerations when planning and delivering training, and learners will be advised of the Health and Safety requirements of their programs and supervised accordingly.

The Employers Duty of Care includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use
 - adequate staff training including topics such as safe work procedures
 - properly maintained facilities and equipment
 - a clean and suitably designed work place with the safe storage of goods such as chemicals
- The Trainer/Assessor/RTO Representative's Duty of Care includes the provision of:
- To take reasonable care and to comply with reasonable instructions
 - Ensure learners safety at all times
 - Ensure procedures for operator safety are followed at all times
 - All unsafe situations recognised and reported

The Learners/Employees Duty of Care includes the provision of:

- The Learner has a duty to take reasonable care for their own health and safety and also that of anyone else at the workplace.
- The Learner has a duty to comply with reasonable instructions, policies and procedures

MATHISI trainers and assessors will ensure that they inform you of the safety & security measures they intend to take to maintain compliance with safety requirements for the venue.

- The Trainer/ Assessor will conduct an assessment of the venue and/or training facilities and report any potential risks to safety/ or security to you and the venue coordinators.
- The Trainer/ Assessor will conduct an assessment of the venue and/or training facilities to ensure access and availability of resources, equipment and PPE as required.
- Prior to training commencement, the Trainer/Assessor will advise you of nearest exits and emergency plans as applicable
- Prior to training commencement, the Trainer/Assessor will advise you of the location and availability of facilities of the venue

Commonwealth Legislation could include (not limited to):

- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011

State Legislation could include (not limited to):

- State Workers Compensation Regulations
- State Workplace Injury Management Regulations
- State Dangerous Goods Management Regulations

FOOD SAFETY LEGISLATION & POLICY

MATHISI delivers training programs in a range of different industries, which can include some specific workplaces that must comply with the relevant Food Safety Legislation. Therefore, our Trainers/Assessors are required to comply with the relevant legislation and requirements when they are undertaking Training in these workplaces.

Some of the courses MATHISI offers contain information and training on Food safety legislation. This training information helps you and your organisation meet the needs of the Food Act 2006. For further information on food safety please see your trainer and employer.

- Follow all clients/ learners Workplace Policies and Procedures
- Abide by all food handling guidelines
- Understand and apply industry standards and guidelines
- Ensure that Learners and employers are aware of the legislation and standards
- Follow all legislation and standards

State Based Legislation could include (not limited to):

- **Food Act 2006**
- **Food Regulation 2016**
- **Food Production (Safety) Act 2000**

FEE INFORMATION

MATHISI ensures that all fee information is provided to each client prior to their enrolment:

RECORDING AND AUTHORISATION OF ALL FEES

All fee information, including course fees, administration fees, materials fees and any other charges; issuance of a replacement qualification Statement of Results are outlined and authorised by the relevant payee in the Consultation Agreement and the Enrolment Form that are a requirement of our enrolment process.

Please ensure you read these fees before signing the agreement and / Enrolment Form.

PAYMENT TERMS

All Payment terms and conditions are outlined in the Employer Consultation Agreement. This includes the timing and amount of fees to be paid and any non-refundable deposit/administration fee.

Please ensure you read these terms before signing the agreement.

FEE FOR REPEAT OF TRAINING

In the instance of a Fee for Service Learner who is deemed not yet competent on completion of training and assessment, the RTO may decide to charge additional fees. This will be discussed with the Learner and MATHISI's CEO/DIRECTOR prior to establishing the fee. This will be documented in a new Consultation Agreement

FEES PAID IN ADVANCE POLICY

The CEO/DIRECTOR shall ensure that one of the following acceptable options for collecting learner fees paid in advance are in place prior to the commencement of accepting fees paid in advance:

MATHISI may accept payment of no more than \$1000 from each individual learner prior to the commencement of the course. Following course commencement, MATHISI may require payment of additional fees in advance from the learner but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the learner does not exceed \$1,500.

REFUNDS POLICY

Traineeships

Fees are only payable by your employer after the successful enrolment of the learner and registration of a Student Identifier Number.

Refunds will only be offered under exceptional circumstances as outlined in the traineeship contract.

Fee for Service/Individual Learning

MATHISI will pay a refund to learners or intending learners in certain circumstances:

1. Refund may be applicable if:
 - The course offered does not start on the agreed default date
 - Pro-rata Refund:
 - i. The course stops being provided after it starts and before it is completed
 - ii. The course is not provided fully to the learners because the MATHISI has been sanctioned
 - The learner cancels or withdraws in writing from the course before the agreed default date
2. Partial Refund may be applicable if:
 - The course starts on the agreed start date, but the learner does not start on the agreed starting date and has not previously withdrawn from the course or advised of reasons for suspending training
 - The learner cancels or withdraws in writing from the course after the agreed default date

MATHISI will not refund fees paid in advance unless training cancellation INCLUDES more than 14 days' notice in writing. The following percentage of refund will apply to all training cancellations:

- Where 20% or less of the course has been provided to the learner a 100% refund less \$200.00 admin fee will apply.
- Where less than 50% of the course has been provided to the learner a 50% refund less \$200.00 admin fee will apply.
- Where 50% or more of the course has been provided to the learner no refund will apply.

MATHISI will process the refund within 2 weeks of receiving an approved written claim. In all circumstances Mathisi will provide a statement and an explanation of how the refund was calculated.

RECORDS AND RECORDS MANAGEMENT

MATHISI maintains electronic and manual files covering all administrative and learner information. Files are stored for the legislated period of time and electronic files are backed up regularly.

MATHISI ensures:

- Security and Confidentiality of all records
 - VETTRAK- the student management system has a username and password login that only authorised staff has access to.
 - File Cabinets are lockable
 - Secure building
 - All computers are individually password protected
- External Reporting (for Traineeships) are processed through an individually password protected site for each State Training Authority
- Quality Assurance of all documents
- Access of Records by Learners is given directly to the Learner.
- Maintaining the Learner original file and documents for the term required by the WA State Training Authority
- Archiving of training records for 30 years through VETTRAK (Student Management System) - this includes: Learner information; Enrolment OR Traineeship Contract information; Assessment results; Certificate/SOA; Invoices & Receipts.

QUALITY ASSURANCE

Quality Assurance (QA) of Training Records is the process of confirming that the information MATHISI receives is accurate and complete. MATHISI's administration staff conducts regular checks on the accuracy of all documents to ensure our records. In order to help the administration team, keep track of the quality assurance checks, a Student File Checklist is added to each file, the staff member conducting the quality assurance check initials & dates off when the check has been completed.

The minimum intervals that documents are quality assured are:

- Upon enrolment
- Before the first Funding claim
- Before each document is added to the file, and
- On completion or cancellation- prior to issuance of the certificate

ACCESS TO RECORDS BY LEARNERS

Learners can have access to personal records on request by applying in writing (letter/email) stating what information is to be released. Requests will be processed within a reasonable timeframe by MATHISI staff.

Learner information made available will be handed to the learner personally by their Trainer/Assessor or sent to their enrolled address. No learner details are ever to be given out to other learners, agents, businesses etc.

In all cases MATHISI will protect the privacy of all client information.

CHANGE OF LEARNER CONTACT DETAILS

Learners are obligated to keep MATHISI informed of their current contact details and to inform MATHISI immediately of any change in these details. Learners should be advised that if they do not receive correspondence due to incorrect contact details, they are fully responsible.

COMPLAINTS APPEALS AND FEEDBACK

MATHISI shall ensure that all complaints are dealt with in a constructive and timely manner. All complaints and appeals shall be reported in the next scheduled management meeting and MATHISI Stakeholder Feedback Form (Refer ATTACHMENT 1) shall be raised detailing the actions required to arrive at satisfactory resolve of each complaint and appeal.

LEARNER COMPLAINTS

MATHISI has in place a complaint procedure for learners. It is hoped that by following a set procedure trainers/assessors and management will be able to handle all situations with expediency, confidentiality and to the satisfaction of learners, staff and MATHISI. If a learner wishes to lodge a complaint, trainers/assessors and management will deal with the situation confidentially.

1. Learners need to discuss the complaint with the trainer at the first instance; the trainer will be required to notify the CEO/DIRECTOR of any complaints or negative feedback received within 24 working hours.
2. If the issue is not rectified by the Trainer, the complaint is to be escalated to the CEO/DIRECTOR, along with a completed Stakeholder Feedback Form (ATTACHMENT 1)
3. A meeting via phone or face to face will be arranged to discuss the issue and identify possible resolutions. The CEO/DIRECTOR will be required to document the conversation.
4. The complaint will be discussed at the management meeting focusing on the issue at hand, the background around the complaint, what has been done to rectify and what recommendations are made to ensure this issue does not reoccur.
5. Complaint resolutions/recommendations and actions details are discussed with the learner.
6. Complaint resolutions/recommendations and actions are applied and recorded
7. Staff are required to record and file all complaints – copies will be emailed to the CEO/DIRECTOR and kept on the learners file for future reference.
8. Management reviews & follows-up the applied recommendations and actions at the next meeting.
9. If a complaint is not resolved to the satisfaction of all parties, an external mediator may be engaged. Costs may apply.

APPEALS FOR REASSESSMENT

Appeals regarding reassessment will be handled in all situations with expediency, confidentiality and to the satisfaction of learners, and MATHISI staff. The schedule for reassessment appeals is as follows:

1. Learners are required to complete a Stakeholder Feedback Form (ATTACHMENT 1) and submit it to MATHISI to the attention of the CEO/DIRECTOR for a review and consideration.
2. If reassessment is applicable the learner will be required to resubmit the original assessment to the CEO/DIRECTOR.
3. The CEO/DIRECTOR will forward the Assessment to be reviewed by another trainer or management.
4. If there is a gap in the evidence, a gap assessment will be required by the learner to complete. Taking into consideration of learner's specific needs- which may include a different method of assessment to be conducted e.g. demonstration.
5. If the gap assessment is not yet satisfactory, the learner will be required to complete gap training to ensure the learner has learnt the skills needed.
6. Management reviews & follows-up the applied recommendations and actions at the next meeting.

LEARNER FEEDBACK

MATHISI is committed to securing and reviewing advice and feedback from all its stakeholders involved in the delivery of its Training and Assessment services. We therefore request that our Learners provide us with feedback on those services. Your Trainer will provide the form to you at the conclusion of your course.

Please refer to ATTACHMENT 3.

ATTACHMENT 1- MATHISI Stakeholder Feedback Form

MATHISI Stakeholder Feedback Form	
<p><i>MATHISI is committed to the Continuous Improvement of its assessment processes policies, procedures and outcomes. Please answer the following questions and return your response to:</i> Admin@mathisi.com.au</p>	
Date:	
Name:	
Type of Feedback: <i>(Tick relevant feedback type)</i>	<input type="checkbox"/> Appeal for Reassessment <input type="checkbox"/> Learner/Stakeholder Complaint <input type="checkbox"/> Improvement Feedback <input type="checkbox"/> Other feedback
Location/Department/ Venue:	
Contact Information: <i>(Phone &/or Email)</i>	
Detail of Report:	
MATHISI Management Use	
Immediate Action taken:	
Suggested Action:	
Management Action: <i>(Adjudication requested?)</i>	
Date Action reported to complainant	
Risk Report Conclusion & Date:	

ATTACHMENT 2- MATHISI Code of Practice

MATHISI Code of Practice	
Training and Assessment services	MATHISI management and staff are committed to providing Training and Assessment services, resources, support and equipment in a condition and environment that is conducive with achieving competency in the units of study undertaken.
Issuance of Qualifications	MATHISI will promptly provide copies of all qualification and statements of attainment achieved by enrolled learners and provide ongoing assistance to enquiring learners with regard to their record of achievements and statements of attainment.
Financial Management	MATHISI applies sound and accountable financial practices within its day-to-day operations and maintains its adherence to equitable refund policies. (These are explained in the learner enrolment form)
Records and Information Management	MATHISI is committed to implementing best practice in its records management practices and systems, responding in a timely manner to all requests of information from present and past learners. All staff employed by MATHISI will be required to apply themselves to the provisions of the Privacy and Protection of Personal Information Act 1998.
Access and Equity	MATHISI management and staff provide assistance to all clients to identify and achieve their desired outcomes. MATHISI is committed to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy or numeracy and upholds the principles of equal opportunity.
RPL (Recognition of Prior Learning)	MATHISI management and staff are committed to supporting The RPL enquiries and requests from potential and enrolled learners. Enrolling learners are supplied with relevant RPL information at initial contact and orientation events prior to undertaking studies. Further support is provided with relevant RPL tools following RPL application.
Stakeholder feedback	MATHISI is committed to securing and reviewing advice and feedback from all its stakeholders involved in the delivery of its Training and Assessment services.
Provision of information	Clear and accurate advice is provided to all enrolling learners at MATHISI. Initial contact, orientation and the commencement of studies is supported by the provision of timely information concerning enrolment procedures, vocational outcomes, fees, access and equity, guidance and support, complaints and appeals procedures and RPL arrangements or credit transfer.
Legislative Compliance	MATHISI management and staff conducts periodic reviews to ensure that it is compliant with all state and federal legislative requirements for RTO's including but not limited to OH&S/WH&S, Harassment, Discrimination, Equal Opportunity and Vocational Education and training legislation.
Marketing Accuracy	MATHISI management and staff are committed to marketing its training and assessment services in an accurate, ethical and responsible manner ensuring that all clients are provided with timely and necessary information.
Complaints and Appeals	The complaints and appeals policy of MATHISI shall ensure that all complaints are dealt with in a constructive and timely manner. All complaints and appeals shall be reported in the weekly management meeting and corrective solution forms shall be raised detailing the actions required to arrive at satisfactory resolve of each complaint and grievance.

ATTACHMENT 3- MATHISI Learner additional questions & Learner Survey

AQTF Quality Indicators- Learner Feedback Survey

Dear Learner,

We invite you to take part in a survey being conducted to seek your views on the quality of our education and training services.

The survey is being conducted to collect feedback from learners on their views about their learning and training experiences. The outcomes play an important role in developing and delivering training.

Your feedback counts. The survey is being conducted to collect feedback from learners on their views about their learning experiences. We utilise the feedback it receives from learners as part of its continuous improvement processes to ensure it provides quality training and assessment. We must also provide a summary report of feedback from learners to its Registering Body to provide an indication of its performance. This is a condition of registration. The survey should take about 10 minutes to complete.

Please note that your responses are private and confidential. Individual respondents will not be identified in any data or reports. Survey responses will not be linked with enrolment records. Your name is only recorded on our surveys for internal purposes, specifically to follow up if clarification is required from your responses.

Our Trainers/Assessors collect the surveys at the completion of training, and the data is recorded into our smart database to generate the necessary reports and to gather an overall picture of the outcomes being achieved and how well training is meeting your needs.

Participation in this survey is highly valued, but voluntary. You are free to withdraw consent at any time. We will protect your anonymity and the confidentiality of your response to the fullest possible extent within the limits of the law.

If you have any questions about this survey or would like further information, please contact your Trainer/Assessor or call 1300 60 62 67 or admin@Mathisi.com.au.

Thank you for considering your involvement in this survey. I wish you all the best in your future education and career.

Learner Questionnaire

Name:		Signature:	
Venue:		Date:	

Please tell us about your training. Your feedback plays an important role in developing the quality of your education. In this questionnaire, the term 'Training' refers to learning experiences with your training organisation. The term 'trainer' refers to trainers, teachers, lecturers or instructors from your training organisation. Provide one response to each item on the form. Complete using a black or blue pen. Print neatly in CAPITAL letters. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box with a 'X'. E.g. or

About your training	Strongly Disagree	Disagree	Agree	Strongly Agree
I developed the skills expected from this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identified ways to build on my current knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training focused on relevant skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed the knowledge expected from this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training prepared me well for work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set high standards for myself in this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training had a good mix of theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I looked for my own resources to help me learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I am satisfied with the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the training organisation to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training organisation staff respected my background and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I pushed myself to understand things I found confusing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers had an excellent knowledge of the subject content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received useful feedback on my assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way I was assessed was a fair test of my skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned to work with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training was at the right level of difficulty for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of work I had to do was reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments were based on realistic activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was always easy to know the standards expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training facilities and materials were in good condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually had a clear idea of what was expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers explained things clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training organisation had a range of services to support learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned to plan and manage my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training used up-to-date equipment, facilities and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I approached trainers if I needed help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers made the subject as interesting as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the training to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training organisation gave appropriate recognition of existing knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training resources were available when I needed them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given enough material to keep up my interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training was flexible enough to meet my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers encouraged learners to ask questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers made it clear right from the start what they expected from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the BEST ASPECTS of the training?		
What aspects of the training was MOST IN NEED OF IMPROVEMENT?		
YOUR TRAINING DETAILS		
What TYPE OF QUALIFICATION are you currently enrolled in? Select one only.		
<input type="checkbox"/> Certificate II	<input type="checkbox"/> Diploma	
<input type="checkbox"/> Certificate III	<input type="checkbox"/> Advanced diploma	
<input type="checkbox"/> Certificate IV		
What is the FULL TITLE of your current qualification or training?		
What is the BROAD FIELD of your current training? Select one only.		
<input type="checkbox"/> Natural and physical sciences	<input type="checkbox"/> Education	
<input type="checkbox"/> Information technology	<input type="checkbox"/> Management and commerce	
<input type="checkbox"/> Engineering and related technologies	<input type="checkbox"/> Society and culture	
<input type="checkbox"/> Architecture and building	<input type="checkbox"/> Creative arts	
<input type="checkbox"/> Agriculture, environmental and related studies	<input type="checkbox"/> Food, hospitality and personal services	
<input type="checkbox"/> Health	<input type="checkbox"/> Other	
In what MONTH AND YEAR did you start your current training? / /		
Are you undertaking an APPRENTICESHIP OR TRAINEESHIP?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you get any RECOGNITION OF PRIOR LEARNING towards your training such as subject exemptions, course credits or advanced standing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
About you		
Are you FEMALE OR MALE?	<input type="checkbox"/> Female	<input type="checkbox"/> Male
What is YOUR AGE in years?		
<input type="checkbox"/> Under 15	<input type="checkbox"/> 25 to 34	<input type="checkbox"/> 55 to 64
<input type="checkbox"/> 15 to 19	<input type="checkbox"/> 35 to 44	<input type="checkbox"/> 65 or over
<input type="checkbox"/> 20 to 24	<input type="checkbox"/> 45 to 54	
Are you of ABORIGINAL OR TORRES STRAIT ISLANDER origin?		
<input type="checkbox"/> No	<input type="checkbox"/> Yes, Torres Strait Islander	
<input type="checkbox"/> Yes, Aboriginal	<input type="checkbox"/> Yes, both Aboriginal and Torres Strait Islander	
Do you speak a language other than English at home?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you a permanent resident or citizen of Australia?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you consider yourself to have a disability, impairment, or long-term condition?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
What is the postcode of your main place of residence?		

Would you consider the assessment process suitable for your workplace and staff within your industry?

Describe any changes that you may like to suggest in regard to the assessment process, sequence, method or tools?

Would you recommend the training to others?

Other Feedback...

Thank you for sharing your views.