



CONSUMER PROTECTION INFORMATION

NSW

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Consumer Protection Policy

The Consumer Protection policy and procedure ensures that Learners are provided with the following information before enrolment

- Learner's Right and Responsibilities
- Fee Administration
- Training & Assessment Administration
- Complaints and Appeals
- Assessment Appeals
- Deferral and Discontinuing Process
- Feedback processes according to the National VET Regulator and Funded Training Contract conditions.

Learner Rights and Responsibilities

Learners have a right to:

- learn in a safe, secure and clean environment
- be treated fairly and equitably and with respect by other Learners and staff
- learn in an environment free of discrimination, harassment, bullying or victimisation
- receive encouragement and support during the course of their training
- have their personal information and privacy protected
- have the results of their progress stored securely and maintained accurately
- be able to access their personal Learner records on request
- obtain information about assessments and the assessment process in advance of an assessment
- receive adequate comment from trainer/assessors about their performance in class and after an assessment, and about their progress in the course
- appeal any assessment decision and ask for it to be reviewed
- make a complaint by using the proper procedure and have it treated confidentially and dealt with fairly and quickly
- have the right to appeal against any decision made in relation to a complaint they make
- discuss their concerns or problems confidentially with staff

Learners are required to:

- be courteous and polite to, and respectful of, each other and staff
- cooperate with each other and staff
- take all steps to improve teamwork and interpersonal communication
- adhere to all health and safety requirements at all times (whether written or spoken)
- behave in an appropriate and acceptable way and not do anything that may cause anyone else offence or embarrassment (This includes not swearing or using offensive language; not using threatening or abusive language; and not harassing, bullying or victimising anyone.)
- not do anything that disrupts a class or the learning of other Learners
- attempt to resolve any conflicts or misunderstandings immediately they arise

- be punctual, regular and committed, and take responsibility and ownership for their own learning and their own actions
- sign any attendance register required
- maintain satisfactory course progress
- provide accurate information about themselves and promptly inform REACH of any change in their details
- pay relevant fees when they are due
- not smoke, consume alcohol or drugs in the college premises; not enter the classes under the influence of alcohol or illegal drugs; not bring alcohol, illegal drugs or weapons to the college
- not use mobile phones or paging devices in class or in any assessment situation
- prepare adequately for assessment, submit assessment tasks (such as assignments) by the due date, and ask for an extension of time if exceptional circumstances require it
- not engage in plagiarism or cheating of any kind
- dress suitably at all times
- not steal, damage, or misuse any REACH equipment or resources or anyone else's property

Fee Administration

This Learner Fees and Refund policy applies to State funded training, traineeship / apprenticeship programs. These programs attract Learner Fees as mentioned in the respective State government's contract.

Fees payable

1. Minimum deposits (not more than \$1,000) must be paid prior to course commencement. The remainder of the course fee can be completed through an Ezi debit Payment Plan
2. Fees are payable when the Learner has received notification of enrolment.
3. Fees may be paid in instalments through flexible payment plans or other modes of payments after the initial deposit (not more than \$1,000) to REACH. Payment schedule may vary on case by case basis.
4. Fees may vary for different training programs. For a full list of current fees and charges please refer to the REACH schedule of fees and charges on individual course flyers. Fees will be vary according to any credit transfer and recognition. The fees will be calculated and agreed before enrolment
5. An administration fee may be charged if the Learner withdraws from a course within 3 working days of the course commencement date
6. Following the course commencement, the instalments (not more than \$1000 per instalment) are paid attributably to the completion of the units on Learner's enrolled qualification.

Re-issue of training workbooks / Statement of Attainment / Qualification Certificate

- Learners who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement.

- Learners are responsible for the safe storage of their Qualification testamur and Statements of Attainment. If a Learner requires re-issue of their Qualification testamur or Statement of Attainment, an administration fee of \$ 100 will be charged for Qualification certificates and \$25 for Statement of Attainment
- For Short courses, \$50 or higher will be charged based on the respective state registering authority issuing the certificates

Refunds

- 1) Refunds may be made in the following circumstances:
 - The Learner has overpaid the Learner fee
 - The Learner has enrolled in training that has been cancelled by REACH
 - The Learner advises REACH prior to course commencement that they are withdrawing from the course within 3 working days. Admin charges may be applicable.
 - The Learners are forced to withdraw from the course or program due to the illness or extreme hardship as determined by REACH
- 2) Learners, who withdraw their enrolment or leave during the course, must notify REACH in writing at the earliest opportunity for a possible refund request.
- 3) All the “Requests for refunds” should be completed and signed using “Refund request form” available at campus reception or REACH website.
- 4) Once notified by writing, a refund may be issued for the component of the training not delivered. We are entitled to retain fees for any component of the course that was delivered during the course
- 5) Requests for refunds will be acknowledged through email within 48 hours and REACH will endeavour to process and transact within 14 working days of the acknowledged date
- 6) Where a Learner has purchased a text or training workbooks and subsequently cancels his or her enrolment, REACH will not refund monies for the text unless a written request for a refund is received and we are satisfied that the text is in as-new condition.

Government Funded Learners:

Recognition Fees:

There are no administration fees for this process. There will be a reduction to the Learner fees at 50% per unit which will be calculated and agreed by you prior to confirmation of enrolment.

Credit Transfer Fees:

There are no administration fees for this process. There will be a reduction to the Learner fees pro rata per unit. There is no process for Credit Transfer for an entire qualification.

Recognition and Credit transfer

WHAT IS CREDIT TRANSFER?

Credit Transfer is an administrative process that is the credit of unit/s of competence awarded by another accredited Training Organisation, for the same unit/s of competence listed on the course information that a person is enrolling in.

If a person has been awarded a required unit/s of competence by another Training Organisation, REACH for Training can credit that unit of competence, provided that the:

- **unit of competence is equivalent and current**
- **and that the document has been issued by a verified and accredited Training Organisation.**

CREDIT TRANSFER PROCESS

1. Learner applies for Credit Transfer by ticking the Credit Transfer / Recognition check box on the enrolment form OR by discussing with admin staff or trainer.
2. Learner is given the Credit Transfer/Recognition Assessment Application
3. Learner completes the Credit Transfer/Recognition Assessment Application Page 1 ONLY and submits with a copy of the original that has been sighted by admin staff OR certified copy of an accredited training Statement of Attainment or Qualification Certificate AND Transcript of Academic Record
4. Admin staff follows the Credit Transfer Administration Procedure.
5. Admin staff contact the Learner with the outcome
 - a) IF CT is granted:

---the Learner training plan is adjusted and the Learner and trainer and employer (if applicable) all sign and date the training plan.

---the Learner Assessment Record is completed and filed in the Learner file

---the result is entered into the database

b) IF CT is NOT granted:

---the Learner will be given the exact reason why and the gap required to be fulfilled

---meet with the trainer and discuss the requirements for the Recognition assessment that will need to be undertaken to achieve Competence by recognition, OR can arrange to undertake an assessment ONLY pathway OR can undertake further training and assessment.

WHAT IS RECOGNITION?

Recognition is an assessment of the formal acknowledgment of skills and knowledge that you currently have.

Recognition may reduce the amount of training that the Learner needs to undertake training for skills they already possess. The skills and knowledge may have been obtained through:

- Formal training
- Work experience
- Life experience

RECOGNITION PROCESS:

- Attend an initial meeting with your assessor and complete the Recognition Plan
- Submit evidence of the skills and knowledge gained while on-the-job and which are relevant to the qualification;
- Submit evidence of the skills and knowledge gained in other contexts and which are relevant to the qualification;
- Show how these skills and knowledge are relevant to the requirements for the qualification; and
- Record these skills and knowledge in an easily understood format which can be retained for future use.
- Submit evidence of proof of employment and experience within the industry

If you can show (via this application form and/or interview) that you have the required skills or knowledge then you will be granted recognition for one unit or an entire qualification, and exempt from completing the work required for this unit.

RECOGNITION PLAN

This Recognition Plan is to be completed with the assessor. It has been designed to identify the unit/s of competency for which you are seeking Recognition. Your assessor will discuss the following areas with you. They should be ticked off once you are confident that you have understood the information and procedures.

- Purpose and outcomes of the Recognition process
- Relevant unit/s of competency and types of evidence that you will submit
- Appeals process
- Confidentiality and security of information
- Special needs/additional information

Training and Assessment Administration

Within the national vocational education and training (VET) system, competency standards form the basis of nationally recognised qualifications and the benchmarks for assessment. In each Training Package, each qualification is made up of a number of units of competency). Each one explains the skills, knowledge and attitudes a learner needs to be deemed competent, as well as information about the assessment requirements.

Competency-based training is an approach to vocational education and training that places emphasis on what a person can do in the Work as a result of completing a program of training. In other words, the emphasis is on “performing” rather than just “knowing”.

The definition of competency in the Australian context of competency-based training includes four aspects of work performance. These are known as the “dimensions of competency”:

- Task Skills – the ability to perform individual tasks.
- Task Management Skills – the ability to manage a number of different tasks within the particular job.
- Contingency Management Skills – the ability to respond appropriately and deal with irregularities and breakdowns in routine.
- Environment Skills – the ability to deal effectively with the responsibilities and expectations of the work environment.

Your Trainer/assessor will provide clear instructions about what is expected from you during your training and will explain the assessments you are required to complete.

Classroom-based training

If you are enrolled in a course that is provided at one of REACH's premises, your training will be conducted 'face to face' by qualified trainer/assessors in a classroom and you are required to attend each scheduled class.

Your trainer/assessor will modify the pace of the training, the training methods and the sequence of training and assessment to suit Learners' needs and the requirements of the particular qualification and units of competency that make up the qualification.

Depending on the qualification and the particular unit(s) you are doing, the training and learning methods will vary. They may include:

- classroom discussions
- practical exercises
- team activities
- class presentations
- case studies
- role play
- field trips
- work placement (with an employer)

Some courses that are classroom-based require Learners to complete a certain amount of work placement with an employer in a suitable Work. In these cases, REACH helps arrange a suitable work-placement and the employer and/or Learner's work-placement supervisor provides your assessor with reports on your performance in the Work that contribute to your overall assessment.

The mandatory assessment of this work placement training is conducted by REACH Trainer/Assessor. The supervision is arranged by employers who have offered to provide the Work training.

If you are required to undertake work placement as part of your course, while you are doing it you are covered by REACH's work-placement insurance.

Blended or Mix-mode training

There are no prerequisites or mandatory requirement for Learners interested to undertake Blended or Mix-mode learning with REACH, but we would prefer to have the below requirements to assist in effective and quality training and assessment outcomes:

- 1) Proficient LLN competency skills
- 2) Access to computers and internet with computing knowledge
- 3) Vocational currency or prior level of qualification or matured age group
- 4) Tools and equipment required for training and assessment
- 5) Workplace organisation (if available)

Communication between the trainer and Learners is critical for quality training for Blended or Mix-mode Learners. REACH for Training ensures regular follow-up and support services.

Study and assessment resources are posted / dropped / emailed to the Learner address. On completion, Learners post back or drop-in the completed assessment to REACH office. Admin staffs co-ordinator with trainers / assessor to assess the submitted assessment. The process is followed until Learner submits the last unit of competency. In sufficient evidence, Learners are advised for re-submission upon corrective actions. It is the responsibility of the trainer / assessor to provide monitoring report for the Learner on forth-nightly or monthly basis. Trainer visits are undertaken as per Learner's needs.

Work-based training

If the qualification you are doing is provided via a Work training program, your training will be arranged with your employer.

Basically, there are two types of Work training. If you are completing a course via Blended or Mix-mode education, while you are employed (either full-time or part-time), we will provide you with learning and assessment materials for the units you are doing, and you will submit written assignments and other assessments by mail or email. In some cases, you may have to attend some classroom training sessions. If necessary, and convenient, your REACH trainer/assessor will meet with you at your Work to provide advice and discuss your progress with you.

If you are employed in Work as a trainee, under a national traineeship training contract, we will arrange your on-the-job training and assessment requirements with your employer and Work supervisor. It is a requirement of traineeship training that, as well as being trained and mentored on the job, a trainee must be released from their normal work duties to receive training, to be assessed and to meet with their REACH trainer/assessor.

How will you be assessed

Assessment is competency-based

Each VET qualification is made up of a number of competency standards or “units of competency”. Assessment against these national competency standards means that Work practices have been agreed to by the major stakeholders in an industry or industry sector.

We will ensure that we assess you in sufficient detail to determine if you have attained the required level of competency and, regardless of the methods we use, we will ensure they are *valid, reliable, fair* and *flexible*. These are the principles of assessment of competency-based assessment.

Additional Learner Support

REACH’s policy on training and assessment is to give all Learners an equal opportunity to demonstrate their knowledge and skills.

Where necessary and possible, we will make arrangements to take account of a Learner’s special needs by making reasonable adjustments to the training and/or assessment requirements. This does not mean that a Learner gains any unfair advantage over other Learners.

If you have any special needs, including a disability or learning difficulty, you must disclose it on your Application/Enrolment Form and discuss it with the Admin Officer. In some cases, we may ask you to provide a relevant certificate from your doctor. We need to know if you have any special needs so that we can make any adjustments to your training and assessment program and because we are required to collect statistical information about our Learners and report it to the Commonwealth Government. (Note it is statistical data only; it does not include the names and contact details of any Learners.)

Examples of variations to assessment tasks may include allowing additional time to complete an assignment or test, providing special equipment, substituting one form of assessment task for another, or providing support personnel (e.g. a scribe).

Complaints Procedure

REACH recognises that differences and complaints can arise from time to time. The quick settlement of these matters is in the best interest of all concerned. We have a Complaints and Appeals Procedure that Learners are required to use if they wish to make a formal complaint. It explains the steps in the process; including the opportunity to formally present their case in person and in writing and to bring a support person with them to any meeting they have with a member of REACH staff or the Director of Studies to discuss the matter.

At all times, REACH’s aim will be to discuss any complaint made with all relevant parties and resolve the matter by attempting to find a solution that is agreeable to all concerned.

Please remember that REACH is committed to delivering quality education and training.

Therefore, if a Learner is experiencing any difficulties (for example, with their course work, attendance, the organisation where they are doing their work-placement, or any other matter relating to their training), Learner are encouraged to discuss their concerns with trainers/ assessors first and, if necessary, recommend that they make an appointment with the Director of Studies.

REACH aims the complaint procedure would be handled fairly or not to be subject to any form of victimisation or discrimination; their complaint is to be treated confidentially; and they are to be treated with respect and to be supported through the process.

All complaints and their outcomes, as well as any decisions REACH makes or action we take in response to a complaint will be recorded in writing. Also, once we make a decision we will discuss it with the Learner, explain the reasons, and provide them with the decision and the reasons in writing.

If a Learner submits a formal complaint, refer the Learner Information Handbook for more details on the compliant procedure.

Complaint Appeal Procedure

If a Learner disagrees with the decision we make in response to their complaint, they have the right to appeal that decision and have the appeal heard by an independent person or panel (a qualified trainer (external) or a training consultant or a representative from community organisation. The result of any appeal and the reasons for that decision will then be discussed with the Learner and provided to them in writing. The following steps will be taken (in principle), noting that the appeals panel (a mediation service, the Office of Fair Trading, etc) may have particular procedures.

Refer the Learner Information Handbook for more details on the compliant appeal procedure.

Assessment Appeal Procedure

Trainer/assessors must ensure that all assessments are conducted in accordance with National VET Regulator and Training Package requirements, and that they satisfy the principles of assessment and the rules of evidence.

Assessment procedures must take account of equity issues, including any special needs of an individual Learner if REACH has been advised of those needs, while always ensuring the integrity of the assessment process.

At the commencement of the course, trainer/assessors must advise Learners of the specific requirements of the competency standards against which they will be assessed, the assessment methods that will be used, and when the assessments will be conducted.

If a Learner disputes the result of an assessment, the following procedure is to be followed. REACH aims to deal with all appeals against assessment decisions within 14 working days.

Refer the Learner Information Handbook for more details on the assessment appeal procedure

Deferring or Discontinuing or Transferring Learners

Learners are required to complete a transfer, withdrawal or deferral form.

REACH will assist any Learner in these processes as described and return all completed assessments, issue a statement of attainment, update the training plan and issue a copy of the training plan.

FOR TRANSFERRING LEARNERS

Request to transfer from one Training Organisation to another: REACH will;

Refer the Learner to the ***Smart and Skilled NSW Website*** to identify an alternative RTO who can provide Subsidised Training (an Alternative Provider)

(ii) The Learner opting to remain with REACH and continue training on a “fee-for-service” basis (that is without the benefit of Subsidies); or

(iii) REACH suggesting an Alternative Provider.

FOR DEFERRING LEARNERS

Request to defer for a period of up to 12 months. REACH will endeavour to re activate the Learner in the closest possible next course to deferral date.

1. Learner request for a deferral via the Trainer or via admin staff is received.
2. Accounts Manager who will prepare the Fee Implication Notice as each individual circumstance is different. A copy of the Fee Implication Notice is filed in the Learner file.
3. The Deferral form is sent with an accompanying Fee Implication Notice to the Learner
4. The completed signed and dated Deferral Form is returned to admin-- *Admin is to follow up if not received within 7 working days of sending out*
5. The form is filed in the Learner file and the date requested to recommence notified to the trainer and Accounts Manager
6. At the calendar notification date enact the training and confirm with the Learner and trainer.
7. Trainer will update the training plan dates in consultation with the Learner
8. All parties sign off and return the training plan to admin and a copy given to the Learner

FOR DISCONTINUING LEARNERS

Discontinuing Learners scenario:

- Learner requests the Withdrawal Form from the trainer or admin.
- NON Attendance and/or NON submission of assessments is noted by admin or the trainer. The trainer will contact the Learner in the first instance to ensure that reasonable efforts are made to address the non-attendance or non-submission of the Learner.

Procedure

1. Below are the possible outcomes for the discontinuing Learners.
 - a) Continuation of training--with possible extension. Training Co-ordinator *changes to Training plan--all contact details must be noted*)
 - b) Deferral - proceed to Deferral Form and Procedure
 - c) Withdrawal Go to Step 2
2. The trainer/admin will first ascertain if the reason for withdrawal relates to:
 - a) the performance of REACH including in respect of the delivery of Subsidised Training. If that is the case, REACH must ensure that reasonable efforts are made to address concerns of the Learner related to the delivery and assessment of training. Step 3
 - b) other reasons then go to Step 4
3. The Office Manager or Training Co-ordinator will contact the Learner and ensure that reasonable efforts are made to address concerns of the Learner related to the delivery and assessment of training, *this must be documented.*
4. Attempt to obtain formal notification from the Learner of the date the Training will end by asking the Learner to complete the Withdrawal Form. If they will not complete the form the Office Manager or Training Co-ordinator may complete the reason and the date of withdrawal on their behalf and sign below. (*noting all communication*)
5. Refund of any applicable Fee in accordance with the Department of Training and Workforce Development VET Fees and Charges Policy 2018 and REACH Refund Policy
6. Issue the Learner with a Statement of Attainment and associated transcript (if applicable) for completed Units of Competency within 21 days of notification of the withdrawal
7. Provide the updated Training Outline (or Training Plan if applicable) to the Learner
8. Return results of any outstanding completed training activities and/or assessments to the Learner
9. For Apprentices or Trainees, notify the local State Training Services Regional Office within 14 days of notification of the withdrawal of Training; and
10. Submit Training Activity Data to finalise the record and, if eligible, receive any further payments or Subsidies and Loadings. Follow the record keeping procedure.

Feedback

As a Registered Training Organisation, REACH is required to report statistical data such as enrolment numbers, and Learners' perceptions of the quality of the training, assessment and support services we provide. This is why we regularly ask for particular information on the application/enrolment form and ask Learners to complete evaluation forms at various times throughout your training.

The statistical information we collect helps us monitor, maintain and improve the quality of vocational education and training.

Indeed, we value and welcome constructive feedback from all of our corporate clients, Learners and staff.

If you want to provide additional feedback or suggest an improvement, please complete a Compliments and Feedback Form.

NSW Department of Industry

www.training.nsw.gov.au/build/online_forms/general_enquiry_form.html

Call 13 28 11

Key Contacts

REACH for Training – Consumer Protection Officer

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NSW Department of Industry

Customer Support Centre 13 28 11