



RTO - 45324

MBE Training

Student Handbook

2017

RTO # 45324

This Student Handbook
has been prepared for the students of:

MBE Training

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Message from the CEO

As CEO of this organisation, I can assure students that I will fully support the implementation of all quality, management and operational functions articulated in this student handbook. I will ensure myself and the MBE team adhere to our underlying philosophy of continuous quality improvement in all aspects of MBE Training's operations. We welcome your input to ensure that our services meet your expectations

This student handbook provides the direction that informs and guides MBE Training towards the provision of best practice in training development, management and service delivery. For MBE Training, it will facilitate compliance with the standards regulated by the Australian Skills Quality Authority. For clients of MBE, it will ensure that their investment in training provides the best possible training experience and outcomes.

Thank you for choosing MBE Training to deliver your training needs. We trust that this Handbook will provide the information you need to proceed with your enrolment and successfully complete your training. Prior to enrolment in one of our courses, you will have an opportunity to discuss the information in this Handbook with one of our team who will confirm that you have had a chance to consider this information. If you have any questions prior to enrolment or at any time in the future please don't hesitate to contact myself or members of the team.

Regards

Mick Bosnjak

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OVERVIEW

Regulatory Framework

As a Registered Training Organisation MBE Training is subject to the regulatory framework that governs the Australian Vocational Education and Training sector and protects both RTOS's and students. The legislative framework established by the [National Vocational Education and Training Regulator Act 2011](#) and related legislation, empowers the Australian Skills Quality Authority (ASQA) as the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers according to the Standards for Registered Training Organisations 2015 to ensure nationally approved quality standards for training are met.

The VET Quality Framework is comprised of:

- [Standards for Registered Training Organisations 2015](#)
- [Australian Qualifications Framework](#)
- [Fit and Proper Person Requirements](#)
- [Financial Viability Risk Assessment Requirements](#)
- [Data provision requirements](#)

Overview of MBE Training

MBE Training recognises the importance and benefits of combining industry experience with tertiary education when striving to deliver programs of highest quality and relevance to the client. All trainers and assessors employed or contracted by MBE have demonstrated significant industry experience in addition to obtaining tertiary qualifications, allowing them to provide a professional, well rounded learning environment for participants. Staff are equipped with the skills to ensure their teaching methods are suitable for all participants, utilising simple language where appropriate to communicate information most effectively. MBE Training strictly adheres to the Standards for RTOs 2015 to continue delivering training services of the highest quality to their clients.

The CEO recognises that opportunities for improvement arise in every aspect of business and has developed an organisational culture within MBE Training to capitalise on these opportunities for improved practice. MBE Training supplies feedback forms to all students at the end of each program, as participant feedback has been identified as an important and valuable factor in monitoring and developing business practices and quality training, ensuring the ever-changing needs and expectations of clients are being met. The CEO also welcomes feedback from other improvement opportunities such as risk assessment, student suggestions, complaints and appeals, validation sessions and audit reports.

Student feedback is critical to our continuous improvement policy. Along with the formal feedback mentioned earlier, students are encouraged to give feedback throughout their enrolment.

In order to encourage and achieve continuous improvement based on the collection of the above mentioned data, MBE Training has developed a best practice register which will include a written record of all improvement strategies.

The 'Student's Journey'

MBE Training CEO has identified the audit approach implemented by ASQA since June 2016. This represents a change to the traditional audit approach applied by regulators.

Key features include:

- Greater use of risk analysis and intelligence to trigger audits ('proactive regulation')
- Greater focus on the student's experience and RTO's practices and behaviours
- Options for longer, standard or earlier notice periods
- Scope of audit is flexible, based on intelligence and provider profile
- Information used to inform audit drawn from a wider range of sources including intelligence from other government agencies
- Greater student input
- Audit outcomes reported against the phases of the student's experience

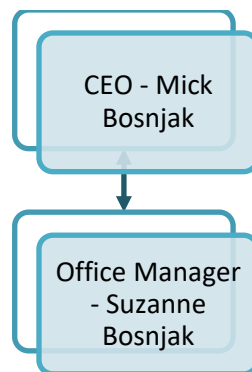
Key phases of the 'student experience' include:

- Marketing and recruitment
- Enrolment
- Support and progression
- Training and assessment Completion

Throughout MBE Training's Student Handbook and Quality Management and Operational Framework each of the policies, systems and procedures support ASQA's audit model. Each staff member and in particular each trainer and assessor will ensure the student's experience will provide the best opportunity for a positive vocational outcome.

We sincerely hope your journey, as a student with MBE Training will be most enjoyable.

MBE Training Organisational Structure



This organisational chart illustrates the lines of communication between the management and trainers which ensures decision making which impacts on students is informed by the experiences of trainers and assessors.

MBE Training Courses

What courses can I study with MBE Training?

All programs offered by MBE Training are aligned to the RII Resource and Infrastructure Industry; AHC Agriculture, Horticulture and Conservation and Land Management; TLI Transport and Logistics training packages for quality assurance and best practice.

Currently MBE Training is able to offer students accredited training in the following:

Units of competency:

- AHCMOM213 - Operate and maintain a chainsaw
- CPCCLDG3001A - Licence to perform dogging
- HLTAID001 – Provide Cardiopulmonary resuscitation
- HLTAID003 – Provide first aid
- PUAWER008B Confine Small Workplace Emergencies
- RIICCM210D - Install trench support
- RIIHAN301D - Operate elevating work platform
- RIIHAN309D Conduct telescopic materials handler operations
- RIIMPO317E Conduct roller operations
- RIIMPO319D Conduct backhoe loader operations
- RIIMPO320E Conduct civil construction excavator operations
- RIIMPO321E - Conduct civil construction wheeled front end loader operations
- RIIMPO334D Conduct skid steer operations using attachments
- RIIWHS202D Enter and work in confined spaces
- RIIWHS204D Working at heights
- RIIWHS205D Control traffic with stop-slow bat
- RIIWHS302D Implement traffic management plan
- TLID1001 - Shift materials using manual handling methods
- TLILIC2001 License to operate a forklift truck
- TLILIC2005 License to operate a book type elevating work platform
- TLILIC3006 - License to operate a non-slewing mobile crane over 3 tonne

What certification will I receive?

Upon successful completion of your course with MBE Training you will be eligible to receive the following award.

Course
<ul style="list-style-type: none">• AHCMOM213 - Operate and maintain a chainsaw – statement of attainment• CPCCLDG3001A - License to perform dogging – statement of attainment• PUAWER008B Confine Small Workplace Emergencies – statement of attainment• RIICCM210D - Install trench support – statement of attainment• RIIHAN301D - Operate elevating work platform – statement of attainment• RIIHAN309D Conduct telescopic materials handler operations – statement of attainment• RIIMPO317E Conduct roller operations – statement of attainment• RIIMPO319D Conduct backhoe loader operations – statement of attainment• RIIMPO320E Conduct civil construction excavator operations – statement of attainment• RIIMPO321E - Conduct civil construction wheeled front end loader operations – statement of attainment• RIIMPO334D Conduct skid steer operations using attachments – statement of attainment• RIIWHS202D Enter and work in confined spaces – statement of attainment• RIIWHS204D Working at heights – statement of attainment• RIIWHS205D Control traffic with stop-slow bat – statement of attainment• RIIWHS302D Implement traffic management plan – statement of attainment• TLID1001 - Shift materials using manual handling methods – statement of attainment• TLILIC2001 License to operate a forklift truck – statement of attainment• TLILIC2005 License to operate a book type elevating work platform – statement of attainment• TLILIC3006 - License to operate a non-slewing mobile crane over 3 tonne – statement of attainment

After you have met the requirements of your course, you will be issued the relevant Statement of attainment with an academic transcript listing all of the units of competency you have achieved. Nationally recognised qualifications are made up of individual units of competency. If you do not meet all of the course requirements, but have completed the requirements for one or more units of competency, you will be issued an AQF Statement of Attainment for the unit(s) you have completed.

How is training delivered?

Training courses with MBE Training are delivered by:

- Face to face classroom training
- Blended learning
- Practical training

What are the prerequisites?

Prerequisites are specific to individual courses. Please consult the course outline for your choice course for prerequisite information.

How do I enrol?

Enrolment is initiated by you contacting MBE Training. We will despatch to you by suitable means an enrolment form and literature on the course(s) being considered and any other relevant documentation.

All students will receive:

- A pre-course letter covering course information and requirements
- A pre-course evaluation checklist to identify student needs

Further detail is provided in section on Student Selection and Enrolment Procedure page 10.

Our trainers

MBE Training recognises the importance and benefits of combining industry experience with tertiary education when striving to deliver programs of highest quality and relevance to the client. All trainers and assessors employed or contracted by MBE have demonstrated significant industry experience in addition to obtaining tertiary qualifications, allowing them to provide a professional, well rounded learning environment for participants. Staff are equipped with the skills to ensure their teaching methods are suitable for all participants, utilising simple language where appropriate to communicate information most effectively. MBE Training strictly adheres to the Standards for RTOs 2015 to continue delivering training services of the highest quality to their clients.

Our approach

The CEO recognises that opportunities for improvement arise in every aspect of business and has developed an organisational culture within MBE Training to capitalise on these opportunities for improved practice. MBE Training supplies feedback forms to all students at the end of each program, as participant feedback has been identified as an important and valuable factor in monitoring and developing business practices and quality training, ensuring the ever-changing needs and expectations of clients are being met. The CEO also welcomes feedback from other improvement opportunities such as risk assessment, student suggestions, complaints and appeals, validation sessions and audit reports.

As a student with MBE Training, your feedback is critical to our continuous improvement policy. Along with the formal feedback mentioned earlier, students are encouraged to give feedback throughout their enrolment.

In order to encourage and achieve continuous improvement based on the collection of the above mentioned data, MBE Training has developed a best practice register which will include a written record of all improvement strategies.

Student Protection

It is the intention of the CEO of MBE Training that all students will receive the full training services paid for at all times, including but not limited to training and assessment, assessment only, recognition of prior learning or short courses. The continuous improvement and quality management practices employed by MBE Training CEO and staff are designed to proactively identify any anomaly that might cause a business interruption or training failure, and address this situation before any students are affected.

The corporate structure, governance and financial management systems and processes guarantee the training for students enrolled with MBE Training. This guarantee in no way ensures a successful qualification outcome. MBE Training will work with the affected students to ensure their rights are protected. This may include but is not limited to:

- A pro-rata refund of course fees
- Facilitating the transfer of the student's study to another suitable RTO

STUDENT SERVICES AND SUPPORT

Client focus

MBE Training is committed to delivering high quality services that support students throughout their training and assessment. This commitment is based on a client focused operation that produces the best possible outcome for students. MBE Training will ensure students are informed of the services they are to receive, their rights and obligations, and the responsibilities of the RTO. Students who undertake training with MBE Training receive every opportunity to successfully complete their chosen training program. MBE Training will provide students with information prior to commencement of services including any subcontracting arrangements affecting the delivery of training and/or assessment.

MBE takes a systematic approach to establish and recognise the needs of each client. It is a requirement that all staff members do their utmost to meet the needs of students. Where a student's need is outside the scope or skill of the organisation they will be referred to an appropriate service or an alternate training organisation.

Student advice

MBE Training delivers specialised training and assessment services¹. As such, it is vital that all students are informed of and understand the extent of the training course that they are enrolling in. MBE Training has in place a process and mechanism to provide all clients information about the training, assessment and support services to be provided, and about their rights and obligations, prior to enrolment or entering into an agreement.

In summary, MBE Training will provide:

- Training programs and services that promote inclusion and are free from discrimination
- Support services, training, assessment and training materials to meet the needs of a variety of individual students
- Consideration of each individual's needs to provide the best opportunity for skill development and attainment of qualifications that can lead to further training or employment
- Opportunity for consultation between staff and students so that all aspects of individual circumstances can be taken into consideration when planning training programs
- Consideration of the views of students' community, government agencies and organisations, and industry when planning training programs

¹ Services include:

- (a) Pre-enrolment materials;
- (b) Study support and study skills programs;
- (c) Language, Literacy and Numeracy (LLN) programs or referrals to these programs;
- (d) Equipment, resources and/or programs to increase access for students with disabilities;
- (e) Learning resource centres;
- (f) Mediation services or referrals to these services;
- (g) Flexible scheduling and delivery of training and assessment;
- (h) Counselling services or referrals to these services;
- (i) Information technology (IT) support;
- (j) Learning materials in alternative formats, for example, in large print; and
- (k) Learning and assessment programs customised to the workplace.

- Access to information and course materials in a readily available, easily understood format
- Information to assist students in planning their pathway from school or the community to vocational education and training

While MBE Training guarantees that all students will receive the full training services paid for, it does not guarantee a student will successfully complete the course in which they are enrolled or that the student will obtain a particular employment outcome outside the control of MBE Training.

Student information policy

MBE Training will provide all relevant information and directions to each student prior to enrolment as part of the student induction to enable the student to make informed decisions about undertaking training with MBE Training. This information will be clear and readily available in print or referral to an electronic copy. This will include details required to source the MBE Training student handbook, available as PDF document on MBE website: <https://mbe1.com.au>.

MBE Training will provide the following information specific to each student:

- the code, title and currency of the AQF qualification, skill set or VET course to which the student is to be enrolled, as published on the National Register the services the RTO will provide to the student including the:
 - estimated duration of the services
 - expected locations at which the services will be provided
 - expected modes of delivery
 - name and contact details of any subcontractor which will provide training and assessment to the student
- the student's obligations including any requirements that MBE Training requires the student to meet to enter and successfully complete their chosen AQF qualification, skill set or VET course
- any materials and equipment that the student must provide; the educational and support services available to the student

Where there are any changes to agreed services, MBE Training will advise the student in writing and with a follow-up telephone call as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

Student Selection and Enrolment Procedure

Student selection

Enrolment and admission into some MBE Training, training programs is subject to meeting certain prerequisite conditions and/or entry requirements. Specific details of the prerequisites pertaining to these training programs are contained in individual course documentation and are made available prior to enrolment. In the case that a potential student does not meet the prerequisite conditions and/or entry requirements, MBE Training staff will endeavour to assist them in understanding their options in regards to meeting the standards. Any questions regarding these arrangements can be addressed by trainers or MBE management.

Enrolment

The enrolment procedure commences when a student contacts MBE Training expressing interest in a training program(s). MBE staff will respond by dispatching by suitable means an enrolment form, student handbook, literature on the program(s) being considered and any other documentation which may be relevant.

Enrolment applications will then be assessed to ensure that the student meets any prerequisites and/or entry requirements that have been set for the selected course. Students will be informed of successful enrolment and sent information on the course and their course induction. Students who do not meet the prerequisites for the selected course will be notified of their unsuccessful enrolment and invited to contact MBE Training to discuss their training needs and alternative opportunities.

Pre-course letter

As an additional support to enrolling students, where possible MBE Training will email a pre-course letter to the student prior to the commencement of training. Information includes the time, date and location of training, the resources the student should bring to the course and overview of the units of competency to be studied and the format/style of training to be provided.

Pre-course evaluation checklist

A pre-course evaluation of each student is conducted. Questions are designed to identify the student's needs, so MBE staff members can evaluate any requirements the student may have to improve his/her learning experience and outcome. These questions are integrated within the enrolment form.

The designated MBE staff member will receive and assess each student's pre-course evaluation checklist. Based on the information in the checklist, the enrolment form, interview, induction and any other relevant correspondence and conversation, MBE staff and management may offer additional support. Examples of the support services may include:

- Study support and study skills programs
- Language, literacy and numeracy (LL&N) programs or referrals to appropriate programs
- Equipment, resources and/or programs to increase access for students with disabilities
- Learning resource centres
- Mediation services or referral to appropriate services
- Flexible scheduling and delivery of training and assessment
- Counselling services or referral to appropriate services
- Information technology support
- Learning materials in alternative formats i.e. large print
- Learning and assessment programs customised to the workplace

Induction/Welcoming

On successful completion of the enrolment process, and at the start of the training session, all students will undergo an induction/welcoming program which will cover:

- Introduction to MBE Training staff and resources available to assist your training
- Orientation to facilities and resources
- Confirmation of the units of competency in the course and qualification to be issued

- How training will be conducted and the method, format and purpose of assessment
- Learning and assessment resources to be provided
- Outline of traineeship/apprenticeship requirements, if you are undertaking the study as part of a traineeship/apprenticeship
- Overview of the support services offered by CE, especially for those students who might require additional language, literacy or numeracy support
- Explanation of the Appeals and Complaints procedures
- Career and AQF pathways available to students.

Student support

MBE Training will make all reasonable effort and utilise a variety of available methods to assist all students in their efforts to complete training programs. MBE Training will determine the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill set or VET course as specified in training packages or VET accredited courses. MBE Training will continue to develop strategies to make support available where gaps are identified.

Trainers are responsible for ensuring that all students are aware they can contact their trainer or other MBE staff members in the event that they are experiencing difficulties with any aspect of their studies. Staff will ensure students have access to the full resources of MBE Training to assist them in achieving the required level of competency in all nationally recognised qualifications.

In the event that a student is experiencing personal difficulties, training staff will encourage the student to contact MBE Training who will provide discreet, personalised and confidential assistance as according to the nature of the difficulties.

In the event that a student's needs exceed the capacity of the support services MBE Training can offer, they will be referred to an appropriate external agency. Extensive information regarding support agencies, resources and services may be sourced online. MBE staff members will assist students to source appropriate support.

Flexible delivery and assessment procedures

MBE Training recognises that some people are better suited to learning via teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, a student who is experiencing difficulty learning and achieving the desired results in the traditional setting may show considerable improvements.

The staff and management of MBE respect these differences among students and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of students. For example, the inability to complete a written assessment will not be interpreted as a sign of incompetence, provided the student can verbally demonstrate competency.

Acceptable adjustments to teaching and assessment methods may include, but are not limited to; having a trainer read assessment materials to students, having a student's spoken responses to assessment questions recorded or allowing a student to sit for an assessment alone in a different room.

MBE staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards. In the event that a student's needs exceed the capacity of the support services MBE Training can offer, they will be referred to an appropriate external agency.

Reasonable adjustment

Reasonable adjustment means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

Access and Equity

MBE Training is committed to practicing fairness and providing an equal opportunity for all current and potential students to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location that may present a barrier to access, or any other perceived difference in class or category. MBE Training ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. MBE will address access and equity matters as a nominated part of operational duties.

If a student identifies with one or more of the following priority groups, he/she may be able to receive additional assistance:

- Aboriginal and/or Torres Strait Islander people
- Carers of people who are ill, aged or who have a disability
- People with a disability
- Women and girls who are returning to education and training
- Women and girls who are seeking training opportunities in non-traditional roles
- Young people aged 15 to 25
- Australian South Sea Islanders
- Parental job seekers
- People with English language, literacy and numeracy needs
- Mature aged workers who require up skilling
- Long term unemployed and disadvantaged jobseekers
- People from different cultural and ethnic backgrounds
- People who speak a language other than English

MBE Training has developed this quality management and operational framework to guide and inform all staff and students in their obligations regarding access and equity. Upon induction into MBE Training, all staff is provided with copies of the policies which they must adhere to throughout all their operations as an MBE staff member. Students are made aware of the access and equity policy via the MBE Training student handbook, and informed of their rights to receive access and equity support and to request further information.

MBE Training access and equity policies are in place to ensure that training opportunities are offered to all people on an equal and fair basis in all circumstances, irrespective of their gender, culture,

linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

Practicing these policies will guarantee that any student who meets MBE Training entry requirements will be accepted into any training programs. If any student or staff member have issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to MBE's management for consultation.

Language, Literacy and Numeracy Assistance

MBE Training course information and learning materials contain written documentation and in some cases, numerical calculations.

MBE recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations. When an issue is identified by MBE staff or requested by a student, a language, literacy and numeracy test will be provided to assess the student's ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

MBE will endeavour to provide assistance to students having difficulty with language, literacy or numeracy to accommodate their needs. In the event that a student's needs exceed the ability of MBE staff to assist, the student will be referred to an external support agency so they have the opportunity to obtain the skills required to complete the training program.

Code of Conduct

MBE Training makes every effort to practice cooperation and mutual respect in all internal and external dealings to uphold high quality, professional training and assessment services. The same disciplined behaviour is expected of students as a contribution to a functional learning environment, and as a sign of respect to staff and fellow students.

Professional Behaviour

MBE Management advises any trainer or staff member who is dissatisfied with the behaviour or performance of a student that they have the authority to:

- Warn the student that their behaviour is unsuitable, or
- Ask a student to leave the class, without refund or acceptance into another course, or
- Immediately cancel the class.

If a student wishes to object or lodge an appeal against the disciplinary action taken, they have the right and opportunity to follow the MBE Training complaint procedure.

MBE staff are expected to maintain a professional and ethical working relationship with all other staff members, management and students. Breaches of the disciplinary standards will result in discussion between the relevant trainer and MBE Training, and appropriate action will be taken.

Plagiarism

Definition²

Plagiarism is the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas or expressions," and the representation of them as one's own original work.

Policy

Plagiarism is considered academic dishonesty and a breach of journalistic ethics. It is subject to serious sanctions such as expulsion. It is quite reasonable to research material in the course of undertaking assessment. All sources, however, must be clearly referenced. MBE Training 's CEO takes a very strict approach to plagiarism and proven incidents will not be tolerated.

² From www.wikipedia.org

FEE INFORMATION

Fees and charges

MBE Training operates predominately as a 'fee for service' training business. This means all training programs attract fees. All fees will be paid at or prior to the commencement of training unless prior arrangements are made with MBE Training management.

Fee information is available via:

- MBE website
- MBE program brochures
- MBE promotional material
- Direct email from MBE

Each of these information streams clearly identifies all fees and charges, including optional charges such as Recognition of Prior Learning (RPL) fees, and will be updated regularly so that both MBE Training and our clients will be protected.

MBE Training will provide the following fee information, to each student:

- a) The total amount of all fees including course fees, administration fees, materials fees and any other charges;
- b) Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- c) The nature of the Student Protection offered by the RTO to complete the training and/or assessment once the student has commenced study in their chosen qualification or course;
- d) The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment; and
- e) The RTO's refund policy.

Fee structure

Each qualification, unit of competency or accredited course offered by MBE Training has a specific course fee. The course fee is the maximum fee that may be charged to the student for his/her selected training program.

It is MBE Training's policy that the course and material fees will be *all-inclusive*. Students will not be 'surprised' by unexpected requirements, fees or expenses. The only additional costs that may be required are those incurred by the regulator such as the application for high risk licence or passport photos.

Where additional resources normally associated with a program of study are required (for example; reference material, research documents, own computer) the student will be clearly advised of exactly what is required in the student study guide for that program.

Payment balance

Where the total course fee is less than \$1500, the balance of the course fee will be paid when enrolment is accepted and training commences, or by invoice if approved by MBE Training management.

Where the course fee is more than \$1500, an invoice will be issued at the completion of training and payment is to be made within 14 days of invoice being issued.

Enrolment fee

No enrolment fee is applicable.

Withdrawal fee

No withdrawal fee is applicable.

Re-submit fee

No re-submit fee applies.

Re-assessment fee

No re-assessment fee applies.

Produce partial completion statement of attainment

No fee applies to produce a statement of attainment when the student has partially completed the training program and must withdraw.

Re-print certification

Where the student requests a new copy of his/her certification, the following fees apply:

- Statement of attainment \$45.00+GST (includes plastic card, where applicable)
- Qualification (with academic transcript) \$40.00+GST

Contact Us

MBE Training

Phone: 0409 528 245

Email: info@mbe1.com.au

Methods of payment

Students may make payments to MBE Training by any of the following means:

- Cash
- Direct Deposit

GST

All Nationally Recognised Qualifications, Accredited Courses and Units of Competency delivered by MBE Training are GST-Free in accordance with the Australian Taxation Office GST Rulings GSTR 2000/27, GSTR 2001/1 and GSTR 2003/1.

Payment Receipts

A tax invoice/receipt will be issued for all payments.

Refunds

MBE Training will protect fees paid in advance and has a fair and reasonable refund policy.

Information provided prior to enrolment or the commencement of training and assessment, whichever comes first, specifies the student's rights as a consumer, including but not limited to any statutory cooling-off period (where applicable) and the student's right to obtain a refund for services not provided by the MBE Training in the event the:

- Arrangement is terminated early, or
- MBE Training fails to provide the agreed services.

An application for a refund is addressed according to the amount of notice given by the person making the request:

- 14 days prior to the commencement of the course – 100% refund
- Between 13 days and 7 days prior to the course - 50% refund
- Between 6 days and the commencement of the course – 25% refund
- Withdrawal on the day or during the course – no refund.

Protecting fees

MBE Training will ensure that student's prepaid fees (including enrolment fees, tuition fees, materials fees and any other fee component that is a mandatory payment for the course) are protected in an appropriate manner.

MBE Training will not collect more than \$1500 in advance. Where less than \$1,500 is collected prior to the commencement of training or where the total course fee is less than \$1,500, a fee protection process is not required. These fees are paid by/charged to the student, a government agency or the student's employer.

If, at some time in the future MBE Training collects more than \$1500 in advance MBE will observe the requirements of Schedule 6 of the Standards for RTOs 2015. This schedule outlines requirements for protecting fees prepaid by individual students or prospective students for services. One of the requirements of Schedule 6 requires the RTO to be a member of a recognised Tuition Assurance Scheme.

At this time MBE Training is not a member of a Tuition Assurance Scheme. If, at some time in the future MBE Training is required to become a member of a Tuition Assurance Scheme it will join the scheme managed by the [Australian Council for Private Education and Training](#) (ACPET).

Protecting students that do not prepay in advance

Where fees are not collected in advance from individual students i.e. invoice in arrears, MBE Training will send each client/student an invoice after training is completed.

Protecting students where course fees are less than \$1500

The corporate structure, governance and financial management systems and processes guarantee the training for students enrolled with MBE Training. Specifically, the integrity, business experience and training expertise of the CEO ensure continuity of training and completion of training is guaranteed for all students.

Student's training is further protected by MBE Training's financial management policy and procedure. Fees paid in advance are not transferred to the operating account until training commences.

Third Party Training

Where applicable, MBE Training's Student Protection extends to training partners and training conducted by a third party on behalf of the RTO. At this time, MBE Training does not engage third parties.

TRAINING AND ASSESSMENT

MBE Training is committed to delivering high quality training and assessment services that exceed the expectations of their students. To ensure this, MBE has implemented processes for data collection and analysis within its operations that ensure the continuous improvement of training and assessment. In order to provide high quality outcomes to their clients and students, MBE Training ensures that strategies for training and assessment are developed with effective consultation with industry and stakeholders.

Principles of Training and Assessment

Training and assessment strategies developed by MBE Training will adhere to the following principles:

- Training and assessment strategies are developed for each qualification/unit of competency that will be delivered and assessed
- All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders
- Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups
- Training and assessment strategies will be validated annually through the internal review procedures

MBE Training will apply the *Principles of Assessment and the Rules of Evidence*.

Principles of assessment

To ensure quality outcomes, assessment should be:

- Fair
- Flexible
- Valid
- Reliable

Fair

Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.

Flexible

To be flexible, assessment should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the student; and support continuous competency development.

Valid

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- Knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods).
The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliable

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- Valid
- Sufficient
- Authentic
- Current

Valid

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- Knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods).
The specific evidence requirements of each unit of competency provide advice on sufficiency

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.

Current

In assessment, currency relates to the age of the evidence presented by a student to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Assessment Policy

MBE Training acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competence, the CEO will ensure:

- Compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course
- Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- Assessment complies with the principles of competency based assessment and informs the student of the purpose and context of the assessment
- The rules of evidence guide the collection of evidence to support the principles of validity and reliability
- The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- Timely and appropriate feedback is given to students
- Assessment complies with MBE's access and equity policy
- All students have access to re-assessment on appeal

MBE Training implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. MBE Training recognises that each unit of competency contains assessment requirements relating to; performance evidence, knowledge evidence and assessment conditions.

Connecting Training and Assessment with Industry

Industry Engagement

“Training and assessment practices are relevant to the needs of industry and informed by industry engagement.”

All aspects of MBE Training training and assessment are informed by meaningful industry engagement. To maximise the outcomes for students, MBE Training ensures that every opportunity to connect training and assessment with the workplace is utilised. Opportunities will be developed in consultation with the relevant industry personnel and responsibilities clearly communicated to all involved.

To identify a range of delivery and assessment methods that meet a variety of needs, an ongoing schedule of industry liaison and consultation will be adhered to. These consultations will be documented with meetings and memorandums acknowledged by those industry and enterprise representatives involved in consultation relating to the development and ongoing review of assessment strategies.

MBE Training will:

- Involve industry personnel in planning training programs, where they are relevant to the training and assessment program
- Ensure that the training and assessment program makes full use of opportunities presented by industry
- Consult with industry personnel in the development of workplace training and assessment processes
- Monitor the student's progress

Information from industry stakeholders is used to continuously improve training and assessment. A number of programs that engage employers or other stakeholders who contribute to each student's training, assessment and support services to meet their individual needs are available. In addition, MBE Training utilises industry engagement to inform the currency of trainers and assessors industry skills.

Apprenticeships and traineeships

At this time MBE Training will not seek to engage apprentices or trainees. apply for government funding or enter into government incentive schemes. MBE Training CEO may take the decision to change this policy in the future.

RECOGNISING QUALIFICATIONS AND PRIOR LEARNING

Unique Student Identifier

The [Unique Student Identifier \(USI\)](#) scheme allows students to access a single online record of their VET achievements. The online system provides each student with a USI and allows for reliable confirmation of these achievements by employers and other RTOs. The USI scheme will provide a national online authenticated record of student's training attainment and will serve as a building block for a range of vocational education and training reforms. Over time, the ability of students to access and share their training records will make enrolment processes more efficient for training providers and students.

MBE Training will only issue a qualification or statement of attainment to a student after the student has provided a verified USI or MBE applies for a USI on behalf of the student. To avoid any delays in issuing certification documentation MBE will ensure that student's USIs are applied for or verified USI at the time of enrolment. MBE Training will protect the security of all information related to USIs.

Security measures are in place to protect both digital and hard-copy records from loss, damage or unauthorised access. MBE stores paper based records in locked cabinets. Digital records are backed up on a Cloud system. All AQF certification documentation issued by MBE is kept for 30 years.

When reporting data about the training, each record of nationally recognised training that is provided to the national centre for vocational education research (NCVER) national VET provider collection will have a USI attached. This USI will be used to draw down on this data collection in real time. This means that, in the future, students will be able to draw down a record of their VET achievements from one place. They can view this online or they can use the data to develop a transcript that they can attach to a job application, for example.

The USI will be increasingly useful for MBE Training when the data builds, MBE Training (with the student's permission) will be able to draw down information about that student's previous VET attainments throughout Australia. This will assist with assessing student's admission to courses and in some circumstances, their eligibility for funding. Training providers will have access to an online information source to manage student transfers between training providers, and the assessment of credit transfer and pre-requisites.

More information is available from the [Department of Industry's website](#) where a comprehensive [video](#) outlines the USI scheme for MBE Training staff.

Recognising Qualifications from another RTO

MBE Training will recognise all AQF qualifications and statements of attainment issued by any other RTO. If any ambiguity is detected when validating a student's certification, MBE will seek verification from the relevant RTO before recognising the qualification or statement of attainment.

Students enrolling with MBE Training will be made aware of the recognition of qualifications policy by MBE staff at the time of enrolment to offer the opportunity of recognition of relevant qualifications or statements of attainment prior to the commencement of training. MBE trainers will remind students of the policy progressively throughout the duration of their course.

When a student presents an AQF qualification or statement of attainment to a trainer or staff member, a copy of the certificates will be taken and submitted to MBE Training for verification. MBE Training will verify the authenticity of the qualification or statement of attainment.

The verified copy of the qualification or statement of attainment is placed in the student's file. Once verification of the qualification or statement of attainment has been established, MBE staff will inform the student and offer exemption from the relevant unit(s) of competency. Staff will ensure the student is aware of and understands what component(s) of their training and assessment are affected. MBE staff will update the student's records accordingly.

Credit Transfer

Credit transfer refers to the transferral of academic credit obtained by students through participation in courses or national training package qualifications with other RTOs, towards a qualification offered by MBE Training. Credit transfer is granted on the basis that the credit validates the student's competency within the relevant qualification/unit of competence. Credit transfer of a qualification/unit of competence is available to all students enrolling in any training program offered by MBE Training.

Recognition of Prior Learning

MBE Training appreciates the value of workplace and industry experience, and recognises that students will acquire vocational skills and knowledge from a variety of sources other than formal training. These skills are legitimate irrespective of how they were acquired and the RPL process is designed to provide validation of such relevant skills.

Recognition of Prior Learning (RPL) is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a VET qualification.

In order to grant RPL, the assessor must be confident that the student is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in Australian Qualifications Framework accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

MBE Training's recognition of prior learning process

The recognition of prior learning (RPL) process will be offered to and explained to all students.

Students who believe they have already obtained current skills and knowledge that would otherwise be covered in the qualification/unit of competence for which they intend to study, should apply for RPL at the time of enrolment. The student's skills and knowledge will be assessed and validated, and where appropriate, units of competency acknowledged and face-to-face training reduced.

As part of the MBE Training enrolment policy, trainers will advise students of the availability of RPL, explain what the process involves and how it relates to the attainment of the qualification in some circumstances. When relevant, trainers will remind students of this option progressively throughout their time in training, in order to provide multiple opportunities for students to engage in the RPL process.

When approached by a student seeking RPL, trainers will:

- Provide the student with copies of an *RPL Information for the Applicant* and the *RPL Assessment Template*
- Provide the student with information about the types of evidence that can be used to support an RPL application

RPL fee

The student will be charged 50% of the scheduled course fee. This includes the initial application, consultation either in person or via phone with a suitably qualified assessor, the RPL assessment and (if successful) certification.

Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit by unit basis based on the scheduled course fee.

RECORDS

MBE Training has a clearly documented quality administrative and records management system in place to secure the accuracy, integrity and currency of records, to keep documentation up-to-date and to secure any confidential information obtained by MBE Training and committees, individuals or organisations acting on its behalf.

Data is collected and stored in accordance with the processes outlined in this document and MBE Training's record management procedures ensure timely and accurate records inform the continuous improvement processes of MBE Training. In addition, these records management procedures will ensure that all documentation providing evidence of compliance to the essential standards of registration is accurately maintained.

Record keeping procedures

Upon enrolment, student's details will be entered into MBE Training's database. This process initiates the establishment of the student's individual file which is then used to record all future details pertaining to the student. Documents pertaining to students currently enrolled are stored in secure, individual student files which are managed by MBE Training's staff. The file is retained by MBE Training and management of the file will be in accordance with MBE Training's training records policy.

MBE Training will retain client records for a period of thirty (30) years. These records include:

- Records of assessment results
- Records of attainment of units of competency and qualifications
- Copies of certificates and statements of attainment
- Student enrolments
- Fees paid and refunds given

MBE Training will also maintain records of staff profiles detailing qualifications and industry experience and other documentation necessary to develop, implement and maintain MBE Training's quality system.

Completed assessments

Each and every assessment submitted by every student will be retained for a minimum period of six (6) months. Individual student records will be stored in a lockable steel filing cabinet in a locked secure office area.

At the expiration of six (6) months period, the student's assessments will be scanned and stored electronically for thirty (30) years. The electronic records are stored utilising AVETMISS compliant software and access is restricted by a password system.

Results of assessment records

Student assessment results will be recorded electronically within the MBE Training database system and will be retained for thirty (30) years. This information may be used to provide annual

competency completion reports and/or AVETMISS reports, as required and will provide sufficient information to re-issue the testamur, if required.

A copy of each testamur issued is scanned and retained in Adobe PDF format. If requested, the testamur may be re-printed at any time within the thirty (30) year period after issue. This method ensures the original format, design, signature, date and units of competency are re-printed accurately and with a minimum of effort and expense.

AVETMISS Reporting

AVETMISS stands for the Australian Vocational Education and Training Management Information Statistical Standard. It is a national data standard that ensures consistent and accurate capture and reporting of VET information about students. The National Centre for Vocational Education Research (NCVER) is the custodian of the standard.

MBE Training submits AVETMISS reports to NCVER at least monthly. These reports include all student and training data including:

- age, sex and other demographic information
- Indigenous and disability information
- geographic location
- type of provider (for example, government or private)
location of training delivery
- enrolments in units of competency, as part of a qualification, and modules as part of courses
- how it was studied (for example, classroom, workplace or online)
- how it was funded
- the results obtained for unit/module (outcome)

This reporting is made under the authority of the Data Provision Requirements that are established by agreement of Training Ministers across Australia under the National Vocational Education and Training Regulator Act 2011.

Access to Records

MBE Training has implemented a record management system that ensures that all students have access to accurate information regarding their learning in a timely fashion. To ensure this, employees are informed of their responsibilities for record keeping and the process is monitored through the continuous improvement process and improved where necessary. This section outlines the data management procedures that support this records management system.

Access to Student Records

Access to individual student training records will be limited to those such as:

- Trainers and assessors to access and update the records of the students whom they are working with
- Management staff as required to ensure the smooth and efficient operation of the business
- Officers of ASQA or their representatives for activities required under the standards for registered training organisations

MBE Training's trainers and assessors will maintain accurate and current records of each student's progress and achievement of competencies in the area of their study. These records will be entered on the MBE Training's database system during training and assessment or immediately at the completion of training and assessment.

As students complete each competency, the trainer or assessor will check the achievements against the relevant qualification packaging rules and sign off successfully completed competencies. All details of full or partially completed competencies will be recorded and stored on the student's file. Upon completion of all relevant competencies within a qualification, the student will be entitled to receiving the full qualification. The certificate and statement of results and/or statement of attainment will be produced and presented to the student. A scanned electronic copy of all signed qualifications issued will be converted to PDF format and secured in the student's file.

Student Access to Records

Students have the right to request information about or have access to their own individual records. MBE Training trainers and assessors or administration staff will provide the requested information or access. Students also have the right to request a hard copy of their own individual file that can be supplied as a printout from records retained within the data management system.

You should feel free to ask your MBE Training trainer and assessor or administration staff at any time for a printout of your progress.

Privacy

MBE Training considers student privacy to be of utmost importance and will practice a high standard of care and concern in regard to maintaining student privacy in all aspects of business operations. Any persons external to the organisation acting on behalf of MBE Training are made aware of the confidentiality procedures and privacy policies prior to commencing work with MBE Training.

MBE Training will comply with all legislative requirements including the Privacy Act 1988 (Commonwealth) and the [Australian Privacy Principles \(2014\)](#). www.privacy.gov.au. MBE Training ensures no student information is disclosed without the student's consent, except as required by law or in adherence to the Standards for RTOs. Student consent must be obtained in writing from the student, unless the student is under the age of 18 years, in which case written consent from their parent or guardian must be obtained. Consent to disclosure of information forms and/or letters will be recorded.

Security

MBE Training ensures further security of records by complying with the storage requirements detailed in ASQA's General directive: *Retention requirements for completed student assessment items*, 22 June 2012. This directive includes requirements for storage including: safeguards against unauthorised access, fire, flood, termites or any other pests, and to ensure that copies of records can be produced if the originals are destroyed or inaccessible. MBE Training enhances its compliance with this directive by protecting electronic files with up-to-date virus protection, firewall and spy ware protection software.

The data management system is Cloud based and offers the security and integrity expected of a reputable Cloud storage system. In addition, electronic records are copied to a portable hard drive, every four (4) week period. The portable hard drive is stored in a fire proof secure location.

MBE Training software and hardcopy systems will retain student's results for a period of no less than thirty (30) years. If requested, enrolment information, training and assessment information or results of assessment will be provided in electronic format wherever possible.

Paper based records will be scanned and saved in Adobe PDF format. Paper records will be securely shredded every twelve (12) months in accordance with MBE Training CEO's directions.

Ceasing Operation

In the event that MBE Training ceases to operate, its records will be transferred to ASQA in the appropriate format and detail as specified by the Department at the time of ceasing RTO operations. All other records including training records, taxation records, business and commercial records will be retained for a period of at least seven (7) years. MBE Training will ensure that any confidential information acquired by the business, individuals, or committees or organisations acting on its behalf is securely stored.

COMPLAINTS AND APPEALS

MBE strives to ensure that each student is satisfied with their learning experience and outcome. It is anticipated that issues of concern can be resolved by meaningful and respectful communication that is encouraged by MBE Training. In the unlikely event that this is not the case, all students have access to rigorous, fair and timely complaint and appeal processes which are outlined in this section of the policy and procedures document

MBE Training has a defined and transparent complaints and appeals process based on the principles of natural justice and fairness that will ensure student's complaints and appeals are addressed effectively and efficiently. MBE Training's complaints and appeals policy ensures students and clients understand their rights and the responsibilities of the RTO.

Any complaints or appeals will be reviewed as part of the continuous improvement process and where corrective action has been highlighted, it will be implemented as a priority. This approach ensures that outcome of the complaints process provides a positive and constructive contribution to the operations of MBE Training.

Complaints

A student may lodge a complaint regarding the RTO; Third Party; Subcontractor; another student or Trainer. There is also provision for any and all interested stakeholders to make a complaint if they feel aggrieved. For example, a Trainer may lodge a complaint against a student.

A complaints procedure is available to all persons wishing to make a complaint, appeal or any other manner of objection in relation to the conduct of MBE Training. The complaints procedure will address both formal and informal complaints. All formal complaints must be submitted in writing to MBE management and will be heard and addressed, including a response to the aggrieved person, within five (5) working days of receipt.

MBE management will maintain a complaints register to document the course of action and resolution of all formal complaints. All complaints substantiated by the complaints procedure will be reviewed as part of the MBE Training continuous improvement procedure.

It is the responsibility of MBE management to ensure adherence to the complaint procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting students with the complaints procedure and supply of complaint forms.

Where the appellant remains dissatisfied with the outcome of the appeals handling procedure, the appellant is to be directed to the following external agencies:

- An independent agency or consultant within the VET sector
- The Office of Fair Trading in relation to consumer protection issues
- [National Training Complaints Hotline](#) on 133 873

Appeals

The MBE Training appeals process is concerned with a student's right to request change to decisions or processes of an official nature, usually in relation to academic or procedural matters.

In the case of a student's appeal against specific assessment decisions, the student should first discuss the decision(s) with the relevant trainer or assessor and request re-evaluation. The trainer or assessor will hear the student's appeal, make fair judgement to the best of their ability as to whether change(s) are required and then discuss their final decision with the student.

If the student is still dissatisfied with the trainer or assessor's decision, they have the right to take the appeal to the management team. The formal notice of appeal is required to comply with the following principles upon submission to management:

- The notice of appeal should be in writing, addressed to MBE Training for referral to the management team and submitted within five (5) days of notification of the outcome of the trainer or assessors re-evaluation process.
- The notice of appeal must be submitted within the specified timeframe otherwise the original result will stand. If a student's appeal needs to be deferred due to emergency circumstances, such as in the case of serious illness or injury, a medical certificate supporting the case must be forward to management. The notice of deferral must be submitted within three (3) working days of the conclusion date displayed on the medical certificate.

It is the responsibility of MBE management to ensure adherence to the appeal procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting students with the appeal procedure and supply of appeal forms.

All appeals will be reviewed at the monthly management meeting and, if appropriate, result in a continuous improvement process.

Where the appellant remains dissatisfied with the outcome of the appeals handling procedure, the appellant is to be directed to the following external agencies:

- An independent agency or consultant within the VET sector
- The Office of Fair Trading in relation to consumer protection issues
- [National Training Complaints Hotline](#) on 133 873

Complaints/Appeals Procedure

All persons wishing to make a complaint, appeal or any other manner of objection in relation to the conduct of MBE Training or any third party (such as other students, outsourced trainers, subcontractors, staff, trainers, assessors) have access to the following procedure:

Informal complaint/appeal:

- An initial complaint or appeal will involve the student communicating directly with MBE Training verbally or by other appropriate means.
- All persons identified or subject to a complaint will be notified in writing of the content of the complaint and/or allegation and afforded all natural justice and procedural fairness response mechanisms
- MBE management will make a decision, discuss their judgement with the student and record the outcome of the complaint or appeal
- Students dissatisfied with the outcome of MBE Training's decision may initiate the formal complaint procedure

Formal complaint/appeal:

- It is normal procedure that all formal complaints proceed only after the initial informal complaint or appeal procedure has been finalised
- The formal complaint or appeal is to be submitted in writing, and the procedure and outcome recorded by MBE management
- On receipt of a formal complaint, the CEO or a nominated senior management person independent of the complaint will notify the complainant in writing that they have received the submission.
- The CEO will convene the complaint committee to hear the complaint
- The complaint committee will consist of a panel of members with no previous involvement or vested interest in the outcome of the particular complaint or appeal. Members of the committee should include:
 - A representative of MBE management
 - A MBE staff member
 - A person independent of MBE Training (i.e. Richard Turner of TBS Consulting)
- The complainant/appellant shall be given an opportunity to present the case to the committee and may be accompanied by one (1) other person as support or as representation
- Staff member(s) involved shall be given an opportunity to present their case to the committee and may be accompanied by one (1) other person as support or as representation
- The complaint committee will reach a decision on the complaint or appeal after consideration of each case presented
- The complaint committee will inform all parties involved of the outcome in writing within five (5) working days of making the decision

All complaints and appeals will be reviewed at MBE Training monthly management meeting. Continuous improvement procedures may be actioned when the complaint/appeal procedure results in identification of factors appropriate for improvement to internal operations. When the initial causative factor of the complaint identifies a problem with current MBE Training policies and/or procedures, the continuous improvement procedure will ensure changes are made to prevent reoccurrence of the problem.

Delayed processes

In the unusual circumstances where a delay in the complaint or appeal process occurs, where longer than sixty (60) calendar days are required to process and finalise the complaint or appeal, MBE Training will inform the complainant or appellant in writing. In line with the importance that MBE Training places on open and transparent processes and communication, the first written communication will be made at five (5) days. From that point, the complainants or appellant will be regularly updated on the progress of the matter. Including reasons why more time is required.

LEGISLATIVE REQUIREMENTS

Registered training organisations are subject to legislation pertaining to training and assessment, as well as business practice. MBE Training will comply with relevant legislation and regulatory requirements and will inform all staff and clients of the requirements that affect their duties or participation in vocational education and training. MBE recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff.

Current Legislation

Current legislation is available online at: <http://austlii.edu.au>

Examples of legislation relevant to the training business, its staff and students includes but is not limited to:

Commonwealth legislation:

- Copyright Act 1968
- Commonwealth Privacy Act 1988/Privacy Amendment Act 2012/Privacy Regulation 2013
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Age Discrimination Act 2004
- Commonwealth Disability Discrimination Act 1992
- National Vocational Education and Training Regulator Act 2011
 - Standards for VET Regulators 2015
 - Standards for registered Training Organisations 2015

Victorian legislation:

- Children, Youth and Families Act 2005
- Disability Act 2006
- Fair Trading Act 1989
- Vocational Education, Training and Employment Act 2000
- Occupational Health and Safety Act 2004

Training authorities/regulators:

- National VET Regulator (NVR)
- Department of Education and Training
- Department of Employment
- Australian Skills Quality Authority (ASQA)
- Council of Australian Governments Industry and Skills Council (COAGISC)

MBE Training Legislation Implementation

Work, Health and Safety Policy

The Work Health and Safety Act 2011 outlines the requirements of an RTO in establishing and maintaining workplace health and safety standards. The requirements of an RTO as specified in the above mentioned Act are to:

- Secure the health, safety and welfare of employees and other persons at work
- Eliminate, at the source, risks to health, safety or welfare of employees and other persons at work
- Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self employed persons
- Provide for the involvement of employees, employers, and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards.

It is an obligation under legislation that all MBE Training employees and management contribute to and assist in maintaining workplace health and safety and risk management operations as part of their role within the RTO. MBE Training management is responsible for providing the following standards as part of its commitment to employees and clients:

- A safe workplace, with a safe system of work
- Adequate workplace health and safety professional development for MBE Training students, employees, management and stakeholders
- Properly maintained facilities and equipment
- A clean, tidy, suitably designed workplace with the safe storage of goods.

MBE Training has initiated procedures, policies, guidelines and work instructions, practicing an ongoing commitment to workplace health and safety including each site used for training delivery. The following procedures and standards are observed by MBE Training to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient working environment
- Evacuation plan (fire, bomb, major incident)
- Emergency control
- Accident/Incident reporting
- Rehabilitation
- Risk identification reporting
- PPE/chemicals (storage)
- Manual handling techniques and training
- Store and dispose of waste according to WHS regulations
- Equipment checks and maintenance
- Equipment safe storage
- Fire hazards identified and fire prevention
- Student safety
- Unsafe situations identified and reported
- First aid and safety procedures displayed, for all MBE Training staff and student's to see

Harassment and Discrimination Policy

Under Australian law it is a requirement of every workplace to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. In doing so, all staff and students are treated fairly and have the opportunity to feel safe, valued and respected.

Discrimination is where a person treats or proposes to treat, a person with an attribute less favourably than another person without the attribute is or would be treated under the same circumstances. Examples include but are not limited to discrimination by age, disability, employment, nationality, religion, gender and sexual orientation.

Harassment is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed.

Bullying is any unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insults, spreading false or malicious rumours, isolating or ignoring a person, putting people under unnecessary pressure and sabotaging someone's work or their ability to complete their work.

At MBE Training it is made known that in the event that a person considers that he or she has been or is being harassed, this person should be encouraged to inform the other party that their behaviour is objectionable and should not be continued, provided they are comfortable with confronting the offender. In instances where the person is not comfortable discussing the matter with the offending party, a trainer or other MBE staff member should be informed of the situation. In this case it becomes the responsibility of the relevant staff member to follow MBE Training policy and procedures to rectify the situation.

The following principles and processes are implemented by MBE Training to achieve a working and learning environment that is free from harassment and discrimination:

- It is the right of all staff and student's to work and study in an environment free of any form of harassment and discrimination
- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful and sensitive manner. Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated by MBE Training
- When MBE management is informed of any event involving harassment or discrimination, it is their responsibility to take immediate and appropriate action to address it
- In dealing with all complaints, the rights of all individuals involved should be respected and confidentiality should be maintained
- It is the intention of MBE management that a process of discussion, cooperation and conciliation will resolve all complaints. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the 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 from MBE management
- Victimization 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 constructive feedback) given appropriately by management or trainers. Managers and trainers should be conscious of how they present their feedback to ensure the message is not misinterpreted
- Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in confidence that the procedures are designed to ensure fair resolution

Working with Persons Under 18 Years of Age

There is no single national framework setting out the requirements for obtaining Working With Children Checks or Police Checks. Each state and territory has their own procedures and it is necessary to fulfil the requirements in the jurisdiction(s) in which you are working. Relevant legislation and state and territory screening programs are explained in this [linked table](#) at aifs.gov.au/cfca/

In Queensland the Working With Children Check (Risk management and screening) Act 2000 applies. Individuals are required to apply for a working with children check known as a “Blue Card”.

Students under 18 years of age may enrol with MBE Training. According to the law, a child is considered any individual less than 18 years of age.

MBE management recommend that all staff obtain the appropriate pre-employment screening which is mandatory in those cases where staff are required to train children. Information regarding Police checks and Working With Children Checks is available on the Australian Institute of Family Studies [website](#) at <https://aifs.gov.au>.

MBE Training will ensure that all students are protected from all forms of harm, including bullying, harassment, discrimination and intimidation. All staff are required to report to MBE management any behaviour that can reasonably be considered harmful or potentially harmful to students, or where it is reasonable to believe that a student has been harmed or requires protection from harm.

In cases where allegations or information indicate it is reasonable to believe a student has suffered from or may require protection from harm, MBE Training will report to situation the relevant authorities.

Consumer Rights

Consumer protection

On 1 January 2011, the Australian Consumer Law commenced and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair trading laws
- Enhanced enforcement powers and redress mechanisms
- A national unfair contract terms law
- A new national product safety regime
- A new national consumer guarantees law

Contractual agreement

Students who enrol in a training program with MBE Training should be aware that they are entering into a contractual agreement. With a view to ensuring all students are fully aware of their rights and obligations, MBE Training will design agreements, enrolment forms, service agreements or similar using a logical format and simple English. This may include, but is not limited to:

- Wording that allows the prospective student to know what he/she is agreeing to
- Clearly explained disclaimers
- No misleading or deceptive behaviour
- No actions, omissions or dialogue (written or verbal) that may force or coerce the student
- Fair dealings for disadvantaged students

For more information on consumer rights, please refer to www.consumerlaw.gov.au

Privacy Principles

The Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Privacy Amendment Act) made many significant changes to the Privacy Act 1988 (Privacy Act). These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014.

Privacy Principles that are strictly applied to all aspects of MBE Training's operations include:

Collection

MBE Training will only collect necessary information pertaining to one or more specific operations. The student will be informed as to the purpose for which details are being collected.

Use and disclosure

MBE Training will ensure student personal information is not used or disclosed for secondary purposes without obtaining explicit consent from the student, unless a prescribed exception applies.

Data quality

MBE Training will take all reasonable measures to ensure that all students' personal information that is collected, used or disclosed is accurate, current and complete.

Data security

MBE Training will take all reasonable measures to ensure all collected students' personal information is protected from misuse, loss or damage, and that all data and record storage is secure from unauthorised access, modification or disclosure.

Openness

MBE Training will maintain documentation which detail how students' personal information is collected, managed and used. When a student makes an enquiry in relation to information collected, MBE will explain what information is held, for what purpose it is held and what procedures outline the collection and use of information.

Access and correction

MBE Training will allow students access to personal information held in all circumstances unless prescribed exceptions apply. If the student identifies errors within the information, MBE will correct and update to file.

Unique identifiers

MBE Training will not assign students unique identifiers except when it is necessary for efficiency of operations. Commonwealth Government identifiers, such as Medicare numbers or Tax File Numbers, will only be used for the purposes of which they were issued.

Anonymity

MBE Training will provide students the opportunity to interact with the business without requiring the student to make their identity known in any circumstances it is practical and possible to do so.

Trans-border data flows

MBE Training privacy protection principles apply to the transfer of data throughout Australia.

Sensitive information

MBE Training will request specific consent from a student in circumstances where it is necessary to collect sensitive information. Sensitive information may include, but is not limited to; information relating to a student's health, criminal record, racial or ethnic background.

Copyright

Provisions under Part VB of The Copyright Act 1968 allow all educational institutions to copy and communicate third party material to distribute to students, within the limitations of the Statutory Education license. The Copyright Agency Ltd (CAL) administers the Statutory Education license on behalf of the Attorney General's Department.

Any RTO electing to hold this license is legally allowed to introduce a wide variety of material into its training environment, both in hardcopy and digital format, without having to obtain direct permission from the owner.

The Statutory Education license facilitates compliance and good governance across the industry, while at the same time ensuring the freedom and flexibility of sharing information without infringing copyright legislation.

Without this license, an educational institution is generally not allowed to reproduce any third party material from any source, other than where there is a direct license/subscription in place or permission has been granted by the creator of the work.

Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers according to the Standards for Registered Training Organisations 2015 to ensure nationally approved quality standards for training are met.

Vocational Education and Training Regulations

The VET Quality Framework is comprised of:

- [Standards for Registered Training Organisations 2015](#)
- [Australian Qualifications Framework](#)
- [Fit and Proper Person Requirements](#)
- [Financial Viability Risk Assessment Requirements](#)
- [Data provision requirements](#)

The Framework established by the [National Vocational Education and Training Regulator Act 2011](#)
The legislative framework established by the [National Act 2011](#) and related legislation:

- Gives ASQA the power to audit an RTO at any time
- Gives ASQA the power to apply sanctions (including applying conditions to, suspending or cancelling a registration)
- Allows providers to seek a review of ASQA decisions

[Standards for Registered Training Organisations 2015](#) form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications. These Standards underpin the risk based regulatory system that aims to increase the confidence of students and employers in the integrity of VET qualifications.

MBE Training Student Acknowledgement Declaration

I acknowledge that I, _____, have received, read and fully understood the contents of this student handbook, which outlines the conditions of my rights and responsibilities as a student of MBE Training.

Signature

Date

Name of Witness

Signature of Witness

Date

