Trainers and Assessors

Code of Practice Manual
This booklet contains links to all of the information, forms and resources needed to undertake training and assessment on behalf of MGTD Pirii trading on behalf of Pirii Australia Pty Ltd. (RTO 88194).

It has been prepared to assist you to meet all of your obligations as a trainer/assessor of a Nationally Recognised Qualification and to meet the requirements of the AQFT Essential Conditions and Standards for Continuing Registration.

If there are any aspects in this booklet that you do not understand or if you require further support or assistance please contact the CEO/Director and discuss your concerns and/or needs.
Contents
Commitment by MGTD Pirii: ................................................................. 4
Scope of Delivery: ........................................................................... 4
Code of Practice for Trainer / Assessor........................................... 5
Recruitment and Selection of Staff: ................................................ 6
Trainer / Assessor Role: .................................................................... 6
Training Plan: .................................................................................. 7
Training Delivery: ........................................................................... 7
  Know How to Train Adult Learners: .............................................. 8
    The Four Elements of Adult Learning: ...................................... 8
    Seven ‘Laws’ for Training Adult Learners................................... 9
Access and Equity: .......................................................................... 10
  Empowering the Participant: ......................................................... 10
  Supporting the Participant: ......................................................... 10
Assessment: .................................................................................. 10
  Assessment Strategy: ................................................................ 11
  Process for Conducting Assessments: .......................................... 11
Recognition of Prior Learning: ......................................................... 12
  Process Explanation: ................................................................ 13
  RPL / RCC Assessment Process: ................................................ 14
Quality Control: ............................................................................ 15
  Providing feedback on Performance: ............................................ 15
Assessment Appeals Process: ......................................................... 15
  Assessment Appeals Process: ..................................................... 16
Complaints and Grievances: ............................................................ 18
Support Services: .......................................................................... 18
Language, Literacy and Numeracy: .................................................. 18
Harassment – Discrimination: ........................................................ 18
Health and Safety: .......................................................................... 19
Disciplinary Procedure: ................................................................. 19
Clients and Stakeholders: ............................................................... 19
Marketing: .................................................................................... 20
Fees and Charges: .......................................................................... 20
Record Keeping: ............................................................................ 20
  Recording Evidence and Decision Making: ................................ 21
  Record Units of Competence: ...................................................... 21
Issuance of Qualifications: ............................................................. 21
Mutual Recognition: ...................................................................... 21
Guarantee: .................................................................................... 21
Sanctions: ..................................................................................... 22
Acknowledgment .......................................................................... 24

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Commitment by MGTD Pirii:

MGTD Pirii is the trading name for Pirii Australia Pty Ltd a Registered Training Organisation (RTO 88194) authorised by the Australian Skills Quality Authority (ASQA) to deliver training and assessment services under the provision of the Standards for Registered Training Organisations 2015. MGTD Pirii’s business model is to use the services of qualified sub-contractor trainer and assessors and also to partner with industry in the delivery of training and assessment services abiding by the Australian Qualifications Framework (AQF). The Director is responsible to ensure that all sub-contractors and Partnering Organisations comply with MGTD Pirii policies and procedures.

MGTD Pirii will adopt policies and management practices which maintain high professional standards in the marketing and delivery of vocational education and training services which safeguard the interests and welfare of clients and stakeholders.

This Code of Practice reinforces an organisational commitment to compliance with the NVR Standards as approved by ASQA, and an integrated focus to Australian Democratic Principles.

MGTD Pirii:

- Implements practices that maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of clients
- Ensures that staff are not only suitably qualified but are also sensitive to the religious, political, social, cultural and learning needs of clients and provides training for staff as required
- Is committed to access and equity principles and processes in the delivery of its services
- Maintains a learning environment that is conducive to the success of clients
- Has the capacity to deliver and assess the vocational qualifications for which it has been registered, provide adequate facilities, and use methods and materials appropriate to the learning and assessment needs of clients
- Monitors and assesses the performance and progress of clients
- Ensures that assessments are conducted in a manner, which meets the endorsed components of the Training Package and other relevant Training Packages as applicable

MGTD Pirii will maintain systems for:

- Recording and archiving client enrolments
- Attendance
- Completion
- Assessment outcomes
- Recognition of Prior Learning (RPL)
- Grievances
- Qualifications and Statements of Attainment issued
- MGTD Pirii will treat all personal records of clients confidentially
Code of Practice for Trainer / Assessor

The aim of this Code of Practice is to support professionally responsible and ethical training / assessment practice. The code is from the Assessment Guidelines for the Training and Assessment Training Package.

In complying with this code MGTD Pirii trainers and assessors are expected to acknowledge and respect:

- The differing needs and requirements of the participants, the local enterprise/s and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of participants are protected during and after the assessment process. Participants are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence. Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from participants and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Participants are informed of all assessment reporting processes prior to the assessment.
- Participants are informed of all known potential consequences of assessment decisions prior to the assessment.
- Confidentially is maintained regarding assessment decisions / outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission of the participant.
- Assessment outcomes are used consistently with the purposes explained to the participant(s).
- Self-assessments are periodically conducted to ensure current competence against the Training and Assessment Training Package (TAA04) competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.
- Trainers / Assessors have the necessary training and assessment competencies as determined by the Standards for RTOs 2015 or succeeding standards.
- Trainers / Assessors have the relevant vocational competencies at least to the level being delivered or assessed.
- Trainers / Assessors can demonstrate current industry skills directly relevant to the training / assessment being undertaken.
- Trainers / Assessors continue to develop VET knowledge and skills as well as industry currency and trainer / assessor competence.

**Recruitment and Selection of Staff:**

Recruitment of sub-contractor Trainers and Assessors is conducted at all times in an ethical and responsible manner, consistent with the requirements of the training and assessment services being provided. The Director will ensure that training and assessment conducted by Partnering Organisations meets AQTF requirements and Pirii Policies and Procedures.

MGTD Pirii will ensure that the selection decisions are fair, comply with equal opportunity legislation, and comply with MGTD Pirii RTO Staff Policy.

MGTD Pirii will ensure that all trainers (including sub-contractor trainer assessors and Partnering Organisation trainer assessors) have:

- The necessary training competencies as determined by the National Quality Council or its successors
- Have the relevant vocational competencies at least to the level being delivered
- Demonstrable current industry skills directly relevant to the training they undertake
- Demonstrable professional development of their VET knowledge and skills as well as their industry currency and trainer competence

MGTD Pirii will ensure that the responsibility for the management and co-ordination of all training delivery, assessment (including recognition of prior learning), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

**Trainer / Assessor Role:**

The trainer understands and can apply principles of adult learning to training development and delivery.

This includes engaging clients to identify their own learning needs:

- helping client to set their personal learning objectives
- drawing on and incorporating client’s past experiences and expertise
- using experiential and interactive training techniques
- helping clients apply training content to their jobs
- creating practice opportunities during the training session

The trainer can create and orient clients to a comfortable physical learning environment, including preparing the training room, greeting and engaging clients and attending to the social, emotional and comfort needs of the learners.

The trainer knows the conceptual frameworks for describing learning styles:

- can recognize differences in trainee learning preferences and styles
- understands how individual development and cultural background can impact learning preferences
• can develop and use training strategies that address a variety of learning styles and preferences

The trainer understands the typical stages in the development and mastery of new knowledge and skills:
• understands the adult learning paradigms that represent these steps (i.e. levels of learning, conscious/unconscious competence)
• can develop training materials that promote sequential development

Training Plan:

A training plan is a detailed document that guides the planning and delivery of instruction. Whether training people one-on-one or in groups, in person or online, a well-developed training plan allows you to prepare for and deliver thorough and effective classes.

The training plan must specify the following:
• the competencies to be obtained
• the time-frame for achieving the competencies
• the training to be undertaken
• the delivery modes to be employed
• the details (when, how and how much) of the time allocated outside routine work duties is for off-the-job training
• who is responsible for the delivery and/or assessment of each competency
• assessment details and arrangements
• a record of any recognised prior learning (RPL) for qualifications and cross-credit hours granted prior to commencing the apprenticeship or traineeship. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process can reduce the length of the off-the-job training or the duration of the overall apprenticeship or traineeship.
• the name of the qualification to be issued
• any other specific requirements to be met in accordance with the particular training contract in question

This manual shows you how to accomplish several objectives in order to plan an effective program:

Objective 1: Determine what training is needed
Objective 2: Determine who needs to be trained
Objective 3: Know how best to train adult learners
Objective 4: Know who your audience is
Objective 5: Draw up a detailed training plan

Training Delivery:

MGTD Pirii (its sub-contractors and/or Partnering Organisation) will prior to the course commencement, give clients all relevant information about the course competencies, program of study, availability of learning resources and appropriate support services. Clients will also be given access to a current copy of the course competencies.
MGTD Pirii will ensure that training and assessment occur in accordance with the requirements of the accredited course and, where appropriate, the ASQA guidelines for customising courses.

In support of our commitment to quality training delivery, MGTD Pirii (its sub-contractors and/or Partnering Organisations) will:

- Maintain a learning environment that is conducive to the success of clients
- Maintain the capacity and resources to deliver training within their approved scope of registration
- Provide adequate facilities and use methods and materials appropriate to the learning needs of clients and meet requirements dictated by the Training Package and other relevant Training Packages if applicable
- Monitor, assess and document the performance and progress of clients
- Ensure that MGTD Pirii and contracted staff and/or Partnering Organisation training and assessment staff are suitably qualified and sensitive to the religious, political, social, cultural and learning needs of clients
- Ensure access to professional development and training as required for MGTD Pirii and contracted staff
- Provide clients with appropriate Skills Recognition opportunities

**Know How to Train Adult Learners:**

Most adults are self-directed learners; they want to learn what they want, when they want, and how they want. Adult learners have their own style of learning that includes four key elements, shown below. Even if you structure your training program to meet these elements, however, you may still run into reluctant learners. We also provide seven rules for training reluctant or resistant learners.

**The Four Elements of Adult Learning:**

**Motivation**

To motivate adult learners, set a friendly or open tone to each session, create a feeling of concern, and set an appropriate level of difficulty.

Other motivators for adult learners include:

- Personal achievement—including attaining higher job status or keeping up with or surpassing competitors
- Social well-being—including opportunities for community work
- External expectations—such as meeting the expectations of someone with formal authority
- Social relationships—including opportunities to make new friends that satisfy people’s desire for association
- Stimulation—that breaks the routine of work and provides contrast in employees’ lives
- Interest in learning—which gives employees knowledge for the sake of knowledge and satisfies curious minds

**Reinforcement**

Use both positive and negative reinforcement to be successful in training adult learners. Use positive reinforcement frequently, such as verbal praise, when teaching new skills in order to encourage
progress and reward good results. Use negative reinforcement, such as negative comments on a performance review, to stop bad habits or performance.

**Retention**

Adults must retain what they’ve learned in order to realize benefits on both the personal and company-wide levels. Achieve great retention rates by having trainees practice their newly acquired skills again and again until they are familiar and comfortable enough to ensure long-term success.

**Transference**

Adults want to bring what they learn in training directly to the workplace. Positive transference occurs when adults are able to apply learned skills to the workplace. Negative transference occurs when learners can’t—or don’t—apply skills to the workplace.

**Seven ‘Laws’ for Training Adult Learners**

Adults typically bring a broad sense of experience to training sessions, to which they can attach new ideas and skills. At the same time, however, these learners are sometimes reluctant to accept new ideas and methods of working. Trainers may sometimes need to overcome this resistance before learning can take place.

1. **Law of previous experience:** *Tie all new learning to and further build upon the prior experiences of learners.*
   Many learning programs are aimed at the lowest common denominator, forcing every learner to start at the beginning of any subject, even if they already have some working knowledge. Rather than assuming that the participants know nothing, trainers should find out what participants know and begin there.

2. **Law of relevance:** *Effective learning must be relevant to learners’ lives and work.*
   Simulations, role-plays, and exercises increase the link between the learning and the real world, any activity without a follow up “so what? now what?” component is a waste of time. Icebreakers without a context are universally hated by participants and have given training programs a bad reputation in many learners’ eyes, so avoid them.

3. **Law of self-direction:** *Many adults prefer to learn on their own at their own pace.*
   Just like participant opinions about irrelevant icebreakers, forcing attendees to participate has also made many potential learners flee training. Role-plays especially are hated when forced upon hesitant participants; there are many far more valuable tools available.

4. **Law of expectation:** *Adult reactions to training sessions are often shaped by the expectations they have tied to content area, training format, fellow participants, and trainers.*
   Encourage learners to engage in the learning by establishing clear ground rules, offering simple-to-solve introductory exercises and being non-judgmental in your responses to the participants’ efforts.

5. **Law of self-image:** *Adults have set notions of the best way they learn. These notions may either interfere with or enhance the learning experience.*
   An environment where learners feel safe, where they can solve challenges and discover information for themselves, and where successes are frequent will help learners overcome negative stereotypes about their own learning abilities.
6. **Law of multiple criteria:** *Adult learners base the quality of the learning on accomplishments and learning experiences.*
   Consider alternative criteria for measuring performance in order to help learners feel more confident and thus more engaged in the learning to follow.

7. **Law of alignment:** *In successful learning, objectives, content, activities, and assessment techniques must all be aligned.*
   Activities must be aligned with real world situations so that learners can clearly see applications to their job and life. Create activities that closely resemble the job situation. Align your objectives, exercises and scoring systems to what learners will be expected to accomplish in their work and life.

**Access and Equity:**

- MGTD Pirii actively supports and encourages people of all abilities to participate in training programs.
- All staff members are responsible for ensuring the access and equity to people of all abilities for all training provided by MGTD Pirii.

**Empowering the Participant:**

An assessment process should ensure a cooperative relationship between the assessor and the participant. Participants should manage as much of the process as possible and accept the responsibility that comes with self-management of learning. This also includes self-management in terms of providing evidence in the case of claimed prior knowledge or current competencies already held. Participants do not often have self-management skills from the outset in their quest for gaining vocational or technical skills and qualification. It is learned behaviour and can be developed with the support and assistance of the assessor as part of the ongoing skills development and recognition process. Self-assessment is also supported and encouraged as a key participant empowerment approach to providing evidence of competence.

**Supporting the Participant:**

The assessment processes selected by the assessor should offer the participant the appropriate level of support. While some participants will not require a great deal of support, there will be others with particular needs. If the assessor is aware of these needs, he or she will be better able to assist participants to identify their skills. Participants will then feel more confident as they prepare for assessment – enabling them to focus on providing evidence against the specified criteria in a way that is known to be acceptable to the assessor.

**Assessment:**

In support of our commitment to quality assessment, MGTD Pirii will ensure:

- All assessments are conducted by qualified assessors using industry endorsed competency standards
- Methods of assessment will be in accordance with the Training Package and other relevant Training Packages if applicable
- Clients are provided with not less than two attempts to demonstrate competency against a unit of competency. Further attempts to demonstrate competence and cost will be at the discretion of MGTD Pirii
- Clients are provided with an equitable assessment appeals process

**Assessment Strategy:**

Suitable methods must be selected to ensure sufficient evidence can be gathered on how the participant performs a task or skill against the specified criteria. Some assessment methods are best suited for assessing underpinning knowledge, problem solving or the ability to be able to transfer the skills to another task, situation or work environment (a key feature of competency). It is the assessor who makes the decision regarding which methods are appropriate for the competency/competency cluster and individual candidates.

**Process for Conducting Assessments: - See following page**
Recognition of Prior Learning:

Recognition of Prior Learning (RPL) is an integral part of competency based training. RPL is the acknowledgment of the full range of an individual’s skills and knowledge, irrespective of how it has been acquired. It includes competencies gained through:

- Formal training
- Work experience and/or
- Life experience

MGTD Pirii aims to ensure that an individual’s prior learning is recognised, irrespective of where or how the learning has taken place.

The main focus of Recognition is on the outcome of the experiences and not the how, when, where or for how long the learning has occurred.

MGTD Pirii will use the following criteria for determining Recognition:

- The candidate has actually achieved the unit(s) of competency that is/are being claimed
- The unit(s) of competency is/are still valid and performable
- The learning has reached the accepted standard
- The learning is applicable to the area claimed
- The unit of competency can be applied outside the specific context in which it was learned

The principles, processes and implementation of Recognition applied and undertaken by MGTD Pirii are in accordance with the Skills Recognition Framework for Vocational Education and Training.

Recognition may be used to achieve credits, on a successful outcome, for units of competence for training programs run by MGTD Pirii.

Process Explanation:

1. **A student with experience, skills and/or qualifications seeks recognition.**
   
   Recognition is sought for unit(s) of competency in the relevant Training Package(s).

2. **Unit(s) relevant to the workplace and/or qualification(s) is matched with performance criteria and related evidence guide and range statement.**
   
   Trainer/Assessor assistance should be provided to help identify relevant unit(s) for current/future job role(s).

3. **The student’s experience, skills and/or qualifications are matched with performance criteria and related evidence guide and range statement.**
   
   Evidence is gathered to meet assessment requirements with workplace support. Advice and documentation from others such as trainer, training manager and workplace reports may also be useful.

4. **Unit(s) of competency demonstrated/evidence is verified.**
   
   Assessment/Validation methods may include:
   - Oral questioning
- Demonstration and observation
- Documentary evidence or Portfolio of Evidence Workbook
- Third Party Reports

5. **Evidence is judged on: Sufficiency, Validity, Reliability, Currency, Authenticity**

An Assessor who meets assessor qualifications and technical skills and knowledge (relevant to the unit(s)/industry package being assessed/validated) conducts the assessment.

6. **Partial or full recognition of evidence and award of Statement of Attainment or VET qualification by the RTO.**

Partial recognition requires further evidence or training. A Statement of Attainment is awarded for demonstration of unit(s) of competency. A VET qualification is issued when all units in a course are achieved (on approval by the Training Manager)

**RPL / RCC Assessment Process:**
Quality Control:

- MGTD Pirii seeks feedback from clients on their satisfaction with the services they have received and seeks to improve its services in accordance with their expectations.
- MGTD Pirii seeks feedback from Trainers and Assessors based on their participation within a course to identify improvements, ensure information is up to date and at a high level of presentation.

Providing feedback on Performance:

It is vital that all participants receive accurate and informative feedback. When discussing the assessment, assessors need to make sure that the assessment decision is clearly provided and is confirmed in writing. Feedback on performance should be given in all cases, whether the participant is successful or not.

Strategies to be used by Assessors to involve the participant:

- When providing feedback on performance, assessors should always begin on a positive note and finish with a positive comment.
- Assessors need to concentrate on what the participant did, rather than on how the assessor feels about them.
- Assessors should not overload the participant with too much information.
- Assessors should take care when choosing the appropriate time and place to give the feedback.
- Assessors should give honest feedback and focus on behaviour that the person can do something about.
- Assessors should make sure the feedback is confidential and give it to the participant in private where possible.

Providing feedback to unsuccessful participants:

- Assessors need to be as precise as possible about the gaps in the participant’s competence.
- Assessors need to identify whether it is only a part or parts of the assessment that needs to be repeated and if so, which part(s).
- Assessors need to encourage the participant to discuss further training opportunities with their advisor/supervisor.
- Assessors need to arrange a further opportunity for the participant to attempt the assessment again, where appropriate, when the participant feels ready to do so.
- Assessors need to be as positive as the circumstances permit, *without raising false expectations*.

Assessment Appeals Process:

A Client may appeal their assessment by completing an Application for Review or Appeal Form and lodging it with within 15 working days of assessment on the grounds that the assessment was not:

- **Valid**: Means that the assessor assesses only what is necessary for the demonstration of competence.
- **Reliable**: Means that another assessor looking at the same evidence would arrive at the same conclusion.
- **Flexible**: Means that each individual is provided with the opportunity to present evidence in a variety of ways.
- **Fair**: Means that the process is transparent and equitable.

The Appeals process will then be completed in accordance with the Complaints and Appeals Policy.

**Assessment Appeals Process:**

A simple accessible, user friendly, open and transparent system has been established to facilitate and support appellant’s access to the appeals process. The sequential steps within the process include:

**Step 1:** Informal appeal or negotiation stage. Discuss outcome first with the assessor.

**Step 2:** Seeking additional clarification/support. Discuss situation with MGTD Pirii if the participant feels that additional support is required.

**Step 3:** Formal Appeal. If not resolved to the participant’s satisfaction, an Application for Review or Appeal form is completed.

**Step 4:** Lodgement of Appeal – within 15 working days of receiving assessment result.

**Step 5:** Resolution - an appeal will be put before the CEO/Director of MGTD Pirii to review and a decision made as to the final result.

**Step 6:** Notification to student - the CEO/Director will notify all parties the results of its considerations providing reasons and just cause for the decision making (this will be made in writing).

*See next page for flowchart*
Complaints and Grievances:
Complaints and grievances unrelated to the training and assessment process should be resolved in accordance with the Access and Equity Policy or through the Complaints and Appeal Procedure.

Support Services:
- MGTD Pirii provides adequate protection for the health, safety and welfare of clients and, without limiting the ordinary meaning of such expression; this includes access to adequate and appropriate support services in terms of academic and personal counselling.
- MGTD Pirii has provisions for language, literacy and numeracy assessment on request and clients’ needs in relation to language, literacy and numeracy are monitored through induction, enrolment and interviews.
- Other support includes skills recognition, flexible learning, tutoring, pre-assessment interviews and access to RTO staff.

Language, Literacy and Numeracy:
In order to successfully complete training, participants will need:
- Reading competencies sufficient to understand relevant literature, standards and regulations documentation, procedures, manuals and other documentation used in the industry.
- Writing skills sufficient to prepare notes, procedures, programs, case plans and documentation based on knowledge gained from lectures, group discussions, industry experience and literature reviews.
- Personal organisational skills sufficient to work independently, self-manage learning activities, and prepare material for presentation to colleagues and assessors in accordance with an agreed schedule.
- Communication skills sufficient to engage in group discussion of concepts and issues in the industry.

Harassment – Discrimination:
MGTD Pirii is committed to providing a workplace that is free from all forms of harassment and discrimination.

Included below are the definitions so that you can understand what these terms mean.
- **Harassment**
  Includes behaviour that is not wanted nor asked for and that humiliates, intimidates or offends someone. It is mostly repetitive, but one incident may be classified as harassment if it is serious enough.
- **Bullying**
  Includes aggressive behaviour intended to physically or psychologically hurt another person. It is an abuse of power, may be covert and is almost always repetitive.
- **Discrimination**
  Includes treating someone unfairly or unequally just because they belong to a group or category of people, based on factors such as gender, ethnicity, marital status, religious beliefs, political history, age, sexual orientation and so on.
Health and Safety:
MGTD Pirii is committed to and will take all reasonable measures to ensure the safety and wellbeing of trainers/assessors, participants, staff and visitors. We expect that you will take care of your own safety and that of others. To help us achieve this, you must:

- Participate in the induction program explaining MGTD Pirii procedures for evacuation and safety.
- Take note of the evacuation plan and identify your nearest exit and the assembly area.
- Report anything you think is unsafe to your Training Manager.
- Report any accidents, incidents and near misses to your Training Manager. You may be asked to complete a Hazard Report form.

First Aid
If you need some assistance, report to your Training Manager. Any accidents that require medical attention must be reported to the Training Manager. You may be asked to complete an accident/incident report form.

Smoking
Smoking is not allowed within ten metres of a training venue.

Disciplinary Procedure:
To ensure all clients receive equal opportunity to gain the maximum benefit from their training, any person(s) displaying the following dysfunctional or disruptive behaviour may be asked to leave the session and/or the course. Examples of unacceptable behaviour include but are not limited to the following:

- Continuous interruptions of the trainer
- Smoking in non-smoking areas
- Being disrespectful to other participants
- Harassment by using offensive language
- Sexual harassment
- Acting in an unsafe manner that places themselves and others at risk
- Refusing to participate when required, in group activities
- Continued absence or late arrival at required times

Clients and Stakeholders:
MGTD Pirii will provide accurate, relevant and up-to-date information to clients prior to commencement. This will include, but not be limited to:

- Code of Practice
- Scope of Registration
- Certification to be issued to the client on completion or partial completion of the course
- Competencies to be achieved during the training
- Assessment procedures
- Arrangement for Recognition of Prior Learning (RPL)
- Grievance/appeal procedure
- Facilities and equipment
- Client support services
- Application process and selection criteria
- Fees and costs involved in undertaking training
- Fee refund policy

Recruitment of clients will be conducted at all times in an ethical and responsible manner and be consistent with the requirements of the curriculum/training package. MGTD Pirii will ensure that the client application and selection processes are explicit and defensible and comply with access and equity principles.

Marketing:

MGTD Pirii will market their vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other provider or course. MGTD Pirii will not state or imply that courses other than those on the Scope of Registration meet the requirements of the Australian Quality Framework (AQF).

Where applicable, marketing or promotional literature and general media advertising will not:
- Encourage unrealistic expectations about the level of qualifications attainable and the facilities and equipment provided
- Make claims to approval or recognition that are inaccurate or use misleading or false comparisons of courses with others provided by competitors
- Make misleading statements concerning the qualifications or experience of staff
- Make misleading or false statements about the prospects of employment following the course

Fees and Charges:

MGTD Pirii will honour its advertised schedules of fees, except where fees are altered and disclosed in documentation supplied at enrolment. Any changes in fees will be fairly and equitably applied, widely advertised and clearly indicate the effective date on the new fees. Fees and payment methods will also be clearly documented in all relevant training and assessment materials.

Record Keeping:

MGTD Pirii:
- Keeps complete and accurate records of the enrolment, progress and assessment outcomes of clients
- Have procedures for the retention, archiving and retrieval of client records
- Provides access to, or copies of these records to clients upon receipt of an approved Access Authorisation Form

Records of assessments are required to be maintained as permanent records (and kept for a minimum of 5 years) for:
- Participant information
- Possible appeals resolutions
- Human resources information in terms of compiling employee profiles of competencies held
- Internal and external training standards adherence auditing purposes

**Recording Evidence and Decision Making:**

Records are required of the evidence descriptions, the decision making processes (assessment plans and tools), decision outcomes (judgements) and reasons for these decisions. A record should also be made of who was directly or indirectly involved in the assessment process.

**Record Units of Competence:**

Units of competency achieved should also be recorded against the participant’s individual training plan and on the Training Provider database. VETtrak will be updated with the information by the administrator to show that each unit status is “competent” and print off the Client Report to be place on the participant’s file in hard or soft copy.

**Issuance of Qualifications:**

MGTD Pirii issues Qualifications and Statement(s) of Attainment to clients who meet the required outcomes of a qualification, unit of competency or course as described in our registered scope, in accordance with the Australian Qualifications Framework (AQF) Implementation Handbook and the AQTF.

**Mutual Recognition:**

MGTD Pirii will accept and mutually recognise the qualifications and Statements of Attainment awarded by other Registered Training Organisations. Workplace assessors must accept and recognise Statements of Attainment and AQF certification documentation issued by RTO’s where the RTO’s name and RTO code appear with a signature and where details can be justifiably verified either on-line or by phone that competency is current and relevant to the code and title of the training product. Assessment or re-assessment in such cases infringes an applicant’s mutual recognition rights and is non-compliant with the key AQTF principles.

**Guarantee:**

MGTD Pirii will:
- Maintain adequate and appropriate insurance, including public liability and Work cover
- Advise ASQA in writing within 10 working days of any change to the information contained in the application for registration
- Allow ASQA or its agents access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the conditions of registration
- Supply ASQA with delivery details for each course and unit in the Scope of Registration, including client information in accordance with AVETMISS requirements
- Resolve any grievances conveyed by students to ASQA
- In the event of MGTD Pirii ceasing operations, all records of student results will be sent to ASQA for archiving.
Sanctions:
MGTD Pirii accepts that failure to meet the obligations of this Code of Practice, the conditions of registration as a private provider of vocational education and training or supporting regulatory requirements, where applicable, may have their registration as a private provider withdrawn.
## Appendix 1: Scope of Delivery

<table>
<thead>
<tr>
<th>National ID</th>
<th>Training Package Qualification Title</th>
<th>ELearning / Online / RPL</th>
<th>Workbook and Distance Package</th>
<th>Face 2 Face Course Work</th>
<th>Full set of printed materials for online students</th>
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</thead>
<tbody>
<tr>
<td>BSB60612</td>
<td>Advance Diploma of Work Health &amp; Safety</td>
<td>✔️</td>
<td>✔️</td>
<td>❌</td>
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<tr>
<td>BSB51312</td>
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<td>Certificate IV in Frontline Management</td>
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<td>Diploma of Quality Auditing</td>
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<tr>
<td>TLI50410</td>
<td>Diploma of Logistics</td>
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</tr>
</tbody>
</table>
Acknowledgment

I acknowledge that I ......................................................... have read and fully understand the contents of this Trainer and Assessor Code of Practice Manual, which impacts on the conditions of my employment and my responsibilities as a contractor/employee of MGTD Pirii.

.................................................................

Trainer / Assessor Signature

.................................................................

Trainer / Assessor Name

.................................................................

Date