



# Learning Potential International Pty Ltd

*Unlock Your Potential - Secure a Future'*

Australian Company Number: 119 945 087

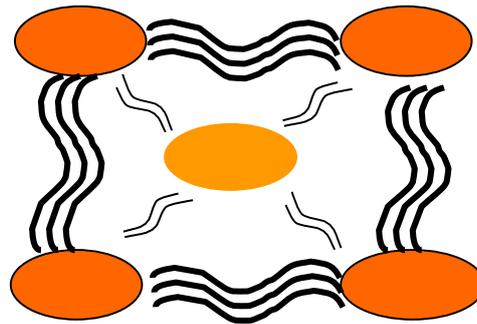
Registered Training Provider No. 40169

ABN: 87 103 574 262

## PARTICIPANTS HANDBOOK

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Version 4.3 – Feb 2015 – Policies and Procedures



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## Welcome to Learning Potential International (LPI)

*Welcome to an exciting and challenging learning opportunity, that aims to 'unlock your potential' both personally and professionally. This course will be the first step for many and a continuation for others. LPI strives to provide a supportive environment to help you to succeed. We all look forward to coaching you through your course.*

*All the best*

A handwritten signature in black ink that reads "Andrew Inglis". The signature is written in a cursive style with a large initial 'A'.

**Andrew Inglis**  
**Director of Learning**

## About Us

Learning Potential International Pty Ltd (LPI) was established in 1998 as a project management and business improvement training organisation. LPI is based in Adelaide, South Australia and has extensive experience working internationally and nationally in the management and delivery of leadership and workplace training. Projects have been undertaken in Australia, Indonesia, Philippines, Malaysia, Tanzania, Mali, Samoa and Papua New Guinea in partnership with clients including ANTA, AusAID, DFEEST, NZAid, World Bank, Asian Development Bank, government, private organisations and communities.

In 2008 LPI was registered as a Registered Training Organisation (RTO) (no.40169) and delivers nationally accredited programs in leadership and business management. The business overall provides wider services (as outlined in diagram below).

LPI is proud to now be associated with PNG Institute of Banking and Business Management and takes pride in being innovative and creative in meeting client needs through coaching, mentoring, action learning, work based projects and collaborative partnering.

### i) Our Mission

**To Unlock your Potential and secure a future - for individuals communities and enterprises.**

The mission captures the idea that people have unlimited potential and through coaching, training and empowering individuals; great results and goals can be achieved. We strive to achieve our mission by undertaking projects that build capacity, self-determination and sustainability.

All LPI projects are developed via a collaborative model based on 4 principles – termed “the 4 R’s”;

- **Recognition** of life skills and current competencies for individuals and community needs
- **Respect** for culture, communities and individual needs
- **Relationships** between individuals, stakeholders, communities, mentors & coaches and employers
- **Results** is setting clear goals and achieving measurable outcomes.

### ii) Our Team

Director of Learning - Andrew Inglis has a proven track record working in leadership development, vocational education and training, facilitation and business coaching. Andrew adds value through developing innovative, creative approaches to cross cultural coaching and facilitation through strengthening networks with individuals, communities and organisations. In 2008 and 2012 Andrew completed the International APEC Business Counselling qualification to provide mentoring assistance to small and micro-businesses. Andrew is an enthusiastic facilitator of leadership, workplace training & assessment and coaching programs.

Qualifications include:

International Business Counsellor APEC Asian Pacific Economic Coop (renewed)	2012
Certificate 1V in Training & Assessment (TAE) MRWED Training & Assessment	2011
Responsible Officer Training Course Business SA	2011
Certificate 1V in Training and Assessment (TAA) TAFE SA	2007
Certificate 1V in Life Coaching, Life Coaching Academy	2004
Graduate Certificate in Assessment & Training, University of Tasmania	2000
Diploma in Assessment & Training Systems, TAFE SA	1999
Advanced Skills Lecturer 2, TAFE SA	1999
Bachelor of Education (Education and Training of Adults) Uni of SA	1994
Associate Diploma in Business South Australian Institute of Technology	1984

International Programs have been designed and delivered in PNG, Malaysia, Indonesia, Philippines, Tanzania, Mali, Vietnam and Samoa. LPI Programs are enhanced with active learning, relevant projects and culturally appropriate learning & assessment strategies.

**Managing Director - Julie Inglis** has considerable international experience with a focus on team development, project management and strategic planning with senior officials within government, non-government and private industry. Julie's strengths are in developing and managing international projects, stakeholder management, building relationships & networks and managing cross-cultural teams. As LPI's Managing Director, Julie draws on her professional experiences as General Manager of Flinders Consulting (Flinders University) and International Project Manager for Austraining International to deliver training, undertake assessment and provide coaching. Julie has been involved in coaching management on LPI projects both locally and internationally including Senior Managers and Community Support Workers, Skilled Migrants from a diverse range of backgrounds, countries and levels of skills who have been undertaking Cert IV in Small Business Management course. Julie has considerable International experience in the development and management of multi-disciplinary, multi-cultural projects both and has been instrumental in successfully designing, delivering, managing and assessing training programs, both accredited and non-accredited within the School Sector, Vocational Education and Higher Education for individuals, education facilities, government and private industry. This has included programs undertaken for AusAID, ADB and World Bank. Particular focus is on development of capacity building - empowering individuals, communities and organisations to be sustainable. Countries of experience include Australia, New Zealand, Indonesia, Papua New Guinea, Vietnam, Thailand and Tanzania.

Qualifications include:

- Current: Grad Cert in International Development, Flinders University
- 2011: TAE40110 Certificate IV in Training and Assessment, Plenty Training
- 2007: Masters in Business Administration (International Business), Flinders University (transferred to Grad Dip in International Development) – completed International Human Resources and Introduction to International Business
- 2006: Certificate IV in Assessment & Workplace Training, Learning Potential Services
- 2004: Dip of Government (Project Management), DECS, Torrens Valley Inst of TAFE
- 1999: Certificate IV in First Line Management, Onkaparinga Institute of TAFE

Specialist facilitators are experienced and qualified trainers, coaches and assessors selected and matched to meet project outcomes. Project team members have extensive experience coordinating and managing the cultural and educational **aspects of learning**

as well as the logistics, interpreting and translating needs, and the social well-being of participants.

Our quality assurance and financial management methodology ensures quality outcomes, on-time and within budget. LPI values the friendships and lasting relationships it has developed with clients and participants over the years.

**iii) 7 Key services include:**

1. Leadership Development
2. Small & Micro-Business Improvement
3. Workplace training and assessment
4. Educational & Professional Development Study Tours
5. International Projects and Study Tours
6. Coaching and Mentoring
7. Community Development & Outreach - "Find a need and Fix It"



**iv) Our Customers**

- Existing and potential managers, team leaders, supervisors in the workplace
- Small business owners - existing or prospective
- Tourism owner / operators and key staff
- People with a Disability, Management, Team Leaders and Support workers
- Skilled Migrants
- Government
- Non-Government
- Industry
- Indigenous organisations and communities
- International clients

**v) Nationally Accredited Programs**

- *BSB30315 Certificate III in Micro-Business Operations*
- *BSB42615 Certificate IV in NEW Small Business*
- *BSB42015 Certificate IV in Leadership and Management*
- *TAE40110 Certificate IV in Training and Assessment (TAE)*

**vi) Customised Short Courses (refer to website for further details)**

- Empowering Leaders
- Starting your small business
- Business Improvement through innovation
- Coaching & Mentoring
- Cultural Competency

- Train-the-trainer
- Project Management
- Diversity
- Presentation Skills
- Quality Customer Services and Sales
- Quality teacher improvement
- E-marketing

### vii) Marketing of Training and Assessment Services

Learning Potential International:

- markets and advertises its products and services in an ethical manner;
- gains written permission from a trainee or client before using information about that individual or organisation in any marketing materials;
- accurately represents recognised training products and services to prospective trainees and clients;
- ensures trainees and clients are provided with full details of conditions in any contract arrangements with the organisation;
- no false or misleading comparisons are drawn with any other training organisation or qualification.

### viii) Venues/ Location of training

**LPI Home-Based Office** - 15 Rosella Close Flagstaff Hill 5159 SA

**Darwin Office** – Centrepont Business Centre Level 1, Paspalis Centrepont 48-50 Smith Street, Darwin NT 0801

Other training venues include:

- Business Enterprise Centre, Winnellie
- Darwin Sailing Club
- Franklin Apartments Franklin Street Adelaide
- Education Development Centre (EDC) Milner Street Hindmarsh
- University of South Australia
- Other locations as negotiated with the clients to meet group and individual requirements

*Note: Many programs are conducted on-site at client premises*

### ix) Contact details

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Julie Inglis +61 401 126 379

Email: [info@learningpotential.com.au](mailto:info@learningpotential.com.au)

More information about LPI is available on our website: [www.learningpotential.com.au](http://www.learningpotential.com.au)



LearningPotentialInternational



@lpinternational

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	Director, Learning Potential International		

## Access and Equity Policy

Learning Potential International is committed to access and equity principles and processes in the delivery of its services to provide opportunities for all people in the community to successfully gain or increase skills, knowledge and experience through accessing our training products.

### Access

The access to services will not discriminate against people from different backgrounds, nationality, race, gender, age, religion, disability or any other area of diversity.

Enrolment procedures will be easy for participants. The location and timing of training will be determined to meet learner requirements. Venues will be selected to be accessible and suitable for participants.

### Equity

Opportunities to undertake training with Learning Potential International will not be restricted on grounds of nationality, race, gender, age, religion, disability, background or any other area of diversity.

Learning Potential International will provide training, assessment, coaching and other services that:

- are inclusive rather than exclusive (i.e. customised/ adjusted/personalised);
- meet client and learner needs;
- meet industry and community expectations;
- provide support for learners with varying and diverse needs

### Access and Equity Procedure

1. Facilitators will inform participants of LPI Policy on 'Access & Equity'
2. Any complaints relating to access/equity issues will be referred to the Directors.
3. The Directors will contact the participant to discuss their access/equity issue and make appropriate arrangements to arrange a meeting with the participant and the course trainer/assessor to discuss and act on the matter.
4. Documentation will be kept of the action taken in each case where access/equity assistance is required and the outcome for the participant. (refer to Complaints, Grievances & Appeals Folder).
5. The Directors will ensure that these actions are discussed in continuous improvement meetings and relevant action taken as required.

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	Director, Learning Potential International		

# Appeals, Grievances and Complaints Policy

Learning Potential International has developed this policy to ensure client, trainee's, facilitators, guest speakers and contractors complaints, grievances and appeals are handled in a constructive and timely manner following natural justice and fairness. Learning Potential International:

- ensures that facilitators, staff, contractors, trainees and clients have access to a fair and equitable process for dealing with appeals, grievances and complaints;
- provides an avenue for facilitators, staff, trainees and clients to appeal against decisions which affect the trainees' progress;
- makes every effort to resolve facilitators, staff, contractors, trainees and client grievances;
- identifies the reference person for such matters to facilitators, staff, contractors, trainees and clients at the time of enrolment;
- advises facilitators, staff, contractors, trainees and clients of the appropriate body where they can seek further assistance where a grievance cannot be resolved internally by our organisation.

Learning Potential International will ensure that:

- each complaint, grievance or appeal and outcome is documented in writing and recorded in the Appeals, Grievances and Complaints Log;
- each appeal is heard by an independent person or panel; and
- each applicant and person to which the grievance has been identified against, has an opportunity to formally present their case; and is given a written statement of appeal outcomes, including reasons for the decision.

## Assessment Appeal Procedure

Any complaint about an assessment outcome will be treated seriously, investigated thoroughly and dealt with according to the merit of the complaint. In the event that a participant wants to appeal an assessment outcome, the participant may:

1. notify the trainer/assessor within 7 days of receiving the assessment result;
2. the assessment result will be analysed by an independent appointed representative and re-assessed;
3. the trainer/assessor will provide a written statement of outcome within a further 7 days;
4. if the appeal outcome is not satisfactory to the participant, they may seek arbitration by an independent third party or panel acceptable to all parties to re-appeal;
5. if the re-appeal outcome is still unsatisfactory to the participant Learning Potential International will advise the participant of the National Training Complaints Hotline.

## Grievance Procedure

In the event that a participant has a grievance concerning any matter in relation to the training, organisation or its trainers, facilitators, contractors or staff the participant may:

1. speak directly with the person concerned or the Directors of Learning Potential International within 7 days;
2. person or persons to which the complaint has been made against has the right of reply within 7 days after the complaint has been received;
3. if grievance is unresolved the participant and the person to which the grievance has been made will be given the opportunity to speak with an independent person or panel;

4. outcomes will be presented in writing within 7 days of determination; and if the participant / and or person to whom the complaint has been made is still not satisfied they will be directed to the National Training Complaints Hotline where they can register a complaint by:

**Phone:** 13 38 73, Monday–Friday, 8am to 6pm nationally.

**Email:** [skilling@education.gov.au](mailto:skilling@education.gov.au)

The National Training Complaints Hotline uses the services of the Translating and Interpreting Service and National Relay Service.

or in the Office of the Training Advocate, 55 Currie Street, Adelaide 5000, Phone: 1800 006 488, email: [trainingadvocate@sa.gov.au](mailto:trainingadvocate@sa.gov.au) if based within South Australia.

### Complaints Procedure

In the event of matters of complaint outside of grievance and appeal the participant may:

1. lodge a written complaint to the Managing Director or Director of Learning of Learning Potential International;
2. the complaint will be formally viewed within 7 days of receipt and dealt with according to its merit;
3. Each party will be given the right of reply to present their case.
4. A response in writing will be forwarded to the complainant and person to whom the complaint has been made within a further 7 days notifying of result and/or any further action.
5. If the complaint is unresolved, it can be referred to the National Complaints Hotline
6. If the complaint is unresolved the complainant and /or person to whom the complaint has been made will be advised of external organisations that may assist, eg Consumer Affairs, relevant Government Department or counselling.
7. All appeals grievances and complaints to be logged (refer to folder) and outcomes recorded.

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	Director, Learning Potential International		

# Assessment Practices Policy

Assessment is the process of collecting evidence and making judgements on the progress towards and achievement of performance requirements of learning outcomes.

Learning Potential International assessment practices will be in accordance with the following principles:

- open, accountable and defensible with emphasis on fairness and openness to the participant being assessed;
- outcome orientated with focus on the achievement of learning outcomes;
- flexible and holistic encompassing a wide variety of assessment tools and methodologies;
- **Principles of Assessment : flexible, fair, valid and reliable;**
- **Rules of Evidence: valid, current, sufficient and authentic**
- support for learning providing information to participants on what is required to improve their competence;
- enable the participant to take full advantage of recognition of prior learning and competencies already achieved (mutual recognition);
- Right to appeal will apply to all who are assessed – defensible and well publicised mechanisms for appeal exist.

## Assessment Practices Procedures

1. Assessment Booklets, workplace project work and other evidence must be submitted by the specified deadline for a result to be recorded and extensions of time will granted in certain circumstances to provide flexibility for participants
2. Extensions must be granted prior to the due completion date of relevant project work.
3. Participants unable to complete assessment due to illness or exceptional circumstances may apply for a deferred assessment.
4. Participants who do not gain a Competency Achievement (CA) rating in an assessment are entitled to resubmit further evidence (FE). Failure in the second assessment will result in a “Not Yet Competent” result and the participant will be required to undertake further training or coaching before further assessment will be conducted at additional costs.
5. At the end of each course, the Director will co-ordinate a meeting of trainers/assessors to validate and moderate assessment units and course outcomes.
6. A validation panel will consider feedback from participant evaluations, any relevant customer complaints/grievances and current assessment practices against the Training Package requirements
7. Assessment Validations will be documented and any action items will be implemented within an agreed timeframe.

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## Assessment Guidelines

To achieve competency for this unit you need to provide evidence against the competency standard (copy in the back of the booklet).

### 1. Assessment Booklet

Complete all the assessment tasks listed.

The facilitator will give you specific task instructions in the workshop.

Handwritten work is quite acceptable if it is readable.

Alternatively, some students prefer to use the electronic template of the assessment booklet.

#### Some handy tips for success

- Complete the assessment tasks as you go in class
- General rule is at least three (3) answers to each question (unless specified otherwise)
- If you have additional evidence from work experiences attach it and make a note for us
- Participate in workshop activities as this provides further evidence of competency
- Copy down points or photograph any group work
- Make sure you complete name & sign the Assessment task page

**2. The Work based Project (Business Tool Box)** provides ‘holistic’ evidence for final competency. The project tasks (tool) that relates to the unit must also be completed to achieve competency. It shows us you can apply the learning to your work situation. Submit the Assessment Booklet first.

### 3. Relationship to other units

There are some units that go together. e.g. Plan assessment activities must be achieved before you can do Assess competence. Check the Assessment task page to see whether this is applicable.

### 4. Recognition of Prior Learning

Evidence from prior learning or work experiences may be a pathway to achieve competency. This is best discussed before commencing the workshop with your facilitator or LPI Assessor to apply for RPL.

### 5. Submitting Assessment Booklets

Completed Assessment Booklets are to be given to facilitators.

#### Some handy tips for success

- Make sure you have completed all the tasks
- Take a copy (LPI needs to retain evidence)
- Provide a contact number or email address in space provided
- Further evidence required will be marked (FER) – complete and send back to us for competency achievement (CA)

### Enjoy the learning and put it into action!

Andrew Inglis  
Director of Learning

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# Bullying, Harassment, Discrimination Policy

It is the policy of Learning Potential International to ensure the learning environment is:

- Safe, equitable and free of any form of harassment, bullying, discrimination and/or racial vilification;
- All stakeholders are treated with respect in the learning environment
- All staff and learner decisions are fair, reasonable, non-discriminatory
- All communications and interactions are free of bias, prejudice and discriminatory language or behaviour
- All stakeholders will be encouraged to participate in the improvement of services and should set an example by behaving appropriately at all times.

Forms of bullying, harassment or discrimination which may initially appear mild or trivial can constitute severe harassment where there is inequality of personal status.

**BULLYING** is behaviour of a physical, written, online, verbal or non-verbal nature, directed toward an individual or group of individuals and which is considered unreasonable or anti-social behaviour that is offensive, degrading, intimidating or humiliating.

**HARASSMENT** is an unwelcome and unwarranted behaviour that offends, intimidates, humiliates or embarrasses another person. This behaviour can be written, physical, verbal or visual in nature. Harassment is not necessarily deliberate or intentional and can be one incident or several incidents occurring over a period of time. Harassment may be accompanied by an expressed or implied threat.

Harassment and bullying are unwelcome, unsolicited and non reciprocated behaviours. They may be intentional or unintentional and may take many forms, such as verbal, written or physical. Regardless of the intent or form it takes, the distress caused to the victim is the same.

Harassment should not be confused with legitimate comment and advice (including positive feedback) given appropriately by management or trainers and assessors.

**DISCRIMINATION** is behaviour that results in a person being treated less favourably than another or others due to certain personal attributes. These attributes may include, but are not limited to ethno/religious background, gender, pregnancy, marital status, disability and age. Discrimination is broadly defined as treating one person unfairly over another based on factors that are unrelated to their ability or potential. State and Federal legislation protects people from discrimination and from being treated unfairly because they have complained about discrimination. Direct or indirect discrimination on the basis of one or more of the following attributes is unlawful:

Age	Physical features
Sex	Political affiliation
Nationality and/or cultural background	Pregnancy
Physical or intellectual impairment	Religious affiliation
Gender identity	Status in society
Marital status	

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## Bullying, Harassment, Discrimination Policy (cont.)

**SEXUAL HARASSMENT** may include sexual propositions or advances, verbal or written requests of a sexual nature, sexually explicit conversations, sexual suggestions or innuendos, gender-based insults and taunting, invasive questioning, physical contact and the display of offensive material (e.g. posters, cartoons, jokes, graffiti, magazines, screensavers, email).

A person sexually harasses another person if in circumstances in which a reasonable person would be able to have anticipated that the person harassed would be offended, humiliated or intimidated.

It is the Directors responsibility to ensure that LPI and all of its stakeholders provide open access to this policy and related legislation and for setting an example by appropriate behaviour at all times.

The RTO is responsible for compliance to legislative requirements in relation to development and delivery of all learning and assessment

**Student's** have the responsibility to ensure that they respect others and offer support to anyone affected by harassment or discrimination. If harassed, take action to stop it, not only for self-protection, but to prevent others suffering the same form of discrimination; Make themselves aware of and act within the confines of relevant legislation and this policy; enhance the learning experience by allowing others to learn through poor or distracting behaviours; exhibit positive behaviour and show respect for others at all times

**Staff and Contractors** have a responsibility for ensuring the learning environments are free of bullying, harassment and discrimination.

All stakeholders are required to comply to legislations in regards to access, equity and anti discrimination including:

Training & Skills Development Act 2008 (SA)	Workplace Relations Act 1996
National Vocational Education & Training Regulator Act 2011	Freedom of Information Act 1982
Standards for National VET Regulator (NVR) Registered Training Organisations 2015	Privacy Act 1988
Fit & Proper Persons Requirements 2011	Equal Opportunity for Women in the Workplace 1999
Australian Human Rights Commission	Fair Work Act 1994
Australian Human Rights Commission Act 1986	Industrial and Employee Relations Act 1994
Sex Discrimination Act 1984	Industrial Law Reform (Fair Work) 2005
Racial Discrimination Act 1975	Professional Standards Act 2004
Age Discrimination Act 2004	Racial Vilification Act 1996
Disability Discrimination Act 1992	WorkCover Corporation Act 1994
(Australian Government) <a href="http://www.comlaw.gov.au">http://www.comlaw.gov.au</a> .	Worker's Rehabilitation and Compensation Act 1986
Fair Work Act 2009	All other Federal & State Government legislation, regulations, Acts that may be ratified or updated and as may be relevant from time to time.
Fair Work Regulations 2009	

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	Director, Learning Potential International		

## **Bullying, Harassment, Discrimination Policy (cont.)**

### **Process of dealing with any issues**

1. Report any example of harassment or discrimination to the LPI Coordinator/ facilitator and/or LPI Directors (preferably in writing if the matter is not resolved immediately).
2. If harassed, take action to stop it, not only for self-protection, but to prevent others suffering the same form of discrimination. LPI will treat any reporting of unacceptable behaviour in a confidential, sensitive, and serious manner treating the alleged perpetrator impartially pending a fair and open investigation.
3. LPI will take action on any complaints immediately as outlined in the Complaints Policy.
4. LPI has a Continuous Improvement Policy that monitors, educates, informs and supports all stakeholders to reinforce a safe and equitable learning environment.

**Also refer to Code of Practice Policy.**

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	Director, Learning Potential International		

# Coaching Support

## Coaching and Support

The Program Coordinator will provide advice and support concerning any aspect of the course that participants are undertaking. Participants can seek advice and support by contacting the LPI Directors Julie Inglis +61 401 126 379 and Andrew Inglis +61 402 486 607 or by email: [info@learningpotential.com.au](mailto:info@learningpotential.com.au).

Personalised Mentoring Plans will be developed in consultation with each Participant and signed off by both parties. The Plans may include:

- number and timing of mentoring meetings;
- format of mentoring meetings, whether in-person, skype, video conferencing, teleconference or a mixture;
- details of the mentoring support that will be provided; and
- expectations of Participants during the business mentoring components

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## Code of Practice

LPI is an organisation committed to the highest standards of training and assessment. This code of practice outlines our dedication to meeting and exceeding the requirements of the AQTF standards required by Registered Training Organisations (RTOs). The Participant & Facilitator Handbook outlines the 'Code of Practice' in more detail.

### Legislative Requirements

LPI will comply with relevant ASQA Commonwealth, State or Territory legislation and regulatory requirements that are relevant to operations and scope of registration. Staff, contractors and clients will be fully informed of these requirements where they affect their duties or participation in vocational education and training.

This includes but is not limited to the following Acts:

- ASQA Standards for Registered Training Organisations 2015
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulations 2008
- National Vocational Education and Training Legislation 2011
- Standards for NVR Registered Training Organisations 2011
- Skills Australia Act 2008
- Training and Skills Development Act 2008
- Workplace harassment, victimisation and bullying
- Anti-Discrimination - Including equal opportunity, racial vilification and disability discrimination
- Privacy Act 1988
- Copyright Act 1968
- Freedom of Information Act 1992
- Disability Discrimination Act 1992
- Sex Discrimination Act 1984
- Racial Discrimination Act 1975

### Recognition of AQF Qualifications and Statements of Attainment

Learning Potential International Pty Ltd (LPI) recognises the Australian Qualifications and Statement of Attainments issued by other RTOs. LPI is obligated to provide information to participants in the Participant Handbook to accept participants AQF qualifications and statements of attainment obtained with another RTO for verification and credit transfers through Mutual Recognition. Participants can apply at no cost to gain credits for certificates and units of competency offered by other RTOs.

This application process involves providing original qualifications or statements of attainment to LPI. LPI verifies authenticity of qualifications and statements of attainment, and the participant is provided with credit transfers for their qualifications being undertaken with LPI.

### Recognition of prior learning (RPL)

LPI has an RPL policy and procedures and provides participants with the opportunity to apply for RPL. Refer to Participant Handbook and RPL Kit.

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## **Training and Assessment Strategies**

LPI will maintain a supportive learning environment and participants will be encouraged to undertake active learning and assessment activities relevant to the competency and the workplace context. Coaching support will be provided to participants to assist them to achieve success. LPI have personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessments will meet the National Assessment Principles (including Recognition of Prior Learning and Mutual Recognition). Adequate facilities, equipment and training resources will be utilised to ensure the best outcomes.

## **Management and Administration**

LPI has policies and management strategies which ensure sound financial and administration practices. Management guarantees the organisations sound financial position and safeguards client/ student fees. A Refund Policy that is fair and equitable is in place. Participant records are managed securely and confidentially using STELA student management system and AVETTMIS Data Entry Tool for reporting data to other states/territories. These are available to participants on request. LPI have current public liability and professional development insurance policies.

## **Quality Management Focus**

LPI applies a quality project management approach to working with clients and participants. LPI has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from learners, staff and employers for improving future programs and courses.

## **'Australian Quality Training Framework' AQTF Requirements**

LPI is committed to providing the high quality learning and assessment standards and remaining compliant with AQTF Standards and Essential Conditions. LPI is up-to-date with amendments that affect operations and compliance. Evaluation Feedback from participants and clients, internal reviews, validation, benchmarking, consultation with industry and staff/contractors is critical to continuously improving and maintaining high quality services.

## **Client Service:**

LPI has sound management practices to ensure a high level of client service. Our quality focus includes: Recognition of Prior Learning, a fair and equitable Refund Policy, a complaints and Appeals Procedure, an Access and Equity Policy and student welfare, coaching and guidance services. Where necessary, arrangements will be made for those clients requiring literacy and/or numeracy support programs, additional support for those with a disability. We take every opportunity to ensure that this information is disseminated, understood and valued by personnel and clients.

## **Participant Information**

Participants will be provided with accurate information in 'Participant Handbook'  
If you cannot find this information in the handbook contact LPI for assistance or ask for a copy of the policies and procedures.

## **Course Information**

Specific course information has been developed for all of the courses delivered by LPI and disseminated in line with AQTF.

## **Enrolment, Induction, Course content & requirements for successful completion**

The enrolment form forwarded is the main source of information for your records and must be completed legibly and accurately. This includes the Unique Student Identifier number which comes into force from 1 January 2015 [www.usi.gov.au](http://www.usi.gov.au). Induction into the course includes: housekeeping, safety, content, activities, assessment and identification of your learning style and goals, expectations, previous studies and life experience, levels of ability, assessment requirements, code of conduct.

## **Language, Literacy, Numeracy (LLN) and support**

Participants are assessed to have the appropriate minimum level of LLN to identify if they require any additional support, referral or assistance.

## **Privacy Statement**

The information you provide on enrolment forms, reviews and feedback, will be made known to third persons to enable us to organise training, assessment, issue qualifications and continually improve. The information will be used only for the purpose of conducting training to meet your expectations and will not be released to any third party without your consent.

## **Appeals and Complaints**

It is critical that we look after your interests and this is why 'Appeals, Grievances & Complaints' are outlined in the Participant handbook (refer to policy).

## **Access to student information and Client Service**

Individual students will have access to view or be provided with a copy of any training and assessment records upon request in accordance with LPI policies and procedures. Record management systems will record progressive assessment results and issue qualifications within the time frames specified in the Training Contracts.

## **Marketing**

LPI will market its products with integrity and will not intentionally mislead the prospective participants and will be in line with AQTF.

## **Access and Equity**

All persons seeking training and assessment by LPI will be treated equally. LPI has a commitment to valuing diversity and effective cross-cultural communication practices. The principles of social justice and valuing diversity will guide all aspects of the course delivery and assessment. This includes but is not limited to:

- Using resources and methods that is inclusive & culturally appropriate
- Providing equitable access to facilities and resources
- Using language that is appropriate to the cultural context

## **Bullying & Harassment**

Refer to LPI Policy). LPI commit to all participants been treated fairly, equally, with respect not dependent on their ability and without pre-judgement.

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	Director, Learning Potential International		

# Continuous Improvement Policy

Learning Potential International is committed to ensuring compliance with the ASQA Standards for Registered Training Organisations 2015 and will continually review its processes to improve the standards of its RTO operations. The key three AQTF Quality Indicators:

- LEARNER ENGAGEMENT
- EMPLOYER SATISFACTION
- COMPETENCY COMPLETION

These indicators will be used primarily as continuous improvement benchmarks with the Learning Potential International Vision to:

*Unlock your Potential – Secure a Future  
of individuals, organisations and communities.*

## Continuous Improvement Procedure

Learning Potential International has implemented the following procedures to ensure improvement is continuous.

### Business Health Check

This is an annual audit of the organisational performance in key business areas. (refer to visual Health Check).

**Internal Audit** - Conducted annually, Learning Potential International conducts an internal audit of its compliance with the ASQA Standards for RTO's 2015. A report on this audit will be documented by the RTO Directors and appropriate action taken to rectify any non compliance. A copy of the report and information on action taken will be provided at RTO Audits.

**Workshop Evaluations** – Evaluation sheets are distributed by LPI facilitators at the end of workshops to gauge the effectiveness of the training and act on areas for improvement. All evaluations are collated and analysed. If there are issues which need to be addressed, appropriate action will be taken to remedy these issues. The details of the action taken are documented by the Director in an Evaluation Summary Reports.

**Review of Training & Assessment Resources** – Learning Potential International reviews course materials and resources continuously and updates versions.

**Validation of Training and Assessment** – meetings are conducted to validate assessment plans, tools and processes, learning materials and session plans.  
(refer to Validation Policy)

**AQTF Learner Questionnaire** - A survey of all participants is conducted during and on the completion of each course. The results of these surveys will be analysed and documented by the Director. Where the analysis indicates that there are issues which need to be addressed, appropriate action will be taken to remedy these issues. The details of the action taken will be documented by the Director.

**AQTF Employer Questionnaire** - Learning Potential International conducts a survey of employers who have utilised its services, seeking information on the quality of delivery and

assessment and customer service. The results of these surveys are documented by the Director and appropriate action taken to address any issues identified.

**Review of Policy and Procedures** – Learning Potential International reviews all its policies and procedures annually, including the participant records system to ensure that they are still current, relevant and accurate. This review will be co-ordinated by the RTO Administrator who will update policies and procedures to meet ASQA requirements. Individual Policies can be updated at any time and version control indicate the latest document.

**Staff Meetings** - The Director(s) shall co-ordinate meetings of facilitators and assessors and other RTO staff involved in the delivery of programs at regular times. These meetings will involve a discussion of all aspects of the RTO operations, including:

- Policies and Procedures
- Participant and industry surveys
- Customer complaints and appeals
- Delivery & Assessment Issues
- Validation and moderation of assessment
- Recording of results
- Continuous Improvement strategies

These meetings may be held via a telephone conference call as appropriate. Actions taken as a result of meetings to be recorded via email and filed in client folders and LPI continuous improvement

**Customer Complaints** - The log of customer complaints and appeals outcomes will be reviewed to ensure that issues arising from substantiated appeals/complaints have been addressed. (refer to Complaints and Grievances Policy).

### **Annual Staff Professional Development Workshop**

A workshop for professional development and continuous improvement to be held annually to validate training and assessment practices and explore better ways of improving the three AQTF Quality Indicators:

- LEARNER ENGAGEMENT
- EMPLOYER SATISFACTION
- COMPETENCY COMPLETION

and meeting the Learning Potential Vision to :

*Unlock your Potential – Secure a Future  
for individuals, organisations and communities.*

### **Progressively**

- Staff Meetings
- Workshop Evaluations
- Feedback from participants / facilitators / coordinators
- Customer Complaints log

**By the completion of each course:**

- AQTF Learner Questionnaire
- AQTF Employer Questionnaire
- Staff meetings
- Evaluation Summary Reports
- Course Training & Assessment resources review and update

**Annual**

- ASQA Internal Audit
- Validation of course and all units of competency (refer to Validation Policy)
- Client reports/ feedback
- Review of customer complaints, appeals log
- Risk Management analysis
- Policy & Procedure review and update
- Business Health Check
- Professional Development
- Continuous Improvement Report

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	Director, Learning Potential International		

## Copyright on Training Materials Policy

The Copyright Act 1968 (Cth) grants exclusive rights to creators and owners of copyright material. These exclusive rights include the right to reproduce or copy, publish, perform, communicate (by email or making available online), translate or adapt the material. Creators of some types of works are also granted Moral Rights. Copyrighted material must not be used in a manner that infringes the copyright owner's exclusive rights or Moral Rights, unless with the consent of the copyright owner or otherwise as provided in the Act. Copyright infringements may result in civil or criminal action against the person (s) responsible for the infringement.

The materials developed by Learning Potential International are not to be photocopied or transmitted in any form or by any means, electronic or mechanical, without express permission.

The Directors, author of the materials, has the sole rights to the materials and intellectual property developed unless specified in writing in a service agreement.

Any arrangement for use of materials outside the contractual training arrangement is subject to a royalty payment based on the use and subject to prior negotiation in writing with the Directors of Learning Potential International.

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	Director, Learning Potential International		

## Enrolment and Induction Policy

Learning Potential International will provide a timely enrolment services and information to participants prior to course commencement to ensure they are well informed and aware of their commitment before enrolling in a course.

Learning Potential International will provide participants with a Participant Handbook and Course Workbook which includes accurate details on:

- Learning Potential International
- Course information
- General Information
- Fee Structure / Refund Policy
- Participant obligations / rights
- Policies

Learning Potential International will provide participants with full support during the course, including (where appropriate) telephone advice, email correspondence, course social media groups, and coaching support throughout the program. .

### Enrolment and Induction Procedure

1. All participants ensure they have a Unique Student Identifier number (USI)
2. All participants complete course enrolment form including USI
3. Participants undertaking traineeships will complete Australian Apprenticeship Centre forms and sign Training Plan documents.
4. RPL Application will be discussed for those considering RPL a kit can be provided.
5. Mutual Recognition of previous accredited courses will be discussed and evidence provided to LPI if relevant
6. Confirmation of course dates, times, venue, fees and program will be sent to participants in writing.
7. Enrolment information is entered into STELA system or other AVETMISS compliant SMS.
8. Participant handbook is reviewed at first workshop as a group outlining code of conduct.
9. Housekeeping will include OHS&W at training venue and duty of care responsibilities (refer Induction PowerPoint slides)
10. Facilitators will induct participants to learning and assessment strategies in specific units of competency.
11. FAQ's will be covered during Induction process and ongoing as required

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	Director, Learning Potential International		

# Fees and Refunds Policy

## Fees

1. Participants will not be charged fees in advance.
2. Fees are due on the commencement of the course.
3. The total fees payable includes course fees, RPL, administration, learning materials and resources, assessment and any other charges to undertake training program.
4. A letter confirming the course information, Fees & Refund Policy will be provided for approval prior to commencement of the training. If applicable, these will include details of:
  - Total fees
  - Payment terms
  - Cooling off period
  - Guarantee of delivery & assessment
  - Discounts etc.
  - Additional services / resource fees
  - Refund policy

Fees payable for courses or units of competency are available from LPI on request prior to enrolment. Quotations will be provided for group or customised programs.

Learning Potential International is a Northern Territory Endorsed Training Provider.



Some courses may be subsidised pending Eligibility under *training grants*. Participants must check their eligibility prior to enrolment. Application fee will be charged as a minimum requirement.

Any fees that may be payable are to be confirmed in writing to the participant by Learning Potential International Pty Ltd prior to commencement.

## Refunds

In the event that LPI is unable to complete the training or assessment\*:

1. Participants will be entitled to a full refund or transfer of funds to a future course if training does not commence due to unforeseen circumstances by LPI.
2. Participants will be entitled to a part refund for uncompleted units of competency due to LPI cancellation of remainder of the course.
3. If a participant decides to withdraw from training within 3 weeks of the commencement date of the training 50% of fees paid will be refunded.
4. After 3 weeks into the course no refund will be available to participants who leave before finalising the course/competency units unless they can provide a medical certificate, special circumstances or show extreme personal hardship at the time of withdrawal.
5. Refund claims do not apply after course completion date.

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\*LPI will endeavour where ever possible to re-schedule the training or make alternate delivery arrangements.

Conditions under which training may be terminated by LPI include:

- Non payment of fees
- Serious breaches of LPI policies

### **Fee or Refund Dispute Process**

Participant or client complaints or disputes about fees or refunds will be handled in the first instance by the Director of Learning Potential International Pty Ltd.

If the matter cannot be resolved between the parties it will be referred to the National Complaints Hotline for resolution of the matter.

**Phone:** 13 38 73, Monday–Friday, 8am to 6pm nationally.

**Email:** [skilling@education.gov.au](mailto:skilling@education.gov.au)

The National Training Complaints Hotline uses the services of the Translating and Interpreting Service and National Relay Service.

### **Cooling off Period**

The Cooling Off Period - is 5 days from the commencement date of the Training Contract. No fees are payable to the RTO if cancelled within the cooling off period. Any fees paid in advance to RTO will be refunded. If the enrolment is cancelled after the cooling off period - the debt has been incurred; however, the agreed fees will be recalculated on a pro-rata basis, based on the number training days completed. The minimum charge is 20% of the agreed course fee. If payment in advance is made - businesses can apply for a pro-rata refund by emailing [info@learningpotential.com.au](mailto:info@learningpotential.com.au).

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## Issuance of Qualifications Policy

Our organisation issues qualifications and Statements of Attainment to trainees who meet the required outcomes of a qualification or unit of competency in accordance with Schedule 5 of the Standards for Registered Training Organisations 2015. The following certificates may be issued:

### Statement of Attendance

An internal LPI certificate stating you have attended the program. This is for non-accredited programs or workshops. A statement of attendance does not imply you have attended or participated in any nationally recognised accredited training.

### Statement of Attainment

A nationally recognised Statement of Attainment outlines the units of competency that have been achieved which may form part of a qualification.

In some programs Statements of Attainment may be progressively given on the successful completion of assessment requirements which may form part of a qualification.

If trainees do not complete the full qualification for any reason, a Statement of Attainment will be issued for units completed successfully.

### Qualification Certificate

When competency is achieved (CA) in all units for a qualification, a nationally recognised certificate will be issued in line with Schedule 5 of the Standards for Registered Training Organisations 2015.

In cases where a client has enrolled an employee in a course and the employee subsequently leaves the company, Learning Potential International will return all original course materials and certificates to the client for forwarding to the participant.

### Issuance of Qualification Procedure

1. Once a participant satisfactorily completes units of competency that are a mandatory part of a qualification (or part thereof) it will be recorded on STELA or other AVETMISS compliant SMS.
2. The certificate (or Statement of Attainment) will be printed and signed by the Director who is the authoritative signatory at the completion of all units of competency requirement for accreditation including a parchment number (for full qualifications only) and in line with the Standards for RTOs 2015 (Schedule 5).
3. Participants who complete individual units of competency but not the whole qualification, will be issued a Statement of Attainment listing only those units of competency successfully completed in line with the Standards for RTOs 2015 (Schedule 5).
4. This statement of attainment will be printed and signed by the Director who is the authoritative signatory.
5. Those that complete non accredited training will be issued with an internal Statement of attendance only.
6. Certificates and statements of attainment must be issued within 30 days of completion and submission of all evidence that has deemed participant competent.
7. Certificates or Statement of Attainment will not be issued until all fees owed by the participant have been paid in full.
8. Certificates or Statements of Attainment will not be issued until the students USI has been provided and verified by LPI (subject to special exemptions)

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	Director, Learning Potential International		

# Language, Literacy and Numeracy Policy

Learning Potential International is aware of the need to identify the different learning and training needs of individuals from different backgrounds and industries and will make every effort to take into account access and equity considerations in the provision of training services. Language, literacy and numeracy requirements are developed to suit the individual needs of each client using allowable adjustment.

The purpose of the Language, Literacy and Numeracy (LLN) Policy is to ensure that educational programs developed by Learning Potential International are in accordance with language, literacy and numeracy requirements unit descriptors and that students with special learning needs are adequately supported through the completion of their course. In keeping with Government legislation in relation to access and equity and the College's policy on access and equity (refer to policy), LPI undertake to provide language, literacy and numeracy support for students who may require such support. LPI conducts a majority of their training with participants with ESL or disabilities of varying degrees. All courses are delivered in English so it is essential that students have adequate language, literacy and numeracy skills to cope with the demands of the course in which they enrol.

## Definition

**Language:** the tools we used to communicate with one another in many different situations and for many different reasons. Language involves speaking, listening, reading and writing.

**Literacy:** the ability to read and use written information. It means being able to recognise, read and interpret documents, signs etc.

**Numeracy:** involves being able to carry out mathematical operations and includes knowing when to use mathematics, what mathematics to use and how to do it.

LPI will ensure that:

- LLN needs are identified and development within the course materials and assessment tools by qualified Trainers and Assessors on commencement of training
- LPI staff/contractors will be provided with the necessary training to ensure they have to skills required to manage with LLN issues as they arise through Professional Development Activities
- Course Coordinators will endeavour to ascertain students LLN information prior to course commencement;
- in the event that a Trainer and/or Assessor identifies students with LLN difficulties, they must implement appropriate strategies to assist them with their learning and / or consult with the Directors of Learning Potential International to seek additional support;
- students are provided with advice and support services in the provision of LLN assistance services in induction to their course
- confidentiality of students who require additional support services and appropriate strategies are in accordance with our Privacy Policy
- students or potential students who have been identified as requiring support with LLN will not be discriminated
- students that require or request additional LLN support are referred to professional Organisations as required

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# Learners Rights and Obligations

## Learners Rights

1. To be provided with a safe and equitable learning environment free from bullying, harassment and discrimination
2. To receive appropriate instruction with reasonable access to equipment and resources.
3. To expect confidentiality in personal discussions during the course and of personal records which will not be released to any other person or organisation without consent of the trainee.
4. To receive counselling and support on matters relating to trainee's participation in the course and referral to other agencies/services when necessary.
5. Access to 'Complaints & Grievance' process in the event of any issues.
6. Right to refund under circumstances outlined in the 'Refund Policy'
7. To be notified and communicated any changes to the training arrangements or agreed services
8. In the unlikely event LPI closes or ceases to operate the transfer of learning will be guaranteed to continue through another RTO

## Learners Responsibilities

1. Payment of agreed fees or subsidised training arrangements as per terms of enrolment
2. Provision of accurate and timely information on their enrolment and as required
3. Regular Attendance - If you cannot attend a particular session you must notify the Course Coordinator before commencement of the course/session. Arrange with the Course Coordinator to catch up on work missed.
4. Punctuality - Please be ready to start all sessions at scheduled time. This includes your punctual return from lunch and coffee breaks.
5. Bring any specified required resources or materials to the course.
6. Appropriate Dress - Neat comfortable clothing is generally considered appropriate. There may be specific requirements for your course.
7. Personal Hygiene - care with your personal hygiene (clothing, hair and deodorant etc) is required when working in close proximity with others.
8. Active participation is expected in all sessions unless otherwise negotiated with the Course Coordinator due to exceptional circumstances.
9. Respect for Others - You will be expected to treat staff and fellow learners with respect and observe any particular conditions which may be discussed on the first day of your course.
10. Equal Opportunity - In keeping with equal opportunity law, no derogatory or prejudicial comments are acceptable in reference to a person's culture, disability, gender, sexuality or age etc.
11. Language - Inappropriate language and actions will not be tolerated.
12. All learners will need to comply the Health, Safety and Welfare Policy
  - a) Incidents - Notify the course coordinator immediately of any incidents resulting in personal injury or damage to the equipment. An Incident Report will be recorded and followed up.
  - b) Learners must not attend the course if under the influence of alcohol or drugs

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	Director, Learning Potential International		

# Marketing Policy

Learning Potential International will market our education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. LPI will comply to ASQA Standards 2015 for RTO's.

Learning Potential International will:

- market and advertise its products and services in an ethical manner;
- gain written permission from a trainee or client before using information about that individual or organisation in any marketing materials;
- accurately represent recognised training products and services to prospective trainees and clients;
- ensure trainees and clients are provided with full details of conditions in any contract arrangements with the organisation;
- give no false or misleading information regarding accredited training qualifications.

Learning Potential International will only use the Nationally Recognised Training and appropriate logos on relevant qualifications or awards when the participants have satisfactorily completed all requirements and/or achieved the stated competencies.

Learning Potential International will also adhere to Schedule 4 - Conditions and Use of NRT logo for all marketing, certification and promotional activities as stated below:

- When Learning Potential International is promoting the training it offers and wishes to use the NRT logo, its promotional material such as brochures, handbooks and prospectuses will clearly distinguish between nationally recognised training within the scope of registration and that which is not nationally recognised.
- The NRT logo will not be used on products such as corporate stationery, business cards, building signage, mouse pads, pens, satchels, and packaging around products nor learning resources supporting training.

## Marketing Procedures

1. RTO staff will take reasonable steps to ensure that the information included in marketing materials is accurate.
2. The Director will ensure:
  - a facilitator's or participant's written permission will be obtained before Learning Potential International uses information about that individual in any marketing materials and will abide by any conditions the trainer/participant places on the use of that information.
  - recognised training products are accurately represented prospective participants;
  - AQTF qualifications will only be advertised if Learning Potential International is registered with the scope to deliver those qualifications;
3. All marketing material will be reviewed and signed off by the Director.

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	Director, Learning Potential International		

## Mutual Recognition/ Credit Transfer

**Mutual Recognition** is the nationally agreed arrangement that all RTOs recognise the qualifications and statements of attainment issued by other RTOs in accordance with the Australian Qualifications Framework.

**Credit Transfer** is the process that recognises previous formal study or training. The national recognition process grants status for units which you have completed through another Registered Training Organisation. To be eligible for credit transfer, participants must provide evidence of academic records. No fees apply for mutual recognition or credit transfer.

To be eligible for mutual recognition, participants must provide evidence of academic records.

### Mutual Recognition Procedure

Learning Potential International will:

1. provide information to students in Participant Handbook
2. request for Credit Transfer be provided to LPI in writing
3. recognise accredited training through sighting and verifying the qualification parchment and academic transcript or seek access to records through USI government site
4. communicate with the issuing RTOs for the provision of written confirmation re: a Certificate or Statement of Attainment, if doubt is evident;
5. credit the relevant competency units as having been attained through another RTO and update the participants records accordingly.
6. No fees apply for national recognition and credit transfer

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	Director, Learning Potential International		

# Occupational Health, Safety and Welfare Policy

This policy recognises that Learning Potential International is responsible for the health and safety of all staff, contractors and students/ participants. In fulfilling this responsibility we have a duty to provide and maintain a working environment that is safe and without risks to health.

To meet the objectives of this policy, we are committed to regular discussions with employees/ contractors to ensure that health & safety issues are regularly reviewed.

## Directors – Andrew Inglis / Julie Inglis

- Are responsible for the effective implementation of this policy.
- Must fulfil their responsibilities under the Acts and Regulations which apply.
- Must ensure that the agreed procedures for regular discussion between the owner/manager and staff/ contractors are followed.
- Must make regular workplace inspections of dangers of health and safety performance and resources (refer to Home Based Business and Venues OHS&W Audits and Risk Assessment)
- Must provide information, training and supervision for all employees in the correct use of plant, equipment, chemicals and other substances used.

## Employees / Contractors

- Have a duty to take care of their own health and safety and of others affected by their actions or failure to act at work.
- Should comply with safety procedures and directions.
- Must not wilfully interfere with or misuse items or facilities provided in the interest of health and safety.
- Must inform the LPI Directors of dangers and accidents and near accidents occurring at the workplace
- Must sign a 'Contractor/ Staff' Agreement to state adherence to LPI policies and procedures
- Must undertake Induction to LPI and sign 'FACILITATOR HANDBOOK'
- Must hold current Professional Liability insurance

## Students or Participants

- Have a duty to take care of their own health and safety and of others affected by their actions or failure to act
- Should comply with safety procedures and directions outlined by LPI and venue.
- Must not wilfully interfere with or misuse items or facilities provided in the interest of health and safety.
- Must inform the LPI Directors of dangers and accidents and near accidents occurring at the workplace
- Must sign enrolment and undertake Induction to LPI policies and procedures outlined in the PARTICIPANT HANDBOOK

## OHS&W Quality Assurance

This policy will be regularly reviewed in the light of changes to the workplace and changes in legislation. A LPI Risk Assessment matrix outlines risks and control measures in place to mitigate common OHS&W issues.

Our overall objective is to provide a safe working environment for all employees/ contractors, participants and stakeholders. Management seeks co-operation from all staff, contractors and students/participants in realising our health and safety objectives and creating a safe work environment.

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	Director, Learning Potential International		

## Plagiarism Policy

1. Plagiarism, collusion and other forms of cheating are expressly forbidden under LPI and AQTF Rules for Assessment, which state:
  1. No student will submit for assessment any piece of work that is not entirely the student's own, except where:
    - The use of the words or ideas of others is appropriate and duly acknowledged, or
    - The assessor has given prior permission for joint or collaborative work to be submitted.
  2. No student will submit as if they were genuine any work that is fabricated or falsified.
  3. No student will assist any candidate in any piece of assessed individual work, and no student shall accept assistance in such a piece of assessed individual work, except in accordance with approved study or assessment schemes.
  4. No student will submit the same piece of work for assessment in two different assignments, except in accordance with approved study and assessment schemes.
2. Any form of plagiarism is unacceptable by LPI
3. Unintentional plagiarism is a lowering of the standards of integrity and an impediment to student learning. Where plagiarism is intentional and/or systematic, it is cheating.
4. In order to maintain high standards of integrity it is the obligation of every staff member or contractor of LPI to know and respect the rules concerning plagiarism, and to seek and foster a learning environment that encourages the development of skills, knowledge and attitude that are appropriate for their learning.\
5. Plagiarism in assignments and reports is not permitted and will result in a unit being assessed as not competent
6. In the event a participant is accused of plagiarism and a penalty is imposed, the participant may seek an appeal to be lodged if they feel they are wrongfully accused.
7. Should a facilitator / assessor become aware of plagiarism, this should be reported to the Director of Learning Potential International as soon as they are aware
8. The Director of Learning will review the claim, counsel the participant and provide the opportunity to re-submit their assessment.
9. Should the participant not agree with the claim or outcome, they will be directed to the appropriate authority to lodge a complaint (refer to grievances and complaints policy).

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	Director, Learning Potential International		

## Privacy Policy

Learning Potential International is committed to protecting participants' privacy and to complying with the Privacy Act 1988 and guidelines under ASQA and the AQTF. Learning Potential International understands and appreciates that participants may be concerned about their privacy and the confidentiality and security of their information held by Learning Potential International.

Learning Potential International collects personal information about participants and this information supplied is only used in connection with conducting its business as a professional registered training organisation and provider of training and assessment services.

Learning Potential International at all times strives to ensure that the use of information provided is transparent. If personal details need to be used for a purpose other than one that could reasonably be expected by participants, specific consent will be sought (refer to request for release of information authorisation form).

Learning Potential International invites participants to regularly access and update their personal information at any time.

Learning Potential International strives to maintain accurate, complete and up-to-date information.

If a participant has any queries about the way in which Learning Potential International is handling their personal information, they can contact the Director.

In the event that the individual and Learning Potential International are unable to resolve any queries, the individual is entitled to arrange for an independent person (such as the Privacy Commissioner) to investigate the complaint.

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	Director, Learning Potential International		

# Professional Development Policy

Learning Potential is committed to providing a supportive and rewarding environment for staff and contractors and recognises that the quality, responsiveness and professionalism of its workforce are the key to achieving excellence for students and clients. LPI values the professional and personal development of people associated with the business.

The aim is to enhance the capabilities and competencies of staff and contractors to:

- Ensure quality of services and compliance at all levels to ASQA Standards
- Provide value-added exceptional service through staff
- 'unlock the potential' of staff and contractors to achieve their professional goals related to LPI training and assessment services

The purpose of the Professional Development Policy is to encourage and support staff and contractors to actively pursue their professional and career development as an integral element of their engagement with LPI. Continuing professional development contributes to personal job satisfaction, workplace productivity, reward and recognition.

Professional Development includes the provision of learning and development opportunities and activities through:

- a. Coaching by the Directors
- b. Mentoring arrangements with specialist expertise
- c. Approved courses under the Australian Qualifications Framework (AQF) relevant to the staff's current position or career adding significant value to both the individual and to LPI. (e.g. TAE, LL&N)
- d. Short Courses that are normally from half a day to five days in length offered related to current or future work roles
- e. Attendance at Industry PD events, networking and conferences etc.
- f. Annual LPI Professional Development Workshop

All professional development activities are recorded to ensure ongoing development is occurring to keep abreast of industry change and currency.

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	Director, Learning Potential International		

# Recognition of Prior Learning Policy

*“Recognition of Prior Learning (RPL) refers to the acknowledgement of skills and knowledge held as a result of formal training, work experience and/or life experiences.”*

*“Recognition of Current Competencies (RCC) refers to the acknowledgement of skills and knowledge held as a result of work experience and/or life experience.”*

If people can show they have the competencies that meet the standards, it does not matter how they acquire them and should be able to have them recognised.

## 7 Step RPL Process

### 1. Information & application stage

The applicant is encouraged to apply (complete form) and is given information on the competencies required. An initial face-to-face or telephone interview is undertaken. The assessor will provide support and advice on how to gather evidence. A ‘Challenge Test’ may be given to assist the candidate with an indication of the likelihood of a successful RPL outcome. The decision to complete the RPL Application rests with the candidate.

### 2. Gather the evidence (Stage 1 – Candidate only)

The applicant has time to gather a portfolio of evidence. Evidence is forwarded to Learning Potential International Pty Ltd.

### 3. Assessment (Stage 2 – Assessor & Candidate Competency Conversation)

A qualified assessor will undertake a desktop review and assess whether the evidence is valid, current, sufficient and authentic.

An interview will be arranged to have a ‘Competency Conversation’ (oral questioning) to confirm competencies. A practical assessment may also be required for the candidate to demonstrate competency. (refer to guidelines for assessors in Appendix)

### 4. Post Assessment Stage

Feedback is provided in writing and verbally, to the applicant of the RPL assessment decision and recommendations. You will be given an opportunity to provide us with feedback on the procedure.

### 5. Identify skill ‘gaps’

The ‘gaps’ in competency are discussed and options for providing further evidence are provided for candidates to undertake further training and or provide additional assessment evidence.

### 6. Record Keeping and Issuance of Qualification

If RPL is granted, a Statement of Attainment or Certificate will be issued. A record of the results is filed and kept for 30 years.

### 7. Appeals process

You have a right to appeal against an unfair decision.

(refer to Appeals Process)

If you wish to apply for Recognition please advise LPI who will guide you through the process. A fee applies for each unit when applying for RPL (if not included as part of a full qualification). Refer to RPL Fees Charged – or as negotiated with the Director of Learning or Managing Director)

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	Director, Learning Potential International		

## Student Record Policy

Learning Potential International keeps complete and accurate records of the attendance and progress of all students, as well as financial records that reflect all payments and charges and the balance due, and provides copies of these records to trainees on request. Record keeping processes and procedures are ASQA, AVETMISS and AQTF compliant through the STELA system and /or AVETMISS compliant SMS.

AQTF Reports are generated in response to ASQA requests and deadlines. Student Data through AVETMISS is completed and submitted quarterly.

Learning Potential International will ensure records are retained and archived for 30 years in a form that is suitable for retrieval and transfer to third parties and in accordance with the requirements of the registering authority. A back up of the management system is in place in the event of computer data losses.

No information will be provided to third parties without the written consent of the student. Students consent to the use of personal information in writing when completing their enrolment forms.

Participants will be able to access their personal records by request.

The SMS system used to maintain participant and organisation records will be reviewed at least annually as part of the overall review of policies and procedures.

### Record Retrieval Procedure

Should a participant wish to obtain their training files or copies of their parchment, the following procedure will be followed:

1. Complete a Request for Release of information authorisation form;
2. The RTO Administrator will advise that requests will be processed within 7 working days;
3. RTO Administrator will file the authorisation form in the Participant file and provide the participant with the information requested.

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	Director, Learning Potential International		

## Training Delivery and Assessment Policy

Learning Potential International is committed to high quality standards in the provision of training and assessment in line with ASQA Standards for RTO's 2015 requirements. LPI only engages qualified and experienced staff, facilities, equipment and materials to provide the training and/or assessment services within scope of registration and to accommodate client needs, delivery methods and assessment requirements.

LPI ensures that in developing, customising or delivering training and/or assessment products and services, the following:

- Consultant with industry, associations and stakeholders occurs before all programs
- training needs, design of training and assessment is drafted for approval
- the requirements of the Training Package or accredited course are met;
- language, literacy and numeracy requirements are developed to suit client and individual needs;
- delivery strategies, training and assessment materials meet the needs of a diverse range of clients;
- where assessment or training is conducted in the workplace, the organisation will negotiate the delivery and assessment strategy with the employer and learners
- where assessment or training is conducted on-line or by distance LPI has effective strategies for learner support, monitoring an assessment.

LPI assessments meet the requirements of the Training Package and the outcomes specified within the scope of registration.

The organisation ensures that all assessments:

- comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirement specified in accredited courses;
- comply with the Principles of validity, reliability, fairness and flexibility;
- meet the Rules of Evidence of authenticity, sufficiency, currency and validity
- provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- where relevant focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
- strategies are reviewed by LPI on a regular ongoing basis (Internal Audit annually);
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- are equitable for all persons, taking account of cultural and linguistic needs;
- provide for reassessment on appeal; and RPL is offered to all applicants on enrolment.

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	Director, Learning Potential International		

**Assessment results** include the following:

**Competency Achieved (CA)** indicates that the participant has satisfied the performance criteria with respect to the competencies of the individual task.

**Further Evidence Required (FER)** indicates that the participant requires further training or evidence in order to achieve competency

**Not Yet Competency (NYC)** indicates that the participant does not meet the required performance criteria with respect to the competencies of the individual task.

**Withdrawn (W)** indicates that competency has not been assessed due to the participant leaving the program or choosing not to complete the unit.

### **Completion of Assessments**

Dates for the handing in of assessments will be outlined in the training and confirmed by facilitators. Flexible arrangements for dates may be negotiated with participants, however, once agreed, participants will be expected to meet deadlines.

### **Make a copy of the Assessment before posting**

Be sure you make a copy of your assessment just in case it is lost in transit. Complete the assessment Cover Sheet and email to [info@learningpotential.com.au](mailto:info@learningpotential.com.au) OR Post to:

***Learning Potential International Pty Ltd at  
PO Box 1073, Flagstaff Hill SA 5159  
GPO Box 1782, Darwin NT 0810***

### **Assessment Extensions**

If you require an extension, please notify your facilitator at least one week prior to the due date. Extensions are only approved under circumstances such as health, work or compassionate reasons. All requests for extensions over one week must be in writing and supported with evidence such as a medical certificate. Clients often determine the assessment dates, in which case, an extension needs to be approved by management.

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	Director, Learning Potential International		

## Unique Student Identifier (USI)

Learning Potential International adheres to the ASQA Standards requirements of the Unique Student Identifier (USI) scheme, including:

- a) verifying with the Registrar, a Student Identifier provided to it by an individual before using that Student Identifier for any purpose;
- b) ensuring that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the *Student Identifiers Act 2014*;
- c) ensuring that where an exemption described in Clause 3.6 (b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar; and
- d) ensuring the security of Student Identifiers and all related documentation under its control, including information stored in its student management systems.

### Procedures in place

1. LPI is registered for USI
2. LPI has obtained Auskey access for Directors
3. Advise continuing and new students of requirement to register for a USI and provide to LPI
4. Inform students of process of obtaining USI
5. No Qualifications or Statements of Attainment will be issued prior to obtaining USI
6. Enrolment form has provision for USI
7. Security of USI in Student Management System is maintained

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	Director, Learning Potential International		

# Validation Policy

Learning Potential implements a plan for ongoing systematic validation of assessment practices and judgments to comply with ASQA Standards for RTO's.

The Validation process includes:

- a) when assessment validation will occur;
- b) which training products will be the focus of the validation;
- c) who will lead and participate in validation activities; and
- d) how the outcomes of these activities will be documented and acted upon.

## Validation Cycle

LPI will exceed the ASQA minimal requirements that each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET Regulator.

The LPI cycle plans to undertake validation of units of competency in an annual cycle to ensure continuous improvement and responsiveness to client, student identified needs and Training Package requirements.

## Validation Responsibilities

- The LPI Director of Learning (Lead Assessor) is responsible for the continuous improvement and validation of assessment processes and procedures in the organisation.
- LPI Directors are responsible for administering the validation cycle and process. They will ensure that people involved have: (as stated in the ASQA Standards)
  - a) *vocational competencies and current industry skills relevant to the assessment being validated;*
  - b) *current knowledge and skills in vocational teaching and learning; and*
  - c) *the training and assessment qualification or assessor skill set referred to in Schedule 1.*
- Industry experts may be involved in validation
- Feedback is obtained from participants, facilitators and assessors

**The Validation Process** ensures that:

- Assessment tools are appropriately aligned to Training Package units of competence and to the learning outcomes being assessed in accordance with industry expectations
- All assessment tools are mapped against unit, elements and performance criteria, skills and knowledge, employability skills and align with Evidence Guides and Assessment methods.
- Consistency of assessment practices by all assessors is achieved through 'Assessment Marking Guides' and assessment procedures
- Evidence gathered to make an assessment is valid, authentic and sufficient and current
- Assessments are designed to meet overall principles of assessment being valid, reliable, fair and flexible
- Validation is undertaken using a range of methods including a Validation Team, Peers (facilitators, assessor, coordinators), Lead Assessor and through Client & Student Feedback

- Our clients and industry organisations are consulted in developing and reviewing assessment tools and activities

## **Validation Procedures**

### **1. Prior to Delivery & Assessment**

- Training & Assessment Strategies (TAS) will be developed through consultation with industry to ensure that they are consistent with industry needs and the Training Package.
- A Competency Mapping Matrix is provided with the assessment tool.
- Validation before assessment focuses on:
  - The design of assessment tools and activities
  - Assessment methods appropriate for the candidate being assessed taking into account language, literacy and numeracy skills and special needs
  - The benchmarks and criteria against which each candidate will be assessed.
  - Professional development coaching and training is undertaken with facilitators and assessors prior to programs.

### **2. During the program**

- Assessors (Facilitators) are required to conduct assessments in fair manner, show flexibility and maintain a consistent approach to assessing competencies
- Evidence gathered must adhere to assessment procedures and guidelines
- Assessment Booklets should be completed during activities in workshops wherever possible
- Projects and additional evidence requirements are to be clearly explained
- Any assessment adjustments, improvement to be recorded in the Unit Evaluation

### **3. Post-Course Validation**

- The Learning Director will convene an internal Validation Team meeting, external Validator or undertake Industry Consultation.
- Evaluation Feedback from students and facilitators is collated and summarised in an 'Evaluation Report' for each unit. This is to be completed within 1 week of workshop completion. Take action on recommendations progressively wherever possible.
- Evaluation Report to be filed for access for formal Validation Cycle processes.
- The Validation team will meet to discuss and validate assessments (according to cycle)
- Select at least two completed Assessment Booklets from different programs to review unit evidence.
- Gather Evaluation Summary Reports related to the unit of competency
- Complete the 'Validation Report' template – review assessment process, methods, tasks and evidence to recommend improvements or changes.
- Check Assessment matrix and tasks/ project evidence covers the Training Package requirements
- Review the Projects related to the unit and 'holistic' assessment undertaken
- An External Validator may be used to provide independent advice and can critically evaluate LPI processes and procedures.

## Version Control Policy

Learning Potential International has version control for managing documents that relate to its scope of registration including administrative documents, accredited course documents and learning and assessment materials.

Version control applies to any document which is updated or amended and is reflected in the version control number, e.g. V1.0 becomes V2.0 in master documents. A Master Documents List shows current versions of controlled documents used within Learning Potential International which will be maintained by the RTO Administrator and accessible to RTO staff using the file pathway in the footer of the document.

Old documents and electronic files are archived and hardcopies filed in appropriate folders. All files are backed up regularly through use of Cloud Technology (Dropbox). This protects all documents ensuring security, accessibility and regular back up should any equipment fail.

Before distributing learning or assessment materials, the Director will ensure delivery is from the current version of the learning or assessment materials by:

- Checking the version file path and date in the footer of the document
- Accessing the register of controlled documents to check the latest version number
- If the version number is later than the version being checked this indicates that changes have been made to the product and the updated version needs to be accessed
- The Director will ensure that all previous versions are filed separately to avoid confusion

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	Director, Learning Potential International		

## Volume of Learning Policy

Learning Potential International is committed to providing a volume of learning or amount of training that meets the Australian Qualifications Framework (AQF) volume of learning indicators.

The AQF Volume of learning indicators “are considered a starting point and many factors can affect the amount of training required.” AQSA Users Guide 2014

The Victorian Purchasing Guide provides nominal hours for each qualification within the Training Package. Victorian Purchasing Guide September 2013.

LPI will use this guide for comparative data since this is the AVETMISS guideline used by RTO’s for recording nominal hours.

LPI will maintain a strong emphasis on face-to-face training, coaching and mentoring. The methodology is work based tasks and workshop activities, work based projects and presentations. Online learning and assessments may be one component of the volume of learning however the emphasis is workshops that engage learners in activities and tasks, interactive learning and projects.

Our policy is that:

- Recognition of prior learning will be a component of the volume of learning.
- Work based projects and presentations will be designed to provide Authentic and Valid evidence of competency.
- Sufficiency of evidence will be maintained with multiple forms of assessment and ‘holistic’ assessment that assesses competency across units.
- Currency of evidence is confirmed by face-to-face evidence in workshops, coaching sessions, projects and presentations.
- Short-cuts to competency will not be tolerated
- Competency will be based on Training Package evidence requirements

Procedure:

All programs designed by LPI will be mapped against the matrix of indicative *volume of learning and amount of training* provided below for each qualification to check that the amount of training meets AQF guidelines

All facilitators and participants will be made aware of the amount of training and ‘volume of learning required in programs.

Any breaches in compliance to be reported to LPI Directors to undertake action.

<b>LPI Matrix of indicative volume of learning and amount of training</b>				
	<b>BSB30315 Certificate 111 in Micro-Business Operations</b>	<b>BSB42615 Certificate 1V in NEW Small Business</b>	<b>BSB42015 Certificate 1V in Leadership and Management</b>	<b>TAE40110 Certificate IV in Training and Assessment</b>
Duration	1 year	1 -2 year	1 -2 year	1 year
Breakdown of hours				
Workshops (face-to-face training)	12-15 days 90-115 hours	15-20 days 115-150 hours	10-15 days 75-115 hours	10-15 days 75-115 hours
Equivalent time to complete the Assessment tasks	12-15 days 90-115 hours	15-20 days 115-150 hours	10-15 days 75-115 hours	10-15 days 75-115 hours
Research/ reading	40	50	50	50
Online Assessment	-	-	10	20
Work based Projects	50	50	100	100
Team meetings	20	20	20	20
Individual Coaching	20	20	20	20
Presentations	10	10	10	20
Work experience/ RPL*	100	200	200	200
<b>TOTAL Learning Potential</b>	<b>420-490 hours**</b>	<b>630-700 hours</b>	<b>560-630 hours</b>	<b>580-660 hours</b>
<b>Victorian Purchasing Guide</b>	<b>305-435 hours</b>	<b>375-570 hours</b>	<b>385-490 hours</b>	<b>255-315 hours</b>
<b>Guide from AQF Volume of learning indicators</b>	<b>1200-2400 hours</b> Based on trade qualifications**	<b>600-2400 hours</b>	<b>600-2400 hours</b>	<b>600-2400 hours</b>

\* The work experience factor is weighted highly by LPI since nearly all participants are employed in industry and have current or potential management experience and competencies. Additional time and work placements are required if a participant does not have a current job or work experience.

\*\* LPI Courses comply within the AQF Volume guidelines.

The exception is *\*The Certificate III in Micro Business Operations*. This is not a traditional trade qualification and the nature of the qualification requires less hours for completion. The competency standards are in no way diminished with 420-490 hours\* of training. The rigor of the program is not compromised and it exceeds the Victorian Purchasing Guide of nominal hours for Cert III of between 305-435 hours.

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