



SALTERA
TRAINING

PRACTICAL QUALIFICATIONS

RTO HANDBOOK
Policies, Procedures
and Guidelines



Saltera Training Group

Table of Contents

<i>Introduction</i>	3
<i>Compliance</i>	3
<i>VET Quality Framework</i>	4
<i>Student Engagement</i>	5
Marketing	5
Enrolment	5
<i>Training and Assessment</i>	6
Training and Learning	7
Assessment	9
Validation	13
Recognition of Prior Learning (RPL)	14
Credit	15
Transition	15
Intellectual Property	16
<i>Trainer and Assessor Qualifications & Competence</i>	16
Trainer Qualifications	17
Professional Development Plan	17
Staff Profiles	18
<i>Protection of Personal Information</i>	18
Collecting Personal Information	18
Safeguarding Personal Information	18
Records Management	19
Version Control	20
<i>Issuing Certification</i>	20
<i>Continuous Improvement</i>	21
<i>Appeals and Complaints</i>	21
DECLARATION	23

Introduction

This handbook is designed to give an overview of our operations and requirements and how you can assist us to meet our obligations and requirements as a Registered Training Organisation (RTO).

To ensure we meet all the requirements of the VET Quality Framework and other legislative and regulatory requirements and that we do not duplicate information in multiple documents, we recommend this handbook is read in conjunction with, as a minimum:

- Student Handbook
- Course Flyers
- Training and Assessment Strategies
- Users' Guide to the Standards for RTOs 2015

Compliance

Compliance is *"adhering to the requirements of laws, industry and organisational standards and codes, principles of good governance and accepted community and ethical standards"* (Australian Standard AS96000:2015).

All Saltera Training staff are responsible for monitoring and managing compliance within their areas of responsibility and will be immediately familiar with the following, but not limited to, legislation:

- National VET Regulator Act 2011 (Cwlth) including Standards for Registered Training Organisations 2015
- Work Health and Safety Act 2011 (including Work Health and Safety Regulation 2011)
- Anti-Discrimination Act 1991
- Equal Employment Opportunity (Cwlth Authorities) Act 1987
- Disability Services Act 2006
- Consumer Law (Competition and Consumer Act 2010)
- Privacy Act 1988 (Cwlth) & Privacy Amendment (Enhancing Privacy Protection Act 2012 (Cwlth))

Saltera Training's General Manager will inform all staff of new or changed legislation or regulations as required, relevant to training and assessment activities and vocational training areas via subscription to, as a minimum:

- www.comlaw.gov.au
- www.asqa.gov.au
- www.ncver.edu.au

The General Manager is responsible for ensuring that legislation is current, and legislative changes are reflected in Saltera Training's policies and procedures through systematic review, at least annually and or as required.

As a SAS (Skills Assure Supplier) to provide funded training to User Choice trainees, Saltera Training also has compliance obligations to meet the State Funding Authority (STA), DESBT's User Choice policy, which outlines performance standards and expectations for SAS.

These obligations include:

- How, when and where information about courses, fees, refunds and access to government funding information is disclosed to a student prior to their enrolment
- Acting professionally and ethically, including not offering or accepting inducements, being honest and providing accurate data and information, declaring potential conflicts of interest.
- Complying with the funding terms and conditions, including assessing and verifying student eligibility for funding and providing all information required by the department
- Supporting the learning needs of students, including demonstrating inclusive practices, identifying student capabilities to undertake the training with reasonable support prior to enrolment
- Maintaining strong industry networks and providing training and assessment services which support students to complete their course of study
- Participating in performance monitoring and evaluation

DESBT publish a comprehensive **SAS Audit Evidence Requirements** guide (see User Choice program at link below) that can assist Saltera Training's staff in understanding the contract compliance requirements for training and assessing activities such as record keeping, training and assessment and enrolment and completion requirements:



<https://desbt.qld.gov.au/training/providers/sas/audits>

“Conflict of Interest” means having an interest, affiliation, or relationship, or owing an obligation (whether personal, financial, professional or otherwise) which conflicts, may reasonably have the potential to conflict, or may

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Saltera Training RTO Handbook 2021.V.1 Page 4 of 26

reasonably be perceived as conflicting, with the ability of the Supplier or its Personnel to perform its obligations under the Skills Assure Supplier Agreement/s fairly or objectively.

All Saltera Training staff are required to immediately declare any conflicts of interest, whether real, potential or perceived to the General Manager, including if they are offered any inducements, whether monetary or otherwise. Potential conflicts of interest might include employment, or financial or beneficial interests or arrangements by directors, staff, partners or dependants in recruitment or labour hire, which might involve the referral of students.

VET Quality Framework

The vocational education and training (VET) Quality Framework aims to achieve national consistency in the way RTOs are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced, and comprises:

- Standards for Registered Training Organisations (RTOs) 2015
- Fit and Proper Person Requirement 2011
- Financial Viability Risk Assessment Requirements 2011
- Data Provision Requirements 2020
- Australian Qualifications Framework (AQF)

<http://www.asqa.gov.au/about-asqa/national-vet-regulation/vet-quality-framework.html>

Student Engagement

Saltera Training is committed to ensuring that prospective students are provided with accurate, sufficient, timely and relevant information prior to enrolment to ensure that they can make an informed decision about the course and its suitability to their needs and capabilities.

Once enrolled, Saltera Training will actively engage with enrolled students, and as necessary their employers, and ensure that they receive accurate and relevant learning resources and assessment instructions, monitor their academic progress, support their learning needs, and make regular contact to assist and guide learners throughout the duration of the course.

Marketing

Saltera Training markets its training products information and services directly, through:

- Word of mouth (networking, industry organisations, vehicle branding etc)

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Phone: 1800 651 134 Address: 5/43 Taree St Burleigh Heads 4220

Saltera Training RTO Handbook 2021.V.1 Page 5 of 26

- Website
- Social media (Instagram, Facebook and LinkedIn)



There are several regulatory requirements for marketing information (RTO code, course codes and titles, use of images etc). All marketing and promotional information will be checked for accuracy and relevance and approved by the General Manager

prior to going to print or being uploaded to the website or other social media platform.

Saltera Training will undertake regular reviews (at least bi-annually) of all its marketing information to ensure it remains current and accurate. If staff identify any issues with marketing or promotional information, they are encouraged to advise the General Manager immediately.

Enrolment

Saltera Training is committed to promoting and providing non-discriminatory and inclusive practices and processes and provide equal opportunities for everyone to enrol and achieve their learning outcomes.

Prior to enrolment, prospective students will be provided with information about the course (duration, amount of time they may need to commit to learning or assessment activities, how the course will be delivered and assessed, employment requirements, if there are any entry requirements or existing skills/resources they need to have etc), and access to the Student Handbook which includes information about fees, refunds, student and Saltera Training's obligations and processes for making a complaint or appeal.

Prospective students will be assessed via the enrolment process, including but not limited to the possible completion of a Language, Literacy and Numeracy (LLN) indicator, confirmation of identify, eligibility for funding if applicable and consideration of the course requirements to determine their suitability for the course, and the course's suitability for them, including identifying any specific support needs.



It is particularly important that trainers and assessors identify if there are any concerns about the potential capability of a student to successfully complete the course to enable decisions about support services or necessary variations to training or assessment to be considered prior to enrolment.

As well as determining the suitability of the individual student for the course, the RTO must also ensure that the student will be provided with or have access to the range of work, materials and equipment and supervision required to undertake the training and assessment.

For students undertaking training in the workplace under a traineeship arrangement, this requires the completion of an Employer Resource Assessment (ERA) to determine the employer's capacity to provide or arrange to provide the facilities, range of work and adequate supervision required for the student's training plan.

It includes determining qualified persons in the workplace (and confirming their qualifications) who will be directly supervising the student, assisting the provision of training and signing off the student's performance in the workplace.

The ERA must be reviewed at least every three months and the review documented.

Specific information regarding the requirements of the ERA are available at:

<https://desbt.qld.gov.au/training/apprentices/resources/era-training-plan>
<https://desbt.qld.gov.au/training/apprentices/resources/information-sheets/is50>

Staff undertaking ERAs are also referred to the SAS Audit Evidence Requirement guide (pages 11 – 15) for essential information about compliance requirements for ERAs including (but not limited to):

- Retaining information about how the ERA was conducted if it was not done via a workplace visit
- Avoiding 'overarching statements regarding the sufficiency of the range of work'
- Avoiding reference to number of years of supervisor within the industry or a generic position title.

Training and Assessment

Competency based training and assessment emphasises what a person can do in the workplace as a result of completing training or through

relevant experience and learning that has taken place in the workplace or elsewhere. Competency includes the capacity to:

- perform individual tasks
- manage a range of different tasks
- respond to contingencies, emergencies or breakdowns
- deal with responsibilities of the workplace

Saltera Training has developed strategies for training and assessment, known as Training and Assessment Strategies (TAS) for courses it delivers, in consultation and via engagement with employers and other industry stakeholders.

The purpose of the strategies is to provide a clear and concise plan of how Saltera Training will approach and resource the delivery and assessment of the courses. They are dynamic documents and may require changes for different cohorts or situations, but in general they detail a range of factors including determining learner needs and situations, relevant workplace legislation, policies and procedures, resource allocation (number and duration of workplace visits or frequency of contact for monitoring student progression) and methods of training delivery and assessment.



Staff are expected to be familiar with the TAS for courses they are providing and the requirements. Where practices or circumstances require variation from what is outlined in the TAS, trainers and assessors should discuss with the General Manager for prior approval (which may require amending the TAS to reflect actual practice, developing TAS for a specific cohort etc)

Training and Learning

Training is the giving of information and knowledge, through speech, the written word or other methods of demonstration in a manner that instructs the trainee. Learning is the process of absorbing that information to increase skills and abilities and make use of it under a variety of contexts. The learning process includes applying the training information and practicing the skills.

Saltera Training provides students with training materials in the form of print or online resources, supported by training in the workplace, prescribed learning activities to apply their training to, and opportunities for students to practice their skills.

In 2021 ASQA undertook a strategic review of online learning. Whilst it was specifically about online programs, some of the key learnings could be equally applicable to distance based (print) training.

A key finding of the consultation was the experience and support needs of each VET student varied when transitioning to an online learning environment.

Learning styles are important to take account of regardless of whether the mode is fully online, blended (a mix of face-to-face course components and in-person engagement) or only face-to-face. Early indications from this research suggest that online learning is different to in person, face-to-face study.

Students reported that what they needed was continuous communication and support. The desire for clear and direct ongoing communication was important. Examples were given of how good communication can be employed. This included regular one-on-one check-ins with students, such as an individual monthly phone call. Another suggestion made was increased monitoring of student progress through attendance and assessments to identify those who may be having difficulty and engaging with them to offer extra support. Some students commented on a lack of connection to peers and trainers in an online setting. Those who had regular check-ins with their trainers reported greater motivation and engagement.

ASQA also publishes some excellent information about meeting compliance requirements for distance learning, including online.

'No matter how you choose to deliver to students, you are required to develop, document, and implement approaches that ensure students gain all relevant skills and knowledge. This requirement includes providing access to suitable resources, facilities, and trainers.'

<https://www.asqa.gov.au/distance-learning>

<https://www.asqa.gov.au/distance-learning/planning>

It is fundamental that trainers and assessors distinguish between training/learning and assessment activities

For User Choice funded trainees, Training Records must document, and evidence training provided, be supplied to the trainee within 14 days of their training plan being signed and reviewed with the trainee/employer/RTO at least every 3 months.

Training Records

This document evidences provision of the training required (both on-the-job and off-the-job) to satisfy completion of all competencies for the selected qualification. There is no set format for a training record, which can be produced in a way the supplier considers appropriate to satisfy the mandatory requirements. For example, the training record may be kept in booklet or electronic format.

As the name suggests, **a training record evidences the apprentice / trainee's training and the date it was completed.** The training record must always remain in the possession of the apprentice / trainee and is to be made available upon request from departmental officers.

Please note: Suppliers are reminded that training records are not assessment tools and will not be accepted as evidence of formal assessment at audit.

As best practice, the training record should include **details regarding observable workplace tasks relevant to each individual unit of competency to allow the employer / workplace supervisor an understanding of the expectations.**

Employers and apprentices / trainees cannot be expected to 'unpack' or interpret unit of competency requirements in order to determine workplace performance requirements. It is also unacceptable to simply 'cut and paste' from the relevant unit of competency into a training record or third-party report.

To support funding (and good practice for non-funded students), RTOs must retain full and complete records evidencing each student's **participation in training for each unit of competency.**

The records must evidence participation in training from the commencement of **educational content**, training progression, to completion.

The User Choice Audit Evidence guide specifically notes that:

The issuance of training materials or resources to the apprentice / trainee does not constitute any training has been conducted or the apprentice / trainee has been engaged in learning.

This can be captured and retained via:

- Workplace visit /telephone log sheets
- Log-on / log-off reports
- Correspondence such as emails between the trainer and the trainee

However, such evidence must include:

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Phone: 1800 651 134 Address: 5/43 Taree St Burleigh Heads 4220

Saltera Training RTO Handbook 2021.V.1 Page 10 of 26

- Name of the trainee /trainer and signatures
- The individual unit of competency code and name
- The date and duration of the training
(*'actual hours of training delivered against individual units of competency'*)
- The location (if at workplace) or method (if by phone) etc
- The training activity ('educational content')



It is important to note the requirement for 'educational content' specific to each individual unit. For example, this may include discussing the unit content such as legislation requirements or the hierarchy of hazard control, discussing specific techniques for leading team meetings or communicating with individual team members, discussing equipment use, or the trainer demonstrating how to do a technical task.

Simply asking 'How are you going with your workbooks/online learning? Any problems?' or 'discussed unit XYZ' is not educational content and does not constitute evidence of 'training'.

Assessment

Competency based assessment is a process of an assessor gathering sufficient evidence of a person's skills and knowledge through various means to make a judgement whether competency has been achieved. The evidence collected must be sufficient, current, authentic and valid and meet the requirements of the training package requirements.

In simple terms, assessment is a two-step process – collect evidence and make a judgement.

An Assessment System comprises multiple components:

Assessment **METHODS** must be relevant and appropriate to the evidence being collected and may include combinations of (not limited to):

- questioning (in writing or verbally) to confirm knowledge requirements
- observation of performance (seeing, hearing) of a task or tasks
- practical tasks/activities or projects that the student may be required to undertake and submit (but may not necessarily be 'observable' activities), such as logbooks, reports or work samples

- confirmation either in writing or through discussion with a third party (supervisor, colleague etc) of an individual's performance in specified tasks in the workplace.

The required methods may vary according to the requirements of each unit of competency.

For example, it would not be relevant to physically 'observe' a student doing calculations, 'interpreting' legislation or completing workplace documentation, but it may be necessary to observe a student actually taking measurements using the right equipment or communicating in a team meeting.

Assessment **TOOLS** will outline:

- the context and conditions of assessment (what, where, how, duration/timeframe)
- the tasks the student will be required to undertake
- the type of evidence that will be gathered from the student (Do they need to do a report or collect work samples of a project they do? Or will they be observed undertaking a task?)
- the criteria that will be used to judge the evidence (the 'decision-making rules')
- recording mechanisms.

Assessment **INSTRUMENTS** enable the collection of evidence according to the methods and tools, such as:

- observation checklist(s) of observable behaviour that an assessor needs to see a student do or hear a student say to confirm they complete a task satisfactorily
- written questions for students

Developing appropriate METHODS, TOOLS and INSTRUMENTS will ensure that the Principles of Assessment (meet all requirements of the unit of competency, are appropriate for the unit, are consistently applied by all assessors for reliability and fairness, etc) and the Rules of Evidence can be met.

Find out more about developing assessment tools:

<https://www.asqa.gov.au/resources/guides/guide-developing-assessment-tools>



A judgement of competency is determined only when all assessment tasks have been completed.

Each assessment task is 'marked' as either Satisfactory or Not Satisfactory. If all assessment activities for the unit are Satisfactory, then an overall unit of competency judgement of Competent (Competency achieved/pass) can be recorded.

An outcome of Not Competent (Competency not achieved/fail) can only be determined if the student has undertaken all of the assessment activities for the unit, with one or more of them considered Not Satisfactory (after all allowable reattempts have been taken).

If a student is Not Satisfactory in one or more of the assessment activities, but does not attempt all of the assessment activities, they will be recorded as Withdrawn/discontinued.

Source: AVETMISS Data Elements Definitions:

20 – Competency achieved/pass

The client has been assessed and satisfies all the requirements for the unit of competency or module.

30 – Competency not achieved/fail

The client has attempted all of the requirements for the assessment and has been assessed as not competent, or as not satisfying one or more of the requirements for the unit of competency or module.

For example, this code would apply if a client attempted ten of ten required assessments and was assessed as not competent in one or more of the assessments. However, if a client had only attempted nine of the ten assessments, this code would not be used as the client must attempt all of the assessments in order to receive a 'Competency not achieved/fail' code.

40 – Withdrawn/discontinued

Withdrawn is reported for clients under two possible scenarios.

The first scenario is that the client has engaged in some learning activity, and has then notified the training organisation of their withdrawal before completing all of the assessment criteria.

The second situation is where the client has engaged in some learning activity and then stopped attending or submitting assessments (i.e. discontinues) without notifying the training organisation. In this situation, a student does not attend the final assessment and has not made contact with the training organisation to formally withdraw or arrange a continuing status. The withdrawn code applies in this situation, even if the client has completed some assessments and been assessed as not satisfactory for one or more assessments.

The **User Choice Audit Evidence** guide provides some clear requirements for assessment that are good practice for all students.

Acceptable evidence must include, for each unit of competency:

- full and complete assessment instruments in accordance with:
 - methods of assessment
 - unit of competency requirements (for example, the range of assessment and number of assessments)
 - the assessor's marking guides.
- assessment instruments have been assessed (marked), signed and dated by the responsible assessor
- assessment instruments have been signed and dated by the apprentice / trainee acknowledging the outcome of the assessment process.

To substantiate a judgement of competency, the assessment evidence for practical skills observation and performance evidence must include:

- clear detail regarding the task or activity that the apprentice / trainee is required to do, and
- assessor comments in relation to the individual apprentice / trainee observed as relevant to the unit of competency requirements

Where it is not possible for an assessor to directly observe the demonstration of practical skills by an apprentice / trainee in the ordinary course of assessing, the following strategies may be used:

- remote observation via the provision of video recorded evidence capturing the apprentice /trainee's performance of required practical skills; and
- development of a third-party framework for the observation of the student's performance that:
 - incorporates details of the roles and responsibilities of each party, captures the relevant qualifications held by the third party;
 - identifies how the assessor verifies and is accountable for the quality of all evidence collected from the third-party and is able to make judgement about whether competency is achieved.

These strategies could be utilised where assessment conditions do not allow for an assessor to directly observe the apprentice / trainee, such as where there are workplace safety concerns or activities that compromise confidentiality and / or privacy.

The use of video or third-party supplementary evidence does not remove the assessor's responsibility to determine an apprentice's / trainee's competence. Collection of supplementary evidence must include sufficient detail as to how the final assessor judgement of competency was made. When supplementary evidence is presented as having contributed to the outcome, documented evidence of the arrangements with the third party, and the circumstances surrounding the need to use a third party must also be included.

Please note:

- An overview document identifying the unit of competency and containing only the signatures of the apprentice / trainee and the assessor to indicate a satisfactory result is not sufficient evidence of practical assessment under a subsidised program.
- Assessment evidence will not be accepted where the assessor has only signed and dated the unit of competency coversheet but the actual assessment instrument includes no notations supporting the evidence has actually been assessed.
- Assessments requiring a written response must be the apprentice's / trainees own work. Responses to written assessments should not be identical or too similar to the associated marking guide, nor from one apprentice / trainee to another, except in cases where there is only one correct answer.
- Where an apprentice / trainee provides a verbal response, as part of an oral assessment instrument and / or where reasonable adjustment has been taken in relation to the completion of written theory questions, this must be recorded verbatim. This includes instances where an apprentice / trainee is required to address knowledge-based questions as part of a practical observation assessment task.
- Expectations of the range of tasks and the performance level expected for the practical demonstration of skills must be clearly documented. It is not acceptable to simply 'cut and paste' unit of competency requirements to evidence the observation of practical skills.

Validation

Validation is a quality review process of the assessment system and practices to confirm it produces valid, sufficient, current and authentic evidence to enable a competency judgment to be made and to confirm that all the requirements of a training product have been met.

Saltera Training will quality assure their assessment methods, tools and instruments to ensure:

- that the assessment process is impartial and fair
- that assessments are set at the appropriate level
- instructions for both learners and assessors are sufficient, clear and relevant
- assessor marking guides are accurate and reflect the intended responses
- that there are sufficient timeframes for learners to complete the task (s)
- that assessment tasks are aligned with and reflect course-learning outcomes and meet all performance requirements of the units of

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Phone: 1800 651 134 Address: 5/43 Taree St Burleigh Heads 4220

Saltera Training RTO Handbook 2021.V.1 Page 15 of 26

competency

- assessment items do not advantage or disadvantage any learners
- that the provision for reasonable adjustment is allowed

As students complete assessments, Saltera Training will validate assessment practices of a sample of completed student assessments to ensure that the methods, tools and instruments have been administered as intended and are fit for purpose.

To enable this, Saltera Training has:

- developed a validation plan detailing:
 - when validation will occur
 - who will lead and participate in the validation process
 - what products will be validated
 - how outcomes will be actioned and documented.

The implementation of the plan will ensure:

- the engagement of industry (VET quality and or compliance) content and assessment expertise in the process
- that validators are independent of delivery and assessment
- that validators are VET qualified, have current knowledge and skills in vocational teaching and learning, and have appropriate industry competency

Recognition of Prior Learning (RPL)

Saltera Training offers Recognition of Prior Learning (RPL) to all individual students.

Students who consider that they have and can demonstrate current skills and knowledge in any (or all) of the units of competency may apply to be assessed via the RPL process. The skills and knowledge may have been achieved through prior formal or informal training, through relevant work history or life experience.

Saltera Training will consider each application individually and discuss individual circumstances.

The RPL process will generally include:

- candidates 'self' evaluating their eligibility and suitability to apply for the RPL process
- assessor contacting the learner to discuss evidence requirements for individual or 'clusters' of units
- candidates collecting and submitting evidence

Saltera Training | RTO ID: 7148 | ABN 28 092 764 353

Phone: 1800 651 134 Address: 5/43 Taree St Burleigh Heads 4220

Saltera Training RTO Handbook 2021.V.1 Page 16 of 26

- assessor conducting a competency conversation with the candidate
- assessor reviewing the submitted evidence and notifying the candidate of the decision

Note the RPL process, methods and tools are yet to be developed

Credit

Learners are advised via the Learner Handbook and at the pre-enrolment interview they may apply for recognition (i.e. credit) for existing AQF units of competency that may contribute to the qualification or course they are enrolling into.

To apply for credit, learners will need to provide relevant documentation from another RTO or AQF authorised issuing agency. These include a transcript of results, or Statement of Attainment.

Saltera Training is required to verify the supplied certification with the issuing authority or with the permission of the student, directly view their transcript on the USI online service and:

- retain a copy
- 'record' a credit outcome for the unit of competency in the student file, and
- negotiate any necessary course adjustments (duration, training plan, assessment, fees) with the student

Saltera Training will adhere to the following guidelines when an application by a student for credit is received:

- Students are encouraged and advised to apply before commencing their course.
- Students do not incur any fees or costs for credit
- Credit will only be awarded for whole units of competence
- Where a partial credit may exist for a unit of competency, the student will be advised and encouraged to apply for RPL
- Students are notified in writing of the outcome of their application.

Transition

Saltera Training will effectively manage superseded training products (qualifications and units of competency) in the best interests of all stakeholders (students, employers and Saltera Training).

Depending on the commencement date of the student, their course progression and the impacts of the training package changes (require additional or different units, equivalent or not equivalent components)

Saltera Training may:

Saltera Training | RTO ID: 7148 | ABN 28 092 764 353

Phone: 1800 651 134 Address: 5/43 Taree St Burleigh Heads 4220

Saltera Training RTO Handbook 2021.V.1 Page 17 of 26

- Encourage the student to complete their existing enrolment if they can reasonably do so within the transition timeframe
- Transition the student as soon as possible to the updated training product

A plan will be developed for each individual student, advising the situation, timelines and recommending the options available to the student.

Intellectual Property

All material, logos and training and assessment resources developed by Saltera Training personnel or for Saltera Training by external personnel remain the property of Saltera Training.

Trainer and Assessor Qualifications & Competence

Saltera Training and the Standards for RTOs 2015, requires trainers and assessors to have extensive industry experience, a sound knowledge and understanding of VET and training and assessment and have:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment

Industry Competence	Vocational Education and Training	Training and Assessment
<p>Knowledge about and skills in the industry area.</p> <p><i>'Can YOU ACTUALLY DO the job you are teaching about / training students to do'?</i></p> <p>Competence = 3 parts (Mandatory)</p> <p>Work History (time spent working in the industry area)</p> <p>+</p> <p>Currency of industry skills/work history (up to date with current processes, equipment)</p> <p>+</p> <p>(Desirable)</p> <p>Industry 'trade'/vocational formal qualifications</p>	<p>Current knowledge of the VET environment.</p> <p>Could include areas such as knowledge of:</p> <ul style="list-style-type: none"> - VET Quality Framework - Policy changes - USI, Quality Indicators, VET reporting etc - Factors and issues impacting VET (funding, skills research, student outcome etc) – NCVER research - Regulatory requirements 	<p>Knowledge and skills in training and assessment practices</p> <p>Could include evidence of, and development of knowledge and experience in areas such as (not limited to)</p> <ul style="list-style-type: none"> - RPL practices - Pedagogy (andragogy) - Effective online training - Adult learning methodology - Competency based assessment

Trainer Qualifications

All Saltera Training trainers and assessors must hold:

- TAE40116 Certificate IV in Training and Assessment, or
- TAE40110 Certificate IV in Training and Assessment (either including, or hold as additional, TAE units of Address adult language, literacy and numeracy skills, and Design and develop assessment tools), or
- a higher-level qualification in adult education

Professional Development Plan

Trainers and assessors are required to undertake annual professional development in the fields of knowledge and practice of vocational training, learning and assessment, and will continue to remain current with the industry areas they are training or assessing.

Professional Development activities can take a variety of forms:

- Formal training – qualifications, units of competency
- Informal training – workshops, webinars, professional association events and networks
- Industry engagement – product and supplier trade shows/conferences, hands-on work ‘experience’ in a workplace, workplace visits to experience latest techniques, processes and resources
- Research and relevant articles

Trainers and assessors should keep evidence (receipts, diarised logs, programs or workshop flyers etc) of activities undertaken, which may be verified and validated by Saltera Training.

ASQA provides some useful advice regarding competence and currency of trainers and assessors:



<https://www.asqa.gov.au/rto/focus-compliance/series-1-trainers-and-assessors/chapter-2>

Note, ASQA’s User Guide to the Standards for RTOs 2015 is quite specific that:

- *‘Simply delivering training and assessment does not constitute professional development’ (of training and assessment currency or competence)*
- *‘Delivering training and assessment in a workplace does not constitute the development of current industry skills. However, attending a workplace to experience the latest techniques, processes and resources could contribute to the demonstration of current industry skills’.*

Saltera Training | RTO ID: 7148 | ABN 28 092 764 353

Phone: 1800 651 134 Address: 5/43 Taree St Burleigh Heads 4220

Saltera Training RTO Handbook 2021.V.1 Page 19 of 26

Trainers and assessors are recommended to undertake a self-assessment needs analysis to develop an annual professional development plan that addresses any competency or currency gaps.

Staff Profiles

Saltera Training will maintain staff professional files for all educational staff, which contain their qualifications and current knowledge and skills of vocational training and learning, a professional development plan and a matrix that demonstrates their vocational competencies.

Trainers and assessors will be responsible for regularly updating and maintaining their profiles, at least 6 monthly.

Saltera Training will verify and validate qualifications and experience of trainers and assessors.

Protection of Personal Information

Saltera Training is committed to protecting the privacy of students and staff's personal information and will treat any information collected and retained with the respect and importance it deserves. Saltera Training will comply with the Privacy Act 1988 (Commonwealth) which includes Information Privacy Principles (IPPs), and with the Privacy Amendment (Enhancing Privacy Protection) Act 2012, which specifies the way organisations must collect, manage, use, secure, disclose and dispose of personal and sensitive information.

Collecting Personal Information

We will:

- only collect personal information for the purpose for which it is stated
- only collect personal information that is directly related to a function or activity of the RTO
- ensure that personal information collected and used is relevant, accurate and current
- take reasonable steps to ensure that personal information is not collected in an unreasonably intrusive way

We will inform all students in writing as soon as practicable of any changes to the services provided by Saltera Training.

Safeguarding Personal Information

Saltera Training shall ensure that:

- all staff are trained in safeguarding personal information
- written consent is obtained if personal information is to be used for any purpose other than what it was collected for

Saltera Training | RTO ID: 7148 | ABN 28 092 764 353

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Saltera Training RTO Handbook 2021.V.1 Page 20 of 26

- personal information is disclosed only if the individual has consented to that disclosure in writing
- only authorised staff access personal information files in the execution of their official duties
- a suitable location is used when discussing personal information with a student or stakeholder (eg meeting/interview room)
- any outdated and irrelevant material (e.g. mailing lists) is reviewed and deleted, where necessary
- a review regarding access to files, computer drives, databases is undertaken on a regular basis
- expired records and documents containing sensitive and confidential information are shredded and electronic information is deleted

All Saltera Training staff will safeguard information by ensuring the following security measures:

- computers are password protected and locked when unattended
- lock filing cabinets at all times
- clear documents off printers and desks
- secure storage of assessments / assignments
- clarify caller's identity before discussing personal information on the phone. Personal information, including training, assessment, enrolment, financial or contact information, about a student over 18 may not be disclosed to a third party (family member, friend, partner, etc) without the written permission of the student.



Regardless of who pays for the training, the relationship of the RTO is directly between the RTO and student. It is the student who is undertaking the training and being assessed. Therefore, if an employer requires to be provided with any student records or copies of certification attained, permission for which specific records may be given, must be provided by the student in writing.

Records Management

A record is a document (printed, written or electronic) which provides evidence of activities performed or results achieved.

Saltera Training will:

- ensure all records are maintained in compliance with national privacy legislation
- back up, at least weekly, its SMS and maintain off site electronic backup

- retain fee for service student's assessment material for a minimum of 6 months from date of finalisation, in accordance with ASQA's requirements
- retain User Choice students' completed assessment materials for a minimum of 7 years from the end of the financial year in which it was finalised, in accordance with User Choice contractual requirements
- retain records of all student results and certifications issued for a minimum period of thirty (30) years.
- store hard copy records securely, taking every precaution to safeguard them from unauthorised access, fire, flood, termites or any other pests
- ensure that copies of records can be produced if the originals are destroyed or inaccessible
- on request and without charge, supply enrolled learners with their personal training records
- update students' details as their circumstances change

Version Control

To ensure only the latest documents are used and circulated, the following version control process must be followed:

- only authorised staff will amend and version control existing documents
- all documentation will be accessed directly from google drive

Issuing Certification

Students who meet the required outcomes of one or more unit/s of competency are entitled to a Statement of Attainment, or if sufficient and relevant units meet the packaging rules, a Qualification, in accordance with the AQF Qualification Issuance Policy.

Saltera Training will issue relevant and secure certification:

- only while the training products are current and registered on the national register, and on Saltera Training's scope of registration
- when graduates have met the training package requirements, paid their fees in full (fee for service students only) and supplied a valid Unique Student Identifier (USI), unless they have applied for and been approved for an exemption
- directly to eligible graduates within 30 days from date of determination of meeting the course requirements

Saltera Training will maintain records in the SMS for a period of 30 years from the date of issue and will supply this information to the National VET regulator as required.

Saltera Training will ensure that prior to issuing any certification, that the students' assessments are marked competent, results are accurately

entered into the SMS. The General Manager is solely responsible for authorising the issue of certification.

In the event that students lose or require replacement certification, Saltera Training will charge students an administration fee of \$15.00.

The replacement certification will specify that it is a replacement and include the date that the original was issued.

Risk Management and Continuous Improvement

ISO 31000:2018 defines risk as the 'effect of uncertainty on objectives', and risk management as 'coordinated activities to direct and control an organisation with regards to risks'. It identifies that the key purpose of risk management is the '**creation and protection of value. It improves performance, encourages innovation and supports the achievement of objectives**'.

ISO 13000:2018 identifies nine principles of effective risk management that are embraced by Saltera Training in its operations:

- Continual improvement
- Integrated (an integral part of all operations)
- Structured and comprehensive
- Customised (proportionate to organisation's external and internal context)
- Inclusive (involvement of stakeholders enable knowledge, views and perceptions to be considered)
- Dynamic
- Best available information
- Human and cultural factors

The information contained in this RTO Handbook and provided to staff is one strategy used by Saltera Training to treat potential risk by ensuring staff are aware of Saltera Training's regulatory and contractual obligations and necessary processes to meet.

Saltera Training will encourage, collect, review and analyse information and suggestions to ensure its operations, practices and services continue to meet and improve customer satisfaction and meet contractual and regulatory requirements.

Opportunities for managing risks, and improvement or enhancement of operations may come from:

- collecting formal or informal / written or verbal feedback from stakeholders (staff, students, employers) at any time
- reviewing/validating training and assessment systems and products in consultation with industry
- conducting systematic internal reviews to identify and improve operating systems
- participation in external audit events
- reviewing Quality Indicator data prior to reporting to the national regulator
- investigating and acting on lodged complaints from all sources
- regular staff and management meetings
- regular trainer/assessor course progress reports and feedback
- analysis of enrolment, progress and completion data

Saltera Training's General Manager will regularly and systematically review the risk management and continuous improvement strategies and provide input, support and resources into their implementation as necessary, and retain a register of activities (origins, actions, outcomes).

Appeals and Complaints

Any person is entitled to lodge a complaint to Saltera Training if they are dissatisfied with or feel that something is unacceptable or unsatisfactory. We want to know about any concerns that any person may have and work with them to resolve the issue.

We have a complaints and appeals process that welcomes any person to lodge a complaint, or appeal a decision made by Saltera Training. An appeal can be about an assessment decision or can be about a decision made by Saltera Training in response to a complaint.

Our comprehensive complaints policy and procedure is available in the shared drive and may be accessed on our website. The policy is clearly written, explains the steps involved and allows for the principles of natural justice and procedural fairness for both the stakeholder and Saltera Training respondent.

All Saltera Training staff are encouraged to regard complaints as constructive opportunities to improve and to work positively with complainants within the boundaries and limitations of regulation or compliance, to resolve. Complainants must not at any time be discriminated against based on having made a complaint.

Complainants are encouraged to resolve complaints or disputes directly and informally in the first instance and staff are encouraged to be receptive to resolving issues before they escalate to a formal process.

Complainants are recommended to complete and lodge a complaint form which enables the complainant to state their desired outcome, although complainants may also raise their concerns verbally, by phone or email.

The complaints and appeals policy and procedure clearly details lodgement timeframes, responding timeframes and actions to take if Saltera Training and the complainant cannot resolve the issue.

DECLARATION

I acknowledge that Saltera Training has provided me with the RTO Handbook, and I will commit to ensuring I make myself familiar with the requirements.

Name	Signature	Date:
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