



Student Handbook

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an **Engenco** company

The Centre for Excellence in Rail Training (CERT)

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Handbook Disclaimer

This handbook contains information that is correct at the time of printing. Changes to legislation and/or training provider policy may impact on the currency of information included. Centre for Excellence in Rail Training Pty Ltd reserves the right to vary and update information without notice. Readers are advised to seek any changed information and/or updates from the training provider.

This handbook has been prepared as a resource to assist students to understand their obligations and those of the training provider. All students must read, understand, be familiar with, and follow the policies and procedures outlined in this handbook.

Further information can be obtained by contacting:

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CERT acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the traditional custodians of the lands on which our company is located and where we conduct our business. We pay our respects to ancestors and Elders, past and present. CERT is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

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Welcome!

Congratulations and thank you for choosing CERT Training to support you on your learning journey!

At *CERT*, we pride ourselves on delivering high quality, flexible and compliant training and assessment services to support you to attain your learning goals.

This handbook serves as an induction, and aims to assist you throughout this time in:

- Feeling welcome.
- Understanding CERT business.
- Understanding our products and services.
- Understanding our policies and procedures.
- Understanding your rights and obligations.
- Making the most out of your learning

You are required to:

1. Read this handbook carefully.
2. Ask questions or seek clarification for any area that is unclear.

It is intended that this information will be used as an on-going reference, so please keep this handbook, and reach out to one of our friendly staff if you require another copy. You can also access this handbook online at www.cert.edu.au

Part 1 – The Centre for Excellence in Rail Training

About Us

The Centre for Excellence in Rail Training Pty Ltd (CERT) is a Registered Training Organisation (RTO) providing nationally recognised training and assessment services to the Australian Rail industry. Based in all States and the Northern Territory we have a specialised scope focusing on a variety of skills and training needs for a safe, high quality and efficient Rail workforce.

With over 20 years' experience in a wide variety of industries, our business leaders' mission and vision are to provide high quality, flexible and industry relevant training that develops a safer skilled workforce, allowing us to be recognised as a leading provider of Rail Industry training.

Nationally, we employ in excess of thirty-five training and assessment professionals with a minimum of ten years' industry experience and hold as a minimum, the Qualification TAE40116 Certificate IV in Training and Assessment and formal industry-specific qualifications related to their areas of vocational training. Where mandated by industry, our training teams have the relevant state and network-based safeworking accreditations and High Risk Work Licences.

The operational experience and knowledge of our training professionals is constantly updated through exposure to current industry practice. This ensures that our training solutions are in step with industry needs and that students receive competency-based training which prepares them for the modern workplace.

Here at CERT, our quality programs provide realistic scenarios and extensive practical training, so our students gain the knowledge, skills and experience they need to work safely and go home each day.

As an RTO, we are committed to exceeding the Standards for Registered Training Organisations (RTOs), the Compliance Requirements and are operating in accordance with the National VET Regulation Act 2011.

We strive to deliver high quality, innovative and engaging training that is relevant to our community, employers and industry. We empower our students and local businesses to achieve their goals by providing a genuine and supportive student focused approach. Our commitment to continuously improving our service offerings means we can continue to evolve to meet the needs of our community through innovative education and learning opportunities.

We are a Registered Training Organisation that delivers qualifications from the Australian Qualifications Framework (AQF). We are regulated by the Australian Skills Quality Authority (ASQA), who are the national regulator for the vocational education and training (VET) sector and are responsible for regulating approximately 90% of Australian vocational education and training (VET) providers.

ASQA accredits VET courses to ensure they meet nationally approved standards, based on industry, enterprise, education, legislative and community needs and monitors CERT's performance and quality to ensure that we maintain a commitment to our students and that we continue to meet national standards.

RTO Details:

Legal Name: Centre for Excellence in Rail Training Pty Ltd

RTO Code: 51333

Phone: 1300 042 378

Email: Quality.compliance@certrail.com

Office hours of operations: Mon- Fri 9am- 5pm

Website: www.cert.edu.au

Please contact a local CERT Training office for assistance on any matter.

CERT Queensland

1300 042 378

Construction Training Centre complex

Unit 1 460 Beaudesert Rd, Moorooka, QLD, 4105

CERT New South Wales

1300 042 378

Gate 3 Worth Street, Chullora NSW 2190

1300 042 378

13 Firebrick Drive, Thornton NSW 2322

CERT Victoria

1300 042 378

Rail Academy, Shea Street, Newport VIC 3015

CERT Western Australia

1300 042 378

77a Great Eastern Highway, Bellevue WA 6056

CERT South Australia

1300 042 378

39 Plymouth Road, Wingfield SA 5013

CERT Head Office

1300 042 378

Level 14 140 William St, Melbourne 3000

Mission and Values

Mission: To customise a high quality, safe and efficient workforce solution

Values: We consistently gauge ourselves against our following core values on a daily basis;

Excellence: Providing high-quality, effective training programs that align with industry standards and learner needs, reflecting a commitment to educational superiority and effectiveness.

Integrity: Upholding the highest standards of integrity and strict adherence to regulatory requirements, ensuring all operations are conducted ethically and in compliance with vocational education standards.

Innovation: Fostering a culture of innovation, diversity and adaptability, continuously seeking to enhance operational efficiency, educational offerings, and embracing technological and industry advancement.

Collaboration: Prioritising strong, trust-based relationships with all stakeholders, including students, staff, industry partners, regulatory bodies, through active engagement, communication, and collaboration.

VET Regulatory Framework

Registered Training Organisations (RTOs) play a pivotal role in the quality of Australia's vocational education and training (VET) sector. The Standards for RTOs (the Standards) set out the requirements that an organisation needs to meet to be registered as a training provider.

These Standards form part of the VET Quality Framework (VQF), a system that ensures the integrity of nationally recognised training in Australia. The National Regulator regulates training providers against the VET Quality Framework. *CERT* is required to comply with the VET Quality Framework at all times.

VET Quality Framework

The Vocational Education and Training (VET) Quality Framework is aimed at achieving greater national consistency in the way RTOs are registered and monitored and in how standards in the VET sector are enforced. VET Quality Framework ensures a robust and consistent approach to the regulation of RTOs, promoting high standards of education and training across Australia. This framework is essential for maintaining the integrity of the VET sector, protecting students, and ensuring that the training provided meets the needs of the industry and the broader community.

- **Standards for Registered Training Organisations (RTOs):** These standards define the requirements for RTO registration, ensuring the delivery of high-quality, nationally recognised training and continuous improvement of RTO operations. The standards are comprised of:
 - **Outcome Standards:** These standards focus on the outcomes of training and assessment, placing the learner and industry needs at the core of quality delivery.
 - **Compliance Requirements:** These detail the administrative and operational obligations that RTOs must meet. They include:
 - **Schedule 1 - Fit and Proper Person Requirements Policy:** Ensuring that key personnel meet integrity and suitability standards.
 - **Schedule 2 - NRT Logo Conditions of Use Policy:** Outlining correct usage of the Nationally Recognised Training logo.
 - **Credential Policy:** Specifies the qualification and competency requirements for individuals delivering and/or validating training and assessment, reinforcing the focus on industry relevance and professional development.
- **Australian Qualifications Framework (AQF):** The national policy regulating qualifications in Australia, ensuring consistency and recognition of skills across the country.
- **Data Provision Requirements 2020:** This sets out the obligations for RTOs to submit data to ASQA upon request, including annual quality indicator data, to support regulatory monitoring and transparency.
- **Financial Viability Risk Assessment Requirements 2021:** These ensure that RTOs maintain the financial capacity to continue delivering high-quality training services and protect student interests.

Quality Assurance Statement

At CERT, we are dedicated to delivering high-quality training and assessment services that meet and exceed the expectations of our students, industry partners, and regulatory bodies. Our commitment to quality is reflected in the following principles:

- **Compliance with Standards:** We ensure that all our training and assessment activities comply with the Standards for Registered Training Organisations (RTOs), as well as all relevant legislative and regulatory requirements.
- **Fitness for Purpose:** The services we provide are designed to be fit for their intended purpose, addressing the specific needs of our students and aligning with industry standards. We strive to ensure that every course is relevant, effective, and delivered to the highest standard.
- **Timely Delivery:** We are committed to delivering training and assessment services within the advertised timeframes, ensuring that students can complete their courses as scheduled and achieve their learning outcomes without unnecessary delays.
- **Continuous Improvement:** We view every interaction, feedback, and audit as an opportunity for growth. Our continuous improvement processes are integral to our operations, ensuring that we regularly evaluate and enhance our services to keep pace with industry developments and the evolving needs of our students.
- **Transparency and Accountability:** We are committed to providing accurate, clear, and transparent information to all our stakeholders. We ensure that any changes to our services, policies, or third-party arrangements are communicated promptly, maintaining the highest standards of integrity and accountability in all our dealings.

At CERT, quality is not just a goal—it is the foundation of everything we do. We are dedicated to creating a positive learning environment that supports the success and satisfaction of our students, while upholding the highest standards of vocational education and training.

Code of Conduct

As a responsible member of the VET community, we follow a Code of Conduct which outlines how students can expect us to behave. Similarly, we have expectations for student behaviour.

Our Code of Conduct states that:

‘We promote a culture that values high ethical standards and behaviours. We will not condone any behaviour or actions that may reasonably offend, insult, humiliate, discriminate against, or result in the risk of violence to another person or group of people or which puts our reputation at risk.’

We ensure that we all act with integrity and adhere to the Code of Conduct in our behaviour and decision making. The Code of Conduct details the standards expected in order to ensure difficulties and decisions are dealt with in an ethical and fair manner.

Acting with integrity means that we all must obey the law and observe our corporate values when working with our clients and with each other. We must also manage our responsibilities well and

demonstrate good governance. Individually, you can also do this by:

- Behaving appropriately – following the CERT’s Code of Conduct and values.
- Avoiding or declaring conflicts of interest, and
- Actively discouraging and preventing fraud.

Rights and Responsibilities

CERT’s Rights

As an RTO, we have the right to:

- Program to run and/or cancel any course, ensuring all students are notified and supported.
- Adjust course fees, times or dates for the whole or any part of a program as required.

CERT’s Responsibilities

As an RTO, we have the responsibility to:

- Support students in learning, studying, and developing skills in a safe and healthy educational and social environment.
- Do our best to make sure that students can complete their course in ways that are convenient to everyone.
- Make changes to course delivery, timetable and location only if it is in the best interests of all our students or if the advantages of the changes will outweigh any inconveniences.
- Advise students of changes to fees, course delivery, timetable and location and of any alternative arrangements available.
- Protect the welfare of children and other vulnerable people who may encounter our students during the work-placement or work experience components of a course, visits to industry and simulated workplace settings.
- Request students (where applicable) to sign a declaration in relation to their history of violent or abusive behaviour or dealing with vulnerable people.

Where there are any changes to agreed services, we will advise students as soon as practicable, including in relation to any new third-party arrangements or a change in ownership or changes to existing third-party arrangements.

When you enrol into one of our programs, you must agree to the terms and conditions outlined in this handbook.

Part 2 - General Information

Compliance with Legislation

As a registered training organisation, it is our responsibility to ensure that we fully comply with all regulatory guidelines, frameworks and the Standards for RTOs and the Compliance Requirements at all times as a condition of our registration.

Additionally, we abide by a range of other legal requirements at a State and Commonwealth level including, but not limited to:

- Equal Opportunity.
- Anti-discrimination.
- Corporations.
- Apprenticeships and Traineeships.
- Student Identifiers.
- Children and Young People.
- Fair Work (including harassment and bullying).
- Copyright.
- Privacy and Personal Information Protection.
- Taxation.
- Employment and Workplace Relations.
- Workplace Health and Safety.
- Rail Safety

More information about these regulations and legal frameworks can be found at:

www.comlaw.gov.au (the Australian Government website for Commonwealth Law).
www.asqa.gov.au (this is the website for the regulator of Australia's VET sector).

Environmental Sustainability

CERT acknowledges our responsibility to the environment and demonstrates a commitment towards implementing practices which will promote environmental sustainability with specific focus on the conservation of resources and the reduction of waste.

CERT will continually review ways in which to effectively integrate environmental and social considerations into everyday practices and will strive to raise awareness in the community, encourage participation and support employees in appropriate environmental practices.

Harassment, Bullying and Anti-Discrimination

CERT is committed to providing a safe, inclusive, and supportive environment for all students, staff, and stakeholders. We recognise the importance of fostering an organisational culture where diversity is celebrated, cultural safety is prioritised, and everyone is protected from harassment and discrimination.

Harassment is unwelcome conduct directed towards a person based on a ground of discrimination, that a reasonable person would expect to offend, humiliate, or intimidate.

- Sexual harassment is unwelcome conduct of a sexual nature, which makes a person feel offended, humiliated, or intimidated. Conduct can amount to sexual harassment even if the person did not intend to offend, humiliate or intimidate the other person. However, conduct will not be sexual harassment if a reasonable person, having regard to all the circumstances, would not have anticipated that the conduct would offend, humiliate, or intimidate the other person.
- Harassment does not have to be directed at a particular individual to be unlawful. Behaviour which creates a hostile working environment for other workplace participants can also be unlawful.

Discrimination occurs when a person is treated less favourably than another in their employment because of a reason or ground which is prohibited by law. The prohibited grounds of discrimination include:

- Race (including colour, nationality, descent, ethnic, ethno-religious or national origin).
- Religious belief, affiliation, conviction, or activity.
- Sex.
- Marital status, domestic status, or relationship status.
- Pregnancy (including potential pregnancy).
- Homosexuality, transsexuality, sexuality, sexual preference/orientation, lawful sexual activity, or gender identity.
- Carers' responsibilities, family responsibilities, carer or parental status, or being childless.
- Disability/impairment, including physical, mental and intellectual disability.
- Breastfeeding.
- Age (including compulsory retirement).
- Industrial/trade union membership, non-membership, or activity.
- Political belief, opinion, affiliation, conviction, or activity.
- Employer association membership, non-membership, or activity.
- HIV/AIDS.

- Defence service.
- Association (i.e., association with a person who has one or more of the attributes for which discrimination is prohibited).

Bullying is repeated, unreasonable behaviour by an individual or group of individuals, directed towards a person or a group of people that creates a risk to health and safety. It includes both physical and psychological risks and abuse.

- ‘Repeated behaviour’ refers to the persistent nature of behaviour and can refer to a range or pattern of behaviours over a period of time (for example, verbal abuse, unreasonable criticism, isolation and subsequently being denied opportunities – i.e., a pattern is being established from a series of events).
- ‘Unreasonable behaviour’ means behaviour that a reasonable person, having regard to all the circumstances, would view as unreasonable in the circumstances and may result in that employee feeling victimised, humiliated, undermined, or threatened by that behaviour.

Direct bullying includes:

- Abusive, insulting, or offensive language or comments.
- Spreading misinformation or malicious rumours.
- Behaviour or language that frightens, humiliates, belittles, or degrades, including over-criticising, or criticism that is delivered with yelling or screaming.
- Displaying offensive material.
- Inappropriate comments about a person’s appearance, lifestyle, family, sexual preferences or any personal or private matter.
- Teasing or regularly making someone the focus of pranks or practical jokes.
- Interfering with a person’s personal property or study equipment.
- Harmful or offensive initiation practices.

Indirect bullying includes:

- Unreasonably overloading a person with work, or not providing enough work.
- Setting timeframes that are difficult to achieve, or constantly changing them.
- Setting tasks that are unreasonably below, or above, a person’s skill level.
- Deliberately excluding or isolating a person from normal activities.
- Withholding information that is necessary for effective performance of the person’s requirements.
- Deliberately denying access to resources, benefit and entitlements.

Harassment does not have to be an ongoing pattern of behaviour or number of incidents. Just one act can be enough to be harassment. Someone does not have to say “no” before any behaviour or action can be considered harassment.

CERT is fully committed to creating and maintaining a safe, inclusive, and supportive learning and working environment. We recognise the inherent value of diversity and are dedicated to promoting an organisational culture where every individual is treated with respect and dignity. Harassment and discrimination of any kind will not be tolerated. We pledge to uphold these principles through continuous improvement, proactive education, and clear, effective procedures for addressing and resolving any issues that arise.

Rights and Responsibilities

Know your rights and responsibilities and what you can expect from us!

Student Rights

All enrolled students will:

- Be treated fairly and with respect by trainers, other staff and other students.
- Learn in a safe training environment free from harassment and discrimination.
- Receive the training and support necessary to achieve educational goals (once all fees are paid or exemptions granted).
- Have their personal information stored, maintained and protected in accordance with the National Privacy Principles.
- Are provided with information about the requirements of the training program to enable them to make an informed decision regarding enrolment.
- Are informed about the implications of government training entitlements and subsidy arrangements (if applicable).
- Have access to our consumer protection system and our complaints and appeals process.
- Be made aware of the fees and charges relevant to completing their training, including charges for equipment and other resources that may be necessary.
- Are consulted in the development of their plan and receive an updated copy as they progress through their education.
- Have the opportunity to present Recognition of Prior Learning (RPL) and Credit Transfer (CT) at the commencement of their learning.
- Receive information relating to deferring or discontinuing studies.
- Receive accurate Certificates and/or Statements of Attainment on successful completion of an accredited training course.
- Receive a refund for services not provided in the event of the training program being terminated early or if the agreed services are not provided either by ourselves or by a third party delivering on our behalf.

Student Responsibilities

All students must ensure that they:

- Treat all staff, students and the public with respect, fairness and courtesy.
- Provide true and accurate information throughout the course of their enrolment.
- Provide a valid USI on enrolment.
- Pay the necessary fees by the due date.
- Meet their Workplace Health and Safety (WHS) duty of care responsibilities and follow any WHS instructions.
- Always behave in an ethical and responsible manner.
- Are punctual and attend all scheduled training and assessment sessions.
- Complete assessments as scheduled and meet assessment deadlines.
- Do not plagiarise, collude or cheat in any assessment event.
- Do not cause damage to equipment or facilities.
- Do not illegally copy software, install software, or introduce viruses onto local computers.
- Are not under the influence of alcohol or illegal drugs in the learning environment.
- Do not use any social media such as Facebook, Twitter or Instagram, mobile phones, pagers or similar devices for personal reasons in class or during assessments.
- Do not use cameras or recording devices, including mobile phones, without the consent of the person being photographed or recorded.
- Do not behave in any way they might intimidate, threaten, harass or embarrass other students or staff.
- Do not use offensive language, smoke in any designated non-smoking areas, are always free from drugs and alcohol, or litter on or around our location.

If a student does not meet these responsibilities, consequences will depend on the severity and frequency of the breach and include, but are not limited to:

- Formal reprimand (warning).
- Suspension from the course.
- Learner to reimburse the costs incurred by any damage caused.
- Cancellation of the course without refund and/or credit.
- Matter referred to the police.

Smoking, Drugs and Alcohol

CERT aims to provide and maintain a work and learning environment that not only protects the health and safety of all staff and students, but also facilitates a productive environment. A safe and productive work and learning environment includes the respectful treatment of others.

Maintaining a safe, healthy, and inclusive learning and working environment is critical to CERT. The misuse of alcohol, drugs, and tobacco poses significant risks to the well-being, safety, and productivity of our community.

- CERT is a smoke-free workplace. Smoking is prohibited in all buildings and only permissible at designated locations.
- Any student under the influence of drugs and/or alcohol is not permitted on our premises, to use our facilities or equipment, or to engage in any CERT activity.
- People taking prescription medication have a duty to ensure their own safety, and that of others, is not affected.

CERT is committed to:

- a. Ensuring that staff and students are well informed about the problems caused by misuse of smoking, drugs, and alcohol.
- b. Endorsing regulations which recognise the legal and social obligations in serving alcohol.
- c. Promoting a responsible attitude towards the use of smoking, drugs and alcohol in the community.
- d. Addressing problems which arise from abuse of alcohol and other drugs, and
- e. Ensuring the availability of a confidential and non-judgmental treatment response for staff and students with smoking, drugs and alcohol related problems.

Student Feedback

CERT is committed to providing quality training and assessment services that adhere to the principles of access and equity to maximise student outcomes. To ensure student needs are met, we systematically collect and analyse feedback from all stakeholders, using the results to inform continuous improvement initiatives.

Feedback will be used to:

- Improve the quality of programs and courses through the development of continuous improvement plans.
- Inform professional development programs.
- Enhance program and course design and the connection between courses in a program, and
- Improve the provision of learning resources, facilities, equipment, and services.

CERT:

- Systematically monitors and evaluates training and assessment strategies and practices and use the outcomes of evaluations for continuous improvement initiatives.
- Collects and analyses feedback and satisfaction data from all stakeholders regarding all training and assessment services provided, including services provided by third parties.
- Evaluates information which includes data collected from quality/performance indicators, validation outcomes, feedback from clients, trainers, assessors and industry, complaints and appeals, and
- Systematically monitors any training and assessment services delivered, including by third party providers.

Students may be required to participate in student surveys carried out by VET Regulators. These opportunities seek to gain your feedback regarding student engagement, provision of information and support, conduct, processes and delivery of training and assessment.

Student Portal

CERT is committed to providing a supportive and inclusive educational environment that responds to the individual needs of each student and ensures that all students have equal access to education and are able to achieve their vocational and educational goals.

At the same time, CERT recognise that, for many reasons, students may not reach their full potential without accessing additional learning and support services.

CERT is dedicated to ensuring the welfare and wellbeing of all students by providing inclusive and flexible learning and assessment options. We recognise the importance of offering additional support services tailored to the diverse needs and circumstances of students. This approach ensures that every student can meet the program requirements and achieve their learning objectives.

Educational and support services include:

- **Pre-enrolment Support**
 - Provision of clear, accessible information and guidance to help students make informed decisions about their courses.
 - Access to pre-enrolment materials that outline course details, expectations, and requirements.

- **Learning and Study Support**
 - Access to study skills programs and support to develop effective learning techniques.
 - Provision of Language, Literacy, Numeracy, and Digital (LLND) skills programs or referrals to these services.
 - Additional learning resources, including readings, exercises, practice tests, and online tutorial support.
 - Flexible delivery options, including one-on-one time with trainers and assessors, to cater to individual learning needs.
 - Access to Information and Communications Technology (ICT) support, specialised technical assistance, and resources.
 - Use of assistive technology, equipment, and other resources to support students with disabilities or special learning requirements.
 - Availability of learning materials in alternative formats (e.g., large print) to enhance accessibility.
 - Contextualised learning and assessment programs tailored to specific workplace environments.

- **Wellbeing and Counselling Services**
 - Referral to appropriate external counselling, mental health services, and support networks for vocational, emotional, and psychological assistance.
 - Access to mediation services or referrals to these services for conflict resolution.
 - Support for student wellbeing through online learning and support courses that focus on personal development and resilience.
 - Counselling services and wellbeing support will include considerations for children and young people, ensuring their specific needs and voices are considered in service design and delivery.
 - Age-appropriate, culturally sensitive resources will be available to young learners.

- **Flexible Delivery and Assessment**
 - Adjustments to training and assessment schedules to accommodate individual student needs, ensuring fairness and equity.
 - Customisation of delivery methods and assessment processes to suit diverse learning styles and circumstances.

- **Equipment and Resources**
 - Provision of specialised equipment, resources, and programs in multiple formats to increase access for students with disabilities and other students in line with access and equity principles.
 - Ensuring that learning environments and resources are accessible and inclusive for all students.
 - Accessible resources are provided for online learners, including screen reader-compatible materials, closed-captioned videos, and downloadable content in multiple formats (PDF, audio, etc.) to accommodate diverse learning needs.

- Designated safe spaces will be established for young learners where they can feel supported, heard, and safe. These spaces will be monitored by trained staff.
- **Child-Specific Support:**
 - Young learners will have access to a designated support officer trained in child safety practices, ensuring they have a trusted point of contact for any concerns. This person may be external to CERT.
 - Parents and guardians will be engaged and informed of available services, where appropriate.
- **Financial and Other Support Services**
 - Referral to financial support and assistance services to help students manage the costs associated with their studies.
 - Any additional services deemed necessary to support students in achieving competency, based on their individual circumstances.

Students are encouraged to disclose and discuss any medical or special needs and/or reasonable adjustments that may be required or that may assist in the performance of their studies. Support services are available to students at all stages of their learning journey. CERT ensure that all training and assessment staff will identify students in need and facilitate support services that will assist their progress to succeed in their education.

CERT staff may identify undisclosed student support needs through:

- Monitoring evidence of poor attendance, behaviour, and assessment outcomes.
- Student self-identifying and requesting support.
- Observations during learning activities.
- Outcomes of student satisfaction surveys.
- During an interview with a student.

If a student is experiencing difficulties and/or requires counselling or personal support, or if CERT is not able to provide appropriate support to meet the student's individual needs, CERT will refer the students to an external support network.

Referral services include:

| Support and Wellbeing Service | Contact Details |
|--|--|
| Alcohol and Drug Foundation | P: 1300 858 584 W: www.adf.org.au |
| Beyond Blue | P: 1300 224 636 W: www.beyondblue.org.au |
| Centrelink Student Support | P: 1800 132 317 W: www.servicesaustralia.gov.au |
| Elder Abuse Help Line | P: 1300 651 192 W: www.eapu.com.au |
| Financial Counselling Australia | P: 1800 007 007 W: www.financialcounsellingaustralia.org.au |
| Kids Helpline | P: 1800 551 800 W: www.kidshelpline.com.au |
| Lifeline | P: 13 11 14 W: www.lifeline.org.au |
| Reading and Writing Hotline | P: 1300 655 506 W: www.readingwritinghotline.edu.au |
| 1800RESPECT | P: 1800737 732 W: www.1800respect.org.au |
| Men's Referral Services | P: 1300 766 491 W: www.ntv.org.au/get-help |
| MensLine Australia | P: 1300 789 978 W: www.mensline.org.au |
| 13 Yarn | P: 13 92 76 W: www.13yarn.org.au |

Pre-requisites

There are various regulatory requirements in terms of fitness for work, safe working and high-risk work license requirements that may exclude some individuals from participation. For example, colour blindness may have implications for safety on-the-job and during training in specific qualifications.

All programs will include information on such pre-requisites which is accessible for students prior to enrolment.

Medicals

Certain job roles may require an examination of medical fitness and functional capacity, conducted by an approved doctor or medical professional. At a basic level, these test the individual's ability to work safely in high-risk work environments by testing the capability to hear instructions, move to a safe place and maintain an awareness of surroundings. A number of our offices schedule Category 3 medicals through association with approved medical providers. Our website outlines information on such medicals as well as the applicable fees.

Workplace Health and Safety

CERT and its related entities provide a safe and healthy environment for all staff and students in accordance with the Work Health and Safety Act 2011, associated regulatory requirements, and the Standards for Registered Training Organisations (RTOs).

All staff, students and visitors are responsible for ensuring our learning environment remains safe and that their personal actions do not put the health and safety of others at risk.

CERT is committed to:

- Consulting and having on-going assessment of the risks and hazards of the environments, and to remedy any deficiencies within its control in a timely manner.
- Providing specific WHS training for workers to increase overall WHS awareness.
- Complying with all relevant legislative requirements, to reflect our commitment to on-going health and safety.
- Seeking continuous improvement in WHS performance through rigorous examination of all activities, practices, and incidents.
- Providing appropriate WHS information to all stakeholders
- Providing safe systems of work, facilities, and environment in consultation with Work Health and Safety Committees, where relevant, to protect the welfare of all stakeholders.

Each student will be provided with a work health and safety overview at the commencement of their learning program. This will include instructions for what to do in the event of an emergency.

Part 3 - Policies and Procedures

Access and Equity

CERT values, promotes, encourages, and integrates access and equity principles into our programs by treating all students and individuals equally and fairly. CERT is committed to providing and maintaining an inclusive and diverse workforce and a positive learning environment that fosters equal benefits and opportunities for people to pursue their vocational and educational goals through participation in CERT programs.

CERT is committed to providing inclusive and flexible learning and assessment options, allowing students and staff alternatives that recognise the diversity of their individual needs and circumstances. We are dedicated to fostering a culturally safe environment, particularly for First Nations students, and ensuring that all members of our community are free from harassment and discrimination.

Access and Equity Principles

CERT abides by access and equity principles and respects a student's right to privacy and confidentiality, and is sensitive to student needs

CERT will provide:

- Access to appropriate quality training and assessment services.
- Increased opportunity to participate in training.
- Equity for all people through the fair and appropriate allocation of resources.
- Equal opportunity without discrimination.
- A culturally safe environment for First Nations students
- A harassment-free and discrimination-free environment.

CERT provide equal opportunity for all students and are responsive to their individual needs where gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, transgender, political conviction, cultural or ethnic background, linguistic background, religious belief, geographic location, socio-economic background, employment/unemployment, imprisonment may present a barrier to access, participation and achievement of suitable outcomes.

CERT will ensure:

- The principles of access and equity are incorporated in all training and assessment processes that impact students and potential students;
- All nominations and enrolments into training courses and programs will be conducted in an ethical and responsible manner, ensuring fairness and compliance with Equal Opportunity legislation, and
- All students have access to the training resources, facilities, equipment, support services, information, training and assessment staff, materials, assessment opportunities and training opportunities that meet their individual needs.

Cultural Safety for First Nations Students

CERT commits to creating an environment where First Nations students feel respected, included, and supported. This includes consulting with First Nations communities or representatives when developing and delivering training programs and ensuring that all staff are trained in cultural competency.

Support for Students with Disabilities

All Australian RTOs have an obligation under the following laws to support students with disabilities:

- Disability Discrimination Act 1992.
- Disability Standards for Education 2005.

CERT's obligations to support students with disabilities include:

- Reasonable adjustments that allow students to participate and learn on the same basis as students without disability.
- Preventing harassment and victimisation of students with disability.
- Consultation with students with disability, their parents and caregivers, as required to develop reasonable adjustments and address concerns as they arise.

Prevention of Harassment and Discrimination

CERT is committed to preventing harassment and discrimination in all forms. We have established clear processes for reporting, investigating, and addressing complaints related to these issues. We ensure that these processes are accessible, confidential, and supportive for all students and staff.

Assessment Appeals

CERT is committed to providing a transparent, fair, and timely process for managing assessment appeals in alignment with the Standards for Registered Training Organisations (RTOs). We ensure that all students have access to an effective appeal process when they believe an assessment decision has adversely impacted them. Our approach is guided by the principles of natural justice and procedural fairness, and we strive to resolve appeals efficiently while keeping students informed throughout the process.

When managing and processing assessment appeals, CERT will:

- Ensure the principles of natural justice and procedural fairness are adopted at every stage of the process.
- Make our policies publicly available.
- Set out the procedure for requesting an appeal.
- Ensure requests are acknowledged in writing and finalised as soon as practicable, and
- Provide for review by an independent party at the request of the appellant if the processes fail to be resolved.

All appeals will be taken seriously, resolved fairly, and treated with confidentiality by all staff members involved in the appeal process. Appellants will not be disadvantaged by making an assessment appeal.

CERT will:

- Promote a culture that views an appeal as an opportunity to improve our organisation.
- Address each appeal in an objective, equitable and impartial manner.
- Manage appeals in accordance with the principles of procedural fairness, ensure that appeals are resolved promptly, sensitively and in complete confidentiality.
- Ensure that the views of each appellant are respected and that any party to an appeal is not adversely affected.
- Ensure that there is a consistent response to appeals.

CERT is committed to:

- Providing a safe environment for each person to make an appeal.
- Ensuring that there are no negative consequences or retribution for any person who makes an appeal.
- Supporting participation in the assessment appeal process of any person wanting to make an appeal.
- Treating each person making an appeal in a manner that protects their privacy and respects confidentiality.
- Providing fair and timely resolution of appeals.
- Keeping each person informed at all stages of the decision-making process concerning their appeal and the reasons for those decisions.
- Informing each person of their right to complain to an external body.
- Ensuring appeals are handled impartially, justly, confidentially and with the appropriate sensitivity.
- Defining the responsibilities and rights of all parties.
- Responding to its changing environment and adapt any systems, processes and approaches that may be identified as an issue as part of any complaint or appeal process.

Students may express their appeals:

- In writing using the **Assessment Appeals Review Form**.
- Verbally, either in person or over the telephone.
- Through comments and feedback on surveys, evaluation forms and appraisal forms.
- Via a Freedom of Information request.

Students are entitled to two (2) attempts at assessment. In most cases, the matter may be resolved by the Assessor providing feedback and a resubmission or reattempt organised at a mutually convenient time.

Complaints

CERT recognises our obligation to protect the rights of students and ensure that all aspects of our operations, including marketing, administration, and training and assessment processes, are conducted with integrity. We are committed to managing and responding promptly to allegations involving the conduct of our trainers, assessors, staff, students, and any third parties who deliver, market, or recruit on our behalf.

We employ a systematic approach to managing complaints, ensuring that all complainants are fully informed of the steps available to have their concerns addressed appropriately. Our process is designed to resolve complaints in a fair, efficient, and confidential manner, with a strong focus on procedural fairness and transparency.

We view all complaints as valuable feedback, providing critical insights that inform our Quality Assurance and Continuous Improvement Strategies. This commitment ensures that both individual issues and any systemic problems identified through the complaints process are addressed effectively, contributing to the ongoing enhancement of our services and compliance with the Standards for Registered Training Organisations (RTOs).

Students may express their complaints:

- In writing
- Verbally, either in person or over the telephone.
- Through comments and feedback on surveys, evaluation forms and appraisal forms.
- Via a Freedom of Information request.

A complaint can be provided verbally to CERT staff; however, all complaints are encouraged to be made in writing using the **Complaints Lodgement Form**. This allows for an objective and fair investigation to be conducted. All written complaints are to be emailed to quality.compliance@certrail.com where they will be forwarded to the National Quality Manager for acknowledgement and action.

Additional Options

If in the instance of an appeal or complaint not being resolved, there are other avenues of making a complaint. These include:

- The Office Fair Trading for complaints regarding non-training issues such as disputes over refunds or charges.
- The Australian Skills Quality Authority (ASQA) is the national regulator of training and assessment delivery - www.asqa.gov.au.
- The WorkSafe Authority in your state is the point of contact for any Work Health and Safety issue.
- The relevant State Training Authority.

Consumer Protection

CERT is committed to providing accurate, ethical, and transparent information to all current and prospective students. In compliance with the Standards for Registered Training Organisations (RTOs), we ensure that all marketing, enrolment, and training processes, including those conducted through third parties, protect the rights of consumers and adhere to the highest standards of integrity.

We collect and retain only the information necessary for a student's enrolment, training, and assessment. CERT takes all reasonable steps to protect personal information from misuse, loss, unauthorised access, modification, or disclosure. This includes implementing restricted access to electronic files, secure storage of paper files, and regular data backups.

The information provided by our consumers will be used solely for administration, communication, provision of course information, state and national reporting requirements, program monitoring, and evaluation. In accordance with the Standards for RTOs, CERT is required to provide certain student information to government agencies and/or organisations as stipulated.

Consumer Protection Complaints

If an individual believes that CERT or one of our third-party representatives has breached our obligations in the conduct of marketing, sales, or other service activities, they are encouraged to raise a complaint in accordance with our ***Complaints Handling Policy and Procedure***.

We recommend that individuals first discuss their concerns with their trainer or assessor to seek an informal resolution. If the issue is not resolved at this level, or if the individual prefers to escalate the matter directly, they may submit a formal complaint to the designated Consumer Protection Officer.

Course Information

Courses will be advertised on our website where course information will be made available to students prior to their enrolment.

Once your enrolment has been accepted and the course commences, the trainer/assessor will be provided with a copy of your training and assessment plan which must be used to monitor and record your progress.

Fees and Charges

Course Fees

The applicable fee for each course offered by CERT is outlined on our website.

Several factors will determine how much students will pay for their program. This includes things like:

- The course or program and its duration.
- Study load and mode (full time, part time, face-to-face, online etc.).
- Any credits that may be applied through direct credit transfer, recognition of prior learning.
- Any previous qualifications held.
- Student eligibility for subsidies or concessions.

Irrespective of the availability and receipt of government subsidies by an employer, school, or student, it is a requirement that where enrolment fees, administrative charges or other charges are applicable, these must be paid before or at the time of enrolment.

Our fees and charges are reviewed on a yearly basis and are subject to change.

Fee Protection

We are aware of our obligation as Registered Training Organisation to protect student fees paid in advance. To this effect, it has the following fee protection policy in place:

Following course commencement, CERT may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the student does not exceed \$1,500.

Payment Options

We prefer payment to be made by EFTPOS, MasterCard or Visa. We can accept cash and cheque when necessary (please inform staff on enrolment). For approved clients on an account, payment may be made by direct deposit upon receipt of invoice.

We operate primarily as a 'fee for service' training provider. This means training services are charged to the student (or an employer where agreed). Where funded or subsidised training is available, we will provide information on eligibility and other arrangements. Where an individual believes there may be eligibility for a reduction or waiving of fees, a representative will provide advice on such eligibility and the reasoning applied.

Arrangements can be made for students seeking assistance with making payments. Arrangements may involve additional time to pay such as a payment plan. Students concerned about such matters may seek advice from their local administrator on enrolment.

Failure to Make Payment

All fees and charges must be paid by the due date. Failure to pay fees and charges may result in any or all of the following, until the full amount is paid:

- a) Suspension from attending or participating in the course.
- b) Exclusion from assessment activities.
- c) Withholding of qualification and academic record.
- d) Termination of the enrolment.
- e) Exclusion from any future enrolments at CERT

We may refer unpaid fees to a third-party recovery agency where additional charges may be applicable.

Other Fees

Replacement of Training Materials

We will charge a fee to replace any lost training and/or assessment materials that have been previously issued.

Fees for Recognition of Prior Learning (RPL) or Credit Transfer (CT)

Fees will be adjusted for RPL or Credit Transfer for any units in the Training Program.

Re-issue of Transcripts

An administration fee of **\$120.00** applies if a student requires a re-issue of a document that has already provided. Document re-issue fees apply to:

- Statement(s) of Attainment.
- Testamur.
- Record of Results.

Cancellation Fee

If a student withdraws their enrolment prior to the commencement of their course they may be entitled to receive a refund of monies paid, however, we will retain the non-refundable administration fee of 20% of the total course fee. This fee covers the costs that we have already incurred in processing the application, enrolment, resources and payments.

A full or partial refund of fees is available to eligible students where withdrawal from a course is made prior to the commencement date or within the timeframe outlined in the confirmation notification of enrolment (please refer to confirmation notification of the specific course for information).

The following arrangement applies to all public courses:

| Cancellation up to 24 hours prior to the course | Cancellation less than 24 hours prior to the course |
|--|--|
| Full Refund | No Refund* |

**Provisions for exceptional circumstances may apply*

To apply to withdraw, students must complete the **Application for Withdrawal / Deferral Form** which can be downloaded from the Student Portal. It is advisable that the student first contact their local office prior to submitting the form.

Where a specific course has been scheduled under a corporate arrangement, the agreement or contract in place for that instance will outline cancellation or withdrawal procedures along with any fees, charges or penalties resulting from cancellation at short notice.

Where an enrolment is cancelled on the grounds of misconduct, fees paid will be forfeited.

Exceptional Circumstances

Where exceptional circumstances result in unavoidable disruption to study, a student may apply to withdraw from the program without financial penalty. Exceptional circumstances, covering a range of unexpected, extenuating and compassionate situations which are outside of the control of the student and/or for which there was no opportunity to prepare in advance, will be recognised. Exceptional circumstances may include, but are not limited to:

- Medical issues: an unexpected illness, recurrence of a chronic illness or an accident
- Hardship or trauma such as the death or serious illness of a close family member, severe disruption to domestic arrangements, being a victim of natural disaster, crime or an accident
- Formal legal commitments
- Unforeseen and significant employment related circumstances such as an overseas or interstate move at short notice, redundancy or significant event.

All situations of exceptional circumstances will be considered by an appropriate management representative. Where a student's current enrolment cannot continue until a later time as the result of Special Circumstances, tuition fees already paid will be recognised.

Refunds

CERT maintains a fair and equitable refund policy that outlines the concurrences for which we would grant a refund of fees paid. If a student withdraws from their learning program, they must discuss this with their trainer to determine if a full or partial refund may be applicable.

1. If a student withdraws prior to the scheduled start of the training program to which they are enrolled, a refund will be granted less a non-refundable Administration fee of 20% of the total course fees.
2. If a student withdraws after the course commences, no refund will be granted, and the student may be required to pay any outstanding balance.
3. If CERT cancels a training program before it commences, a full refund of fees paid will be made.

Information below outlines some of the circumstances under which a refund may be granted.

| Circumstance | Refund Policy |
|---|--|
| Withdrawing from a training program. | If a student withdraws prior to the scheduled start of the training program, a refund will be granted less a non-refundable Administration fee of 20% of the total course fee. |
| | If a student withdraws after the course commences, no refund will be granted, and the student may be required to pay any outstanding balance. |
| If a training program is cancelled before commencement. | A full refund of fees paid will be made. |

Privacy

CERT strongly supports the privacy and confidentiality of our students. Information is collected, used, and stored in accordance with the Privacy Act 1988 (Cth) and the Competition and Consumer Act 2010 (Cth) and the National Privacy Principles.

Certain general, non-specific information such as location, sex, age and results may be passed on to other agencies to inform future funding arrangements and/or statistical data gathering requirements. These agencies may include State/Territory Departments of education and training and the National Centre for Vocational Education Research (NCVER).

We will not share personal information to any person or agency without a student's permission, unless required to do so by law.

CERT will not use student personal information in any way that could be interpreted as infringing the Privacy Legislation. This includes passing on a person's contact details without their consent, refusing to show a student their own personal records or sharing results with people who are not directly concerned with the assessment process.

Information is not given to any other agency, organisation or anyone else unless one of the following applies:

- a) The individual has given us permission.
- b) The individual would reasonably expect, or has been told, that information of that kind is usually passed to those individuals, bodies or agencies.
- c) It is required or authorised by law, or
- d) It will prevent or lessen a serious and imminent threat to somebody's life or health.

Please refer to the Privacy notice at the back of this handbook.

Records and Information Management

We are committed to maintaining and safeguarding the accuracy, integrity, confidentiality, and currency of all records and responding in a timely manner to requests for information or access to records by past or current students.

All hard copy records including personnel files and Learner records are stored in a locked secure office area. Electronic records are saved on a password protected computer system and training records are stored in our Student Management System. We protect records by maintaining up to date virus, firewall and spyware protection software and performing daily back ups.

Where personal information is concerned, when no longer needed or when the required retention period has lapsed, information is destroyed using secure methods.

At all times we will take all reasonable steps to ensure all personal information is safe from misuse, loss and unauthorised access, alteration or disclosure.

Any persons believing their personal information has not been dealt with in accordance with any part of this policy or the Australian Privacy Principles may lodge a written complaint with the National Quality Manager.

Access to Personal Records

Our students have access to their personal information by request but cannot access information which may breach the privacy of other persons. Where such a situation might occur, the details will be provided to the student requesting the information in a format (written, verbal, statistical) that meets their needs but ensures the privacy of other individuals is maintained.

Third-Party Arrangements

In line with the Standards for Registered Training Organisations (RTOs), CERT is accountable for the quality of training and assessment services provided by third parties.

If your course includes delivery by a Third-Party Provider, CERT will advise you of the arrangement prior to the program commencing.

You will also be advised of:

- The name and contact details of any third party that will provide training and/or assessment, and related educational and support services to you on our behalf, and
- Your rights, including if CERT, or a third-party delivering training and assessment closes or ceases to deliver any part of the training product that you are enrolled in.

Any changes to Third-Party Arrangements.

Part 4 - Nationally Accredited Training

Meeting Standards for Nationally Qualifications

As a Registered Training Organisation (RTO) we are required to comply with the VET Quality Framework and meet a number of standards that overseen by the National VET Regulator, the Australian Skills Quality Authority (ASQA).

The framework incorporates the Standards for RTOs and the Compliance Requirements. We must comply with these standards in order to maintain our registration.

Each year, we conduct an internal audit of our compliance and every few years, ASQA will audit our organisation. We may ask you to participate in these audits and we appreciate your cooperation.

Entry Requirements

Some of our learning programs may have entry requirements prior to enrolling. When you enroll into one of our programs, the entry requirements are clearly displayed in the course information on our website.

These entry requirements are the minimum qualifications, knowledge, skills, experience and/or attributes that a student must hold to be considered for entry into some courses.

Entry requirements may relate to things such as:

- Previous work experience or education.
- Specific levels of language, literacy and numeracy (LLN) skills.
- Access to a relevant workplace where required competencies can be practiced.
- Access to a computer, software and the capacity to access online materials.
- Access to an internet connection with enough capacity to download course materials.
- Access to specific materials such as personal protective equipment (PPE) or other tools of trade.

Courses delivered may expose participants to both physical and psychological challenges and activities. It is the responsibility of the student to advise the trainer of any known physical, medical or psychological conditions.

Disclosure of these conditions will not prejudice the student's opportunity to achieve the course outcome but will allow the trainer to cater for any special needs where required.

Pre-requisites

Some units of competencies and/or qualifications may have specific pre-requisite requirements that must be met prior to a student's enrolment in the training product.

These pre-requisites usually involve the requirement for students to hold specific qualifications or units of competency. Evidence that participants meet all course pre-requisites is required before acceptance to a course.

Enrolment

All potential students must complete an enrolment application and meet any required eligibility criteria for subsidised training, prior to being accepted into any of our programs. The application must be completed accurately, and it is advised to disclose information about any special circumstances and/or training needs that you may have.

Information on the fees and charges relating to your proposed course of study will be provided to you and payment terms and methods will be agreed upon.

Students applying for a course that has entry requirements will also need to provide the necessary evidence (as outlined in the relevant course information) which may include items such as verified copies of qualifications or licenses, identification or work experience details. Students are required to bring photo identification to each course they undertake. Identification is necessary to ensure that records are documented correctly to the student profile.

Participation in a number of our courses requires training and assessment in environments where suitable clothing and personal protective equipment (PPE) as well as additional resources associated with a program of study may be required. Such requirements will be pre-advised or supplied by us.

Once all enrolment documentation has been received, and the relevant fees paid, you will be enrolled into the program and a trainer and assessor assigned to support you through your learning.

Unique Student Identifier (USI)

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of their qualifications gained from 1 January 2015, regardless of the provider.

CERT cannot issue Certificates or Statements of Attainment without a verified USI. Therefore, it is mandatory that all students supply their USI upon enrolment. You can apply for your USI at <https://www.usi.gov.au/students/create-usi>.

If you are unable to create your own USI or require further assistance, contact CERT or the Office of the Student Identifiers Register (USI Office) www.usi.gov.au/contact-us.

Skills Recognition and Credit Transfer

We offer assessment only pathways that promote Recognition of Prior Learning (RPL) and consider competencies currently held, regardless of how, when or where the learning occurred. Any applications for RPL or Credit Transfer should be made at enrolment and evidence must be supplied.

Recognition of Prior Learning (RPL)

RPL is an assessment process where the existing skills, knowledge and experiences of the applicant can be recognised towards the achievement of a unit of competency or qualification. These skills may have been obtained through training programs, work experience, voluntary work, schoolwork, life or sporting experience.

Candidates who believe they may be eligible for this assessment pathway must apply for RPL on one or more Units of Competency in their program. Successful applications for RPL will see that this process can save you time in achieving a qualification as you do not have to repeat learning

for skills and knowledge you already have.

To apply for RPL, you are required to submit an **Application for Recognition of Prior Learning Form**, where further details regarding RPL will be provided.

You can download the required application form from the student portal. All applications for RPL are assessed on a case by case basis and on merit.

Credit Transfer (CT)

We recognise all nationally recognised qualifications issued by AQF providers. Credit transfer and advanced standing may be applied to equivalent Units of Competency and related qualifications that you have already been awarded.

Credit transfer can only be awarded for whole units of competence that meet the packaging rules of the Qualification you are enrolled in. Partial credit will not be considered, and you will be advised to seek recognition.

To ensure that we assess RPL and CT applications in a consistent and fair manner evidence must be provided. Students may however be required to undertake familiarisation activities to ensure they have current knowledge where specific network rules apply.

Course Information

Once your enrolment has been accepted and your course commences, you will be provided with the relevant training plan and training materials to support your learning. You will need to supply your own stationery materials.

You will be emailed a **Letter of Acceptance** which may include information on your classroom sessions and log-in details so you can access the student portal. Where your course requires workplace visits or practical placement, your trainer will advise you of the details.

Duration

The duration of your program depends on several factors, including your commitment to your learning and to submitting assessments regularly and on time. Your study load (i.e., full- or part-time) and how many units (if any) are eligible for credit transfer and/or recognition of previous experience and qualifications can also contribute to the length of your program.

Further, the level and complexity of the qualification you are studying will impact on course duration. The AQF summarises the criteria of different qualification levels and gives an indication of the complexity, depth of achievement, knowledge, skills and levels of autonomy required to achieve a qualification at that level.

Competency-Based Assessment

All the nationally recognised training delivered is done so in line with the principles of competency-based assessment (CBA). CBA is an approach that focuses on your ability to do something and is used to develop tangible skills and is typically based on a standard of performance expected in the workplace and industry.

Competency-based assessment is conducted to determine if you can demonstrate the essential outcomes related to the performance criteria within each Unit of Competency. Basically, this means assessment is conducted to see whether you have the required skills and knowledge to perform effectively in the workplace. A unit of competency consists of:

- **Elements** – Describe the essential outcomes of the unit by breaking down the unit into actions or outcomes.
- **Performance Criteria** - Break down the element into tasks, roles and skills, and applied knowledge that reflect the required standard of performance in the workplace.
- **Foundation Skills** - Describes language, literacy, numeracy and employment skills that are essential to performance in the workplace.
- **Performance Evidence** - Specifies process and evidence, as well as the frequency or volume of evidence, that the assessor needs to collect to determine a student's competency.
- **Knowledge Evidence** - Specifies the knowledge a student must have to perform the work tasks described in the unit of competency.
- **Assessment Conditions** - Mandatory conditions, methods, contexts and resources required for assessment.

This means assessment is conducted to see whether you have the required skills and knowledge to perform effectively in the workplace.

As a student, if your performance in the assessment does not demonstrate the requirements, competency-based assessment will see you marked as 'Not Yet Competent', and more training will be provided to you to get you to the point of being 'Competent'. Assessors will look for evidence against which to base their judgements of competency.

The ways to demonstrate that you can perform to the required standard and be classed as 'Competent' include:

- Being observed as you work/perform the tasks and activities.
- Responses to verbal questioning.
- Written responses to theory questions.
- Responding to a role play or case study.
- Conducting a project.
- Submitting a written report.
- Compiling a portfolio of work samples.
- A combination of the above.

All our trainers/assessors meet the requirements detailed by the Standards for RTOs, and the Compliance Requirements, in that, training and assessment is delivered by persons who have:

- a) Vocational competencies at least to the level being delivered and assessed.
- b) Current industry skills directly relevant to the training and assessment being provided.
- c) Current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and assessor to conduct the assessment.

Flexible Learning and Assessment

Included in our training and assessment strategies are practices that promote flexibility in learning and assessment. This means we will work with you to provide options that are responsive to your individual needs, and that maximise learning outcomes and access to learning activities.

Your Training and Assessment Plan

We give all students enrolled in a qualification a Training and Assessment Plan which outlines how and when training will take place. This is signed by all parties involved and given to you at the start of your training.

Submitting Assessments

As CERT student, you are expected to complete and submit your assessments by the due dates outlined in your training plan. Full and detailed instructions on the requirements for each assessment will be provided, including its context and purpose. You will receive feedback regarding the outcome of each assessment item and an assessment judgement of Competent or Not Yet Competent will be recorded based on the evidence you submitted.

Plagiarism

Plagiarism is taking someone else's work and using it as your own. We consider it to be a form of cheating and we take it very seriously. The following are examples that constitute plagiarism:

- Copying and using sections of text without acknowledging the source.
- Cutting and pasting sections of other people's work without recording a reference
- Presenting group work as your own.
- Using information (pictures, text, designs, ideas etc.) without citing original author(s).
- Unintentionally failing to cite where information has come from.

You will be required to sign a declaration that all work that you submit is your own.

Referencing

You must provide references in your work that identifies where your information has come from (i.e., who wrote it, when it was written and the name of the text or a link to the website).

Resubmissions

If one of your assessment submissions was deemed 'Not Yet Competent', it will be returned to you and you will be given an opportunity to review, redo and re-submit your work. This may mean submitting additional evidence or demonstrating a task again.

If, after two (2) resubmissions the assessor has confirmed a 'Not Yet Competent' outcome, you will need to meet with your trainer and discuss further options. These options (which may involve additional fees) may include, but are not limited to:

- Reasonable adjustment if required.
- Re-enrolling in and re-do the entire unit. Fees will also apply.
- Re-sit the assessment task a third time at a cost;
- Undertake additional private tuition;
- Review study options and discuss with a student support officer

Assessment Feedback

You will receive valuable feedback regarding the outcome of each of your assessment items, from your assessor. Your assessor may provide this feedback to you verbally, when required, and in writing using an **Assessment Outcome Report Form**.

Your feedback will provide you with:

- Clear and constructive feedback on the assessment decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment.
- The opportunity to discuss the assessment process and outcome, and
- Information on reassessment and the appeals process if applicable.

If you have any additional questions about your submission, you can speak with your assessor.

Feedback is provided to you within two (2) weeks of their submission and/or final submission date. Practical feedback may be provided immediately after the completion of assessment.

Reasonable Adjustment

Not all students are able to demonstrate skill competency in the same way, therefore, it may be necessary to adjust the assessment tasks for individual students. Reasonable adjustment is the process of adjusting or changing the assessment to meet the needs, characteristics and any equity requirements of the candidate being assessed. This must be applied within the framework of the unit and the impact on the organisation.

Reasonable adjustment to learning methodologies and assessment may need to be applied when a student has any of the following issues:

- Physical disabilities.
- Limited language, literacy and/or numeracy skills.
- Limited communication skills.
- Limited learning strategies.

Reasonable adjustment ensures:

- Adjustable learning strategies that aim to meet the learning needs of each student.
- Appropriate learning materials for the individual needs of each student.
- Flexible learning activities with appropriate study materials.
- Adaptable assessment procedures that enable individual students to demonstrate the knowledge, skills or competencies.

Students who believe they may require reasonable adjustment during their learning are encouraged to speak with the enrolment team during the enrolment process so that we can pass this information onto your trainer/assessor and include these adjustments in the training and assessment strategy.

The types of adjustments that are made must be within our capacity to provide them and include:

- Oral response to questions rather than written.
- Allowing extra time for assessment.
- Using a support person.
- Enlarging reading material.
- Braille translations.
- Use of technology such as voice activated software screen reading, voice synthesisers.
- Use of ramps, height adjustment desks.

Withdrawing or Deferring Enrolment

Withdrawing from Training

For whatever reason, you may need to withdraw from your learning program. If you wish to withdraw prior to your course commencing, you must:

- Discuss the reasons with your trainer or other staff.
- Advise us in writing at least ten (10) working days prior to course commencement using the ***Withdrawal from Training Form***.

You may be entitled to receive a refund of monies paid; however, we will retain the non-refundable administration fee. This fee covers the costs that has already been incurred in processing the course application, enrolment, resources and payments.

If you withdraw from the course after the scheduled start date, no refund is applicable, and you may be required to pay any outstanding balance. Contact us for more information.

Deferring Studies

You can request a deferral at any time. If you decide to defer, you can do so for a maximum of 12 months. If, after this time, you are not ready to recommence your studies, you will not be entitled to continue with the course and no financial credits will be applicable.

Students who wish to request deferral must advise us in writing. You will not incur additional fees and you will remain responsible for all debts and other charges related with the course.

Cancelled Courses

If we cancel a course for any reason, all students enrolled at the time of the cancellation announcement will have their fees fully refunded.

Students who have already been assessed as competent for progressing through the units in the course will be issued a Statement of Attainment for these units and the cost of issuing the statement(s) will be deducted from the refund total.

Cancellation by the RTO

We reserve the right to cancel a course where there is limited enrolment interest. Such instances are rare and we will notify affected students well in advance of the course to provide options for alternate courses and refunds where applicable.

Transfer to a Different Course

Students may choose to or be provided with opportunity to change course dates. The course confirmation documentation provides information for students on the requirements.

If attendance is not rescheduled before a course has commenced, a fee may be applicable.

Substitution

An alternate person may be substituted prior to the commencement of a course in place of a registered student at no additional cost.

Non-attendance

Non-attendance at any public course without prior notification will incur a charge equivalent to the full course cost (or as per instructions provided in course confirmation documentation).

Issuing Certificates

Upon your successful completion of all coursework and assessment tasks, and provided all fees are paid, we will issue a Testamur and Transcript, or a Statement of Attainment to you within thirty (30) calendar days.

Referring agencies or Third Parties will under no circumstance be issued copies of student credentials, regardless of who pays the necessary course fees. You can give us permission to issue referring agencies or third parties with copies of your competency report.

Replacement credentials can be re-issued. Fees apply.

Continuous Improvement and Course Feedback

We are committed to providing high quality training and assessment services that are relevant to students, employers and industry and demonstrates this through systematically monitoring, evaluating and improving our practices through a quality improvement plan and continuous improvement actions.

We regularly evaluate our courses to ensure that we continue to deliver quality programs that meet our student's needs. We may use a number of the following processes, tools and instruments to gather this feedback, but may not be limited to:

- Email communications.
- Training Evaluation form.
- Assessment Evaluation form.
- Client Feedback Form.
- Satisfaction surveys (online).

- Learner Questionnaire (Quality indicator).
- Employer Questionnaire (Quality indicator).
- Complaints forms.
- Appeals Forms.

We wish you all the best and look forward to supporting your learning journey!

Privacy Notice

Why we collect your personal information

As a registered training organisation (RTO), CERT collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us. If you do not provide us with your personal information, you will not be enrolled as a CERT student.

How we use your personal information

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

How we disclose your personal information

We are required by law (under the National Vocational Education and Training Regulator Act 2011 (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

How the NCVER and other bodies handle your personal information

The NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the Privacy Act 1988 (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- Administration of VET, including program administration, regulation, monitoring and evaluation.
- Facilitation of statistics and research relating to education, including surveys and data linkage.
- Understanding how the VET market operates, for policy, workforce planning and consumer information.

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact us using the contact details below.

DEWR is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice at <https://www.dewr.gov.au/national-vet-data/vet-privacy-notice>

State training authorities may use your personal information for statistical, regulatory and research purposes. For more information about how the State training authorities will handle your personal information, please refer to the relevant State's training authority website or request information from CERT using the details below.

Surveys

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Contact information

At any time, you may contact CERT to:

- Request access to your personal information.
- Correct your personal information.
- Make a complaint about how your personal information has been handled.
- Ask a question about this Privacy Notice.

Centre for Excellence in Rail Training Pty Ltd

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