traxion // TRAINING ™

STUDENT
HANDBOOK

TRAXION TRAINING STUDENT INFORMATION HANDBOOK

CALL US AT ANY TIME

07 3038 3184

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INTRODUCTION

About Traxion

Welcome and congratulations! We are thrilled that you have decided to undertake your get qualified journey.

Traxion Training (National RTO Code: 32254) is a Registered Training Organisation (RTO) based in Australia, offering Training and Recognition of Prior Learning (RPL) for accredited qualifications tailored to the community services and health sector.

We create meaningful educational experiences that resonate deeply with our students. Our principles of Care, Commitment, Collaboration, and Innovation underpin our approach, ensuring that every interaction with our students is enriching and straightforward.

Together, we'll navigate the path toward empowerment, embracing your potential and contributing positively to the industry's development along the way. Enrol with Traxion Training today and start your journey toward success in the community services and health industry.

This student handbook is designed to provide information on common student queries. However, it is not a replacement for direct conversations with our students. We encourage you to build relationships with our support teams.

Our Contact

P: 07 3038 3184

E: enquiries@traxiontraining.com.au

OUR VISION AND MISSION

Vision

We empower people to make a difference by building confidence and competence.

Mission

We are committed to create and deliver powerful educational products which transform the mind and behaviour of individuals.

OUR VALUES

We will demonstrate through:

Care	We listen, we understand, we're with you
Collaboration	We dream, we plan, we achieve together.
Commitment	We do what we say, we say what we do, we follow it through.
Innovation	We lead, we transform, we find new ways.

OUR PROGRAMS

Operating within the Australian Qualifications Framework we offer accredited courses that ranges from Certificate III through to Advanced Diploma levels in areas such as Community Services, Education Support and Early Childhood Education and Care.

Please visit our website at www.traxiontraining.com.au for information on our course offerings.

Prior to enrolling, prospective students should understand the differences between the various AQF levels. This knowledge will help them grasp the learning and assessment expectations associated with each level, along with career alignment and educational pathway planning, allowing them to assess which level is most suitable for their needs.

The distinguishing features of these AQF levels are:

Certificate III	Certificate IV	Diploma	Advanced Diploma
The competencies enable an individual with this qualification to:	The competencies enable an individual with this qualification to:	The competencies enable an individual with this qualification to:	The competencies enable an individual with this qualification to:
Demonstrate some relevant theoretical knowledge	Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts	Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas	Demonstrate understanding of specialised knowledge with depth in some areas
Apply a range of well develop skills	Apply solutions to a defined range of unpredictable problems	Analyse and plan approaches to technical problems or management requirements	Analyse, diagnose, design and execute judgements across a broad range of technical or management functions
Perform processes that require a range of well-developed skills where some discretion and judgment is required	Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas	Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations	Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skill
Interpret available information, using discretion and judgment	Identify, analyse and evaluate information from a variety of sources	Evaluate information using it to forecast for planning or research purposes	Generate ideas through the analysis of information and concepts at an abstract level
Take responsibility for own outputs in work and learning	Take responsibility for own outputs in relation to specified quality standards	Take responsibility for own outputs in relation to broad quantity and quality parameters	Demonstrate accountability for personal outputs within broad parameters
Take limited responsibility for the output of others	Take limited responsibility for the quantity and quality of the output of others	Take some responsibility for the achievement of group outcomes	Demonstrate accountability for group outcomes within broad parameters

Reference: AQF Implementation Handbook 2007

For more information on the scope of our program offerings, the various qualification levels, and detailed program information please contact our office.

DELIVERY MODES

TRAINING AND ASSESSMENT

Traxion Training is passionate about delivering accredited training and assessment programs, with additional recognition of prior learning (RPL) available for eligible individuals to formally acknowledge their existing skills. Our self-paced courses and assessments cover a wide range of qualifications, supported by a team of dedicated and qualified trainers and assessors committed to helping each student reach their learning goals.

RPL ASSESSMENT

We offer **Recognition of Prior Learning (RPL)** services to help you gain recognition for your existing knowledge and skills. RPL allows you to fast-track your qualification, enabling you to enjoy the benefits of your student journey sooner! The delivery mode of the unit is assessment-only, and an RPL assessment kit will be sent to you electronically. You'll receive support from our student support team to assist with collating your evidence, and an assessor along with a student support officer will provide guidance via phone, email, and/or in your workplace, depending on your course requirements.

ENROLMENTS

Our friendly and experienced sales representatives are available to assist students with their enrolment. Simply visit our course webpages to explore our comprehensive range of offerings, select a course that suits you, consider a start date, and give us a call—we'll guide you through the rest of the process. For detailed information on policies and procedures, please refer to **Appendix A: Policies and Procedures**.

HOW DO I KNOW IF MY ENROLMENT HAS BEEN SUCCESSFUL?

Prior to the commencement of any course, all prospective students receive an enrolment confirmation that includes:

- A link to the course webpage with course details and the application form
- A copy of the Student Handbook
- Funding information (where applicable)
- Details of fees payable

ARE THERE ANY SPECIAL CONSIDERATIONS IN RELATION TO LICENSING REQUIREMENTS?

Licensing requirements vary depending on industry and employer needs, as well as the specific courses you are inquiring about or enrolled in. If licensing requirements are not specified on our course website, then no license is required. For further information, please refer to the course details on our website. Please note that if employers or industries require specific licenses for employment, these licenses cannot be obtained from Traxion Training and must be acquired through an authorised licensing provider.

WILL MY PRIVATE DETAILS BE KEPT PRIVATE?

Yes! We are committed to:

- Providing safe and secure storage of personal information
- Implementing written procedures and instructions to ensure privacy is maintained
- Ensuring compliance with legislative requirements and current industry standards
- Training all staff members and informing all customers of their rights and obligations regarding our privacy policy
  In certain circumstances, we are legally obligated to disclose your details as required by the **Training and Employment Act**. Government agencies, including Commonwealth and State Departments, may also be granted access to your information. If you have any objections to this access, please notify our student support team immediately.

IS THERE A COOLING OFF PERIOD?

Traxion Training does not engage in marketing strategies that would generally be considered unsolicited. However, if any student believes they have enrolled in a course as a result of unsolicited marketing, Traxion Training will honour the mandatory 10-day cooling-off period for these students.

FEES AND CHARGES

Traxion Training is entitled to charge fees for services provided to students undertaking assessments. These charges generally cover items such as course materials, student support, training and assessment services. For detailed information, please refer to the fees page on our course webpage and in this handbook.

HOW DO I CALCULATE FEES PAYABLE?

The following applies to all courses and programs:

Fee payment must be made either prior to commencing a course or within 7 days of receiving an invoice from Traxion Training, whichever occurs first. Traxion Training may discontinue training, support, and assessment services if fees are not paid according to the agreed fee schedule. Current fees and charges are available on the Traxion Training website. Fees can be paid via EFT, Visa, or MasterCard (at no additional cost).

To find out more on Government funding and Fee for Service pricing, click on the following or refer to the related headings in this handbook:

- Certificate 3 Guarantee student funding fact sheet

- Higher Level Skills student funding fact sheet
- Fee For Service Student pricing fact sheet

CONCESSIONAL DISCOUNTS FOR STUDENTS WHO ARE ELIGIBLE FOR FUNDING

We are committed to making a difference in our community and work diligently to break the cycle of unemployment. As part of this commitment, we offer discounted co-contribution fees for funded students who hold official documentation confirming their entitlement to a pensioner or healthcare card concession. Proof of concessional status must be provided prior to enrolment.

CERTIFICATE 3 GUARANTEE STUDENT FUNDING FACT SHEET

WHAT IS CERTIFICATE 3 GUARANTEE FUNDING?

The Certificate 3 Guarantee supports eligible individuals to complete their first post-school Certificate III level qualification and increase their skills to move into employment, re-enter the workforce or advance their career. Funding under the Certificate 3 Guarantee program is provided by the Queensland State Government's Department of Employment, Small Business and Training.

STUDENT CO-CONTRIBUTION FEE

As part of the Certificate 3 Guarantee program a student co-contribution fee must be collected. This fee can be paid by the student themselves or on behalf of the student by a third party. The applicable fee is paid prior to enrolment and is the final and only fee the student must pay. Co-contribution fees are not payable for units that are awarded a Credit Transfer. If you are awarded a Credit Transfer, you will be refunded the co-contribution fee paid for that unit.

COURSE	UNITS	NON-CONCESSIONAL FEE	CONCESSIONAL FEE*
CHC30221 - Certificate III in School Based Education Support	15	$22.50 ($1.50/unit)	$15.00 ($1.00/unit)

*Sufficient evidence of concessional status must be supplied. E.g. front and back copies of a healthcare concession card.

More information can be found here:

About Certificate 3 Guarantee: https://desbt.qld.gov.au/training/providers/funded/certificate3

Student Fact Sheet: https://desbt.qld.gov.au/__data/assets/pdf_file/0018/8145/c3g-factsheet-student.pdf

HIGHER LEVEL SKILLS STUDENT FUNDING FACT SHEET

WHAT IS HIGHER LEVEL SKILLS FUNDING?

The Higher Level Skills program supports eligible individuals to access one subsidised accredited course place in selected certificate IV level and above qualifications. Funding under the Higher Level Skills program is provided by the Queensland State Governments Department of Employment, Small Business and Training (DESBT).

STUDENT CO-CONTRIBUTION FEE

As part of the Higher Level Skills program a student co-contribution fee must be collected. This fee can be paid by the student themselves or on behalf of the student by a third party. The applicable fee is paid upon enrolment and is the final and only fee the student must pay. Co-contribution fees are not payable for units that are awarded a Credit Transfer. If you are awarded a Credit Transfer, you will be refunded the co-contribution fee paid for that unit.

COURSE	UNITS	NON-CONCESSIONAL FEE	CONCESSIONAL FEE*
CHC40221 - Certificate IV in School Based Education Support	17	$25.50 ($1.50/unit)	$17.00 ($1.00/unit)
CHC43015 - Certificate IV in Ageing Support	18	$27.00 ($1.50/unit)	$18.00 ($1.00/unit)
CHC50121 - Diploma of Early Childhood Education and Care	15	$22.50 ($1.50/unit)	$15.00 ($1.00/unit)
CHC50221 - Diploma of School Age Education and Care	23	$34.50 ($1.50/unit)	$23.00 ($1.00/unit)
CHC52015 - Diploma of Community Services	16	$24.00 ($1.50/unit)	$16.00 ($1.00/unit)
CHC62015 – Advanced Diploma of Community Sector Management	13	$19.50 ($1.50/unit)	$13.00 ($1.00/unit)

*Sufficient evidence of concessional status must be supplied.

More information can be found here:

About Higher Level Skills: https://desbt.qld.gov.au/training/providers/funded/higher-level-skills

Student Fact Sheet: https://desbt.qld.gov.au/__data/assets/pdf_file/0026/7784/hls-student-factsheet.pdf

FEE FOR SERVICE STUDENT PRICING FACT SHEET

SERVICE COURSE FEES AND PAYMENT DETAILS

SERVICE/COURSE	UNITS	FEE PER UNIT	FEE PER SERVICE/COURSE
CHC30121 Certificate III in Early Childhood Education and Care	17	$176.47	$3,000.00
CHC30221 Certificate III in School Based Education Support	15	$200.00	$3,000.00

SERVICE/COURSE	UNITS	FEE PER UNIT	FEE PER SERVICE/COURSE
CHC43015 Certificate IV in Ageing Support	18	$194.44	$3,500.00
CHC40221 Certificate IV in School Based Education Support	17	$205.88	$3,500.00
CHC50221 Diploma of School Age Education and Care	23	$195.65	$4,500.00
CHC50121 Diploma of Early Childhood Education and Care	15	$300.00	$4,500.00
CHC62015 Advanced Diploma of Community Sector Management	13	$269.23	$3,500.00

MISCELLANEOUS SCHEDULE FEES AND CHARGES DETAILS:

SERVICE	FEE PER SERVICE
Re-issuing of a Statement of Attainment or Qualification (printed)	$50.00
Re-assessment fee	$50 per unit of competency

HOW DO I CANCEL?

Students who wish to cancel their enrolment must provide written notice via email to **enquiries@traxiontraining.edu.au**. Traxion Training staff who receive an initial notice of cancellation must ensure the student understands their rights regarding the refunding of tuition fees. Students will also be informed of alternative options, such as suspending their enrolment and re-commencing in a future scheduled program.

Students who provide written notice to cancel their enrolment and are eligible for a refund will be given a **Refund Request Form**. Students who may not be eligible for a refund but still wish to request one should also be provided with the Refund Request Form so their request can be properly considered by the General Manager.

TRAINING AND RECOGNITION OF PRIOR LEARNING (RPL)

At Traxion Training, we provide flexible pathways tailored to each student's background and goals, offering Training, Recognition of Prior Learning (RPL), and **blended options** that combine both approaches.

For students new to a field or seeking to develop new skills, our **Training** programs offer structured learning pathways. These programs provide comprehensive training resources, support from qualified trainers, and practical learning opportunities designed to build skills from the ground up.

For those with prior knowledge or work experience, **RPL** allows students to gain formal recognition for their existing skills and experience. RPL is ideal for individuals who have developed competence through work, non-formal training, or other practical experiences. Through this process, students can demonstrate their proficiency in certain units, reducing the time and cost of achieving a qualification.

We also offer **blended pathways**, where students can pursue **RPL for some units** where they already meet competency requirements and complete **gap training** for other units where additional learning is needed. This blended approach ensures that students only undertake full training in areas where new skills and knowledge are required.

The **RPL process** includes guided self-reflection, evidence collection (e.g., work samples, references, certificates), workplace supervisor declarations, and a competency conversation with our assessors. The gathered evidence is evaluated to determine if the student meets the required competencies. When gaps are identified, **gap training** is provided to bridge these areas, ensuring that students meet all requirements of their chosen qualification.

Our combined approach to Training, RPL, and blended pathways provides a customised, efficient route to achieving qualifications, tailored to each student's experience and aspirations.

INDUCTION AND ORIENTATION

To ensure you are fully prepared and comfortable with the journey ahead, your student support officer, trainer, and assessor will spend time with you—either individually or in a group—to conduct an induction and orientation to the program. During this session, you will receive information on how to begin your course, with guidance on both training and the RPL process, if applicable.

This is your opportunity to ask questions, collaborate with your trainer and assessor to identify any specific needs, and discuss options to customise the program according to your experience, goals, and any blended pathway requirements, such as gap training.

For detailed information on policies and procedures, please refer to **Appendix A: Policies and Procedures**.

ASSESSMENT PERIODS

We believe in giving you control over your learning journey—whether you're pursuing Recognition of Prior Learning (RPL), training, or a blended approach. You decide when to initiate the process, and we'll work around your commitments. We also offer self-paced learning, allowing you to progress at a pace that suits your individual needs.

We offer flexible assessment timelines. You also have the option to complete your assessments sooner if that suits your schedule. The standard assessment period will be provided during your induction.

During your induction, your Student Support Officer (SSO), trainer, and assessor will work with you to document a customised learning (it is also referred to as training and assessment) plan or RPL plan, including proposed learning and training duration and due dates for assessments outlined in the Assessment Kit. This is an opportunity for you to consider your work and family commitments, providing dates when you can commit to submitting documents, conducting interviews, and meeting assessment requirements.

Throughout the assessment period, it's important to respond to any requests for evidence or meet agreed deadlines. If you do not respond, we will issue a reminder email initially; if there is still no satisfactory response, a formal warning letter will follow. It is essential to respond to this notification promptly if you wish to continue your learning or RPL journey.

If you anticipate any challenges in providing RPL evidence or completing assessments within the given timeframe, please contact our Student Support Officer or trainer to discuss options for an extension (subject to Manager discretion) or to temporarily suspend your course. Failure to respond to a formal warning may result in course cancellation.

LANGUAGE, LITERACY AND NUMERACY (LLN)

If you feel that you may need extra support in the areas of language, literacy and numeracy, please indicate it in the Application Form by requesting a formal LLN Assessment and/or feel free to contact our support team to discuss these needs further.

Not all students enrolled in a course need to complete an LLN assessment prior to enrolment. However, an LLN assessment will be provided to students who have advised us through the application form that they need help e.g. would like to access a formal LLN Assessment or if the SSO and/or assessor feels LLN support is needed during the student journey. We strongly advise informing the team of any considerations regarding your language, literacy, and numeracy abilities. For more information, please refer to the LLN Policy and Procedure.

ASSESSMENTS

Qualifications issued in the vocational education and training sector certify the achievement of competency. Competency based assessment focuses on what the individual can do and know, and is based on work-related skills and requirements, and the application and performance of the individual in the workplace.

In awarding competency, criteria to measure skills and knowledge against are needed. Competency standards provide those criteria. In the context of national training packages, a competency standard is an agreed statement of skill and knowledge required to perform a specific job or job function. To gain competency, the student must be able to demonstrate that they have the skills and the knowledge, and that they can apply these to the standards of performance required.

Assessment is the process of collecting evidence and making valid, reliable and consistent judgments. It can be established several ways, that include, but are not limited to:

- Workplace logbooks and documents
- On the job observations
- Interview questioning
- Portfolios of Evidence
- Short answer questions
- Role playing
- Third party reports

Our assessment practices:

- Are flexible and incorporate alternative approaches to suit people who may otherwise be disadvantaged by cultural background, language ability or personal disabilities – special needs in this area can be discussed directly with your assessor;
- Are flexible and encourage assessment to occur in a wide variety of settings;
- Will be conducted in an open, accountable and transparent manner;
- Will be fair and equitable;
- Be conducted by qualified assessor.

PLAGIARISM

Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own and is a serious academic offence. This can range from failing to cite an author for ideas incorporated into a student's paper, to handing in an assessment piece downloaded from the internet. All plagiarised assessments will instantly be assessed as Not Yet Competent/RPL Not Granted and students will be required to resubmit their work.

ASSESSMENTS

RECORDING OF ASSESSMENT RESULTS

In accordance with the VET Quality Framework, results of competency assessment are indicated by either: CT (Credit Transfer) or RPL-G (Recognition of Prior Learning granted) or C (Competent) or NYC (Not Yet Competent.

REASSESSMENT

Reassessment for a Unit of Competency will only be allowed twice within a six (6) week period from the original assessment date. If the student does not meet this requirement and resubmits beyond two times or outside of the due dates without compassionate and compelling reasons, Traxion Training may charge a fee of $50 per unit of competency for reassessment.

NATIONAL/ MUTUAL RECOGNITION

It is our policy and a legislative requirement that we formally recognise all Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by another RTO across the country. This process is called mutual or

national recognition. Please contact us should you wish to obtain credit for any qualifications or statement of attainment that you already hold. In order for us to grant you credit for the previous results, we need to either verify your results with the original issuing training provider or cross reference the results with your Unique Student Identifier (USI) transcript. Please ensure that if you wish to obtain credit transfers that you have provided to the team with your original certificate and transcript along with either your USI transcript or a signed consent to release information form so that we may contact the RTO to verify results on your behalf. If you have any questions regarding this process, please contact our team as we are happy to walk you through it.

ACADEMIC APPEALS

In the event that you are unhappy about an academic decision or result, you have the right to appeal for a re-evaluation. For policy and procedure information, see **Student Complaints, Appeals and Grievances** in **Appendix A.**

ACADEMIC RECORDS

COURSE AWARDS

To be eligible for an award (e.g. Certificate or Diploma) a student must have completed all the required assessment as set out in the assessment kit for the course.

STATEMENT OF ATTAINMENT

Upon completion of unit competency assessments, students will receive a **Statement of Attainment** if they have not completed the entire qualification.

PARTIAL COMPLETION

There are several circumstances in which a student may partially complete their course. In such cases, a **Statement of Attainment** will be issued to recognise the units in which the student has been deemed competent by our assessor. The student's enrolment status in our student management system will then be updated to 'withdrawn,' and all terms and conditions relevant to a withdrawn enrolment will apply. Possible scenarios include:

- **Credit Transfer for Previously Attained Units**: A student enrolled in a course may have previously attained certain units and be eligible for a credit transfer. According to clause 3.5 of the Standards for RTOs 2015, students are not required to repeat any unit or module in which they have already been assessed as competent, unless required by a regulatory or industry licensing condition. If a student provides acceptable evidence of successful completion of a unit or module from any RTO, Traxion Training will grant credit for that unit. Should a student complete the remainder of their course without submitting approved evidence of a credit transfer, despite multiple requests, Traxion Training may withdraw their enrolment and issue a Statement of Attainment

for the units they completed. This measure helps avoid unnecessary assessments and ensures proper course progression.

- **Completion of the First Aid Unit (HLTAID012)**: If a student's course requires the completion of **HLTAID012 (First Aid)** as a core unit, Traxion Training accepts credit transfers for this unit but does not provide training and assessment in First Aid. This requirement is disclosed to students before enrolment, with the understanding that students are responsible for arranging their own enrolment and completion of this unit. Students should submit their **HLTAID012 Statement of Attainment** as soon as possible. If a student completes the rest of their course but cannot provide proof of completion or an upcoming first aid training booking, Traxion Training may withdraw the student from the course and issue a Statement of Attainment for the completed units.

In all of the above scenarios, if a student returns to Traxion Training within 3 months of withdrawal with the necessary credit transfer evidence to fulfill the training package requirements, Traxion Training will review the current course requirements and aim to re-activate their enrolment to issue the full certificate. Please note, however, that the ability to re-enrol or re-activate a previous enrolment depends on eligibility at the time, considering factors like changes to packaging rules, qualification updates, or scope approvals, which may be outside Traxion Training's control. We strongly recommend that all students provide evidence of credit transfers prior to enrolment.**Academic History Reports**

Students will also receive academic history reports that provide a statement of current academic history with us.

STATEMENT OF ATTENDANCE (APPLICABLE FOR NON-ACCREDIATED TRAINING ONLY)

Statements of attendance can be supplied to students who attend non accredited training, such as face to face non-accredited training, continuous non-accredited professional development (CPD) training etc.

RE-ISSUANCE OF CERTIFICATE

Students may request for a soft copy of their certificate by sending an email to enquiries@traxiontraining.edu.au.

ACCESSING ACADEMIC RECORDS

As an RTO, we are obliged to provide you with timely access to your academic records. Following submission and marking of your assessments, your student records will be updated within 30 days. If you wish to access this information, simply call our support team. Please remember that access to these records is subject to our privacy policy and you will be asked to confirm your identity if this information is to be provided electronically or via phone.

OTHER

CLIENT FEEDBACK

Feedback we receive from our clients, our students and our colleagues are invaluable to us because it provides an opportunity to improve the products and services we offer and the level of service we provide. As part of our commitment to continuous quality improvement, we invite you to provide any feedback or complaints directly via emailing to feedback@traxiontraining.edu.au or through our online Quality Indicator survey provided annually and upon completion of all assessment activities.

Client Grievances

We have a fair and equitable process for dealing with student grievances. In the event that grievances cannot be resolved internally, we will advise students of the appropriate government body where they can seek further assistance (please refer to the **Academic Appeals** section for details). Circumstances that may result in a grievance could include:

- Verbal abuse;
- Discriminatory behaviour; and
- Unprofessional behaviour.

Those who feel they have cause to lodge a grievance should discuss the issue in the first instance with their assessor. If a resolution is not reached, an invitation is open to contact the General Manager via feedback@traxiontraining.edu.au mailbox.

For policy and procedure information, see Appendix A: Policies and Procedures.

DISCIPLINE

We expect that fair and equitable treatment is a reciprocal arrangement, and as such, we have documented guidelines for the management of inappropriate student behaviour.

For more information, see the **Guidelines for Student Behaviour and Discipline** section.

HEALTH AND SAFETY (ONLY APPLICABLE TO FACE-TO-FACE TRAINING AND ASSESSMENT)

We value the health and safety of our students, clients, and employees alike and are committed to providing a healthy, safe training, assessment, and working environment. The Work Health and Safety (WHS) legislation outlines specific requirements for all parties involved, including you, your assessors, and other personnel and stakeholders. Practically speaking, you are required to:

- Notify those in charge of your workspace (your supervisor/manager etc.) and your trainer/assessor of any identified hazards, risks or dangers
- Not wilfully damage equipment
- Not wilfully cause harm to self or others

- Wear personal protective equipment as required
- Adhere to workplace health and safety policies and procedures

FIRST AID (ONLY APPLICABLE TO FACE-TO-FACE TRAINING AND ASSESSMENT)

Please inform your trainer/assessor or our support team upon enrolment or arrival of any medical conditions such as allergies. Any injuries or accidents should be reported your workplace supervisor/manager immediately.

EMERGENCY EVACUATIONS (ONLY APPLICABLE TO FACE-TO-FACE TRAINING AND ASSESSMENT)

The introductory component of every classroom for non-accredited face-to-face training program begins with a review of emergency evacuation procedures. For other students such as RPL students, you should know the emergency evacuation process in your own workplace and following your workplace emergency evacuation policies and procedures.

In the event of an alarm sound, please remember don't panic and:

- follow the directions of your workplace emergency evacuation policies and procedures, or
- if you are attending non accredited training, follow the direction of the trainer calmly.

STUDENT SUPPORT

With your best interests at heart, our role as your partner in this journey is to provide you with ongoing support and encouragement. Our trainers, assessors, and Student Support Officers (SSOs) offer alternative ways to support your **Language, Literacy, and Numeracy (LLN)** needs. For example, if you find it challenging to read assessment requirements, assessors or SSOs can read them aloud or provide text-to-voice support, allowing you to meet requirements through listening instead of reading. They can also simplify requirements by rephrasing them in accessible language and providing practical examples to enhance understanding.

Please note, however, that we do not offer English language training courses. If a student requires a full English training program (e.g., if they cannot understand assessment requirements despite simplified explanations), we may recommend withdrawing from enrolment and refer the student to external English course providers.

Welfare and Guidance Services:
We provide a range of support services to enhance your learning experience. These may include but are not limited to:

- **Review of fee and payment structures** upon request

- **Accommodations for special needs,** whether cultural, religious, or physical.
  All issues or concerns are handled with dignity and confidentiality. Please contact our General Manager directly to discuss any specific needs.

- **Selecting elective units***, Traxion Training currently cannot offer RPL assessments for units not listed on our website, though we are happy to assess eligible credit transfers for core and elective units already held.*

Advice and Guidance:

Our team can assist with:

- **Understanding vocational training** and **assessment support**
    - Understanding training content and competency-based assessment
    - Collecting evidence
- **Professional development planning**

Our support offerings are as unique as you are, and we invite you to discuss your needs with our support team or directly with your trainer/assessor. Please note that some services may incur additional charges for fee-for-service (FFS) students. Please refer to the course webpage for details.

LEGISLATION

The framework we operate within is founded upon principles from the following pieces of legislation, specifically the National Vocational Education and Training Regulator Act 2011.

COMMONWEALTH

Commonwealth Disability Discrimination Act 1992

The objectives of this Act, are:

a) to eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of:
   - work, accommodation, education, access to premises, clubs and sport; and
   - the provision of goods, facilities, services and land; and existing laws; and
   - the administration of Commonwealth laws and programs; and
b) to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community; and
c) to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

Freedom of Information Act 2010

The objective of this Act, is to extend as far as possible the right of the Australian community to access to information in the possession of the Government of the Commonwealth

Privacy Act 1988

An Act to make provision to protect the privacy of individuals, and for related purposes

Racial Discrimination Act 1975

An Act relating to the Elimination of Racial and other Discrimination

Workplace Health and Safety Act 2011

An Act about Workplace Health and Safety

Workplace Relations Act 1996

The principal objective of this Act is to provide a framework for cooperative workplace relations that support economic prosperity and welfare.

Anti-Discrimination Act 1992

The purposes of this Act are:

a) to affirm the principle that people with disabilities have the same rights as other members of society; and
b) to set out the objectives to be promoted in the development and implementation of programs and services for people with disabilities by units of the public sector, by service providers or service developers receiving funding under this Act and by other bodies; and
c) to establish a funding mechanism so that services are provided to, and services are developed for, people with disabilities in a way that assists them achieve their maximum potential as members of society; and
d) to encourage innovative programs and services for people with disabilities.

STUDENT SELECTION AND ADMISSIONS POLICY

1. Policy Statement

Traxion Training upholds the principle that all applicants seeking to enrol are treated fairly and equitable. We have open, fair and transparent procedures that are based on clearly defined criteria for making decisions about the selection of students and provisions for transfer. Students will be selected on merit based on the published criteria.

2. Purpose

The opportunities and benefits of Queensland State funding assistance will be made equally available to all eligible students. We will adopt a flexible approach to providing entry for students into their courses.

3. Scope

This policy applies in the context of Traxion Training's operations in all states of Australia, and is applicable to students enrolled with, or intending to enrol with Traxion Training.

This policy is applicable to all students or prospective students.

4. Associated Policies, Procedures and Documents

This policy should be read in conjunction with the following policies, procedures and documents:

- Course Information on our website
- Student Application Form on our Courses webpages

5. Policy

Entry Requirements

We publish on our website the entry requirements and enrolment conditions for all courses, including any specific criteria for selection into Government-funded courses.

Application

Applications made to be enrolled with Traxion Training will be under the following categories:

1. Students may apply for entry into a VET course by direct application through our website here.
2. We will admit students who have satisfied the published entry requirements for the course.

3. Selection shall normally be based on merit.
4. Students seeking enrolment must be turning 15 years of age (or be older) in the year of course commencement. For prospective student who is not yet 18 years of age, a parent or legal guardian must provide support for the enrolment application in writing.

In addition, prospective students may also be asked to undertake a test, or written assignment, or/and provide additional documents to satisfactorily demonstrate capacity to meet the course requirements.

We will identify the minimum skills, knowledge, resources, work environments and work experience necessary for student success in that vocational education program.

Where relevant, this may include determination of minimum English language, literacy and numeracy skills and ensure that the student will cope with the expectations of the course and the work skill experience needed to demonstrate competency.

Where it is identified that a preferred course or delivery method is unsuitable, we will provide this advice to the student and recommend alternatives, including not enrolling.

Credit for Prior Studies or Prior Knowledge

Students accepted into a course may be eligible to apply for recognition or previous study or previous knowledge and/or skills acquired previously.

Credit Transfer

This refers to a formal study undertaken in recognised vocational education institutions in Australia. Overseas institutions will be recognised according to the extent to which they are considered equivalent to the Australian higher education institutions noted by the National Office for Overseas Skills Recognition (NOOSR). Prior learning may also extend under certain conditions to:

- Programs provided by recognised professional bodies, employers and other authorities, where appropriate certification or proof of performance is available and/or
- Demonstrated expertise and relevant professional experience

Courses for which credit is requested will be evaluated and approved by the Training Manager.

Recognition of Prior Learning or RPL

This refers to the formal recognition of an individual's current skills and knowledge irrespective of how, when or where the learning took place and application for recognition under this process is considered upon receipt of an RPL Assessment Kit.

Rejection of Application

Traxion Training reserves the right to reject an application where it is submitted late for a course where a specific commencement deadline is required or where insufficient or false information has been provided.

In the event that a course has a limited number of allowed students, students will be admitted on a "first in" selection model subject to minimum entry requirements as outlined above. This model provides a fair playing field for those who may have encountered past social or educational disadvantage as they are not required to compete against those who have had greater advantage. "First in" will be measured by date and time of receipt of Application Forms.

Students who are not successful during the selection process due to maximum course numbers being exceeded or the inability to cope with the requirements of the course, will be advised by email within 5 working days and a full refund of any fees will be provided.

6. Procedures

It is our policy to conduct student interviews with prospective students. All interviews will be conducted in accordance with the following procedure:

a. A sales representative will contact the student, and during this initial contact it will be determined whether a 'Phone' or 'Face to Face (or via Zoom or Teams)' interview is most appropriate;

b. A time that is convenient to both the student and the sales representative is agreed and diarised, allowing adequate time for the student to receive the documentation outlined in the entrance prerequisites and selection criteria for the applicable course

c. At this point the appropriate application forms and documentation is dispatched to the student; Whether by 'Phone' or 'Face to Face (or via Zoom or Teams)', all interviews must be conducted in accordance with the entry requirements and selection criteria for the applicable course

d. A Literacy, Language and Numeracy preliminary information will be collected at the enrolment application stage and if support has been identified in the Application Form, a test or as an observation, will be conducted for those students who need support. If the Literacy and Numeracy Test, or the student interview indicates that any special support requirements may exist, these requirements should be handled in accordance with the Access and Equity policy and procedure.

e. Prospective students should initially be provided with appropriate course overview material, a copy of the Student Handbook and, where applicable, a copy of the entry requirements and selection criteria for the applicable course.

f. Following a successful entry interview, if the student requests enrolment, complete the online Application Form and enter all applicable details into the student management system.

g. Student fees should be managed in accordance with our internal payment process applicable to their applied course.

LLN POLICY AND PROCEDURE (INCLUDING DISABILITY SUPPORT)

1. Introduction

Traxion Training (TT) is committed to ensuring all prospective students possess the necessary Language, Literacy, and Numeracy (LLN) skills to engage effectively in our programs. We recognise the importance of LLN skills in demonstrating vocational competence and are dedicated to supporting students to showcase their prior skills and knowledge. This policy outlines the procedures for assessing LLN support needs during the enrolment process and providing appropriate assistance to students with identified needs.

2. Purpose

The purpose of this policy is to:

- Identify the LLN needs of prospective students.

- Ensure training and assessment strategies support candidates with varying LLN skills.

- Provide appropriate support services and resources to address identified LLN needs.

This policy establishes the process for assessing LLN skills for prospective students applying for any qualification offered by Traxion Training. The aim is to ensure compliance with the Standards for Registered Training Organisations (RTOs) 2015, particularly Clause 1.7, and to identify LLN support needs without allowing gaps in LLN skills to hinder a student's ability to succeed.

3. Scope

This policy applies to all qualifications offered by Traxion Training. It is particularly relevant for prospective students who wish to access a formal LLN assessment during the application process.

4. Policy Statement

Traxion Training is committed to assessing LLN skills prior to enrolment and addressing any gaps identified. Reasonable adjustments may be offered for minor LLN gaps if they can be mitigated by specific adjustments, such as extended timelines for assessment submissions or oral responses instead of written ones. However, if the LLN gap is significant, the student will be referred to external LLN support providers and will not be permitted to enrol until those gaps are addressed.

5. Definitions

- **LLN (Language, Literacy, and Numeracy):** Essential skills required for individuals to effectively participate in training, the workforce, and everyday life.

    o **Language:** Ability to comprehend and use spoken and written communication effectively.

- **Literacy:** Capacity to read, write, and communicate to engage in work-related tasks.

- **Numeracy:** Ability to apply mathematical concepts and skills in practical situations, such as measurements, calculations, or data interpretation.

- **ACSF (Australian Core Skills Framework):** A national framework providing detailed descriptions of five core skills across five performance levels. The ACSF is used to assess and support students' LLN proficiency, aligning their skills with required competency levels.

- **Reasonable Adjustment:** Measures or actions taken to provide prospective students with a disability/difficulty the same assessment opportunities as others.

- **RPL (Recognition of Prior Learning):** An assessment process involving evaluating a prospective student's existing skills and knowledge against the requirements of a unit of competency.

- **Qualified LLN Assessor:** A person proficient in applying the ACSF, typically holding qualifications such as:

  - TAE40116 or TAE40122 Certificate IV in Training and Assessment or equivalent.

  - TAELLN411 – Address Adult Language, Literacy and Numeracy Skills or equivalent skills, and TAELLN501 – Support the Development of Adult Language, Literacy and Numeracy Skills or equivalent skills.

  - TAELLN421 – Integrate Core Skills Support into Training and Assessment or equivalent skills, and TAELLN422 – Use Foundation Skills Resources, Strategies and Advice or equivalent skills.

6. Application Process

Prospective students are required to complete an Application Form, which includes self-assessing and declaring their current LLN proficiency level and any disabilities that may impact their course/program.

LLN Assessment

An LLN assessment will not be required for prospective students who have indicated they are proficient in LLN. Different qualifications have different LLN requirements; please refer to the LLN Assessment for the program for details. The sales and enrolment team along with trainers and assessors will have a copy of all LLN requirements for the program.

If a prospective student indicates they do not meet the LLN requirements on the application form and does not agree to undertake a formal LLN assessment, their application will be rejected. If the student wishes to undergo an LLN assessment, the sales or enrolment officer will notify the Training Manager, who will send an LLN assessment to the prospective student within two working days and arrange for an LLN assessor to evaluate the student's outcome.

The LLN assessment will include contextualised questions related to the program to gauge the prospective student's ability to comprehend the requirements.

7. Assessment Process

The completed LLN assessment will be evaluated by an LLN assessor or a qualified staff member within three working days of submission to determine whether the student's LLN skills meet the necessary requirements.

Outcome Notification

- **Satisfactory Outcome:** The enrolment officer will be notified within one working day and will proceed with the application process, informing the student of the outcome.

- **Unsatisfactory Outcome:** The assessor will make recommendations for support strategies in writing within three working days. The enrolment team will notify the prospective student of their LLN assessment outcome along with the supporting strategies within one working day. The assessor may initiate an interview with the student to gain further understanding of their LLN capabilities.

8. LLN Gaps: Definitions and Procedures

Definitions

- **Minor Gaps:** When a student demonstrates **one ACSF level below** the required level in only **one core skill area**. These gaps may be addressed through reasonable adjustments.

- **Significant Gaps:** When a student demonstrates **two or more ACSF levels below** the required level in one or more core skill areas, or has **multiple LLN skill areas below** the required level. Significant gaps may prevent the student from successfully completing the course even with adjustments. This includes a significant lack of proficiency in oral communication affecting participation in training and assessment interviews or meeting safety and competency standards.

Procedures for Identifying and Addressing LLN Gaps

1. **LLN Test Administration**

   o   The LLN assessment will be administered to all prospective students who self-declare LLN deficiencies and request the assessment during the application process.

   o   The assessment tool will be customised to align with the specific demands of each qualification.

   o   Assessors administering the LLN test will be trained on interpreting results and deciding on suitable adjustments or referrals to external support.

2. **Identifying LLN Gaps**

   o   Upon assessment, the LLN assessor will determine if the student has minor or significant gaps based on the definitions provided.

3. **Supporting Students with Minor Gaps**

o **Reasonable Adjustments:**

- **Assistive Technologies:**

    1. Allowing the use of screen readers or text-to-speech software for students with reading difficulties or visual impairments.

    2. Providing access to speech-to-text software for students who have difficulty writing.

    3. Permitting the use of calculators or specialised software for numeracy support.

- **Alternative Formats:**

    1. Supplying learning materials and assessments in alternative formats, such as large print, braille, or audio recordings.

    2. Providing visual aids or diagrams to supplement written instructions.

- **Modified Assessments:**

    1. Simplifying the language of assessment tasks without altering the competency requirements.

    2. Breaking assessments into smaller, more manageable sections.

    3. Offering alternative assessment methods, such as practical demonstrations or portfolios.

    4. Allowing oral responses instead of written responses.

- **Additional Support:**

    1. Supplying glossaries or definitions of technical terms used in assessments.

- **Environmental Adjustments:**

    1. Allowing assessments to be conducted in a quiet or separate room to minimise distractions.

    2. Scheduling assessments at a time of day that suits the student's needs.

- **Extended Support:**

    1. Granting additional time to complete assessments or learning activities.

    2. Allowing rest breaks during assessments for students who may require them.

- **Collaborative Support:**

    1. Encouraging group work or peer-assisted learning where appropriate and possible.

    2. Facilitating study groups or discussion forums where appropriate and possible.

- **Communication Aids:**

    1. Using interpreters or sign language support for students with hearing impairments.

    2. Implementing captioning services for audio-visual materials.

- **Physical Adjustments:**

    1. Ensuring accessible venues for students with mobility issues.

- **Individual Support Plans (ISP):**

    - Developed in consultation with the student.

    - Includes specific support strategies, adjusted assessment timelines, and clear goals to meet LLN requirements.

    - Aligns support strategies with the student's work and life commitments.

- **Eligibility for Continued Support:**

    - The course will continue if the student has minor LLN gaps.

    - Students will be monitored for LLN-related challenges, with adjustments made as appropriate and aligned with course outcomes.

4. **Addressing Significant Gaps**

    - **Referral to External Support:**

        - Students with significant gaps will be referred to an external LLN support provider, such as TAFE.

        - The student will not be eligible for enrolment until the gaps are addressed and required proficiency levels are demonstrated.

    - **Ineligibility for Adjustments:**

        - Traxion Training cannot provide adjustments beyond those suitable for minor gaps.

- Students with significant gaps will not be allowed to proceed with enrolment until they demonstrate the required LLN proficiency levels.

Aligning Support Strategies with Student Commitments

1. **Flexibility in Scheduling**

   o Offer flexible assessment schedules and self-paced materials.

   o Accommodate work shifts and personal commitments.

2. **Tailored Support Plans**

   o Individualise Support Plans based on workload and personal responsibilities.

3. **Agreement Between Student and Assessor**

   o Discuss and agree upon strategies to ensure understanding and commitment.

   o Set realistic timelines that accommodate the student's situation.

4. **Periodic Reviews**

   o Regularly review and adjust support strategies to remain relevant to the student's changing life and work commitments.

9. Roles and Responsibilities

- **Enrolment Officer/LLN Assessor:**

  o Inform students about LLN assessments.

  o Organise and oversee the assessment process.

- **LLN Assessors:**

  o Evaluate LLN assessments.

  o Develop and implement ISPs.

  o Monitor progress and adjust strategies.

  o Engage in professional development.

- **Training Manager:**

  o Oversee policy implementation.

- o Ensure staff competency in LLN support.

- o Review and improve LLN strategies.

- **Prospective Students:**

  - o Participate honestly in assessments.

  - o Engage with provided support.

  - o Communicate concerns or additional needs.

10. Disability Support

If a prospective student indicates a disability that may impact their learning and assessment, such as dyslexia or visual/hearing impairment, an interview will be scheduled within three working days to determine appropriate support strategies.

Support Strategies May Include:

1. Providing written documents for individuals with hearing impairments and/or using text captions in online meetings.

2. Using text-to-voice technology for individuals with visual impairments.

11. Monitoring and Review

- **Ongoing Assessment:**

  - o Consider LLN needs throughout the course.

  - o Adjust support strategies as needed.

- **Feedback and Evaluation:**

  - o Collect feedback from students and staff to evaluate LLN support effectiveness.

12. Review and Revision

This policy will be reviewed annually during January and revised as necessary to ensure its effectiveness and compliance with relevant legislation and industry standards.

REFUND POLICY

1. **Policy Statement**

   This policy governs the administration of tuition fee collection and refunds relating to courses offered by Traxion Training.

2. **Purpose**

   This policy governs the administration of tuition fee collection and refunds relating to courses.

3. **Scope**

   All students enrolled in courses including:
   • accredited courses
   • non-accredited courses

4. **Associated Policies, Procedures and Documents**

   This policy should be read in conjunction with the following policies, procedures and documents;
   • Refund Form
   • Fees and Charges

5. **Policy**

   Traxion Training is entitled to charge fees for services provided to students undertaking assessments that lead to a nationally recognised outcome or other outcomes. These charges generally cover items such as course training and assessment materials, student support services, and assessment services. Certain Student Contribution fees are mandatory, as outlined in Funding Policies.

   Fees payable

   Fee payment must be made prior to commencing the course, within 7 days of receiving an invoice from Traxion Training, or by the due date specified on the invoice, whichever comes first. This includes payments for Fee-for-Service enrolments. Any subsequent payments and the associated terms will be outlined on the invoice. Traxion Training reserves the right to discontinue assessment if fees are not paid according to the agreed fee schedule. The current fees and charges are published on the Traxion Training website. Fees can be paid via EFT or by Visa or MasterCard at no additional cost.

   To find out more on Government funding and Fee for Service pricing, click on the following:

   • **Certificate 3 Guarantee student funding fact sheet**
   • **Higher Level Skills student funding fact sheet**Error! Reference source not found.
   • **Fee For Service Student pricing fact sheet**

Schedule of Fees and Charges

The General Manager is responsible for approving Traxion Training Schedule of Fees and Charges. The schedule of fees and charges includes the following information:

• the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling in a course;

• payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/ administration fee;

• the nature of the guarantee given by Traxion Training to honour its commitment to deliver services and complete the assessment once the student has commenced their course;

• the fees and charges for additional services, including such items as the issuance of a replacement qualification parchment or statement of results and the options available to students who are deemed not yet competent/RPL Not Granted on completion of assessment;

• the fees and charges for government subsidised programs where these differ to standard programs; and Refund Policy.

In addition to course fees, student may need to apply and pay for the police check, blue card and/or yellow card with relevant authorities themselves. Note that Traxion Training does not collect the following fees. Please check with the provider of the following services for updated fees. The following is provided as a guide.

Police Check	$58
Blue Card	$101.30
Yellow Card	$147

The Enrolment Team offers complete information before enrolment if the necessary evidence was not provided during the application. Please note that these fees are subject to change.

Giving notice of enrolment cancellation

A student who wishes to cancel their enrolment must give notice in writing via email to enquiries@traxiontraining.edu.au. Traxion Training staff who are approached with initial notice of cancellation are to ensure the student understands their rights with regards to the refunding of tuition fees/other fees. The student will also to be advised of other options such as suspending the enrolment and re-commencing in another scheduled course.

Students who give written notice to cancel their enrolment and who are eligible for a refund are to be provided with a Refund Request Form. Students who may not be eligible but are requesting a refund should also be provided with the Refund Request Form, so the request can be properly considered. If a student withdraws due to compassionate or compelling reasons, Traxion Training encourages the student to submit their cancellation request with sufficient evidence such as police report, medical certificate. Situations which are outside of the

student's control would be considered as compassionate or compelling. In this case, refund approval is at the discretion of the General Manager.

Outstanding or overdue fees must be paid prior to cancelling the enrolment. Traxion Training reserves the right to engage a debt collection agency to collect outstanding fees.

In line with our commitment to client satisfaction, we offer refunds to students and clients in the following circumstances:

Refunds – Fee for Service (FFS) Students

The following refund policy applies:

- Students who provide notice to cancel their enrolment prior to receiving training and assessment materials and before completing their commencement induction session will be entitled to a full refund of fees paid, as these milestones confirm the commencement of services.
- Students who cancel after the course has commenced may choose to defer; however, a $250 re-enrolment fee will apply.
- Students who cancel their enrolment after training has commenced will not be entitled to a refund of fees. This includes students who abandon course progression without notification.

Refunds – Funded Programs (Certificate 3 Guarantee, Higher Level Skills)

For students participating in the Government funded programs where a student co-contribution fee has been paid by the student, employer, or a third party, the following refund policy will apply for any **enrolment PRIOR to the 1st of July 2022:**

- Students who give notice to cancel their enrolment prior to the receipt of course materials and before the completion of their induction session will be entitled to a full refund of fees paid (as these milestones confirm assessment activities has commenced).
- Students who cancel their enrolment after their assessment activities have commenced (i.e. after their materials have been received and their induction has been completed) will be entitled to a pro-rata refund based or completed units of competency. This will apply from the date that the student advises that they will not be continuing.

For students participating in the Government funded programs where a student co-contribution fee has been paid by the student, employer, or a third party, the following refund policy will apply for **enrolments including and AFTER the 1st of July 2022**:

- Students who give notice to cancel their enrolment prior to the receipt of course materials and before the completion of their induction session will be entitled to a full refund of fees paid (as these milestones confirm assessment activities have commenced).
- Students who cancel their enrolment after their course have commenced (i.e. after their course materials have been received and their induction has been completed) will forfeit the student contribution fee

paid, as retribution of administration and assessor costs incurred by Traxion Training during the enrolment, induction and progression stages.

A Statement of Attainment will be issued for any units assessed and deemed competent prior to withdrawing or deferment.

In both circumstances above, discretion may be exercised by the General Manager, if the student can demonstrate that extenuating or significant personal circumstances led to their withdrawal. In these cases, the student may be offered a full refund or a credit towards the tuition fee in another scheduled program in-lieu of a refund (dependent on the time and resources allocated to the student prior to withdrawal request).

Where refunds are approved, the refund payment must be paid to the student within 28 days from the time the student submitted a refund request. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the student on the Refund Request Form.

Please note that where a student is cancelled or withdrawn due to non-progression and failure to respond to withdrawal warnings, this time and activity may be taken into account when calculating any possible refund.

Our Promise to Clients

If for any reason, Traxion Training is unable to fulfil its service agreement with a student, Traxion Training must issue a refund for any services not provided. The basis for determining "services not provided" is to be based on the units of competency completed by the student and which can be issued in a statement of attainment at the time the service is terminated.

Payment of Goods and Services Tax (GST)

GST is exempt under section 38-85 GSTR 2003/1 Goods and Services Tax, tax ruling. The ruling explains the supply of a course for 'professional or trade course' is a GST-free education course. A link to the Australian Taxation Office can be found here.

Where a student is enrolled in a course offers units of competency or a whole qualification, the course fees attached to this enrolment will be exempt from the payment of GST. GST does apply on the payment of some miscellaneous charges where these charges are in addition to and outside the normal services offered in a course. Please refer to Traxion Training schedule of fees and charges for details of what GST is and is not applied to.

Miscellaneous Charges

Traxion Training will levy some miscellaneous charges for services. These may include:

- Re-issuing of a Statement of Attainment or Qualification (printed) - $50 including GST

These miscellaneous charges are clearly specified in Traxion Training Schedule of Fees and Charges. It is to be made clear if these services will include GST. All miscellaneous charges are to be based on a cost recovery basis and are not intended to be a source of profit.

Prepaid Fees

'Prepaid fees' (sometimes referred to as 'fees collected in advance') refers to fees that are collected before the relevant services have been provided. These include payments made at any time before, during or after the student enrols. Any payment received before a service is delivered is unearned revenue and is a liability that must be paid back, either through service delivery or as a refund. Ref: https://www.asqa.gov.au/standards/enrolment/clauses-7.3

In accordance with Standards for RTOs 2015, Chapter 2, Clause 5.3, where Traxion Training collects fees from the individuals, either directly or through a third party, Traxion Training provides or directs the student to information prior to enrolment or the commencement of assessment, whichever comes first, specifying:

i) all relevant fee information including:
    (1) fees that must be paid to Traxion Training
    (2) payment terms and conditions including deposits and refunds.
ii) the student's rights as a consumer, including but not limited to any statutory cooling-off period, if one applies
iii) the student's right to obtain a refund for services not provided by the RTO in the event the:
    (1) arrangement is terminated early
    (2) the RTO fails to provide the agreed services.

In accordance with Standards for RTOs 2015, Chapter 2, Clause 7.3 Protecting pre-paid fees by students, Traxion Training does not require, either directly or through a third party, a prospective or current student to prepay fees in excess of a total of $1500 (being the threshold prepaid fee amount), Traxion Training must meet the requirements set out in the requirements for fee protection in schedule 6. This does not apply to commercial arrangements with an employer wanting to purchase programs/courses for their staff.

Tuition and administration fees are non-transferable to other students or other institutions. Traxion Training holds all pre-paid student fees received from future students in a secure bank account. Student fees are drawn upon once the student has commenced their studies.

Fees below $1500

Where less than $1,500 is collected prior to the commencement of assessment activities or where the total course fee is less than $1,500, a fee protection process is not required. This means that Traxion Training will request students to pay all of the tuition fees payable prior to commencement or within 7 days of receiving an invoice from Traxion Training, whichever occurs first for courses/programs which are under $1500.

Fees above $1500

For courses/programs which are above $1500, the student can choose to pay by instalments or pay the full amount. If a student chooses to pay by instalment, Traxion Training will require the student pay $1500 or based

on an agreed amount upfront prior to commencement or within 7 days of receiving an invoice, whichever occurs first.

For example, Traxion Training will collect $1500 as instalment fees from a student, a student applies for a 12-week course that costs $4800, the course costs $400 per week. Therefore:

- Traxion may choose to collect $1500 at the time of enrolment and the next $1500 may be payable in week 4, and another $1500 in week 8 and finally another $300 in week 9.

Fee Payable Schedule	Amount	Date Due
Instalment 1	$1500	1/1/2024
Instalment 2	$1500	28/1/2024
Instalment 3	$1500	25/2/2024
Instalment 4	$300	1/3/2024
Total	**$4800**	

To collect course fees of more than $1500, one of the requirements outline in Schedule 6 of the Standards for RTOs 2015 mandates that the RTO must secure an unconditional financial guarantee from a bank operating in Australia, covering at least the amount of prepaid fees exceeding $1500 for any student. Traxion Training has arranged for an unconditional financial guarantee structured to ensure that Traxion Training can refund students' prepaid fees (exceeding $1500) in instances where Traxion Training is unable to deliver the assessment services. Please refer to the Fee Payable Schedule example for guidance on calculating refunds after a student's course commencement.

Student complaints about fees or refunds

Students who are unhappy with Traxion Training's arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with Traxion Training complaints policy and procedure.

Traxion Training is unable to provide the assessment services

In the event where Traxion Training is unable to provide the assessment service, for example either cancels the course, removes it off its scope, is not able to supply a place due to capacity issues, or/and ceases to operate, all unspent pre-paid tuition fees to date will be refunded to the student within twenty eight (28) days after receiving the filled Refund Request form with bank details. In this event, a formal letter will be issued to students outlining all refundable fees and will request students to provide relevant bank details.

Procedures

If a student / prospective student requests a refund of course fees due to cancellation under any of the circumstances detailed within the Refunds Policy, the following procedure should be followed:

1. Access and update the student's enrolment information to reflect non-attendance at the associated course.
2. Access and complete the Refund Request Form. It is important that all requested information be completed to ensure the amount refunded is appropriate to the circumstances under which the refund was requested. Failure to provide adequate information may result in the approval for the refund being withheld or denied.
3. Once completed, forward the Refund Request Form to the Administration Manager for authorisation. Only the Administration Manager and General Manager have the authority to approve refunds.
4. If approved, the Refund Request Form will be forwarded to the Administration Manager for processing and the student / prospective student will be informed of the decision by an administration support member. A copy of the approved and processed Refund Request Form must be maintained for review and Audit purposes.
5. If approval is denied, the student / prospective student will be informed of the decision and its basis, by an administration support team member and a copy of the Refund Request Form will be maintained on the student / prospective student's file where applicable.
6. Should the student wish to provide further, pertinent information or documentation and have the request for refund reviewed, they may do so at this stage. To process this request, follow steps 2 – 5 of this procedure. Note: Only one secondary review of the request for refund will be allowed.

COMPASSIONATE AND COMPELLING DEFINITIONS

What is meant by compassionate or compelling?

These meanings may be expressed as:

- Compassionate circumstances: circumstances that produce a feeling of sympathy for the student's troubles.
- Compelling circumstances: circumstances that are powerfully convincing.

Traxion Training describe compassionate or compelling circumstances as those which are beyond the student's control and have an impact on their wellbeing or course progress. When determining whether compassionate or compelling circumstances exist, we consider documentary evidence provided to support the claim and should keep copies of these documents in the student's file.

We may require the student to demonstrate that their circumstances are compassionate or compelling. Examples which might meet these requirements include:

- Student has medical evidence demonstrating their current course has become unsuitable.
- Student has medical evidence relating to a family member and needs to defer their assessment due dates due to the family member's medical needs.
- Student has compelling evidence that they will gain a significant and tangible benefit from withdrawal. This could include situations like an unforeseen change in financial circumstances resulting in financial hardship (applicable too FFS students only).

STUDENT COMPLAINTS, APPEALS AND GRIEVANCES

Policy Statement

We have a fair and equitable process for dealing with grievances, appeals and complaints. We encourage both positive and negative feedback and invite staff, students and clients to provide feedback regularly using formal and informal methods.

This policy provides a road map for resolution along with an escalation path in the event it is required.

Procedure

All complaints, appeals and grievance feedback must be received within 14 days of the alleged incident and recorded on the student management system and managed in accordance with the following procedure:

1. Where feedback is related to a complaint or grievance, these issues should be managed in accordance with the applicable complaints, appeals and grievances policy and procedures. The student should be informed, in writing, of the actions taken / outcome resultant of their feedback;
2. Where feedback is related to an academic appeal, the student support team member must discuss the student's results with the original trainer/assessor of the student's submission. This discussion must be used as an independent review of the basis for the result, and issues considered may include, but are not limited to, trainer/assessor competency and currency, fairness and assessment validity;
3. If, following this independent review, it is the opinion of the student support team member that reassessment of the student's original submission is appropriate, this should be handled in accordance with the Training and Assessment policy and procedures;
4. If, following this independent review, it is the opinion of the student support team member that reassessment of the student's original submission is not appropriate, the student should be informed and offered the opportunity to partake in a formal appeal presentation with the Training Manager and General Manager; If the student declines this opportunity, the final outcome of their academic appeal should be provided to them in writing and a copy of same inserted into the student's file;
5. If the student accepts the opportunity to partake in a formal appeal presentation, an interview should be arranged at a time convenient to the student, and the Training Manager and General Manager; This interview must be used as an independent review of the basis for the result, and issues considered may include, but are not limited to, Assessor competency and currency, fairness and assessment validity; If, following this independent review, it is the opinion of the Training Manager and General Manager that reassessment of the student's original submission is appropriate, this should be handled in accordance with the Assessment policy and procedures;
6. If, following this independent review, it is the opinion of the Training Manager and General Manager that reassessment of the student's original submission is not appropriate, the student should be informed of the final outcome of their academic appeal in writing and a copy of same inserted into the student's file.

External Appeals Process

If a student is dissatisfied with the outcome of an internal complaint or dispute resolution regarding payments, they may escalate the matter through an external appeals process. Traxion Training advises students to contact the following bodies for independent dispute resolution:

1. National Training Complaints Hotline (for general training-related complaints): 13 38 73
2. Australian Skills Quality Authority (ASQA) (for regulatory compliance issues): www.asqa.gov.au/complaints
3. Commonwealth Ombudsman (for students in government-funded training programs): www.ombudsman.gov.au or 1300 362 072
4. State-based Ombudsman (for additional consumer protections): Refer to relevant state or territory ombudsman.

Students must first attempt to resolve issues internally before escalating complaints externally.

Note: - Any complaints, appeals or grievance feedback not received within 14 days of the alleged incident will not be considered valid or acted upon. Only one formal appeal presentation will be entered into and the decision of the Training Manager and General Manager will be final.

GUIDELINES FOR STUDENT BEHAVIOUR AND DISCIPLINE

Expectations of Student Behaviour

At Traxion Training, we are committed to providing a learning environment that is respectful, inclusive, and conducive to learning for all students and staff. We expect all students to:

- **Respect Others**: Treat fellow students, trainers, assessors, and staff with respect, courtesy, and consideration at all times.

- **Engage Positively**: Participate actively in learning and assessment activities, contribute constructively to discussions, and support the learning of others.

- **Adhere to Policies**: Follow all Traxion Training policies and procedures, including those related to safety, assessment, and academic integrity.

- **Maintain Professionalism**: Behave in a manner that reflects the professional standards of the industry and upholds the reputation of Traxion Training.

Definitions of Inappropriate Behaviour

Inappropriate behaviour includes, but is not limited to:

- **Harassment and Bullying**: Any form of verbal, physical, or psychological harassment, intimidation, or bullying towards others.

- **Discrimination**: Unfair or prejudicial treatment of individuals based on personal characteristics such as race, gender, age, disability, sexual orientation, or religion.

- **Disruptive Conduct**: Behaviour that disrupts the learning environment, including excessive talking, use of offensive language, or any actions that interfere with teaching and learning activities.

- **Violence and Aggression**: Any form of physical/verbal/digital violence or aggressive behaviour towards others, including threats or acts of harm.

- **Substance Abuse**: Use, possession, or distribution of illegal substances, or being under the influence of alcohol or drugs during training sessions.

- **Property Damage**: Vandalism or intentional damage to Traxion Training property or the property of others.

- **Academic Misconduct**: Cheating, plagiarism, or any form of dishonesty in assessments and academic work.

- **Non-compliance with Safety Procedures**: Failure to follow safety instructions or engaging in activities that endanger oneself or others.

Management of Inappropriate Behaviour

We expect fair and equitable treatment to be a reciprocal arrangement. The following steps outline how inappropriate student behaviour will be managed:

First Instance:

- **Intervention**: The student will be asked to cease any behaviour considered inappropriate by trainers, assessors, workplace personnel, or other students.

- **Non-Negotiable**: No argument will be entered into regarding perceptions of appropriateness; if the behaviour has offended or impacted others, it is deemed inappropriate.

Second Instance:

- **Warning**: Failure to desist will result in a second request to cease the behaviour.

- **Temporary Measures**: May include temporary and short-term removal from the training environment to allow for reflection and cooling off.

- **Written Notice**: A written warning may be issued outlining the behaviour and necessary changes.

- **Discretion**: These interventions will be applied at the trainer's or assessor's discretion.

Third Instance:

- **Withdrawal**: Continued inappropriate behaviour will result in withdrawal from the course without refund.

- **Case-by-Case Basis**: Decisions will consider the evidence and severity of the inappropriate behaviour.

- **Documentation**: All actions and decisions will be documented, and the student will be informed in writing.

Support and Appeals

- **Support Services**: Students are encouraged to utilise support services if experiencing difficulties that may contribute to inappropriate behaviour.

- **Appeals Process**: Students have the right to appeal disciplinary decisions through Traxion Training's formal appeals process.

Conclusion

By adhering to these guidelines, we can ensure a positive, respectful, and productive learning environment for everyone. We appreciate your cooperation and commitment to upholding the standards expected at Traxion Training.

PRIVACY POLICY

Our policy is consistent with the provisions of the Privacy Act 1998 (Cth) and the Information Privacy Act 2009 (Qld).

1. **Collecting Information**
   Training Management Pty Ltd only collect personal information that is necessary for one or more of our functions or activities. We collect personal information only by lawful and fair means and not in an unreasonably intrusive way.

   At or before the time (or, as soon as practicable after) we collect personal information about an individual from the individual, we take reasonable steps to ensure that the individual is aware of:

   - who we are and how to contact us;
   - how they are able to gain access to the information;
   - the purposes for which the information is collected;
   - the organisations (or the types of organisations) that we usually disclose information of that kind;
   - any law that requires the particular information to be collected;
   - the main consequences (if any) for the individual if all or part of the information is not provided. If it is reasonable and practicable to do so, we collect personal information about an individual only from that individual.

2. **Use and disclosure**

We do not use or disclose personal information about an individual for a purpose (the secondary purpose) other than the primary purpose of collection unless:

- o the individual has consented to the use or disclosure;
  - The individual has provided consent to the disclosure of information by completing the Student Information Disclosure Form.
- o if the information is not sensitive information and the use of the information is for the secondary purpose of direct marketing:
- o it is impracticable for us to seek the individual's consent before that particular use;
- o the individual has not made a request to us not to receive direct marketing communications;
- o in each direct marketing communication with the individual, we draw to the individual's attention, or prominently display a notice, that he or she may express a wish not to receive any further direct marketing communications;
- o each written direct marketing communication by us to the individual (up to and including the communication that involves the use) sets out our business address and telephone number and, if the communication with the individual is made by email or other electronic means, a number or address where we can be directly contacted electronically;
- o we have reason to suspect that unlawful activity has been, is being or may be engaged in, and use or disclose the personal information as a necessary part of an investigation of the matter or in reporting concerns to relevant persons or authorities;
- o the use or disclosure is required or authorised by or under law;
- o we reasonably believe that the use or disclosure is necessary for the protection of public revenue.

3. **Data quality**

We take reasonable steps to make sure that the personal information we collect, use or disclose is accurate, complete and up-to-date.

4. **Data security**

We take reasonable steps to protect the personal information we hold from misuse and loss and from unauthorised access, modification or disclosure. We take reasonable steps to destroy or permanently de-identify personal information if it is no longer needed for any purpose for which the information may be used or disclosed.

5. **Openness**

We have a document that clearly summarises our privacy obligations to individuals and organisations. We include this with information we provide to our clients when offering our services. Our Privacy Policy (this document) is made available to anyone who asks for it.

On request by a person, we take reasonable steps to let the person know, generally, what sort of personal information we hold, for what purposes, and how we collect, hold, use and disclose that information.

6. **Access and correction**

If we hold personal information about an individual, we will provide the individual with access to the information on request, except to the extent that:

- providing access would have an unreasonable impact upon the privacy of other individuals; or
- the request for access is frivolous or vexatious; or
- providing access would be unlawful.

We do not charge fees for providing access to personal information.

If we hold personal information about an individual and the individual is able to establish that the information is not accurate, complete and up-to-date, we will take reasonable steps to correct the information so that it is accurate, complete and up-to-date.

If we disagree with the individual about whether the information is accurate, complete and up-to-date, and the individual asks us to associate with the information a statement claiming that the information is not accurate, complete or up-to-date, we will take reasonable steps to do so.

We will provide reasons for denial of access or a refusal to correct personal information.

7. **Anonymity**
Wherever it is lawful and practicable, individuals must have the option of not identifying themselves when entering transactions with us.

8. **Sensitive information**
We do not collect sensitive information about an individual unless:
   - the individual has consented; or
   - the collection is required by law.

9. **Definition of Key Terms**
Access – this involves us giving an individual information about themselves that we hold. Giving access may include allowing an individual to inspect personal information or giving them a copy. Collection – we collect personal information if we gather, acquire or obtain personal information from any source and by any means. Collection includes when we keep personal information that we come across by accident or have not asked for.

Consent – consent means voluntary agreement to release information. It has two elements: knowledge of the matter agreed to, and voluntary agreement. Consent can be express or implied. Express consent is given explicitly, either orally or in writing. Implied consent arises where consent may reasonably be inferred in the circumstances from the conduct of the individual and us. Consent is invalid if there is extreme pressure or coercion.

Contractors – the Privacy Act treats the acts and practices of employees (and those in the service of Training Management Pty Ltd) in performing their duties of employment as those of Training Management Pty Ltd. Contractors performing services for us are not considered to fall within this provision unless our relationship with them means that the actions of the contractor could be treated as having been done by us.

Disclosure – in general terms we disclose personal information when we release information to others outside of Training Management Pty Ltd. It does not include giving individuals information about themselves (this is "access" see above).

Personal information – personal information is information or an opinion (including information or an opinion forming part of a database) whether true or not, and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion. It includes all personal information regardless of its source.

Our policy applies to the collection of personal information by us for inclusion in a record or a generally available publication, but apart from this, our policy applies to personal information we have collected and hold in a record.

Sensitive information – sensitive information is a subset of personal information. It means information or opinion about an individual's racial or ethnic origin, political opinions, membership of a political association, religious beliefs or affiliations, philosophical beliefs, membership of a professional or trade association, membership of a trade union, sexual preferences or practices, criminal record or health information about an individual.

Use In general terms, use of personal information refers to our handling of personal information, including "the inclusion of information in a publication".

10. Records and Associated Material
Client Application and Enrolment Information

Assessment Documents

Employee and Contractor Details

RTO OBLIGATIONS TO THE STUDENT

The RTO provides the following obligations to its students. The RTO will:

1. Provide training and assessment services; Communicate and respond to student requests;
2. Provide support to students where needed (e.g. LLN support); Communicate any changes to timetables, assessment requirements, etc.; Maintain compliance with all relevant Government bodies;
3. Keep records of student's enrolment details, training and assessment details; Issue Certifications and/or Statements of Attainment;
4. Provide training and assessment resources to students;
5. Provide students with a Student Handbook; protect the privacy of its students; and
6. Provide feedback to students with regards to their submitted assessments.

STUDENT OBLIGATIONS TO THE RTO

By applying to enrol for a course, the student provides their indication to accept to the following obligations to the RTO. The student will:

1. Ensure that their contact details remain up-to-date;
2. Follow the agreed training and assessment plans and/or assessment schedules; Access relevant student support and resources where needed; Communicate with their assigned trainer/assessor on a regular basis;
3. Respond to trainer/assessor/student support team's requests in relation to training and assessment needs in a timely fashion; Submit assessments within the agreed timelines;

4. Conduct themselves at all times with appropriate and respectful behaviour; and
5. Ensure that all work submitted is his or her own work.
6. Ensure that all documents and information submitted are true and accurate.
7. Where applicable, and as requested by Traxion, consent is sought from relevant third parties, such as employers, to facilitate the completion of the course.

STUDENT
HANDBOOK

TRAXION TRAINING STUDENT INFORMATION HANDBOOK