



AUSTRALIAN
SALESMASTERS
TRAINING CO
don't blame them...TRAIN THEM!

BSB40315

Certificate IV in Customer Engagement



Learner Handbook And Course Information

...don't blame them...TRAIN THEM!



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Welcome note from the CEO

Thank you for choosing the Australian Salesmasters Training Co (ASTC) to assist you in achieving your personal development goals.

Your decision to participate in a training course is a wise one, whether it will be employment-based or at your own leisure via correspondence or online. We look forward to assisting you in receiving formal recognition that is nationally recognised for the competencies you are studying or those that you already possess.

This Learner Handbook sets out a range of processes, procedures and information for you on how best to enjoy the learning process with us.

It is important that you read this Learner Handbook and complete the Declaration at the end of this handbook and return it to us via post, fax or email.

On behalf of our team at the Australian Salesmasters Training Co, I wish you an enjoyable and valuable learning experience.



David Jackson CSP
CEO



TAE80210 – Vocational Graduate Diploma of Management (Learning)

TAELLN411 – Address Adult Language, Literacy and Numeracy Skills

SIR50107 – Diploma of Retail Management

TAE40110 – Certificate IV in Training and Assessment, 2010

BSB61015 – Advanced Diploma of Leadership and Management

BSB60207 – Advanced Diploma of Business

BSB50607 – Diploma of Human Resources Management

BSB51915 – Diploma of Leadership and Management

BSB51004 – Diploma of Business (Frontline Management)

Registered Assessor with ATA for Automotive Stream Qualifications

AUR50199 – Diploma of Automotive

BSB51413 – Diploma Project Management

BSBSUS501A – Develop Workplace Policy and Procedures for sustainability

About Australian Salesmasters Training Co

Welcome to the Australian Salesmasters Training Co (ASTC). Australian Salesmasters is a proven and innovative Registered Training

Organisation (RTO) specialising in providing quality training and assessment in Health Services, Business, Automotive Sales, Sales, Financial Management, Warehousing, Project Management, Real Estate (Property Services) and a wide range of other qualifications. ASTC was first registered as an RTO on the 3rd of June 1999.

ASTC's trainers have a long history in industry and are committed to providing quality training and assessment services. All hold the necessary training and assessment competencies as determined by the National Skills Council or its successor's accreditation.

Our trainers and assessors are highly qualified and have extensive vocational experience. We are here to support our learners through our training programs and to ensure they have an enjoyable learning experience.

CONTACT DETAILS

Address:	Email:
Level 3 Suit 317	Contact Learner Support
30-40 Harcourt Parade	info@thesalesmasters.com.au
Rosebery NSW 2018	
Post Address:	
PO Box 638	IT support
Rosebery NSW 1445	shirley@thesalesmasters.com.au

Phone:
(02) 9700 9333
National: 1300 008 880
Fax: (02) 9700 8988



Our commitment to you

Australian Salesmasters is committed to bringing to you the most relevant and current training courses and materials available.

We commit to assisting you complete the training and assessments in your enrolled course. We also commit to support you, throughout your learning experience.

Where help or assistance is required, please call our team on 1300 008 880.

The Australian Quality Framework Standards (AQF STANDARDS)

You are about to become a learner in the process that can result in achieving a nationally accredited qualification. These qualifications can only be delivered by a Registered Training Organisation (RTO).

To be a RTO, ASTC must ensure that it complies with the conditions of its registration throughout the period of its registration. These conditions are described within the National Vocational Education and Training Regulator Act 2011.

As an RTO ASTC must comply with the VET Quality Framework, which includes:

- the Standards for Registered Training Organisations 2015
- the Australian Qualifications Framework (AQF)

ASTC is audited by the Australian Skills Quality Authority (ASQA) to ensure compliance to the above.

These standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education. These standards are described in more detail in the National Vocational Education and Training Regulator Act 2011, which basically confirms the right of ASQA to audit ASTC, apply penalties for non-compliance, define the requirements to retain records and other administration and operational requirements of a functioning RTO, etc.

Australian Salesmasters is RTO #6854.

Please refer to <http://www.asqa.gov.au/> for more information.

What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are ten qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The ten qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree Advanced Diploma Diploma

Information on the Characteristics of competencies and the Distinguishing Features of Learning Outcomes for qualifications under the AQF may be obtained at: www.aqf.edu.au.

Learner Selection Regarding PRE-REQUISITES

There are pre-requisites to enrolling in some of our training programs.

Specific details of these pre-requisites are contained in individual course information documentation on our website.

If you have any questions please discuss the course with your trainer or the Student Support Officer.

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd.

You will be provided electronically via email or we will post to you:

- a Learner Handbook
- an Enrolment form
- Training Learner Acceptance Agreement
- Training Plan
- any available literature on the courses being considered and any other relevant documentation.

If fee paying, please complete the enrolment form.

Traineeship

To enrol in one of ASTC's Government Funded courses you will need to obtain the permission of your employer to allow ASTC to enrol you in the training program.

If fee paying, just complete the enrolment form.

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd. Ph: 1300 008 880.

Our Customer Service Officer accompanied by an officer from an Australian Apprenticeship Centre will attend upon you and supply you with:

- A Learner Training Folder
- An Enrolment form
- Training Plan
- Traineeship documentation (as required by law from time to time refer <http://www.australianapprenticeships.gov.au>) any available literature on the courses being considered and any other relevant documentation

VET FEE - HELP

VET FEE-HELP is available to assist eligible students studying higher level vocational education and training (VET) qualifications to pay their tuition fees.

Please refer to our website for detailed information and a "step by step" guide to VET-FEE HELP enrolment.

<http://www.thesalesmasters.com.au/learner-information-support/vet-fee-help/enrolment-procedure>

Alternatively, please contact one of our VET- FEE HELP enrolment officers on Ph: 1300 008 880.

Smart and Skilled

Smart and Skilled provides eligible students who are resident in New South Wales with an entitlement to government-subsidised training in targeted priority areas, subject to funding availability. Please refer to our website for detailed information [<http://www.thesalesmasters.com.au/learner-information-support/smart-skilled/>].

Alternatively, please refer to the Smart and Skilled website for up-to-date information [<http://www.training.nsw.gov.au/smartandskilled>]

For assistance to enrol into a Smart and Skilled program, please contact one of our Smart and Skilled enrolment officers on Ph: 1300 008 880.

Mode of Learning

ASTC offer the following learning modes

- Face to face
- eLearning
- Distance (Correspondence)
- Blended

With face to face training, there is a set schedule to follow with a fixed completion date.

With distance learning and e-learning, you set the pace for your learning activities. With these modes, you will achieve your desired result with good time management and self-motivation.

Blended mode combines the flexibility of online learning with the support of face-to-face training

The Training Plan

What is a Training Plan?

The training plan will outline who will deliver the training, and when and where you need to go to receive the structured component of the training. Treat the training plan as a working document. It should be flexible enough to meet all your needs. Remember that you can talk about this to your ASTC trainer or ASTC Administration at any stage during the training.

What is the purpose of a Training Plan?

The Training Plan provides detailed information on training and assessment agreed to by you, your employer (where applicable) and the ASTC. This information ensures that all parties are making informed decisions about the services required and the respective obligations in the delivery of these services. It is an important document that you, your employer (where applicable) and the ASTC must sign and provides a record of intent and progress during the learning process.

What are the requirements for monitoring a Training Plan?

The details of the Training Plan should be monitored and amended where required. For example, changes to time frames or to the person responsible for training or assessment should be amended on the Training Plan. The Training Plan should also provide evidence that training and assessment is progressing satisfactorily and regular visits have taken place.

What is to be included in the Training Plan

The training plan must specify the following:

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

Who signs the Training Plan?

The following individuals sign the training plan as confirmation that they contributed to the development of the plan and are aware of their responsibility to ensure that it is implemented and monitored.

- ASTC
- Learner/Apprentice/Trainee
- Employer (where applicable)

Induction

Once all Learners have completed the enrolment session they will complete an induction program which will cover:

- Introduction to the ASTC training team
- Confirmation of the course to be delivered
- The training and assessment procedures, including method, format and purpose of assessment
- Learner behaviour
- Qualifications to be issued
- Assistance with RPL process
- Assessment guidelines
- Payment for course
- Assessment completion
- Support services
- Complaints
- Appeals procedures
- Feedback
- Confirmation that all the above information was provided via face to face, DVD or other methods and handouts were distributed is required to be acknowledged by the training learner.

Language, literacy and numeracy (LLN) assistance

Our course standard material contains written documentation and limited numerical calculations.

We recognise that not all people are able to read, write and perform calculations to the same standards.

We aim at all times to provide a positive and rewarding learning experience for all of its training learners. Our enrolment form asks training learners to provide information regarding their LL&N requirements or any other special learning needs. In the event of LL&N becoming an issue, the Student Support Officer will contact the training learners to discuss their requirements.

Training learners must ensure that they have discussed with the Student Support Officer any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties. We will offer to any training learner at enrolment a reading and comprehension exercise to ascertain suitability for enrolment into a course.

Where language, literacy and numeracy competency is essential for course training learners, we will make every effort to ensure that training learners are adequately supported to enable them to complete their training. Some examples of the type of support that we are able to offer include:

Literacy

- Providing training learners only essential writing tasks
- Consider the use of group exercises so that the responsibility for writing rests with more than one person
- Provide examples and models of completed tasks
- Ensure that documents and forms are written and formatted in plain English
- Use clear headings, highlight certain key words or phrases and provide explanations of all technical terms used

Language

- Present information in small chunks
- Speak clearly, concisely and not too quickly
- Give clear instructions in a logical sequence
- Give lots of practical examples
- Encourage training learners to ask questions
- Ask all questions to ensure training learners understand

Numeracy

- Ask training learners to identify in words, what the exact problem is and how they might solve it
- Show training learners how to do the calculations through step by step instructions and through examples of completed calculations
- Help training learners to work out what math's/calculations/measurements are required to complete the task
- Encourage the use of calculators and demonstrate how to use them

We will endeavour to help you where we can to accommodate anyone with difficulties with Language, Literacy or Numeracy. In the event that a Learner's needs exceed our skill we will refer the Learner to an external support provider.

- Australian Council of Adult Literacy Ph: (03) 9469 2950
- Reading and Writing Hotline Ph: 1300 655 506



Learner support, welfare and guidance

We will assist all Learners in their efforts to complete our training programmes.

In the event that you are experiencing any difficulties with your studies we would recommend that you see your trainer, or another member of ASTC's team.

We will ensure that the full resources of our RTO are made available to ensure that you achieve the required level of competency in all nationally recognised qualifications.

Should you be experiencing any personal difficulties you should make contact directly with the ASTC's Student Support Officer who will assist you to the full extent of our capacity.

If your needs exceed ASTC's support capacity we will refer you onto an appropriate external agency.

You can seek support immediate by contacting:

Police/Fire/Ambulance Ring 000	Interpreting Services: TIS 13 14 50
Poisons Information Centre 24hr advice on all exposures to poisons, medicines, plants, bites/stings 13 11 26	Alcohol and Drug Information Service (24 hour counselling and information) 1800 177 833
Abortion Grief Counselling 1300 363 550	DV Hotline (Domestic Violence support and referral) 1800 811 811
Family Drug Support Information, help and support for families affected by drugs 1300 368 186	Literacy and Numeracy Support: Victorian Adult Literacy and Numeracy Council Phone 03 9546 6892 Web: www.literacyline.edu.au
Lifeline: 131 114	Men's: Line Australia 1300 789 978 for men with family and relationship concerns
Pregnancy Counselling Australia (Pregnancy termination alternatives and post termination counselling) 1300 737 732	Pregnancy Help Line 24 hour counselling and information for Pregnant women and their families 1300 139 313
Salvation Army Salvo Care Line 1300 363 622	Statewide Sexual Assault Helpline 1300 366 356

Flexible delivery and assessment procedures

ASTC recognises that not all Learners learn in the same manner, and that with an amount of "reasonable adjustment" Learners who may not learn best with traditional learning and assessment methods will still achieve good results.

ASTC will make any necessary adjustments to meet the needs of a variety of Learners. The ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the Learner can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to Learners or they may include having someone record the Learner's spoken responses to assessment questions.

ASTC undertakes to assist Learners achieve the required competency standards where it is within our ability.

Where we cannot assist a Learner, we will refer them, where possible, to an agency that can assist.

Any further questions can be referred to your trainer or ASTC's Student Support Officer.

Discipline in a classroom setting

ASTC attempts to provide training and assessment services in a spirit of co-operation and mutual respect.

If a trainer or team member is unhappy or dissatisfied with the behaviour or performance of a Learner the trainer has the authority to:

- Warn the Learner that their behaviour is unsuitable, or
- Ask a Learner to leave the class, or
- Immediately cancel the class.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

Examples of when disciplinary action may be required to be taken include when a Learner:

- fails to attend the required minimum number of classes for any course without reasonable explanation
- brings onto, or consumes on our premises, any drug of addiction or dependence (except drugs prescribed by a qualified medical practitioner)
- brings onto or consumes on our premises any alcohol
- exhibits any form of behaviour that is adversely affected by the influence of drugs or alcohol
- damages or removes any property or resource of or any training venue hired by ASTC
- assaults (physically or verbally) any person or persons on the premises of or any training venue hired by ASTC
- fails to comply with any instructions given by a member of team relating to the safety of any person or persons on the premises
- exhibits any form of conduct within our premises that is considered to be aggressive, disorderly, disruptive, harassing or interferes with the comfort, safety or convenience of any person who is acting lawfully and entitled to be present
- colludes, plagiarises or cheats in assignments, assessments or examinations which may be detected from non-referencing of source materials, collusion with other Learners in the submission of assessment materials or by reference to the resources detailed on the ASQA Guideline Frequently asked question document
- breaches assessment guidelines
- enters any part of our premises or any other place to which Learners have access for the purpose of tuition, when not entitled to do so, or having entered, refuses to leave said premises

Fee Paying Learner

When disciplinary action is taken, the Chief Executive Officer will notify the Learner of the reason for the action.

- A verbal warning will be given to the Learner and documented on the Learner's individual file
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing and a noted copy will be placed on the Learner's individual file.

Traineeship

When disciplinary action is taken, the Chief Executive Officer will notify the Employer and the Learner of the reason for the action

- A verbal warning will be given to the Learner and documented on the Learner's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner and a copy provided to the Employer. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing to the Learner and a copy provided to the Employer and a noted copy will be placed on the Learner's individual file.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

We expect that our team will maintain a professional and ethical working relationship with all other team, management and Learners. Any breach of our disciplinary standards will be discussed with the trainer, ASTC's Student Support Officer and CEO and the appropriate action will be taken.



Recognition of other Qualifications/ Prior learning

National recognition

We accept and recognise the outcomes of training from any other RTO or body in partnership with an RTO throughout Australia, thereby ensuring acceptance of the qualifications and statements of attainment awarded by all RTOs.

National Recognition requires ASTC to recognise and accept Australian Qualifications Framework (AQF) qualifications conferred by other registered training organisations.

Your previous study will be recognised and automatically credited towards their course where the same or equivalent units of competence have been successfully completed.

Procedure:

- Complete a separate application form for National Recognition available upon request
- Submit the application form AND a certified copy of an appropriate statement of attainment from another RTO.

Recognition of prior learning (RPL) policy

All of our potential or enrolled Learners are provided with full recognition of their current skills and knowledge. We promote acknowledgement of 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process. The recognition of prior learning [RPL] process conducted by us is an assessment process, which provides acknowledgement of all skills and knowledge gained through life experiences, work experience, previous training and formal education.

Our RPL process examines the evidence within the following key principles:

- Adopting a focus on the competencies held, rather than on how, when or where the learning occurred
- Demonstrated commitment to recognising the prior learning of adults.
- Providing access to the RPL process for all potential Learners of course.
- Undertaking RPL processes which are fair to all those involved.
- Providing adequate support for all potential RPL applicants.

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for course Learners. All Learners are offered RPL at time of the pre-enrolment contact and can elect to be considered for RPL by selecting the option available on the enrolment form. The special needs of RPL applicants are recognised by us and we will make all the necessary and reasonable adjustments [taking into account such areas as LL&N] during the RPL assessment process, where appropriate. A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved standard in the relevant national training program. All assessment mechanisms used are valid, reliable, flexible and fair and conducted in an ethical manner.

The key objectives of our RPL assessment process are to:

- Minimise duplication of learning, training or skill acquisition
- Allow the completion of studies in the shortest possible time
- Provide clear RPL outcomes and access to further learning/training and career development
- Provide quality advice and support to potential and current applicants
- Conduct the RPL process only in respect to courses that we are registered to assess
- Ensure that only fully qualified consultants are involved in the RPL process
- Provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held regardless of how, when or where they were learned
- Recognise competencies and modules gained through an RPL process conducted at another registered training organisation via the requirements of recognition of other qualifications
- Ensure the RPL applicants of their right of appeal through the formal process
- Ensure fees and charges are fair, competitive with the industry standard and are structured to minimise the time and cost to applicants.

Learners can make an application for Recognition of Prior Learning at any time during the training program.

Procedure:

1. The applicant fills in the application for recognition of prior learning (exemption), as detailed in the RPL application kit.
2. Attached to the application should be
 - a. Certified copies of the relevant qualifications, transcripts, course outlines and other academic records including the title of the module, duration (hours) of learning, results (marks and grades).
 - b. Evidence of clinical practice, as mentioned above, if exemption is sought.
 - c. Applications without presenting the relevant qualifications will not be recognized.
3. ASTC reserves the right to check and identify the original qualifications and academic records. Usually, ASTC's Student Support Officer will interview the applicant and verify the authenticity of original documents.
4. The module(s) exemption application is finally approved by the CEO and/or the ASTC Board. The following fees apply:

Under a traineeship	Nil
Fee for service	\$100
Payment of administrative application fee	
Charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Academic Committee and a fee per module approved will apply	
Certificate II, III, IV	\$150
Diploma, Advanced Diploma	\$250

5. The Applicant will be required to "sign off" on the approval of recognition of prior learning or disapproval from the original form will be placed on the applicant's file and a copy given to the applicant.

An RPL application kit is available upon application and from our website.

Reference: RPL Information Kit

Credit transfer policy

Credit Transfer is available to all Learners enrolling in any of our training programs on our scope of registration.

Credit Transfer – means credit towards a qualification granted to the Learners on the basis of outcomes gained by a Learner through participation in courses or nationally training package qualifications with another Registered Training Provider. Credit transfer applies when credit can be given for formal learning equivalent to the competency outcomes. This may include credit transfer based on formal learning that is outside the AQF. We recognise the AQF qualifications and statements of attainment issued by any other RTOs. Credit Transfer will only be granted for an entire unit of competency, not for individual elements of competency.

The procedure to make a Credit transfer application is as follows:

- Learner completes a separate application form
- Learner submits the application form AND supporting documentary evidence
- The Application and supporting documentation will then be determined by the Director of Studies (or delegated assessor)
- the Training Manager (or delegated assessor) compares the evidence against the unit of competency (may ask for interview to clarify some points)
- the Training Manager (or delegated assessor) makes a judgement and records it on the application
- the Training Manager returns application to RTO administration with result
- RTO administration records result against Learner's name
- RTO administration notifies Learner of result either by email or post to their recorded home address
- Learner may appeal within 30 days of notification. Please refer to Complaints and Appeals Procedure

Supporting documentation

If your previous study was a program at ASTC, you do not need to submit any supporting documentation. If your previous study was undertaken with another institution you must submit documentation to support your application. This documentation may include:

- a certified copy of a **Statement of Attainment** for any completed VET studies
- course outlines showing content, learning outcomes and assessment requirements
- an explanation of the grading structure used.

Assessment process

ASTC will assess all applications for credit transfer for relevance towards the ASTC program and the currency of the learning outcomes:

- **Relevance**
- To receive credit for a previously completed course that course must be equivalent in content, learning outcomes and assessment requirements to the course you wish to receive credit for.
- **Currency**
- ASTC will assess your previous study for its currency to determine if the body of knowledge and practice has changed significantly. If the course content has changed significantly and the learner has not maintained sustained practice in the field of study, your application may be rejected.

The Assessor

- compares the evidence against the unit of competency (may ask for interview to clarify some points)
- Assessor makes a judgement and records it on the application
- returns application to RTO administration with result

RTO administration

- records result against your name
- notifies you of the result either by email or post to your recorded home address You may appeal within 30 days of notification.

Please refer to Assessment Appeals A Credit Transfer Application template is available upon request.

Fees

No fees are applied to Credit Transfer



Policies

Plagiarism and cheating policy

How do I ensure my own Academic Integrity?

You can achieve Academic Integrity by honestly submitting work that is your own. Presenting work that fails to acknowledge other people's work within yours can compromise Academic Integrity.

This includes:

- plagiarism
- cheating in an assessment
- copying or submitting whole or parts of computer files as if they are your own (e.g. web pages).

Collusion, plagiarism or cheating in assignments will not be tolerated. Your trainer will advise all Learners of the many different ways to avoid plagiarism.

It is a form of cheating, known as plagiarism, to use another's work without appropriate acknowledgment.

All work produced must acknowledge the sources of ideas presented and cite the original written work which informed it. Plagiarism may occur in oral, written or visual presentations. It is the presentation of the work, idea or creation of another person, without appropriate referencing, as though it is your own. It is also a disciplinary offence for you to allow your work to be plagiarised by another training learner. You are responsible for keeping your work in a secure place.

Plagiarism covers a variety of inappropriate behaviours, including:

- failure to properly document a source
- copying material from the internet or databases
- collusion between training learners
- purchasing pre-written or on-demand papers from the numerous paper mills and cheat sites

You must reference the following types of information:

- thoughts, ideas, definitions or theories
- research and other studies
- statistics
- information from the Internet, including images and media
- designs or works of art
- facts that are not common knowledge

If you don't reference information in your work, it is assumed that:

- it's your own idea
- it's common knowledge, e.g. you wouldn't need to reference that Bendigo is in Victoria
- it's common knowledge in your field of work, e.g. you must have a forklift licence to drive a forklift.

To maintain Academic Integrity:

- Make sure you understand how to reference your sources.
- Don't leave your assignments around for others to read.
- Make sure you take your discs out of the computers.
- When photocopying or making notes from texts, make sure you record all bibliographic information.
- Make sure your work clearly distinguishes between the ideas of others and your own ideas. If you're not sure how to do this, check with your Trainer about requirements for referencing.

Learners must not:

- submit an assessment completed by another person as their own work
- present as their own work information, text, artwork, graphics or other material taken from any source without referencing
- quote or paraphrase material from a source without referencing

Detection of Plagiarism

The following may be utilized to detect plagiarism:

- Unusual phrasings, noticeable unevenness of style (some very sophisticated sentences followed by some amateurish ones), concepts that seem too sophisticated for the level of the class, unclear or incorrect sources listed in the bibliography, a writing style or diction choice in a particular paper that seems inconsistent with that found in other samples of the Learner's writing
- Enter an unusual phrase or sentence into a standard search engine (e.g., Google, Yahoo) and to locate a match.
- Holding a conference with the Learner writer and discuss the paper to determine the Learner's familiarity with his/her own paper and its concepts

Disciplinary Action

Refer Discipline section of this manual.

Copyright

All ASTC team members and learners must observe the following copyright regulations, a copy of which is on display near the photocopier in our Head Office.

A copyright owner is entitled to take legal action against a person who infringes his/her copyright. Unless otherwise permitted by the Copyright Act 1968, unauthorised copying of a work in which copyright subsides may infringe the copyright in that work.

Where making a copy of a work is classed as fair dealing under section 40 of the Copyright Act 1968, making that copy is not an infringement of the copyright in that work.

It is classed as fair dealing to make a copy, for the purpose of research or study, of one or more articles on the same subject matter in a periodical publication or, in the case of any other work, of a reasonable portion of a work.

In the case of a published work that is of not less than 10 pages and is not an artistic work, 10% of the total number of pages, or one chapter, is a reasonable portion.

More extensive copying may constitute fair dealing for the purpose of research or study. To determine whether it does, it is necessary to have regard to the criteria set out in sub-section 40 (2) of the Copyright Act 1968.

A copy of the Copyright Act 1968 is available for viewing upon request to the Student Support Officer.

Client complaints and appeals policy

ASTC will deal with any learner complaints in an effective and timely manner, typically resolving all complaints within three weeks.

- Each appeal and complaint and its outcomes will be recorded in writing in a Complaints Register.
- Each appeal and complaint can be heard by an independent person or panel (i.e. someone or some panel that is mutually agreed upon as independent)
- Each appellant and complainant:
 - Has the opportunity to formally present his or her case
 - Is given a written statement of the appeals or complaint outcomes, including reasons for the decision.
- We will act upon any substantiated complaint or appeal and these may result in a Continuous Improvement activity within ASTC.

All appeals and complaints are reviewed at our monthly management meetings and, if appropriate, will result in a continuous improvements activity.

Complaints and appeals procedure

Complaint

A complaint should first be lodged with ASTC administration within 30 days of the issue arising, where practicable. A Complaints Form is available from ASTC Administration upon request and may be downloaded from our website. A written response will be provided within 21 working days.

Where the outcome is not satisfactory to the learner, the Student Support Officer should be contacted in writing (mail/email) by the learner, setting out:

- The circumstances surrounding the issue
- Who was involved
- Why a complaint is being lodged
- Any evidence including dates and documentation
- The name of any witnesses who could support the case

The Training Learner Support Officer will table the complaint at the next scheduled Board of Directors Meeting and the Learner will be notified in writing of the outcome.

Assessment appeals

An application for appeal will be considered where:

- A Learner claims a disadvantage because the Trainer did not provide a unit outline and assessment scheme
- A Learner claims disadvantage because the Trainer varied without consultation or in an unreasonable way the assessment requirements as specified in the unit outline and assessment scheme
- A Learner claims disadvantage because assessment requirements specified by the assessment scheme were unreasonably or prejudicially applied to him or her
- A Learner is of the view that a clerical error has occurred in the documenting of the assessment outcome
- A Learner claims that there is a discrepancy between the practical observation and the formal assessment.

Where appropriate the Learner should first approach the assessor concerned within 30 days of receiving the assessment result, where practicable.

Where the outcome is not satisfactory to the Learner, the Training Learner Support Officer should be contacted in writing (mail/email) by the Learner, setting out:

- The circumstances surrounding the issue
- Who was involved
- Why an appeal is being lodged
- Any evidence including dates and documentation
- The name of any witnesses who could support the appeal

An Appeal Form is available from ASTC Administration upon request and may be downloaded from our website.

The Board of Directors will consider the appeal and the Learner will be notified in writing of the outcome and the reason for the decision.

If the Learner is not satisfied with the outcome, the appeal will be referred to an independent person, who is agreed to by both parties, and the Learner will have an opportunity to formally present their case.

Record keeping and confidentiality

Records of all academic grievances handled under this procedure and their outcomes shall be maintained for a period of at least 5 years to allow all parties to the grievance appropriate access to these records, upon written request to the Compliance Officer (or delegated nominee).

All records relating to complaints will be treated as confidential and will be covered by the Privacy Policy and Procedure.

Reference: Appeals Form
Appeals Outcome Form
Complaints Form
Complaints Outcome Form

Complaint / Appeal Third Party Referral

If the Complainant / Appellant is not satisfied with the outcome of their appeal then an independent mediator will be sourced by ASTC through LEADR, the association of Dispute Resolvers. Complainants may request that their grievance is referred to the independent mediator by writing to the CEO as ASTC, PO Box 638, Rosebery, NSW 1445.

Cost of such mediation will be shared equally by ASTC and the Complainant. As a guide mediator's cost would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four hour allocation.

If the Complainant remains unsatisfied with the outcome of the mediator's decision, then they may contact the Australian Skills Quality Authority (ASQA). For Contact details and information please see: <http://www.asqa.gov.au/complaints/making-a-complaint.html>.

ASTC will give due consideration to any recommendations arising from the external review of the grievance within 30 days of receipt of the recommendations.

Legislative requirements

We are subject to a variety of legislation related to training and assessment as well as general business practice.

This legislation governs our obligations as a Registered Training Organisation, our obligations to you as our clients, and relates to the industry that we are conducting training for.

This legislation is continually being updated and all our team are made aware of any changes.

Current legislation is available online at <http://www.austlii.edu.au> and

Commonwealth	http://www.comlaw.gov.au
Queensland	http://www.legislation.qld.gov.au/OQPChome.htm
New South Wales	http://www.legislation.nsw.gov.au
Australian Capital Territory	http://www.legislation.act.gov.au
South Australia	http://www.legislation.sa.gov.au
Western Australia	http://www.slp.wa.gov.au/options/onlinefr.htm
Tasmania	http://www.thelaw.tas.gov.au
Northern Territory	http://dcm.nt.gov.au/strong_service_delivery/supporting_government/current_northern_territory_legislation_database

The legislation that particularly effects your participation in Vocational Education and Training includes:

Commonwealth Legislation:

- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992

- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act And National Privacy Principles (2001)
- Skilling Australia’s Workforce Bill 2005
- Skilling Australia’s Workforce (Repeal and Transitional Provisions) Bill 2005.
- National Vocational Education and Training Regulator Act 2011

State Based Legislation

- Education and Training Reform Act 2006
- Workers’ Compensation Act
- Copyright Act, 1879. 42 Vic No 20 (Reprinted March 1979. And updated August cover sheet only modified 2002)
- Child Wellbeing and Safety Act 2005
- Working with Children Act 2005
- Australian National Training Authority Act 1992

Information on relevant information can also be found on the following websites:

- Work Health & Safety <http://www.workcover.nsw.gov.au/Pages/default.aspx>
- The Australian Human Rights Commission <http://www.hreoc.gov.au/about/index.html>
- NSW Department of Education and Communities <https://www.det.nsw.edu.au/home/>
- Workcover <http://www.workcover.nsw.gov.au>
- Privacy Commissioner <http://www.gov.au>



Workplace health and safety policy

Work Health and Safety (formerly Occupational Health and Safety) describes ASTC's duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others within the work place. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate team training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed work place with the safe storage of goods such as chemicals.

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situation, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure Learner safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all team and Learners to see,
- Promote an environment that is drug and alcohol free
- Report any identified Work Health and Safety hazard to the appropriate team member as required. Fact sheets may be obtained at: <http://www.workcover.nsw.gov.au/>

Harassment and anti-discrimination policy

ASTC strictly adheres to the Anti-Discrimination and Equal Employment Opportunity, as set out in the Legislation. Copies of the Legislation are available on the Internet and from the Administration Office.

ASTC has a legal obligation to ensure that no member of its team or a Learner is discriminated upon on the grounds of race (colour, ethnic origin or nationality), gender, age, disability, marital status or sexual orientation. Harassment on the grounds of race or sex will not be tolerated and may lead to disciplinary action.

At ASTC, everyone, regardless of whether they are a Learner, lecturer, administration or support team, is entitled to expect the same rights. These rights are listed below:

- The right to learn, teach or carry out their duties
- The right to be treated with respect and treated fairly
- The right to be safe in the workplace emotionally and physically
- The right to have all reports of harassment and discrimination to be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated.
- The right to inform management of any harassment or discrimination. Management has the responsibility to take immediate and appropriate action to address it.
- The right to when dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained.

- The right to whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation.
- Both the person making the complaint, and the person against whom the complaint has been made, has the right to receive information, support and assistance in resolving the issue.

Learners have the responsibility to:

- Allow others to learn
- Make ASTC safe by not threatening, bullying or hurting others in any way
- Make the classroom safe by obeying instructions
- Make ASTC safe by not bringing illegal substances or weapons into ASTC
- Not steal, damage or destroy the goods of others

Team and Learners should be aware of the following definitions:

‘Bullying’ - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone’s work or their ability to do their job by not providing them with vital information and resources.

‘Confidentiality’ - refers to information kept in trust and divulged only to those who need to know.

‘Discrimination’ - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.

‘Harassment’ - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

‘Personnel’ - refers to all employees of ASTC.

‘Racial Harassment’ - occurs when a person is threatened, abused, insulted or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

‘Sexual Harassment’ - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person’s private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

‘Victimisation’ - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include: adverse changes to the work environment; denial of access to resources or work.

Specific principles

- All team members and Learners have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,

- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue,
- Victimization is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Team members and Learners should not make any frivolous or malicious complaints. All team and Learners are expected to participate in the complaint resolution process in good faith.

Further information may be gained by accessing the publications located on the Anti-Discrimination Board of NSW website: http://antidiscrimination.justice.nsw.gov.au/adb/adb1_publications.html,c=y

Privacy policy

ASTC takes the privacy of our Learners very seriously and we will comply with all legislative requirements.

These include the Privacy Act 1988 and National Privacy Principles (2013).

If your learning is a traineeship your enrolment form provides for Learners to give permission for us to discuss your progress with your employer

In some cases we will be required by law or required by the AQF standards to make Learner information available to others. In all other cases we ensure that we will seek the written permission of the Learner.

13 Australian Privacy Principles

1. open and transparent management of personal information
2. anonymity and pseudonymity
3. collection of solicited personal information
4. dealing with unsolicited personal information
5. notification of the collection of personal information
6. use or disclosure of personal information
7. direct marketing
8. cross-border disclosure of personal information
9. adoption, use or disclosure of government related identifiers
10. quality of personal information
11. security of personal information
12. access to personal information
13. correction of personal information



More information about the Australian Privacy Principles can be found at: <http://www.oaic.gov.au/privacy/privacy-act/australian-privacy-principles>

Government funded training policy

ASTC delivers government funded training programs and we will ensure that we comply with the guidelines and policies issued by the relevant Commonwealth, State or Territory regulator and/or funder responsible for these programs

These guidelines and policies define our obligations to comply with requirements for funding of the relevant nationally accredited funded programs, including our reporting and other obligations.

Working with children policy

As we accept people under the age of 18 in our training programs, we comply with all Federal and State Working with Children legislation such as the NSW Commission for Children and Young People Act 1998. A list of all relevant legislation is available

<http://www.aifs.gov.au/cfca/pubs/factsheets/a141887/>

Further information on the Working with Children's Check is available from our Compliance Manager. This effectively means, that all staff who come in contact with people under the age of 18, such as trainers, must be cleared as not being a risk to the health and safety of minors.

This is done through a submission to the appropriate government agency <https://check.kids.nsw.gov.au>, and until the response is received, we cannot allow the person being reviewed to conduct or interact with the minors unsupervised.

Fees and refund policy

Fee Paying Learners

ASTC may charge fees in advance of the commencement of training of up to \$1,500. Please refer below for information regarding fees and fee invoicing.

A pro rata refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR.

We will provide all Learners with a statement that explains how the refund amount has been calculated.

Traineeship... New Entrants

ASTC does not charge any fees in advance of the commencement of training. A training employer will receive an invoice in the sixth month of commencement of training with regard to traineeship delivery.

If a Learner withdraws from a course at any time after the commencement date of the course, No Refund will be made.

Traineeship... Existing Workers

A training employer will receive an invoice on completion of the course.

A refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed, or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR under either and/or the AQF.

We will provide all training employers with a statement that explains how the refund amount has been calculated.

VET FEE-HELP Refund Policy

In the event of a student withdrawing from a VET unit of study on or before the census date for that unit of study:

- 100% of tuition fees paid for that unit will be refunded to the student; and
- the student will not incur a VET FEE-HELP debt.

In the event of a student withdrawing from a VET unit of study after census date for that unit of study:

- no refund is applicable; and/or
- the student will incur a VET FEE-HELP debt.

For more detailed information please refer to the VET FEE HELP HOW TOs page on our website

<http://www.thesalesmasters.com.au/learner-information-support/vet-fee-help/vet-fee-help-how-to-s/>

Alternatively, you may refer to the Australian Government study Assist Information for students about government assistance for financing tertiary study located at: <http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->

Smart and Skilled

Smart and Skilled student fees are set for the whole qualification, rather than year-by-year, regardless of how long it takes to complete your qualification. Your student fee covers the cost of all training and assessment.

Under Smart and Skilled, students contribute towards the cost of their training through the payment of a student fee and the balance is paid as a subsidy from the government.

The Schedule of Fees for each qualification on the NSW Skills List can be accessed at www.training.nsw.gov.au/smartandskilled/prices_fees.html

ASTC must charge the student the relevant fee set by the NSW Government.

ASTC will confirm what the Student Fee is once we have entered your data into the Smart and Skilled Provider Calculator.

Should a Smart and Skilled learner wish to withdraw prior to course commencement (the 'cut-off date') they will receive a full refund for any payment they have already made.

Should a Smart and Skilled learner withdraw after the course has commenced the fees paid will be calculated pro rata and any refund owing will be refunded.

Further information may be accessed on our website:

www.thesalesmasters.com.au/learner-information-support/smart-skilled

OR

From the NSW Smart and Skilled website: <https://smartandskilled.nsw.gov.au/for-students/how-much-will-your-course-cost>

Fee Base

Training and assessment fees for both fee paying and government funded are calculated in accordance with the Commonwealth and/ or State Government incentives which may vary and change from time to time depending on government policy,

- <http://www.training.com.au/pages/menuitem7c2d47829a6d7590f9fa5a1017a62dbc.aspx>
- <http://www.aatinfo.com.au/STP-Details/20790/137/Financial-Development-Officer-CPP40609/?view=contact&s=nsw&i=608>
- <http://studyassist.gov.au/sites/studyassist/help-paying-my-fees/fee-help/pages/fee-help>
- http://www.training.nsw.gov.au/smartandskilled/prices_fees.html

Further information may be obtained by contacting the ASTC Administration team on 1300 008 880 or the "CONTACT US" located in the top right tab on our web-home-page. (<http://www.thesalesmasters.com>)

Issue of testamur (qualification)

- a) Testamurs are system generated protected documents, produced to an authorised template including AQF certification documentation and is issued to a learner. Amendments or the addition or deletion of details from a testamur is not allowed except where demonstrably incorrect information is presented on the document.
- b) Testamurs will be produced and issued within 30 days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.
- c) Multiple copies will not be provided. Replacements will only be made available where the original has been permanently lost, damaged or destroyed. Any replacement testamur will be issued in the format current at the time of replacement or reissue and will state the current date of printing as well as the original date of conferral. As a consequence, signatories to the replacement testamur may be different from those on the original testamur.

If ASTC has closed, or you have lost your original copy, ASQA may be able to provide a replacement.

Before you apply for a copy of your student records, please be aware that:

- Since July 2011, all registered training organisations (RTOs) that close are required to provide ASQA with a record of all qualifications and statements of attainment issued to students
- Some state and territory regulators opening before July 2011 did not collect records from closed providers, so ASQA may not have these records
- If ASQA holds your provider's records-but not a record of your qualification or statement of attainment-ASQA can provide you with a letter, which includes a verified record of your assessment results. You may then use this record to apply to an RTO for an assessment of your eligibility to receive a statement of attainment or a qualification
- There is a \$60 fee for the return of your records

ASQA-issued certificates and statements of attainment

In exceptional circumstances, ASQA may issue a vocational education and training (VET) qualification or statement of attainment to a current or former VET student.

Exceptional circumstances may include when a former student has changed their identity because of witness protection or fleeing domestic violence. A statutory declaration regarding exceptional circumstances will be required.

ASQA will only issue a certificate or statement of attainment if satisfied you have successfully completed the qualification's requirements or units of competency. For more information, please visit: <http://www.asqa.gov.au/for-students/applying-for-a-copy-of-student-records.html>

The following fees may be applied:

Training and assessment Under a traineeship - up to \$4,000 (incl.GST)
 Fee for service – up to \$4,000 (incl. GST)
 #Fee per unit (traineeship/fee for service) \$165 (incl. GST)

refer fee invoicing below

Cancelled Visit Fee	Under a traineeship Fee for service: Charged when a learner cancels or is not present at a scheduled visit and has not provided more than 24 hours notice of cancellation.	Nil \$75.00
Learning Material Replacement Fee	Under a traineeship Fee for service: Charged when training learner requests replacement of learning material which has already been issued or provided.	Nil Not Ascertainable*
Recognition of Prior Learning	Under a traineeship Fee for service: Payment of administrative application fee Charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Academic Committee and a fee per module approved will apply: Certificate II, III, IV Diploma, Advanced Diploma	Nil \$100 \$150 \$250
Reassessment of a unit of competency	Under a traineeship Fee for service: Charged when a training learner submits a unit of competency for reassessment which has previously been assessed as Not yet Competent on 2 prior occasions.	Nil \$125.00
Re-Issue of Qualification	Under a traineeship Fee for service: Charged when a training learner requests the reissue of a qualification which has already been issued or provided. Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided	Nil \$45.00 \$50.00
Re-Issue of Statement of Attainment	Under a traineeship Fee for service: Charged when a training learner requests the reissue of a Statement of Attainment which has already been issued or provided. Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided.	Nil \$45.00 \$50.00

* Items marked as "Not Ascertainable" are regarded as such due to the significant variations in place for individual training learners and individual enrolments. For those items marked as "Not Ascertainable" the training learner may request a written quote prior to the provision of the services and will not be held liable for these services until they receive a written quote.

Fee Invoicing

Fees will be invoiced at:

- i. the expiration of three (3) months from the date the training plan has been finalised for those units completed, and
- ii. the balance of fees upon the expiration of fourteen days from the date of completion or
- iii. fees for units completed prior to withdrawal, cancellation or transfer excluding (i) above

Learner training records policy

We are committed to maintaining and safeguarding the accuracy, integrity and currency of our records without jeopardising the confidentiality of the records or our Learner's privacy. Individual Learner training records will be stored in a locked secure office area. Our electronic records are stored in "VETtrak" and are protected by password access. We further protect our records by maintaining up to date virus, firewall and spyware protection software.

The Compliance Officer will undertake a validation of the training records of approximately 10% of registered trainees and report the accuracy to the CEO.

The ASTC Compliance Officer is responsible to conducting a weekly back up of our computer systems to a password protected external hard drive. This backup is then taken offsite.

Our software and hardcopy systems will retain Learner results for a period of not less than 30 years.

In the event that we cease to operate as a RTO we will transfer all records to ASQA in appropriate format and detail as specified by ASQA at the time of ceasing RTO operations.

All other records including, training records, taxation records, business and commercial records will be retained for a period of at least seven years.

Should we be required to submit statistical data on our Learners in the future (AVETMISS), we will use the features inside our VETtrak software program.

We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Access to individual Learner training records will be limited to those required by the AQF such as:

- trainers and assessors to access and update the records of the Learners whom they are working with,
- management team as required to ensure the smooth and efficient operation of the business,
- Officers from the a Commonwealth, State or Territory body responsible for regulating and/or funding of traineeships, ASQA, VRQA or their representatives for activities required under the Standards for Registered Training Organisations,
- Employer if the Learner is a trainee

Or those required by law such as:

- People as are permitted by law to access these records (e.g. subpoena/ search warrants/ social service benefits / evidence act). Or
- Learners authorising releases of specific information to third parties in writing,
- The Learner themselves, after making application in writing. For example Learners seeking a replacement Qualification or Statement of Attainment.
- Reference: Testamur Reissue Application Form

At any time you may access your records of participation and progress. This can be ascertained in the following ways:

- You are able to ring ASTC on Ph: 1300 008 880 and receive a copy of completed competencies which will be emailed to you within 2 working days.
- Written request to ASTC
- Refer to your Training Plan
- Reference: Testamur Reissue Application Form

Access and equity policy

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis, including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote Learners.

All Learners have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socioeconomic background; disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All Learners who met the entry requirements [if applicable] as prescribed by the appropriate National Training Package will be accepted into any program within our scope of registration.

Some examples of our support include:

- We are able to offer Language and Literacy support to Learners who have difficulty with written or spoken English
- Equally so, we are able to support Learners with numeracy issues.
- As the qualifications are largely self-paced we are able to accommodate the unique needs of expectant or new parents or Learners with other carer's responsibilities
- The ability to modify learning and assessment tasks to accommodate the unique cultural or personal needs of Learners

The principles of Access and Equity are covered at our Learner induction and regularly reviewed to ensure the correct interpretation and application.

Where our training programs have a limited number of available places, these will be filled in order of completed enrolment applications.

Any issues or questions regarding access and equity can be directed to ASTC's Student Support Officer.

Training packages

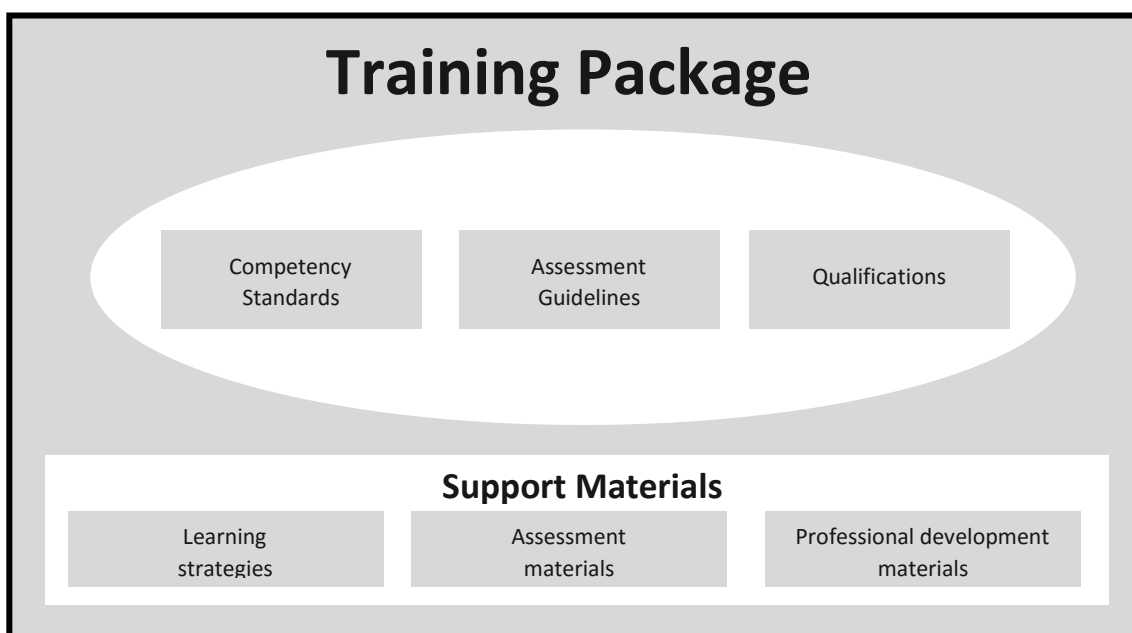
The term 'Training Package' may be confusing. Most people think of a Training Package as something they pick off a shelf and use in their training. It is not!

Under the Australian National Training System, a Training Package is something different and quite specific. The Business Services

Training Package is one of many industry Training Packages to be nationally endorsed by the Australian National Training Authority (ANTA).

A Training Packages consists of:

- endorsed components and
- support materials



Endorsed Components

These are competency standards, assessment guidelines and packaging rules for national industry qualifications.

Competency Standards

Competency standards are statements describing the skills or knowledge required to undertake the work involved in being a competent employee within your chosen industry. They are organised according to industry functions which are performed by, for example a salesperson selling products/ services.

Not only do they describe the skills and knowledge, but also the standard of performance required to be competent.

Industry practitioners, within input from industry relevant Institutes and regulators, decided what went into the competency standards.

Delivery Strategy

The unit will provide for delivery in a variety of modes, including:

- Self-paced delivery
- Classroom delivery
- Workplace experience
- Simulated workplace delivery

Delivery strategies should be selected to reflect the nature of the learning outcomes and to meet the needs of the Learner. The learning environment, activities, case studies, learning materials and assessment should simulate workplace situations.

The length of time required for delivery may vary depending on factors such as the knowledge and skills of the Learner on entry and whether the delivery of the unit has been integrated with other units.

Integration of learning outcomes for delivery may occur within units and between units. Learning outcomes may be integrated for the whole unit and / or for several units.

Resource requirements

ASTC will ensure the following is available where applicable:

- Learner's workbook
- Facilitator's Guide
- PowerPoint
- Whiteboard
- Whiteboard markers
- DVD (where applicable)
- DVD computer/ projector
- Handouts

The Learner should have access to:

- An environment appropriate to the assessment task, that is either on job or simulated environment
- Relevant documentation, such as:
 - work policy and procedures manual
 - legislation and statutory requirements (if any)
 - a range of projects with different requirements
- Access to a range of projects with different requirements
- Access to a project management team

In order to be valid and reliable, a simulated work environment must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience. For an outline of factors that would indicate an appropriate simulated work environment, refer to the Assessment Guideline within the relevant Training Package.

Pathway to competence

The most important thing to remember about a Training Package is that the competency standards act as the benchmarks.

In order to receive a qualification you must demonstrate that they can do the things described in the competency standards and apply the knowledge listed in the competency standards.

Training may not always play a part. For example, if you can already do something competently, why be trained to do it again? If you can prove that you can do it, you can receive credit for that unit of competency.

Somebody else, however, might need to undergo training or practice in the workplace before they are able to demonstrate that they can do the same thing.

Overview of the assessment process

The competency-based assessment approach focuses on the development of competencies through workplace-based activities in addition to structured or unstructured training and learning. The assessment recognises the application of skills, knowledge and attitudes under workplace conditions to achieve the outcome specified in the competency standards. This means that individuals can have their competencies assessed and recognised regardless of whether or not the competencies were achieved through recognised formal training or education.

Credentials can be granted on the basis of an assessment of the individual's competency against the endorsed Training Package industry competency standards.

Competency-based assessment

Competency-based assessment is the process of judging evidence of competence submitted by you to determine your current competency against the Training Package industry standards. Assessment decisions are judgments of whether or not the evidence presented is sufficient to demonstrate that you have met these standards.

The assessment process will focus upon how you apply skills, knowledge and attitudes in the workplace (or conditions as close as possible to workplace requirements) to achieve the outcomes described in the standards.

Effective competency standards and assessment provide many benefits to both employers and employees. These benefits include:

- clearer understanding of job roles and responsibilities
- greater consistency in work output
- increased productivity and quality of service
- improved team motivation
- information on current skill base and training needs to assist in developing individual and company training plans



Assessor's qualifications

To maintain quality of the assessment process, individual assessors, teams or panels of assessors must:

- have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- have the relevant vocational competencies at least to the level being delivered or assessed, and
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence
- be deemed competent in the program (Training Package) units they are assessing

In addition, the individual assessor, team or panel will be directly responsible to ASTC, which has employed them as an assessor. ASTC will itself have quality assurance mechanisms built into our registration processes with the ASQA to ensure the quality of the assessment services we provide.

Assessment appeal – refer CLIENT COMPLAINTS AND APPEALS – Assessment appeals section of this manual

Evaluation and Audit of Assessment Process

As part of the registered training provider process, ASTC will evaluate the assessment process to ensure validity, reliability, flexibility and fairness. The process will be monitored, reviewed and evaluated to ensure consistency in the interpretation of the evidence, that national competency standards are current, and that the assessment instruments keep pace with the relevant industry trends and requirements.

Feedback from the evaluation sheets of the Learner, assessor and employer (where applicable) on the assessment process will be used in the evaluation process. It is expected that a full system audit will be conducted at least annually.

Learner's guidelines for assessment process

For the assessment to be satisfactory, it is essential that it is a collaborative process between the assessor, employer/supervisor (where applicable) and you.

Evidence of competence gathered

Evidence is proof provided by you that you can satisfy the requirements of the performance criteria to the level stipulated by the competency standard. Based on the proof you have provided, which satisfies the standard, the assessor is able to determine competence.

The evidence you provide to the assessor must cover the broad range of skills and knowledge required to satisfy the unit of competency. If you are a Learner, your employer/supervisor may assist you in gathering evidence of your performance to present to the assessor.

Providing evidence is not simply a matter of gathering as much evidence as possible and leaving it to the assessor to sort out. You must provide explanations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

Assessment criteria

All our assessments will provide for learners to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, number of assessments, and types of assessment of each assessment.

Assessment guidelines

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Quality Framework Standards for Registered Training Organisations and that the assessment processes

and outcomes are valid, reliable, flexible and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

Assessment methods

The following process describes ASTC's process for conducting assessments for this program which were determined as a result of our customisation procedure.

Assessment tools

The assessment tools are:

- Assessment activities in the workbook (AT1)
- Knowledge test : written/oral questions (AT2)
- Project(s) (AT3)
- Reflection Journal (AT3)
- Supervisor/third party or assessor demonstration report (AT4)

Assessment tool 1 (AT1): Assessment activities

Assessment activities are designed to enable assessment against the performance criteria or a group of performance criteria within each element of a unit.

In general, the assessment activities might consist of:

- questions assessing knowledge
- demonstration of skills
- case studies
- practical activities - role plays
- work book activities

Responses to the assessment activities might be drawn from:

- the theory/information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

The Learner should complete the assessment activities as directed by the assessor. This may involve recording responses in the workbook or providing responses in a different format, e.g. in a word processed document.

Feedback

The assessment activities become part of a formative assessment. ASTC and its trainers/assessors have processes in place to provide feedback and reinforcement to Learners as they progress through the activities and assessment processes.

Assessment tool 2 (AT2): Written/oral questions

Written/ oral questions are designed to enable assessment of the required knowledge. Where appropriate they may also enable assessment of elements and performance criteria

As with assessment activities responses might be drawn from:

- the theory/ information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

As with assessment activities, the Learner should present responses as directed by the assessor.

The trainer/ assessor will consider each activity in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues are also be considered.

Assessment tool 3 (AT3): Project(s)

Project(s):

Project(s) are designed to enable holistic assessment of the unit of competency if possible. The trainer/ assessor considers each project in the context of the specific industry sector and /or organisation and may make adjustments or contextualise as necessary.

Access and equity issues are considered. Additional projects may also be required.

Project Guidelines:

- Always read the following project guidelines carefully
- Make reference to workplace documents, policy and procedure, and reports and use your Learner guide, magazines, industry magazines, brochures, periodicals, books, scholarly publications, etc. to assist you to find and to obtain information about the relevant project criteria, but you are not limited to these.
- Make sure, that you keep accurate records on all sources of information so that you can document your sources with accurate in-text citations and in the reference section at the end of your project.
- You may be expected to work in a group or by yourself and provide complete minutes of the meetings and discussion notes for the assessment task project.

Instructions on writing the project and advice

- You should submit your project information in the following format:
- Answer each and every criteria/question.
- Support your submission by referring to workplace documentation and other source material
- Provide complete information about any legislations being explained and used.
- Do not assume that the trainer understands everything.

Assessment tool 4 (AT4): Supervisor/ third party or assessor demonstration report

Where the Learner is in employment this report should be completed by the Learner’s supervisor, an appropriate third party or the assessor.

The trainer/assessor will ensure that the supervisor/third party/assessor understands that they must confirm they have observed the Learner performing the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner consistently and over a period of time. The supervisor/ third party/assessor also needs to record the context in which the Learner was observed and detailed any evidence that has been provided.

Where the Learner is not in employment and where this resource is used in face-to-face delivery or distance mode, assessors may use this tool to record any simulated demonstrations they have observed that provide evidence the Learner can perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner.

Other assessment activities

Other assessment activities determined by an assessor could include any of the range of assessment activities listed as examples appropriate for the unit under method of assessment in the unit information section of this Learner guide e.g. provision of portfolio of evidence

ASTC team members are available, to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Re-assessment is available on appeal see further details in the appeal process section.

Training and assessment standards

All training and assessments conducted by us will be by trainers and assessors who:

- (a) have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- (b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- (d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence

Assessment will meet all of the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilized to ensure the training environment is conducive to the success of Learners.

All of our assessments within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.

All of our Assessments will be:

- **Valid** - Assessment methods will be valid, that is, they will assess what they claim to assess,
- **Reliable** - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the Learner and from context to context,
- **Fair** - Assessment procedures will be fair, so as not disadvantage any Learners. Assessment procedures will:
 - be equitable, culturally and linguistically appropriate,
 - involve procedures in which criteria for judging performance are made clear to all Learners,
 - employ a participatory approach,
 - provide for Learners to undertake assessments at appropriate times and where required in appropriate locations.
- **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Assessments for qualifications are competency based, meaning you are assessed against the unit of competency & requirements.



Results

A Learner IS DEEMED EITHER SATISFACTORY OR NOT YET SATISFACTORY FOR A UNIT ASSESSMENT:

SATISFACTORY (S)

After each assessment your Competency Record Book should be completed and signed by you and the assessor. In the case where the assessment occurs over time and on different occasions, you should receive constructive feedback after each occasion from the assessor and your Competency Record Book should be updated.

NOT YET SATISFACTORY (NYS)

If you have provided insufficient evidence for the unit of competency, the assessor should explain why the evidence provided does not show that you fully possess the competency against the standards and provide advice on further evidence to be provided. It is up to you to provide further evidence. Further evidence can be in the form of:

- providing additional documents or information
- attending further training or education programs
- further work experience

When you feel you are ready, you can be reassessed. You will not have to do the whole assessment again. You will only be re-assessed in those areas where the assessor requires more evidence. If, after the reassessment, you are deemed 'Satisfactory', the process already outlined above for deemed competent should be followed.

HOW MANY TIMES CAN I APPLY FOR ASSESSMENT?

There are no restrictions on the number of times you may seek reassessment. However, if competency is not indicated after the second attempt, you should seek advice from your assessor and employer/supervisor (where applicable) about how to improve your performance.

WHAT IF I DO NOT AGREE WITH THE RESULT?

There is a process available that allows for a review of your evidence. If you do not agree with the result you should discuss this first with your assessor and contact should be made with ASTC. ASTC has appeal procedures instituted that you should follow. Please refer to Appeals & Complaints section on our website.

HOW DO I TURN MY ASSESSED COMPETENCIES INTO A CREDENTIAL?

When you have been deemed competent in the prescribed set of units for a credential, your assessor will provide ASTC with your assessment results. ASTC will issue all AQF qualifications and statements of attainment within 14 days of the training program completion. The details of the prescribed units for a credential can be obtained from the assessor, ASTC, your training plan or the relevant Training Package (refer training.gov.au)

HOW DO I KNOW WHAT TRAINING I HAVE COMPLETED OR HAVE YET TO COMPLETE?

This can be ascertained in the following ways:

You are able to ring ASTC on Ph: 1300 008 880 or the "Contact Us" located in the top right tab on our web home page (www.thesalesmasters.com) and receive a copy of completed competencies which will be emailed to you within 2 working days.

- Written request to ASTC
- Refer to your Training Plan

Handing in assessments

At ASTC we appreciate and respect the amount of time and effort that goes into assessments. These documents are a critical part of gaining a qualification and as such we take extra care of all assessment materials. Be aware however that besides the best of intentions, accidents can and do happen and so Learners should always take extra care to keep copies of all assessments.

Face-to-face Learning

In the case of face-to-face (classroom) delivery, an assessment completed on or before the date should be handed to the relevant Trainer in class, with the assessment cover sheet completed and the Learner Declaration signed.

Alternatively assessments may be handed in at the Administration Office at Rosebery. They should be placed in an A4 envelope with the following written clearly on the outside:

- "Learner Assessment".
- Qualification number and name, eg BSB51107 – Diploma of Management.
- Unit Number and Name, eg BSBMGT516C – Facilitate continuous improvement.
- Your name.
- The date.
- Your phone number.

The Administration Office will pass it on to the Trainer/Assessor. Please note that ASTC assumes no responsibility for assessments that have not been personally handed directly either to the Trainer or an employee at the Administration Office – please do not leave envelopes at reception.

Correspondence (Distance) Learning

Instructions for return post of assessments will be provided with the learning materials. Whilst ASTC takes all due care, the Administration Office cannot take responsibility for loss of assessments in the mail. Accordingly, Learners are advised to keep a photocopy of all work and mail using Express Post or Certified mail for added security.



Remember:

It is always a good idea to have a copy of your work! All Learners are advised in the strongest possible terms to keep copies of all assessments in the unlikely event they are misplaced or destroyed. Be aware that assessments have gone missing in the mail.

Contacts

List of contacts, training package/ assessment resources and national state bodies and sites

Australian Qualifications Framework (AQF)	http://www.aqf.edu.au/
Australian Training Products	http://www.atpl.net.au
Curriculum Corporation	http://www.curriculum.edu.au
Innovation & Business Skills Australia	http://www.ibsa.org.au/
National Assessors and Workplace Trainers Body	http://www.nawtb.com.au
Office of Fair Trading NSW	http://www.fairtrading.nsw.gov.au
Consumer Affairs Victoria	http://www.consumer.vic.gov.au
Office of Fair Trading Qld	http://www.fairtrading.qld.gov.au/
Department of Commerce WA	http://www.commerce.wa.gov.au/ConsumerProtection/
Consumer and Business Services SA	http://www.ocba.sa.gov.au/
New Apprenticeships	http://www.newapprenticeships.gov.au
Training.gov.au (TGA)	http://training.gov.au
Office of Regulatory Services	http://www.ors.act.gov.au/index.
The Australian Skills Quality Authority (ASQA)	http://www.asqa.gov.au



Definitions

AAC	Australian apprenticeship centre
AQF	Australian Framework Qualification
ASQA	The national regulator for Australia's vocational education and training sector.
Assessment	A process to determine a student's level of acquired skill and knowledge against set criteria.
ASTC (Australian Salesmasters Training Co)	A registered training organisation (RTO) trading as Australian Salesmasters Training Co
Certificate	The award recognising the qualification you have successfully completed.
Commencement	The dispatch of course materials the start date of the course.
Competent	Satisfactory achievement in a unit of competency.
Correspondence	A course of study in which student and tutors communicate by post or electronic means.
Course Materials	Training and assessment materials provided by ASTC specific for the course you have enrolled in.
Credit Transfer	The application of a previously completed unit of competency to your course.
Deferral	The postponement of a course to a later date.
Distance learning	The undertaking of a course at a location other than ASTC by having downloaded or posted by mail
eLearning	Learning conducted via electronic media, typically on the Internet
Enrolment	The submission of enrolment forms to ASTC
Not yet satisfactory	Unsatisfactory achievement in an assessment.
Not yet competent	Unsatisfactory achievement in a unit of competency.
Online learning	The undertaking of a course via an eLearning online learning portal provided on behalf of ASTC.
Learner	You, the person whose name appears on the enrolment form
Reasonable adjustment	Adjustments made to training and assessment that does not compromise the quality or integrity of training and assessment.
Record of result	A transcript of the units of competency undertaken in a qualification.
Registered Training Organisation (RTO)	A training organisation that is registered with a state or national regulator and whose details appear on www.training.gov.au
Statement of Attainment	A certificate of the successfully completed units within a qualification.
Unit of competency	A component of training package which identifies a specific workplace requirement and includes the knowledge and skills that underpin competency
VET Fee Help	A government loan scheme program that provides training funds for a training course to the RTO. It is repaid conditionally via tax avenues.

COURSE INFORMATION

BSB40315 – Certificate IV in Customer Engagement

What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications. It is the national policy for regulated qualifications in the Australian education and training system and incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- **Level 4 – Certificate IV**
- Level 5 – Diploma
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

Australian Qualifications Framework Level 4: Certificate IV

Summary	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning
Knowledge	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: <ul style="list-style-type: none">• complete routine and non-routine activities• provide and transmit solutions to a variety of predictable and sometimes unpredictable problems
Application of Knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters

BSB40315 – Certificate in Customer Engagement

Description

This qualification reflects the role of individuals with excellent communication and interpersonal skills who undertake complex customer interactions, often as a team leader and with significant authority to delegate.

Duties at this level are varied and may include responding to complex customer requests handling complaints, coaching staff and completing related administrative tasks.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units: Thirteen (13)

Comprised of: Three (3) Core Units

Ten (10) Elective Units

To be awarded the BSB30215 – Certificate IV in Customer Engagement, a total number of thirteen (13) units must be satisfactorily completed and relevant to the work outcome, local industry requirements and the qualification level.

The following course sequence has been developed by ASTC in consultation with industry:

Duration: 12 Months

Delivery Modes: eLearning, Correspondence and Blended

Unit Type	Unit of Competency	Unit Description
Core	BSBMGT403	Implement continuous improvement
Core	BSBCUS402	Address customer needs
Core	BSBINN301	Promote innovation in a team environment
Elective	BSBCUS401	Coordinate implementation of customer service strategies
Elective	BSBCUS403	Implement customer service standards
Elective	BSBCUS301	Deliver and monitor a service to customers
Elective	BSBLED401	Develop teams and individuals
Elective	BSBLDR402	Lead effective workplace relationships
Elective	BSBMGT401	Show leadership in the workplace
Elective	BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
Elective	BSBINN401	Implement workplace information system
Elective	BSBWOR403	Manage stress in the workplace
Elective	BSBSUS401	Implement and monitor environmentally sustainable work practices

Commencement, Completion and Census Dates

The Commencement Date, Census Date and Completion Date for your Certificate IV will vary depending upon the dates you enrolled with ASTC.

We aim to start your Commencement Date as close as possible to the date you receive your first Unit of material for your Diploma.

For an accurate and specific list of these dates please refer to your **Commonwealth Assistance Notice (CAN)** as issued by ASTC administration.

Alternatively, please call ASTC on **(02) 9700 9333** and ask to speak to one of our helpful administration team

Units of Competency

Below is detailed each of the individual Units of Competency in this qualification.

BSBMGT403 – Implement continuous improvement

Application of the Unit

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

BSBCUS402 – Address customer needs

Application of the Unit

This unit describes the skills and knowledge required to manage an ongoing relationship with a customer over a period of time. This includes helping customers articulate their needs and managing networks to ensure customer needs are addressed.

It applies to individuals who are expected to have detailed product knowledge in order to recommend customised solutions. In this role, individuals would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- communicate effectively with customers including
- helping customers to articulate their needs and evaluate options
- explaining products/services and how they match customer needs
- establishing regular communication
- explaining customer rights and responsibilities
- address customer's needs
- use organisational procedures to document customer satisfaction
- develop and maintain networks to support meeting customer needs
- identify potential difficulties in meeting customer needs and taking appropriate action.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational procedures and standards for establishing and maintaining customer service relationships
- describe informed consent
- explain consumer rights and responsibilities
- describe ways to establish effective regular communication with customers
- outline details of products or services including with reference to:
 - possible alternative products and services
 - variations within a limited product and service range.

BSBINN301 – Promote innovation in a team environment

Application of the Unit

This unit describes the skills and knowledge required to be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- apply practices that promote innovation within a team including:
- modelling open and respectful communications
- contributing to the make-up and rules of the team
- planning and scheduling of activities
- reflecting on activities, feedback and challenges to identify improvement options
- encourage others to contribute to innovation in the team
- implement improvements and communicate about them.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain what innovation is, the different types of innovation and the benefits of innovation
- describe the internal and external factors that contribute to a team becoming and remaining innovative including:
 - team characteristics
 - the role of group dynamics and diversity
 - broader environmental factors
- explain how activities can encourage or hinder innovation in a team including:
 - allocation of time and activities
 - modelling behaviour
 - rewards and recognition
 - communications
 - feedback.

BSBCUS401 – Coordinate implementation of customer service strategies

Application of the Unit

This unit describes the skills and knowledge required to advise, carry out and evaluate customer service strategies.

It applies to individuals who have well developed skills and a broad knowledge of customer service strategies for addressing customer needs and problems, and who may provide guidance or delegate work related tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- identify the needs and priorities of the organisation in delivering services to customers
- diagnose problems in delivery of customer service
- respond to and report on customer feedback and complaints
- review client satisfaction using verifiable data
- consult and communicate effectively with relevant people
- develop and implement strategies and methods to improve customer service delivery including:
 - budgeting
 - promotion to staff
 - documentation and follow up.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the principles of customer service
- explain sources of information and techniques for identifying customer needs and reviewing customer satisfaction
- explain the organisational business structure, products and services related to customer service
- describe product and service standards and best practice models.

BSBCUS403 – Implement customer service standards

Application of the Unit

This unit describes the skills and knowledge required to contribute to quality customer service standards within an organisation.

It applies to individuals who may be frontline managers, team leaders or supervisors who have responsibility for ensuring that customer service systems and customer service standards are implemented.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- access, interpret, apply and monitor customer service standards
- demonstrate compliance with customer service system and standards
- make contributions to improving or adapting customer service standards to better meet the needs of the organisation and the customers
- review and analyse customer feedback and make recommendations to address issues raised, including identifying the resources required
- make adjustments to improve customer service procedures including:
 - identifying and responding to problems
 - communicating with and encouraging staff
 - coordinate and manage delivery of services and products to meet standards including:
 - planning and implementing team work activities
 - managing resources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- have detailed product / service knowledge
- explain the rights and responsibilities of customers and relevant consumer law
- outline models of customer service
- explain relevant organisational procedures and standards for customer service standards and relationships.

BSBCUS301 - Deliver and monitor a service to customers

Application of the Unit

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- use communication skills to establish rapport and build relationships with customers in accordance with organisational requirements
- identify customer needs using appropriate questioning and active listening skills
- provide customer service in accordance with organisational requirements
- respond to and record customer feedback and action taken according to organisational standards, policies and procedures
- produce a report which identifies and recommends ways to improve service delivery.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations
 - explain organisational policy and procedures for customer service, including handling customer complaints
 - provide examples of verifiable evidence that could be used to review customer satisfaction
- outline the interpersonal skills needed for serving customers, including customers with specific needs.

BSBLED401 – Develop teams and individuals

Application of the Unit

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

BSBLDR402– lead effective workplace relationships

Application of the Unit

This unit defines skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

This unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context.

At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Performance Evidence

Evidence of the ability to:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
- demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
- forge effective relationships with internal and/or external people and help to maintain these networks
- encourage participation and foster contribution of and respect for ideas and feedback
- provide support to colleagues to resolve difficulties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of how work relationships, and the cultural and social environment, can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team including interpersonal styles, communications, consultation, cultural and social sensitivity, networking
- explain the impact of legislation and organisational policies on workplace relationships
- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods
- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

BSBMGT401 – Show leadership in the workplace

Application of the Unit

This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- identify the organisation's standards and values, whether stated or implied by the way the organisation conducts its business
- evaluate own behaviour and performance against these and adjust to achieve required standards
- develop and implement performance plans and key performance indicators (KPIs) to meet organisation's goals and objectives
- use established communication channels to raise questions about standards and values that may be damaging to the organisation
- ensure own behaviour and performance contributes to the integrity and credibility of the organisation
- facilitate processes to make decisions that are based on:
 - relevant information
 - examination of options and associated risks
 - input from relevant people
 - communicate about making and implementing decisions including:
 - facilitating agreement on the preferred course of action and implementation plans
 - monitoring and feedback on the implementation and impact of decisions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to identify an organisation's standards and values when they are:
 - stated
 - implied
- articulate organisational values and expectations of behaviour
- explain basic theory of group behaviour
- outline the organisation's process for raising questions about standards and values
- give examples of behaviours and performance that would typically be considered damaging to an organisation
- explain concepts including:
 - organisational values
 - role modelling
 - integrity and credibility
 - leadership.

BSBWHS401 – Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Application of the Unit

This unit describes the skills and knowledge required to implement and monitor an organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

It applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's WHS policies, procedures and programs in a work area. These individuals have a broad knowledge of WHS policies and contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They provide supervision and guidance to others and have limited responsibility for the output of others.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- explain clearly and accurately to work team the relevant work health and safety (WHS) information including:
 - WHS legislative and organisational requirements
 - identified hazards and outcomes of risk assessment and control
- ensure that the team has access to information about WHS policies, procedures and programs in appropriate structure and language
- implement and monitor procedures according to organisational and legislative WHS requirements including:
 - consultation and communications to enable team members to participate in managing WHS risks and hazards
 - identifying WHS training needs and providing learning opportunities, coaching and mentoring as appropriate to needs
 - identifying, reporting and taking action on WHS hazards and risks
 - identifying and reporting inadequacies in existing risk controls and monitoring outcomes to ensure a prompt organisational response
 - reporting on the cost of WHS training
 - keeping WHS records
 - analysing aggregate WHS data to identify hazards and monitor risk control procedures in work area.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legal responsibilities and duties of managers, supervisors, persons conducting businesses or undertakings (PCBUs) and workers in relation to WHS risk management in the workplace
- identify key provisions of relevant WHS Acts, regulations and codes of practice that apply to the business and outline how they apply in the work area
- explain organisational policies and procedures relating to hazard identification, risk management, fire, emergency and evacuation, incident investigation and reporting
- explain the importance of effective consultation mechanisms in managing health and safety risks in the workplace
- explain how the hierarchy of control applies in the work area.

BSBINM401 – Implement workplace information system

Application of the Unit

This unit describes the skills and knowledge required to implement and review the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information which plays a significant part in the organisation's effectiveness.

It applies to individuals whose work will normally be carried out within routine and non-routine methods and procedures which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- identify, source and analyse information to determine
- information system needs
- whether it is fit for purpose
- trends and developments
- implement and review the workplace information system
- review a workplace information system and prepare and present a submission recommending improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the information systems that are, or should be, available in the workplace
- explain the information management systems and technology typically associated with the workplace including:
 - budgets and financial management systems
 - customer information software or records
 - databases
 - personal digital assistant (PDA)
 - product and service information
 - project management software
 - record management systems
 - spreadsheets.

BSBWOR403 - Manage stress in the workplace

Application of the Unit

This unit describes the skills and knowledge required to identify signs and sources of stress within job roles and according to key performance indicators (KPIs). Management strategies to aid recovery from stressful situations are also essential. It applies to individuals who work at a managerial level, have excellent communication skills and apply knowledge of organisational policies, occupational health and safety (OHS) and other relevant legislation.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- use appropriate techniques and strategies to manage own stress
- identify potential sources of fatigue or stress in the work environment
- assist team members to develop and use strategies to manage or minimise stress
- build team morale and cohesion
- monitor performance and stress levels of team members, and respond appropriately.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- describe signs and sources of stress and fatigue
- summarise stress management and reduction techniques
- summarise stamina management techniques
- explain the relationship between time management and stress
- explain the requirements under work health and safety (WHS) legislation to address workplace stress.

BSBSUS401 – Implement and monitor environmentally sustainable work practices

Application of the Unit

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
 - measure current resource usage
 - solve problems and generate ideas for improvements
 - evaluate and implement strategies to improve resource usage
 - plan, implement and integrate improvements into operations
 - meet environmental requirements
 - apply continuous improvement approach to sustainability performance
 - apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements
- explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry
- give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
 - supply chain, procurement and purchasing
 - quality assurance
 - making recommendations and seeking approvals

Resources

Training Learners will be supplied with all applicable training resources apart from any personal writing and note-taking materials they may need. eLearning Learners will be provided with all of their materials via soft-copy over the internet. Correspondence (distance) learning Learners will be mailed parcels containing their appropriate Unit workbook, all associated assessment materials and clear guidelines on how to complete their work and return it for assessment.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency in the BSB Business Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Qualifications Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

Assessment Tools for BSB40315 – Certificate IV in Customer Engagement

The assessment tools developed by ASTC for each of the thirteen (13) units of competency are as follows:

Unit Type	Unit of Competency	Unit Description	AT1 Workbook Activities	AT2 Oral/Written Questions	AT3 Project
Core	BSBMGT403	Implement continuous improvement	✓	✓	✓
Core	BSBCUS402	Address customer needs	✓	✓	✓
Core	BSBINN301	Promote innovation in a team environment	✓	✓	✓
Elective	BSBCUS401	Coordinate implementation of customer service strategies	✓	✓	✓
Elective	BSBCUS403	Implement customer service standards	✓	✓	✓
Elective	BSBCUS301	Deliver and monitor a service to customers	✓	✓	✓
Elective	BSBLED401	Develop teams and individuals	✓	✓	✓
Elective	BSBLDR402	Lead effective workplace relationships	✓	✓	✓
Elective	BSBMGT401	Show leadership in the workplace	✓	✓	✓
Elective	BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements	✓	✓	✓
Elective	BSBINM401	Implement workplace information system	✓	✓	✓
Elective	BSBWOR403	Manage stress in the workplace	✓	✓	✓
Elective	BSBSUS401	Implement and monitor environmentally sustainable work practices	✓	✓	✓

Assessment Tool:	Type of assessment:	What is assessed:
Activities	Formative assessment AT1	The underpinning knowledge required to undertake the tasks, as outlined in the elements and performance criteria. Formative assessments will be completed progressively as participants work through their training. Trainer / assessors will determine how and when these activities should be completed.
Questions	Summative assessment AT2	Required knowledge – evidence collected in response to the theory questions will support participants’ competence with regard to the required knowledge.
Projects	Summative assessment AT3 PROJECT	Required knowledge, critical aspects for assessment and, in some cases, required skills – projects will be theoretical or practical. Evidence collected in response to the project questions and activities will support the judgement of competence.

Resources required to undertake this assessment
<p>Learners must have access to these resources:</p> <ul style="list-style-type: none"> ▪ Copies of the activities, questions, projects nominated by the trainer / assessor (Learner Guide and Learner Workbook and Assessments) ▪ Relevant organisational policies, protocols and procedural documents to draw from ▪ An appropriate workplace, simulated workplace or prior experience in the workplace ▪ Resources normally used in the workplace
Assessment instructions
<p>Learners should respond to the AT1 and AT2 assessments either verbally or in writing, as agreed with the facilitator/assessor. All written responses should be recorded in the spaces provided (if more space is required attach additional pages) or alternatively submitted in a word document. If learners answer verbally, the facilitator/assessor is to record their answers in detail.</p> <p>Learners should also undertake observable tasks that provide evidence of performance AT3 & AT4. If workplace observation is to take place under the AT3 then the Assessor must provide instruction to learners on what is expected during observation, and arrange a suitable time and location for demonstration of these skills.</p> <p>Learners must fully understand what they are required to do to for assessment, including being advised of the assessment criteria for each of the agreed assessment tasks to be completed then sign the declaration. A learner <u>is not to sign the declaration unless they have a clear understanding of what is expected from them.</u></p>

Legislative Information

There is no direct link between the “BSB40315 – Certificate IV in Customer Engagement and licensing, legislative and/or regulatory requirements.”

The legislation that particularly effects participation in Vocational Education and Training includes:

Commonwealth Legislation:

- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act And National Privacy Principles (2001)
- Skilling Australia's Workforce Bill 2005
- Skilling Australia's Workforce (Repeal and Transitional Provisions) Bill 2005.
- [National Vocational Education and Training Regulator Act 2011](#)

State Based Legislation

- Education and Training Reform Act 2006
- Workers' Compensation Act
- Copyright Act, 1879. 42 Vic No 20 (Reprinted March 1979. And updated August cover sheet only modified 2002)
- Child Wellbeing and Safety Act 2005
- [Working with Children Act 2005](#)
- Australian National Training Authority Act 1992

General

Commonwealth Legislation

- Competition and Consumer Act 2010
- [Copyright Act 1968](#)
- [Privacy Act 1988](#)
- [Sex Discrimination Act 1984](#)
- Fair Work Act 2009
- Fair Work (Registered Organisations) Act 2009
- Privacy and confidentiality legislation
- Freedom of information legislation

State Legislation:

- Work Health and Safety Act 2011
- Contracts Review Act
- Accident Compensation Amendment Bill 2009
- Transport Accident and Accident Compensation Legislation Amendment Act 2010
- [Equal Opportunity Act 2010](#)
- The Long Service Leave Act 1992

Litigation and Legal Matters

Legislation

- [Crimes Act 1900](#)
- [Civil Liability Act 2002](#)
- [Evidence Act 1995](#)

ACKNOWLEDGEMENT DECLARATION

(Please Sign and Return this page to Australian Salesmasters Training Co)

I acknowledge that I, _____
have read and fully understand the contents of this Learner Handbook, which outlines the conditions of my rights
and responsibilities as a Learner of Australian Salesmasters Training Co Pty Ltd.

Signature

Date

Name of Witness

Signature of Witness

Date

Please send to any of the following:

Email: admin@thesalesmasters.com.au

Post: Attn to Administrative Team
Australian Salesmasters Training Co.

PO Box 638, Rosebery NSW 1445

Fax: 02 9700 8988 Attn to Administrative Team

What type of funding:

VET FEE-HELP Smart and Skilled Fee Paying