



# Participant's Handbook



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## **WELCOME NOTE FROM THE CEO**

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Welcome!

Thank you for choosing the Australian Salesmasters Training Company (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 Participant 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 Participant Handbook and complete the Declaration on Page 35 and return it to us via post or fax.

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



David Jackson CSP  
CEO



# Qualifications Available

Code	Title
AUR21105	Certificate II in Automotive Sales
AUR31005	Certificate III in Automotive Sales
AUR40199	Certificate IV in Automotive
BSB20107	Certificate II in Business
BSB30107	Certificate III in Business
BSB30110	Certificate III in Business
BSB30207	Certificate III in Customer Contact
BSB30407	Certificate III in Business Administration
BSB40207	Certificate IV in Business
BSB40307	Certificate IV in Customer Contact
BSB40507	Certificate IV in Business Administration
BSB40607	Certificate IV in Business Sales
BSB40610	Certificate IV in Business Sales
BSB40807	Certificate IV in Frontline Management
BSB41007	Certificate IV in Human Resources
BSB41407	Certificate IV in Occupational Health and Safety
BSB41507	Certificate IV in Project Management
BSB50207	Diploma of Business
BSB50307	Diploma of Customer Contact
BSB50407	Diploma of Business Administration
BSB50607	Diploma of Human Resources Management
BSB51107	Diploma of Management
BSB51307	Diploma of Occupational Health & Safety *
BSB51407	Diploma of Project Management
BSB60407	Advanced Diploma of Management
CPC20108	Certificate II in Construction
CPC20208	Certificate II in Construction Pathways
CPC40308	Certificate IV in Building and Construction (Estimating)
CPP30411	Certificate III in Security Operations *
CPP40307	Certificate IV in Property Services (Real Estate)

FNS40210	Certificate IV in Bookkeeping
FNS40610	Certificate IV in Accounting
FNS41410	Certificate IV in General Insurance
FNS41510	Certificate IV in Life Insurance
FNS41610	Certificate IV in Loss Adjusting
PRM30104	Certificate III in Asset Maintenance (Cleaning Operations)
PRM40109	Certificate IV in Asset Maintenance (Cleaning Management)
SIR20207	Certificate II in Retail
SIR30207	Certificate III in Retail
SIR30307	Certificate III in Wholesale
SIR40207	Certificate IV in Retail Management
SIR50107	Diploma of Retail Management
SIT20107	Certificate II in Tourism
SIT20207	Certificate II in Hospitality
SIT30107	Certificate III in Tourism
SIT30207	Certificate III in Tourism (Retail Travel Sales)
SIT30307	Certificate III in Tourism (Tour Wholesaling)
SIT30707	Certificate III in Hospitality
TAE40110	Certificate IV in Training and Assessment
TLI20107	Certificate II in Transport and Logistics (Warehousing and Storage)
TLI21610	Certificate II in Warehousing Operations
TLI30107	Certificate III in Transport and Logistics (Warehousing and Storage)
TLI31610	Certificate III in Warehousing Operations
TLI40107	Certificate IV in Transport and Logistics (Warehousing and Storage)
TLI41810	Certificate IV in Warehousing Operations

## Units of competency

Code	Title
CPCCOHS1001A	Work safely in the construction industry
CPPDSM3019A	Communicate with clients as part of agency operations
HLTFA301B	Apply first aid
TLILIC2001A	Licence to operate a forklift truck



## INTRODUCTION

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Welcome to the Australian Salesmasters Training Company.

Australian Salesmasters Training Company (ASTC) is a new and innovative Registered Training organisation (RTO #6854) specialising in providing quality training and assessment in Business, Automotive Sales, Sales, Retail, Management, Financial Services, and a wide range of qualifications.

ASTC's Staff and trainers have a long history in industry and are committed to providing quality training and assessment services.

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

## THE AUSTRALIAN QUALITY TRAINING FRAMEWORK (AQF STANDARDS)

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You are about to become a participant 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 we need to meet the requirements of the Australian Quality Training Framework (AQTF). This is assessed in New South Wales, by the Vocational Education and Training Accreditation Board (VETAB).

A newly registered RTO will be audited within the first 12 months of operation to ensure compliance to the AQTF standards and will be re-audited during its subsequent five year registration period.

These standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system.

## CLIENT APPEALS AND COMPLAINTS

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ASTC will deal with any Participant 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.
- 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

### Informal grievance:

1. Speak to the person with whom you have the complaint/appeal with and try to resolve the issue or problem

#### ***If Unresolved***

2. Speak to your Trainer

#### ***If Unresolved***

3. Speak to the Director of Programs

#### ***If Unresolved***

4. Make an appointment with the Director of Programs

If required at any stage during the complaint/appeals procedure the student support officer or another member of staff is also available for confidential appointments or review the complaint/appeals. This person may act as a mediator if necessary between students or students and staff. If this is not suitable the appellant will be supplied with the details of ACPET to assist and act as the independent body during the complaint/appeal process.

If the student is still not satisfied with the resolution of the complaint/appeal, they are able to seek advise and further assistance from the authorities listed below.

<b>Anti-Discrimination Board</b>	<b>Department of Fair Trading</b>	<b>ACPET</b>
Level 17, 201 Elizabeth St SYDNEY NSW 2000 Ph: (02) 9268 5544	Level 21, 227 Elizabeth St SYDNEY NSW 2000 Ph: 13 32 20	Suite 12, Level 1 123 Clarence Street SYDNEY NSW 2000 Ph: (02) 9299 4555

### Formal grievance:

Formal grievance must be submitted using the Appeal form. The applicant will be sent a written notice from the CEO (or delegated nominee) within 5 working days, informing them of receipt of their grievance.

The written notice will:

- Advise the complainant of the process that will be followed, the time frames that will be required and the steps the complainant should take for this stage of the particular grievance.
- Advise the complainant of their rights of appeal.

The grievance process will commence within 10 working days of receipt of the grievance. All reasonable measures will be taken to finalise the process as soon as practicable. The CEO (or delegated nominee) will investigate the grievance to gain a full understanding of the issues in order to make a considered decision. Both the complainant and/or respondents may be accompanied and assisted by a third party if so desired during these interviews.

The CEO (or delegated nominee) will provide a written decision to the complainant within 15 working days, outlining the reasons for the decision and the complainant's right's to appeal the decision and the name and contact details of the person they can appeal to, if they are not satisfied with the decision:

The Director Programs (or delegated nominee) is responsible for reviewing appeals relating to grievances in academic matters.

### **Appealing the original decision**

If the complainant wishes to appeal the original decision they must do so within 20 working days of being informed of the original decision, the ASTC will maintain the student's enrolment while the appeal process is going.

The Director Programs (or delegated nominee) will acknowledge receipt of the request in writing within 5 working days. The Director Programs (or delegated nominee) will refer the appeal to the Board of Directors to convene a special meeting within 10 working days. Students will be advised of any likely delays.

Where the Board of Directors seeks clarification from the student or the respondent in the form of face to face interviews, the student or the respondent may ask another person to accompany them.

The Board of Directors will establish an Appeal Panel independent from the original decision maker to consider the appeal and any additional evidence provided by the student. The Appeal Panel will detail the reasons for their decision and any further actions required to resolve the grievance.

The appeal decision may uphold or overturn the original decision.

If the original decision is overturned then the student's grievance is taken to be proved true and further actions to address the issues will be identified by the Director Programs (or delegated nominee) and implemented immediately.

The Director Programs (or delegated nominee) will provide a written statement to the student advising the outcome to the appeal and the further steps taken to address the grievance within 28 working days of receipt of the appeal.

### **External Independent Review**

If the student is dissatisfied with the outcome of their appeal, the student may make a written request to the Director Programs that they wish the matter be dealt with through an independent resolution process facilitated by the Australian Council for Private Education and Training (ACPET).

The Director Programs (or delegated nominee) will then advise ACPET in writing of the request within 5 working days of receipt of this appeal. ACPET will arrange for a Round Table Discussion (RTD) to be held between ASTC and the student within 10 working days of the written notification from the Director Programs (or delegated nominee). ACPET does not charge a fee to the student for this service.

Contact details for ACPET are: Suite 12, Level 1, 123 Clarence Street, SYDNEY NSW 2000, Ph: (02) 9299 4555.

If this matter remains unresolved after the RTO then ACPET will appoint an independent mediator within 14 days of the RTO. ACPET plays no role in the actual mediation. The mediator, the student and ASTC will attempt to resolve the grievance. ASTC will bear any costs associated with the mediation.

The student or the respondent may ask any other person to accompany them to meetings with ACPET or the mediator.

The mediator will report the outcome of the mediation to the Director Programs (or delegated nominee) within 14 days of the outcome of the review, including any outcomes arising. Once the Director Programs (or delegated nominee) reviews a report of the outcomes from the RTD or independent mediation, the Director Programs (or delegated nominee) will provide a written report to the student within 10 working days of the receipt of the report, on the recommended actions to resolve the grievance.

ASTC agrees to be bound by the independent mediator's recommendations. The Director Programs (or delegated nominee) will ensure that any recommendations made are implemented within 30 days of receipt of the mediator's report.

If a grievance still remains unresolved after the external dispute resolution process, the student may decide to refer the matter to an external agency such as

<b>Anti-Discrimination Board</b>	<b>Department of Fair Trading</b>	<b>ACPET</b>
Level 17, 201 Elizabeth St SYDNEY NSW 2000 Ph: (02) 9268 5544	Level 21, 227 Elizabeth St SYDNEY NSW 2000 Ph: 13 32 20	Suite 12, Level 1 123 Clarence Street SYDNEY NSW 2000 Ph: (02) 9299 4555

Students enrolled in a VET course may decide to refer the matter to the NSW Vocational Education Accreditation Board (VETAB) or the National Training Complaints Hotline on 1800 000 674.

### **Continuous Improvement**

Any improvement arising from a student academic grievance or appeal will be recorded in the Improvement Action Registry. This register will be reviewed by the CEO and the Director Programs (or delegated nominee) at least four times per year and will provide a report to the Board of Directors

### **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 Director Programs (or delegated nominee).

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

A copy of the National Complaints Code is available from ASTC's Director Programs . Reference: National Complaints Code

The Director Programs is responsible for managing the resolution of any appeal or complaint and will be able to supply and assist with the relevant appeal or complaint form.

**Reference:** Appeals Form  
 Appeals Outcome Form  
 Appeals Register  
 Complaints Form  
 Complaints Outcome Form  
 Complaints Register

## **LEGISLATIVE REQUIREMENTS**

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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 staff are made aware of any changes.

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

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.

### **State Based Legislation**

- Vocational Education and Training Act 2005
- Apprenticeship and Traineeship Act 2001 NSW
- NSW Anti-discrimination Act (1977)
- NSW Commission for Children and Young People Act 1998
- Trade Practices Act

## **OCCUPATIONAL HEALTH AND SAFETY POLICY**

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The NSW Occupational Health and Safety Act 2000 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 staff 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 Participant 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 staff and participants to see,
- Report any identified Occupational Health and Safety hazard to the appropriate staff member as required.

## **HARASSMENT AND DISCRIMINATION POLICY**

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ASTC strictly adheres to the Anti-Discrimination Act, 1977 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 staff or Candidate 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 Candidate, lecturer, administration or support staff, 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 and 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.

Candidates have the responsibility to:

- Allows other 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 belongs of others

Staff and participants 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 staff and participants 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,
- Victimisation 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,
- Staff and participants should not make any frivolous or malicious complaints. All staff and participants are expected to participate in the complaint resolution process in good faith.

## PRIVACY

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

These include the Privacy Act and National Privacy Principles (2001).

Your enrolment form provides for Participants to give permission for us to discuss the Participants progress with their employer

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

The ten Privacy Principles are defined below:

1. Collection - We will collect only the information necessary for one or more of our functions. The individual will be told the purposes for which the information is collected.
2. Use and disclosure - Personal information will not be used or disclosed for a secondary purpose unless the individual has consented or a prescribed exception applies.
3. Data quality – We will take all reasonable steps to make sure that the personal information we collect, use or discloses is accurate, complete and up to date.
4. Data Security – We will take all reasonable steps to protect the personal information we hold from misuse and loss and from unauthorised access, modification or disclosure.
5. Openness – We will document how we manage personal information and when asked by an individual, will explain the information we hold, for what purpose and how we collect, hold, use and disclose the information.
6. Access and correction - The individual will be given access to the information held except to the extent that prescribed exceptions apply. We will correct and up date information errors described by the individual.
7. Unique Identifiers - Commonwealth Government identifiers (Medicare number or tax file number) will only be used for the purposes for which they were issued. We will not assign unique identifiers except where it is necessary to carry out its functions efficiently.
8. Anonymity - Wherever possible, ASTC will provide the opportunity for the individual to interact with them without identifying themselves.

9. Trans-border Data Flows - The individual's privacy protections apply to the transfer of personal information out of Australia.
10. Sensitive Information – We will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual's racial or ethnic background, or criminal record.

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## **VOCATIONAL EDUCATION AND TRAINING REQUIREMENTS AND POLICIES**

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These are described in more detail in the VET Act (Vocational Education and Training Act 2005) but basically confirm the right of VETAB 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.

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## **APPRENTICESHIPS AND TRAINEESHIPS**

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ASTC delivers training eligible for "Traineeships" (also known as new apprenticeships) and we will ensure that we comply with the Skilling Australia's Workforce Bill 2005 and Skilling Australia's Workforce (Repeal and Transitional Provisions) Bill 2005 and the Apprenticeship and Traineeship Act 2001 NSW.

These acts define our obligations to comply with Department of Education (DET) requirements for funding of the Apprenticeship Traineeship Training Program (ATTP) and Approved Provider List (APL) funding, including our reporting and other obligations.

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## **WORKING WITH CHILDREN**

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We do not accept people under the age of 18 in our training programs.

We will 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 from the Federal Police Website:

<http://www.aifs.gov.au/nch/policechecks.html>

Further information on the Working with Children's Check is available from ASTC's Director Programs.

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## **FEES AND REFUND POLICY**

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ASTC fees for training and assessment through a Traineeship are paid by your employer, who receives payments from the government to subsidise the cost of training and assessment. The arrangement for payment of ASTC fees for training and assessment are between the government, your employer and ASTC.

Participants have no obligations regarding fees other than to complete the appropriate enrolment information required by ASTC and several claim forms for Government training subsidies.

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## REFUNDS (not applicable to Traineeships)

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All course fees that are paid in advance are paid into our "Holding Account". Should a refund be due, the participant will need to complete a "Refund Application" advising all relevant details.

Fees will be refunded for any units of competency paid for, but not yet commenced.

The 30% Administration fee is not refundable.

Any questions relating to the Refund Policy can be directed to ASTC Director Programs .

All applications for refund will be resolved and paid within three weeks from receipt of application.

**Reference:** [Application for Refund Form](#)

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## PARTICIPANT TRAINING RECORDS POLICY

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We are committed to maintaining and safeguarding the accuracy, integrity and currency of our records without jeopardising the confidentiality of the records or our participant's privacy. Individual participant 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 Director Programs will undertake a validation of the training records of approximately 10% of registered trainees and report the accuracy to the MMM.

The RTO Director Programs 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 Participant 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 VETAB in appropriate format and detail as specified by VETAB 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 participants 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 Participant training records will be limited to those required by the AQTF such as:

- trainers and assessors to access and update the records of the participants whom they are working with,
- management staff as required to ensure the smooth and efficient operation of the business,
- Officers from the Department of Education and Training, VETAB or their representatives for activities required under the Standards for Registered Training Organisations,

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**
- participants authorising releases of specific information to third parties in writing,
- the participant's themselves, after making application in writing. For example participants seeking a replacement Qualification or Statement of Attainment.

**Reference:** [Participants Record Request Form](#)

## **RECOGNITION OF OTHER QUALIFICATIONS**

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All AQF qualifications and statements of attainment issued by other registered training organisations will be fully recognised by ASTC.

These qualifications will be recognised and where appropriate could be used to reduce any training program being offered by us.

## **ACCESS AND EQUITY**

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

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

The principles of Access and Equity are covered at our Candidate 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 Director Programs.

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## CLIENT SELECTION

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There are pre-requisites to enrolling in some of our training programs. However, prospective trainees should refer to the commonwealth or State funding eligibility guidelines.

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

If you have any questions please do not hesitate to discuss the course with our administration office.

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## ENROLMENT

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To enrol in one of ASTC's courses you will need to obtain the permission of your employer to allow ASTC to enrol you in the training program unless you are doing the course as a stand- alone fee

Enrolment will consist of you contacting Australian Salesmasters Training Company. We will despatch to you by suitable means a Participant Manual, an Enrolment form, literature on the courses being considered and any other relevant documentation.

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## INDUCTION

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

- Introduction to the ASTC training staff,
- Confirmation of the course to be delivered.
- The training and assessment procedures, including method, format and purpose of assessment.
- Qualifications to be issued,

Confirmation that all the above information was provided and handouts were distributed is required to be acknowledged by the participant.

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## LANGUAGE, LITERACY AND NUMERACY (LLN) ASSISTANCE

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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 students. Our enrolment form asks students to provide information regarding their LL&N requirements or any other special learning needs. In the event of LL&N becoming an issue, the Director Programs will contact the student to discuss their requirements.

Students must ensure that they have discussed with the Director Programs any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties. We will offer to any student 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 students, we will make every effort to ensure that students 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 students 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 students to ask questions
- Ask all questions to ensure students understand

### **Numeracy**

- Ask students to identify in words, what the exact problem is and how they might solve it
- Show students how to do the calculations through step by step instructions and through examples of completed calculations
- Help students 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 participant's needs exceed our skill we will refer the participant to an external support provider such as their local TAFE campus.

## **PARTICIPANT SUPPORT, WELFARE AND GUIDANCE**

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We will assist all participants 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 staff.

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 Director Programs 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 immediately 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**

**Abortion Grief Counselling**

1300 363 550

**Alcohol and Drug Information Service**

(24 hour counselling and information)

1800 177 833

**DVline** (Domestic Violence support and referral)

1800 811 811

**Family Drug Support**

Information, help and support for families affected by drugs

1300 368 186

**Lifeline:** 131 114

**Literacy and Numeracy Support:**

**National:**

Australian Council of Adult Literacy phone 03 9469 2950 email [acal@pacific.net.au](mailto:acal@pacific.net.au)

**New South Wales:**

NSW Adult Literacy and Numeracy Council Phone 1300 655 506

Web: [www.literacyline.edu.au](http://www.literacyline.edu.au)

**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

**Quitline** 24 hour smoking cessation information and counselling 13 18 48

**Salvation Army** Salvo Care Line 1300 363 622

**Statewide Sexual Assault Helpline** 1800 010 120

## **FLEXIBLE DELIVERY AND ASSESSMENT PROCEDURES**

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

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

These adjustments may include having someone read assessment materials to participants or they may include having someone record the participant’s spoken responses to assessment questions.

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

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

Any further questions can be referred to your trainer or ASTC’s Director Programs.

## **DISCIPLINE**

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

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

- Warn the participant that their behaviour is unsuitable, or
- Ask a participant to leave the class, without refund or acceptance into another course, or
- Immediately cancel the class.

If a participant 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 participant:

- Fails to attend the required minimum number of classes for any course without reasonable explanation
- Brings onto, or consumes on our premises, any drugs 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 ours or any training venue hired by us
- Assaults [physically or verbally] any person or persons on our premises or any training venue hired by us
- Fails to comply with any instructions given by a member of The Australian Salesmasters relating to safety of any person or persons on our premises
- Exhibits any form of conduct whilst on 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

- Enters any part of our premises or other place to which Candidates have access for the purpose of tuition, when not entitled to do so, or have entered, refuses to leave said premises

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

- A verbal warning will be given to the Candidate and documented on the Candidate's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Candidate and a written warning will be provided to the Candidate. A copy of this written warning will be kept on the Candidate's file.
- In the event that the behaviour continues beyond the written warning, the Candidate will be removed from the training program. Notification of the Candidate's removal will be made in writing and a noted copy will be placed on the Candidate's individual file.

If a Candidate 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 staff will maintain a professional and ethical working relationship with all other staff, management and participants. Any breach of our disciplinary standards will be discussed with the trainer and ASTC's Director Programs and the appropriate action will be taken.

### **Plagiarism and Cheating**

Collusion, plagiarism or cheating in assignments, class assessments or examinations will not be tolerated. Lecturer will advise all students of the many different ways to avoid plagiarism. Students who are proven to be involved in such activities will not be permitted to continue their course.

### **Copyright**

All staff and students must observe the following copyright regulations, a copy of which is on display near the photocopier.

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 Director Programs.

## **RECOGNITION OF PRIOR LEARNING POLICY (RPL)**

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All of our potential or enrolled Candidates 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 Candidates 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 counseling, formal application, assessment, post-assessment guidance and certification for course Candidates.

All Candidates are offered RPL at time of the pre-enrolment interview 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.

RPL assessments are charged at \$150 per hour. The actual cost will depend upon the numbers of units to be assessed, the clarity, type and presentation of the information supplied, and any

discussions needed to clarify supplied evidence. An estimate can be supplied at the time of application by team members of ASTC.

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

**Procedure:**

1. The applicant fills in 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.

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 Director Programs 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 Academic Committee and a fee of \$150 per module approved will apply.
5. The Applicant will be required to "sign off" on the approval of recognition of prior learning or disapproval form the original form will be placed on the applicant's file and a copy given to the applicant.

A customised application kit is available from the Compliance Officer.

**Reference: RPL Information Kit**



## CREDIT TRANSFER POLICY

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

**Credit Transfer** – means credit towards a qualification granted to participants on the basis of outcomes gained by a participant through participation in courses or nationally training package qualifications with another Registered Training Provider.

## ASSESSMENT STANDARDS

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All assessments conducted by us will:

- Comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications we will ensure that the competency assessment is determined by a vocationally competent assessor who holds the TAEDES401A, TAEDES402A, TAEASS301A, and TAEASS502A from the Training and Education Training Package (TAE10) or TAAASS401A, TAAASS402A and TAAASS404A units of competency from the TAA40104 qualification or the BSZ98 equivalent qualifications.
- 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 participants,
  - employ a participatory approach,
  - provide for participants 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,
- a understanding of the definition and practical application of the above definitions.

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## ASSESSMENT CRITERIA

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All our assessments will provide for applicants 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, types of assessment and the individual weighting of each assessment.

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## ASSESSMENT METHODS

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Our assessments and assessment methods will ensure that we:

- focus on the application of the skill and knowledge as required in the workplace, including:
  - Task skills (actually doing the job)
  - Task management skills (managing the job)
  - Contingency management skills (what happens if something goes wrong)
  - Job Role environments skills (managing your job and its interaction with others around you)

We will ensure that we assess you in sufficient detail to ensure that we can determine that you have attained competency.

Staff 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.



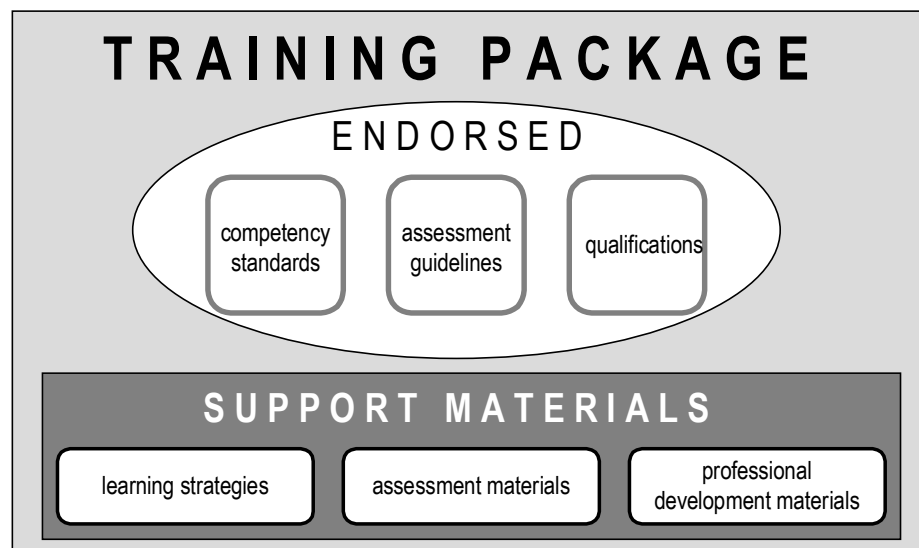
## TRAINING PACKAGES

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

Like all Training Packages it 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 **Specific Industry** employee. They are organised according to industry functions which are performed by, *for example* a salesperson selling products/ services in the Business Services Industry.

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

Industry practitioners, with input from **Various Industry** Institutes and regulators, decided what went into the specific industry competency standards.

## DELIVERY STRATEGY

This unit provides 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 candidate. The learning environment, activities, case studies, learning materials and assessment should simulate workplace situations.

The length of time require for delivery may vary depending on factors such as the knowledge and skills of the candidate 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.

## RESOURCES REQUIREMENTS

**Physical resources:**

**The candidate 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
- reporting proformas
- 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 **Specific Training Package**.

## ASSESSMENT GUIDELINES

The assessment guidelines provide a framework for conducting assessments. They contain the policies and procedures for assessing whether or not a person is competent.

For example, they contain information about:

- using the competencies as benchmarks for assessment
- qualifications of assessors
- appeals against assessment decisions

## 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 a candidate 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 **Specific Training Package** industry competency standards.

## COMPETENCY-BASED ASSESSMENT

Competency-based assessment is the process of judging evidence of competence collected by a candidate to determine the candidate's current competency against the **Industry** standards. Assessment decisions are judgments of whether or not the evidence presented is sufficient to demonstrate that the candidate has met these standards.

The assessment process will focus upon how the candidate applies 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 staff motivation
- information on current skill base and training needs to assist in developing individual and company training plans
- information on current skill base and training needs to assist in developing individual and company training plans

## QUALITY ASSURANCE IN THE ASSESSMENT PROCESS

### ASSESSORS' QUALIFICATIONS

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

- be assessed as competent against the national Workplace Assessor competency standards or have a Certificate IV in Assessment and Workplace Training or equivalent
- be deemed competent in the accredited 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 State Training Authority to ensure the quality of the assessment services we provide.

### REVIEW SYSTEM

The assessment process provides opportunities to have assessment decisions reviewed by a review panel when there is a disagreement on the assessment outcome. The review system will be managed by ASTC which employs the assessor.

### 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 **Specific Services** industry trends and requirements.

Feedback from the evaluation sheets of the candidate, 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.

## KEY PLAYERS IN THE ASSESSMENT PROCESS

To ensure the most effective and efficient use of the workplace assessment process, there are a number of individuals who play important roles.

The **candidate** is the individual undertaking the assessment and responsible for compiling and providing the evidence of competency for assessment against the standards.

The **assessor** is skilled in assessment processes and competent in using the assessment instruments provided in the Training Package Support Materials. They are responsible for making sure the evidence the candidate brings forward is sufficient and reliable and meets the criteria for an assessment to be made. They will decide from the evidence provided by the candidate if it is sufficient to demonstrate competency.

Assessors will, at a minimum, hold the specified qualifications. Refer to the assessor qualifications or the endorsed component of the Training Package.

The **employer/supervisor/workplace trainer** has an important role in a formal new apprenticeship agreement. Their role is to work with you to identify the units of competency you need to demonstrate on the job and off the job as part of a new apprenticeship. They may also be responsible for assisting you in some of the following areas:

- providing opportunities for different types of work
- ensuring you are paid the appropriate rate
- discussing your training plan
- arranging for assessment of existing competency levels and maintaining records relating to the recognition of your competence
- ensuring you are able to attend any off-the-job training
- co-coordinating workplace training and assessment with tasks performed in the workplace, and off the job
- ensuring structured training is provided at the workplace (where necessary)
- assessing progress and measuring the achievement of competency in performing the tasks required of you

The **Registered Training Organisation (RTO)** is the organisation or body responsible for the verification of the assessment outcomes and issuing of the credentials. The RTO may be an educational institution (public or private), private organisation or individual.

Your RTO is The Australian Salesmasters Training Company – NTIS Registration No 6854

[www.thesalesmasters.com](http://www.thesalesmasters.com)

## CANDIDATE'S GUIDELINES

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

### ENROLMENT IN THE ASSESSMENT PROCESS

Individuals wishing to be assessed may enrol in the process through new apprenticeships, as part of a formal training course or by being assessed against the respective Training Package competency standards.

You can apply for an assessment at any time. The assessment process encourages everyone to gain recognition of their competencies. Before applying for an assessment, it is helpful if you complete the Self Assessment Checklist.

### SELF-ASSESSMENT

The Self Assessment Checklist is a tool designed for you to assess yourself against the set criteria determined by the unit of competency by comparing your performance with the unit requirements. Being assessed against objective standards provides a better basis for analysis of your performance and for feedback by an assessor and employer/supervisor (where applicable). Each unit of competency has a Self Assessment Checklist that should be completed by you prior to any assessment.

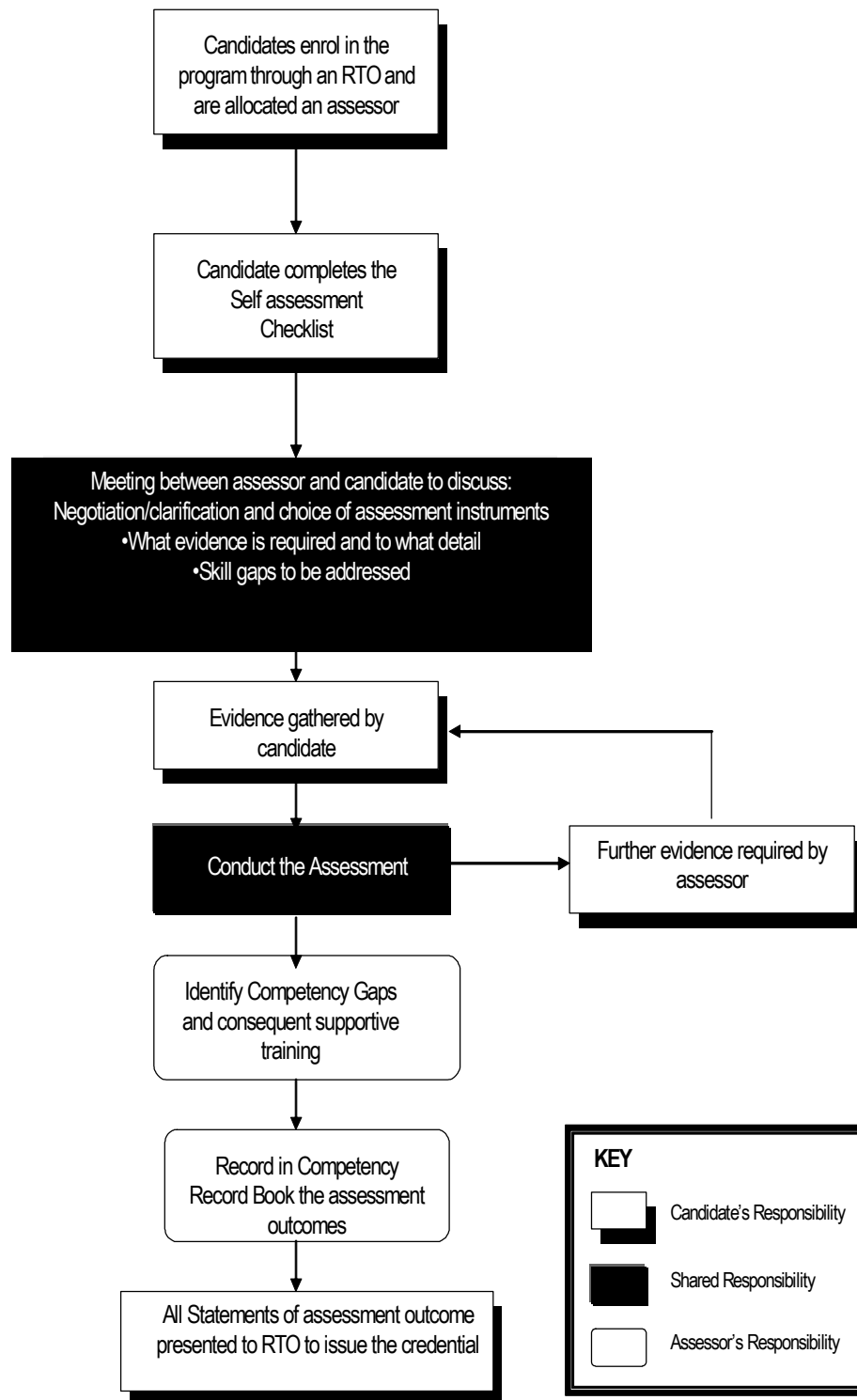
Using the Self Assessment Checklist will assist you to:

- 1 identify your existing skills, knowledge and attitudes
- 2 match your skills and knowledge to the competencies required for the unit
- 3 identify your training needs or required learning experiences
- 4 organise to acquire the skills and knowledge you need for the unit

In preparing for assessment, your role is to investigate and determine whether you have met all the elements required for a unit of competency so that your competencies can be assessed by a qualified workplace assessor.

If you do not meet the criteria set in the unit, you should organise to undertake training or further studies to build your skills and knowledge. You can do this by contacting your local TAFE institute or other provider. For additional work experience, negotiate extra work with your employer/supervisor. If you need advice on organising extra work or training, discuss this with your assessor.

Once you have acquired the necessary skills, knowledge and experience required for the unit of competency, and have ticked each item on the Self Assessment Checklist, and you feel confident and ready to be assessed, contact the assessor. Figure 1 below illustrates the assessment process.



**FIGURE 1 THE ASSESSMENT PROCESS**

## CONDUCT OF THE ASSESSMENT

You will need to meet with your assessor and your employer/supervisor (where applicable) to discuss and clarify any issues you may have about the assessment process such as the:

- purpose of the assessment
- performance outcomes and criteria for the assessment
- assessment methods and conditions under which the assessment will take place
- pre-assessment reading or background information
- consequences of the assessment

You should bring your completed Self Assessment Checklist with you to this meeting. The meeting is used to plan how the assessment process will be conducted. The planning and collection of evidence, and times and dates of the assessments should be negotiated by the parties. The meeting may also be used to highlight areas in which you may need further training, or learning or work experience.

If you have any special needs, such as a disability, or require the assistance of an interpreter, the meeting should also be used to negotiate and plan how the assessment process may be conducted to ensure the process is fair to you.

### ASSESSMENT PLAN

Once the opportunities for collecting evidence have been discussed, the assessor, employer/supervisor (where applicable) and you should work together to develop an assessment action plan. The number of assessment dates and feedback sessions should be realistic and achievable, particularly if the assessment covers more than one unit of competency. The assessment plan should be continuously reviewed to accommodate any changes.

### WHERE WILL THE ASSESSMENT BE CONDUCTED?

The assessment may be conducted at your workplace, in a classroom or some other suitable venue, depending on the nature of the unit being assessed and the choice of assessment instrument(s).

## EVIDENCE OF COMPETENCE GATHERED

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

The evidence you provide to the assessor must cover the broad range of skills and knowledge required to address the unit of competency. If you are a candidate, 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 annotations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

## RESULTS

### DEEMED COMPETENT

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.

### FURTHER EVIDENCE REQUIRED

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 'competent', 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 client appeals & complaints section of this manual.

### 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, you should inform your assessor, and they will provide ASTC with your assessment results. ASTC will process your credentials within 14 days of receipt of your assessment results. The details of the prescribed units for a credential can be obtained from the assessor, ASTC or Training Package.

### 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 twelve qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector.

The twelve 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 Advanced Diploma Diploma

## ASSESSMENT AND TRAINING TERMS

### Assessment

The process of collecting evidence, to judge whether a candidate has demonstrated the skills and knowledge to be applied to a unit of competency.

### Assessment guidelines

An endorsed component of a Training Package, which sets out the industry approach, for valid, reliable and fair assessment. The guidelines underpin assessments carried out by Registered Training Organisations under the Australian Recognition Framework.

### Assessment instrument

Tools, that can be used by a candidate, to gather their evidence of assessment and submit to a workplace assessor for assessment.

### Assessment method

The method used to gather evidence of competency, such as case study, role play, workplace project, observation checklist, documentary evidence or questions.

### Australian National Training Authority (ANTA)

The government body, responsible for administering quality control, over Training Packages.

### Australian Qualifications Framework (AQF)

A comprehensive policy framework defining all qualifications recognised nationally in vocational education and training in Australia. It comprises guidelines which define each qualification, principles and protocols for articulation, issuing qualifications and transition arrangements.

### Candidate

The person submitting evidence for assessment.

### Competency-based assessment

A system of assessment that enables a person to directly demonstrate their skill and knowledge applied to a unit of competency.

### Competency standard

The specification of knowledge and skill, and the application of that knowledge to the standards of performance required in the workplace. Competency standards define the outcomes for training

delivery, assessment, and issuing qualifications and Statements of Attainment under the Australian Recognition Framework.

**Element of competency**

The outcomes contributing to a unit of competency.

**Endorsed components**

The endorsed components of a Training Package, being competency standards, assessment guidelines and qualifications packaging.

**Evidence**

The information provided by the candidate which an assessor uses to assess competency.

**Evidence guide**

Part of a unit of competency designed to guide assessment in the workplace or institution.

**Key competencies**

Underpinning competencies, that are integrated into all units of competency.

**Performance criteria**

A part of the competency standards which specify the required level of performance.

**Qualifications**

Qualifications awarded under the Australian Qualifications Framework.

**Range statement**

The range of context and conditions, to which, the performance criteria apply.

**Registered Training Organisation (RTO)**

An organisation registered by a State or Territory training authority to deliver training and assessment and issue nationally endorsed qualifications.

**Self assessment**

The process of a candidate determining their own level of performance, both in terms of the level achieved and the rate at which progress is being made.

**Support materials**

Materials used to support the endorsed components of a Training Package, which may include learning strategies, assessment resources and professional development materials.

**Training Package**

The list of competency standards, for an industry, assessment guidelines, qualifications packaging, and any support materials.

**Workplace assessor**

A person qualified to assess competency.

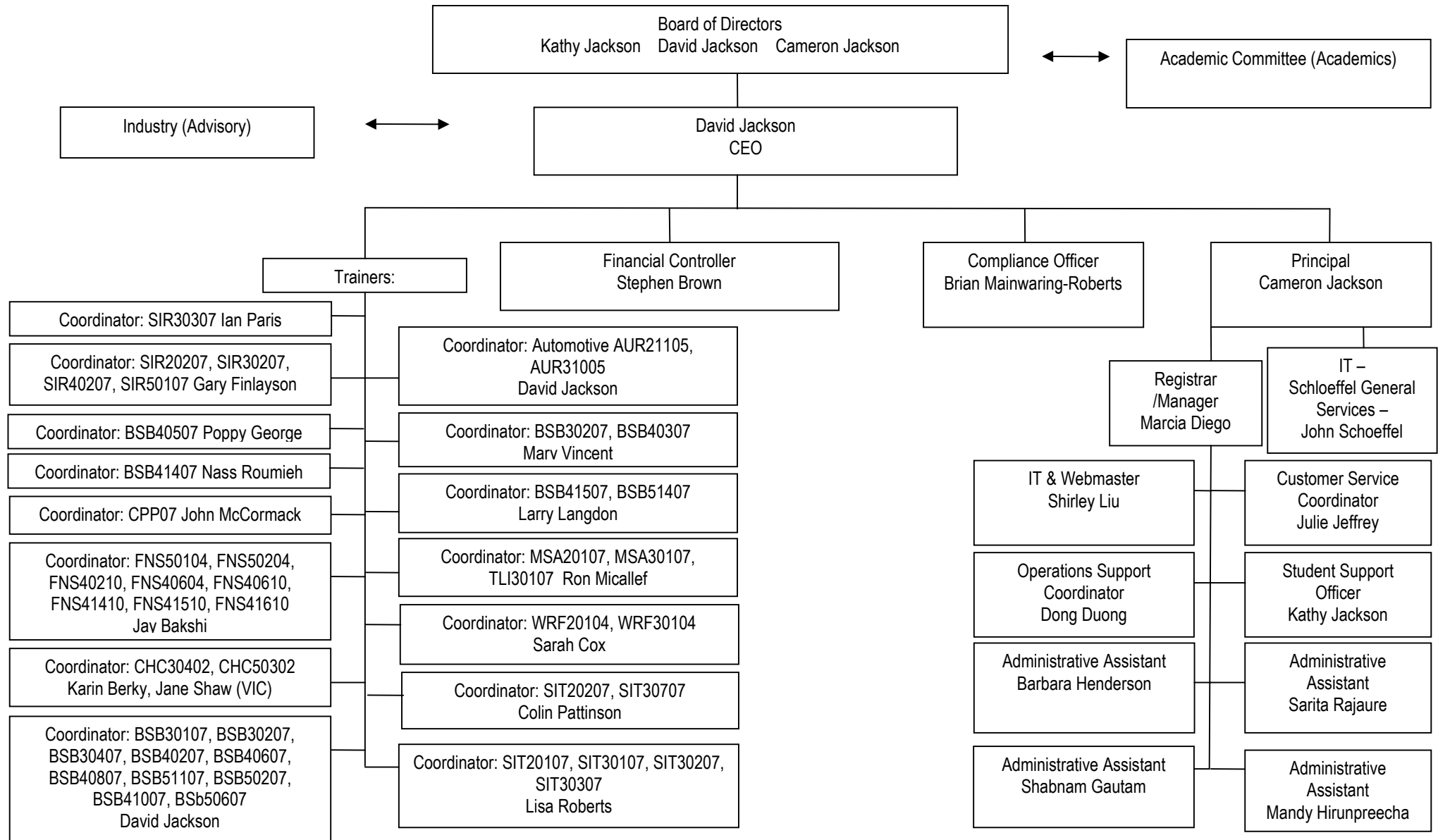
**Unit descriptor**

Information, additional to the title of the unit of competency, which clarifies the purpose of the unit and notes any relationship with other industry units.

**Unit title**

A title for the general area of competency.

## Australian Salesmasters Training Company Organisational Chart



**ACKNOWLEDGEMENT DECLARATION**

I have completed a pre-training review, course induction and have contributed to the development of this document. I am aware of my responsibility to ensure that this document and its ongoing development is implemented and monitored over the duration of the course.

I acknowledge that I ..... have read and fully understand the contents of this Participant Handbook, which outlines the conditions my rights and responsibilities as a participant of Australian Salesmasters Training Company.

.....  
Signature

.....  
Date

.....  
Name of Witness

.....  
Signature of Witness

.....  
Date



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