



LEARNER HANDBOOK			
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Registration Details	<p>Our scope of training is listed at http://www.training.gov.au , the database on Vocational Education and Training in Australia.</p> <p>As a Registered Training Organisation (RTO) we comply with the VET Quality Framework (VQF), which comprises:</p> <ul style="list-style-type: none"> ● the Standards for Registered Training Organisations 2015 ● the Australian Qualifications Framework (AQF), ● the data provision requirements, ● the Fit and Proper Person Requirements, and ● the financial Viability Risk Assessment Requirements. 		
Purpose of this Handbook	<p>The information contained in this Handbook is to enable clients to understand their rights and responsibilities and ensure ease of access to all the relevant information. This Handbook will help you make informed decisions and develop an understanding regarding the assistance available.</p> <p>The aim of the RTO is to:</p> <ul style="list-style-type: none"> ● Use a consultative approach with learners, trainers and industry to allow for continuous improvement ● Maintain records and evidence in an accurate, confidential and current manner ● Provide quality training and assessment ● Employ staff with the necessary qualifications and currency and with opportunities for ongoing professional development <p>We strive to ensure all learners who complete a qualification with the RTO will have gained the necessary skills and personal attributes considered essential for gaining employment and participating effectively in industry.</p>		

**GENERAL INFORMATION****Vocational Education and Training (VET)**

Vocational Education and Training (VET) is 'education and training for work' and part of a broader educational network in Australia that includes schools, universities and adult and community education.

AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

RTO's such as us offer VET certificates within the Australian Qualifications Framework (AQF). The AQF is Australia's system of nationally accredited vocational education and training. This framework provides the standards for Australian qualifications. It describes the outcomes for learners in each level and type of qualification and the pathways to and through formal qualifications.

VET QUALITY FRAMEWORK

A Registered Training Organisation (RTO), ensures courses are accredited under the VET Quality Framework (VQF).

The required standards are defined in the VET Quality Framework (VQF). The regulatory authority audits RTOs to ensure compliance against these standards. These standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system. You can find the current version of these conditions and standards at <http://www.asqa.gov.au>.

The RTO adheres to this system and does all within its power to remain compliant. From time to time industry representatives, trainers, third party partners and learners will be surveyed and their cooperation will assist this organisation in remaining compliant.

Enrolment / Unique Student Identifier

All learners enrolling in a qualification with the RTO will be required to supply a Unique Student Identifier (USI). From 1 January, 2015 anyone studying nationally recognised training in Australia will be required to have a USI and provide this number to their training provider. A USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. The benefit of this system is easy access for you to your training records and results.

Follow the steps below to create your USI account:

Step 1 – Get at least one form of ID from the following list

- Driver's licence
- Medicare card
- Australian Passport
- Birth certificate – full certificate required

OR

- Other forms of ID -

Visa for international students, Certificate of Registration by Descent, Citizenship Certificate, ImmiCard

Step 2 – Go to <http://www.usi.gov.au/Pages/default.aspx> and click on **Create your USI**

Step 3 – Agree to terms and conditions.

Step 4 – Fill in your personal and contact details.

Step 5 – Enter the requested details as shown on your form of ID.



	<p>Step 6 – Set your USI account password and questions for security. Step 7 –Your USI will now be displayed on the screen. Step 8 – Write down your USI in a safe place or enter into your phone. Step 9 – Your USI will also be sent to you by email, phone or to your mailing address. Step 10 – Provide the RTO with your USI number at time of enrolment.</p> <p>On completion of the Enrolment form and participation in the Induction you will be asked to sign that you have read this Handbook and understand your rights and responsibilities. Once enrolled into a course, the learner will be provided with a delivery plan and those materials appropriate for the enrolled course. This enrolment data is maintained on an AVETMISS compliant program.</p>
<p>Relevant Legislation</p>	<p>The RTO will comply with Commonwealth and State legislation and regulatory requirements relevant to its operations. All staff and clients are to be informed of legislative and regulatory changes that affect the services delivered. Legislation includes but is not limited to:</p> <ul style="list-style-type: none"> ➤ Workplace Health and Safety ➤ Anti-Discrimination including equal opportunity ➤ The National Vocational Education and Training Regulator Act 2011 ➤ Standards for Registered Training Organisations 2015 ➤ Copyright ➤ Privacy
<p>Workplace Health and Safety (WHS)</p>	<p>The safety of trainers/assessors and learners is of primary importance. The RTO observes all WHS legislation. No trainer/assessor or learner is to place themselves or other people in a position that contravenes WHS requirements. You have obligations to complete all training in a safe manner.</p>
<p>Access and Equity</p>	<p>The RTO is committed to access and equity principles and processes which relate to admissions, delivery methods, assessment and support arrangements for learners with literacy and numeracy needs. Client selection is non-discriminatory and equity principles are applied through the fair allocation of resources and the opportunity for all learners to participate in VET training without discrimination. Qualified support staff is available to assist learners with special needs and all trainers/assessors and learners are required to adhere to our access and equity policy.</p> <p>The RTO-</p> <ul style="list-style-type: none"> ➤ promotes access to employment and training for all people regardless of gender, socio-economic background, disability, ethnic origin, sexual orientation, age or race ➤ ensures training services are delivered in a non-discriminatory, open and respectful manner ➤ trains all staff members so that they are appropriately skilled in access and equity issues ➤ provides reasonable access to learners of all levels



	<ul style="list-style-type: none"> ➤ conducts learner selection for training opportunities in a manner that includes and reflects the diverse client population ➤ provides culturally inclusive language, literacy and numeracy advice and assistance that help you in meeting personal training goals
<p>Recognition of Prior Learning (RPL) and Credit Transfer</p>	<p>The RTO recognises and accepts AQF qualifications and Statements of Attainments issued by other Australian RTOs. Clients are required to indicate their intention to apply for exemption at the time of enrolment and will be informed regarding the results of their application and any further evidence required.</p> <p>The RTO provides opportunities for clients to seek RPL and credit transfers.</p> <ul style="list-style-type: none"> ➤ Credit Transfer means credit towards a qualification granted to clients on the basis of outcomes gained by a client through participation in courses or training with another RTO. Credit Transfer is available to any client enrolling with the RTO. ➤ RPL is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification. Clients may apply for RPL on the basis of previous and or current experiences or training. All trainers/assessors have the capacity to offer clients the opportunity to apply for RPL. Clients are required to indicate their intention to apply for RPL upon enrolment and complete the required documentation. They will then be informed as to the results of their application and if any further evidence is required.
<p>Records Management</p>	<p>Files are stored for the legislated period of time and electronic files are backed up regularly. Information concerning contact details, financial status, academic status, attendance status, registration details, identification details, evaluations, feedback, and surveys are all confidential and stored securely. Information collected is confidential and will not be disclosed to third parties without your consent, except to meet government or regulatory authority requirements.</p> <p>Clients have access to personal records upon request. In all cases the RTO will require proof of identity to protect the privacy of all client information.</p> <p>You are obliged to keep the RTO informed of your current contact details and to inform us immediately of any change in these details. Clients should be advised that if they do not receive any correspondence due to incorrect contact details they are fully responsible.</p>
<p>Plagiarism, Collusion, Cheating</p>	<p>Definitions</p> <p>Plagiarism – Is to take someone’s words or ideas or other materials and present them as your own.</p> <p>Collusion – Is an understanding or agreement between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include.</p> <ul style="list-style-type: none"> ➤ Unauthorised and unacknowledged joint authorship in an assessment task ➤ Unauthorised and unacknowledged copying or use of material prepared by another person for use in assessment

	<p>Cheating in an assessment – Is to seek to obtain an unfair advantage</p> <p>Referencing - Referencing is a standardised method of acknowledging the sources of information and ideas and other material used in an assignment.</p> <p>The RTO requires learners to submit work that is their own, and considers that plagiarism, collusion and cheating constitute academic misconduct for which reassessment may be requested. If you wish to express a complaint or appeal an assessment decision you are to follow the RTO’s complaints/appeals procedure.</p> <p>Countering plagiarism, collusion and cheating is the shared responsibility of staff and learners. Trainer/assessors:</p> <ul style="list-style-type: none"> ➤ are responsible for explaining referencing, and for identifying and reporting plagiarism, cheating and collusion. ➤ must not engage in any activity whereby they knowingly collude with learners for the purposes of plagiarism and/or cheating on a set assessment task. ➤ must report suspected plagiarism to the Chief Executive Officer (CEO). <p>The learner must:</p> <ul style="list-style-type: none"> ➤ avoid plagiarism by clearly referencing the use of words or ideas or other materials of other people in an acceptable format ➤ not present work done in collusion with another person or persons as solely their own work. ➤ not engage in any situation whereby the learner knowingly attempts, or assists another learner to attempt, to gain an unfair advantage ➤ submit written assessment pieces, including journals with the assessment booklet signed by the learner(s) to attest that the work submitted is their own and that they are aware of the relevant policy and procedure on plagiarism, collusion and cheating. <p>Some methods for avoiding plagiarism include:</p> <ul style="list-style-type: none"> ➤ developing referencing skills ➤ giving credit whenever you quote from someone's actual spoken or written words or use another person's ideas, opinions, or theories in an assignment or essay or make use of statistics, graphs drawings etc ➤ using quotation marks around everything that comes directly from a text or article ➤ summarising ideas and arguments in own words - don't just rearrange a few words here and there ➤ checking that original ideas are correctly paraphrased and acknowledged ➤ checking summary against the original text
<p>Complaints and appeals</p>	<p>Any person wishing to make a complaint against the RTO concerning its conduct as an RTO or appeal an assessment decision shall have access to the complaints and appeals procedure. Separate interviews will be held with both the person making the complaint and the person the complaint is about. The procedure describes the steps in lodging an informal complaint or appeal and a formal complaint or appeal.</p>

	<p>Informal complaint or appeal:</p> <ul style="list-style-type: none"> the initial stage of any complaint or appeal shall be to communicate directly with a representative of the RTO who if able to resolve the issue, will make a decision and record the outcome person(s) dissatisfied with the outcome of the complaint or appeal to the representative may then complain or appeal to the Director, who if able to resolve the issue will record the outcome. The Director will at this time review the evidence used to make an assessment decision in the case of an appeal. person(s) dissatisfied with the outcome of the complaint or appeal to the Director may initiate a 'formal complaint or appeal'. <p>Formal complaint or appeal:</p> <ul style="list-style-type: none"> formal complaints or appeals may only proceed after the informal procedure has been finalised the complaint/appeal shall be recorded in writing on the form provided by the RTO on receipt of the written statement, the Director shall convene an independent panel to hear the complaint or review the evidence related to an assessment decision the panel members shall not have had previous involvement with the complaint/appeal and will include representatives of: <ol style="list-style-type: none"> the CEO the training and assessing staff an independent person the complainant/appellant shall be given an opportunity to present his/her case to the panel and may be accompanied by one other person as support or as representation the panel will make a decision and communicate its decision to all parties in writing within 5 working days of making its decision. <p>All formal complaints and appeals will be heard and decided within 15 working days of the receipt of the written complaint/appeal. The Administrator will keep a Register of Complaints which documents all informal/formal complaints/appeals and their resolution. Any substantiated complaints/appeals will be reviewed as part of the continuous improvement procedure.</p> <p>Any person or organisation wishing to make a complaint beyond this internal process is able to complete an online form at https://rms.asqa.gov.au</p>
<p>Issuance of Qualifications</p>	<p>By the end of your training program, your assessor will have provided the RTO with all assessment records and outcomes relating to your achievement. This information will then be reviewed by the Director who will recommend the issuing of a qualification or statement of attainment and the Director will verify that the code, qualification and other information is correct before printing.</p> <p>All learners who enrol in a qualification and are judged competent in any units are entitled to a Statement of Attainment if they do not fully complete the course. On completion of delivery and assessment operations for a program (or upon cancellation of a learner from the program), the RTO will ensure the preparation of statements of attainment for non-graduating learners, from information provided.</p> <p>Statements of Attainment will be issued within 21 days of notification of cancellation.</p>



	<p>Qualifications will be issued within 21 days from date of completion. It is noted that these timeframes are maximums and every effort shall be taken to issue certification and statements in the shortest possible time frame. The RTO will maintain a record of all qualifications/Statements of Attainment issued for a period of 30 years. Replacement records incur a \$10 charge.</p>
<p>Your Privacy</p>	<p>We take your privacy very seriously and comply with the collection, use and disclosure of client information as governed by the <i>Privacy Act 1988</i>, the <i>Queensland Information Privacy Act 2009</i> and the Australian Privacy Principles of March 2014.</p> <p>In some cases we will be required by law to make participant information available to government or regulatory authorities. In all other cases we ensure that we will seek your written consent.</p> <p>The relevant Privacy Principles are summarised as:</p> <ul style="list-style-type: none"> ● Collection: We will collect only the information necessary for our primary function and you will be told the purposes for which the information is collected. ● 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. ● Data quality: We will take all reasonable steps to make sure that the personal information we collect, use or disclose is accurate, complete and up to date. ● 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.
<p>Your Feedback</p>	<p>Feedback from you is pivotal in our efforts to continue to improve the programs that we offer. When you are asked to complete a survey, please take time to give a considered response.</p>
<p>CLIENT SERVICES & SUPPORT</p>	
<p>Diverse Client Learning Needs</p>	<p>The RTO aims to identify and respond to the learning needs of all clients. It is our intention that all trainers are to identify, at the start of training, the learning and assessment needs of each individual.</p> <p>Trainers will ask questions that reveal the general language level of clients, understanding of subject concepts and technical skills, previous experience and considerations regarding possible assessment formats. This information will be used to inform delivery of training and assessment. Your trainer can organise support when required.</p> <p>Some examples of the type of support that we can offer include:</p> <p>LITERACY</p> <ul style="list-style-type: none"> ● Providing assistance with essential writing tasks. ● Considering the use of group exercises for assessments. ● Providing examples and models of completed tasks.

	<ul style="list-style-type: none"> ● Ensuring that documents and forms are written and formatted in plain English. ● Using clear headings, highlighting certain key words or phrases. ● Providing explanations of all technical terms used. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Presenting information in small chunks and speaking clearly, concisely and not too quickly. ● Giving clear instructions in a logical sequence. ● Providing practical examples and demonstrations. ● Encouraging clarifying questions.
<p>Reasonable Adjustments</p>	<p>If a client meets essential entry requirements, the RTO must make ‘reasonable adjustments’ necessary for them to complete their course work or demonstrate competency. This may include adjusting the physical environment, learning materials or the manner that a theory task is completed.</p> <p>The RTO is committed to ensuring that people with particular learning styles and people with a disability are able to participate in study effectively. Contextualisation of the qualification and reasonableness of delivery modes, resources and assessment tools will ensure the individual needs of learners are met.</p> <p>Validation sessions ensure that reasonable adjustment has not affected the integrity of the assessment.</p> <p>The requirement to provide adjustment for people with a disability applies to all areas and phases of study, including:</p> <ul style="list-style-type: none"> ➤ admission and enrolment, ➤ access to learning materials, ➤ attendance at classes, ➤ assessment. <p>Once an assessment of needs has been made by the Trainer/Assessor or Director– the Trainer/Assessor or Director will in consultation with the learner and relevant staff devise an individual learning plan.</p> <p>The learner will advise the Trainer/Assessor or Director if any problems arise relating to Reasonable Adjustment in a timely manner. Where a concern is raised about the reasonableness of an adjustment, the matter can be referred informally to the Director.</p>
<p>Welfare and Guidance Services and Client Support</p>	<p>If you have a problem with your program, you should talk to your trainer or contact the Director who will help you find the assistance you need. Career, guidance and pathway advice can be accessed from the following sites:</p> <ul style="list-style-type: none"> ● Australian Government – Department of Education, Department of Employment ● Department of Education, Training and Employment (DETE): www.deta.qld.gov.au <p>The support service provided is reviewed at the conclusion of each program. The RTO ensures that all clients are supported in their studies to the fullest extent possible, thus any client who is experiencing any difficulties with their studies is invited to discuss the issues with their Trainer, or another member of the RTO.</p>

	<p>Furthermore learners seeking advice on Welfare or Guidance on other matters may make an appointment at any time to see the Director who will seek to direct them to the most appropriate person to provide free advice relating to:</p> <ul style="list-style-type: none"> ➤ time management ➤ setting and achieving goals ➤ motivation ➤ ways of learning ➤ coping with assessments ➤ caring for oneself. <p>Clients who have medical issues that could affect their performance in the program should identify this at the time of Enrolment.</p>
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TRAINING SERVICES INFORMATION

Competency Based Assessment	<p>Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. This is different from some other assessment systems which only measure knowledge and not the application of that knowledge.</p> <p>Competency based assessment is also a system for providing portable qualifications and statements of attainment against nationally recognised competency standards. In a competency based assessment system, it is recognised that learning can come from a variety of sources, both on-the-job and off-the-job, formal and informal. Recognition is given for prior learning and for skills and knowledge which can already be shown.</p> <p>You will compile a portfolio of evidence through a variety of assessment methods which may include oral and written responses, observations, research projects, portfolios of documents, evaluations and reviews and the maintenance of a work diary.</p> <p>All learners are given the opportunity to revisit units of competency to obtain competence.</p>
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Training Outcomes and pathways	<p>All delivery and assessment is geared towards the awarding of a nationally recognised qualification or statement of attainment. Hence delivery and assessment will be conducted according to the competency unit criteria as stipulated in the training package.</p>
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ASSESSMENT SERVICES INFORMATION

Industry Consultation	<p>The RTO liaises with people in industry in an effort to confirm that the current materials, training and assessment reflects industry needs, covers knowledge and skills to meet employment and skill demands of industry.</p>
Validation and Moderation	<p>All assessment tasks are validated and moderated to ensure that the tasks and hence the results are reliable, valid and fair and to ensure that the marking procedures are also fair and valid.</p> <p>Validating an assessment task involves checking that the assessment tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be</p>



	<p>made as to whether the requirements of the relevant aspects of the Training Package have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.</p> <p>Assessment tasks and course results are moderated (results and assessments made are reviewed to determine whether the tool is providing consistency and reliable outcomes) as part of our internal review process.</p>
<p>Assessment Appeals</p>	<p>All appeals should in the first instance be discussed with your trainer to allow you to see if it is possible to be re-assessed. If re-assessment is not granted, the learner must make contact with the Director who will investigate the matter. If the learner is still not satisfied they will have the opportunity to make a formal appeal using the complaints/appeals procedure.</p>
<p>CODE OF CONDUCT</p>	
<p>Responsibilities of learners</p>	<p>Learners have a responsibility:</p> <ul style="list-style-type: none"> ● to attend all classes and activities as scheduled ● to dress appropriately for tasks ● complete all assessment tasks as required and within timelines stated ● to abide by the policies and practices of the RTO ● to take the initiative and consult with trainers when problems arise ● to conduct themselves in a proper manner and to respect the diversity of learners ● to ensure a safe, friendly and supportive learning environment for everyone
<p>Responsibilities of trainers and assessors</p>	<p>Trainers and assessors have a responsibility to learners to:</p> <ul style="list-style-type: none"> ● prepare and present material at an appropriate standard ● inform learners of assessment requirements ● assess learners' work fairly, objectively and consistently ● provide constructive feedback to learners in a timely manner ● be available to learners requiring extra assistance or clarification of tasks