

Program Information

This program information outlines the training and assessment approach and methods adopted by LP Communications Pty Ltd (LP) RTO 20665 <https://training.gov.au/Organisation/Details/20665> trading as

The Learning Professionals

For

'Standard Program'

TAE50116 Diploma of Vocational Education and Training

TAE50216 Diploma of Training Design and Development

This Program Information is located on <http://lpcomm.com/> in the TAE information tab and made available to

- Trainers and Assessors
- Industry stakeholders
- Participants of the program
- Industry Regulators
- Government bodies as required

THE LEARNING PROFESSIONALS

Website www.lpcomm.com

© THE LEARNING PROFESSIONALS, 2018

Apart from any fair dealing for the purposes of private study, research, or review, as permitted under the Copyright Act, reproduction by any process without written permission from THE LEARNING PROFESSIONALS is in breach of copyright.



Table of Contents

Program Information..... 1

 Table of Contents..... 2

Training Product Description 6

 Training package 6

 Qualifications 6

 Packaging rules – TAE50116 6

 Licencing outcome on completion..... 6

 Training Package entry requirement 6

 Units of Competency – TAE50116 6

 Core..... 6

 Elective..... 6

 Packaging rules - TAE50216 6

 Units of Competency – TAE50216 7

 Core..... 7

 Elective..... 7

Program Details..... 7

 Program Types 7

 Aim of the Program..... 7

Target groups 7

Delivery modes 8

Program Design..... 8

Training Locations 8

RTO entry requirements 8

Training Pathways for participants 9

Work Placements 9

Maximum participant numbers 9

Program Withdrawal..... 10

Partnering arrangements with third parties..... 10

Program funding 10

Training and Assessment Delivery 11

 LP Standard program Duration 11

 Delivery Periods 11

 Full Time Delivery monthly activities 11

 Additional learning needs 11

 Progress intervention..... 11

 Fast tracking..... 12

 Recognition of Prior Learning (RPL) and Credit Transfer (CT)..... 12

Pre Training Review 13

Pre training review information..... 13

Purpose of the pre training review 13

Unique Student Identifier (USI)..... 13

Language, literacy and numeracy 14

Training 16

 Methods of Delivery..... 16

 Assessment as learning..... 16

 Standard Program Amount of Training..... 16

Assessment 17

 Reasonable adjustments..... 17

 Assessment Plan and tools..... 17

 Opportunity for Reassessment 17

 Assessment methods 17

 Amount of Assessment 17

Resources 18

 Facility resources..... 18

 Resources not supplied..... 18

Completion arrangements 18

 Completion of program..... 18

 Issuance of statements of Attainment and certificates..... 18

Participant Support 19

 Learning support 19

 Additional support 19

Operations 20

 Fees 20

 Enrolment application process 20

 Acceptance or rejection to offer position in program 20

 Complaints and appeals 21

Appendix A - Training and assessment sequencing plan 22

 Block 1 22

 Block 2 22

 Block 3 22

 Block 4 22

 Block 5 22

 Block 6 - Assessment 23

Training workshops sessions break down 23

Assessment workshop session break down 23

Training Product Description	
Training package	TAE Training and Assessment Training Package (Release 2) https://training.gov.au/Training/Details/TAE
Qualifications	TAE50116 Diploma of Vocational Training and Assessment (Release 1) and TAE50216 Diploma of Training Design and Development (Release 1) https://training.gov.au/Training/Details/TAE
Packaging rules – TAE50116	Participants need to complete ten units of competency consisting of: TAE50116 Diploma of Vocational Training and Assessment 6 core and 4 elective
Licensing outcome on completion	There is no licensing legislative of certification requirements as a result on completion of this program
Training Package entry requirement	Nil
Units of Competency – TAE50116	<p><i>Core</i></p> <p>TAEASS501 Provide advanced assessment practice TAEASS502 Design and develop assessment tools (<i>in both</i>) TAEDEL502 Provide advanced facilitation practice TAEDES501 Design and develop learning strategies (<i>in both</i>) TAELLN501 Support the development of adult language literacy and numeracy skills TAEPDD501 Maintain and enhance professional practice (<i>in both</i>)</p> <p><i>Elective</i></p> <p>TAEASS503 Lead assessment validation processes (<i>in both</i>) TAEASS504 Develop and implement recognition strategies TAEDEL501 Facilitate e-learning TAERES501 Apply research to training and assessment practice</p>
Packaging rules - TAE50216	Participants need to complete ten units of competency consisting of: TAE50216 Diploma of Training Design and Development 5 core and 5 elective

Units of Competency – TAE50216	<p><i>Core</i></p> <p>TAEASS502 Design and develop assessment tools (<i>in both</i>)</p> <p>TAEDES501 Design and develop learning strategies (<i>in both</i>)</p> <p>TAEDES502 Design and develop learning resources</p> <p>TAEDES505 Evaluate a training program</p> <p>TAETAS501 Undertake organisational training needs analysis</p> <p><i>Elective</i></p> <p>TAEDES503 Design and develop e-learning resources</p> <p>TAEICR501 Work in partnership with industry, enterprises and community groups</p> <p>TAEASS503 Lead assessment validation process (<i>in both</i>)</p> <p>TAEPDD501 Maintain and enhance professional practice (<i>in both</i>)</p> <p>TAELLN411 Address adult language, literacy and numeracy skills</p>
Program Details	
Program Types	<p>This training product offers participants training and assessment for:</p> <ul style="list-style-type: none"> • Dual TAE50116 Diploma of Vocational Training and Assessment and TAE50216 Diploma of Training Design and Development • TAE50116 Diploma of Vocational Training and Assessment • TAE50216 Diploma of Training Design and Development • TAESS00010 - Advanced Assessor Skill Set
Aim of the Program	<p>The programs reflects the roles of training developers and instructional designers who are or wanting to be responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of training programs.</p> <p>The program qualifications and/or skill set derived from undertaking the units of competency within the program is suitable preparation for those providing guidance and advice to trainers and assessors, promoting innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.</p>
Target groups	<p>The participant group for this training product are:</p> <ul style="list-style-type: none"> • individuals currently involved in formal training and assessment in a training establishment • Individuals that seek recognition of prior learning

Delivery modes	The programs are delivered by flexible, online, distance training (FODT) blended training, consisting of face to face, distance and online training and assessment
Program Design	The Program design consists of 16 units of competency delivered in 5 clusters of training and assessment which includes: <ul style="list-style-type: none"> • Dual program units - TAE PDD501, TAE ASS502, TAE DES501, TAE ASS503 • Advance research in training and assessment practice– TAE RES501, TAE ASS501, TAE ASS504, TAE DEL502 • LLN support and E Learning facilitation - TAE LLN501, TAE DEL501 • Program Partnerships, TNA, Evaluation - TAE ICR501, TAE TAS501, TAE DES505 • Print and E Learning Resources Development- TAE DES502, TAE DES503, TAE LLN411
Training Locations	The programs are delivered in <ul style="list-style-type: none"> ○ hired training rooms ○ client’s workplace in an appropriate environment for training
RTO entry requirements	<ul style="list-style-type: none"> • Clients must be over 18 years of age • Hold a Certificate IV in Training and Assessment • Have current skills in their industry of work • Have current practice in the VET sector and access to a training and assessment environment • Completion of the Pre Training Review prior to enrolment • Completion of enrolment application

Training Pathways for participants	<p>The program has been designed for participants to enter and exit at various points, enabling flexibility for participants wish to obtain skills sets or individual units as required. Participants are provided with advice on career and further training opportunities throughout the delivery of the program. These include:</p> <p>Exit skillsets attainable throughout the program include:</p> <ul style="list-style-type: none"> • TAE500010 - Advanced Assessor Skill Set – TAEASS501, TAEASS502, TAEASS503, TAEASS504 <p><i>Exit Qualifications</i></p> <ul style="list-style-type: none"> • TAE50116 Diploma of Vocational Training and Assessment • TAE50216 Diploma of Training Design and Development <p><i>Training pathways after completion of program :</i></p> <ul style="list-style-type: none"> • TAE80316 Graduate Certificate in Digital Education • TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice • BSB80515 Graduate Certificate in Management (Learning) • BSB80615 Graduate Diploma of Management (Learning) • Entry into relevant tertiary programs including Associate Degrees and Undergraduate Degree programs <p><i>Possible Vocational pathways:</i></p> <ul style="list-style-type: none"> • training developers and instructional designers • providing advice to other trainers and assessors • designing training solutions and product to meet workplace capability requirements
Work Placements	<p>This program requires the participant to have access to a real Vocational Education and training Environment. It is a requirement of the participant to arrange their own work placement if they do not have access to an existing real Vocational Education and Training environment.</p>
Maximum participant numbers	<p>For programs that are delivered in a training room environment, numbers are capped at a maximum of 16 participants per trainer and assessor. LP ensures participants receive at all times the necessary trainer and assessor access and support to ensure purposeful engagement in the training environment.</p>

Program Withdrawal	<ul style="list-style-type: none"> • Participants may withdraw at any time throughout the program. • They are to withdraw in writing following the withdrawal policy and procedure provided to the participant located on http://lpcomm.com/ under participant information • Participants that withdraw will be provided with any Statements of Attainment if pro-rata fees have been paid, for units they have been deemed competent against
Partnering arrangements with third parties	<p>LP has no third party arrangements at this time.</p> <p>If this changes any third parties will have a written agreement that outlines their responsibilities with the overall outcome of the quality of the program systematically monitored and controlled by LP, ensuring that it services comply with standards at all times, providing accurate and factual responses to information requests from ASQA and during audits. LP will inform ASQA within 30 days of any written agreement entered into or ceased for delivery of services on LP behalf. All Approved Third party providers will also be listed on our website.</p>
Program funding	This training product is offered on a Fee For Service basis only See Course Fees at www.lpcomm.com

Training and Assessment Delivery					
LP Standard program Duration	<p>The <i>standard</i> duration for this training product is 21 months for participants undertaking the <i>Standard</i> program,</p> <ul style="list-style-type: none"> • An amount of training of 15 months • An amount of assessment of 3 months <p>noting that it may be</p> <ul style="list-style-type: none"> • Longer for some participants with additional learning needs or requiring reasonable adjustment • Shorter for some participants fast training, depending upon the amount of RPL, CT and skill sets <p>Refer to cluster block sequence plan</p>				
Delivery Periods	<p>There are 4 terms per calendar year with blocks of training vary in combination, e.g. 1 block of 13 weeks, 1 block of 14 weeks, 1 block of 4 weeks, (averaging 13 week blocks) due to program commencement and holiday breaks see cluster block sequencing plan</p>				
Full Time Delivery monthly activities		Monthly Workshops	Self-paced (Assigned Homework, Work placement Under approved third party)	Collaboration Online (Assigned Question /answer Posts)	Tutor Access, Online or onsite
	Week 1	7 hours	8 hours	2 hours	8 hours
	Week 2		8 hours	2 hours	8 hours
	Week 3		8 hours	2 hours	8 hours
	Week 4		8 hours	2 hours	8 hours
Additional learning needs	<p>Persons with additional learning needs may request longer duration, this will be discussed at the pre training review with the individual. Additional needs may English as a second language participants, persons with a Learning or Physical Disability and those lacking E Literacy skills. All learning adjustments agreed upon are recorded in the participant's pre training review.</p>				
Progress intervention	<p>After commencement of training, it is recognised that if an individuals is not meeting the cluster block sequencing plan progression points through the program, an intervention discussion will be arranged with the candidate as a student support strategy to determine if there are any barriers or issues that need to be considered to give the participant every opportunity to progress, such as changed circumstance from enrolment. i.e. Personal or Work commitments or Financial issues</p> <p>A revised program may be provide with commitment from all participant, employer (if required) and trainer to meet individual needs</p>				

Fast tracking	<p>Participants may request to fast track this duration prior to enrolment into their program this will be discussed at their pre training review and consider their individual circumstances including</p> <ul style="list-style-type: none"> • Recognition of Prior learning (RPL) and Credit transfers (CT) • Completing only individual units or skill sets • Employed in training/assessing role in industry or VET organisation
Recognition of Prior Learning (RPL) and Credit Transfer (CT)	<p>If an applicant has course related skills and experience they may be eligible for RPL or previously completed a unit of competency they may be eligible for Credit Transfer. This is discussed and documented at pre-training review stage.</p> <ul style="list-style-type: none"> • LP provides information to the applicant that outlines the RPL/CT process outlined in the RPL handbook which is located on http://lpcomm.com/ under participant information • Applicants will be considered on an individual basis and may apply for any amount of RPL for this training product <p>If Applicants are deemed eligible to apply for RPL or CT they will need to compile and present their evidence, in consultation with the trainer/assessor following enrolment including any</p> <ul style="list-style-type: none"> • AQF certification documentation issued by any other RTO or AQF authorised issuing organisation • verified VET transcripts issued by the Registrar • evidence of currency in skills and knowledge relevant to unit of competency detailed in the Assessment tools supplied <p><i>Note - LP reserves the right to only CT TAEASS502A/B for TAE40116, if the candidate can <u>demonstrate currency</u> by providing an assessment tool that they have designed and developed against a current unit of competency, which meets the requirements of Standards for RTO's 2015 clause 1.8.</i></p>

Pre Training Review	
Pre training review information	<p>All participants must complete a pre training review prior to enrolment and acceptance into the program. The pre training review provides the applicant details of the program including</p> <ul style="list-style-type: none"> • Program, aim, duration, training and assessment provided and vocational outcomes • Recognition of Prior Learning (RPL) • Program fees and payment plan details (accept payments up to \$1500.00 for prepayment of fees prior to commencement. A payment plan is implemented when fees are in excess of \$1500.00) • requirement to complete a LLN assessment (Cert IV level holders or above will be exempt from LLN assessment) <p>refunds, complaints, privacy and withdrawal procedures and location in participant information, found on http://lpcomm.com/ under participant information</p>
Purpose of the pre training review	<p>The review is designed so that the applicant</p> <ul style="list-style-type: none"> • is provided with all the information regarding the program delivery to make an informed decision prior to commencement • Finds the most suitable course based on education attainment level, capabilities, aspirations and interests • Chooses a program which will make a link to your individual career goals and understands their objectives for undertaking the program • Gains knowledge of the adjustments needed to the training program to suit your individual needs if applicable • Explores their current competencies and provides opportunities for these to be assessed through Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer (CT) • Understands that participation in training may affect future options regarding funding eligibility (if applicable)
Unique Student Identifier (USI)	<p>LP verifies Student Identifiers with the USI register that have been provided by the applicant and ensures that it only issues AQF Certification documentation when a valid USI recorded</p>

Language, literacy and numeracy	<p>LP will review an applicant's Language, Literacy and Numeracy (LLN) skills during the Pre-training review. Certificate IV in Training and Assessment demands a level of skills in the following core areas, including but not limited to:</p> <p>Communication</p> <p>Use communication techniques that demonstrates cultural sensitivity to build rapport and interact with a range of people/groups in the Vocational training sector to</p> <ul style="list-style-type: none"> • Lead verbal exchanges using appropriate language and techniques to effectively provide and elicit information, and to facilitate learning • Interact effectively with learners and staff, to respond to barriers, ensure engagement and facilitate effective learning. • Participate in and leading discussions, with individuals and groups, in order to extend thinking about assessment, to explore ideas and to find ways of improving assessment practice. • Lead verbal communication about ideas and feedback with individuals and groups to improve practice • Provide and eliciting information, confirming understanding, exploring client requirements and discussing findings <p>Reading</p> <p>Source, access, analyse and interpret a range of documentation and text-based information to</p> <ul style="list-style-type: none"> • learn, develop and continuously improve <ul style="list-style-type: none"> ▪ identify relevance for learning strategy and continuous improvement including training standards, organisational policies and procedures and review data ▪ identify learning, learning development and continuous improvement, to refine professional practice and analyse the currency of the materials relevance and authority of source ▪ identify relevance to requirements ▪ Interpret written and numeric information to draw conclusions and to inform decision making <p>Writing</p> <p>Write, document and record key information using language appropriate to the audience, context and Structures in a logical, detailed and accurate manner to produce documents, including</p> <ul style="list-style-type: none"> • learning strategy, that incorporates the analysis of information, and is presented in clear and format and style appropriate to audience and context • professional development needs and information required to implement improvements • learning and assessment materials <ul style="list-style-type: none"> ▪ reports and plans, incorporating analysis of information and observations of practice
---------------------------------	--

	<ul style="list-style-type: none"> ▪ project plans, evaluation instruments, data reports, project reports, and evaluations, in a logical and concise manner that incorporates the analysis of information and the development of conclusions and recommendations <p>Numeracy Collates, interprets and compares numerical and statistical information to apply relevance to requirements of</p> <ul style="list-style-type: none"> • Structured timeframes to represent a sequence of events • numerical information to inform numeracy skill assessment, and strategy development <p>Learning Undertakes research activities and uses ideas in current research to reflect on the performance of self and others to</p> <ul style="list-style-type: none"> • identify opportunities for own learning, development and extension of practice and experience • Reflect on skills and knowledge of self and others, to seek opportunities for learning, development and improvement • synthesis understanding specific to the professional development context <p>Those entering the program holding a Diploma or above will be exempt from LLN assessment testing</p> <p>All other applicants will be required to complete an LLN assessment test to determine if their LLN skills meet the program entry requirements. If gaps in LLN skill levels are determined refer to Participant support</p>
--	---

Training													
Methods of Delivery	<p>The programs are delivered face to face and online (Flexible online Distance Training FODT) and include:</p> <ul style="list-style-type: none"> • Lectures/presentations/tutorials/workshops (theoretical, global, auditory, visual learners) • Demonstrations of product development (Visual, situational learner) • Demonstration of skills (Kinaesthetic, Visual, right brain, situational, learner) • Instruction of process application (Kinaesthetic, left brain, situational, analytical learners) • Individual and Group work project activities (social, situational, VAK, activists, pragmatist learners) • Discussions, Coloration with trainers, other participants and peers (social, theorist learners) • Enabling research activities (theorists, reflective learners) • Assessment as learning++ (Kinaesthetic, situational learners) 												
Assessment as learning	<p>LP practices Assessment as Learning (AaL) delivery, as Assessment is entwined in learning, mirroring workplace practice. <i>'Making assessment much more intrinsically formative is a starting place, as it would develop students' capacity for incorporating feedback in ways that are much more like how performance is measured in non-school context',</i> AaL is a current training delivery practice for VET participants and forms part of the program. References</p> <ul style="list-style-type: none"> • Fullan, M. & Langworthy, M., 2014. A Rich Seam How New Pedagogies Find Deep Learning. London: Pearson. • Dann, R., 2014. Assessment as learning: blurring the boundaries of assessment and learning for theory, policy and practice. Assessment in Education: Principles, Policy & Practice, 31 Mar, pp. 149-166 												
Standard Program Amount of Training	<table border="1"> <thead> <tr> <th>This program consists of Structured Activities</th> <th>Program Hours</th> </tr> </thead> <tbody> <tr> <td>15 group face to face workshops @ 7 hours each</td> <td>105</td> </tr> <tr> <td>60 collaboration online forum posts and reply @ 2 hours each</td> <td>120</td> </tr> <tr> <td>15 Individual self-paced structured tasks (homework) @ 28 hours each assigned by trainer</td> <td>420</td> </tr> <tr> <td>60 days access to tutor support @ 8 hour each</td> <td>480</td> </tr> <tr> <td>Total Amount of Training in hours</td> <td>1,125 hours</td> </tr> </tbody> </table>	This program consists of Structured Activities	Program Hours	15 group face to face workshops @ 7 hours each	105	60 collaboration online forum posts and reply @ 2 hours each	120	15 Individual self-paced structured tasks (homework) @ 28 hours each assigned by trainer	420	60 days access to tutor support @ 8 hour each	480	Total Amount of Training in hours	1,125 hours
This program consists of Structured Activities	Program Hours												
15 group face to face workshops @ 7 hours each	105												
60 collaboration online forum posts and reply @ 2 hours each	120												
15 Individual self-paced structured tasks (homework) @ 28 hours each assigned by trainer	420												
60 days access to tutor support @ 8 hour each	480												
Total Amount of Training in hours	1,125 hours												

Assessment	
Reasonable adjustments	Reasonable adjustments may be made to assessment tasks to meet individual needs. All adjustment needs be discussed and recorded in the participants' assessment plan. Adjustments such as verbally responding to questions are provided in the assessment tools currently to limit the need for a person to ask for adjustment. Reasonable adjustment will not be implemented if the adjustment compromises the integrity of the unit requirements outcomes
Assessment Plan and tools	<p>LP Assessors will review the assessment details and plan with the participant prior to assessment activity commencement. Any reasonable adjustments agreed upon, will be recorded in the assessment plan.</p> <p>If individual contextualisation of the assessment tool is required, any changes will be recorded in the assessment plan and assessment tool, ensuring it does not compromise the integrity of the unit requirements outcomes.</p> <p>The Assessment tools provide the Assessor and participant with instructions on the</p> <ul style="list-style-type: none"> • purpose of the assessments • resources required • outcome of the assessments • Assessment tasks • Formative Assessment recording documents • Summative assessment outcome recording document
Opportunity for Reassessment	Participants have two (2) opportunities for reassessment at no additional cost. Participants' assessed as Not Yet Competent will be provided the opportunity to be reassessed in line with the assessment policy. Participants who are reassessed are likely to have their course duration extended. If reassessment is required after a third attempt, a fee will be applied.
Assessment methods	<p>The Assessment Methods used in this program, whilst conducting structured assessment tasks are:</p> <ul style="list-style-type: none"> • Questioning – oral and written (hard copy, recording video or audio) • Product review – review of products developed – (finished products, Documents, videos, photos.) • Observation – Demonstration of work process application and /or work product development - (Video, Photos) • Portfolio – gathering of evidence complied by participant over a period of time – (Assessment evidence requirements and supplementary evidence)
Amount of Assessment	There are 16 units of competency comprising of 340 hours of Assessment activity

Resources	
Facility resources	<p>LP ensures that equipment within the training facility is appropriate and accessible for trainers and participants. This includes:</p> <ul style="list-style-type: none"> • whiteboard and markers • photocopier/printer (head office) • chairs and tables of appropriate height and surface • appropriate lighting, heating and ventilation, rest rooms • TV/DVD player, screen or monitor, computers/laptops • tea/coffee facilities • resources as listed in unit/s of competency assessment requirements
Resources not supplied	<p>Participants must provide their own writing materials such as pens, pencils and notepads. Students will also need access to the internet, computer and word processing software to complete this program.</p>

Completion arrangements	
Completion of program	Participants who complete all requirements of the qualification or skill set they have enrolled in will be issued with a statement of attainment or a qualification depending upon the program that they have completed.
Issuance of statements of Attainment and certificates	<p>LP has systems in place that ensure only participants whom it has assessed as meeting the requirements of the program, receive a Certificate and or a statement of attainment issued by LP within 30 days of the participant, being assessed as meeting the requirements of the program, provided all agreed fees have been received by LP. All statements of Attainment and Certificate issuance records are retained in a register for period of 30 years and LP will provide records requested by the ASQA as required. Reprints and verifications will be supplied at a cost to the participant</p> <p><i>Refer to the Issuing certificates/statements of Attainment Policy and procedure</i></p>

Participant Support	
Learning support	<p>LP offers the following support to participants</p> <p>LLN Support Based on the findings of the LLN assessment that is carried out as part of the pre-training review participants can meet with the Training Manager to discuss possible assistance.</p> <p>LP will:</p> <ul style="list-style-type: none"> • <i>Assist participants, trainers and assessors in using the FODE Learning system</i> • <i>Provide weekly tutor access to support weekly learning activities</i> • Allow participants to choose their seating arrangements to ensure they can see/hear trainer • Allow participants to bring approved assistant to 'sign', to help read terminology or make notes within reason and without reducing the participants ability to individually meet the intent of the competency outcome • Provide training materials in electronic format • Apply reasonable adjustment of assessment methods as long as the intent of the unit of competency is not compromised • Access to laptops on request (additional cost may occur) <p>LP will not:</p> <ul style="list-style-type: none"> • Provide English language support to English as a second language (ESL) individuals, that is beyond the LLN support required for the course – applicants will be referred to ESL services
Additional support	<p>LP can provide referrals to additional support services such as</p> <ul style="list-style-type: none"> • Referrals to relevant services for personal or financial counselling • Other services that the RTO considers necessary to support participants

Operations	
Fees	This Programs fee schedule is located on http://lpcomm.com/ under participant information. If applicants require further financial assistance (i.e. payment over longer period) they will be required to make arrangements prior to enrolling during the pre-training review. Qualifications will not be issued until full payment is received. As LP does not receive any government funding, we have priced our programs to meet the operational needs of our RTO. We have considered individual financial needs however we are unable to provide discounts to individuals. We make this statement upfront to mitigate any confrontation regarding fees.
Enrolment application process	All participant are to complete an online (paper based on request) enrolment application form, providing details of their <ul style="list-style-type: none"> • Reasons for wishing to enter the program • Current Qualifications • Current transferable skills and knowledge relevant to the program and LLN Level • Current working status • Request for RPL/ Credit transfer implementation • Request for assistance required to complete the program • Unique Student Identifier (USI) • Government required personal details
Acceptance or rejection to offer position in program	The pre training review and enrolment application will be assessed to determine an applicant's suitability for the program. The Applicant will be provided details of their acceptance into the program via a written agreement that is signed by the RTO and applicant. If the Application is rejected the applicant will be informed in writing. Applications may be reject for the following reasons <ul style="list-style-type: none"> • Unable to demonstrate vocational competency in their proposed training and assessing area • Is under 18 years of age • Has individual needs that cannot be provided during the program delivery such as but not limited to <ul style="list-style-type: none"> ○ Training materials in a foreign language, braille or video/audio recording ○ Provision of an interpreter to assist with language, sight, hearing or learning barriers (unless supplied by participant or referral agency) • Does not provide all required details in the enrolment application • Is unable to meet the program financial commitments • is deemed as unsuitable for the program after the pre training review Rejected applicants will be provided further options and referrals to relevant support networks

Complaints and appeals	<p>LPs complaints and appeals Policy and Procedure informs all stakeholders of LP responsibilities and the stakeholder's rights to make a complaint or appeal. The policy is designed to respond to allegations involving the conduct of</p> <ul style="list-style-type: none"> • the RTO, its trainers, assessors or other staff; • an approved third party providing services on the RTO's behalf, its trainers, assessors or other staff; or • A participant of the RTO. <p>It also allows for all stakeholders to appeal for review of decisions including assessment decisions made by LP or approved third parties.</p> <p>The policy and procedure</p> <ul style="list-style-type: none"> • ensures the principles of natural justice and procedural fairness are adopted throughout the process; • is publicly available on LP website http://lpcomm.com/ under participant information • sets out the procedure for making a complaint or requesting an appeal; • ensures complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and • Provides for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal. <p>The process will be completed within 60 days of the initial submission and all documentation and records are securely maintained and the outcomes may be used as part of the evaluation of the training and assessment strategy to inform corrective actions to eliminate or mitigate the likelihood of reoccurrence.</p>
------------------------	--

Appendix A - Training and assessment sequencing plan

Dual TAE50116 Diploma of Vocational Training and Assessment and TAE50216 Diploma of Training Design and Development						
Monthly workshops		Cluster Block	Qualification	Unit code	Unit Descriptor	Activity
Month 1	Workshop 1	Block 1	Both	TAEASS502	Design and develop assessment tools	theory/ practical
Month 2	Workshop 2		Both	TAEADD501	Maintain and enhance professional practice	theory/ practical
Month 3	Workshop 3		Both	TAEDES501	Apply research to training and assessment practice	theory/ practical
Month 4	Holidays	Holidays		Holidays	Holidays	Holidays
Month 5	Workshop 4	Block 2	Both	TAEASS503	Lead assessment validation process	theory/ practical
Month 6	Workshop 5		Both	TAEASS504	Apply research to training and assessment practice	theory/ practical
Month 7	Workshop 6		Both	TAEASS501	Develop and implement recognition strategies	theory/ practical
Month 7	Holidays	Holidays		Holidays	Holidays	Holidays
Month 8	Workshop 7	Block 3	Both	TAEDES501	Provide advanced assessment practice	theory/ practical
Month 9	Workshop 8		Both	TAEDES501	Apply research to training and assessment practice	theory/ practical
Month 10	Workshop 9		Both	TAEDES501	Support the development of adult language, literacy and numeracy skills	theory/ practical
Month 11	Holidays	Holidays		Holidays	Holidays	Holidays
Month 12	Workshop 10	Block 4	Both	TAEDEL501	Apply research to training and assessment practice	theory/ practical
Month 13	Workshop 11		Both	TAEDEL501	Facilitate e-learning	theory/ practical
Month 14	Workshop 12		Both	TAEDEL502	Apply research to training and assessment practice	theory/ practical
Month 15	Holidays	Holidays		Holidays	Holidays	Holidays
Month 16	Workshop 13	Block 5	Both	TAEDES502	Design and develop learning resources	theory/ practical
Month 17	Workshop 14		Both	TAEDES503	Design and develop e-learning resources	theory/ practical
Month 18	Workshop 15		Both	TAEDES503	Design and develop e-learning resources	theory/ practical
Month 18	Holidays	Holidays		Holidays	Holidays	Holidays

Monthly workshops		Cluster Block	Qualification	Unit code	Unit Descriptor	Activity
Month 19	Assessment	<i>Block 6 - Assessment</i>		All Units	Assessment Block 1 and 2	Assessment
Month 20	Assessment			All Units	Assessment Block 3	Assessment
Month 21	Assessment			All Units	Assessment Block 4 and 5	Assessment

Training workshops sessions break down Total 7 hours plus lunch	Time	Duration	Workshops
	9.00 -9.30	30 Mins	Introduction/review of last session
	9.30 - 10.45	75 Mins	Theory/Group learning activities
	10.45 – 11.00	15 Mins	Morning Tea
	11.00 – 12.15	75 Mins	Group Practical learning Activities
	12.15 – 12.45	30 Mins	Lunch/networking
	12.45 – 14.00	75 Min	Group Practical learning Activities
	14.00 – 14.15	15 Min	Afternoon Tea
	14.15 - 15.15	60 Mins	Individual Practical learning Activities
	15.15 – 15.45	30 Mins	Review of Day, Confirm activates to complete
	15.45 – 16.30	45 Mins	Assess to Trainer for individual questions
Assessment workshop session break down Total 7 hours plus lunch	Time	Duration	Workshops
	9.00 -9.30	30 Mins	Questions of assessment activities
	9.30 - 10.45	75 Mins	Observation of individuals conducting assessment activities
	10.45 – 11.00	15 Mins	Morning Tea
	11.00 – 12.15	75 Mins	Observation of individuals conducting assessment activities
	12.15 – 12.45	30 Mins	Lunch/networking
	12.45 – 14.00	75 Min	Observation of individuals conducting assessment activities
	14.00 – 14.15	15 Min	Afternoon Tea
	14.15 - 15.15	60 Mins	Observation of individuals conducting assessment activities
	15.15 – 15.45	30 Mins	Observation of individuals conducting assessment activities
	15.45 – 16.30	45 Mins	Assess to Trainer for individual questions