

## Program Information

The Program information outlines the training and assessment approaches and methods adopted by LP Communications Pty Ltd (LP) RTO 20665 <https://traf/ning.gov.au/Organisation/Details/20665> trading as

### The Learning Professionals For 'Standard Program'

### TAE40116 Certificate IV in Training and Assessment

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](http://www.lpcomm.com)

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<b>Training Product Description</b>	
Training package	TAE Training and Assessment Training Package (Release 2) <a href="https://training.gov.au/Training/Details/TAE">https://training.gov.au/Training/Details/TAE</a>
Qualification	TAE40116 Certificate IV in Training and Assessment (Release 1) <a href="https://training.gov.au/Training/Details/TAE">https://training.gov.au/Training/Details/TAE</a>
Packaging rules	Participants need to complete ten units of competency consisting of: <b>Nine core and One elective</b>
Units of Competency - Standard Program	<p><i>Core</i></p> <p>TAEDES402 Use training packages and accredited courses to meet client needs</p> <p>TAEDES401 Design and develop learning programs</p> <p>TAELLN401 Address adult language, literacy and numeracy skills</p> <p>TAEASS401 Plan assessment activities and processes</p> <p>TAEASS502 Design and Develop Assessment Tools</p> <p>TAEASS402 Assess competence</p> <p>TAEASS403 Participate in Validation</p> <p>TAEDEL401 Plan, organise and deliver group-based learning</p> <p>TAEDEL402 Plan, organise and facilitate learning in the workplace</p> <p><i>Elective</i></p> <p>TAEDEL301 Provide work skill instruction</p>
Alternative Electives	Additional units are available for RPL applicants only to meet industry need these are, BSBCMM401 Make a Presentation TAEASS301 Contribute to assessment
Licencing outcome	There is no licencing legislative of certification requirements as a result on completion of this program
Training Package entry requirement	Those entering the program must be able to demonstrate vocational competency in their proposed training and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.

<b>Program Details</b>	
Program products	<p>This program offers participants training and assessment products in</p> <ul style="list-style-type: none"> <li>• TAE40116 Certificate IV in training and assessment</li> <li>• TAESS00014 Enterprise Trainer – Presenting skills set</li> <li>• TAESS00015 Enterprise Trainer and Assessor skill set</li> <li>• TAESS00011 Assessor Skill Set</li> </ul>
Aim of the Program	<p>The programs reflect the roles of individuals who are wanting to or are currently delivering training and/or assessment services. The program and/or the skill sets derived from undertaking the units of competency within the program is suitable preparation for those engaged in the delivery of training and assessment in a workplace and or as a component of a structured VET program</p>
Target groups	<p>The participant group for this training product are:</p> <ul style="list-style-type: none"> <li>• Client groups that require this qualification or relative skill set to deliver accredited or non-accredited training and assessment in the workplace. These clients have generally been involved in training and assessment and have high level skills and knowledge (e.g. LP TAE program delivered to the Department of Justice)</li> <li>• trainers and assessors wanting to upgrade their existing TAE40110 Qualification</li> <li>• Individuals that seek recognition of prior learning of their training and assessment skills</li> </ul>
Program funding	<p>This training product is offered on a Fee for Service basis only</p>
Delivery modes	<p>The programs are delivered by flexible, online, distance training (FODT) blended training, consisting of face to face in the workplace or RTO, distance and online training and assessment</p>
Program Design	<p>The Program design consists of 10 units of competency which includes 3 Clusters of Delivery:</p> <ul style="list-style-type: none"> <li>• Program Design - TAEDES401, TAEDES402, TAELLN411</li> <li>• Assessment – TAEASS401, TAEASS502, TAEASS402, TAEASS403</li> <li>• Delivery – TAEDEL301, TAEDEL401, TAEDEL402</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• TAESS00014 Enterprise Trainer – Presenting skills set</li> <li>• TAESS00015 Enterprise Trainer and Assessor skill set</li> <li>• TAESS00011 Assessor Skill Set</li> </ul>

Training Locations	The programs are delivered in <ul style="list-style-type: none"> <li>○ hired training rooms within an RTO</li> <li>○ client's workplace in an appropriate environment for training</li> </ul>
Work Placements	This program requires the participant to have access to a real vocational, education and training environment (workplace) when completing the unit 'TAEASS402 Access Competence'.
Maximum participant numbers	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.
RTO entry requirements	<ul style="list-style-type: none"> <li>● Clients must be over 18 years of age</li> <li>● Have current skills in their industry of work</li> <li>● Completion of the <a href="#">Pre-Training Review</a> prior to enrolment</li> <li>● Completion of enrolment application</li> </ul>
Program Entry and Exit Points	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.
Training Outcomes – Pathways for participants	<p>Participants are provided with advice on career and further training opportunities prior to and throughout the delivery of the program. These include:</p> <p>Exit skillsets attainable throughout the program:</p> <ul style="list-style-type: none"> <li>● TAESS00014 Enterprise Trainer – Presenting skills set when deemed competent in BSBCMM401, TAEDEL301</li> <li>● TAEASS00015 Enterprise Trainer and Assessor Skill Set when deemed competent in TAEDEL301, TAEASS401, TAEASS402, TAEASS403</li> <li>● TAESSASS00011 Assessor skill set when deemed competent in TAEASS401, TAEASS402, TAEASS403, TAEASS502</li> </ul> <p><i>Training pathways after completion of program:</i></p> <ul style="list-style-type: none"> <li>● TAE50216 Diploma of Training Design and Development</li> <li>● TAE50116 Diploma of Vocational Education and Training</li> <li>● Entry into relevant tertiary programs including Associate Degrees and Undergraduate Degree programs</li> </ul> <p><i>Possible Vocational pathways:</i></p> <ul style="list-style-type: none"> <li>● Enterprise trainer and/or assessor, RTO trainer and/or assessor, Training advisor or needs analyst</li> </ul>



Program Withdrawal	<ul style="list-style-type: none"> <li>• Participants may withdraw at any time throughout the program.</li> <li>• They are to withdraw in writing following the withdrawal policy and procedure provided to the participant located on <a href="http://lpcomm.com/">http://lpcomm.com/</a> under participant information</li> <li>• 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</li> </ul>
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>

<b>Training and Assessment Delivery</b>						
Program Duration	<p>The <i>standard</i> duration for this training product is 10.5 months for participants undertaking the <i>Standard</i> program,</p> <ul style="list-style-type: none"> <li>An <a href="#">amount of training</a> of 30 weeks</li> <li>An <a href="#">amount of assessment</a> of 6 weeks</li> </ul> <p>noting that it may be</p> <ul style="list-style-type: none"> <li>Longer for some participants with <a href="#">additional learning needs</a> or requiring <a href="#">reasonable adjustment</a></li> <li>Shorter for some participants <a href="#">fast training</a>, depending upon the amount of RPL, CT and skill sets</li> </ul> <p>Refer to <a href="#">cluster block sequence plan</a></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 <a href="#">cluster block sequencing plan</a></p>					
Suggested weekly delivery activities	participants complete a weekly schedule outlined below					
		Training Session (theory, practical, Assessment as learning)	Self-paced (Assigned Homework, Work placement Under approved third party)	Collaboration Online (Assigned Question /answer Posts)	Tutor Access Online or onsite	Workshop (averaged)
	Monday	3 hours				
	Tuesday		1 hours			
	Wednesday		1 hour			
	Thursday				8 hours	
	Friday			2 hours		
	Saturday		3 hours			2 hours
Sunday						
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 individual is not meeting the <a href="#">cluster block sequencing plan</a> 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 provided with commitment from all participant, employer (if required) and trainer to meet individual needs</p>
Fast tracking	<p>Participants may request to fast track the standard program duration prior to enrolment into their program this will be discussed at their pre training review and consider their workplace and individual circumstances including</p> <ul style="list-style-type: none"> <li>• <a href="#">Recognition of Prior learning (RPL)</a> and <a href="#">Credit transfers (CT)</a></li> <li>• Completing only individual units or skill sets</li> <li>• Employed in training/assessing role in industry or VET organisation</li> </ul>
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"> <li>• LP provides information to the applicant that outlines the RPL/CT process outlined in the RPL handbook which is located on <a href="http://lpcomm.com/">http://lpcomm.com/</a> under participant information</li> <li>• Applicants will be considered on an individual basis and may apply for any amount of RPL for this training product</li> </ul> <p>If Applicants are deemed eligible to apply for RPL or CT they will need to collect and present their evidence, in consultation with the trainer/assessor following enrolment including any</p> <ul style="list-style-type: none"> <li>• AQF certification documentation issued by any other RTO or AQF authorised issuing organisation</li> <li>• verified VET transcripts issued by the Registrar</li> <li>•</li> <li>• evidence of currency in skills and knowledge relevant to unit of competency detailed in the Assessment tools supplied</li> </ul> <p><i>Note - LP reserves the right to only CT TAEASS02A/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>

<b>Pre-Training Review</b>	
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"> <li>• Program, aim, duration, training and assessment provided and vocational outcomes</li> <li>• Recognition of Prior Learning (RPL)</li> <li>• 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)</li> <li>• requirement to complete an LLN assessment (Cert IV level holders or above will be exempt from LLN assessment)</li> </ul> <p>Program Fees, refunds, complaints, privacy and withdrawal procedures and location in participant information, found on <a href="http://lpcomm.com/">http://lpcomm.com/</a> 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"> <li>• is provided with all the information regarding the program delivery to make an informed decision prior to commencement</li> <li>• Finds the most suitable course based on education attainment level, capabilities, aspirations and interests</li> <li>• Chooses a program which will make a link to your individual career goals and understands their objectives for undertaking the program</li> <li>• Gains knowledge of the adjustments needed to the training program to suit your individual needs if applicable</li> <li>• 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)</li> <li>• Understands that participation in training may affect future options regarding funding eligibility (if applicable)</li> </ul>
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:</p> <p><b>Communication</b> Use communication techniques that demonstrates cultural sensitivity to build rapport and interact with a range of people/groups in the VET sector to facilitate training and assessment activities and agree on learning programs, assessment design and development and validation activities.</p> <p><b>Reading</b> Access, Analyse and interpret a range of documentation including enrolment records, organisational policy and procedures, WHS, LLN resources, benchmarks and validation material, learning resources for workplace and group delivery to apply relevance to requirements</p> <p><b>Writing</b> write, document, record key information for validation and preparing assessment plans and tools, training plans and documents incorporating language, accurate spelling, grammar and format, recording of accurate learner records and resources appropriate to you audience and environment</p> <p><b>Numeracy</b> Interpret familiar measurements relating to timeframes and compare against requirements</p> <p><b>Learning</b> Reflecting on your own practices to improve and self-develop</p> <p>Those entering the program holding a Certificate IV level 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 <a href="#">Participant support</a></p>
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<b>Training</b>															
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"> <li>• Lectures/presentations/tutorials/workshops (theoretical, global, auditory, visual learners)</li> <li>• Demonstrations of product development (Visual, situational learner)</li> <li>• Demonstration of skills (Kinaesthetic, Visual, right brain, situational, learner)</li> <li>• Instruction of process application (Kinaesthetic, left brain, situational, analytical learners)</li> <li>• Individual and Group work project activities (social, situational, VAK, activists, pragmatist learners)</li> <li>• Discussions, Coloration with trainers, other participants and peers (social, theorist learners)</li> <li>• Enabling research activities (theorists, reflective learners)</li> <li>• Assessment as learning++ (Kinaesthetic, situational learners)</li> </ul>														
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></p> <p>AaL is a current training delivery practice for VET participants and forms part of the program.</p> <p>References</p> <ul style="list-style-type: none"> <li>• Fullan, M. &amp; Langworthy, M., 2014. A Rich Seam How New Pedagogies Find Deep Learning. London: Pearson.</li> <li>• Dann, R., 2014. Assessment as learning: blurring the boundaries of assessment and learning for theory, policy and practice. Assessment in Education: Principles, Policy &amp; Practice, 31 Mar, pp. 149-166</li> </ul>														
Standard Program Amount of Training	<table border="1"> <thead> <tr> <th>This program consists of structured training activities including</th> <th>Program Hours</th> </tr> </thead> <tbody> <tr> <td>25 training sessions @ 3 hours each</td> <td>75</td> </tr> <tr> <td>25 collaboration online forum posts and reply @ 2 hours each</td> <td>50</td> </tr> <tr> <td>5 group face to face workshops @ 7 hours each</td> <td>35</td> </tr> <tr> <td>25 Individual assigned self-paced structured tasks (homework) @ 7 hours each</td> <td>120</td> </tr> <tr> <td>25 days access to tutor support @ 8 hour each</td> <td>200</td> </tr> <tr> <td><b>Total Amount of Training in hours</b></td> <td><b>480 hours</b></td> </tr> </tbody> </table>	This program consists of structured training activities including	Program Hours	25 training sessions @ 3 hours each	75	25 collaboration online forum posts and reply @ 2 hours each	50	5 group face to face workshops @ 7 hours each	35	25 Individual assigned self-paced structured tasks (homework) @ 7 hours each	120	25 days access to tutor support @ 8 hour each	200	<b>Total Amount of Training in hours</b>	<b>480 hours</b>
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<b>Assessment</b>	
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"> <li>• purpose of the assessments</li> <li>• resources required</li> <li>• outcome of the assessments</li> <li>• Assessment tasks</li> <li>• Formative Assessment recording documents</li> <li>• Summative assessment outcome recording document</li> </ul>
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"> <li>○ Questioning – oral and written (hard copy, recording video or audio)</li> <li>○ Product review – review of products developed – (finished products, Documents, videos, photos.)</li> <li>○ Observation – Demonstration of work process application and /or work product development - (Video, Photos)</li> <li>○ Portfolio – gathering of evidence compiled by participant over a period of time – (Assessment evidence requirements and supplementary evidence)</li> </ul>
Amount of Assessment	There are 10 units of competency comprising of 120 hours of Assessment activity

<b>Resources</b>	
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"> <li>• whiteboard and markers</li> <li>• photocopier/printer (head office)</li> <li>• chairs and tables of appropriate height and surface</li> <li>• appropriate lighting, heating and ventilation, rest rooms</li> <li>• TV/DVD player, screen or monitor, computers/laptops</li> <li>• tea/coffee facilities</li> <li>• resources as listed in unit/s of competency assessment requirements</li> </ul>
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>

<b>Completion arrangements</b>	
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	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. <i>Refer to the Issuing certificates/statements of Attainment Policy and procedure</i>

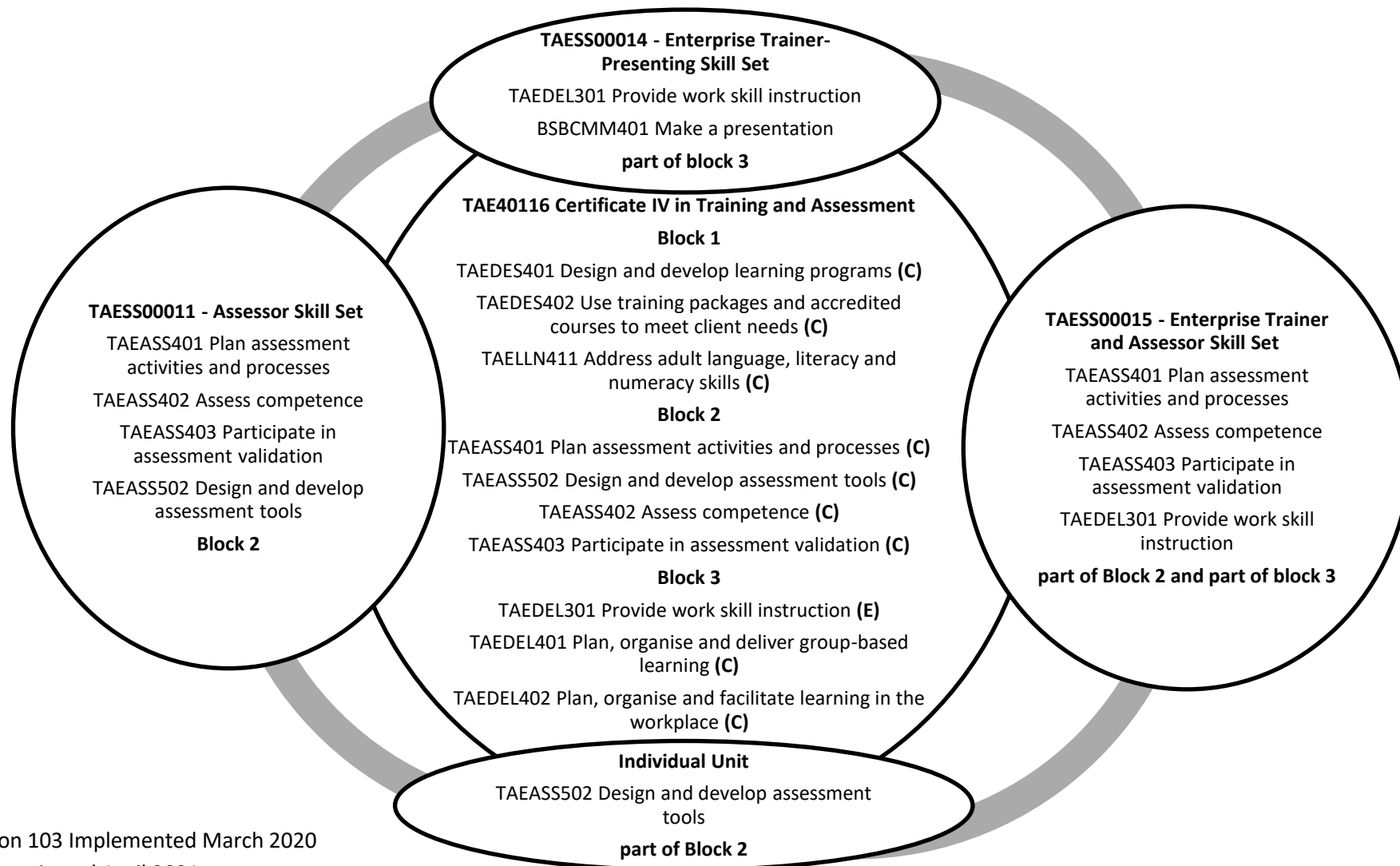


<b>Participant Support</b>	
Learning support	<p>LP offers the following support to participants</p> <p><b>LLN Support</b> Based on the findings of the LLN assessment that is carried out as part of the pre-training review participants can meet with the Training Manager to discuss possible assistance.</p> <p>LP will:</p> <ul style="list-style-type: none"> <li>• <i>Assist participants, trainers and assessors in using the FODE Learning system</i></li> <li>• <i>Provide weekly tutor access to support weekly learning activities</i></li> <li>• Allow participants to choose their seating arrangements to ensure they can see/hear trainer</li> <li>• 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</li> <li>• Provide training materials in electronic format</li> <li>• Apply reasonable adjustment of assessment methods as long as the intent of the unit of competency is not compromised</li> <li>• Access to laptops on request (additional cost may occur)</li> </ul> <p>LP will not:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Additional support	<p>LP can provide referrals to additional support services such as</p> <ul style="list-style-type: none"> <li>• Referrals to relevant services for personal or financial counselling</li> <li>• Other services that the RTO considers necessary to support participants</li> </ul>

<b>Completion and Complaints</b>	
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	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 <i>Refer to the Issuing certificates/statements of Attainment Policy and procedure</i>
Complaints and appeals	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 <ul style="list-style-type: none"> <li>• the RTO, its trainers, assessors or other staff;</li> <li>• an approved third-party providing services on the RTO's behalf, its trainers, assessors or other staff; or</li> <li>• A participant of the RTO.</li> </ul> It also allows for all stakeholders to appeal for review of decisions including assessment decisions made by LP or approved third parties. The policy and procedure <ul style="list-style-type: none"> <li>• ensures the principles of natural justice and procedural fairness are adopted throughout the process;</li> <li>• is publicly available on LP website <a href="http://lpcomm.com/">http://lpcomm.com/</a> under participant information</li> <li>• sets out the procedure for making a complaint or requesting an appeal;</li> <li>• ensures complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and</li> <li>• 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.</li> </ul> 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.

<b>Operations</b>	
Fees	This Programs fee schedule is located on <a href="http://lpcomm.com/">http://lpcomm.com/</a> 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.
Acceptance or rejection to offer position in program	<p>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 rejected for the following reasons</p> <ul style="list-style-type: none"> <li>• Unable to demonstrate vocational competency in their proposed training and assessing area</li> <li>• Is under 18 years of age</li> <li>• Has individual needs that cannot be provided during the program delivery such as <ul style="list-style-type: none"> <li>○ Training materials in a foreign language, braille or video/audio recording</li> <li>○ Provision of an interpreter to assist with language, sight, hearing or learning barriers (unless supplied by participant or referral agency)</li> </ul> </li> <li>• Does not provide all required details in the enrolment application</li> <li>• Is unable to meet the program financial commitments</li> <li>• is deemed as unsuitable for the program after the pre training review</li> </ul> <p>Rejected applicants will be provided further options and referrals to relevant support networks</p>
Enrolment application process	<p>All participant are to complete an online (paper based on request) enrolment application form, providing details of their</p> <ul style="list-style-type: none"> <li>• Reasons for wishing to enter the program</li> <li>• Current Qualifications</li> <li>• Current transferable skills and knowledge relevant to the program</li> <li>• LLN Level</li> <li>• Current working status</li> <li>• Request for RPL/ Credit transfer implementation</li> <li>• Request for assistance required to complete the program</li> <li>• Unique Student Identifier (USI)</li> <li>• Government required personal details</li> </ul>

## Appendix A - Training and assessment sequencing plan



Version 103 Implemented March 2020

To be reviewed April 2021

Officer responsible CEO

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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
Training Sessions Breakdown Total 3 hours	Time	Duration	Workshops activities
	5.30 – 6.00	30 Mins	Introduction/review of last session
	6.00- 6.45	45 Mins	Theory/Group learning activities/Lecture
	6.45 – 7.30	45 Mins	Group Practical Activities
	7.30 – 8.00	30 Mins	Instructions for weekly Self-paced activity/project
	8.00 – 8.30	30 Min	Assess to Trainer for individual questions
Assessment Session Breakdown Total 3 hours	Time	Duration	Workshops activities
	5.30 – 6.00	30 Mins	Questions of assessment activities
	6.00- 6.45	45 Mins	Observation of individuals conducting assessment activities
	6.45 – 7.30	45 Mins	Observation of individuals conducting assessment activities
	7.30 – 8.00	30 Mins	Observation of individuals conducting assessment activities
	8.00 – 8.30	30 Min	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