



Blended Learning
International

Trainer Handbook

2018

Ver 1.

Table of Contents

<u>Section 1 – Blended Learning International.....</u>	<u>3</u>
<u>Section 2 – Vocational Education and Training (VET).....</u>	<u>7</u>
<u>Section 3 – BLI trainers.....</u>	<u>10</u>
<u>Section 4 – Student management.....</u>	<u>14</u>
<u>Section 5 – Assessment.....</u>	<u>17</u>
<u>Section 6 – Policies & procedures.....</u>	<u>25</u>
<u>Blended Learning International Program Administration Office</u>	<u>36</u>

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Section 1 – Blended Learning International

Guiding principles

The aim of Blended Learning International is to apply the guiding principles of excellence, integrity and creativity in all activities, and to encourage students to make these principles their own.

About the organisation

Blended Learning International is an innovative education and training company in Australia and the Asia Pacific that offers an extensive range of education, training, agency, and research services through four major divisions to students, professionals, government, community, and corporate sectors, as well as providing English language training.

It has been in formal operation since 2003, and earlier developed as a “spin-off” from the Australian National University.

Since inception, the company vision has been excellence in imparting skills and knowledge to encourage and motivate learning. In recent years the company has extended this focus to a greater global reach and continue to use the best of the new and emerging technologies in the delivery of our programs. Blended Learning International has a strong client focus, maintaining long-term relationships in the delivery of our services.

Blended Learning International (BLI) is a nationally Registered Training Organisation (RTO) with the Australian Skills Quality Authority (ASQA), RTO identification number 110068. ASQA-registered training organisations must meet the requirements for registration, including compliance with all components of the Vocational Education and Training (VET) Quality Framework:

- [Standards for Registered Training Organisations \(RTOs\) 2015](#)

3

- [Australian Qualifications Framework](#)
- [Fit and Proper Person Requirements](#) (these requirements are now part of the Standards)
- [Financial Viability Risk Assessment Requirements 2011](#)
- [Data Provision Requirements 2012](#).

Blended Learning International is focussed on the quality of service and outcomes for our clients. Program assessments are designed in consultation with relevant industry and other stakeholders ensuring the industry relevance of training for our clients.

Program delivery

Programs are delivered using a blended format, including the traditional face-to-face method, online, distance materials, webinar, and video conferencing.

Blended Learning International offers the expertise and capability to design course components, whole courses, or a complete program for delivery in a blended format.

Blended Learning International has training premises in Canberra to suit small groups as well as classes of up to 20 participants. Rooms can be configured to suit different styles of learning and delivery, including conferences, lectures and tutorials. Training support includes, flip charts, projector, Internet access, traditional whiteboard and catering. More information for the Blended Learning International Training Centre can be found at <http://www.blendedlearning.edu.au/home/training-centre/>.

Where students choose BLI programs online, they are provided with their own unique online account with their own user identification and password. The amount of time spent online including either reading, completing activities, or completing assessments is recorded by the system. Students are followed up if the online systems flags time logs not consistent with meeting agreed training plans. This is helpful for students to ensure you stay on track, with BLI follow up to assist you to achieve your learning goals.

BLI is also equipped to train and assess competencies in the workplace and at external premises.

4

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Accredited courses

Vocational Education and Training (VET) qualifications have been available through Blended Learning International since 2003.

VET accredited courses are courses that have been assessed as compliant by the Australian Skills Qualification Authority (ASQA) under the Standards for VET Accredited Courses 2012 and the Australian Qualifications Framework (AQF).

Courses that are accredited have been formally confirmed by ASQA and are nationally recognised. These courses have been accredited to meet the requirements of established industry, enterprise, educational, legislative or community needs. Accredited courses have passed appropriate competency outcomes and a satisfactory basis for assessments to meet national quality assurance requirements.

Accredited courses are aligned to their appropriate AQF level where it leads to a qualification.

VET accredited courses have an allocated national code and are listed on the national register available at training.gov.au. Further information can be found at <https://www.asqa.gov.au/course-accreditation/accreditation-asqa>.

Blended Learning International is a RTO delivering nationally accredited diploma and certificate courses for students and industry. The VET programs service both the needs of industry and the needs of students including those wanting a pathway into university or to expand their career opportunities.

Blended Learning International is currently delivering the following qualifications:

5

Code	Name
BSB42615	Certificate IV in New Small Business
BSB50215	Diploma of Business
BSB50415	Diploma of Business Administration

Blended Learning International is also scoped to deliver a range of nationally accredited Statements of Attainment. These can be designed to suit, and some examples include:

- [SIRSS00001- Coaching and Mentoring](#)
- [RIISS00044- Work Zone Traffic Control – Traffic Controller Skill Set](#)
- [RIISS00042- Work Zone Traffic Control – Road Labourer Skill Set](#)
- [BSBSS00081- Public Relations Skill Set](#)
- [BSBSS00040- Innovation Leadership Skill Set](#)
- BSBSS00049- Small Business Contracting Skill Set

Course outlines

Blended Learning International course outlines are available from the Blended Learning International website at the following web address: www.blendedlearning.edu.au.

Training package curricula, which include all competency details, can be downloaded from <https://training.gov.au> the National Register on Vocational Education and Training in Australia.

Section 2 – Vocational Education and Training (VET)

VET – What is it?

Vocational education and training is ‘education and training for work’. It exists to develop and recognise the competencies, or skills, of learners. It has traditionally been seen as post-secondary, non-university education and training, focusing on apprenticeships. But reforms now see VET programs offered in secondary schools, and stronger links with university study options.

Vocational education and training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by registered training organisations (RTOs).

Undertaking VET may benefit students’ exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction). Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care, or sport and recreation.

Further information is available

<https://www.asqa.gov.au/about/australias-vet-sector>

<https://www.training.nsw.gov.au/vet/>

What are Training Packages?

“Training packages are developed by [Service Skills Organisations](#) (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries.

Training packages do not suggest how a learner should be trained, rather, they specify the skills and knowledge required to perform effectively in the workplace.

Each training packages is made up of three components:

- Units of competency: define the skills and knowledge to operate effectively and how they need to be applied to perform effectively in a workplace context.
- Qualifications framework: groups of units of competency ranging from Certificate I to Graduate Diploma level.
- Assessment guidelines: the industry's preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted.”

Source: ASQA, <https://www.asqa.gov.au/about/australias-vet-sector/training-packages>

Please also refer to the above link for further information.

What is the Australian Quality Framework (AQF)?

The AQF is a national policy for regulated qualifications in Australian education and training. It includes the qualifications from each education and training sector into a single comprehensive national qualifications framework.

Further information on the AQF is available from the following website:

<http://www.aqf.edu.au/>.

Further information on ASQA is available from the following website:

<http://www.asqa.gov.au/>.

As part of the evidence requirements to achieve and/or maintain operational compliance, RTOs will require:

- written policies and procedures that support the provision of quality training and assessment

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- documented delivery and assessment strategies for each qualification on the RTO's scope of registration
 - systems to validate assessment strategies
 - staff who meet competency requirements for providing training and assessment
 - quality systems and processes to manage training delivery.

Further information on the AQF is available from the following website:

<http://www.aqf.edu.au/>.

Section 3 – BLI trainers

BLI has a reputation for delivering high quality innovative training. BLI trainers are supported by quality assured systems, strong course organisation and management, comprehensive trainer and learner resources, and leading edge equipment and facilities.

Our commitment to staff

To provide a supportive, harmonious and positive working environment where each staff member is valued irrespective of gender, race, sexual preference, political affiliation, marital status, disability or religious beliefs.

To provide easy access to timely and accurate information about our regulations, policies and procedures and confidence that we will apply them appropriately and fairly to you.

To deliver quality training and assessment by ensuring that all our training staff have the competencies at least to the level being delivered, and possess at least the Certificate IV in Training and Assessment qualification (or equivalent).

To ensure prompt and considerate resolution of your concerns, appeals and grievances using procedures which are easily accessible, fair, and transparent.

To provide excellent, functional, clean and safe facilities.

To ensure respect for the privacy and confidentiality of your dealings with us and confidence that your affairs will only be known to those whose duty it is to deal with you.

To ensure compliance with all the relevant legislation, requirements and guidelines regarding program delivery and assessments, occupational health and safety, and management of the RPL (Recognition of Prior Learning) process.

To ensure compliance with all the relevant legislation, requirements and guidelines regarding program delivery and assessments, occupational health and safety, and management of the RPL (Recognition of Prior Learning) process.

General expectations of staff

To contribute to the harmonious and positive working environment irrespective of gender, race, sexual preference, political affiliation, marital status, disability or religious belief.

To comply with the rules, regulations, policies and procedures of Blended Learning International.

To be honest and respectful, which includes not falsifying information and not conducting yourself in any way that may cause injury to others.

To utilise facilities and resources correctly as to the purpose they are provided to you and conditions of their use.

To respect students' and staff members' right to privacy and confidentiality.

Program delivery expectations

Face-to-face Training

Arrive no less than 20 minutes prior to the scheduled session start time.

Conclude the course at the specified scheduled time.

Ensure all equipment and resources required for the training sessions are set up prior to the commencement of the session.

Ensure all equipment and resources required for the training sessions are put away at the conclusion of the session.

Ensure all whiteboards are wiped clean, and tables, chairs, blinds and windows are left in their original format. Where catering has been provided, please ensure that this is left in an orderly and tidy state.

Deliver an induction/orientation session as part of the first learning session to brief students on the relevant BLI policies, procedures and expectations, as well as familiarising them with the BLI facilities, support services and learning resources.

Prepare a class session plan and make this available to Blended Learning Administration no less than one week prior to the delivery of the program.

Make the class session plan known to the course participants at the start of each training session.

Prepare and print your own notes and materials, as required, for subject delivery.

Design and develop training materials as required.

Maintain attendance records, assess students and advise students of their assessment outcome.

Provide a copy of the attendance record to Blended Learning Administration at the conclusion of each training session.

Prepare copies of assessments and resources for filing purposes.

Online Training

Trainers are expected to monitor student time online and to provide reports accordingly.

Where student time online is not consistent with their agreed training plan, trainers are to follow up with the student via email or phone in the first instance to determine reasons and to assist the student to get back on track. This may include a face-to-face session, mentoring, distance, or other methods to assist the student.

Where students are tracking on time consistent with their agreed training plan, trainers should still be in touch on a regular basis with the student such that they know that support is available should they need any.

The usual expectation for trainers is that they will be in touch with students at or near commencement, at assessments time to provide feedback and towards the end of the program.

Program and performance evaluation

Students are given the opportunity to fully evaluate their trainers and all aspects of the training provided by BLI. This feedback is anonymous and is used to inform and improve our programs, our staff, and our services.

BLI is committed to continuous improvement, and as such welcomes trainer suggestions on improvements to all aspects of our training programs, our processes and our services.

BLI trainers are encouraged to continuously develop their own knowledge, skills and qualifications. BLI will actively support professional development opportunities for their trainers and administration staff.

Section 4 – Student management

Attendance

Attendance at sessions is a required component for the satisfactory completion of each program.

Student attendance should be recorded at each session, including their arrival and departure time, if outside of the norm. Incidents and relevant comments are recorded in the attendance register. All students must sign on and off each training session they attend.

Should a participant, without forewarning, not attend two (2) consecutive sessions, the trainer is then required to follow up the participant's absence. This can be done by sending an email or ringing the participant direct, or requesting Blended Learning International Administration to contact the participant.

Medical certificates or diary notes should be handed to the Blended Learning International Administration and placed on the Student file.

For online training, reports are provided by the Learning Management System, which the trainer has access to. As mentioned above, where students do not meet their required time as per their agreed training plan, the trainer is to follow up immediately. Trainers are to note the importance of immediate follow up with online students.

Student evaluation

Student feedback forms are to be completed at the end of a course. A template of the form will be provided to the trainer.

Ensure the student logbooks, if used, are completed and all required competencies are signed off. A copy of each student's records must be provided to the BLI Program Administration Office.

Student records

Students are issued with a transcript of their results when they either complete or withdraw from their course, provided they have been deemed fully competent in some, or all, units of the course upon completion or withdrawal. Students may, for a fee, obtain additional copies of their official transcript.

The transcript of a student who has fees or charges outstanding from a session will have WD (withheld, fees due) recorded against the units of the course. The results for these units will be released when the fees and charges are paid.

All student records and result are stored on the online student management system, VETtrak. These records are password protected and kept on a secure server as managed by the VETtrak system. Backups are maintained in the VETtrak system.

VETtrak have undertaken to provide annually, a copy of all student records. This will commence during 2015. Hardcopies of student records and results are stored in the BLI office for six months after their course completion. After this time they are then relocated to archive storage.

Hardcopies of all Certificate's, Diploma's and Statement's of Attainment are held in the Blended Learning International Office for 12 months. After this time they are relocated to archive storage.

Storage of student records including qualifications will be for a period of 30 years from the time of their course completion. This will be stored electronically in VETtrak or other authorised electronic storage system/s as may apply during this 30 year time period.

Paper based student records will be destroyed after two years with the exception of assessment items or classwork that will be kept for six months after the students course completion date.

The document retention period of all other documents if not contractually required is 7 years.

Section 5 – Assessment

General assessment guidelines

- All students should be given sufficient prior information on the conditions relating to submission of assessment tasks, including where and when assessed work can be safely and securely lodged and collected.
- Students unable to submit assessment work due to medical or other compassionate reasons should have the opportunity to negotiate alternative arrangements agreeable to the trainer/assessor.
- Students should be advised to keep a copy of all submitted work.
- When stating a submission date, trainers should also state a target return of work date. Assessment results should be returned to students within a reasonable period from the submission date and in time for feedback to guide students' final preparation of subsequent assessment tasks.
- Every opportunity should be taken by trainers to provide timely and appropriate feedback to students on their work.

Principles of assessment

Blended Learning International requires the principles of assessment and the rules of evidence to be followed when assessing a person's evidence of competence. These are as follows:

Fairness	Ensuring the process does not disadvantage any individuals and the outcomes can be achieved through a range of training delivery strategies.
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	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p> <p>Accordingly, a Complaints and Appeals Process is provided.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Ensuring evidence is collected in a variety of contexts and on a number of occasions, and that the assessment process and materials assess everything they claim to, and nothing else.</p> <p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p>

	<p>Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could • demonstrate these skills and knowledge in other similar situations; <p>and</p> <ul style="list-style-type: none"> • judgement of competence is based on evidence of learner
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Conducting assessment against units of competency

The following describes the Blended Learning International process for conducting assessments against the units of competency identified:

Step 1: Prepare for assessment

The assessor is to:

19

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- establish the context and purpose of the evidence to be collected;
 - identify and analyse the units of competency, training package and training and assessment strategy to identify the evidence requirements; and
 - review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

Step 2: Prepare the student

The assessor meets with the student to:

- explain the context and purpose of the assessment and the assessment process;
- explain the units of competency to be assessed and the evidence to be collected;
- outline the assessment procedure and the preparation the student should undertake, and answer any questions;
- assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people individual needs;
- seek feedback regarding the student's understanding of the evidence requirements and assessment process; and
- determine if the student is ready for assessment.

Step 3: Plan and prepare the evidence-gathering process

The assessor must:

- establish a plan for gathering sufficient quality evidence about the student's consistent performance in order to make the assessment decision;
- use equipment or resources required to support the evidence-gathering process; and coordinate and
- brief other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision

The assessor must:

20

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- establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility;
 - collect appropriate evidence and match compatibility to the unit of competency;
 - incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
 - evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;
 - consult and work with other staff, or technical experts involved in the assessment process;
 - record details of evidence collected; and
 - make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide feedback on the assessment

The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:

- clear and constructive feedback on the assessment decision;
- information on ways of overcoming any identified gaps in competency revealed by the assessment;
- the opportunity to discuss the assessment process and outcome; and
- information on reassessment and the appeals processes if applicable.

Step 6: Record and report the result

The assessor must:

- maintain confidentiality and record the assessment outcome and provide this information to the Administration staff
- maintain records of the assessment procedure, evidence collected and the outcome and provide this information to the Administration staff

Step 7: Review the assessment process

On completion of the assessment process, the assessor must:

- review the assessment process;
- report on the positive and negative features of the assessment to those responsible for the assessment procedures; and if necessary, suggest to Blended Learning International RTO management ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled management meeting or assessment validation.

Step 8: Participate in the reassessment and appeals process

The assessor must:

- provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options;
- provide the student with information on the reassessment and appeals process;
- report any assessment decision that is disputed by the student to the RTO Manager; and participate in the reassessment or appeal according to the policies and procedures Blended Learning International.

Alternative learning tasks and assessment

Where a student is able to demonstrate that the learning tasks and assessment would unreasonably disadvantage them due to a disability or special need, the student may apply to the Academic Director within one week from the date of distribution of the assessment for approval of alternative learning tasks and assessment in the unit.

The Academic Director must consider and respond to the student's application. The Academic Director may amend the learning tasks and assessment of a student at any time if the student is able to demonstrate that he or she has acquired a disability or special need

through the duration of the unit to an extent that the student would be unreasonably disadvantaged if the specified learning tasks and assessment were applied.

Extension of time

Students unable to submit assessment work due to medical or other compassionate reasons may negotiate alternative arrangements agreeable to the trainer/assessor responsible for the unit.

Rules of evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.

1. Assessment processes will cover the broad range of skills and knowledge needed to demonstrate competency and will integrate knowledge and skills with their practical application.
2. Assessment processes will cover both on and off the job components of assessment as relevant for the student/s.
3. Assessment processes will provide for the recognition of competencies.
4. Consideration is also given to students with special needs. Please refer to the Student Services Policy. Please also refer to the Access and Equity Policy.

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5. Individual students are able to question assessment decisions by liaising either with their trainer/facilitator/assessor, or RTO General Manager. This can be done verbally or in writing.
6. Qualifications and Statements of Attainment issued by Blended Learning will indicate the units of competency that the individual has attained.
7. The RTO General Manager and BLI CEO are responsible for ensuring that monitoring and review of assessment processes is ongoing, and the assessment tasks and plans should be reviewed at the end of a class and/or before commencement of a new class. If necessary, assessment tasks will be re-contextualised to suit the needs of the new student/s in accordance with our Continuous Improvement policy.
8. Blended Learning International requires assessments to be recorded in accordance with the Records Management Policy.
9. Blended Learning International requires assessments to be validated in accordance with the Validation and Industry Consultation Policy.
10. The following grading structure and assessment codes are to be applied by trainers and administration officer when submitting students reports:

WW	Withdrawn without attending any sessions
WS	Withdrawn after attending at least one session
WA	Withdrawn after attempting assignment
NA	Not assessed – student has yet to submit the assignment
C	Competent
NYC	Not yet competent

Section 6 – Policies & procedures

All Fees – course, administration, materials, other

The following provides details on all fees as charged by Blended Learning International including course fees, administration fees, materials fees and any other charges:

- Enrolment fee \$506 – this is the standard enrollment fee to be paid prior to course commencement.
- Cancellation fee \$200 – applies once the student has been accepted into the program. This is to cover administration fees and ongoing record requirements.
- Re enrolment fee \$506 – applies where a student does not complete a course within the required period of time as detailed in their letter of offer.
- Re assessment fee \$100 – applies for any additional re-assessment. Note that every student is provided with two re-assessment opportunities at no additional fee. Requests for re-assessment beyond these two additional opportunities, incur an assessment fee of \$100 for each additional re-assessment.
- Re issue of certificate \$45.
- Re issue of transcript \$20.
- Administration fee \$200 – applies where course cancellation by the student occurs after course commencement.
- Access to Student File – applies where a student requests access to their own file. Or where an authorised authority, for example a government funding body, requests a student file. There is no fee for view access. Please refer to the Blended Learning International Policy on Records Management. However where scan or hard copies are requested, a fee applies. This is advised as a quotation once the details of the scan or hardcopy request are confirmed in writing to Blended Learning International.

Refunds

25

A student who wishes to cancel their enrolment must give notice in writing. A refund of fees may be given in the following exceptional circumstances:

- Student has overpaid the invoiced amount.
- Student enrolled in a course that has been cancelled by Blended Learning International. Blended Learning International will refund in full all fees for the course paid by the student.
- Student formally advises Blended Learning of cancellation 10 business days or more prior to the commencement of a program. You will be entitled to a full refund of fees paid less the Cancellation fee of \$200 to cover administration costs.
- Student give notice to cancel your enrolment 9 business days or less prior to the commencement of your program. In this case, you will be entitled to a 75% refund of fees paid. The amount retained (25%) by Blended Learning is required to cover the costs of staff and resources.
- Student have withdrawn from the course after the commencement date of your course, as detailed in this letter of offer. You will not be entitled to a refund of any fees paid in advance by you.

A refund is not given for the following circumstances:

- Student have changed your job during the course.
- Student is not able to complete the course due to changes in your working hours.
- Student is not to complete the course due to any non-specific personal issue.
- Student is not able to complete the course due to moving home or moving interstate.
- Student is not able to complete the course due to redundancy or retrenchment.

Discretion may be exercised by the Blended Learning International General Manager/Director in all situations, if the student can demonstrate that extenuating or significant personal circumstances (e.g. a death in the family, a serious illness, circumstances that by their serious, unpredictable, or uncontrollable nature) led to their withdrawal. To apply for a refund in these circumstances, this must be in writing, with evidence provided, to the Blended Learning International General Manager. In these cases,

the student should be offered a full credit toward the tuition fee in another scheduled program in-lieu of a refund. The General Manager/Director may also authorise a refund of tuition fees if the circumstances require it.

Breaks in study - suspension, deferment or cancellation

Where extenuating circumstances prevent a student from being able to complete their units within the timelines specified in the Training Plan, a break in study may be requested.

- Breaks in study will only be considered for units that the student has commenced.
- A break in study will only be considered if the unit/s can still be completed within the same calendar year and without breaching any transition and teach-out requirements.
- Where a break in study is granted, assessments already successfully undertaken by the student will be recognised on their return.

Enrolment

BLI undertakes to enrol those who have applied in the appropriate manner and been chosen the selection officers for a training product appropriate to meeting the learner's needs, taking into account the learners existing skills and competencies.

It is also the responsibility of BLI to provide each potential student with pre-enrolment information as follows:

- the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register, including the course outline.
- the training and assessment, and related educational and support services the RTO will provide to the learner including the:

i) estimated duration;

ii) expected locations at which it will be provided;

iii) expected modes of delivery;

iv) any work placement arrangements

BLI's obligations to the learner, including our responsibility for the quality of the training and assessment in compliance with the Standards, and for the issuance of the AQF certification documentation. The learner's rights including the BLI complaints and appeals process.

The learner's obligations in relation to requirements to successfully complete their chosen training, and any materials, resources, computer, or internet access as required.

Information as relevant for the learner of government funding in relation to the delivery of services.

Where there are any changes to agreed services, the RTO advises the learner as soon as practicable, including in relation to any third-party arrangements or a change in ownership.

BLI has implemented the Access and Equity Policy as part of its enrolment procedures.

Students are advised that for each new course they may wish to undertake that a new enrolment fee applies for that new course. For example, if a student enrolls in a course, then decides to withdraw or is unable to achieve competence within the specified course time schedule, and later wishes to enrol in the same qualification at a later date, then a new enrolment fee applies. For each program a student enrolls in, an enrolment fee applies.

Eligibility for enrolment

In order to be enrolled in a course, applicants must meet the entry requirements of the course. Entry requirements differ for each course. Please refer to the individual course outline for details of eligibility and selection criteria.

Students applying for courses with the intention to receive NSW Smart and Skilled Funding must meet the eligibility requirements:

- Age 15 years or over.
- No longer at school.
- Live or work in NSW.
- An Australian citizen, Australian permanent resident, humanitarian visa holder or New Zealand citizen.

BLI will assess student's eligibility against the NSW Smart and Skilled funding subsidy criteria, and notify student the subsidy outcome upon enrolment. Student who wish to apply for this funding must supply BLI with the information above in order to determine student's eligibility.

Enrolment is conditional upon:

- Accurate and complete information being supplied by the applicant to BLI.
- The completion of the required BLI Application for Program Placement form.
- The undertaking of the student to abide by the policies and procedures of BLI.
- The payment of the course fees (as applicable).
- The availability of places on the program(s) being applied for
- Student acknowledgement of their rights and responsibility.

The signed enrolment offer constitutes a student's agreement with BLI for the following:

- Information provided in the application form is complete and correct.
- Has meet the requirement for Language Literacy and Numeracy.
- Agrees to the enrolment conditions.
- Agrees to the payment for the course.
- Agrees to be bound by the RTO policy and regulations.

BLI will implement their Access and Equity Policy as part of its enrolment procedures.

BLI will implement their Refund Policy as part of its enrolment procedures.

BLI will issue a notice when the student application is accepted. This notice will contain the following details:

- Student Name
- Course Name and code
- Course dates
- Training location
- Payment plan and due date
- Fees and refund information

Potential students are offered the option of RPL (Recognition of Prior Learning). Access to a copy of BLI's RPL policy and procedure is available to the potential student via the BLI website, and wherever applicable the potential student will be encouraged to apply for RPL.

Recognition of Prior Learning (RPL)

Blended Learning International recognises that learning can occur through formal or informal training, through work or through life experience. Blended Learning International formally recognises this learning through a process called Recognition of Prior Learning.

The RPL application process will be provided to all potential students. Each prospective student will be provided with details about the Blended Learning International RPL process.

RPL processes meet the principles of assessment and rules of evidence and are subject to Blended Learning International moderation and validation processes.

Blended Learning International will ensure that an individual's learning and skills are recognised, irrespective of how or where they have been acquired.

Candidates may apply for RPL by supplying evidence of:

Previous recognised training undertaken, including certificates obtained from other RTOs
Work and life experiences

Non-formally recognised training undertaken.

RPL assessments and outcomes will be recorded and relevant qualifications/Statements of Attainment will be issued where applicable and in accordance with BLIs issuing policy and procedures.

RPL candidates may appeal an RPL assessment decision in accordance with Blended Learning International's assessment appeal mechanisms. Appeals are conducted in accordance with Blended Learning International's complaints and appeals policy and procedures.

Mutual recognition

Blended Learning International will recognise Australian Quality Framework qualifications and statements of attainment issued from other Registered Training Organisations upon Validation from the issuing RTO.

Language, literacy and numeracy

Blended Learning International is committed to helping all students succeed in completing our courses and assessments. Anyone with language, literacy and/or numeracy issues will be given assistance to successfully complete their training

Please contact our RTO Manager if you need assistance with language, literacy and/or numeracy.

Work health and safety

Our providers undertake to keep up-to-date with any legislation which relates to the ability of students to complete the appropriate training and assessment in a safe and appropriate environment.

BLI is committed to providing a safe and healthy environment for its staff and students. This is achieved by fully integrating health and safety into all of our operations and activities and embracing continuous improvements in safety.

Training and information will be provided to assist staff and students to identify health and safety hazards, leading to safe work practices within the learning environment and beyond. All potential health and safety hazards should be reported immediately.

For more information about WHS legislation please contact the Blended Learning International office directly on 02 6230 4633 or via email info@blendedlearning.edu.au.

Access, Equity & Anti-Discrimination

All staff at Blended Learning International have been instructed to ensure that all clients are treated fairly and equally at all times. We aim to ensure that all individuals have equal opportunities in programs and services regardless of their age, gender, indigenous culture, ethnic origin, (dis)ability, economic circumstances, religious or political affiliations and whatever their literacy and numeracy skills. Our Policy on Access and Equity is available from Administration staff.

Privacy

Blended Learning International follows strict privacy policies in conjunction with Privacy laws. All forms, files, results and records of any student are deemed confidential under privacy laws. Records are accessible only for relevant staff members and only for relevant and appropriate use. This means your records can only be released to other parties with your written permission (or in circumstances as dictated by law).

Confidentiality

Student records and assessment items are confidential. Subject to legal obligations, BLI will release such information only to that student, and to authorised staff members.

If properly authorised, in writing, by a student (signed letter), BLI will release his/her student records, and/or assessment items to another person or organisation.

Where information from student records or assessments is disclosed, other than as stipulated above, that information must be published in such a way that the student cannot be identified from that information.

Access to student records

The following staff are authorised to access student records:

- Director, Blended Learning International
- Facilitator / Trainer (only assessment and attendance records relevant to the units being delivered by that trainer)
- BLI Administration staff.

Withdrawal

Students must advise the BLI Program Administration Office in writing of their intention to withdraw from a course. A student is deemed withdrawn on the date the notice is received. Please refer to the section on “Refund of fees” for details of any refund entitlement.

Misconduct

BLI is a community where everyone can be expected to be treated with dignity and respect. We are committed to providing equality of opportunity.

Complaints

Blended Learning International complaint procedure is available to all Blended Learning International staff, students, clients, facilitators, trainers & assessors and stakeholders upon request to Administration staff. Blended Learning International will apply the principles of natural justice to ensure procedural fairness and a fair decision is reached by an objective decision maker. Blended Learning International maintain procedural fairness in order to protect the rights of individuals and enhance student, staff and public confidence in the process. As such Blended Learning Internationals complaints process is publicly available.

Training evaluation

Students will be given the opportunity to fully evaluate their trainers and all aspects of the training provided by BLI. This feedback is anonymous and is used to inform and improve our programs, our staff, and our services.

Copyright

All trainer and learner resources supplied by BLI to their trainers and students are copyright to BLI and cannot be copied, distributed, or used for other purposes without the written consent of a Director of BLI.

Trainers are responsible for ensuring that material copied for use in their sessions complies with the provisions of the Copyright Act.

The following websites are a useful reference to staff regarding copyright:

<http://www.copyright.org.au>

<http://www.ipaustralia.gov.au>

Policies

For all policy copies and formd, please either download from the BLI website (<http://www.blendedlearning.edu.au>) or contact the BLI Office.

Blended Learning International Program

Administration Office

Important contacts

Blended Learning International
Suite F10, Dickson Chambers
25-56 Dickson Place ACT
Dickson ACT 2602

PO Box 374
Dickson ACT 2602

T) +61(2) 6230 4633
E) info@blendedlearning.edu.au

Query area	Contact
Course/program information	info@blendedlearning.edu.au
BLI policies and procedures	info@blendedlearning.edu.au
Student records and grievances	info@blendedlearning.edu.au
WHS and first aid	info@blendedlearning.edu.au
Fees and payments	info@blendedlearning.edu.au
General enquiries	info@blendedlearning.edu.au