



Blended Learning
International

Trainer Handbook

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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 (BLI) 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 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](#)

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- [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 focused 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, and webinars.

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 larger class sizes at New Acton. Training premises are also utilized at client sites upon request. 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.

Where students choose Blended Learning International 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 flag that time logs are not consistent with meeting the agreed training plans. This is helpful for students to ensure you stay on track, with Blended Learning International 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.

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Blended Learning International is equipped to train and assess competencies in the workplace and at external premises.

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 an 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.

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Blended Learning International is currently delivering the following qualifications:

| Code | Title |
|-----------------|---|
| BSB40320 | Certificate IV in Entrepreneurship and New Business |

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

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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>

What are Training Packages?

Training packages are developed by Service Skills Organisations (SSOs) to meet the training needs of an industry, or a group of industries. SSOs are independent, professional organisations that work with Industry Reference Committees (IRCs) in creating and reviewing training packages.

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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/>.

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Section 3 – BLI trainers

Blended Learning International has a reputation for delivering high quality innovative training. Blended Learning International trainers are supported by quality assured systems, strong course organisation and management, comprehensive trainer and learner resources, and up to date 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.

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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.

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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 Blended Learning International policies, procedures, and expectations, as well as familiarising them with the Blended Learning International 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.

Log in to the video conferencing platform no less than 20 minutes prior to the scheduled session start time for webinars and live online sessions.

Ensure that there is a stable internet connection for the duration of the webinar /
live online session.

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Ensure that all training materials are working for webinars and live online sessions. To do this, trainers are encouraged to conduct a practice session over a video conferencing platform prior to the start of the webinar.

Design and develop training materials as required.

Keep the camera on during webinars and live online sessions.

Maintain attendance record on VETtrak and provide a copy of the attendance record to Blended Learning Administration at the conclusion of each training session.

Assess students on the Catapult student management system and advise students of their assessment outcome.

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.

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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 Blended Learning International. This feedback is anonymous and is used to inform and improve our programs, our staff, and our services (see Appendix A).

Blended Learning International 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.

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

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Section 4 – Student management

Attendance

Face-to-face Training

Attendance at sessions is a required component for the satisfactory completion of each program (See Appendix B).

Student attendance should be recorded at each session. Incidents and relevant comments are recorded in the attendance register.

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.

Online Training

For online training, attendance should be recorded for each live online session / webinar via VETtrak, 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. Include the forms at the end of this document with a reference.

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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. Hardcopies of student records and results as relevant are stored in the Blended Learning International office for six months after their course completion. After this time, they are then digitized or returned to students as relevant.

Electronic copies of all Certificates, Diplomas and Statements of Attainment are held in VETtrak and in the Blended Learning International electronic folders (cloud based).

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 student's course completion date.

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

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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 consider 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> |



| | |
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| | <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:

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Step 1: Prepare for assessment

The assessor is to:

- 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 (See Appendix C).

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.

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Step 4: Collect the evidence and make the assessment decision

The assessor must:

- 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

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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

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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.

5. Individual students are able to question assessment decisions by liaising firstly with their trainer/facilitator/assessor, and then the CEO if there are further questions. 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. BLI Administration reporting to the CEO, is 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 \$30.**
- **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

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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,

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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

Blended Learning International undertakes to enroll those who have applied in the appropriate manner and have been chosen by 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 Blended Learning International 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;

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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 Blended Learning International 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

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.

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1. Blended Learning International undertakes to enroll those who have applied in the appropriate manner and been chosen by the selection officers for a training product appropriate to meeting the learner’s needs, considering the learners existing skills and competencies.
2. It is also the responsibility of Blended Learning International 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;
 - v) any work placement arrangements.
 - Blended Learning International’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 Blended Learning International 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.
3. Enrolment is conditional upon:
 - Accurate and complete information being supplied by the applicant to Blended Learning International.
 - The completion of the required Blended Learning International Application for Program Placement form.

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- The undertaking of the student to abide by the policies and procedures of Blended Learning International.
 - 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
4. The signed enrolment offer constitutes a student’s agreement with Blended Learning International 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
 5. Blended Learning International will implement their Access and Equity Policy as part of its enrolment procedures.
 6. Blended Learning International will implement their Refund Policy as part of its enrolment procedures.
 7. Blended Learning International 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
 8. Potential students are offered the option of RPL (Recognition of Prior Learning). Access to a copy of Blended Learning International’s RPL policy and procedure is available to the potential student via the Blended Learning International website, and wherever applicable the potential student will be encouraged to apply for RPL.
 9. All student records are stored onsite at the Blended Learning International Office under control of the Blended Learning International Administration Manager, for a period of not less than 6 months after student completion. Student and course details will be kept electronically in the student management system for no less than 30 years. Assessment samples will be retained for a period of not less than 6 months after student completion.

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Blended Learning International will implement their Refund Policy as part of its enrolment procedures.

Blended Learning International will issue a notice when the student application is accepted. This notice will contain the following details (Appendix D):

- 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 Blended Learning International's RPL policy and procedure is available to the potential student via the Blended Learning International 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:

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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 / National 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 via email at info@blendedlearning.edu.au if you need assistance with language, literacy and/or numeracy.

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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 via email at 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).

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Confidentiality

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

If properly authorised, in writing, by a student (signed letter), Blended Learning International 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)
- Blended Learning International Administration staff.

Withdrawal

Students must advise the Blended Learning International 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

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

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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. A complaint may be received about, but not limited to;

- Blended Learning International’s conduct, Blended Learning International’s trainers and assessors and other staff, a third-party providing services on Blended Learning International’s behalf, its trainers, assessors or other staff, or a student of the RTO.

An appeal may be received about a decision, including an assessment decision, made by Blended Learning International or a third-party providing services on their behalf. All students will be provided with a copy of the Complaints and Appeals Policy and Process via the student VET handbook to ensure that all parties have a clear understanding of the steps involved in the [Complaints and Appeals Policy](#), students are provided with details of external authorities if required, and all complaints and appeals are managed fairly and equitably and as efficiently as possible. A complaint or appeal must be submitted in writing on the [Complaints and Appeals Form](#). Blended Learning International will act on and begin investigating each complaint or appeal within 10 working days. Each complainant/appellant will have an opportunity to formally present his or her case and be represented by a third party. Each complainant/appellant will be provided with a written statement of the outcome including reasons for the decision reached within 60 calendar days of the complaint/appeal being made. If Blended Learning International needs more time to resolve the issue, Blended Learning International will write to the complainant/appellant and explain why.

If after exhausting Blended Learning International complaints and appeals process a complainant/appellant is still not satisfied with the outcome Blended Learning International will engage a third party mediator. The cost is to be split 50/50 by Blended Learning International and the complainant/appellant. If complainant/appellant is still not satisfied with the independent third-party mediator, the complaint can be lodged with the ASQA. Each complaint or appeal and its outcome will be recorded in writing, discussed at Blended Learning International’s management meeting and filed in the continuous improvement register.

Training evaluation

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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 Blended Learning International to their trainers and students are copyright to Blended Learning International and cannot be copied, distributed, or used for other purposes without the written consent of a Director of Blended Learning International.

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 forms, please either download from the Blended Learning International website (<http://www.blendedlearning.edu.au>), contact the Blended Learning International Office, or send us an email (info@blendedlearning.edu.au).

Blended Learning International Program

Administration Office

Important contacts

Blended Learning International
The Pavilion Studios 3

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14 Kendall Lane
New Acton South
Canberra ACT 2601

PO Box 510
Heathmont VIC 3135

T) +61 0448 998 048

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 |



Section 7 – Appendix

Appendix A

Learner Questionnaire



IMPORTANT INSTRUCTIONS

Please tell us about your training. Your feedback plays an important role in developing the quality of your education. In this questionnaire, the term 'training' refers to learning experiences with your training organisation. The term 'trainer' refers to trainers, teachers, lecturers or instructors from your training organisation. Provide one response to each item on the form. Complete using a black or blue pen. Print neatly in CAPITAL letters. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box with an 'X'.
Example: or

ABOUT YOUR TRAINING

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I developed the skills expected from this training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I identified ways to build on my current knowledge and skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training focused on relevant skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I developed the knowledge expected from this training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training prepared me well for work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I set high standards for myself in this training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training had a good mix of theory and practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I looked for my own resources to help me learn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I am satisfied with the training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend the training organisation to others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training organisation staff respected my background and needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I pushed myself to understand things I found confusing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trainers had an excellent knowledge of the subject content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I received useful feedback on my assessments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The way I was assessed was a fair test of my skills and knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned to work with people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training was at the right level of difficulty for me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The amount of work I had to do was reasonable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessments were based on realistic activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It was always easy to know the standards expected. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training facilities and materials were in good condition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I usually had a clear idea of what was expected of me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trainers explained things clearly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training organisation had a range of services to support learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned to plan and manage my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training used up-to-date equipment, facilities and materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I approached trainers if I needed help. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trainers made the subject as interesting as possible. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend the training to others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training organisation gave appropriate recognition of existing knowledge and skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training resources were available when I needed them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was given enough material to keep up my interest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The training was flexible enough to meet my needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trainers encouraged learners to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trainers made it clear right from the start what they expected from me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|---|--|
| <p>What were the BEST ASPECTS of the training?</p> <input style="width: 100%; height: 20px;" type="text"/> <input style="width: 100%; height: 20px;" type="text"/> <input style="width: 100%; height: 20px;" type="text"/> <p>What aspects of the training were MOST IN NEED OF IMPROVEMENT?</p> <input style="width: 100%; height: 20px;" type="text"/> <input style="width: 100%; height: 20px;" type="text"/> <input style="width: 100%; height: 20px;" type="text"/> <p>YOUR TRAINING DETAILS</p> <p>What TYPE OF QUALIFICATION are you currently enrolled in? Select one only.</p> <p>Certificate I <input type="checkbox"/></p> <p>Certificate II <input type="checkbox"/></p> <p>Certificate III <input type="checkbox"/></p> <p>Certificate IV <input type="checkbox"/></p> <p>Certificate level unknown <input type="checkbox"/></p> <p>Diploma <input type="checkbox"/></p> <p>Advanced diploma <input type="checkbox"/></p> <p>Associate degree <input type="checkbox"/></p> <p>Degree <input type="checkbox"/></p> <p>Short course or statement of attainment <input type="checkbox"/></p> <p>VET graduate certificate or graduate diploma <input type="checkbox"/></p> <p>Other qualification or training <input type="checkbox"/></p> <p>Do not know <input type="checkbox"/></p> <p>What is the BROAD FIELD of your current training? Select one only.</p> <p>Natural and physical sciences <input type="checkbox"/></p> <p>Information technology <input type="checkbox"/></p> <p>Engineering and related technologies <input type="checkbox"/></p> <p>Architecture and building <input type="checkbox"/></p> <p>Agriculture, environmental and related studies <input type="checkbox"/></p> <p>Health <input type="checkbox"/></p> <p>Education <input type="checkbox"/></p> <p>Management and commerce <input type="checkbox"/></p> <p>Society and culture <input type="checkbox"/></p> <p>Creative arts <input type="checkbox"/></p> <p>Food, hospitality and personal services <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>What is the FULL TITLE of your current qualification or training?</p> <input style="width: 100%; height: 20px;" type="text"/> <input style="width: 100%; height: 20px;" type="text"/> <p>In what MONTH AND YEAR did you start your current training? For example, write 'March 2007' as '03/2007'.</p> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <p>Are you undertaking an APPRENTICESHIP OR TRAINEESHIP? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Did you get any RECOGNITION OF PRIOR LEARNING towards your training such as subject exemptions, course credits or advanced standing? Yes <input type="checkbox"/> No <input type="checkbox"/></p> | <p>ABOUT YOU</p> <p style="text-align: right;">Female Male</p> <p>Are you FEMALE OR MALE? <input type="checkbox"/> <input type="checkbox"/></p> <p>What is YOUR AGE in years?</p> <p>Under 15 <input type="checkbox"/></p> <p>15 to 19 <input type="checkbox"/></p> <p>20 to 24 <input type="checkbox"/></p> <p>25 to 34 <input type="checkbox"/></p> <p>35 to 44 <input type="checkbox"/></p> <p>45 to 54 <input type="checkbox"/></p> <p>55 to 64 <input type="checkbox"/></p> <p>65 or over <input type="checkbox"/></p> <p>Are you of ABORIGINAL OR TORRES STRAIT ISLANDER origin?</p> <p>No <input type="checkbox"/></p> <p>Yes, Aboriginal <input type="checkbox"/></p> <p>Yes, Torres Strait Islander <input type="checkbox"/></p> <p>Yes, both Aboriginal and Torres Strait Islander <input type="checkbox"/></p> <p style="text-align: right;">Yes No</p> <p>Do you speak a LANGUAGE OTHER THAN ENGLISH at home? <input type="checkbox"/> <input type="checkbox"/></p> <p>Are you a PERMANENT RESIDENT OR CITIZEN of Australia? <input type="checkbox"/> <input type="checkbox"/></p> <p>Do you consider yourself to have a DISABILITY, IMPAIRMENT, OR LONG-TERM CONDITION? <input type="checkbox"/> <input type="checkbox"/></p> <p>What is the POSTCODE of your main place of residence? <input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p><i>Thank you for sharing your views.</i></p> |
|---|--|

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Appendix B

Event Traffic Controller Training Program
Sign In

| | Name | Mobile | Time In | Time Out | Signature | Email |
|---|--------------------|------------|---------|----------|------------------|--------------------------------|
| ① | REGGIE LAYS ✓ | 0424465418 | 8:39 | | | |
| ② | SHARNE BORGER ✓ | 0428551280 | 8:45 | | A. Borger | sborger@internode.on.net |
| ③ | PETER JOHNSTONE ✓ | 0423126769 | 8:50 | | Peter Johnstone | johnstap@webone.com.au |
| ④ | SIMON BRAIN ✓ | 042035925 | 8:50 | | Simon Brain | brain@hovemail.com.au |
| ⑤ | JENNIFER OSBORNE ✓ | 0408111864 | 8:50 | | Jennifer Osborne | jcorne.w@hotmail.com |
| ⑥ | BRETT WHEELER ✓ | 0413643606 | 9:00 | | Brett Wheeler | WHEELZ1960@GMAIL.COM |
| ⑦ | EVAN CHAPPLE ✓ | 0409691660 | 9:00 | | Evan Chapple | evan_chapple@inet.net.au |
| ⑧ | MARK HERNIMOND ✓ | 0405784920 | 9:05 | | Mark Hernimond | contradictress@gmail.com |
| ⑨ | STEVE ROWLAUGH ✓ | 0424799460 | 9:05 | | Steve Rowlaugh | stetow@yahoo.com |
| ⑩ | HENRY THOMSON ✓ | 0417049536 | 9:20 | | Henry Thomson | henryrgt@gmail.com |
| ⑪ | DAVID MCGUINNESS ✓ | 0406355255 | 9:00 | | D. McGuinness | david.g.mcguinness@hotmail.com |
| ⑫ | KERRIE FINLAYSON ✓ | 0430068600 | 9:20 | | Kerrie Finlayson | kerrieam.finlayson@gmail.com |
| ⑬ | SUSAN WALTERS ✓ | 0408291124 | 9:20 | | Susan Walters | susanwe@netspeed.com.au |
| ⑭ | SAM CUNINGHAME ✓ | 0438285780 | 9:00 | | Sam Cuninghame | sam.cuninghame@yahoo.com.au |

Appendix C

1

Assessment Summary

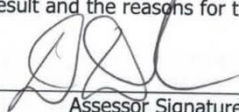
| Final test | Practical | Not Satisfactory | <input type="checkbox"/> | Satisfactory | <input checked="" type="checkbox"/> |
|--|-----------|-----------------------------|--------------------------|----------------------|-------------------------------------|
| Outcome of Assessment | | | | | |
| Assessment 1 – Carry Out Traffic Control with a Stop-Slow Bat (Occasion 1) | | Not Yet Satisfactory | <input type="checkbox"/> | Satisfactory* | <input checked="" type="checkbox"/> |
| Assessment 2 – Carry Out Traffic Control with a Stop-Slow Bat (Occasion 2) | | Not Yet Satisfactory | <input type="checkbox"/> | Satisfactory* | <input checked="" type="checkbox"/> |
| Demonstrated all of the required knowledge and skill required in RIIWHS205D Control Traffic with Stop-Slow Bat | | Not Yet Competent | <input type="checkbox"/> | Competent* | <input checked="" type="checkbox"/> |

*Achieved satisfactory completion for all theory and practical within the assessments.

Assessor Declaration:

I, the person conducting these assessments, declare that the above-mentioned learner participated in an appropriate assessment in accordance with the assessment plans, and outcomes and objectives of the units of competency. The information recorded above is a true reflection of this learner's assessments. The learner has been provided with feedback and informed of the assessment result and the reasons for the decision.

 Darryl Durham
 Assessor Name


 Assessor Signature

 05/11/2021
 Date

Good work

| | | | |
|---|----------------------------|---------------|------------|
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Appendix D



ACN 106 265 105, ABN 62 106 265 105
Telephone: 0448 998 048
Email: info@blendedlearning.edu.au
Web: www.blendedlearning.edu.au

Application Form

- A. Please fill out all relevant sections and print clearly in blue or black ink.
B. Documentation may be requested to verify educational / industry experience, but please do not attach extra documents to this application.

Course name: _____

Personal details

Title: _____ First Name: _____ Surname: _____

Sex: Male Female Date of birth: _____

Residential address: Street: _____

Suburb: _____ State: _____ Postcode: _____

Contact Number: _____ Email: _____

Emergency contact:

Name & Relationship: _____ Contact Number: _____

Language and cultural diversity

Country and City of birth: _____

Citizenship Status: Australian citizen Permanent residence others: _____

What language do you speak? _____

How well do you speak English? Not at all Not well Well Very well

Are you of Aboriginal or Torres Strait Islander origin? No Aboriginal Torres Strait Islander

Disability

Do you consider yourself to have a disability? Yes No

Please select the relevant areas in the following list:

Vision Learning Hearing/deaf Acquired brain impairment Physical Medical
Condition Intellectual Mental illness

If you require special assistance, please provide details below:

Education History

Are you still attending secondary school? Yes No

School level: Year 8 or below Year 9 Year 10 Year 11 Year 12

Year completed: _____ Where completed: _____

Previous qualification achieved:

| | | | |
|---|----------------------------|---------------|------------|
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Blended Learning
International

Certificate I Certificate II Certificate III Certificate IV Diploma Advanced Diploma
Bachelor degree and higher

Have you previously undergone a Traineeship or Apprenticeship: Yes No

Employment

Current employment status: Full time Part time Self employed Unemployed seeking for full time job Unemployed seeking for part time job

Study reason

Of the following categories, which best describes your main reason for undertaking this course:

To get a job To develop my existing business To start my own business

To try for a different career To get a better job or promotion It was requirement for my job To get into another course of study For personal interest or self-development

USI

From 1 January 2015, all students enrolled in nationally recognised training are required to have a Unique Student Identifier (USI).

A USI is a reference number made up of numbers and letters. Creating a USI is free. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere. To apply please go to: <https://www.usi.gov.au/students/create-your-usi>

Please provide us your USI number: _____

Recognition of Prior Learning

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. If you wish to apply for **RPL ONLY** please complete the RPL Application Form. Please note that for any gap training required an additional fee will apply. Fees are available from the RTO Office. **OR** if you wish to apply for **RPL AS PART OF THE PROGRAM** for which you are applying, please continue to complete this form. In both cases you will need to supply relevant Diplomas or Certificates or Statements of Attainment (for mutual recognition), or references from former teachers, employers or other appropriate persons. You may be required to attend an informal interview as part of the process. Our academic staff will then assess this application and you will be advised of their decision. Decisions can be appealed. Please refer to the Complaints and Appeals Management Policy available on our website.

Privacy Statement

The information you provide remains confidential and is used for administration and program reporting. Blended Learning International may use this information to notify you of future events and programs.

Please refer to the privacy statement available on our website.

Application Declaration

Under its national reporting obligations Blended Learning International may be required to supply information collected on this form to a Territory, State or Federal Government.

With this application, you have confirmed that you have read and understood the pre-enrolment information. Make sure that you have fully answered all the questions above before signing the form.

I declare that the information I have provided on this form is true and correct

Signature: _____ Date: _____

| | | | |
|---|----------------------------|---------------|------------|
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