



Student Handbook

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Glossary

There are many acronyms and references to other documents within this document. Below is a glossary of terms used.

AQF – Australian Qualifications Framework

ASQA – Australian Skills Quality Authority

CBA – Competency Based Assessment

CBT – Competency Based Training

CEO – Chief Executive Officer

CT – Credit Transfer

Ixom – Ixom Operations Pty Limited

LLN – Language, Literacy and Numeracy

NVR – National VET Regulator

NVR Standards - Standards for Registered Training Organisations (RTOs) 2015

NYC – Not Yet Competent

RPL – Recognition of Prior Learning

RTO – Registered Training Organisation

RTO Staff – all persons working for on behalf of the Ixom RTO

VET – Vocational Education and Training



Introduction

Welcome to the Ixom Operations Pty Ltd Registered Training Organisation (Ixom RTO).

Ixom is a Registered Training Organisation regulated by the Australian Skills Quality Authority (ASQA) under the Standards for Registered Training Organisations (RTOs) 2015 (NVR Standards).

This handbook explains the services offered by Ixom, and the essential standards registration which guide how we operate as a Registered Training Organisation (RTO).

It also explains the processes for enrolment in RTO programs and for assessment of competency. Also included are details about the rights and responsibilities of all students in the training programs, including how to make a complaint or appeal against a decision or an assessment, or against any RTO Staff.

Understanding the Process

To explain how the system works, we need to look at some of the individual parts.

What is Vocational Education and Training (VET)?

VET stands for Vocational Education and Training. Its aim is to develop the workforce with the skills and knowledge needed by industry.

Our organisation is registered to provide VET qualifications. These qualifications are based on National Training Packages and will be recognised throughout Australia both by employers and by other RTOs (e.g. TAFE colleges, private providers).

What is Competency Based Training (CBT)?

CBT is the method of providing training to ensure that the student has the skills they require to work effectively and safely in the workplace.

What is Competency Based Assessment (CBA)?

CBA is the method of deciding whether a student has achieved the level of skill they require to work effectively and safely in the workplace. It involves gathering and judging evidence in order to decide whether someone has achieved the required level of skills.

Using CBA, there are no “grades” like in school. VET requires you to be assessed as either “competent” or “not yet competent”. If you are not deemed “competent” straight away, you will be given further opportunities to demonstrate your competence. (A good comparison is with a Driver’s License. This does not grade your ability as a driver – it simply shows that you are competent to drive. If you don’t pass your first test you can try again until you do.)

Competence is often assessed in the workplace or in a simulated workplace environment.



What is a Registered Training Organisation (RTO)?

An RTO is a training business which is authorised to provide CBT and CBA. Essentially, we hold equivalent training status to TAFE.

RTOs run courses or packages of nationally recognised CBT. Students may complete either a full qualification, or individual units of competency which contribute to a qualification.

Upon successful completion of any unit of competency and / or qualification, you will be issued with a Statement of Attainment or Certificate in recognition of the competence you have achieved.

Qualification Levels

The Australian Qualifications Framework (AQF) is a national system of qualifications which comprises school, vocational / industry based and university qualifications.

Below is the AQF table setting out levels of available qualifications.





NVR Standards

All RTOs in Australia are governed by NVR Standards made under the National Vocational Education and Training Regulator Act 2011, and Ixom ensures that we meet with all essential standards and conditions provided in the NVR Standards.

If you wish to see more information about the NVR Standards governing the registration of RTOs, they can be accessed by retrieving the latest- in-force version of the “Standards for Registered Training Organisations (RTOs) 2015” from <https://www.legislation.gov.au/Home>.

Student Program Information

Enrolment Process

You are required to enrol into an accredited course with an RTO whether you are intending to complete a full qualification, or unit(s) of competency which will contribute to a qualification.

As an RTO, we are required by the NVR Standards to collect personal information about you and any qualifications you already hold. This information must be completed. The information you provide will be used by the RTO only for the purposes of satisfying government reporting requirements.

You must give your completed enrolment form to your trainer at the commencement of your training (if this has not already been done). Your trainer will let you know if there are any areas on your enrolment form that require further information from you.

Student Rights & Responsibilities

Ixom will respect students’ rights to:

- clear, detailed information about the organisations’ services and policies;
- make an informed choice about their participation in the program;
- quality services which are:
 - appropriate to the agreed program;
 - flexible in response to any special requirements, such as language and literacy; and
 - sensitive to and appropriate for their cultural, language, sexual, religious backgrounds.
- not be discriminated against on the grounds of sex, race, culture, language, religion, marital status, physical or intellectual disability, illness, sexual preference, psychiatric diagnoses, physical characteristics, transgender;
- not be harassed or bullied;
- confidentiality of personal information and choice about disclosure of information (within legal and ethical constraints);
- access to records containing personal information about themselves; and / or
- express their complaints / disputes and appeals without fear of repercussions and have them dealt with in a fair and consistent manner.



Working with persons under 18 years of age

Ixom provides training in the use of chemical which maybe classified as Dangerous Goods of class 2.3 and 8, which are typically regulated by Poisons legislation. The age restrictions for working with chemicals with poisons scheduling varies within state and federal Poisons legislation. Therefore Ixom will not enrol students under the age of 18 years. A child is considered any individual less than 18 years of age.

Requesting Information

Should you wish to request information about your training, you can ask your trainer, or you can contact the RTO direct by emailing training@ixom.com. The RTO will respond to your query as soon as possible, and dependent on the query, you will receive a response in no more than five (5) business days.

Retention of Client Records

Ixom will maintain records including student name, units of competency achieved, qualifications completed and details of statements of attainment and/or qualifications issued for a minimum period of 30 years, or in accordance with the terms of the prevailing NVR Standards and AQF.

Original hard copy documentation (enrolment forms, assessments, etc.), will be destroyed after a period of 36 months.

Access & Equity

Ixom integrates access and equity principles within all services and policies provided to our Students. RTO Staff recognise the rights of students and provide information, advice and support that are consistent with our core business values and our code of practice.

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis.

All students have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socio-economic background; disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities, women where under-represented, Indigenous Australians, and rural and remote students.

Regardless of cultural background, religion, gender, sexuality, age or disability, students have the right to develop new skills in an environment that is free from discrimination and harassment and be treated in a fair and considerate manner. In some instances, students may require specialised services or facilities in order to access and fully participate in our services, and Ixom will work with the students and / or their employers to make reasonable adjustments to accommodate these requirements.

Disciplinary Procedures

Ixom endeavours to provide training and assessment services in a spirit of co-operation and mutual respect. The students' rights and responsibilities are designed to ensure that all students receive equal opportunities and gain maximum benefits from their program. On enrolment, each student must agree to abide by applicable workplace policies.



We expect that RTO Staff will maintain a professional and ethical working relationship with all other staff, management and students. Any breach of our disciplinary standards will be discussed with the trainer and Training Administrator and the appropriate action will be taken.

Failure to abide by workplace policies may result in disciplinary action whereby the student may be asked to leave the session or the program and return to their worksite where their manager will be advised.

Behaviours that may result in disciplinary action include (but are not limited to):

- continuous interruptions to trainers, mentors or assessors;
- not complying with site requirements;
- being disrespectful to other Students;
- harassment by using offensive language;
- sexual harassment to Students, facilitators, mentors or assessors;
- acting in an unsafe manner that places themselves and / or others at risk;
- refusing to participate in program activities; and / or
- continued absence at required times.

Any person asked to leave a program has the right to complain through our complaints process.

Cheating and Fraudulent Behaviour

Cheating is defined as acting dishonestly or unfairly in order to gain an advantage. In a training context, cheating can include copying the work of another (whether the other person is aware or not) or obtaining answers from a source (electronic, print etc.) during closed-book assessment conditions. Cheating could also extend to falsifying assessment evidence and signing off others as competent when no assessment took place.

The act of cheating is particularly damaging in competency based training situations, as it undermines the validity of assessment processes, which can have serious consequences for the safety of operations.

RTO Staff will monitor assessment conditions, assessment evidence and records for any signs of cheating, and will investigate any suspected incidents. A student found cheating will be removed from the training course and their employer notified of the incident.

Where an assessor is found to have falsified evidence, that assessor would be removed from the role and an audit of previous assessments conducted to determine prior incidents and corrective action necessary.

Feedback from Students

Ixom is required as an RTO to collect feedback from students, and this will be done by providing students with feedback forms to complete at the end of each training program.

Some students will receive a Learner Questionnaire to provide their feedback. This is a document prescribed in the NVR Standards. The results of the Learner Questionnaires will be provided to ASQA (the government body which is responsible for the RTOs compliance), as required by them. The information is provided anonymously.

All forms of feedback received from you will be used by Ixom to improve their processes, operations and resources on an ongoing basis. Please complete and return the feedback form directly to your Ixom trainer or assessor.



Assessment Standards

All assessments conducted by us will:

- Comply with the assessment guidelines defined in the relevant nationally endorsed training package. We will ensure that the competency assessment is determined by a vocationally competent assessor who has the experience and qualifications required by the NVR Standards and applicable training package.
- All assessments successfully completed within our RTO will lead to the issuing of a statement of attainment under the AQF against the units of competency in the applicable training package.
- All of our Assessments will be:

Valid - that is, they will assess what they claim to assess,

Reliable - that is, they must result in consistent interpretation of evidence from the student and from context to context,

Fair - Assessment procedures will be fair, so as not disadvantage any students. Assessment procedures will:

- be equitable, culturally and linguistically appropriate,
- involve procedures in which criteria for judging performance are made clear to all students,
- employ a participatory approach,
- provide for students to undertake assessments at appropriate times and where required in appropriate locations.

Flexible – that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment.

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Rules of Evidence

The assessment process involves gathering evidence to make an (objective) judgement of an individual's competency against an assessment standard. Trainer/Assessors must reach an appropriate balance and ensure that, overall, the evidence collected meets the rules of evidence, as follows:

- **Valid** - the evidence presented is directly related to the unit(s) of competency being assessed and reflects real workplace tasks
- **Sufficient**—the quality and quantity of evidence presented reflects that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly
- **Current**—the evidence presented is from either the present or the very recent past, and
- **Authentic**—the evidence presented for assessment is the student's own work.

It is the quality of all evidence collected (including any third party evidence) that is important to making a sound judgement about competence—rather than the quantity, type and form of evidence, where it was collected or who collected it.



Assessment Criteria

All our assessments will provide for students to be informed of the context and purpose of the assessment, and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information at the start of each unit or course as to the assessment processes, number and types of assessment.

Assessment Methods

Our assessments and assessment methods will ensure that we:

- focus on the application of the skill and knowledge as required in the workplace, including:
 - Task skills (actually doing the job)
 - Task management skills (managing the job)
 - Contingency management skills (what happens if something goes wrong)
 - Job Role environments skills (managing your job and its interaction with others around you)

We will ensure that we assess you in sufficient detail to ensure that we can determine that you have attained competency.

Staff are available to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Reassessment Policy

Within Ixom, assessment processes are only completed once the student is ready to be assessed. In other words, only once the student and their trainer believe they possess the requisite level of competency will an assessment be undertaken. If they are not ready, then they would continue to develop experience and competency through repeated practice and direct supervision. Therefore, the instances of students being deemed Not Yet Competent (NYC) in a competency assessment process are comparatively low.

If a student is deemed NYC, the specific areas of weakness will be identified, both verbally and in writing, to the student, according to the performance criteria and critical aspects of evidence for the particular unit of competency. Assessors will detail the areas in which the student was deemed NYC on the assessment tool, and these will be clearly identified to the student.

The assessor is to retain the original copy of the assessment instrument, and provide a copy to the student, including the notes on remedial action required.

The assessor will discuss with the student and their employer an appropriate remediation plan which would typically involve additional coaching in the area(s) of weakness, and additional practice under direct supervision.

Once the student, in consultation with their employer, felt they were ready to be reassessed, a second reassessment would be organised.



If the student is assessed a second time and found NYC, the process is repeated a second time, with particular focus on outstanding areas of weakness and actions needed to address these.

If a student fails to achieve competency after three assessment attempts, the assessor will conduct a debrief with the student, and then raise the incident with their employer.

Flexible Delivery and Assessment Procedures

Ixom recognises that not all students learn in the same manner. Ixom will make any necessary adjustment to meet the needs of a variety of students, the ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the student can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to students, or having a third party record the student's spoken responses to assessment questions.

Ixom undertakes to assist students achieve the required competency standards where it is within our ability and meets the requirements of the relevant units of competency and training packages

Where we cannot assist a student, we will refer them, where possible, to an agency that can assist.

Any further questions can be referred to your trainer.

Recognition of Prior Learning & Credit Transfer

Recognition of Prior Learning (RPL) and Credit transfer (CT) is not applicable for students enrolling in Ixom externally offered training programs. This is because the training programs offered by the Ixom RTO comprise short courses of a duration less than a week (normally one day), and lead to the award of a Statement of Attainment.

Ixom does not offer full qualification programs.

Issuing Statements of Attainment

Ixom can only issue statements of attainment in respect of nationally recognised units of competency from Training Packages endorsed by Industry and Skills Councils (or delegates) and which are included on Ixom's scope of registration.

All statements of attainment issued by Ixom:

- Meet the requirements of the NVR Standards and the current AQF;
- Identify the units of competency completed; and
- Identify the RTO and its national provider number.

A statement of attainment is only issued where a student has been judged competent by the RTO after satisfying the requirements of the unit of competency.

All statements of attainment are processed by authorised staff in accordance with the RTOs procedures and policies.

RTO Staff

Ixom has a RTO CEO who is responsible for ensuring that the RTO meets the requirements of the NVR Standards and the AQF.



While participating in any RTO operations and/or projects, all staff, employees, committee members, and contracted consultants (including assessors, mentors and technical advisors) are referred to as RTO Staff.

RTO Staff Code of Practice

Ixom ensures that all RTO Staff make a commitment to operate within the following code of practice to:

- operate within the requirements of the NVR Standards and AQF;
- ensure their work is carried out efficiently and effectively;
- maintain high standards of skills, knowledge, and legal and ethical standards of practice which reflect favourably both on themselves and Ixom;
- be aware of situations of actual and potential conflict of interest and to take appropriate action to declare and / or resolve these;
- encourage and maintain a culture of honesty, integrity and open communication;
- encourage and maintain a culture of open discussion of complaints, disagreements and problems as a basis for improvement and development both personally and for the organisation;
- refrain from inappropriate relationships with clients / students;
- ensure that accurate information is provided to clients and students, including their rights under the following policies:
 - access and equity;
 - disputes, complaints and appeals;
 - fees and refunds; and
 - Student program support.

Work Health and Safety Policy

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient environment,
- Implement procedures and practices, in a variety of situation, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure student safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all staff and students to see,
- Report any identified Workplace Health and Safety hazards to appropriate staff as required.

Harassment and Discrimination Policy



We are required under Australian law to ensure that we provide a training environment that is free from all forms of harassment and discrimination (including victimisation and bullying) so that RTO Staff and students feel valued, respected and are treated fairly.

We will ensure that RTO Staff understand their roles and responsibilities in creating such a learning environment, by a process of training, communication, mentoring and by example. In addition, we will ensure that RTO Staff are aware of the processes and procedures for addressing any form of harassment or discrimination.

RTO Staff and students should be aware of the following definitions:

Bullying - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

Confidentiality - refers to information kept in trust and divulged only to those who need to know.

Discrimination - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another form of discrimination.

Harassment - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

RTO Staff - refers to all employees and agents of the Ixom RTO.

Racial Harassment - occurs when a person is threatened, abused, insulted or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

Sexual Harassment - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

Victimisation - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include: adverse changes to the work environment; denial of access to resources or work.

Specific Principles:

- All staff and students have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,



- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,
- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in good faith.

Privacy

Ixom takes the privacy of our students very seriously and we will comply with all legislative requirements. These include the Privacy Act (1988) and National Privacy Principles.

Your enrolment form provides that students give permission for the Ixom RTO to discuss the students' progress with their employer, and also provide their employer with a copy of their statement of attainment where the employer has paid for the training.

In some cases, we will be required by law or required by regulatory standards to make student information available to others. In all other cases we ensure that we will seek the written permission of the student.

The ten Privacy Principles are defined below:

1. **Collection** - We will collect only the information necessary for one or more of our functions. The individual will be told the purposes for which the information is collected.
2. **Use and disclosure** - Personal information will not be used or disclosed for a secondary purpose unless the individual has consented or a prescribed exception applies.
3. **Data quality** – We will take all reasonable steps to make sure that the personal information we collect, use or discloses is accurate, complete and up to date.
4. **Data Security** – We will take all reasonable steps to protect the personal information we hold from misuse and loss and from unauthorised access, modification or disclosure.
5. **Openness** – We will document how we manage personal information and when asked by an individual, will explain the information we hold, for what purpose and how we collect, hold, use and disclose the information.
6. **Access and correction** - The individual will be given access to the information held except to the extent that prescribed exceptions apply. We will correct and update information errors described by the individual.
7. **Unique Identifiers** - Commonwealth Government identifiers (Medicare number or tax file number) will only be used for the purposes for which they were issued. We will not assign unique identifiers except where it is necessary to carry out its functions efficiently.



8. **Anonymity** - Wherever possible, Ixom will provide the opportunity for the individual to interact with them without identifying themselves.
9. **Trans-border Data Flows** - The individual's privacy protections apply to the transfer of personal information out of Australia.
10. **Sensitive Information** – We will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual's racial or ethnic background, or criminal record.

Fees and Refund Policy

Ixom does not charge upfront fees on its face to face training programs. All financial transactions are with the employer only, not with the student. As such, refunds are not payable to the student in respect of any Ixom training courses. An order number must be provided from the student's employer prior to the training. For face-to-face training programs no fee for cancellation will be imposed providing we are notified in writing 2 weeks prior to the course commencement. Cancellation received less than 14 days prior to the course date will receive a 50% refund. Thereafter there is no refund, but a substitute delegate may attend. The fee may at the discretion of Ixom be credited towards the cost of a future course. In this case a 15% administration fee will apply. A non-attendance without notification will be subject to 100% of the course fee.

For online training programs Ixom does require payment prior to the student enrolling in any On-line programs. Ixom will invoice the employer upon receiving the order number and upon payment being made the student(s) will be enrolled into the On-Line program

Language, Literacy and Numeracy (LLN) Assistance

Standard Ixom course material contains written documentation and limited numerical calculations. Ixom recognises that not all students are able to read, write and perform calculation to the same standards. Ixom will endeavour to help students with difficulties with language, literacy or numeracy by providing:

- Reasonable adjustment during assessments
- Offer flexible means of assessment where the assessment process allows (i.e. oral questions in place of written assessment items).
- Refer the student to a specialist support service
- Training and assessment materials in languages other than English (where available)

In the event that a student's needs exceed Ixom skills and capabilities, the student will be referred to an external support provider, as noted below:

Language, Literacy and Numeracy (LLN) Support	Contact Details
<p>The Reading Writing Hotline is Australia's national telephone referral service for adult literacy and numeracy can provide information about;</p> <ul style="list-style-type: none"> • Classes that are close to you. • Help by mail or computer • Finding teachers and other people who can help 	<p>Telephone 1300 6 555 06 Email: enquiries@readingwritinghotline.edu.au</p>



<ul style="list-style-type: none"> • Websites and books that can help you to learn 	
<p>The Translating and Interpreting Service (TIS National) is an interpreting service for people who do not speak English and for agencies and businesses that need to communicate with their non-English speaking clients.</p>	<p>Client Liaison- (general enquiries and feedback) Phone: 1300 655 820 Email: tispromo@homeaffairs.gov.au</p> <p>Immediate phone interpreting (24 hours, every day of the year) Phone: 131 450 (within Australia)</p>

Student Support, Welfare and Guidance

We will assist all students in their efforts to complete our training programmes. In the event that you are experiencing any difficulties with your studies or any personal difficulties, we recommend that you speak firstly to your trainer, or another member of Ixom’s RTO staff. If a student is experiencing personal difficulty, Ixom will make every attempt to accommodate their needs. Ixom has a compassionate and understanding approach to the difficulties of our students.

We will ensure that the full resources of our RTO are made available to assist you in your efforts to achieve the required performance level required by the unit of competency you are undertaking.

If your needs exceed Ixom’s support capacity we may refer you onto an appropriate either an external agency, or if appropriate refer you to your employer’s Employee Assistance Program (EAP).

Legislative Requirements

Ixom is subject to a very wide variety of legislation related to training and assessment as well as general business practice.

This legislation is continually being updated and Ixom is responsible for ensuring all RTO Staff and students are made aware of any changes to current legislation.

Current legislation is available online at <http://www.austlii.edu.au/> and <https://www.legislation.gov.au> and similar state based legislations sites.

Current areas legislation that effects our operations includes but is not limited to:

- Human Rights and Equal Opportunity
- Disability Discrimination
- Racial Discrimination
- Sex Discrimination
- Privacy and National Privacy Principles
- National Vocational Education and Training
- Workers Compensation
- Dangerous Goods
- Poisons
- Work Health and Safety
- Copyright Act
- Consumer protection



Client Complaints and Appeals

Ixom is committed to treating all complaints and appeals seriously and with top priority, ensuring that all complaint and appeal processes are accessible, clear, transparent, confidential, constructive and fair to all parties. The key focus is efficient and effective resolution of all complaints and appeals to support restoration of positive and cooperative relationships at the earliest opportunity.

Complaints

Any student may lodge a complaint with Ixom with the reasonable expectation that all matters and issues will be treated with integrity and privacy and handled systematically, objectively and appropriately. All complaint claims and actions are free of charge.

What Can be Included in a Complaint?

A Student may make a complaint regarding the conduct of:

- Ixom, its trainers, assessors or other staff
- Any third party providing services on behalf of Ixom, it's trainers, assessors or other staff, or
- Any other student of the RTO.

In respect of dissatisfaction with an assessment result, please refer to the Appeals Policy listed below.

Local Level Resolution

In the first instance, a complainant should make best effort to immediately discuss or deal with the matter directly with the person(s) involved.

If unsatisfied with the local level response to a complaint or the time taken to resolve the matter, the complainant may lodge a complaint to the Training Administrator at by completing a Student Complaints and Appeal Form and submitting it via email to training@ixom.com

How is a Complaint Handled?

Immediately upon receipt by the Training Administrator:

- The Training Administrator will acknowledge receipt of the complaint in writing to the complainant within five days of receipt of the complaint, and copy this acknowledgement to the RTO CEO.
- The Training Administrator will ensure that all parties have the opportunity to present their case privately.
- Any person involved in an investigation of a complaint may choose to have an advocate or support person present at any stage during the investigation process.
- The complaint will be investigated by the Training Administrator with support from relevant RTO Staff, within ten working days of acknowledging receipt of the complaint.
- The Training Administrator will address the complaint by recommending follow up action in writing to all parties within five working days of completing investigations.



- All correspondence relating to the complaint will be filed on the students' file.

Following the procedure above, a complainant will expect a formal response to their complaint in writing within a maximum of 20 working days.

Throughout the process, the Training Administrator is responsible for:

- Fully understanding the nature of the complaint
- Exploring all options and possible implications for resolving the issue with the complainant or aggrieved person
- Avoiding any behaviour which might reasonably be interpreted as judgemental
- Finding a solution and resolving the matter with the least amount of disruption for all parties
- Ensuring the process is actioned and closed-out within the timeframes specified.

Throughout the process, the complainant has the right to:

- Receive and respond to any documentation, as appropriate, that is submitted in connection with the complaint
- Have a complaint dealt with and treated confidentially with details only disclosed to persons directly involved in the complaint
- Be provided with reasons and a full explanation in writing for decisions and actions taken as part of the complaints process.

Appeals

Appeals arise when a complainant is dissatisfied with the results of their official complaint, or the result of an assessment decision (including RPL).

The essential nature of an appeal is that it is a request to reconsider a decision made by Ixom. All appeals are free of charge.

If unsatisfied with the outcome of a complaint, or an assessment decision, a formal appeal may be made in writing to the Training Administrator on the Complaint and Appeal Form by email to training@ixom.com.

How is an Appeal Handled?

Immediately upon receipt by the Training Administrator :

- The Training Administrator will work with the RTO CEO to manage the appeal.
- The Training Administrator will acknowledge receipt of the appeal in writing within five (5) working days of receipt of the appeal.
- The Training Administrator will ensure that all parties have the opportunity to present their case privately.
- Any person involved in an investigation of an appeal may choose to have an advocate or support person present at any stage during the investigation process.
- The appeal will be investigated by the Training Administrator and RTO CEO with support from relevant RTO Staff, within ten (10) working days of acknowledging receipt of the appeal.
- The Training Administrator will address the appeal by recommending follow up action in writing to all parties within five working days of completing investigations.
- All correspondence relating to the appeal will be filed on the Student's file.



Following the procedure above, an appellant will expect a formal response to their complaint in writing within a maximum of 20 working days.

Further Action

If, having gone through the complaints and appeals process there is still dissatisfaction with the result for any person involved in the complaint and appeal process, a request in writing must be made to the Training Administrator (training@ixom.com) requesting referral of the matter to an independent consultant.

Ixom uses an external independent consultant for this purpose, and will refer any outstanding matters to the independent consultant for resolution.

The independent consultant is Gabrielle Deschamps of Roubaix Consulting Pty Limited.

There is a cost payable for the referral of a matter to the independent consultant. This cost is \$1,400 per day (plus GST), and this amount will be payable by the person requesting the referral to the independent consultant. There will be a minimum charge of one day for this service, and the fee may increase, dependent upon the time required for the independent consultant to review the complaint, appeal and possible investigation of the initial complaint.

The decision of the independent consultant will be final. After all attempts to resolve with the RTO have been unsuccessful complaints may be reported to ASQA through their website (or by telephoning: 1300 701 801) . A record will be maintained showing all details of the process and the results.