



REFERENCE
DOCUMENT



MINRES Student Handbook

2020 /21



VERSION CONTROL

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V1.0	30/12/2017	Change of management ownership, organisational structure and contact details. Review of Fees as per DET Audit Outcome.	LW
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1.0 PURPOSE OF THIS DOCUMENT

This document outlines MINRES Training Institute's (MINRES) policies, procedures and processes including our philosophy, how we maintain our integrity and comply with legislative requirements of a Registered Training Organisation (RTO). Most importantly this document and its contents offers assurance to all our students they will be fully supported and informed whilst training with our institution.

2.0 WELCOME FROM THE CEO

Welcome and thank you for choosing to study with MINRES.

As CEO of this organisation, I assure all students that I will fully support the implementation of all quality; management and operational functions articulated in this student handbook and welcome your input.



We at MINRES will adhere to our underlying philosophy of continuous quality improvement in all aspects of MINRES's operations.

This Student Handbook provides the direction that informs and guides MINRES towards the provision of best practice in training development, management and service delivery (along with specific MINRES policies). For MINRES, it will facilitate compliance with the standards regulated by the Australian Skills Quality Authority. For clients of MINRES, it will ensure that their investment in training provides the best possible training experience and outcomes.

The quality-accredited training you will receive upon completion with MINRES could lead to:

- Career advancement; and
- A role or new industry change; and
- A qualification to reflect your years of work experience; and
- Or study that can catapult your current passion and be able to make this into a career.

All programs offered by MINRES are aligned to either the RII Resources and Infrastructure Industry; the Jewellery Manufacturing Trade and Jewellery Enterprise Sectors in combination with the Metal and Engineering Training Industry, for quality assurance and best practice.

As a student with MINRES, your feedback is critical to our continuous improvement and students are encouraged to give feedback throughout their enrolment. To encourage and achieve continuous improvement based on the collection of the above-mentioned data, MINRES has developed a best practice register, which will include a written record of all improvement strategies.

We are grateful you have chosen MINRES to enable you to advance your education and look forward with excitement for you, as you continue your education with us.

Thank you,



Leigh Willson

Chief Executive Officer
MINRES Training Institute Pty Ltd

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3.0 ROLES AND RESPONSIBILITIES

Our Expectations of You (Student Commitment)

As a student it is important that you take ownership of your actions and responsibilities. You have to take an active role in your learning and of your responsibility for your academic success. Taking accountability for your own study encourages learning and can improve your academic performance and your achievements.

MINRES expects you to:

- *Work progressively towards completing your course work and assessments on time and in a professional manner*
- *Demonstrate academic integrity and honesty*
- *Understand what is required of you*
- *Complete the assigned work in a timely manner with attention to quality of work*
- *Be an engaged student who dedicate sufficient time to college work*
- *Identify, develop, and implement a plan to achieve your educational goals*
- *Observe copyright laws and license agreements*
- *Make sure your work is your own*
- *Comply with the rules and regulations of our organisation*
- *Monitor your own progress by ensuring that assessment deadlines are observed*
- *Utilise facilities and MINRES publications with respect and to honour our copyrights and prevent our publication from being distributed to unauthorised persons*
- *Respect other students and MINRES staff members and their right to privacy and confidentiality*
- *Discuss any complaints or grievances with your trainer or administration*
- *Read this Student Handbook and ensure that you fully understand the contents*
- *Accept the conditions of enrolment for the courses undertaken*
- *Provide accurate information at time of enrolment and during your learning journey with us*
- *Advise us promptly of any changes*
- *Pay all fees and charges associated with course*

Student Rights

As a student with MINRES you have the right to:

- *Be treated fairly and with respect*
- *Expect from your peers and your teachers*
- *Clear information about what is required in your assessment tasks and assignments*
- *Quality training, assessment*
- *Reasonable access to resources which will support in achieving assessment outcomes*
- *Have complaints and appeals dealt with fairly, promptly, confidentially and without retribution.*

Our Obligation to You (Minres Commitment)

As a Registered Training Organisation (RTO) we have an obligation to ensure the quality of the nationally recognised training and assessment we deliver. We must comply at all times with the Standards for RTOs 2015, which are part of the VET Quality Framework.

We have a responsibility to:

- *Provide quality training and assessment programs, services and resources that meet our students' diverse needs*
- *Provide a reliable, supportive and sustainable environment that challenges and inspires our students*
- *Prohibit discrimination and harassment*
- *Maintain efficient systems of communication with our students and deliver timely and accurate information about our students' progress, courses and services*
- *Provide the training and support necessary to allow participants to achieve competency*
- *Address issues and complaints fairly and promptly*

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What courses can I study with MINRES?

MINRES adheres to Standards for RTOs 2015 with all programs aligned to the qualifications contained in the RII Resources Infrastructure and Industry Package as well as the MEM Manufacturing and Engineering Package, ensuring best practice in service and delivery always.

Our 'on scope' qualifications and other units of competency include but are not limited to:

MINING, CIVIL & RURAL OPERATIONS INDUSTRIES		JEWELLERY MANUFACTURING SECTOR	
AHC32816	Certificate III in Rural Operations	MEM20105	Certificate II in Engineering
RII20115	Certificate II in Resources and Infrastructure Work Preparation	MEM30619	Certificate III in Jewellery Manufacture
RII20215	Certificate II in Surface Extraction Operations	MEM40311	Certificate IV in Advanced Jewellery Manufacture
RII30115	Certificate III in Surface Extraction Operations	MEM50311	Diploma of Jewellery and Object Design
RII30315	Certificate III in Underground Metalliferous Mining	MEM60211	Advanced Diploma of Jewellery and Object Design
RII30415	Certificate III in Resource Processing		
RII30815	Certificate III in Civil Construction Plant Operations		
RII40115	Certificate IV in Surface Extraction Operations		
RII50115	Diploma of Surface Operations Management		
		<i>More information can be found by visiting Qualification Library</i>	

How is Training Delivered?

Training courses with MINRES are delivered by:

- *Face-to-face classroom training;*
- *Online learning;*
- *Onsite in student's workplace – for some practical training and assessment; or,*
- *A combination of the above*

What are the Prerequisites?

Prerequisites are specific to individual courses. Please consult the course outline for your chosen course for prerequisite information.

How do I Enrol?

Enrolment is initiated by you contacting MINRES. In accordance with our [Course Enrolment Policy](#), we will dispatch to you by suitable means an enrolment form and literature on the course(s) being considered and any other relevant documentation.

4.0 FEES

MINRES operates predominately as a 'fee for service' training business. This means all training programs attract fees. All fees owing will be paid at or prior to the commencement of training unless prior arrangements are made with MINRES management.

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A maximum of \$1,500 is collected prior to the commencement of training and should the course cost exceed the maximum initial amount, the remaining amount of fees are spread out over the course and on completion. These fees can be paid by the student or the student's employer.

Where the total course fee is more than \$1,500, MINRES will observe the requirements of Schedule 6 of the Standards for RTOs 2015 which outlines requirements for protecting fees prepaid by individual students or prospective students for services.

MINRES will provide the following fee information, to each student:

- a) *The total amount of all fees including course fees, administration fees, materials fees and any other charges;*
- b) *Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;*
- c) *The nature of the guarantee given by the RTO to complete the training and / or assessment once the student has commenced study in their chosen qualification or course;*
- d) *The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment; and*
- e) *The organisations refund policy.*

Fee Structure

Each qualification, unit of competency or accredited course offered by MINRES has a specific course fee. The course fee is the maximum fee that may be charged to the student for his/her selected training program. It is MINRES's policy that the course fee will be *all-inclusive*. Students will not be 'surprised' by unexpected requirements, fees or expenses.

Course fees are payable when a student has received a confirmation of enrolment. The initial fee payment must be paid prior to commencing training or within 10 days of receiving an invoice from MINRES. We may discontinue training if fees are not paid as required.

Payment Methods

MINRES accepts payment for fees using:

- a) *Credit Card*
- b) *Direct Debit*
- c) *Electronic Funds Transfer (account details available on request)*

Payment Plans

MINRES offers a payment plan to eligible self-funded students to pay their course fees in installments via direct debit. The payment plan option is subject to approval by MINRES's accounts department and acceptance of the relevant terms and conditions.

Refunds and Withdrawals

Refunds

Refer to MINRES [Course Withdrawal and Refund Policy](#) for full details. The intent of this policy is to establish a system for ensuring that students can make a claim for a credit or a partial or full refund of any monies paid towards a course if they withdraw from that course before successful completion. MINRES protects fees paid in advance and has a fair and reasonable refund policy in line with the VET Quality Framework (VQF).

Should a student wish to withdraw prior to course commencement the following conditions shall apply:

- a) *An application for refund of course fees must be made in writing to MINRES. A refund of eighty percent (80%) will be made if the written request is received more than five (5) working days prior to course commencement.*
- b) *A 20% refund is available for requests received less than five (5) working days prior to course commencement.*
- c) *As a rule, no refund is available after the course commencement date. However, MINRES will consider each application on a case-by-case basis.*

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Refunds will be considered on a pro-rata basis for participants who fall ill, are injured to the extent that they can no longer undertake the course or experience other extenuating circumstances, providing a supporting medical certificate or other relevant supporting documentation is supplied to MINRES. In all other cases, refunds are at the discretion of management and may be negotiated on an individual case-by-case basis.

Student cancellation

Students who cancel their enrolment part way through a training program must notify MINRES in writing via email or letter at the soonest opportunity. Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees and remain liable for the remainder of their full course fees. Students are advised to consider alternative options such as requesting to defer their enrolment and/or transfer to an alternate training program option.

Administrative Withdrawals

MINRES will undertake an Administrative Withdrawal of a student only in exceptional circumstances, which may include where the student

- a) *Has been proven to have breached MINRES's Plagiarism Policy and has been advised as such*
- b) *Has not progressed with their course work for a period of three months without obtaining an academic extension from MINRES; and/or*
- c) *Has not responded to MINRES's attempts to contact them about their lack of progress; and/or*
- d) *Is uncontactable by the MINRES team.*

Where an Administrative Withdrawal has been implemented, the balance of the Student's course fees will become immediately payable. Where the course is self-funded, the balance of the fees will be debited from the individual's nominated account immediately. Where the Student's course is employer-funded, any outstanding course fees will immediately be invoiced for immediate payment.

MINRES will not consider any requests for refunds where an Administrative Withdrawal has occurred. No part of the original course fee can be used as a credit towards that course, or any other, at a later date.

Where an employer-funded student is subject to an Administrative Withdrawal, the employer will be notified as such.

Outstanding course fees liability Where an individual has withdrawn from a course or where MINRES has withdrawn a student from a course (also referred to as an Administrative Withdrawal) the individual remains liable for the full course fee. Where an individual's course fees are payable on a payment plan and by direct debit from a credit card account, MINRES will debit the nominated credit card with the balance of the course fees at the time of course withdrawal. Where an individual's course fees are invoiced to their employer for payment, a final invoice for the full amount of the outstanding fees will be issued at the time of course withdrawal.

Re-assessment Fee

Should you be deemed 'Not Yet Competent' for a unit of competency, you will have the opportunity to be reassessed once at no charge. Subsequent reassessments on the same unit of competency incurs a fee of \$350.

Re-print Certification

Where the student requests a new copy of his / her certification, the following fees apply:

- *Statement of attainment \$50.00.*
- *Qualification (with academic transcript) \$50.00.*

Fees Paid in Advance

No fees are payable in advance however, fees are payable on commencement.

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Records

MINRES has a clearly documented quality administrative and records management system in place to secure the accuracy, integrity and currency of records, to keep documentation up-to-date and to secure any confidential information obtained by MINRES and committees, individuals or organisations acting on its behalf.

Data is collected and stored in accordance with the processes outlined in this document and [MINRES's Records Management Policy](#) ensure timely and accurate records inform the continuous improvement processes of MINRES. In addition, these procedures will ensure that all documentation providing evidence of compliance to the essential standards of registration is accurately maintained.

Record Keeping Procedures

MINRES has a clearly documented quality administrative and records management system in place to secure the accuracy, integrity and currency of records, to keep documentation up-to-date and to secure any confidential information obtained by MINRES and committees, individuals or organisations acting on its behalf.

Upon enrolment, student's details will be entered into the MINRES secure database system. This process initiates the establishment of the student's individual file which is then used to record all future details pertaining to the client. The file is retained by MINRES and management of the file will be in accordance with the MINRES Records Management Policy.

Security

MINRES ensures further security of records by complying with the storage requirements detailed in ASQA's General directive: *Retention requirements for completed student assessment items*, 22 June 2012. This directive includes requirements for storage including: safeguards against unauthorised access, fire, flood, termites or any other pests, and to ensure that copies of records can be produced if the originals are destroyed or inaccessible. MINRES enhances its compliance with this directive by protecting electronic files with up-to-date virus protection, firewall and spy ware protection software.

Access to Records

MINRES has implemented a secure record management system that ensures that all students have access to accurate information regarding their learning in a timely fashion. To ensure this, employees are informed of their responsibilities for record keeping and the process is monitored through the continuous improvement process and improved where necessary. This section outlines the data management procedures that support our records management system.

Access to Student Records

Access to individual student training records will be limited to those required by the SNR, such as:

- *Trainers and assessors to access and update the records of the students whom they are working with,*
- *Management staff as required to ensure the smooth and efficient operation of the business, and*
- *Officers of ASQA or their representatives for activities required under the standards for registered training organisations.*

Student Access to Records

Students have the right to request information about or have access to their own individual records. MINRES trainers and assessors or administration staff will provide the requested information or access. Students also have the right to request a hard copy of their own individual file that can be supplied as a printout from records retained within the data management system. You should feel free to ask your MINRES trainer and assessor or administration staff at any time for a printout of your progress.

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Privacy

MINRES considers student privacy to be of utmost importance and will practice a high standard of care and concern to maintaining student privacy in all aspects of business operations. Any persons external to the organisation acting on behalf of MINRES are made aware of the confidentiality procedures and [Privacy Policy](#) prior to commencing work with MINRES.

MINRES will comply with all legislative requirements including the Privacy Act 1988 (Commonwealth) and Australian Privacy Principles (2014). The *Privacy Amendment (Enhancing Privacy Protection) Act 2012* (Privacy Amendment Act) made many significant changes to the *Privacy Act 1988* (Privacy Act). These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014.

MINRES ensures no student information is disclosed without the student's consent, except as required by law or in adherence to the SNR. Student consent must be obtained in writing from the student, unless the student is under the age of 18 years, in which case written consent from their parent or guardian must be obtained. Consent to disclosure of information forms and / or letters will be recorded.

Recognised Qualifications of Another RTO

MINRES will recognise all AQF qualifications and statements of attainment issued by any other RTO. If any ambiguity is detected when validating a student's certification, MINRES will seek verification from the relevant RTO before recognising the qualification or statement of attainment.

Procedure for Recognition of Qualifications

Students enrolling with MINRES will be made aware of the recognition of qualifications policy by MINRES staff at the time of enrolment to offer the opportunity of recognition of relevant qualifications or statements of attainment prior to the commencement of training. MINRES trainers will remind students of the policy progressively throughout the duration of their course.

When a student presents an AQF qualification or statement of attainment to a trainer or staff member, a copy of the certificates will be taken and submitted to MINRES for verification. MINRES will verify the authenticity of the qualification or statement of attainment.

The verified copy of the qualification or statement of attainment is placed in the student's file. Once verification of the qualification or statement of attainment has been established, MINRES staff will inform the student and offer exemption from the relevant unit(s) of competency. Staff will ensure the student is aware of and understands what component(s) of their training and assessment are affected.

MINRES staff will update the student's records accordingly.

Credit Transfer

Credit transfer refers to the transference of academic credit obtained by students through participation in courses or national training package qualifications with other RTOs, towards a qualification offered by MINRES. Credit transfer is granted on the basis that the credit validates the student's competency within the relevant qualification / unit of competence. Credit transfer of a qualification / unit of competence is available to all students enrolling in any training program offered by MINRES.

Unique Student Identifier

The [Unique Student Identifier \(USI\)](#) scheme, enabled by the Student Identifiers Act 2014, allows students to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs. The online system provides each student with a USI.

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The USI scheme will provide a national online authenticated record of student's training attainment and will serve as a building block for a range of vocational education and training reforms. Over time, the ability of students to access and share their training records will make enrolment processes more efficient for training providers and students. Training providers will have access to an online information source to manage student transfers between training providers, and the assessment of credit transfer and pre-requisites.

MINRES will only issue a qualification or statement of attainment to a student after the student has provided a verified USI or MINRES applies for a USI on behalf of the student. To avoid any delays in issuing certification documentation MINRES will ensure that student's USIs are applied for or verified USI at the time of enrolment.

MINRES will protect the security of all information related to USIs. Security measures are in place to protect both digital and hard-copy records from loss, damage or unauthorised access. MINRES stores paper-based records in locked cabinets. Digital records are backed up on a Cloud system. All AQF certification documentation issued by MINRES is kept for 30 years. Where a qualification or statement of attainment is recorded in the USI scheme, MINRES does not retain additional records to demonstrate this because the required records will exist within the USI scheme.

When reporting data about the training, each record of nationally recognised training that is provided to the national centre for vocational education research (NCVER) national VET provider collection will have a USI attached. This USI will be used to draw down on this data collection in real time. This means that, in the future, students will be able to draw down a record of their VET achievements from one place. They can view this online or they can use the data to develop a transcript that they can attach to a job application, for example.

The USI will be increasingly useful for MINRES when the data builds, MINRES (with the student's permission) will be able to draw down information about that student's previous VET attainments throughout Australia. This will assist with assessing student's admission to courses, for credit transfer and in some circumstances, their eligibility for funding. More information is available from the [Department of Industry's website](#) where a comprehensive video outlines the USI scheme for MINRES staff.

5.0 TRAINING AND ASSESSMENT

MINRES is committed to delivering high quality training and assessment services that exceed the expectations of their students. To ensure this, MINRES has implemented processes for data collection and analysis within its operations that ensure the continuous improvement of training and assessment. Continuous improvement measures in this area respond to the results of data analysis and involve all internal and external stakeholder groups.

The quality and continuous improvement policy and procedure defines the methods of data collection and analysis. To provide high quality outcomes to their clients and students, MINRES ensures that strategies for training and assessment are developed with effective consultation, validation and moderation with industry and stakeholders.

Principles of Training and Assessment

Training and assessment strategies developed by MINRES will adhere to the following principles:

- *Training and assessment strategies are developed for each qualification / unit of competency that will be delivered and assessed,*
- *All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification,*
- *Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders,*
- *Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups, and*
- *Training and assessment strategies will be validated annually through the internal review procedures.*

Quality Training and Assessment Principles

MINRES will apply the *Principles of Assessment and the Rules of Evidence*. To ensure quality outcomes, assessment should be:

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Fair	Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, understands and is can participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.
Flexible	To be flexible, assessment should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the student; and support continuous competency development.
Valid	Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that: <ul style="list-style-type: none"> • Assessment against the units of competency must cover the broad range of skills, • Knowledge that are essential to competent performance, • Assessment of knowledge and skills must be integrated with their practical application, and • Judgement of competency must be based on appropriate evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency.
Reliable	Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

Valid	Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that: <ul style="list-style-type: none"> • Assessment against the units of competency must cover the broad range of skills, • Knowledge that are essential to competent performance, • Assessment of knowledge and skills must be integrated with their practical application, and • Judgement of competency must be based on appropriate evidence (that is, evidence gathered on several occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency.
Sufficient	Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
Authentic	To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.
Current	In assessment, currency relates to the age of the evidence presented by a student to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Connecting Training and Assessment with the Workplace

To maximise the outcomes for students, MINRES ensures that every opportunity to connect training and assessment with the workplace is undertaken. Opportunities will be developed in consultation with the relevant workplace personnel and responsibilities clearly communicated to all involved.

To identify a range of delivery and assessment methods that meet a variety of needs, an ongoing schedule of industry liaison and consultation will be adhered to. These consultations will be documented with meetings and memorandums acknowledged by those industry and enterprise representatives involved in consultation relative to the development of assessment strategies.

Students enrolled in a traineeship program will normally be working for an employer within the industry. In some circumstance's employers may offer a contribution towards the cost of training and assessment, which is encouraged by MINRES.

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MINRES will:

- *Involve workplace personnel in planning workplace programs, where they are relevant to the training and assessment program,*
- *Ensure that the training and assessment program makes full use of opportunities at the workplace,*
- *Monitor each student's progress and the support provided to them by workplace personnel,*
- *Consult with workplace personnel in the development of workplace training and assessment processes,*
- *Inform workplace personnel of their training and assessment roles and responsibilities, and accept these responsibilities, where relevant to the training and assessment program,*
- *Monitor support provided to each student by workplace personnel, and*
- *Monitor the student's progress.*

Information from workplace personnel is used to continuously improve training and assessment. Various programs that engage employers or other parties who contribute to each student's training, assessment and support services to meet their individual needs are available. Refer to 4.5 (Apprenticeships and Traineeships) below for examples of programs, government initiatives and opportunities for employers to be engaged with training and assessment.

Assessment

MINRES acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competence, the CEO will ensure:

- *Compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course,*
- *Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF),*
- *Assessment complies with the principles of competency-based assessment and informs the student of the purpose and context of the assessment,*
- *The rules of evidence guide the collection of evidence to support the principles of validity and reliability,*
- *The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment,*
- *Timely and appropriate feedback is given to students,*
- *Assessment complies with MINRES's access and equity policy, and*
- *All students have access to re-assessment on appeal.*

MINRES implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. MINRES recognises that each unit of competency contains assessment requirements relating to: performance evidence, knowledge evidence and assessment conditions.

Training Guarantee

It is the intention of the CEO of MINRES that all students receive full training services which have been paid for, including but not limited to training and assessment, assessment only, recognition of prior learning or short courses. The corporate structure, governance and financial management systems and processes guarantee the training for students enrolled with MINRES specifically, the integrity, business experience and training expertise of the CEO ensure continuity of training and completion of training is guaranteed for all students. The continuous improvement and quality management practices employed by MINRES CEO and staff are designed to proactively identify any anomaly that might cause a business interruption or training failure and address this situation before any students are affected.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) means recognition of competencies currently held, regardless of how or where the learning occurred. These competencies may be attained through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the student is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in Australian Qualifications Framework accredited courses.

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MINRES appreciates the value of workplace and industry experience and recognises that students will acquire vocational skills and knowledge from a variety of sources other than formal training. These skills are legitimate irrespective of how they were acquired and the RPL process is designed to provide validation of such relevant skills.

MINRES's Recognition of Prior Learning Process

Recognition of Prior Learning (RPL) is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and / or partial or total completion of a VET qualification.

Students who believe they have already obtained current skills and knowledge that would otherwise be covered in the qualification / unit of competence for which they intend to attain, the recognition of prior learning (RPL) process by way of a reference checklist kit will be offered to and explained to all relevant students who apply for RPL at the time of enrolment.

The student's skills and knowledge will be assessed and validated and where appropriate units of competency will be acknowledged, and face-to-face training reduced.

Trainers will remind students of this option progressively throughout their time in training, to provide multiple opportunities for students to engage in the RPL process.

Forms of Evidence for RPL

The evidence may take a variety of forms and the assessor must ensure that the evidence is authentic, valid, reliable, current and adequate. The evidence could include:

- *References from past employers,*
- *Testimonials from clients,*
- *Work samples,*
- *Accreditations and Certifications of previous learning,*
- *Observation by an assessor to determine practical competency, and*
- *Assessments in current knowledge.*

Recognition of Prior Learning Fee

Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit by unit basis.

6.0 CLIENT SERVICES

MINRES is committed to delivering high quality services that support students throughout their training and assessment. This commitment is based on a client focused operation that produces the best possible outcome for students. MINRES will ensure students are informed of the services they are to receive, their rights and obligations, and the responsibilities of the RTO. Students who undertake training with MINRES receive every opportunity to successfully complete their chosen training program. MINRES will provide students with information prior to commencement of services including any subcontracting arrangements affecting the delivery of training and/or assessment.

Student Advice

MINRES takes a systematic approach to establish and recognise the needs of each client. It is a requirement that all staff members do their utmost to meet the needs of students. Where a student's need is outside the scope or skill of the organisation they will be referred to an appropriate service or an alternate training organisation.

MINRES delivers specialised training and assessment services. As such, it is vital that all students are informed of and understand the extent of the training course that they are enrolling in. MINRES has in place a process and mechanism to provide

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all clients information about the training, assessment and support services to be provided, and about their rights and obligations, prior to enrolment or entering into an agreement.

In summary, MINRES will provide:

- *Training programs and services that promote inclusion and are free from discrimination*
- *Support services, training, assessment and training materials to meet the needs of a variety of individual students*
- *Consideration of each individuals needs to provide the best opportunity for skill development and attainment of qualifications that can lead to further training or employment*
- *Opportunity for consultation between staff and students so that all aspects of individual circumstances can be taken into consideration when planning training programs*
- *Consideration of the views of students' community, government agencies and organisations, and industry when planning training programs*
- *Access to information and course materials in a readily available, easily understood format*
- *Information to assist students in planning their pathway from school or the community to vocational education and training.*

While MINRES guarantees that all students will receive the full training services paid for, it does not guarantee a student will successfully complete the course in which they are enrolled or that the student will obtain a particular employment outcome outside the control of MINRES.

Student Information

MINRES will provide all relevant information and directions to each student prior to enrolment as part of the student induction to enable the student to make informed decisions about undertaking training with MINRES. This information will be clear and readily available in print or referral to an electronic copy. This will include details required to source the MINRES student handbook, available as PDF document on MINRES website:

MINRES will provide the following information specific to each student:

- *The code, title and currency of the AQF qualification, skill set or VET course to which the student is to be enrolled, as published on the National Register the services the RTO will provide to the student including the:

 - *Estimated duration of the services*
 - *Expected locations at which the services will be provided*
 - *Expected modes of delivery*
 - *Name and contact details of any subcontractor which will provide training and assessment to the student**
- *The student's obligations including any requirements that MINRES requires the student to meet to enter and successfully complete their chosen AQF qualification, skill set or VET course*
- *Any materials and equipment that the student must provide*
- *the educational and support services available to the student.*

Where there are any changes to agreed services, MINRES will advise the student in writing and with a follow-up telephone call as soon as practicable, including in relation to any new third-party arrangements or a change in ownership or changes to existing third-party arrangements.

Client Selection and Enrolment Procedure

Client Selection

Enrolment and admission into some MINRES training programs is subject to meeting certain prerequisite conditions and/or entry requirements. Specific details of the prerequisites pertaining to these training programs are contained in individual course documentation and are made available prior to enrolment. In the case that a potential student does not meet the prerequisite conditions and/or entry requirements, MINRES staff will endeavour to assist them in understanding their options in regard to meeting the standards. Any questions regarding these arrangements can be addressed by trainers or MINRES management.

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Pre-enrolment Information for Funded Courses

Pre-enrolment information is provided to the student prior to enrolment into the User Choice or Certificate 3 Guarantee programs.

Enrolment

The enrolment procedure commences when a student contacts MINRES expressing interest in a training program(s). MINRES staff will respond by dispatching by suitable means an enrolment form, student handbook, literature on the program(s) being considered and any other documentation, which may be relevant.

Enrolment applications will then be assessed to ensure that the student meets any prerequisites and/or entry requirements that have been set for the selected course. Students will be informed of successful enrolment and sent information on the course and their course induction. Students who do not meet the prerequisites for the selected course will be notified of their unsuccessful enrolment and invited to contact MINRES to discuss their training needs and alternative opportunities.

Pre-course Letter

As an additional support to enrolling students, MINRES will send a pre-course letter to the student prior to the commencement of training. Information includes the time, date and location of training, the resources the student should bring to the course and overview of the units of competency to be studied and the format/style of training to be provided.

Pre-course Evaluation Checklist

A pre-course evaluation of each student is conducted. Questions are designed to identify the student's needs, so MINRES staff members can evaluate any requirements the student may have to improve his/her learning experience and outcome. These questions are integrated within the enrolment form.

The designated MINRES staff member will receive and assess each student's pre-course evaluation checklist. Based on the information in the checklist, the enrolment form, interview, induction and any other relevant correspondence and conversation, MINRES staff and management may offer additional support. Examples of the support services may include:

- *Study support and study skills programs*
- *Language, Literacy and Numeracy (LL&N) programs or referrals to appropriate programs*
- *Equipment, resources and / or programs to increase access for students with disabilities*
- *Learning resource centres*
- *Mediation services or referral to appropriate services*
- *Flexible scheduling and delivery of training and assessment*
- *Counselling services or referral to appropriate services*
- *Information technology support*
- *Learning materials in alternative formats i.e. large print*
- *Learning and assessment programs customised to the workplace.*

Induction

On successful completion of the enrolment process, all students will undergo an induction program including:

- *Introduction to MINRES training staff*
- *Confirmation of the course being delivered*
- *The training and assessment procedures including method, format and purpose of assessment*
- *Qualifications to be issued*
- *Student handbook provided*

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Access and Equity

Under Australian law it is a requirement of every workplace to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. In doing so, all staff and students are treated fairly and have the opportunity to feel safe, valued and respected.

By definition, harassment includes any form of behavior that is unwanted, unwelcome or unreciprocated by relevant persons. This may manifest as verbal or physical harassment but includes any acts that may be perceived as humiliating, offensive, intimidating, threatening, discriminatory or otherwise contributing to an unpleasant workplace or experience for the persons.

MINRES is committed to practicing fairness and providing an equal opportunity for all current and potential students to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location that may present a barrier to access, or any other perceived difference in class or category. MINRES ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. MINRES will address access and equity matters as a nominated part of operational duties.

If a student identifies with one or more of the following priority groups, he/she may be able to receive additional assistance:

- *Aboriginal and / or Torres Strait Islander people*
- *Carers of people who are ill, aged or who have a disability*
- *People with a disability*
- *Women and girls who are returning to education and training*
- *Women and girls who are seeking training opportunities in non-traditional roles*
- *Young people aged 15 to 25*
- *Australian South Sea Islanders*
- *Parental job seekers*
- *People with English language, literacy and numeracy needs*
- *Mature aged workers who require up skilling*
- *Long term unemployed and disadvantaged jobseekers*
- *People from different cultural and ethnic backgrounds*
- *People who speak a language other than English*

MINRES's [Access and Equity Policy](#) is in place to ensure that training opportunities are offered to all people on an equal and fair basis in all circumstances, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carers' responsibilities.

Practicing these policies will guarantee that any student who meets MINRES entry requirements will be accepted into any training programs. If any student or staff member have issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to MINRES's management for consultation.

Language, Literacy and Numeracy Assistance (LLN)

MINRES course information and learning materials contain written documentation and, in some cases, numerical calculations. MINRES recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations. When an issue is identified by MINRES staff or requested by a student, a language, literacy and numeracy test will be provided to assess the student's ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

MINRES will endeavour to aid students having difficulty with language, literacy or numeracy to accommodate their needs. In the event that a student's needs exceed the ability of MINRES staff to assist, the student will be referred to an external support agency, so they have the opportunity to obtain the skills required to complete the training program.

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Student Support

MINRES will make all reasonable efforts and utilise a variety of available methods to assist all students in their efforts to complete training programs. MINRES will determine the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill-set or VET course as specified in training packages or VET accredited courses. MINRES will continue to develop strategies to make support available where gaps are identified.

Trainers are responsible for ensuring that all students are aware they can contact their trainer or other MINRES staff members if they are experiencing difficulties with any aspect of their studies. Staff will ensure students have access to the full resources of MINRES to assist them in achieving the required level of competency in all nationally recognised qualifications. If a student is experiencing personal difficulties, training staff will encourage the student to contact MINRES who will provide discreet, personalised and confidential assistance as according to the nature of the difficulties.

Additionally, if a student's needs exceed the capacity of the support services MINRES can offer, they will be referred to an appropriate external agency. Extensive information regarding support agencies, resources and services may be sourced online. MINRES staff members will assist students to source appropriate support.

Flexible Delivery and Assessment Procedures

MINRES recognises that some people are better suited to learning via teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, a student who is experiencing difficulty learning and achieving the desired results in the traditional setting may show considerable improvements.

The staff and management of MINRES respect these differences among students and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of students. For example, the inability to complete a written assessment will not be interpreted as a sign of incompetence, provided the student can verbally demonstrate competency.

Acceptable adjustments to teaching and assessment methods may include but are not limited to; having a trainer read assessment materials to students, having a student's spoken responses to assessment questions recorded or allowing a student to sit for an assessment alone in a different room. MINRES staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards.

Reasonable Adjustment

Reasonable adjustment means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent / not yet competent decisions (and / or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and / or individual being assessed; otherwise comparability of standards will be compromised.

7.0 APPRENTICESHIPS AND TRAINEESHIPS

MINRES recognises that apprenticeships and traineeships are the perfect vehicle for training and developing new and existing staff. Because much of the training is in the workplace, the skills an apprentice or trainee acquires are customised to the specific needs of an organisation. Furthermore, employers may be eligible for various government financial incentives to assist with employing an apprentice or trainee.

State and Territory governments are responsible for all aspects of their training systems, including Australian Apprenticeships policy, priorities, regulatory and administrative arrangements. It also includes determining what qualifications are suitable for Australian Apprenticeships in each state or territory, approving registered training organisations to deliver them and distributing public funds to registered training organisation for training delivery.

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8.0 DISCIPLINE, COMPLAINTS, APPEALS

MINRES makes every effort to practice cooperation and mutual respect in all internal and external dealings to uphold high quality, professional training and assessment services. The same disciplined behaviour is expected of students as a contribution to a functional learning environment, and as a sign of respect to staff and fellow students.

Professional Behaviour

MINRES Management advises any trainer or staff member who is dissatisfied with the behaviour or performance of a student that they have the authority to:

- Warn the student that their behaviour is unsuitable, or
- Ask a student to leave the class, without refund or acceptance into another course, or
- Immediately cancel the class.

If a student wishes to object or lodge an appeal against the disciplinary action taken, they have the right and opportunity to follow the MINRES complaint procedure.

MINRES staff are expected to maintain a professional and ethical working relationship with all other staff members, management and students. Breaches of the disciplinary standards will result in discussion between the relevant trainer and MINRES, and appropriate action will be taken.

Plagiarism

Definition

Plagiarism is the "wrongful appropriation" and "purling and publication" of another author's "language, thoughts, ideas or expressions," and the representation of them as one's own original work.

Policy

Plagiarism is considered academic dishonesty and a breach of journalistic ethics. It is subject to serious sanctions such as expulsion. It is quite reasonable to research material in the course of undertaking assessment. All sources, however, must be clearly referenced. MINRES's CEO takes a very strict approach to plagiarism and proven incidents will not be tolerated.

Complaints (grievance) and appeals

MINRES's [Complaints and Appeals Policy](#) is available to all persons wishing to make a grievance, appeal or any other manner of objection in relation to the conduct of MINRES. The grievance procedure will address both formal and informal complaints. All formal complaints must be submitted in writing to MINRES management. Formal complaints are to be made within 7 working days of the incident occurring and will be resolved within 20 working days of receipt of the initial application.

MINRES management will maintain a grievance register to document the course of action and resolution of all formal grievances. All grievances substantiated by the grievance procedure will be reviewed as part of MINRES continuous improvement procedure.

MINRES is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible to all complainants.

MINRES aims to:

- Develop a culture that views grievances as an opportunity to improve the organisation and how it works
- Set in place a grievance handling system that is client focused and helps MINRES to prevent grievances from recurring
- Ensure that any grievances are resolved promptly, objectively and with sensitivity and in complete confidentiality
- Ensure that the views of each complainant and respondent are respected and that any party to a grievance is not discriminated against nor victimised

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- *Ensure that there is a consistent response to grievances.*

A grievance can be defined as a person's expression of dissatisfaction with any aspect of MINRES's services and activities, including both academic and non-academic matters, such as:

- *The enrolment, induction / orientation process*
- *The quality of education provided*
- *Academic issues, including student progress, assessment, curriculum and awards in a vet course of study*
- *Handling of personal information and access to personal records*
- *The way someone has been treated.*

These grievance procedures re designed to ensure that MINRES responds effectively to individual cases of dissatisfaction. It is the responsibility of MINRES management to ensure adherence to the grievance procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting students with the grievance procedure and supply of complaint forms.

If the student is still not satisfied with the resolution of the grievance after following and exhausting the grievances procedure, the student may contact ASQA and lodge a written complaint via the online complaints form.

All grievances (complaints and appeals) will be reviewed at MINRES monthly management meetings. Continuous improvement procedures may be actioned when the complaint/appeal procedure results in identification of factors appropriate for improvement to internal operations. When the initial causative factor of the complaint identifies a problem with current MINRES policies and / or procedures, the continuous improvement procedure will ensure changes are made to prevent reoccurrence of the problem.

9.0 LEGISLATIVE REQUIREMENTS

RTO's are subject to legislation pertaining to training and assessment, as well as business practice. MINRES will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its intended scope of registration.

MINRES will also inform all staff and clients of the legislative and regulatory requirements that affect their duties or participation in vocational education and training. MINRES recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff.

Complying with Legislation

Staff will be advised at induction and informed with changes to legislation through monthly management meetings and written correspondence. Policies and procedures and associated tools and templates will be updated to reflect updates to legislation as soon as practical following advice. Any training that is required will be organised in a professional and timely manner.

Examples of legislation relevant to the training business and its staff includes but is not limited to:

QUEENSLAND LEGISLATION	TRAINING AUTHORITIES/REGULATORS
Work Health and Safety Act 2011	National VET Regulator (NVR)
Disability Services Act 2006	Department of Education and Training
Anti-Discrimination Act 1991	Department of Employment
Fair Trading Act 1989	Australian Skills Quality Authority (ASQA)
Fair Work Act 2009	Council of Australian Governments Industry and Skills Council (COAGISC)
Further Education and Training Act 2014	
Commission for Children and Young People Act 2000	

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COMMONWEALTH LEGISLATION	WORK HEALTH AND SAFETY POLICY
Copyright Act 1968	The Work Health and Safety Act 2011 outlines the requirements of an RTO in establishing and maintaining workplace health and safety standards. The requirements of an RTO as specified in the above mentioned Act are to: <ol style="list-style-type: none"> 1. <i>Secure the health, safety and welfare of employees and other persons at work;</i> 2. <i>Eliminate, at the source, risks to health, safety or welfare of employees and other persons at work;</i> 3. <i>Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self employed persons;</i> 4. <i>Provide for the involvement of employees, employers, and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards.</i>
Commonwealth Privacy Act 1988/Privacy Amendment Act 2012/Privacy Regulation 2013	
Commonwealth Sex Discrimination Act 1984	
Commonwealth Racial Discrimination Act 1975	
Commonwealth Age Discrimination Act 2004	
Commonwealth Disability Discrimination Act 1992	
National Vocational Education and Training Regulator Act 2011: <ul style="list-style-type: none"> • <i>Standards for VET Regulators 2015.</i> • <i>Standards for Registered Training Organisations 2015.</i> 	

MINRES WORKPLACE HEALTH AND SAFETY

MINRES has an ongoing commitment to workplace health and safety including each site used for training delivery.

The following presents a strategic overview of MINRES's safety system and provides guidance for meeting the requirements of Work Health and Safety Act on MINRES's premises, thereby ensuring a high standard of workplace health and safety.

It is an obligation under legislation that all MINRES employees and management contribute to and assist in maintaining workplace health and safety and risk management operations as part of their role within the RTO.

MINRES management is responsible for providing the following standards as part of its commitment to employees and clients:

- *A safe workplace, with a safe system of work,*
- *Adequate workplace health and safety professional development for MINRES students, employees, management and stakeholders,*
- *Properly maintained facilities and equipment, and*
- *A clean, tidy, suitably designed workplace with the safe storage of goods.*

The following procedures and standards are observed by MINRES to achieve a safe working and learning environment:

Maintain a safe, clean and efficient working environment	Evacuation plan (fire, bomb, major incident)
Emergency control	Accident / Incident reporting
First aid and safety procedures displayed, for all MINRES staff and students.	Risk identification reporting
Store and dispose of waste according to WHS regulations	Manual handling techniques and training
Equipment safe storage	Equipment checks and maintenance
Student safety	Fire hazards identified and fire prevention
	Unsafe situations identified and reported

Working with Persons Under 18 Years of Age

Students under 18 years of age may enroll with MINRES. According to the law, a child is considered any individual less than 18 years of age. MINRES will ensure that all students are protected from all forms of harm, including bullying, harassment, discrimination and intimidation. All staff are required to report to MINRES management any behaviour that can reasonably be considered harmful or potentially harmful to students, or where it is reasonable to believe that a student has been harmed or requires protection from harm.

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In cases where allegations or information indicate it is reasonable to believe a student has suffered from or may require protection from harm, MINRES will report to the Department of Communities, Child Safety and Disability Services MINRES.

The initial information that a child protection officer will require is:

- *The name, age and address of the child or young person,*
- *The reasons you suspect the child or young person may have experienced or is at risk of experiencing harm,*
- *The immediate risk to the child or young person,*
- *Contact details. You may remain anonymous: however, it is preferable to provide these details so that the officer can call you if further information is needed.*

If allegations may constitute child abuse by a person external to MINRES, the MINRES CEO will report the matter to the Police or the Department of Communities, Child Safety and Disability Services. MINRES will comply with all relevant State and Federal legislation in the area of working with children.

Consumer Rights and Protection

On 1 January 2011, the Australian Consumer Law commenced, and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- *National consumer protection and fair-trading laws,*
- *Enhanced enforcement powers and redress mechanisms,*
- *A national unfair contract terms law,*
- *A new national product safety regime, and*
- *A new national consumer guarantees law.*

Contractual Agreement

Students who enroll in a training program with MINRES should be aware that they are entering into a contractual agreement. With a view to ensuring all students are fully aware of their rights and obligations, MINRES will design agreements, enrolment forms, pre-enrolment forms or similar using a logical format and simple English. This may include, but is not limited to:

- *Wording that allows the perspective student to know what he / she is agreeing to:*
- *Clearly explained disclaimers,*
- *No misleading or deceptive behavior,*
- *No actions, omissions or dialogue (written or verbal) that may force or coerce the student, and*
- *Fair dealings for disadvantaged students.*

10.0 ACKNOWLEDGEMENT

I acknowledge that I have received a copy of the MINRES Student Handbook, or been directed to where I can find a copy on the MINRES website and have read and understood the Terms and Conditions as outlined.

Name		Date	
Signature			

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