LET TRAINING

Student Handbook

Learn Your Way – Take Your Studies Wherever You Go

Empower Your Future with LET Training

RTO 41179

Table of Contents

Welcome to LET Training

Your Partner in Professional Growth

At LET Training, we are dedicated to delivering exceptional training, assessment, and support services tailored to your unique learning journey. We understand that every student has individual goals and needs, and we strive to provide a personalised, authentic experience that helps you succeed. Our mission is to be more than just a provider—we're your partner in growth.

To ensure you have clear, up-to-date information at every stage of your journey, we've carefully prepared our Student Handbook. This resource is designed to help you navigate our programs, services, and policies with ease—whether you're exploring enrolment, managing your studies, or accessing support needs. Additionally, it works alongside our Quality Assurance Framework, which contains all current RTO policies and procedures, ensuring transparency and confidence in your learning experience.

If you have any questions or need assistance, please don't hesitate to contact me directly at info@lettraining.com.au. I'm here to help with anything you need, from program details to policy clarifications.

Once again, welcome to LET Training. We're excited to support you on your professional development journey and look forward to helping you achieve your goals.

Kind regards,

Chief Executive Officer

LET Training (RTO 41179)

Glossary of Acronyms

The following glossary has been designed to assist you in navigating your way through the policy and procedures manual:

AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority
CBA	Competency-Based Assessment
CBT	Competency-Based Training
LLND	Language, Literacy & Numeracy, and Digital Literacy
NRT	Nationally Recognised Training
NVR	National VET Regulator
NYC	Not Yet Competent
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SNR	Standards for NVR Registered Training Organisations
USI	Unique Student Identifier
VET	Vocational Education and Training
VQF	VET Quality Framework

LET Training Policy and Procedures

1. Purpose

This document, along with its reviewed and amended versions, outlines the policies and procedures governing LET Training (RTO 41179). It ensures:

- ✓ High-quality training and assessment services in compliance with Standards for NVR Registered Training Organisations and applicable laws and regulations.

- ✓ Consistent practices for trainers, students, clients, and support staff.

- ✓ A safe, effective, and legally compliant learning environment.

2. Scope

This policy applies to:

- ✓ All LET Training personnel, including trainers, assessors, administrative staff, and contractors.

- ✓ Students and clients enrolled in or accessing LET Training services and programs.

- ✓ All training activities delivered under RTO 41179, including:

- ✓ Accredited and non-accredited courses.

Your success is our top priority.

We're thrilled to welcome you to this learning journey!

To support your growth in Skills Advancement, please follow the policies and procedures and keep a copy for your own reference.
Thank you for being part of this experience! We're here to help you excel!!

LET Training Code of Ethics

LET Training is dedicated to upholding the highest standards of integrity, trust, and respect in all interactions with clients, students (including prospective clients and students), and stakeholders.

LET Training ensures full compliance with all applicable laws and regulations, including:

- The *National Vocational Education and Training Regulator Act 2011 (Cth)* and related frameworks
- Standards for NVR Registered Training Organisations 2025
- All applicable Commonwealth and State legislative and regulatory requirements

Key Commitments

1. **Ethical Conduct** – We operate with honesty, fairness, transparency, and accountability in all dealings.
2. **Access & Equity** – We foster an inclusive environment, ensuring equal opportunities for all stakeholders.
3. **Professional Excellence** – Our services are delivered with expertise, diligence, and a commitment to best practices.
4. **Industry-Aligned Training** – Our programs reflect current industry standards, ensuring relevance and employability.
5. **Quality Learning Resources** – We provide up-to-date facilities, equipment, and materials to support effective training and assessment.
6. **Qualified Trainers & Assessors** – Our team consists of industry-experienced professionals engaged in continuous development.
7. **Transparent Communication** – We provide clear, accurate, and timely information about services, outcomes, and rights.
8. **Financial Responsibility** – We maintain strict financial integrity, including fair fee structures and transparent refund policies.
9. **Legal & Ethical Compliance** – We adhere to workplace safety, anti-discrimination, privacy, and consumer protection laws.
10. **Secure Record-Keeping** – We ensure confidentiality, accuracy, and accessibility of all student and operational records.
11. **Continuous Improvement** – We regularly evaluate and enhance our systems to deliver excellence.
12. **Fair Complaints Resolution** – We handle all grievances impartially, efficiently, and in accordance with due process.

Accountability & Association

- All staff, students, and representatives must understand and adhere to this Code of Ethics.
- LET Training will not engage with any entity that violates these principles.

Upholding Our Standards

We are unwavering in our commitment to ethical excellence, ensuring our practices reflect the trust placed in us by students, industry partners, and regulators.

LET Training Code of Practice

1. Commitment to Quality

LET Training is committed to delivering high-quality, nationally recognised vocational education and training (VET) services. This Code of Practice governs our operations, ensuring adherence to ethical standards, student rights, and regulatory compliance.

2. Governance and Compliance

2.1 Legislative Compliance

LET Training operates in accordance with:

- The *National Vocational Education and Training Regulator Act 2011 (Cth)* and related frameworks
- Standards for NVR Registered Training Organisations 2025
- All applicable Commonwealth and State legislative and regulatory requirements
- All stakeholders (staff, students, partners) are informed of legal obligations.

2.2 Risk Management

- Proactive identification and mitigation of risks related to compliance with applicable legislative and regulatory requirements and business sustainability and service quality.

2.3 Audit and Review

- Annual compliance audits conducted.
- Continuous improvement actions documented and implemented.

3. Student Rights and Responsibilities

3.1 Student Rights

- Inclusive training tailored to diverse needs (e.g., disability, cultural, LLND support).
- Non-discriminatory practices for all students.

3.2 Student Responsibilities

- Adhere to policies (e.g., refund, plagiarism, AI-generated work prohibition).
- Maintain reliable IT access (computer, internet, smartphone).
- Ensure role-play assessment activity participants are 18+ and consent to recording.
- Communicate issues promptly with LET Training.

- Keep contact details updated (accept calls/emails).
- Meet deadlines for submissions and enrolment terms.
- Fulfill the requirements of their enrolled course, including securing a suitable organisation for completing the required work placement component for students enrolled in health support and community services courses.
- Respect learning environments and follow policies.

3.3 Student Standards

- Maintain professionalism in all communications (no abusive language).
- Submit original work (plagiarism prohibited).
- Follow trainer instructions and demonstrate respect, tolerance, and safety.

3.4 Consequences for misconduct:

- Enrolment termination (Statement of Attainment issued for completed units).
- Right to appeal via formal process.

3.5 Learning Support Services

- Personalised advice on course progression, qualifications, and career pathways.
- Recognition of Prior Learning (RPL) and credit transfer opportunities.
- Language, Literacy and Numeracy, and Digital Literacy (LLND) support
- Individualised assistance for learning difficulties, disabilities, or accessibility needs.
- Dedicated trainer support throughout enrolment.
- Referrals to external welfare, counselling, or community services where required.

4. Training and Assessment

4.1 Training and Assessment Strategies

- Aligned with Training Package & industry needs.
- Quality resources (trainers, facilities, materials).

4.2 Assessment Practices

- Fair, valid, competency-based assessments.

- Transparent evidence collection with student input.
- Regular validation for consistency.

4.3 Reassessment & Appeals

- Reassessment if competency not met.
- Complaints/appeals handled fairly and confidentially.

4.4 Recognition of Prior Learning (RPL) & Credit Transfer

- Fair RPL assessments for work/informal learning.
- Consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

5. Marketing and Enrolment

5.1 Marketing and Advertising

- Accurate representation of AQF/VET qualifications.
- No misleading employment outcome claims.

5.2 Recruitment and Induction

- Transparent enrolment procedures.
- Pre-enrolment course information provided.

5.3 Fees, Charges, and Refunds

- Clear fee structures & refund policies.
- Prepaid fees protected per VQF.

5.4 Debt Collection

- Outstanding fees managed by LET Training accounts and via registered debt collectors.
- Enrolment suspended/cancelled if unpaid.

6. Industry and Employer Engagement

- Regular industry consultation to align training with workplace needs.
- Feedback-driven curriculum development.

7. Staff and Operational Standards

7.1 Trainer and Assessor Competency

- Current industry skills & mandated qualifications.
- Ongoing professional development.

7.2 Staff Responsibilities

- Adhere to roles, policies, and equity principles.
- Complete induction & professional development.

7.3 Recordkeeping & Certification

- Secure records per *Privacy Act 1988*.
- AQF-compliant certifications with correct NRT logo & RTO number.
- AVETMISS reporting compliance.

8. Disciplinary and Grievance Procedures

8.1 Disciplinary Procedures

- Misconduct addressed promptly for a safe learning environment.

8.2 Complaints and Appeals

- Impartial resolution with natural justice principles.

9. Transition and Continuous Improvement

9.1 Transition of Training Products

- Superseded qualifications phased out with minimal disruption.

9.2 Quality Management

- Stakeholder feedback drives improvements.

10. Sanctions

Failure to comply may result in RTO registration withdrawal.

Access and Equity Policy

1. POLICY STATEMENT

LET Training is committed to fostering an inclusive learning environment that ensures equitable access, participation, and outcomes for all students, regardless of background, ability, or circumstance. We embed access and equity principles into every aspect of our operations, adhering to anti-discrimination legislation, promoting cultural safety, and providing flexibility in training, assessment, and support services.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Non-discriminatory practices in recruitment, training, assessment, and support services.

2.2 Inclusive design of policies, procedures, and training products.

2.3 Compliance with Standards for NVR Registered Training Organisations 2025 and anti-discrimination laws

2.4 Reasonable adjustments to accommodate diverse student needs, including cultural, linguistic, and disability-related requirements.

2.5 Proactive identification and elimination of barriers to participation.

2.6 Data-driven monitoring of equity outcomes.

3. DEFINITIONS

Term	Definition
Access & Equity	Policies ensuring VET is responsive to barriers (e.g., disability, cultural background, LLN needs).
Reasonable Adjustment	Modifications to training/delivery (without compromising competency standards).
Discrimination	Unfair treatment based on protected attributes (e.g., race, gender, disability).
Cultural Safety	Practices that respect and empower Aboriginal and Torres Strait Islander students.

4. PRINCIPLES

4.1 All students have the right to equitable access and participation.

4.2 Training and assessment adapt to individual needs (e.g., LLN, disability, cultural context).

4.3 Clear communication of rights, responsibilities, and support options.

4.4 Active respect for diverse students' cultural identities.

4.5 Regular reviews to eliminate bias and barriers.

5. ROLES & RESPONSIBILITIES

Role	Responsibilities
CEO/RTO Manager	• Ensures staff/third parties comply with this policy. • Approves reasonable adjustments and allocates resources. • Oversees annual audits of equity outcomes
Trainers/Assessors	• Implement inclusive practices (e.g., culturally safe delivery, LLND support).

Role	Responsibilities
	• Document and report student needs
Students	Disclose support needs during enrolment.

6. PROCEDURES

6.1 Inclusive Practices

- **Recruitment & Enrolment**:
    - Provide pre-enrolment information in accessible formats (e.g., Easy Read, translated materials).
    - Offer LLND assessments and referrals to support services.
    - Partner with Indigenous organizations to promote cultural safety.
- **Training & Assessment**:
    - Customize delivery modes (blended, workplace-based).
    - Apply reasonable adjustments (e.g., extra time, assistive tech, oral assessments).
- **Support Services**:
    - Tutorial webinars, enrolment term extension opportunities, dedicated trainer support, LLND support plans.

6.2 Monitoring & Compliance

- Annual audits of training strategies for inclusivity.
- Student feedback surveys to identify equity gaps (reported to CEO).
- Staff training on anti-discrimination, cultural safety, and inclusive practices (records maintained)
- Third-party audits to ensure compliance with equity principles.

6.3 Complaints & Appeals

- Complaints handled per Complaints and Appeals Policy.
- Unresolved issues escalated to ASQA or the Australian Human Rights Commission (AHRC).

Language, Literacy, Numeracy and Digital Literacy Policy

1. POLICY STATEMENT

LET Training ensures equitable access and inclusive learning by identifying and addressing the LLN and digital literacy needs of all learners. We comply with Standards for NVR Registered Training Organisations 2025, embedding support mechanisms into training design, delivery, and assessment to maximise learner success.

This policy applies to all students intend and enrolled in a course with LET Training.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Identify and assess learners' LLN and digital literacy skills pre-enrolment commencement.

2.2 Provide targeted support to meet individual learning needs.

2.3 Compliance with Standards for RTOs, Clause 1.7 (Learner Support)

2.4 Compliance with Standards for RTOs, Clause 4.2 (Training and Assessment Strategies)

2.5 Continuous monitoring to adapt to learner progress.

2.6 Enhance learner engagement, retention, and outcomes.

3. DEFINITIONS

Term	Definition
LLN	Language, Literacy, and Numeracy skills essential for learning and employment.
Digital Literacy	Ability to use technology (LMS, Zoom, online tools) for learning and communication.
ACSF	Australian Core Skills Framework (Levels 1–5), used to benchmark LLN skills.

4. ASSESSMENT AND SUPPORT NEEDS IDENTIFICATION

4.1. Pre-Enrolment screening via course enquiry communications

- Explores
  - Verbal, read, writing communication
  - Basic digital skills (e.g., email, file uploads)
  - Learner goals, challenges, and past education/work experience.

4.2. LLND Initial Assessment *(Formal screening)*

The assessment is aimed to assess the skills and identify support needs in:

- Learning, Reading, Writing, Oral Communication in English literacy
- Numeracy
- Digital literacy (in use LMS navigation, Zoom, Google Docs, Microsoft Office Suite etc,)

5. SUPPORT STRATEGIES

5.1. Instructional Adjustments to Reflect the LLND Assessment Outcome

Need	Support Example
Low Literacy	Personalised support plans, supportive tutorials
Low Numeracy	Supportive tutorials, real-life workplace scenarios
Digital Gaps	Step-by-step guides, tech support resources

5.2. Additional Support Services

- One on one tutoring (for significant LLN gaps)
- Referrals to external programs (e.g., adult literacy courses)
- Course induction and support tutorials (e.g., "How to conduct a role-play activity")

6. TRAINER RESPONSIBILITIES

- Annual Professional Development on LLN/digital literacy support strategies.

- Embed LLN into training support (e.g., workplace-relevant math tasks).

- Monitor progress and update support plans through the enrolment duration.

7. PROCEDURES

7.1. Mandatory LLN and Digital Literacy Assessments

All students enrolling in a Nationally Recognised qualification or unit/s of competency must complete an LLN and digital literacy assessment pre- course commencement, in compliance with legislative requirements effective 1 July 2025, unless they qualify for an exemption:

Students may be exempt from the LLN assessment if they meet one of the following criteria:

1. Hold a completed VET qualification (at the same or higher level) delivered in English within the last 5 years.

2. Have completed (or are currently completing) a higher education program in English (e.g., a university degree) within the last 5 years.

3. Provide evidence of a completed National Standard LLN Test (ACSF) from another RTO or school, confirming their LLN skills meet the course requirements at LET Training.

Note: A copy of the certification must be submitted as proof for exemption.

7.2. Enrolment Eligibility & Referrals

Students who do not meet LLND entry requirements will not be enrolled but will be:

- Provided with a written explanation of the decision.

- Referred to external LLN specialists (e.g., adult education programs) to help them achieve the required proficiency.

- Offered re-enrolment upon demonstrating improved skills.

7.3. Post-Entry LLND Support

If a student is identified after enrolment as having LLND needs affecting progress:

- Assign support resources (e.g. learning support materials, digital literacy workshops, such as LMS navigation, participating Zoom or Microsoft Teams session, list of assistive technology).

- Reasonable adjustments will be applied (e.g., one-on-one trainer support, customised support plan).

- Mid-course LLND reassessment (if progress is insufficient).

- 3-Month support review to adjust strategies as needed.

- If further support is required beyond LET Training's capacity, the student will be:

  o Referred to an external LLN specialist.

  o Offered a course suspension up to 6 months to allow time for LLND skills improvement training.

7.4. Refund Policy for LLND-Related Withdrawals

- All refunds must comply with LET Training's Fee and Refund Policy.

Enrolment and Induction Policy

1. POLICY STATEMENT

LET Training is committed to ensuring **transparent, fair, and equitable** processes for student admissions, selection, enrolment, and induction. We provide **comprehensive pre-enrolment information** to enable informed decision-making and comply with legislative and regulatory requirements.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Transparent Enrolment Processes

- Clear, documented procedures for selection, enrolment, and induction.
- Pre-enrolment LLND assessment to identify support needs.

2.2 Inclusive & Non-Discriminatory Practices

- Equal opportunity for all students, regardless of background.
- Reasonable adjustments for students with disabilities.

2.3 Equitable Access

- Fair entry requirements with no unnecessary barriers.
- Support services (LLND, RPL, CT) available to all students.

2.4 Legislative Compliance

- Adherence to USI requirements, privacy laws, and anti-discrimination legislation.

2.5 Informed Decision-Making

- Course information, fees, and policies provided before enrolment.
- Student Handbook issued prior to enrolment confirmation.

3. DEFINITIONS

Term	Definition
Access & Equity	Policies ensuring VET (Vocational Education and Training) is inclusive and responsive to barriers, including disability, cultural background, language, literacy, and numeracy (LLN) needs.
Reasonable Adjustment	Legally required modifications to training, assessment, or delivery methods that address individual learner needs without compromising competency standards or course integrity.
Discrimination	Unfair or prejudicial treatment based on protected attributes under Australian law (e.g., race, gender, disability, age, or religion).
Cultural Safety	An environment where Aboriginal and Torres Strait Islander students feel respected, empowered, and free from cultural bias in training and assessment practices.
Student	An individual formally enrolled in a VET course with LET Training, participating in training and/or assessment.

Term	Definition
Client	An organisation or employer engaging LET Training for training services (e.g., group bookings, corporate training).
Assessment	The process of evaluating a learner's competency against specified training package requirements, including knowledge, skills, and practical application.
LLND	Language, Literacy, Numeracy, and Digital (LLND) skills, as defined by the Australian Core Skills Framework (ACSF) and Core Skills for Work (CSFW).

4. PROCEDURES

4.1 LLND Initial Assessment

4.1.1 LLND (Language, Literacy, Numeracy & Digital Literacy) Assessment

- Arranged pre-enrolment registration or within 7 days of enrolment registration (as applicable)
- Students identified with LLND gaps are referred to tailored support programs to ensure the ability to complete the enrolled course.

4.1.2 Course suitability check, including LLND skills, qualification entry prerequisites (if applicable) and delivery mode suitability to the prospective student's learning style and learning environment.

4.1.3 Pre-training review outcomes

- Credit Transfer (CT) & Recognition of Prior Learning (RPL) options are discussed upon student request.

4.2 Enrolment Process

While students receive comprehensive information about LET Training during induction, all applicants must have access to this information before submitting an application. This ensures informed decision-making about potential participation in LET Training's programs and assessment services.

Prospective students will receive (or have access to) the Student Handbook in advance via email communications or the LET Training website. LET Training will not process any application or enrolment until the applicant acknowledges their understanding of an agreement to the Enrolment Terms and Conditions, as well as the contents of the Student Handbook

4.2.1 LET Training responsibility

During the enrolment process, **LET Training is responsible** for:

- Providing an Enrolment Form to collect Student Enrolment Information, Unique Student Identifier and identify individual learning needs.
- Arranging the administration of Language, Literacy and Numeracy and Digital Literacy (LLND) assessment mandated by the updated legal instruments commenced 1st July 2025.
- Arranging and conducting meetings for the identification and coordination of support services in response to student needs.
- Assisting students with the completion of any Recognition of Prior Learning (RPL) or Credit Transfer applications.

4.2.2 Student's responsibility

During the enrolment process, it is the **student's responsibility t**o:

- Read the Course Information provided and agree to abide by it.

- Read the Student Handbook provided and agree to abide by the Code of Ethics, Code of Practice and policies and procedures contained within it.

- Complete the Enrolment Form with information true and correct to the best of their knowledge.

- Complete the LLND assessment within the required timeframe.

- Ensure there are sufficient funds in their nominated bank account or credit card to enable payment/s

- Request to change an enrolment status in writing, including request to cancel, withdrawal, transfer and extend a course enrolment.

4.2.3 Steps for Enrolment:

1. Submission of Enrolment Online or email the completed Enrolment Form

2. LLND Assessment administration (if not completed prior to the enrolment registration).

3. Communicate the support needs identified.

4. Email the enrolment confirmation to the student, including access to training and assessment materials, Online Learning Portal logins and course induction program.

4.3 Unique Student Identifier (USI) Compliance

- Mandatory for all nationally recognised training.

- Support provided for USI creation (with student consent). This will require ID Verification, e.g. Passport, Driver's Licence, Medicare Card, etc.

- USI data stored per Student Identifiers Act 2014.

4.4 Course Induction

Once a student has been completely and accurately enrolled, students are provided information about course induction in the Enrolment Confirmation pack.

Students are provided the opportunities to complete the induction via:

- Recorded induction program and documented induction guide; and

- Trainer or support team introduction post-enrolment.

The induction includes (but is not limited to):

- Introduction to LET Training and its Learning Management System (LMS)

- LET Training policies, procedures and documents affecting student participation in courses

- Nature and scope of LET Training's training, assessment and student services, resources and support materials

- Further consultation on student learning needs and individual learning support arrangements

- Processes to access records, including records of participation and completion.

LET Training's Student Support Services team is responsible for recording induction notes, and processing any identified learning needs, which includes arranging learning support if required.

4.5 Course Duration

The start and end dates for the course are available at all times under "My Enrolments" in the Online Learning Portal. Students are responsible for managing their study plans and completing all required assessments within the enrolled term

LET Training courses are generally provided from 3 month to 30 month timeframes for completion from the date of enrolment registration. Course duration varies from a short course to dual qualification course packages.

4.5.1 Exceeding enrolment timeframe

- LET Training notifies students during enrolment about the expected duration of their program.

- If a student fails to respond to reminders and does not complete their qualification, skill set, or unit of competency within the allocated timeframe, LET Training reserves the right to withdraw the student without further notice.

- If the qualification or skill set has partially successfully been completed, a Statement of Attainment will be issued for the units the student has been deemed competent in according to LET Training Certificate Issuance Policy.

4.6 Cancellation and Withdrawal the Course Enrolment

Students who decided cancel or withdrawal from an enrolled course must send their request in writing and complete a cancellation or withdrawal form that is applicable to the type of request.

If a student withdraws from a course **within the cooling period (7 calendar days**) of the date of course enrolment for any reason, the student will be refunded the course fees paid, less a $150 administration fee.
Refer to details included in the Fee and Refund Policy regarding course fee refund and process for a refund request.

4.7 Enrolment Deferral

LET Training **does not place course enrolments on hold** under any circumstances. Refer to details included in the Enrolment extension requests regarding extension provisions for students require additional time to complete their enrolled course.

4.8 Enrolment Transfer

4.8.2 Transferring a Course to Another Person

LET Training **does not** permit course transfers from one student to another under any circumstances. If you need to discontinue your enrolment, refer to the Cancellation and Withdrawal Policy for further details.

4.8.1 Transferring to a Different Level or Qualification

- Students may request a transfer to a higher or lower qualification level within 30 days of initial enrolment, subject to a $150 administration fee.
- Change to a lower-cost qualification:
    - A refund for the price difference will be issued, minus the $150 administration fee.
- Change to a higher-cost qualification:
    - The student must pay the price difference, plus the $150 administration fee.
- After 30 days from initial enrolment, course change requests will not be accepted.
- A Course Chang request form must be completed and submitted within 30days from initial enrolment day.

4.9 Enrolment Extension Requests

Students are responsible to manage and complete their enrolled course within the enrolment term. If a student is having difficulty meeting their course completion date, LET Training may grant extensions under certain circumstances.

Where LET Training determines an extension may be granted, students are eligible to apply for a maximum of two (2) extensions. Extension applications will only be accepted during current enrolment timeframes. The following duration and fees are applicable:

- 3-month extension
- 6-month extension

These include the following circumstances with charges apply in writing to LET Training:

A	**Medical circumstances:** Where a student's medical condition has changed to such an extent that he or she is unable to undertake the assessment.			
Extension term:	Maximum 3 months from the due date		Free of charge	Evidence/s must submit to satisfy the application.

B	**Family circumstances:** Death or severe medical problems within an immediate family member, so that it is unreasonable to expect a student to complete their assessment.			
Extension term:	Maximum 3 months from the due date		Free of charge	Evidence/s must submit to satisfy the application.

C	**Work, personal, family commitments or any other circumstances:** Such as but not limited to full-time work arrangement/s, change of work commitments, change of job or roles, manage work and/or family, relocate from a city/State to another, moving a house, committed to an additional/another course of development, personal or business travel commitments.

Extension Term	Cert III or Cert IV single course	Double Cert IV double course
3 months	$350	$480
6 months	$580	$680

Extension Term	Single Diploma course	Double Diploma course; and Diploma and Cert IV double course
3 months	$450	$580
6 months	$680	$780

Extension Term	Single Advanced Diploma course	Double Adv Diploma course; and Double Adv Diploma & Diploma course
3 months	$550	$680
6 months	$780	$880

All requests for extensions must be made in writing to LET Training by completing the extension request form and returning it to admin@lettraining.com.au for approval and processing.

IMPORTANT: It is the student's responsibility to meet their individual course completion date and/or make appropriate arrangements.

Fee and Refund Policy

1. POLICY STATEMENT

LET Training is committed to providing transparent and fair financial arrangements for students, ensuring compliance with legislative and regulatory requirements under the Standards for NVR Registered Training Organisations 2025. This policy outlines fee structures, payment terms, refund conditions, and protections to safeguard student investments.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Compliance with Standards for NVR Registered Training Organisations 2025, Clause 2.1, including fee transparency, protection, and refund obligations.

2.2 Clear communication of fees, payment terms, and refund conditions prior to enrolment.

2.4 Fair and consistent refund processes for students.

3. DEFINITIONS

Term	Definition
Cooling-Off Period	7 calendar days from enrolment registration date for refund eligibility
Pro-Rata Refund	Partial refund based on unused portion of the course term.
Non-Refundable Fees	Administration fees (e.g., operational costs and resources allocations).
Commencement Date	Date the student provided with accesses to training and assessment materials (login details to online learning account)

4. FEE STRUCTURE AND PAYMENT TERMS

4.1 Course Fees

- The full course fee must be paid according to the agreed payment plan. The student will not be officially enrolled if the initial upfront payment is not received.

- It is the student's responsibility to ensure there are sufficient funds in their nominated bank account or credit card to enable payments. If instalment(s) are not received within the agreed timeframe, the course enrolment will be suspended, and the remaining balance is payable.

- Outstanding fees beyond 30 days will lead to enrolment cancellation.

- Where payment has not been made for the outstanding amount, LET Training will not assess any submitted assessments. Where your course timeframe elapses, you will be Withdrawn and deemed Not Competent in the course. To complete the course, you will be required to re-enrol and pay the course fee again.

4.2 Fee Protection

4.2.1 Upfront Fee Limit

- To protect students, LET Training ensures that no more than $1,500 in fees per enrolment is paid before course commencement at any given time.

4.2.2 Cooling-Off Period

Students are entitled to a seven (7) calendar day cooling-off period from the date of enrolment registration is completed. During this time, students are responsible to:

- Complete initial assessment on LLND as applicable

- Contact LET Training to express their special needs or concerns that may affect their ability to complete the enrolled course

- Attend the course induction program (available either as recorded content or through a one-on-one session with LET Training staff).

If the course does not meet their needs, students may withdraw within the cooling-off period for any reason and will be eligible a refund in accordance with our refund policy.

4.3. Transparency and Pre-Enrolment Disclosures

Course fees, payment terms, and refund conditions are published in the Student Handbook accessible from LET Training website or provided via email communications.

5. REFUND CONDITIONS

5.1 Cancellation by LET Training

If LET Training cancels a course for any reason:

- Students enrolled at the time of cancellation or within **60 days prior** will receive a full refund with no deductions.

- Students enrolled for **more than 60 days** prior to cancellation will receive a refund proportionate to the remaining course duration.

5.2 Withdrawal within Cooling-Off Period of Enrolment

- A student may withdraw within **seven (7) days** of enrolment registration for any reason is eligible a full refund, minus a $150 administration fee.

- Withdrawal request must be made in writing by completion of the Withdrawal Request Form.

5.3 Withdrawal after Cooling-Off Period of Enrolment

- No refund applies for withdrawals requested **after seven (7) days** of enrolment registration for any reason, such as illness, personal circumstances, work commitments, family commitments etc.

- The **full course fee remains payable within 30 days** of withdrawal notice.

- Withdrawal request must be made in writing by completion of the Withdrawal Request Form.

5.4 Withdrawal after Cooling-Off Period Due to Illness or Extreme Hardship

- LET Training may, **at its discretion**, grant an **additional three (3) months** to complete the course.

- **No refund** applies if withdrawal requested **after seven (7) days** of enrolment registration.

- The **full course fee remains payable within 30 days** of withdrawal notice.

- Withdrawal request must be made in writing by completion of the Withdrawal Request Form.

5.5. LLND-Related Withdrawals

Students who complete enrolment registration (online or via an enrolment form) and later request a withdrawal will be subject to the following refund conditions:

5.5.1 No Refund for Incomplete LLND (Post Cooling-Off Period)

- If a student fails to complete the LLND assessment within the cooling-off period but has finalised enrolment, no refund will be issued.

- LET Training will make three contact attempts (via phone or email) during the cooling-off period to remind the student to complete the LLND assessment.

5.5.2 Refund for LLND Non-Completion (Within Cooling-Off Period)

- **Scenario A:** If a student completes the LLND assessment but does not meet entry requirements, a refund will be issued, minus a $150 administration fee.

- **Scenario B:** If a student chooses not to complete the LLND assessment (despite finalising enrolment), a refund will be issued, minus a $150 administration fee.

5.5.3 Suspension (No Refund) for Post Cooling-Off Withdrawal Due to LLND Challenges

- If a student withdraws after the cooling-off period due to insufficient LLND skills impacting their ability to complete the course, no refund will be issued.

- LET Training will develop a personalised support plan, which may include direct training or referrals to available LLND skill development programs.

- The student's enrolment will be suspended for up to 6 months to allow time for skill improvement.

5.5.4 All refund requests must comply with LET Training's Fee and Refund Policy.

5.6 Course Change Requests

- Within 30 days of enrolment, a student may request a change to another qualification level, subject to a $150 administration fee:
  - **Lower-cost qualification**: Refund of the difference, **minus $150**.
  - **Higher-cost qualification**: Payment of the difference, **plus $150**.
- **After 30 days**, change requests will not be accepted and refunds are applicable.

5.7 Corporate Training Withdrawal & Cancellation Conditions

- **Corporate clients may choose to:**
  - Enrol employees individually, or
  - Purchase training tokens in bulk for future allocations

- **Withdrawal Conditions:**
  - **Individual Withdrawals:** Governed by LET Training's standard refund policies and procedures
  - **Group Withdrawals:** Governed by LET Training's standard refund policies and procedures
  - **Token-Based Enrolments:** Non-refundable, clients have 6-12 months from purchase date to allocate training to employees as agreed.

- **Minimum Participation Requirements for Customised Training Programs**

  Corporate training programs that are designed and customised to meet the employer's training needs, include fixed operational costs. Therefore:
  - Minimum participant numbers apply to all scheduled courses (e.g. minimum 5-8 participants)
  - When minimum cohort size is agreed, corresponding minimum fees will apply regardless of final attendance

- **Workshop Cancellation Conditions**
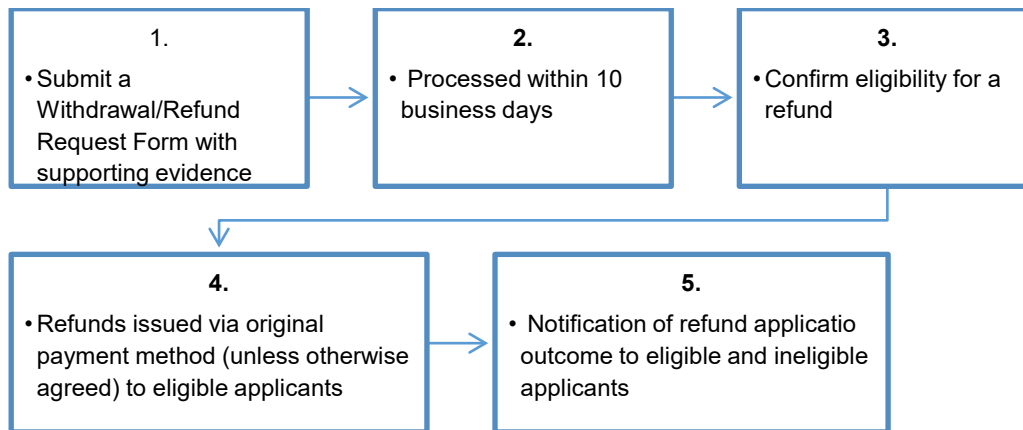
  If a workshop is cancelled by the client and not rescheduled within a mutually agreed timeframe:

Notice Period	Cancellation Charges
More than 5 working days	Reimbursement of non-refundable expenses (travel, accommodation, training materials etc.)
5 working days or less	All non-refundable expenses plus an administration fee of up to 75% of the workshop fee

5.8 Refund Process

1. • Submit a Withdrawal/Refund Request Form with supporting evidence	→	2. • Processed within 10 business days	→	3. • Confirm eligibility for a refund

4. • Refunds issued via original payment method (unless otherwise agreed) to eligible applicants	→	5. • Notification of refund applicatio outcome to eligible and ineligible applicants

6. DEBT COLLECTION

It is the student's responsibility to ensure sufficient funds are available in their nominated bank account or credit card for scheduled payments.

Upon enrolment confirmation, students are granted full access to learning and assessment materials, dedicated trainer support, and all necessary resources for the duration of their course. This confirms the commencement of training services, and students has full flexibility to manage their study schedule, personal commitments, and time to ensure successful course completion.

To mitigate financial risk, LET Training follows a structured debt collection process for overdue payments:

6.1 First Notification:

- The accounts team will notify the student of the failed payment and provide an opportunity to rectify the issue (e.g., updating payment details or resuming payments).

6.2 Second Notification:

- If payment remains unresolved, a second reminder will be sent, reiterating the overdue amount and payment options.

6.3 Final Notice & Suspension:

- If the outstanding payment is not resolved after two notifications, a final notice will be issued, specifying a deadline for payment before enrolment suspension.

- Failure to pay by the deadline will result in suspension, restricting access to:

    o Training materials

    o Support services

    o Assessment submissions

    o The online learning system

6.4 Reinstatement:

- Full payment of the outstanding balance (including any applicable collection fees) is required to reinstate enrolment and restore access to all services.

6.5 Debt Collection:

- If payment remains outstanding, LET Training will engage a registered debt collection agency to recover the debt in accordance with the enrolment terms.

- Any associated collection fees will be added to the outstanding balance.

6.6 Course term and duration

- No extension will be granted for enrolments with outstanding fees.
- The enrolment term will continue and carry over even if the enrolment is suspended due to unpaid fees.

6.7 Certificate issuance:

- Credentials will only be awarded on full course or unit of competency/s completion and fee settlement.

7. APPEALS AND COMPLAINTS

- Students may appeal refund decisions via the Complaints and Appeals Policy.
- Consumer protection rights under Australian Consumer Law (ACL) remain unaffected.

Learning Support and Welfare Policy

1. POLICY STATEMENT

LET Training is committed to delivering inclusive, equitable, and high-quality training, assessment, and support services tailored to individual learner needs. We prioritise student welfare, accessibility, and success by fostering a safe, supportive, and discrimination-free learning environment.

2. PURPOSE

This policy and associated procedures ensure:

2.1 All students receive individualised support to succeed in their studies.

2.2 Dignity, respect, confidentiality, and fairness guide all interactions.

2.3 Staff are trained and resourced to identify and respond to student needs.

2.4 Students can request support or raise concerns at any stage of their enrolment.

2.5 Inclusive practices are embedded in training, assessment, and support services.

2.6 Access and equity principles are upheld for all learners.

2.7 Digital accessibility and wellbeing are integrated into service delivery.

2.8 Continuous improvement through feedback and policy review.

3. DEFINITIONS

Term	Definition
Access & Equity	Policies ensuring training is inclusive (regardless of age, gender, disability, culture, language, or socioeconomic status). Does not obligate LET Training to accept all applicants.
Appeal	A formal process for disputing decisions (e.g., assessment outcomes, disciplinary actions).
Client	Any student, employer, or organisation using LET Training's services.
Educational Support Services	Includes LLN support, counselling, career guidance, technology assistance, disability support, and flexible learning options.
Flexible Learning & Assessment	Adaptable training methods (e.g., online, blended, workplace-based) to meet diverse needs.

Term	Definition
Reasonable Adjustments	Modifications ensuring fair access (e.g., extra time, assistive tech, alternative assessments).
Wellbeing Support	Services promoting mental health, stress management, and crisis intervention.

4. ROLES & RESPONSIBILITIES

Role	Responsibilities
CEO/RTO Manager	Ensures policy compliance, resource allocation, and continuous improvement.
Trainers/Assessors	Identify support needs, provide adjustments, and refer students to services.
Student Support Officer	Coordinates LLN, wellbeing, and disability support; maintains referral logs.
Administrative Staff	Assist with USI, learning platforms, and general enquiries.
Students	Engage proactively with support services and adhere to participation requirements.

5. PROCEDURES

5.1 Identifying Support Needs

- Pre-enrolment and Initial LLND assessment, course suitability checks.
- Digital literacy evaluation, wellbeing check-ins through course induction or one-on-one consultation
- Regular feedback loops via surveys, monthly email contacts and trainer observations.

5.2 Types of Support Provided

- **Educational & Career Support**
    - LLND support plan or referrals
    - RPL and Credit Transfer application assistance.
    - Career counselling (industry pathways, job readiness).
    - Mentoring programs for at-risk students.

- **LLN & Digital Literacy Supports**
    - Diagnostic LLN assessments at enrolment.
    - Tailored learning materials (live or recorded webinars, dedicated trainer supports).
    - Digital literacy training and IT helpdesk.
    - Assistive technologies recommendations (e.g. screen readers, speech-to-text software).

- **Flexible Learning Adjustments**
    - Customised assessments (flexible timeframe, practical demonstrations).
    - Simulated workplace training for employed and unemployed students.
    - One-on-one learning support

- **Work Placement Support**

    Students in health/community services must complete work placement. LET Training assists with:

- o   Workplace sourcing guidance.
- o   Supervisor liaison.
- o   Logbook verification.

- **Wellbeing & Personal Support**
  - o   Confidential counselling (internal or external referrals).
  - o   Mental health first aid and crisis support.
  - o   Grievance and conflict resolution.
  - o   Financial hardship assistance (change of payment plans and payment reschedules).

Students are encouraged to express their views and concerns about their learning and development needs (or perceived barriers to them) at all stages of their learning experience, or seek help through one of the support services outside of LET Training's services listed below:

- **Counselling Online** http://www.counselling online.org.au

  Counselling Online is a service where you can communicate with a professional counsellor about an alcohol or drug related concern using text interaction.

  This service is free for anyone seeking help with their own drug use or the drug use of a family member, relative or friend. Counselling Online is available 24 hours a day, 7 days a week.

- **Anxiety Network Australia** http://www.anxietynet work.com.au

  Information on anxiety disorders and contributions from people with these disorders.

- **Beyond Blue** http://www.beyondblu e.org.au

  An Australian website providing detailed information on a range of mental health issues, as well as providing as well as information on a range of relationship topics.

- **Reading and Writing Hotline** www.readingwritinghotline.edu.au

  Telephone: 1300 655 506

- **Employee Assistance Program** www.accesseap.com.au

  Telephone: 1800 81 87 28

5.3 One-on-One Support and Process

Process	Details
Booking	Via email or via trainer calendar (min. **3 days** in advance).
Required Info	Unit code, specific support needs (e.g. assessment questions/Tasks).
Session Length	30 minutes (max **2 sessions per unit**).
Participation Rules	• Be in a quiet, safe environment. • Log into the online learning portal 5 mins early • Have materials ready.
Cancellation	Notify 24 hours prior; 2 cancellations without notification may restrict future bookings.

Process	Details
Termination Rights	Trainer may end session for misconduct, policy breaches, or no participation.

5.4 Support for Aboriginal and Torres Strait Islander Students at LET Training

- **A Welcoming and Culturally Respectful Learning Environment**

  At LET Training, we deeply respect and celebrate the rich cultures, knowledge, and contributions of Aboriginal and Torres Strait Islander peoples. We recognise and value each student's identity, lived experiences, and unique learning styles as strengths that enrich our entire learning community.

- **Dedicated Student Support Officer**

  A Student Support Officer is available to assist students with their studies, personal matters, or navigating their course. They provide culturally sensitive guidance to help students achieve their goals.

- **Personalised Learning Support**

  Students who need assistance with assessments, course content, or study planning are encouraged to book one-on-one sessions with our trainers or support staff for tailored guidance.

- **Flexible Learning Options**

  We understand the importance of community, family, and cultural commitments. Where needed, we work closely with students to adjust training or assessment arrangements, ensuring their learning journey is both manageable and meaningful.

- **A Safe and Culturally Inclusive Space**

  Our team undertakes ongoing cultural awareness training to foster a supportive, respectful, and inclusive environment. We are committed to listening to and valuing the voices of Aboriginal and Torres Strait Islander students.

5.5 Engagement and Progress Monitoring

To ensure consistent engagement and support, the following key monitoring steps will be implemented:

- **Enrolment Engagement Contact**: Outreach via email/phone within **1 business day** of receiving enrolment registration.
- **Trainer Introduction**: Initial contact via email from the trainer within **2 business days** of enrolment confirmation.
- **Support Resources**: Key supportive materials (e.g. recorded tutorial webinars) sent via email **within 5 business days** after enrolment confirmation.
- **Monthly Check-ins**: Regular progress updates sent via email to all active students.
- **Milestone Check-ins**: Proactive follow-ups via email/phone at:
  - The **midpoint** of the enrolment term
  - **60 days** before the term ends
  - **30 days** before the term ends

5.6 Training Service Monitoring and Continuous Improvement

- Biannual reviews of support services.
- Student feedback surveys (quarterly).
- Staff training updates on inclusive practices.

Assessment Policy

1. POLICY STATEMENT

LET Training is committed to delivering inclusive, competency-based assessments that comply with the relevant Training Package, workplace requirements, and regulatory frameworks. Our assessments ensure validity, reliability, fairness, and flexibility for all students and ensure**:**

- Qualified assessors will use a participatory approach to gather valid, sufficient, current, and authentic evidence for fair competency judgments.

- Transparent communication between assessors and students will be maintained.

- Systematic validation and moderation will ensure continuous improvement and consistency in assessment standards.

- Secure retention of assessment records for 2 years (or longer if required by regulatory updates).

2. PURPOSE

This policy ensures:

2.1 Compliance with Standards for NVR Registered Training Organisations 2025.

2.2 Validity, reliability, fairness, and flexibility in assessments.

2.3 Standardised assessment procedures across all qualifications.

2.4 Inclusive practices, including reasonable adjustments for students with special needs.

2.5 No unfair disadvantage to students in assessment processes.

2.6 Non-threatening assessment environments for all students.

2.7 Assessors consistently apply competency standards.

2.8 Clear roles and responsibilities for all parties in assessment processes.

2.9 Systematic validation, moderation, and continuous improvement of assessments.

3. DEFINITIONS

Term	Definition
Assessment	Process of collecting evidence to judge competency against workplace standards.
Assessment System	Documented policies, procedures, and tools ensuring compliance with Principles of Assessment & Rules of Evidence.
Competency-Based Assessment (CBA)	Judging evidence against workplace standards, not just training benchmarks.
Reasonable Adjustment	Adaptations to assessment methods without lowering competency standards.
Recognition of Prior Learning (RPL)	Assessment of formal, non-formal, and informal learning for credit.
Moderation	Quality control ensuring consistent assessment standards across assessors/RTOs.
Validation	Review of assessment tools & judgements for compliance with Training Package requirements.
Rules of Evidence	Rules that provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current

Term	Definition
Principles of Assessment	To ensure quality outcomes, assessment should be fair, flexible, valid, reliable

4. PROCEDURES

4.1. Designing and Developing Assessment Strategies and Tools

- Assessment tools must align with Training Package requirements and include:
    - Principles of Assessment (validity, reliability, fairness, flexibility).
    - Rules of Evidence (valid, sufficient, authentic, current).
    - Industry consultation feedback.
- Mapping documents must link assessments to unit requirements.
- Pre-implementation validation by qualified assessors and/or industry experts.

4.2. Assessment Strategies and Tools Version Control

4.2.1 Version Updates

- Minor updates to assessment strategies and tools will result in a sub-version revision (e.g., v1.1).
- Major changes will trigger a new version (e.g., v2.0).

4.2.2 Transition for Existing Students

- Students who have already commenced an assessment under an older version will continue with that version until completion.
- Students enrolled but not yet started will automatically receive the latest version of the assessment tools.

4.2.3 Requests for New Versions

- If a student wishes to switch to the latest assessment version, they must submit a written request to their assigned trainer for approval.

4.3. Roles & Responsibilities of Assessors

- Hold current vocational competency.
- Apply fair, objective judgements.
- Use approved assessment tools.

4.4 Planning for Assessment

- Competencies to be assessed.
- Assessment methods and tools.
- Reasonable adjustments (if required).
- Resource and timeframe details.

4.5 Assessment elements

Elements that may be included (depending on the unit of competency requirements) in the assessment process are:

- Underpinning knowledge for unit of competency requirements.
- Practical ability or skills application demonstrated in a simulated business environment.
- Verbal and non-verbal communication skills (e.g. interactive role-plays, report writing).
- Presentation appropriate to the environment.
- Practical Students enrolled in the Certificate III in Individual Support, Certificate IV in Ageing Support, and Diploma of Community Services must complete 120 hours of work placement to demonstrate practical skills application and competency.

Assessment typically takes place by way of knowledge and skills assessments to assess students' competency in a unit of competency or qualification (note: work placement is a mandated requirement to assess students' practical skills for Health Support qualifications).

4.6 Assessing competency

Upon enrolment, students will be provided with detailed assessment task specifications and activities specific to the relevant unit of competency (via the Learning Management System).

4.6.1 Assessment attempts

- Students are given three (3) opportunities to be assessed for competency in a given course or program.

- Where a student has been assessed three (3) times and is still Not Yet Satisfactory or Not Yet Competent, a conversation with the student and trainer/assessor will be held to plan the most suitable pathway to continue.

- Assessors may allow for further assessment opportunities where special circumstances identified are negatively affecting the outcome of assessment, or the student is making progress in such assessment work.

- The student may appeal this decision in writing to LET Training. This process is outlined in the Complaints and Appeals Policy.

4.6.2 Flexible assessment

Where possible, a flexible assessment process will be undertaken to consider the requirements of people with special needs or situations including:

- Disability
- Cultural background
- Language, literacy, numeracy, and digital (LLND) difficulties
- Other valid reasons

Flexibility should not compromise the overall value of a course program. Instead, it should reflect a willingness to explore alternative pathways to achieve the required outcomes while maintaining the integrity of the unit of competency, skill set or qualification.

Requesting assessment adjustments

Any request for reasonable adjustments or flexible assessment arrangements must:

- Be submitted in writing to the assessor
- Include supporting evidence
- Be reviewed against the relevant Unit of Competency (UoC) requirements

Approval for adjustments must be granted by either the CEO or Compliance Manager before implementation.

4.6.3 Assessments must be conducted:

- Fair and unbiased.
- Clearly documented with evidence retained.
- Conducted in a supportive environment.

4.7 Making Assessment Decisions

- Judgements must be:
  - Satisfactory (S) or Not Yet Satisfactory for an assessment activity or task.
  - Competent (C) or Not Yet Competent (NYC) for a Unit of Competency.
  - Supported by documented evidence.
- Feedback must be constructive and include reassessment options if required.

Academic Integrity Policy

1. POLICY STATEMENT

LET Training is committed to fostering a culture of academic integrity, honesty, and ethical conduct in compliance and ensures that all assessment submissions are the authentic work of students, safeguarding the credibility and integrity of LET Training's qualifications. This policy applies to:

- All students enrolled in LET Training courses.
- All trainers, assessors, and staff involved in assessment design, delivery, and marking.
- All assessment submissions, including written, practical, digital, and third-party platform submissions.

2. PURPOSE

The purpose of this policy is to:

2.1 Promote ethical learning and assessment practices.

2.2 Define breaches (e.g., plagiarism, cheating, AI misuse).

2.3 Outline detection methods, consequences, and appeals.

3. DEFINITIONS

Term	Definition
Academic Integrity	Ethical conduct in learning and assessment, including honesty, fairness, and originality.
Plagiarism	Presenting someone else's work, ideas, or content as one's own without proper acknowledgment.
Cheating	Any act of deception to gain an unfair advantage in assessments.
Generative AI Tools	Artificial Intelligence systems (e.g., ChatGPT, Gemini) that generate text, images, or code.
Academic Misconduct	Any breach of academic integrity, including plagiarism, cheating, or falsification.

4. PROCEDURES

4.1 Academic Integrity Declaration

At LET Training, students must complete an academic integrity (authentication) declaration each time they submit their assessment coursework. The declaration confirms the student's understanding and acknowledgment that the coursework they submitted is their own original work.

Failure to submit this declaration will result in the assessment not being marked.

4.2 Detection of Academic Misconduct

The detected academic misconduct, including plagiarism and cheating on submitted assessment coursework will not be tolerated and will result in rejection of the coursework.

To comply with this requirement, LET Training employs:

- Plagiarism detection software.
- AI-content analysis and detection tools and software.
- Manual verification by assessors (inconsistencies, unusual writing patterns).

4.2.1 Plagiarism

Examples of plagiarism include, but not limited to:

- Copying content, graphics, images, ideas or words from the internet, websites, published articles, books, journals etc. without acknowledging the source.

- Paraphrasing to change the words but keep the ideas without acknowledging the source.

- Downloading material from the internet and including it as part of your own work without acknowledging the source.

- Copying assessment work that is the same or substantially the same as work submitted by another person or student (current or past).

4.2.2 Cheating

Examples of cheating include, but are not limited to:

- Copying and/or reworking any parts of work produced by another student and submitting it as your own work.

- Requesting or paying someone to complete your assessment or parts of your assessment.

- Accessing unauthorised material for any form of assessment coursework.

- Assisting any other student to cheat by sharing your assessment or parts of your assessment with another LET Training Student.

- Sharing your assessment or parts of your assessment on any external platforms, including online.

- Manipulating or using a third-party service to avoid or bypass detection software.

- Copying or reworking any material from generative AI tools detected above 20%.

4.2.3 Use of AI

LET Training supports the allowable assistance of generative Artificial Intelligence (AI) tools, where allowable assistance refers to indirect contributions to completing the assessment coursework includes:

- Checking grammar and paraphrasing text to enhance clarity and coherence.

- Helping to brainstorm ideas and organise thoughts effectively.

- Generating images to create visuals for storyboards

- Explaining confusing concepts in simple, easy-to-understand language

- Assisting in diagnosing error messages and troubleshooting issues

- Acceptable vs. Unacceptable Use of AI Tools:

Permitted Uses	Prohibited Uses
✓ Grammar/spelling checks	✗ AI-generated content >20%
✓ Brainstorming ideas	✗ Submitting AI-generated responses as original work
✓ Simplifying complex concepts	✗ Using AI to bypass plagiarism detection
✓ Troubleshooting technical issues	✗ Paraphrasing AI content without understanding

- AI Detection Threshold:
    - 0-20% AI-generated content for an assessment activity will result an assessor validation interview to verify the knowledge and skills against the unit of competency requirements.
    - >20% AI-generated content will result the submitted assessment work rejected.

4.4 Breach Investigation & Consequences

Breach Type	Action Taken
First Offence (Minor)	Warning, resubmission required, mandatory academic integrity training.
Second Offence (Moderate)	Assessment marked as "Not Satisfactory," remediation plan.
Third Offence (Severe)	Suspension, cancellation of enrolment, or reporting to ASQA (if applicable).

5. STUDENT SUPPORT

Students are encouraged to contact LET Training to clarify their understanding of the academic integrity requirements before, during or after assessment submissions.

5.1 Appeals Process

If a student disputes an academic misconduct finding:

1. Step 1: Submit a written appeal **within 10 working days**.
2. Step 2: Reviewed by the compliance team or an independent academic integrity panel.
3. Step 3: Outcome communicated **within 15 working days**.

*Refer to Complaints and Appeals Policy for full process.

6. RESPONSIBILITIES

Role	Responsibility
Students	Submit original work, declare AI use, adhere to referencing standards.
Trainers/Assessors	Detect misconduct, report breaches, uphold fairness.
Compliance Team	Monitor policy adherence, review detection software reports.

Reassessment Policy

1. POLICY STATEMENT

LET Training ensures fair, transparent, and compliant reassessment opportunities for students who:
- Do not achieve competency during initial assessment.
- Require adjustments due to individual needs or extenuating circumstances; or
- Need assessment by a specialist to validate competency.

Reassessment may be initiated by the student or trainer/assessor, with the goal of resolving concerns early and reducing formal appeals. All reassessment records are retained securely post-final judgment to align with relevant requirements.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Timely support and reassessment opportunities to demonstrate competency.

2.2 Alignment with Standards for NVR Registered Training Organisations 2025, and industry benchmarks.

2.3 Equitable treatment while upholding qualification rigor.

2.4 Proactive handling of assessment concerns to minimise appeals.

2.5 Adherence to ASQA retention requirements, NVETR Act 2011, and contractual obligations.

3. DEFINITIONS

Term	Definition
Appeal	Formal dispute of an assessment decision under LET Training's Complaints and Appeals Policy.
Assessment	Evidence-based judgment of competency against training package standards.
Competency	Consistent application of skills/knowledge to workplace standards, including problem-solving.
NYC (Not Yet Competent)	Outcome indicating insufficient evidence for competency.
Reassessment	A subsequent assessment opportunity following an NYC outcome.
Specialist Assessor	An industry-expert assessor appointed for complex cases (CEO approval required).

4. PROCEDURES

4.1 Reassessment Request & Approval

- Student or assessor submits a written request via [Reassessment Application Form], including:
    - Reason for reassessment.
    - Supporting evidence (e.g., medical certificates, additional work samples).
- LET Training evaluates the request within **10 working days** and notifies the applicant in writing.
- If granted, a **Reassessment Plan** is co-developed with the student, outlining:
    - Areas for improvement.
    - Assessment method adjustments (if applicable).
    - Timeline and resources provided.

4.2 Pre-Reassessment Requirements

Before reassessment:
- Student and assessor discuss initial assessment gaps.
- Additional training, practice, or reasonable adjustments (per LLND or disability support needs).
- f required, a specialist assessor is appointed (with CEO approval).

4.3 Conducting Reassessment

- Reassessment must:
    - Address the original gaps.
    - Use varied methods (e.g., verbal questioning, practical demonstration) if needed.

- Maximum (2) reassessments attempt per unit, unless exceptional circumstances apply.

4.4 Recording & Reporting

- Outcomes documented in the **Assessment Workbook** and student file.
- Results uploaded to the Learning Management System (LMS) within **48 hours**.

4.5 Appeals

If procedural fairness is disputed, students may escalate via the **Complaints and Appeals Policy**.

5. ROLES & RESPONSIBILITIES

Role	Responsibility
Student	Submit requests promptly, engage in support activities.
Assessor	Provide feedback, approve/deny requests, document outcomes.
CEO	Approve specialist assessor involvement.
Administration	Retain records for 6 months, ensure ASQA compliance.

Credit Transfer Policy

1. POLICY STATEMENT

LET Training complies with the Standards for Registered Training Organisations (RTOs) 2025. We are committed to accepting and providing credit to students for units of competency and/or modules, unless prevented by:

- Licensing or regulatory requirements (e.g., mandatory re-training for compliance).
- Industry-specific restrictions (e.g., updated competency standards).

Credit transfer is granted where evidenced by:

- AQF certification documentation (qualifications/statements of attainment) issued by another RTO or
- AQF-authorised organisation. Authenticated VET transcripts issued by the Student Identifiers Registrar.
- Nationally Recognised Training (NRT) qualifications from other RTOs.

All decisions are:

- Fair, transparent, and consistent with AQF and ASQA requirements.
- Documented and auditable for compliance purposes.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Compliance with Standards for NVR Registered Training Organisations 2025, (Clause 1.7)

2.2 Adherence to AQF Qualifications Pathways Policy for transparent credit processes.

2.3 Equal access for all students to credit transfer.

2.4 Avoids duplication of training where competency is already proven.

2.5 Credit can be used for:

- Entry requirements into a qualification.
- Partial completion of a qualification.

2.6 Timely processing (within 10 working days).

2.7 Maximises credit for prior learning.

3. DEFINITIONS

Term	Definition
AQF Authorised Issuing Organisation	RTOs, universities, or TEQSA-accredited providers authorised to issue AQF qualifications.
Authenticated VET Transcript	Official transcript from the Student Identifiers Registrar.
Credit Transfer	Recognition of prior AQF-certified learning (no reassessment required).
NRT (Nationally Recognised Training)	Training leading to AQF qualifications.
RPL (Recognition of Prior Learning)	Assessment of **non-formal** learning (separate from credit transfer).
Scope of Registration	Qualifications/units LET Training is approved to deliver.

4. PROCEDURES

Every student is entitled to apply at no additional charge for recognition of AQF and VET Qualifications and VET Statements of Attainment issued by another RTO in the course or qualification in which they are currently enrolled.

4.1. Application Process

To apply for Credit Transfer, the student must provide LET Training with:

- Certified copies of the Qualification(s) or Statement(s) of Attainment (including a transcript of the unit of competencies achieved) which they are seeking to have recognised, or an Authenticated VET Transcript issued by the Office of the Student Identifiers Registrar; and
- Evidence verifying the currency of competencies for which they are seeking recognition.
- Complete the application form (no fee for credit transfer application).

4.2. Assessment & Decision-Making

Upon receipt from an enrolled student of the Credit Transfer Application Form and documentation to support a Credit Transfer application, the nominated assessor will review and validate the documentation for authenticity, completeness and compliance with AQF and VET Quality Framework (VQF) requirements:

- Check document authenticity (e.g., verify with issuing RTO if needed).
- Compare unit/competency equivalence (mapping against current training package).
- Confirm no regulatory barriers (e.g., licensing changes).
- Application Approved:
    - Update enrolment record.
    - Issue written confirmation.
- Application Rejected:
    - Provide detailed reasons in writing.

       o   Advise on appeal options (per Complaints Policy).

4.3. Timelines

- 10 working days for standard applications from the date of the application received.
- Extensions only if external verification is required.

4.4. Record-Keeping

- Maintain electronic plus physical files per record management policy and procedures. Including:
    - Application forms.
    - Supporting documents.
    - Decision records.

4.5. Appeals

- Students may appeal RPL decisions per Complaints and Appeals Policy.

Recognition of Prior Learning (RPL) Policy

1. POLICY STATEMENT

LET Training is committed to recognising the skills, knowledge, and competencies of all students, regardless of how or where they were acquired. We ensure that prior learning, whether from formal (credentialled), non-formal, or informal (non-credentialled) education and training or work experience is appropriately recognised through credit or exemptions within a course or qualification.

LET Training recognises:

- AQF qualifications and Statements of Attainment issued by any RTO.
- Current industry relevance in assessing prior learning.
- Equitable access to RPL opportunity for all students.

2. PURPOSE

The purpose of this policy is to ensure:

2.1. Compliance with Standards for NVR Registered Training Organisations 2025, and AQF Qualifications Pathways Policy

2.2. Transparent and accessible qualification pathways and credit arrangements.

2.3. RPL as an integral assessment pathway for nationally recognised qualifications.

2.4. Recognition of current and relevant learning, regardless of origin.

2.5. Fair and equal access to RPL for all students.

2.6. Timely, fair, and consistent RPL processes.

2.7. Evidence-based, culturally inclusive assessments adhering to Principles of Assessment and Rules of Evidence.

2.8. Accountable, transparent, and appealable RPL decisions.

2.9. Defensible RPL outcomes aligned with qualification requirements.

2.10. Credit for prerequisites or partial qualification completion.

2.11. Maximisation of credit for prior learning.

3. DEFINITIONS

Term	Definition
Assessment	Evidence collection and judgment of competency.
Authenticity	Evidence must be verified as the student's own work.
Competency-Based Assessment	Judging evidence against workplace standards.
Credit	Value assigned for equivalent learning, reducing qualification requirements.
Currency	Evidence must reflect **current** competency.
Fairness	Assessments consider student needs with reasonable adjustments.
Flexibility	Assessments adapt to student context and experience.
Moderation	Quality process ensuring consistent assessment standards.
Recognition of Prior Learning (RPL)	Assessment of formal, non-formal, and informal learning against qualification requirements.
Rules of Evidence	Evidence must be **valid, sufficient, authentic, and current**.
Validation	Review of assessment tools and decisions for compliance.

4. PROCEDURES

Recognition of Prior Learning (RPL) is a fee-based service offered by LET Training. It assesses a student's existing knowledge and skills against the learning outcomes of their desired course.

To be eligible for RPL, students must apply and complete the assessment process before commencing training in the relevant Unit of Competency.

4.1. Student Information & Support

- RPL information is provided during **enrolment, and induction, as well as in the Student Handbook**.
- Staff are **trained** to support RPL applicants.

4.2. RPL Application Process

4.2.1. Information Session (No Charge)

All enrolled students who apply for Recognition of Prior Learning (RPL) will be supported and facilitated through the process by the nominated Assessor. All prospective RPL applicants must arrange an Information Session with the nominated Assessor at a mutually agreeable time.
The Information Session will provide the opportunity for an applicant to:

- Ask questions and clarify objectives in seeking RPL for nominated Units of Competency.
- Clarify any aspect of the RPL Application Kit and supporting documentation.
- Obtain general guidance and support.
- Obtain clarification on the nature and scope of the elements and performance criteria of the nominated Units of Competency.
- Review the nature and scope of experience, competency and prior learning.

- Clarify and understand the nature and scope of the application process, including implications of assessment outcome(s).

During this consultation, the Assessor will explain in detail to the student all RPL application process requirements and guide them through all provided templates and documentation. This includes discussion of indicative evidence requirements for specific Units of Competency for which RPL is sought.

4.2.2. Application Fees (Non-Refundable)

Before Applying for RPL:

- Students are strongly advised to conduct a self-assessment of their eligibility.

- Review all RPL information and ensure they can provide sufficient evidence to support their application

- Ensure that the application is within the enrolment term.

Where student/s decide to apply for Recognition of Prior Learning must be within the enrolled term and followed the information session, the following services fees will apply.

RPL Application and Assessment fee		
Consultation session	Discussion of RPL opportunities with the assessor	No charge
RPL Application	$220	Once only
RPL Assessment	First unit submitted for RPL assessment	$0
	For the second and all subsequent units	$70/unit (Certificate III or IV units)
		$85/unit (Diploma or Advanced Diploma units)
Fees will be charged upfront and non-refundable.		

4.2.3. Submit the Application

- Fees are payable upfront and non-refundable.

- Applicants must submit the completed RPL Application Form along with payment to receive their RPL Application Kit and begin the process.

4.2.4. Application Support

To ensure a high-quality submission, students are strongly advised to:

- Attend additional information sessions for guidance.

- Consult with their assigned assessor during the evidence-gathering phase.

4.2.5. Application Kit and Evidence Submission

- The RPL Application Kit must prepared in a unit of competency based and submitted electronically. It must clearly indicate:
  - o Unit/s included in the application form
  - o Evidence alignment with competency requirements.

- Student submits:
  - o Completed RPL Application Kit (signed).
  - o Portfolio of Evidence (organised, labelled, authenticated and documented in the application guide documentary evidence).

4.2.6. Assessment Process

- Assessor evaluates evidence against competency standards. May require:

    o In the case of insufficient evidence to make a judgment of competency, the applicant may be asked to submit further evidence, to undertake nominated assessment tasks, and/or demonstrate skills in the workplace or a simulated situation.

    o The Assessor may wish to communicate with the applicant's manager or supervisor to validate competency (subject to the applicant's prior approval).

    o The applicant may be required to participate in a conversation session(s) with the Assessor to talk through and verify the materials submitted and further clarify the evidence provided. The Assessor will arrange and conduct such a session at a mutually agreed time(s).

    o Assessors will always assess the evidence supporting an RPL application in line with the standards of LET Training Assessment Policy, ensuring the assessment decision is made based on the application of the rules of evidence and principles of assessment.

- Decision made within **20 working days** of the completed submission.

4.2.7. Notification of Outcome

- RPL Applicants will be notified in writing of the outcome of their application in line with the timeframe detailed above will be delivered to the applicant.

- LET Training will retain copies of all materials at all times on the student's records; the materials will be available for such future reference as is necessary.

- Successful RPL applications will be recorded in LET Training Management System (i.e. student database) and noted accordingly on the student's Record of Results on program or course completion. Unsuccessful applicants will have their previous Unit enrolment(s) verified.

- Unsuccessful RPL applicants will:

    o Received the feedback in detail.

    o Have a right to appeal (per **Complaints and Appeals Policy**).

4.3. Appeals

- Students may appeal RPL decisions per **Complaints and Appeals Policy**.

Certificate Issuance Policy

1. POLICY STATEMENT

LET Training will issue AQF Qualifications and Statements of Attainment to students assessed as competent in accordance with the Training Package or VET Accredited Course requirements and within LET Training's scope of registration and must comply with the AQF Qualifications Issuance Policy.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Complies with Qualifications Issuance Policy, and Standards for RTOs.

2.2 Issues authentic, nationally recognised certifications.

2.3 Maintains accurate AVETMISS-compliant records.

2.4 Follows secure and transparent issuance processes.

2.5 Meets data reporting obligations (NCVER, ASQA, state funding bodies).

3. DEFINITIONS

Term	Definition
AQF Qualification	Formal certification under the Australian Qualifications Framework.
Statement of Attainment	Confirms completion of one or more accredited units (partial qualification).
USI (Unique Student Identifier)	Mandatory for all nationally recognised training (Student Identifiers Act 2014).
NRT Logo	Must be used in compliance with NRT logo conditions.
Testamur	Official AQF qualification certificate.
AVETMISS	National VET data reporting standard.

4. PROCEDURES

4.1 Student Eligibility Requirements

To be eligible for the issuance of an AQF qualification or Statement of Attainment, students must:

4.1.1 Authenticity Declaration

- Submit a signed Statutory Declaration confirming that:
- All submitted work is their own.
- No fraudulent documentation or misrepresentation was used.
- Identity Verification

4.1.2 Provide original or certified copies of one of the following:

- Australian Driver's License
- Passport (domestic or international)
- ImmiCard (for visa holders)
- State/Territory-issued Photo ID

4.1.3 Financial Compliance

- Settle all outstanding course fees (unless a formal payment plan is approved).
- Credentials will be withheld until full payment is received.

4.2 Issuing AQF Qualifications

4.2.1 Certification Timeline

- Full Qualification certificate will be issued **within 20 working days** of successful course completion.

4.2.2 Verification & Issuance Process

Step	Action	Responsible Party	Compliance Notes
1	**Record Completion** • Update Student Records Database. • Maintain individual student files.	Trainer or Administration	Progressive updates for audit trails.
2	**Final Audit** • Verify all units/assessments completed. • Authenticate evidence compliance.	Administration or Compliance Team	Critical for ASQA/regulatory adherence.

Step	Action	Responsible Party	Compliance Notes
3	**Student Submit Declaration & ID Verification:** • Signed statutory declaration (work authenticity). • Copy of photo ID (identity verification).	Student	Before certificate generation to prevent fraud
4	**Generate Certificate Use AQF required templates:** • Testamur (front) • Record of Results (back).	Administration Team	Templates must be current/approved.
5	**Authorisation** • CEO/delegate signs certificate.	CEO/Delegate	Delegation must be documented.
6	**Delivery** • Send via email/LMS. • Archive copy per retention policy.	Administration Team	Encryption for sensitive data.
7	**Student Acknowledgment** • Download/save/print certificate. • Confirm receipt	Student	Retain a copy of the email

4.2.3 Record Retention

All certifications are logged in the LMS and archived for 30 years according to the regulatory compliance requirement of records of AQF certification documentation and assessments.

4.3 Issuing Statements of Attainment

LET Training will issue a Statement of Attainment to provide evidence of partial completion of qualification **within 15 working days** of successful completion of any unit of competency contained within a nationally recognised Training Package qualification.

Where applicable, LET Training will ensure that Statements of Attainment issued for accredited units governed by any government regulatory and/or quality assurance arrangements adhere to those arrangements.

4.3.1 Scope

- Issued for partially completed qualifications (one or more units).
- Must comply with regulatory requirements (e.g., USI, AVETMISS).

4.3.2 Key Differences from Full Qualifications

Aspect	Statement of Attainment	Full Qualification
Issuance Time	15 working days	20 working days
Content	Lists completed units only	Full qualification plus transcript
Purpose	Credit toward future study	Proof of full qualification
Student Responsibility	Students must download, save, and print their certification.	

4.3.3 Compliance Notes

- Government-funded units may have additional requirements (e.g., Smart & Skilled NSW).
- USI verification is mandatory before issuance.

4.4 USI Verification

- No certification issued without a verified USI (per Student Identifiers Act 2014).
- Exceptions:
    - Overseas students (exempt under USI legislation).
    - Legacy records (pre-2015, if no USI exists).

4.5 Reissuing Certifications

- Replacement fee of $25 AUD applies (with exception of errors made by LET Training).
- Must include original issue date (not the reprint date).
- Requester must provide a form of photo ID (to prevent fraud).

4.6 Record Keeping & Compliance

- Retain certification records for 30 years (per regulatory requirements).
- Submit AVETMISS-compliant data to NCVER bi-annually.
- Audit certifications annually for compliance.

4.7 Printing and Posting Certifications

Students may request hard copy certificates by following the process below:

- Students must contact the LET Training administration team to submit a request in writing
- A non-refundable fee of $50 AUD is payable upon submission.
- Upon receipt of both the completed form and payment, LET Training will:
    - Print the certificate on secure and compliant materials.
    - Dispatch it to the student's nominated postal address within 10 business days.
- Students will receive a tracking number via email once the certificate is posted.
- LET Training retains proof of postage for auditing purposes.

Complaints and Appeals Policy

1. POLICY STATEMENT

LET Training is committed to providing a fair, transparent, and accessible complaints and appeals process for all clients. We ensure that all concerns are handled confidentially, impartially, and resolved promptly to restore positive relationships and uphold the integrity of our services.

This policy aligns with the Standards for NVR Registered Training Organisations 2025, ensuring compliance with regulatory requirements while fostering a culture of continuous improvement and client-centric service delivery.

2. PURPOSE

The purpose of this policy is to ensure:

2.1. Clients understand their rights and the processes for lodging complaints or appeals.

2.2. Complaints and appeals are managed without fear of retaliation or victimisation.

2.3. All concerns are addressed professionally, confidentially, and resolved in a timely manner.

2.4. Decisions are made impartially, with procedural fairness and natural justice.

2.5. Feedback from complaints and appeals drives systemic improvements in service quality.

3. DEFINITIONS

Term	Definition
Appeal	A formal request to review a decision made by LET Training (e.g., assessment outcomes, disciplinary actions, or complaint resolutions).
Complaint	An expression of dissatisfaction regarding LET Training's services, policies, or staff conduct.
Client	Any student, prospective student, employer, or third party interacting with LET Training.
Natural Justice	Fair and unbiased treatment, including the right to be heard and evidence-based decision-making.
RTO Operations	All activities under LET Training's scope of registration, including training, assessment, and support services.

4. PROCEDURES

4.1 Complaints Process

4.1.1 Informal Resolution

- Clients are encouraged to resolve concerns directly with the involved staff member where possible.
- If unresolved, proceed to a formal complaint.

4.1.2 Formal Complaint

- Submit a written complaint via **Complaint/Grievance Form**.
- LET Training will acknowledge receipt within **2 working days**; and
- Investigate and respond within **10 working days**; and
- Maintain records in the **Complaints & Grievances Register**.

4.1.3 Complainant Rights

- Be heard in a fair and unbiased process.
- Be accompanied by a support person.
- Receive written reasons for decisions.
- Confidentiality (details disclosed only with consent).

4.1.4 Possible Outcomes

- Corrective actions (e.g., reassessment, policy updates).
- Mediation or conciliation (if required).
- Systemic improvements documented in the Continuous Improvement Register.

4.2 Appeals Process

4.2.1 Grounds for Appeal

- Disputes over assessment decisions (including RPL).
- Disciplinary actions.
- Dissatisfaction with a complaint resolution.

4.2.2 Formal Appeal

- Submit the Appeal Form to the CEO within 10 working days of the initial decision.
- An independent reviewer/panel will assess the appeal within 20 working days.

- The appellant will receive a written outcome with reasons.

4.2.3   External Escalation

If unresolved, clients may escalate to ASQA (for RTO compliance issues); or

- National Training Complaints Hotline (for VET sector complaints)
- Relevant state/territory ombudsman (if applicable).

4.3 Complaint and Appeal Handling Flow Chat

```
                    ┌──────────────────────┐
                    │  Complaint Received  │
                    └──────────────────────┘
                              │
                              ▼
                    ◇ Formal/Informal Resolution ◇
                         /              \
                   Informal             Formal
                      │                    │
                      ▼                    ▼
         ┌──────────────────────┐  ┌──────────────────────┐
         │ Mediation by Manager │  │ Written Complaint to │
         └──────────────────────┘  │         CEO          │
                                   └──────────────────────┘
                                              │
                                              ▼
                                   ┌──────────────────────┐
                                   │   Investigation by   │
                                   │    HR/Compliance     │
                                   └──────────────────────┘
                                              │
                                              ▼
                                   ┌──────────────────────┐
                                   │ Findings Report      │
                                   │ within 10 days       │
                                   └──────────────────────┘
                                              │
                                              ▼
                                      ◇ Substantiated? ◇
                                         /          \
                                       Yes           No
                                        │             │
                                        ▼             ▼
                              ┌────────────────┐  ┌──────────────────────┐
                              │  Disciplinary  │  │  Case Closed with    │
                              │     Action     │  │      Feedback        │
                              └────────────────┘  └──────────────────────┘
                                        │
                                        ▼
                              ┌──────────────────────┐
                              │ Appeal Process if    │
                              │      required        │
                              └──────────────────────┘
```
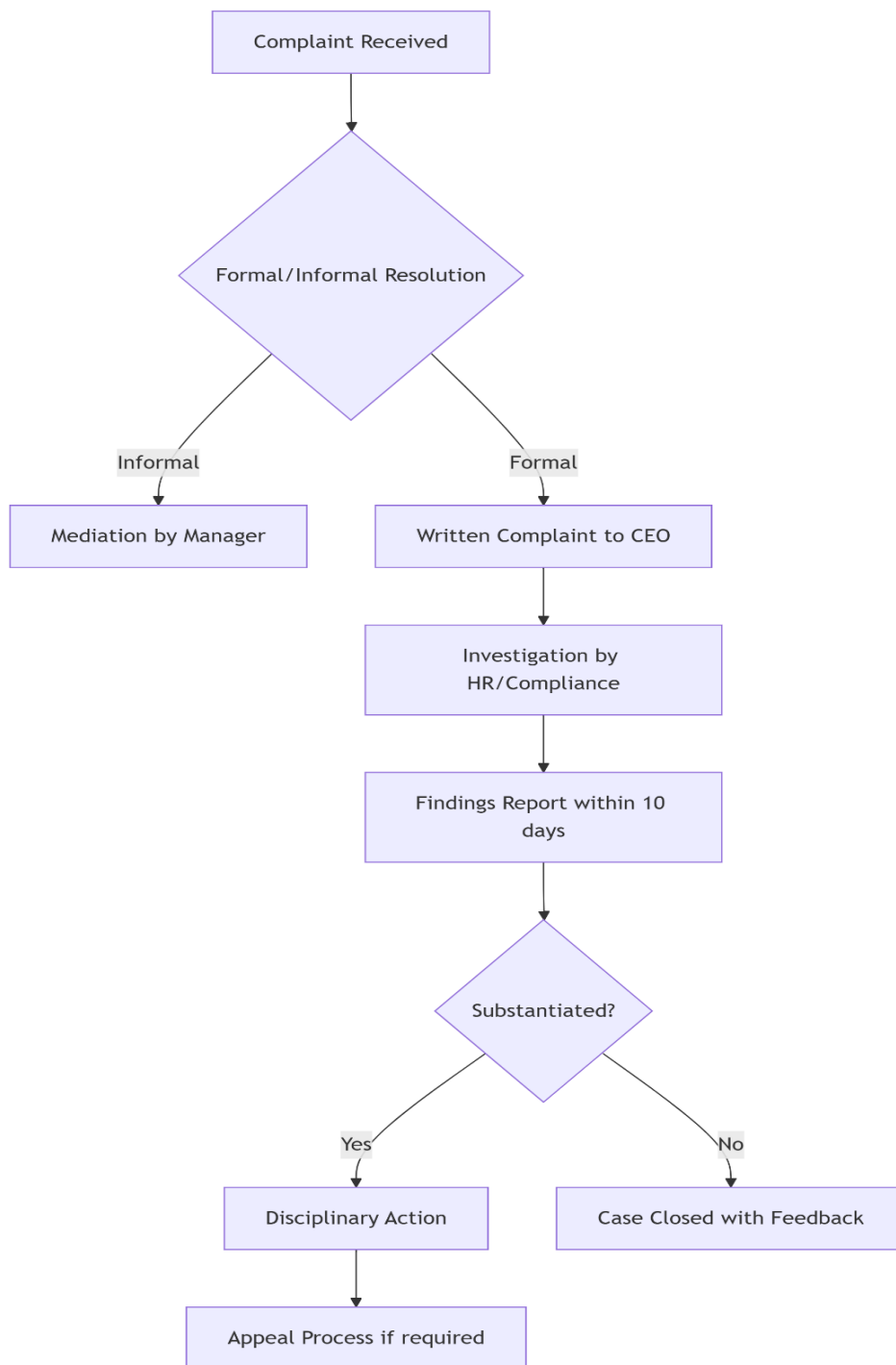
5. RESPONSIBILITIES

- **CEO**: Oversees appeals and ensures impartiality.
- **Staff**: Address complaints promptly and document outcomes.
- **Complainants/Appellants**: Provide accurate information and engage constructively.

Training Package Transition Management Policy

1. POLICY STATEMENT

LET Training is committed to delivering only currently endorsed Training Packages and VET Accredited Courses. We ensure timely, transparent, and compliant transition arrangements for superseded or expired qualifications/courses, minimising disruption to students while adhering to Standards for NVR Registered Training Organisations 2025.

2. PURPOSE

The purpose of this policy is to ensure:

2.1. Full compliance with regulatory transition requirements.

2.2. Proactive management of superseded/expired Training Packages and Accredited Courses.

2.3. Minimised disruption to students through structured transition support.

2.4. Clear guidelines for transitioning students to new qualifications/courses.

2.5 No outdated enrolments that could affect employment or further study pathways.

3. DEFINITIONS

Term	Definition
Superseded Qualification/Course	A training product replaced by a newer version.
Existing Student	Enrolled before a qualification is superseded.
New Student	Enrolled after a qualification is superseded (must be in the current version).
Scope of Registration	Approved training products LET Training can deliver (per **training.gov.au**).
Transition Period	The timeframe allowed by regulators to phase out a superseded product (typically 12 months).
Training Package	Endorsed components (units, qualifications, credit arrangements) and non-endorsed guidance.
Training and Assessment Strategy (TAS)	The methodology ensuring students meet training package/course requirements.
VET Accredited Course	A course accredited by a VET regulator.

4. PROCEDURE

4.1. Monitoring & Compliance

A designated compliance officer will conduct monthly reviews of training.gov.au to check for updates to Training Packages, qualifications, or units of competency relevant to the RTO's scope.

Upon notification of change received through training.gov.au, the immediate action for superseded products:

- Identifying a superseded qualification or unit
- Record the official start and end dates of the transition period
- Ensure compliance with ASQA or other regulatory body deadlines.
- Update Scope of Registration (if required)

4.2. Transition Plan Development

- Within 30 days of a Training Package Update:
  - Conduct a gap analysis comparing the old and new versions of affected qualifications/units to identify key differences (e.g., updated competency standards, new assessment requirements).
- Update Training & Assessment Strategies (TAS):
  - Modify delivery and assessment methods to align with new requirements.
- Ensure all trainers and assessors are briefed on changes.
- Verify Trainer & Assessor Competencies:
  - Confirm that current trainers hold the required updated qualifications or need additional professional development.
  - Arrange upskilling if necessary (e.g., PD sessions, new credentialing).
- Adjust and update learning and assessment materials to reflect the current Training Package.

4.3. Student Communication & Support

- Notification to effected students via email all impacted students within 60 days of a change, including:
  - Details of the superseded qualification/unit.
  - Transition deadlines and key dates.
  - Options available (e.g., complete before the deadline, transition to the new qualification).
  - Email all impacted students whose course are transferred to the new qualification.
- Develop a transition plan for students unable to finish before the deadline, and include:
  - Credit transfer opportunities for completed units toward to the new qualification.
  - Alternative course substitutions, such as enrol in an equivalent qualification (if available).

4.4. Enrolment Controls

- Cease new enrolments in superseded qualifications once the transition period begins, halt new enrolments in the outdated qualification unless:
  - The student can reasonably complete all requirements before the final deadline.
  - The student signs a written agreement acknowledging the condensed timeline.
- Document any exceptions with:
  - A completion plan confirmed by the student.
  - Evidence of the student's ability to meet deadlines (e.g., accelerated study options).

4.5. Record-Keeping of Transition Documentation:

- Notifications from training.gov.au or regulatory bodies.
- Student transition plans and acknowledgments.
- Updated TAS documents and revised assessment tools.
- Updated course offer and student course enrolment (if applicable) in LMS

5. ROLES & RESPONSIBILITIES

Role	Responsibility
CEO/Representative	Oversee compliance, approve transition plans.
Compliance Officer	Monitor regulatory updates, maintain scope.
Trainers	Update delivery materials, upskilling competencies, support students.
Admin Staff	Update records, manage student communications.
Student	Confirm the changes informed and contact LET Training to address concerns and discuss the support options.

Disciplinary Policy

1. POLICY STATEMENT

LET Training is committed to maintaining a safe, inclusive, and respectful learning and working environments for all stakeholders (students, clients, and staff). This policy ensures that misconduct is addressed fairly, promptly, and in compliance with legislative and regulatory obligations, including the Standards for NVR Registered Training Organisations 2025.

2. PURPOSE

The purpose of this policy is to ensure:

2.1. All stakeholders act with **integrity, professionalism, and respect** for others.

2.2. Orderly operations are maintained in compliance with Standards for NVR Registered Training Organisations 2025.

2.3. Reputation and quality of LET Training are upheld.

2.4. Compliance with Commonwealth/State laws, including but not limited to Work Health and Safety Act, Privacy Act 1988 and Anti-Discrimination Acts.

3. DEFINITIONS

Term	Definition
Appeal	Formal request to review a disciplinary decision, assessment outcome, or complaint resolution.
Complaint	Expression of dissatisfaction with services, policies, or conduct.
Serious Misconduct	Behaviour causing immediate risk (e.g., violence, fraud, harassment).
Procedural Fairness	Right to be heard, respond to allegations, and appeal.

4. PROCEDURES

4.1. Types of Misconduct

Misconduct includes but is not limited to:

- **Academic**: Plagiarism, cheating, falsifying records.

- **Behavioural**: Harassment, bullying, discrimination.

- **Safety**: Endangering others (physically/psychologically).

- **Technological**: Unauthorized data access, cyberbullying.

- **Non-compliance**: Repeated refusal to follow lawful instructions.

4.2. Disciplinary Process

4.2.1 Minor Misconduct (Progressive Discipline)

Step	Action	Documentation
1	**Verbal Warning** (with witness)	Recorded in *Disciplinary Form*
2	**Written Warning** (signed acknowledgment)	Filed in individual's record
3	**Final Written Warning** (clear consequences outlined)	Copy provided to individual
4	**Dismissal/Termination** (if unresolved)	Formal notice issued

4.2.2 Serious/Gross Misconduct (Immediate Action)

- Suspension (pending investigation).

- Written notice of allegations (within 48 hours).

- Meeting with right to respond (support person permitted).

- Decision communicated (within 7 working days).

- Right to appeal per Complaints & Appeals Policy.

5. KEY PRINCIPLES

- Procedural fairness and natural justice at all stages.

- Confidentiality maintained (per Privacy Policy).

- Support measures (e.g., counselling for affected parties).

- Timely resolution (minor cases ≤ 14 days, serious ≤ 30 days)

Social Media Policy

1. POLICY STATEMENT

LET Training expects all students, staff, and stakeholders to engage respectfully and professionally on any social media channel associated with or operated by LET Training. This policy ensures compliance with platform guidelines, legal obligations, and organisational standards while fostering constructive communication.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Professional & Ethical Standards:

All interactions on LET Training-affiliated social media must uphold:

- Respectful, constructive communication.
- No harassment, defamation, or misleading information.

2.2 Protection of Rights & Privacy

- No unauthorised sharing of student/staff data or internal materials.
- Prohibition of plagiarism, leaked assessments, or misuse of LET Training content.

2.3 Constructive Engagement

- To encourage positive discussions, knowledge-sharing, and peer support.
- To prohibit spam, trolling, hate speech, or disruptive behaviour.

2.4 Legal & Regulatory Compliance that all users must adhere to:

- Platform rules (e.g., Facebook, LinkedIn, Trustpilot).
- Australian laws, including:
  - Privacy Act 1988 (Cth)
  - Defamation Act 2005 (Cth)
  - Anti-discrimination legislation.

2.5 Official use of social media that LET Training's accounts serve to:

- Share updates on courses, policies, and industry trends.
- Foster dialogue with students, alumni, and partners.
- Offer guidance and enhance the learning experience.
- Highlight achievements and vocational education excellence.

2.6 Student Feedback & Reviews

Students may share fair, honest feedback via official channels, provided it:

- Complies with platform policies (e.g., no fake reviews).
- Respects legal boundaries (e.g., no defamatory statements).
- Aligns with ethical standards (e.g., no personal attacks).

3. DEFINITIONS

Term	Definition
Social media	Digital platforms enabling user interaction (e.g., Facebook, LinkedIn, TikTok, YouTube).
Confidential Information	Non-public details about LET Training, staff, or students (e.g., assessments, HR records).
Intellectual Property (IP)	Copyrighted materials (e.g., course content, logos).
Plagiarism	Using others' work without permission or attribution.
Defamation	False statements harm an individual's or organisation's reputation.
Impersonation	Falsely claiming to represent LET Training or another user.

4. PROCEDURES

4.1. Acceptable Behaviour & Content Moderation

4.1.1 Content Removal & Enforcement

LET Training reserves the right to remove any content deemed:

- Offensive, defamatory, discriminatory, or harassing.
- In violation of privacy, confidentiality, or intellectual property rights.
- Misleading, fraudulent, or impersonating others.
- Promoting illegal activities or violating platform policies.

4.1.2 Legal & Platform Compliance

Users must comply with:

- Platform-specific terms (e.g., Facebook, LinkedIn, TikTok).
- Australian laws (e.g., Privacy Act 1988, Defamation Law, Anti-Discrimination Laws).

4.1.3 Disciplinary Actions

- First-time violations: Warning and content removal.
- Repeat offences: Account removal and potential legal action.

4.2. Authorised Representation

- Only approved LET Training staff may speak on behalf of the organisation.
- Students must not imply they represent LET Training or share unauthorised views.
- Impersonation of staff or students is prohibited.

4.3. Encouraging Positive Engagement

Students may be invited to:

- Follow official LET Training accounts.
- Join private student groups (subject to moderation).
- Provide testimonials or constructive reviews post-enrolment.

4.4. Confidentiality & Privacy

All staff and students must adhere to strict confidentiality and privacy obligations at all times. Unauthorised disclosure of the following is strictly prohibited:

- Any non-public information regarding LET Training's business processes, strategies, or decisions.

- Staff or student details, including but not limited to contact information, academic records, or identification documents.

- Assessment content, training resources, or internal policies not publicly available.

- Breaches of this policy may result in disciplinary action, up to and including termination of employment/enrolment, and/or legal repercussions where applicable.

4.5. Intellectual Property & Plagiarism

- All staff and students must adhere to strict intellectual property and plagiarism obligations at all times.

- Disclosure of the following is strictly prohibited:

    o Sharing answers to assessments or course materials.

    o Posting copyrighted LET Training content without permission.

- Breaches of this policy may result in disciplinary action, up to and including termination of employment/enrolment, and/or legal repercussions where applicable.

4.6. Staff Privacy & Respect

- Harassment, or defamation of staff is unacceptable.

- Staff have a right to privacy both during and outside work hours.

4.7. Group-Specific Rules

Private student groups (e.g., Facebook study groups) must adhere to:

- LET Training's policies.

- Platform-specific rules.

- Additional group guidelines set by moderators.

4.8. Reporting & Escalation

- Users may report violations to LET Training via **admin@lettraining.com.au.**

- Serious breaches (e.g., threats, illegal content) will be escalated to platform moderators or authorities.

5. SOCIAL MEDIA PLATFORM GUIDELINES

Users must comply with the latest terms of service for each platform:

Platform	Terms & Conditions Link
Facebook	https://www.facebook.com/legal/terms
Instagram	https://help.instagram.com/581066165581870
TikTok	https://www.tiktok.com/legal/terms-of-service
LinkedIn	https://www.linkedin.com/legal/user-agreement
Twitter/X	https://twitter.com/en/tos
Trustpilot	https://uk.legal.trustpilot.com/for-reviewers/guidelines
YouTube	https://www.youtube.com/intl/ALL_au/howyoutubeworks/policies/community-guidelines/

Note: Policies may change—users are responsible for staying updated.

Privacy Policy

1. POLICY STATEMENT

LET Training is committed to protecting an individual's right to privacy. LET Training acknowledges and takes seriously its responsibilities and obligations under the *Privacy Act, 1988 (Cth)* [as amended] and its associated Privacy Principles.

LET Training is therefore committed to complying with these mandates and principles and ensuring the privacy of information of all students and clients (including prospective students and clients), staff and stakeholders at all times.

2. PURPOSE

The purpose of this policy is to ensure:

2.1 LET Training operates lawfully and in full compliance at all times within the Federal and State legislative and regulatory framework.

2.2 LET Training collects personal and sensitive information lawfully and fairly, and stores, manages, uses and discloses it in full compliance with legislative provisions and principles.

2.3 The Privacy Principles established under the *Privacy Act 1988* (Cth) underpin all aspects of dealings of or by LET Training with personal and/or sensitive information.

2.4 All RTO staff are aware of and fulfil their responsibilities and obligations to stakeholders and the organisation in respect of information privacy.

2.5 All RTO staff are responsible at all times for the safeguarding of any confidential information obtained through and in consequence of acquittal of RTO duties.

2.6 No RTO staff member releases or divulges any stakeholder-related personal or sensitive information to a third party whatsoever, unless expressly authorised to do so.

3. DEFINITIONS

Term	Definition
Personal Information	Data identifying an individual (e.g., name, contact details).
Sensitive Information	Higher-risk data (e.g., health records, racial origin).
Data Breach	Unauthorised access/disclosure compromising privacy.
USI (Unique Student Identifier)	Mandatory identifier for VET students.

4. PROCEDURE

4.1 Collection of Information

LET Training, including all people employed by LET Training, collects and holds information lawfully and fairly for the primary purpose for which the information was collected.

In collecting information, LET Training will:

- Only collect information for lawful purposes related to its function.

- Only collect information that is necessary and by lawful means.

- Where possible only collect information that is provided by the individual to whom the information relates, collecting it in a way that is not personally intrusive.

- Where information is provided by another party, ensure that collection has been authorised by the individual concerned or by someone who is legally authorised to provide it on their behalf; and

- Notify the individual that information is being collected, either at the time of collection or as soon as practicable afterwards.

LET Training will advise individuals from whom information is collected:

- The purposes for collecting the information.

- Whether or not the collection is voluntary and any consequences for not providing it.

- How the information is to be held and the intended recipients.

- The names and addresses of any other parties or bodies used to collect information for and on behalf of LET Training.

- Parties who will have access to the information.

- How individuals can obtain access to their information, check it for accuracy, currency and completeness and make application for correction of it, as applicable.

4.2 Use and Management of Information

LET Training will manage information responsibly by:

- Taking reasonable steps to ensure that information held is relevant for the purpose for which it was collected, accurate, up-to-date and not misleading.

- Retaining information for no longer than is necessary, then disposing of it securely in accordance with methods approved by LET Training's CEO.

- Securely protecting it from loss or unauthorised access, use, disclosure or misuse, and from unauthorised modification.

- Taking reasonable steps to prevent its disclosure without authorisation.

4.3 Safeguarding Confidential Information

All RTO staff must complete an induction and acknowledgement of their responsibility for safeguarding confidential information attained through and in consequence of acquittal of RTO duties and comply with IT Security and Usage Policy.

Breaches will be referred immediately to LET Training's CEO for such disciplinary action as is deemed appropriate in the circumstances.

4.4 Disclosure of Information

LET Training will only disclose information where:

- Its disclosure has been consented to in writing by the individual to whom it relates; or

- Its disclosure is required by law and requested in an authorised written form.

LET Training's CEO is the sole RTO representative with responsibility for managing such requests to disclose information. In the absence of LET Training's CEO from the organisation at any point in time and for whatever reason, the responsibility transfers to a nominated representative of LET Training's CEO.

A student or client will request such disclosure must in writing by completion of the **Disclosure of Information Consent Form**, which details, under signature, what information is to be disclosed to whom.

4.5 Client Access to Records

All students and clients have the right to obtain access to their information; to check it for accuracy, currency and completeness; and to make application for correction of it in writing, as applicable. To this end, LET Training will make all necessary arrangements for delivery of the requested information to the student or client for review.

Anti-Discrimination Policy

1. POLICY STATEMENT

LET Training is committed to maintaining an inclusive environment free from discrimination, in full compliance with:

- Anti-discrimination legislation (Commonwealth and State)
- Standards for NVR Registered Training Organisations 2025
- Principles of natural justice

We prohibit all forms of unlawful discrimination in:

- Employment practices
- Training delivery and assessment
- Service provision
- Stakeholder interactions

This policy applies to all staff (permanent, casual, contractors), students (current/prospective), clients, students, third-party providers, visitors and stakeholders

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Compliance with legislative and regulatory requirements

2.2 Equal access to education and employment opportunities

2.3 Clear procedures for reporting and resolving discrimination complaints

2.4 Accountability for all staff, students and third parties

3. DEFINITIONS

Term	Definition
Direct Discrimination	Unfavourable treatment based on protected attributes
Indirect Discrimination	Policies/practices that disproportionately disadvantage groups
Protected Attributes	Race, gender, age, disability, sexuality, religion etc.
Inclusive Environment	Workplace/learning space free from discrimination and harassment

4. PROHIBITED CONDUCT

4.1 Discrimination in Employment

- Recruitment, promotion, training opportunities
- Workplace conditions and benefits
- Termination processes

4.2 Discrimination in Education

- Enrolment and admission processes
- Training delivery and assessment

- Access to support services

4.3 Examples of Prohibited Behaviour

- Refusing services based on protected attributes

- Derogatory comments or exclusionary practices

- Biased assessment practices

5. RESPONSIBILITIES

5.1 Staff Responsibilities

5.1.1 Complete staff induction to ensure understanding of the applicable policies and procedures.

5.1.2 Report incidents

- Report incidents via Incident Reporting Form

- Report anonymously if safety concerns exist

- Escalate to CEO if reporter fears bias in immediate supervisor

5.1.3 Model respectful behaviour

- Challenge inappropriate comments (e.g., "That joke isn't okay here")

- Interrupt exclusionary practices in real-time

- Promote inclusive behaviour at all times

5.2 Management Responsibilities

5.2.1 Investigate complaints

- Appoint an impartial investigator within **24 hours**

- Interview all parties separately within **5 working days**

- Secure relevant evidence (emails, witness statements, web-based recordings)

5.2.2 Maintain confidentiality

- Share details only with essential personnel

- Store records in password-protected files

- Use code names in discussions if anonymity needed

5.2.3 Implement corrective actions

- Tiered responses:
  - **Level 1 (Minor):** Mediation plus written warning
  - **Level 2 (Moderate):** Suspension plus behaviour contract
  - **Level 3 (Severe):** Termination/expulsion plus legal referral

5.3 Student Responsibilities

5.3.1 Respect peers and trainers

- Follow classroom/online etiquette guidelines

- Address concerns professionally (no public confrontations)

5.3.2 Report concerns

- Phone **02 9633 3929 or** email **admin@lettraining.com.au** for urgent issues

- Anonymous reporting option via LET Training Website's Live Chat feature.

5.3.3 Participate in awareness programs

- Read and understand updated policies from time to time

- Consult the Student Handbook for complaint escalation pathways, support services (counselling referrals) and disciplinary consequences

6. COMPLAINT HANDLING PROCESS

7. CONSEQUENCES FOR BREACHES

Severity	Actions
Minor	Warning plus mandatory training
Moderate	Suspension plus behaviour contract
Severe	Termination/expulsion plus legal referral

Anti-Harassment and Anti-Bullying Policy

1. POLICY STATEMENT

LET Training maintains a zero-tolerance stance on harassment, bullying, sexual harassment, victimisation and vilification. We are committed to providing a safe, respectful environment for all staff, students, clients and third parties, in compliance with relevant laws and standards

This policy applies to:

- All workplace and training activities (including digital/virtual environments)
- Work-related events and social functions
- Third-party service providers

2. PURPOSE

The purpose of this policy is to ensure:

2.1 Harassment, bullying and/or victimisation of individuals does not exist whatsoever or is eliminated completed in all areas of LET Training operations, activities, environments and practices.

2.2 That the protection from such behaviours afforded all individuals under the law is upheld in all that LET Training does, and that LET Training is always in full compliance with all Federal and State anti-discrimination and work health and safety (WHS) legislation and regulations.

2.3 Harassment free and non-bullying practices are maintained at all times by all individuals working, providing services, and learning within LET Training environment.

2.4 LET Training exists as a working, service provision and learning environment in which all individuals treat one another with dignity and respect regardless of attribute.

2.5 All staff, third parties providing services on behalf of LET Training, students and clients are protected against arbitrary action, personal favouritism, coercion and all forms of harassment.

2.6 LET Training adopts the principles of natural justice and procedural fairness in dealing with complaints of alleged harassment, bullying or victimisation.

3. DEFINITIONS

Term	Definition	Examples
Bullying	Repeated unreasonable behaviour creating risk to health/safety	Constant criticism, exclusion, humiliation
Harassment	Deemed to be any form of behaviour that is unwelcome	Repeated and personally offensive, humiliating or intimidating to the recipient
Sexual Harassment	Unwelcome conduct of a sexual nature	Inappropriate comments, advances, imagery
Victimisation	Detrimental treatment for making/complaining about a complaint	Demotion, isolation, threats
Vilification	Inciting hatred/contempt based on protected attributes	Racist/sexist remarks, hate speech

4. PROHIBITED CONDUCT

LET Training prohibits the harassment, bullying and/or victimisation of any person in any area or facet of its operations whatsoever.

4.1 Workplace & Training Environment

4.1.1 Verbal/written abuse or threats

- Shouting, swearing, or using demeaning language
- Threats of violence or harm (e.g., "You'll regret reporting this")
- Written notes, emails, or messages containing insults or intimidation

4.1.2 Humiliating initiation practices

- Forcing new staff/students to perform demeaning tasks
- 'Hazing' rituals that embarrass or endanger participants
- Publicly mocking individuals during orientation

4.1.3 Spreading malicious rumours

- False claims about someone's performance or personal life
- Gossiping about protected attributes (e.g., health conditions)
- Sharing altered images or private information without consent

4.1.4 Cyberbullying

- Harassing messages via email/SMS/social media (e.g., after-hours trolling)
- Creating fake profiles to impersonate or harass others
- Sharing private communications publicly to shame individuals

4.1.5 Other unacceptable behaviours

- Deliberately excluding individuals from work/learning activities
- Sabotaging work or assessments (e.g., hiding resources)
- Unreasonable work/study demands targeting specific individuals

4.2 Sexual Harassment

4.2.1 Unwanted physical contact

- Touching, hugging, or brushing against someone without consent
- Blocking movement or standing uncomfortably close

4.2.2 Sexual jokes/comments

- Remarks about appearance, relationships, or sexual orientation
- "Compliments" with sexual undertones (e.g., "You should dress like that more often")

4.2.3 Displaying explicit material

- Sharing pornography or sexual memes in work/class spaces
- Using sexual imagery as screensavers or backgrounds

4.2.4 Pressure for dates/sexual favours

- Repeatedly asking someone out after refusal
- Linking career/education opportunities to sexual cooperation

4.2.5 Technology-facilitated abuse

- Sending unsolicited sexual images ("sexting")
- Recording or sharing intimate content without consent

4.3 Victimisation

4.3.1 Punishing complaint-makers

- Sudden negative performance reviews after reporting issues
- Removing privileges (e.g., preferred work shifts)

4.3.2 Threatening job/education security

- "You'll never get promoted if you speak up"
- Implying complaints will affect assessment outcomes

4.3.3 Exclusion from opportunities

- Deliberately omitting someone from training/meetings
- Withholding information needed for success

4.3.4 Retaliatory actions

- Encouraging others to shun the complainant
- False counteraccusations to discredit reports

5. RESPONSIBILITIES

5.1 Staff Responsibilities

5.1.1 Complete staff induction to ensure understanding of the applicable policies and procedures.

5.1.2 Report incidents

- Report incidents via Incident Reporting Form
- Report anonymously if safety concerns exist
- Escalate to CEO if reporter fears bias in immediate supervisor

5.1.3 Model respectful behaviour

- Challenge inappropriate comments (e.g., "That joke isn't okay here")
- Interrupt exclusionary practices in real-time
- Promote inclusive language in all communications

5.2 Management Responsibilities

5.2.1 Investigate complaints

- Appoint an impartial investigator within **24 hours**
- Interview all parties separately within **5 working days**
- Secure relevant evidence (emails, witness statements, web-based recordings)

5.2.2 Maintain confidentiality

- Share details only with essential personnel
- Store records in password-protected files
- Use code names in discussions if anonymity needed

5.2.3 Implement corrective actions

- Tiered responses:
  - **Level 1 (Minor):** Mediation plus written warning
  - **Level 2 (Moderate):** Suspension plus behaviour contract
  - **Level 3 (Severe):** Termination/expulsion plus legal referral

5.3 Student Responsibilities

5.3.1 Respect peers and trainers

- Follow classroom/online etiquette guidelines
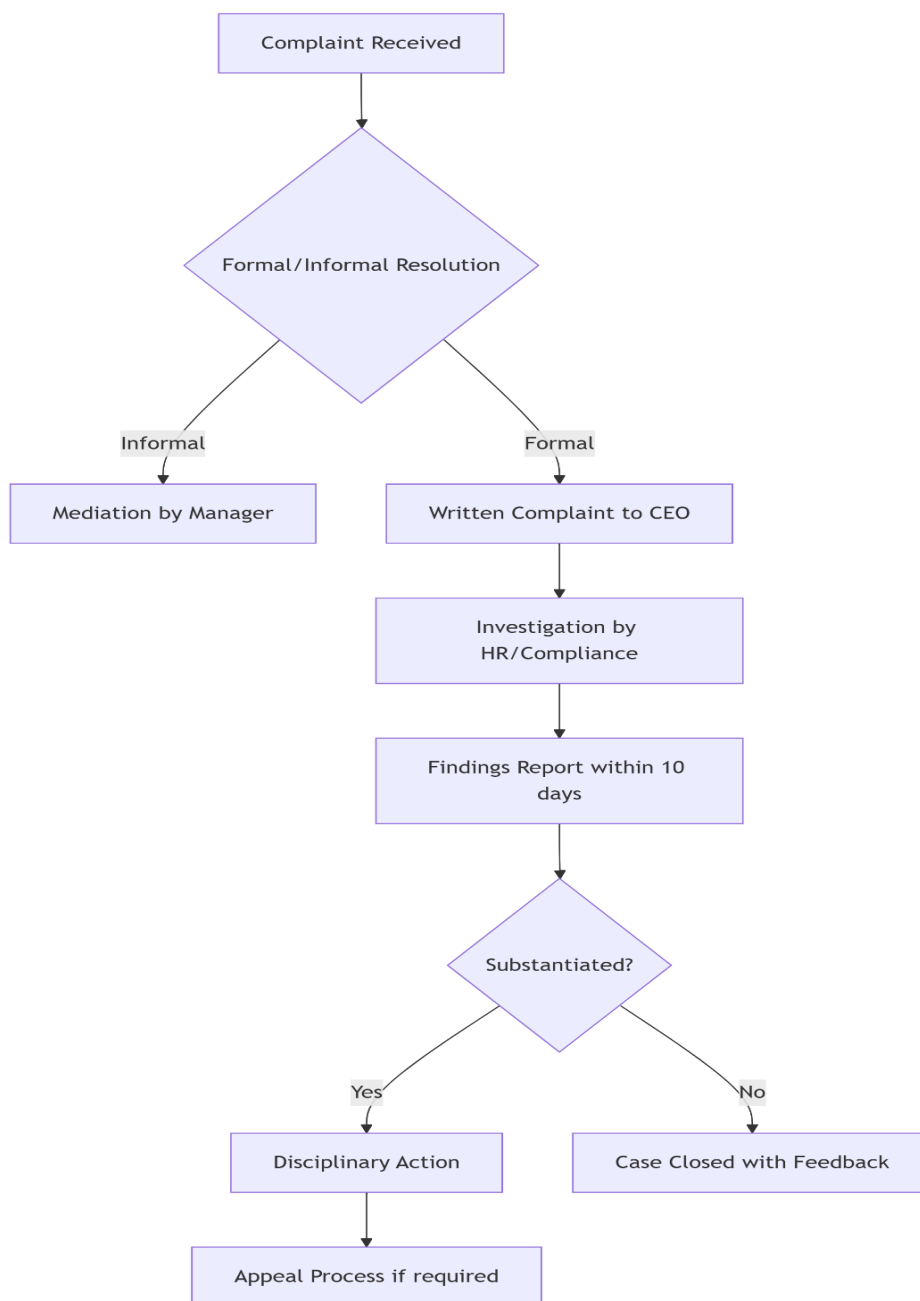- Address concerns professionally (no public confrontations)

5.3.2 Report concerns

- Phone **02 9633 3929 or** email **admin@lettraining.com.au** for urgent issues
- Anonymous reporting option via LET Training Website's Live Chat feature

5.3.3 Participate in awareness programs

- Read and understand updated policies from time to time
- Consult the Student Handbook for complaint escalation pathways, support services (counselling referrals) and disciplinary consequences

6. COMPLAINT HANDLING PROCESS

```
                    ┌─────────────────────┐
                    │ Complaint Received  │
                    └─────────────────────┘
                              │
                              ▼
                         ◇ Formal/Informal
                           Resolution ◇
                    ┌─────────┴─────────┐
                Informal               Formal
                    │                     │
                    ▼                     ▼
          ┌──────────────────┐  ┌──────────────────────┐
          │ Mediation by     │  │ Written Complaint     │
          │ Manager          │  │ to CEO                │
          └──────────────────┘  └──────────────────────┘
                                           │
                                           ▼
                                  ┌──────────────────┐
                                  │ Investigation by  │
                                  │ HR/Compliance     │
                                  └──────────────────┘
                                           │
                                           ▼
                                  ┌──────────────────┐
                                  │ Findings Report   │
                                  │ within 10 days    │
                                  └──────────────────┘
                                           │
                                           ▼
                                     ◇ Substantiated? ◇
                              ┌────────┴─────────┐
                            Yes                  No
                              │                    │
                              ▼                    ▼
                    ┌──────────────────┐  ┌──────────────────────┐
                    │ Disciplinary     │  │ Case Closed with      │
                    │ Action           │  │ Feedback              │
                    └──────────────────┘  └──────────────────────┘
                              │
                              ▼
                    ┌──────────────────────┐
                    │ Appeal Process if     │
                    │ required              │
                    └──────────────────────┘
```

7. CONSEQUENCES FOR BREACHES

Severity	Actions
Minor	Warning plus mandatory training
Moderate	Suspension plus behaviour contract
Severe	Termination/expulsion plus legal referral

Work Health and Safety Policy

1. POLICY STATEMENT

LET Training is committed to providing a safe, healthy, and risk-free environment for all staff, students, clients, contractors, and visitors. We prioritise health, safety, and wellbeing above all operational and training activities, ensuring compliance with Work Health and Safety (WHS) legislation while striving to exceed minimum standards.

Our commitment includes:

- Eliminating or minimising risks through proactive hazard management.
- Fostering a strong safety culture where all stakeholders take shared responsibility.
- Ensuring safe training, assessment, and work practices across all operations.

2. PURPOSE

The purpose of this policy is to ensure:

2.1. Full compliance with WHS laws, regulations, and industry standards, with a commitment to best practice.

2.2. A safe and healthy environment for training, learning, and work through risk prevention and control measures.

2.3. A safety-first culture, where health and safety are non-negotiable priorities.

2.4. Shared accountability among all stakeholders for hazard identification, risk mitigation, and incident prevention.

2.5. Safe work methods integrated into all training, assessment, and operational activities.

3. DEFINITIONS

Term	Definition
Client	A student, enterprise, or organisation using LET Training's services.
Hazard	Any potential source of harm (physical, psychological, environmental).
Health	Physical and psychological wellbeing.
Incident	Any unplanned event causing (or with potential to cause) injury, illness, or damage (includes near misses).
Student	A person undergoing training/assessment for AQF certification.

Term	Definition
RTO Operations	Training, assessment, and related administrative functions.
Risk	Likelihood and severity of harm from a hazard.
Risk Management	Systematic process of hazard identification, risk assessment, control, and review.

4. RESPONSIBILITIES

4.1. LET Training (PCBU) & Management

As the **Person Conducting a Business or Undertaking (PCBU)**, LET Training's CEO and management are responsible for:

- **Providing a safe workplace** – Ensuring all training environments are hazard-free.

- **Legal compliance** – Adhering to WHS laws, regulations, and codes of practice.

- **Risk management** – Implementing and improving hazard controls.

- **Incident reporting** – Maintaining systems for recording and investigating incidents.

- **Training & supervision** – Providing WHS inductions, instruction, and guidance.

- **Consultation** – Engaging staff in WHS decision-making.

- **Equipment & facilities** – Ensuring safe design, maintenance, and use.

- **Rehabilitation** – Supporting injured workers with return-to-work programs.

4.2. Staff, Students & Clients

All individuals must:

- Take reasonable care of their own and others' safety.

- Follow safety instructions and report hazards using the Hazard Report Form.

- Use PPE correctly and maintain equipment safely.

- Participate in WHS training and adhere to safe work practices.

- Not interfere with safety measures or misuse safety equipment.

Legislative and Regulatory Compliance

LET Training is committed to embedding legal compliance into every aspect of its operations. This includes ensuring that all stakeholders—staff, clients, and partners—fulfill their responsibilities in accordance with applicable laws and regulations. LET Training will proactively communicate legal obligations to all relevant parties, providing clear guidance and updates as required.

To uphold this commitment, LET Training adheres to the following key legislation, along with any amendments, related regulations, and other applicable laws:

- AQF Qualifications Pathways Policy

- Australian Consumer Law (ACL)

- Australian Human Rights Commission Act 1986 (Cth)

- Age Discrimination Act 2004 (Cth)

- Anti-Discrimination Act 1977 (NSW)
- Anti-Discrimination Regulation 2009 (NSW)
- Disability Discrimination Act 1992 (Cth)
- Disability Discrimination Regulations 1996 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Sex Discrimination Regulations 1984 (Cth)
- Competition and Consumer Act 2010 (Cth)
- Copyright Act 1968 (Cth)
- Archives Act 1983 (Cth)
- Spam Act 2003 (Cth)
- Fair Work Act 2009 (Cth)
- Fair Work Regulations 2009 (Cth)
- National Vocational Education and Training Regulator Act 2011 (Cth)
- National Vocational Education and Training Regulator Regulations 2011 (Cth)
- Privacy Act 1988 (Cth)
- Privacy (Private Sector) Regulations 2001 (Cth)
- Student Identifiers Act 2014 (Cth)
- Standards for NVR Registered Training Organisations 2025
- Work Health & Safety Act 2011 (NSW)
- Work Health and Safety Regulation 2017 (NSW)

Responsibilities of enrolled students

All enrolled students must:

1. Treat all individuals fairly and justly, with due recognition and respect for his/her talents, skills and attributes at all times.

2. Ensure that his/her own conduct and behaviour does not condone or encourage unlawful or unacceptable behaviour (such as harassment, discrimination, bullying or victimisation) whatsoever.

3. Actively participate and engage in all ongoing anti-discrimination, anti-harassment and anti-bullying awareness training and development as an integral component of his/her learning and development with LET Training.

4. Take reasonable care for his/her own health and safety.

5. Take reasonable care for the health and safety of others in the training, learning or assessment environment.

6. Cooperate with LET Training and with all staff, students, other clients and others in the training, learning or assessment environment(s) to ensure the health and safety of all stakeholders.

7. Participate in work health and safety inductions and training programs.

8. Wear and/or using all provided personal protective equipment and clothing in accordance with training and instruction specifications.

9. Use and maintain machinery and equipment properly and safely.

10. Not misuse damage, refuse to use or interfere with anything provided in the interests of work health and safety.

11. Bring to the immediate attention of LET Training any infringements of rights.

Contact Us for More Information or Support:

Phone: 02 9633 3929   Email: info@lettraining.com.au