



MEEE Australia Pty Ltd T/A

Building Trades Australia

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STUDENT HANDBOOK

WELCOME

Thank you for considering enrolment with MEEE Australia. Our goal is to provide a professional standard of assessment in selected trade qualifications

During your time with us, you will be exposed to a variety of experiences and challenges.

Upon enrolling, you have rights and responsibilities, most of which are outlined in this handbook. You are naturally welcome to ask us for further information if you have questions that are not covered.

As a Registered Training Organisation, we maintain a quality management system which ensures that all our processes, training and assessment materials and support offered is at a standard acceptable to meet the needs of students in the Australian Vocational Education and Training sector. MEEE Australia's management is responsible for ensuring these national standards are complied with at all times.

Mandy Roe
Managing Director

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Educational Standards

MEEE Australia is committed to the achievement of the principles and standards of the VET Quality Framework in the marketing and delivery of high quality vocational training and assessment services. We achieve these standards through:

- A commitment to recognising the training qualifications issued by other Registered Training Organisations
- Having a commitment to providing a quality service with a focus on continuous improvement
- Meeting all legislative requirements of State and Federal Governments, including workplace health and safety, workplace relations and applicable apprenticeship/traineeship requirements
- Using personnel with appropriate qualifications and experience to deliver training and conduct assessments
- Providing adequate facilities, equipment and training materials to ensure a learning environment which is conducive to the success of our course participants
- Undertaking regular reviews of the quality of our courses and facilitators and participating in all external monitoring and audits.

Client Service

MEEE Australia is committed to sound management practices to ensure effective client services. Appropriate assessment results and qualifications are issued in a timely manner according to any published guidelines. MEEE Australia provides accurate, relevant and up-to-date information to our students prior to the commencement of courses. All relevant information is provided to potential students including the Code of Practice, Course Information Brochure/s and a summary of our training policies to ensure a quality focus.

Our policies cover the following topics.

- Admissions procedures and criteria
- Total client costs/fees
- Refund policy
- Access and equity policy
- Entry/exit points and details of any certification which will be issued within 30 days of completion or partial completion of the course/program.
- Competencies to be achieved by students
- Assessment criteria and procedures
- Complaints and appeal procedures
- Arrangements for the recognition of prior learning/recognition of current competency
- An outline of the relevant training centre facilities
- Student support services (eg. Literacy and numeracy support programs);
- Other information will be made available in writing on request.

Management and Administration

MEEE Australia has policies and management strategies to ensure sound financial and administrative practices - management to safeguard fees paid by students and implement fair and equitable financial arrangements for our clients. Specific details of our refund policy are provided in our Policy Manual. Trainee records are managed securely and confidentially and are available for trainee perusal on request. MEEE Australia has adequate insurance policies.

Marketing

MEEE Australia will market all vocational training courses and services with integrity, accuracy and professionalism. All marketing activities will avoid vague and ambiguous statements and the information provided will not have any false or misleading comparisons drawn with any other provider or program/course. All advertising will be conducted in accordance with the provisions of the Advertising guidelines and in accordance with fair Trading and Consumer protection legislation. As Third Parties are used for the RPL services, any marketing developed or published by them must be approved by the RTO prior to that publication.

Sanctions

MEEE Australia acknowledges that not meeting the obligations of this Code of Practice or not supporting regulatory requirements, where applicable, may result in the withdrawal of our registration as a training provider.

Legislation

As an organisation MEEE Australia its staff and its clients have access to the following Acts and Legislation.

Commonwealth Legislation

- Age Discrimination Act 2004
- Copyright Act 1968
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission Act 1986
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act (2001) including the Australian Privacy Principles
- Skilling Australia's Workforce Act 2005
- The National Vocational Education and Training Regulator Act 2011

State Based Legislation (Queensland)

- Coal Mining Safety and Health Act 1999
- Fair Trading Act 1989 (advertising and marketing)
- Further Education and Training Act 2014
- Work, Health and Safety Act 2011 and Regulations (2011)

Client Records

A student accessing their personal records is a fundamental Privacy Principle. See our privacy policy below.

Access and Equity

All practices are underpinned by the principles of access and equity outlined in our Code of Practice and are integrated into our policies and procedures. MEEE Australia ensures that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination.

MEEE Australia aims to increase opportunities for people to participate in the vocational education and training (VET) system, and in associated decisions that affect their lives. Appropriate student support services to maximize the chances of under-represented students achieving positive learning outcomes and placement/employment in their chosen career.

To achieve these aims MEEE Australia will:

- Ensure the establishment of non-discriminatory student selection procedures which encourage fair access for members of under-represented groups, in particular priority VET program target groups
- Ensure access and equity issues are considered during curriculum development
- Ensure the requirements of individual learners are accounted for in the strategic and operational planning processes
- Provide learners with the opportunity to be involved in the planning and decision making processes on matters that affect them
- Provide training programs and services that are accessible to all people in an environment that is free from harassment
- Seek to provide access to a broad range of high quality support services that account for the diversity of clients and the needs of people under-represented in VET.
- Seek to provide opportunities for all people to achieve outcomes that meet their personal goals.
- Provide access to staff development to assist facilitators who deliver courses to under-represented groups.

Anti-discrimination and anti-bullying

Under EEO laws, discrimination, vilification, harassment (including sexual harassment), bullying and victimisation may be unlawful and are strictly prohibited under both Queensland State and Commonwealth law.

At our place of training, there is absolutely no tolerance for any form of discrimination, harassment or bullying. Minor infringements may warrant a verbal warning. More serious matters will result in the student being suspended from the course with no refund.

The relevant State law is the Anti-discrimination Act 1991

Commonwealth Laws are:

- Age Discrimination Act 2004
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission Act 1986
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

Discrimination

Discrimination in employment or in the workplace, including a training environment, occurs when a person is treated less favourably because of a ground of discrimination. Grounds of discrimination are set by law (Federal and State laws) and include sex, race, age etc. A list of the grounds of discrimination which operate are set out below:

- Race (including colour, nationality, descent, ethnic, ethno-religious, national origin or background)
- Sex, gender identity, homosexuality, transexuality, sexuality, sexual preference, lawful sexual activity
- Marital and relationship status
- Pregnancy (including potential pregnancy)
- Carers' responsibilities, family responsibilities, carer or parental status, being childless
- Industrial/trade union membership, non-membership or activity
- Employer association membership, non-membership or activity
- Irrelevant criminal record
- Political belief or activity
- Association (i.e. association with a person who has one or more of the attributes for which discrimination is prohibited)
- Irrelevant medical record
- Disability
- Breastfeeding
- Age
- Religious belief

Harassment

Discrimination also includes the situation where a worker harasses another person based on a ground of discrimination. Harassment is unwelcome conduct that a reasonable person would expect to offend, humiliate or intimidate. Harassment consists of offensive, abusive, belittling or threatening behaviour directed at an individual or a group of individuals that may be a result of some real or perceived attribute or difference on grounds of discrimination.

Sexual Harassment

Sexual harassment is uninvited advances or requests of a sexual nature which are perceived to be intimidating, humiliating or offensive. Conduct can amount to sexual harassment even if the person did not intend to offend, humiliate or intimidate the other person. Sexual harassment does not have to be directed at a particular individual to be unlawful. Sexual harassment can take many different forms and may include physical or offensive material or other behaviours which create a sexually hostile working environment.

Behaviour which creates a hostile working environment for other workers can also be unlawful.

Bullying

Bullying is repeated, unreasonable behaviour directed towards a worker or group of workers that creates a risk to health and safety. Unreasonable behaviour means behaviour that a reasonable person, having regard to all the circumstances, would expect to victimise, humiliate, undermine or threaten. It is not bullying for a manager, supervisor or trainer to counsel or correct a student about their performance. Performance counselling is a necessary part of ensuring that workers meet **our** standards of training and assessment. Also, other reasonable managerial actions such as disciplinary action, work directions and orders, and allocation of work in compliance with business needs and systems do not constitute bullying.

Vilification

Vilification is a public act (as opposed to a private act) that could incite (encourage, urge or stir up) others to hate, have serious contempt for, or have severe ridicule of an individual or a group of individuals on grounds of discrimination.

Victimisation

Victimisation is where a person is punished or receives further unreasonable treatment because they have lodged a complaint, they intend to lodge a complaint or they are involved in a complaint of discrimination, harassment or vilification. Workers including managers must not punish or pursue further unreasonable treatment towards a person who raises a complaint or subject them to any detriment.

Refund Policy

Full Refunds: MEEE-BTA will make a full refund of the tuition fees paid where MEEE-BTA withdraws the service under circumstances of Provider Default, or the service in which the candidate has paid for becomes unavailable.

RPL FEES are not refundable after the initial assessment has begun

Requests for Refunds

Requests for refunds must be made by submitting a completed Request for Refund form. Submissions of Request for Refund form do not attract a fee. Any refund will be made within 4 weeks, in Australian dollars.

Payment of fees – methods

- Credit card. Master card and Visa card only. Payment via credit card will attract a fee of 1.5% of total fees due.
- Cash
- Cheque
- Direct debit

Fees

Course fees will be provided to each client, individual or corporate.

Please note: We cannot accept more than \$1500 in advance of any service offered, from an individual. Corporate accounts are not subject to advanced payment limits.

Payment is required to be made prior to each unit of that qualification/course to be eligible to attend.

Cost indication for different levels of qualification

Fee	Advance Diploma	Diploma	Certificate IV	Certificate III
RPL(workplace visit)	\$6200 - \$7000	\$5200 - \$6000	\$3900 - \$4200	\$2100 - \$2400

Enrolment Terms and Conditions

Following commencement BUILDING TRADES AUSTRALIA accepts no more than \$1500 in advance attributable to tuition or other services

Fees will not be accepted if payment is made more than 8 weeks in advance of a course.
Payment of Fees

Student fees are to be paid on time, as scheduled on the payment plan. Students who do not pay course fees on time will be unable to attend BTA until outstanding fees are paid in full. A fee of \$5.00 per day will be incurred by the student for every day they are late in making scheduled payments. Please refer to the Payment Plan you selected to view the payment options for selected courses. In instances where a student fails to pay outstanding debts with BTA as set out in that student's original or modified payment plan, BTA reserves the right to forward that student's personal information to any and all debt collection agencies which may include any and all applicable state and federal municipal court system(s). Students are liable for any amounts in excess of student fees payable by the students to Building Trades Australia in the event of default in the payment terms agreed to by students such as administration fees, debt interest, debt collection costs, solicitor fees, and court fees, etc.

Choice of Payment of fees can be via:

- Cash: You can pay your fee to the college administration.
- Cheque: Make it payable to Building Trades Australia.
- Credit Card: Complete the form below and give back to the college administration.

Privacy

MEEE Australia is aware that an individual’s privacy is important in modern society. All our administrative dealings with you are done in accordance with the Australian Privacy Principles of the Commonwealth Privacy Act 1988. We will only collect personal information from you to administer your training program and to meet the requirements we have for external audit. Your personal information is kept secure and is only accessed by authorized staff.

The relevant Privacy Principles are summarized as:

Collection	We will collect only the information necessary for our primary function and you will be told the purposes for which the information is collected.
Use and disclosure	Personal information will not be used or disclosed for a secondary purpose unless the individual has consented or a prescribed exception applies.
Data quality	We will take all reasonable steps to make sure that the personal information we collect, use or disclose is accurate, complete and up to date.

Security	We will take all reasonable steps to protect the personal information we hold from misuse and loss and from unauthorised access, modification or disclosure.
Openness	We will document how we manage personal information and when asked by an individual, will explain the information we hold, for what purpose and how we collect, hold, use and disclose the information.
Access	The individual will be given access to the information held about them, at their request. This includes anything held on the students file including assessment results and participation records.
Anonymity	Wherever possible, we will provide the opportunity for the individual to interact with us without having to identify themselves.
Sensitive Information	We will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual's racial or ethnic background, or criminal record.

Permission to use photographs and testimonials

Throughout our courses, we often take photographs of students practicing their skills and from time to time we may use these photographs as an inclusion in our learning resources, brochures, handbooks and marketing material.

Rather than having every person sign a consent form to allow a photograph which may include them, to be used by us, we ask students to inform us at the time of enrolment, if they DO NOT ALLOW us to do this.

Additionally, if you provide written feedback about any part of the course through a standard feedback survey or questionnaire, or you directly provide a testimonial about us or our courses, you are aware that we may use the direct words as expressed by you. We assure all student that if we do so, we quote word for word and in no way alter what was said and you will not be identified. Only initials are used.

Again we ask students to advise us if they DO NOT PERMIT us to use their words for the purposes of marketing future courses.

Complaints and appeals

A student enrolled in a course that is seeking to appeal against any decision made by the RTO should undertake the following steps:

- In the first instance complete, sign and date the appeals form and submit via email to business@bta.qld.edu.au. The Director will contact the assessor or staff member with a view to clarifying the situation.

- Assessment will be reviewed having due regard to submissions made by the participant. Where the participant is still dissatisfied with the decision a request is to be made to MEEE Australia, in writing for an assessor who has not been involved in the original decision to review the decision.
- If the participant is dissatisfied with the decision of the reviewing independent assessor a written notice of appeal may be lodged to MEEE Australia requesting an independent review by an external appeal consultant.

Appeals will be accepted up to twenty-one (21) days from the date an assessment result was received.

Complaint Procedure

A participant enrolled in a course who has a complaint, on any matter, other than academic decisions, should undertake the following steps.

- In the first instance, the complaint form 601 is completed, signed and dated and emailed to business@bta.qld.gov.au. This form is passed on to the Director. Depending on the nature or the complaint, the Director decides who best to investigate the matter and refers by email.
- Nominated investigator keeps records of all investigation and files all notes. Keep complainant/appellant updated at minimum every 10 days. Investigator advised Director when decision made.
- Director advises complainant or appellant in writing of the decision and the reasons pertaining to the outcome
- Student may appeal the outcome if they choose. If so, a different person investigates the matter second time around.
- If the matter is not resolved to the satisfaction of the student, the Department of Justice and Attorney General's (QLD), [dispute resolution branch](#) can be contacted or another suitable arbitration body..

Recognition of Prior Learning (RPL)

Should you apply for RPL?

If the RPL application is successful, the Candidate could:

- reduce or eliminate the need for any training in skills and knowledge they already have.
- save time by not needing to attend any or a reduced number

- of classes and completing unnecessary work.
- save money because they will not have to buy other learning material.
- complete their qualification in a shorter time.
- advance to a higher level qualification in a shorter time if desired.

What is Recognition of Prior Learning (RPL)?

RPL is the acknowledgment of skills and knowledge obtained through learning achieved outside the formal education and training system and includes work and life experience including paid and volunteer work and skills attained through leisure pursuits such as musical, mechanical or linguistic abilities. RPL recognises any prior knowledge and experience and measures it against the qualification for which Candidates are being assessed. The individual may not require further training if he or she already possesses required competencies. Where competencies are lacking, further training is required to be a successful RPL candidate.

Meee/BTA will effectively and efficiently facilitate the RPL process in conjunction with assessor to ensure a fair, valid and reliable assessment outcome in accordance with the related competency standards.

Competence

Competence is the demonstration of skills and knowledge that the Candidate has gained through life and work experiences as well as any training that they have successfully completed that can be matched against a set of industry performance standards referred to as units of competency. These units are grouped together to form a specific industry qualification.

Each **unit of competency** is divided into a number of **elements of competency** which are a set of activities that lead to an overall achievement or demonstration of competence. Each of these elements is further broken down into a set of **performance criteria** which give a more detailed description of the skills and knowledge the Candidate needs to be able to demonstrate. Matching the evidence against each of the elements/performance criteria will help the Candidate to reach their qualification more quickly

How to prepare for RPL assessment

In order for skills to be formally recognised as part of a national qualification, Assessors must make sure that the Candidate has the required skills and

knowledge to meet the industry standard as specified in the relevant Training Package.

The Candidate must be involved in the RPL process so that all the experience, skills and knowledge they have gained over time can be correctly identified and suitably demonstrated. This

evidence is gathered and used in recognition of all or some of the units for the qualification they wish to gain.

All assessment requirements will be discussed with the Candidate in advance and they will be given the opportunity to ask questions and clarify requirements. Being prepared for the assessment process and knowing what needs to be provided can save valuable time and ensure that the RPL assessment is as simple and stress-free as possible.

Here are some tips to make the application process and interview easier.

- The Assessor will ask the Candidate to talk about their work experiences/roles and their employment history.
- If the Candidate has certificates from any training courses they have completed, bring along either certified copies or the originals to the interview with the Assessor and they can make a copy of them.
- Bring along any other documentation that would support the Candidate's claim that they have done this work over time. The following is a list of some of the documents that can provide examples of work history:
 - brief CV;
 - certificates/results of assessment;
 - any licences;
 - tickets held, e.g. forklift, chainsaw;
 - photographs of work undertaken;
 - diaries/task sheets/job sheets/logbooks;
 - site training records;
 - site competencies held record;
 - membership of relevant professional associations;
 - hobbies/interests/special skills outside work;
 - references/letters from previous employers/supervisors;
 - industry awards; and
 - any other documentation that may demonstrate experience to support the claim.

Depending on where they have worked and what the work may have included, the Candidate may or may not have documentary evidence. Do not be put off as the Assessor will work with the Candidate during the assessment process.

- Think about who the Candidate would consider to be a workplace contact or referee. Is the employer happy to support the claim for RPL? Would the Candidate feel comfortable if the Assessor contacted their current workplace or previous workplace/s to validate the skills and spoke to the supervisor/s or employer/s?
- The Candidate can speak with the Assessor about other ways that can show current skills for the qualification in which recognition is being sought. These could include letters from employers, records of any training courses or professional development sessions attended, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as there are no confidentiality issues – see below) or any other relevant document.

Credit transfer

Credit Transfer (CT) is the acknowledgement of skills and knowledge via formal qualifications previously completed.

A Credit Transfer is granted when a candidate can demonstrate successfully, completion of the same unit code and title that is also included in the qualification the candidate intends to undertake.

The Four Steps of the RPL Assessment Process

Once MEEE-BTA has provided the Candidate with the information that is needed to apply for RPL, the Candidate should follow these four steps in order to complete the process.

<p>Step 1 – FREE RPL Pre-Screening Checklist and Self-Evaluation</p>	<p>Before you decide to apply for RPL you need to complete the RPL Self Evaluation available from your RPL Application Kit with as much information as you can.</p> <p>This will allow the MEEE-BTA to undertake an initial assessment of your experience and a check to see whether you can demonstrate the required skills and knowledge. You can discuss this with an Assessor if you want.</p> <p>You must be able to provide evidence against the elements/performance criteria for the relevant unit/s of competency.</p> <p>It is not enough to simply state that you possess the skills and knowledge required. You must be able to demonstrate competence.</p>
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This is your opportunity to provide as much proof as you can of the variety of experience you have had. You should supply examples of your work history if you have any.

Depending on the trade or industry you have worked in, you may or may not have documentary evidence available. This should not deter you from seeking RPL, as your Assessor will work with you throughout the RPL process.

You will also need to supply the contact details of work referees who can confirm your skills in the industry.

You will also be provided with a list of suggested evidence that you could use to demonstrate that you are competent in a particular unit or units of competency. This list is a guide only.

If you have other suitable evidence to support your claim for RPL then you are encouraged to share this with your Assessor. If you do not believe that you have any suitable evidence, then you should discuss your options with your Assessor.

Once you have completed the self-evaluation Checklist and made the decision that you would like to continue with the RPL process, enrol for RPL and make an appointment with the Assessor.

<p>Step 2 – Professional competency conversation and interview with the Assessor</p>	<p>The Candidate is required to complete the Candidate RPL Assessment Toolkit and prepare a Portfolio of Evidence. The Portfolio could include the assessed Record Book Attachments, other evidence and the notes prepared for the Professional competency conversation and interview.</p> <p>An interview with an Assessor who understands your industry will be organised for you. They will review – usually with you – the information and supporting documentation you have provided and match up your skills to the units/subjects in the qualification.</p> <p>During your RPL interview, your Assessor will discuss with you your Pre- Screening Checklist and any evidence you have provided.</p> <p>It is at this point that you will be able to identify any previous work experience and discuss this with your Assessor.</p> <p>During this conversation, you will be required to answer questions relating to your work experience. This questioning forms part of the assessment, as it will identify your current knowledge and skills regarding the area of industry in which you are applying for recognition.</p> <p>It is at this stage that a decision will be made whether you are able to proceed to the next step or whether you need to undergo gap training.</p>
<p>Step 3 – Demonstration/ Observation of Practical tasks of your skills</p>	<p>Your Assessor will organise with you to conduct a practical skills test at your workplace (if appropriate) or other suitable location.</p> <p>This is your opportunity to demonstrate your level of competence on a practical level. The assessment will focus on the skills required in the work activities which relate to the qualification in which you are applying for recognition.</p> <p>Your Assessor will identify the skills they want you to demonstrate by asking you to complete certain tasks.</p> <p>In any case if site visit is not possible, and assessor require you to complete certain practical task. You can provide video evidence or comprehensive step by step photograph of you completing the task.</p>

Step 4 – Provision of further supporting evidence and 3rd Party (referee) report	<p>Your Assessor will need to confirm your previous work experience with someone (such as your supervisor or employer) who can vouch for your skills over a period of time. They will contact the referees you have provided as part of the candidate information.</p> <p>Your Assessor may ask you to give your selected workplace contacts or previous employers the Third Party report to complete. Authentication of these reports by the Assessor would then be required.</p>
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Certification

Upon successful completion of a unit of competency, a group of units and/or a full qualification, students will receive a nationally recognised testamur depicting their achievement. A full course successfully completed results in a qualification (and an associated record of results) whereas a unit of competency or a group of units of competency which does not address all course requirements, leads to the issuance of a statement of attainment. A record of results is also issued.

The cost of certification is included in your course costs.

Replacement Certificates

If you need a replacement certificate, a fee of \$30 will be incurred.

National Recognition

MEEE Australia supports the national policy of mutual recognition of qualifications and Statements of Attainment issued by other Registered Training Organisations (RTO), regardless of the location, provided that the RTO is registered to offer the qualification. A procedure does exist for students to apply for recognition of prior learning and a mapping process to compare elements of competency is conducted.

Student Services

Students requiring counseling or support services should discuss the matter with their trainer who will assist all students in their genuine efforts to complete their training programs.

If you are experiencing any difficulties with your studies we would recommend that you see your trainer or another staff member and we will ensure that the full resources of our

organisation are made available to assist you accessing the required level of completion required.

Should you be experiencing any personal difficulties you should make contact directly with the trainer or administration team who will assist you to the full extent of their capacity.

If your needs exceed our support capacity we will refer you onto an appropriate external agency. Please note, that any fees required by an external agencies are not included in the course fees and must be paid by the student if the service access proceeds.

If for any reason MEEE Australia ceases to offer the course in which a student is enrolled, either directly or through an approved third party, an alternative course will be arranged OR a refund of all fees paid will be assured.

You can seek support immediately by contacting:

Police/Fire/Ambulance	Ring 000
Interpreting Services:	13 14 50
Poisons Information Centre	13 11 26
Abortion Grief Counselling	1300 363 550
Alcohol and Drug Information Serv.	1800 177 833 (24 hour counselling and information)
Domestic Violence helpline	1800 811 811
Family Drug Support	1300 368 186
Lifeline	131 114
Men's Line Australia	1300 789 978
Pregnancy Counselling Australia	1300 737 732
Pregnancy Help Line	1300 139 313
Quitline	13 18 48
Salvation Army	1300 363 622
Statewide Sexual Assault Helpline	1800 010 120

Learning Disability: **SPELD**
Phone: (07) 3262 9844

The Independent Living Centre
Phone: (07) 3397 1224

Dyslexia Association of Brisbane
Phone: (07) 3846 1559

Deaf and Hearing Impaired: **Queensland Deaf Society**
Phone: (07) 3356 8255 or
Sign on Phone: (07) 3391 5677

Vision Impairment: **Queensland Blind Association**
Phone: (07) 3848 8888

Queensland Foundation for the Blind
Phone: (07) 3391 0277

Vision Queensland
Phone: (07) 3391 3686

Physical Impairment: **The Independent Living Centre**
Phone: (07) 3397 1224

Intellectual Impairment: **The Independent Living Centre**
Phone: (07) 3397 1224

Psychiatric Difficulty: **Mental Health Information and Support**
Phone: (07) 3358 4988

This list of organisations is a selection only so please discuss any matter with any staff member if you have any special needs or questions.

Language, literacy and numeracy

MEEE Australia attempts to determine special learning requirements during the initial contact with the student. If the applicant is aware of a literacy or numeracy difficulty they are requested to advise staff.

If the applicant is unaware of the depth of learning required they may not list any specific needs, but it may become apparent in the face to face lessons that a difficulty exists. In this instance the trainer would advise one of the Directors, who would then contact the student in an effort to resolve the issue.

Students requiring counseling or support services should discuss the matter with their trainer. The trainer will assist where possible, and in the event that further action is required, refer the student to one of the Directors, or alternatively the students may wish to contact the relevant organisation themselves from the foregoing list.

Assessment Procedure

Teaching staff engage in both formative and summative assessment which means there will be plenty of chances to practice before any formal assessment. Use practice exams and

activities as a way of gauging your own progress and ask the trainer about anything you are unsure of. The trainer responsible for a unit of study will exercise their professional judgment in using a variety of assessment methods that are relevant, valid, fair and appropriate to the aims and objectives of the unit of study.

Students are assessed as per the student unit guide distributed at the commencement of the unit of study and the assessment requirements are described and discussed with the student. There may be some 'take home' reading you will be required to do so try and stick to the suggested schedule so you don't get too far behind.

Special Consideration

Students may apply for special consideration if:

- Their performance in an assessment item was seriously impaired; or
- They were seriously disadvantaged when the assessment item was attempted; or
- On the grounds of illness, accident, disability, bereavement or other compassionate circumstances

Applications for special consideration must be made in writing and accompanied by support evidence. Applications are submitted to the administration office for their consideration in conjunction with the trainer of that unit of study.

Re-assessment

Students in all courses are given two attempts at any summative assessment as part of their course fees. If the student does not satisfactorily complete all unit requirements following extra tuition and assistance, the student will be required to re-enrol in the unit and pay the relevant fees again.

Health and Safety Policy

The Work, Health and Safety Act 2011 describes the duty of care we have to provide a safe and healthy working environment for our employees and our duty of care to take reasonable care for the health and safety of others within the workplace. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate staff training in topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace.

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

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situations, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure student safety at all times,
- All unsafe situations are recognised and reported,
- Display first aid and safety procedures for all staff and students to see,
- Report any identified Health and Safety hazard to the appropriate staff member as required.

Course Admission Policy

All applicants for enrolment are required to satisfy MEEE Australia that they meet any prerequisite or entry requirements, such as qualification and/or experience, as outlined in the relevant syllabus document/training package prior to acceptance for admission to courses.

MEEE Australia also reserves the right to refuse enrolment where a reasonable doubt exists that a potential applicant will not be able to successfully complete a course being offered having due regard to the elements of competency/learning outcomes and performance/assessment criteria and conditions.

All potential course participants are encouraged to check the competencies and/or learning outcomes of courses to ensure they understand the performance requirements prior to enrolment. If there is some doubt as to the requirements or outcomes of a course please ask MEEE Australia for assistance in clarifying the suitability of the course to your skill development requirements.

Human Resources

MEEE Australia is committed to the provision of quality training and education services using highly qualified personnel who have been individually selected to deliver our courses

to the highest possible standards. All our instructors are experienced professionals in the training industry and in the coal sector.

License Information

To work as a builder or tradesperson in Australia you must have a license or be registered (depending on your state or territory). A license or registration may require a combination of technical qualification, experience, skills and knowledge prior to application.

It's important that you understand what requirements you need to meet before you commit to the process of getting a builders license. Knowing what's required of you will save you time and frustration in the long run.

To help you with this, we've compiled a list of licensing bodies and contact detail.

Please see below list of Building and Construction Licensing Bodies

State	Licensing Bodies *	Contact
ACT	Access Canberra	132281
NSW	Fair Trading	133220
VIC	Victoria Building Authority	http://www.vba.vic.gov.au/practitioners/building-registrations
QLD	Queensland Building and Construction Commission	139333
TAS	Department of Justice : Licensing and Accreditation	1300 65 44 99
NT	Building Practitioners Board	08 89364082
WA	Department of Mines, Industry Regulation and Safety	1300 489 099

Acknowledgement

When you complete your enrolment form you will be asked to sign to say that you have read and understand the contents of this handbook.