



2022

**JCE
POSITIVE OUTCOMES**

HAND BOOK

EXCEED YOUR EXPECTATIONS



Educational Principles

- i. To ensure that Adult Learning Principles are applied and practised in all Training programs;
- ii. To ensure that all programs are conducted to the highest possible standards;
- iii. To ensure on-going training and development for all training/teaching staff;
- iv. To ensure that all training staff are continually assessed in relation to experience, competence and communication skills;
- v. To ensure that, wherever applicable, all training is accredited by the relevant authorities and meets with industry acceptance;
- vi. To ensure that all participants are provided a working/learning environment conducive to achieving the desired outcomes; and
- vii. To ensure that through a holistic approach to training and education, all participants are provided with the opportunity to realise their full potential in career and personal development.

Access & Equity

Whether you're a student with JCE Positive Outcomes for a few months or a few years you have the right to fair treatment while you're with us.

This means that regardless of your cultural background, gender, sexuality or age, whether you are pregnant, whether you have a disability or whether you are married or not you have the right to study in an environment free from discrimination and harassment. This is the law.

JCE Positive Outcomes abides by the following Commonwealth Acts and applicable State Acts to maintain its position on Anti-Discrimination:

“Sex Discrimination Act 1984”

“Human Rights and Equal Opportunity Commission Act 1986”

“Disability Discrimination Act 1992”

“Racial Discrimination Act 1975”

“Racial Hatred Act 1995”

“Australian Capital Territory Discrimination Act 1991”

“Tasmanian Anti-Discrimination Act 1998”

It is also against the law for JCE Positive Outcomes and Employers to incite vilification on the grounds of race, HIV / AIDS or homosexuality.

Amendments:

- Age Discrimination Act 2004 amended in 2006
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

What to Do?

If you feel you have been discriminated against contact the Manager of JCE Positive Outcomes or your Human Resources Manager. These people can provide you with information about your options for dealing with a complaint and they can talk to you about the complaint process and how it works. This may mean that you deal with it yourself by speaking or writing to the Training Manager and ask that the issue be addressed.

If your complaint is not resolved you can seek advice from the Anti-Discrimination Board on (02) 9268 5500 or Freecall 1800 670 812

Anti-Discrimination Policy

The Company's student recruitment policy shall provide for its students equal opportunity regardless of:

- Sex (including sexual harassment or pregnancy)
- Race (including colour, ethnicity, ethno-religious identity, national identity or background)
- Marital status
- Homosexuality (role or gender, actual or presumed)
- Age
- Disability
- Transgender

and shall not show favouritism or grant any special favours to any students.

Sexual Harassment Policy

It is Company policy to provide a workplace free of sexual harassment and to uphold State and Federal laws pertaining to sexual harassment as set out in the Federal Sex Discrimination Act 1984 also the Tasmanian Anti-Discrimination Act 1998 and also the Australian Capital Territory Discrimination Act 1991. All students and employees are expected to comply with this policy.

For the purpose of implementing this policy, the following definition of sexual harassment shall apply;

- Making unwelcome sexual advances
- Making any request for sexual favours
- Making remarks or aspersions of a sexual nature to the other person
- Subjecting another person to unwelcome conduct of a sexual nature, including through conversation, action or the display of material the other person finds sexually offensive.

As in any area of human interaction, the boundaries of what constitutes sexual harassment may vary from individual to individual. In addition, one individual may have many different boundaries for different relationships. It is the responsibility of all students and employers to recognise and respect the boundaries set by others.

Workplace Harassment Policy (Incorporating Victimisation and Bullying)

What is Workplace Harassment?

Workplace harassment or bullying may be perpetrated by staff to staff, students to staff or students to students. It should not be confused with legitimate and constructive advice from those with a duty to comment on an individual's academic or employment performance.

Definitions of Harassment, Victimisation and Bullying:

- Direct verbal and physical attacks or threats,
- Unfair use of disciplinary and assessment procedures,
- Blocking access to promotion, training, overtime, etc,
- Setting impossible deadlines and targets,
- Withholding information essential to do the job properly,
- Excessively tight supervision,
- Public humiliation including being shouted at,
- Persistent and undue criticism including inaccurate accusations about quality of work,
- Undermining responsibility,

- Abusive references to age, sex, race, disability or over personal characteristics,
- Spreading malicious rumours,
- Physical isolation from other workers,
- Derogatory or intimidating oral or written statements, made directly or through a third party. Sarcasm, verbal abuse,
- Vindictiveness,
- Repeatedly shouting or swearing at a person, either in private or public,
- Spontaneous rages, often over trivial matters,
- Openly displayed pictures, posters, graffiti or written materials which might be offensive to some,
- Phone calls or messages on electronic mail or computer networks which are threatening, abusive or offensive to employees,
- Persistent following or stalking within the workplace, or to and from work or elsewhere.

What can you do about Harassment?

If you feel that you are being harassed or know of someone who is, please contact the Manager of JCE Positive Outcomes or your Human Resources Department immediately to discuss the situation. Action will be initiated when a complaint is made in writing to the Human Resources Department stating the specific allegations.

All Staff members of our Organisation are responsible for reporting matters of harassment to the Human Resources Department. This will help towards keeping the work environment free from harassment, victimisation and bullying.

Work Health and Safety

The Directors of JCE Positive Outcomes are committed to providing a safe and healthy environment for all employees, contractors and visitors using our facilities. We aim to achieve the highest degree of work health, safety and security adhering to government legislation and taking personal interest in the wellbeing of our staff and visitors.

All employees, contractors and visitors to our organization are encompassed by our work Health and Safety Policy.

All organisations should abide by the following Commonwealth acts and applicable

State acts/legislation:

Work Health and Safety Act 2011 including R7 10th June 2014

Applicable "State" Workers Compensation legislation

Applicable "State" Work Health and Safety.

Who is responsible for Work Health and Safety?

All employers, employees and students have a duty of care to abide by the Work Health and Safety Act. Individuals are responsible for not only their own health and safety, but also the health and safety of others within their working environment. Employees must report unsafe working conditions, faulty equipment and accidents in the workplace immediately to their supervisor or manager. Employers must abide by safe working practices and comply with health and safety procedures.

Employers are responsible for the implementation and instruction of all company work health and safety procedures and are also responsible for their staff adhering to procedures set by the company.

Regulations under the Work Health and Safety Act 2011 including R7 10th June 2014 which have the same powers as the act itself. If the company or employees do not comply with the regulations or acts, they may face prosecution, incur a fine or both as stated the individual "State" Work Health and Safety Acts.

All accidents and/or potential dangers must be reported to the supervisor immediately.

Student Code of Behaviour

At JCE Positive Outcomes we value:

- Difference and diversity
- Co-operation

- Respect
- Tolerance
- Academic debate
- Freedom of expression balanced with social responsibility

While involved in study with JCE Positive Outcomes, all students, staff, contract staff and visitors are expected to behave in a considerate and courteous manner when dealing with other staff, students and member of the public.

All students are encouraged to strive for excellence and fulfil their potential. Unacceptable behaviour can hinder the academic progress or work performance of others.

This Code of Behaviour defines student and staff rights and responsibilities, which relate to appropriate behaviour in order to foster a learning environment in which all student and staff can participate safely and effectively.

Work and Study

All students and staff of JCE Positive Outcomes have a right to work and study in an environment free from harassment, discrimination or threatening behaviour. This right is accompanied by everyone's responsibility to:

- respect the right of others
- respect differences and diversity
- respect people's rights to privacy and confidentiality

The right to have your say is balanced with the responsibility to listen to others.

You can expect staff to:

- treat people in a fair and non-discriminatory way
- be professional in performing their duties

You have a responsibility to:

- observe any class rules or behaviour guidelines set by your lecturers or program
- behave in a manner that does not interfere with the learning of others
- conduct yourself in a responsible manner while in the classroom or work environment
- observe any lawful direction given by a staff member in order to ensure the safety of individuals and the orderly conduct of learning programmes

Unacceptable Behaviour

Disciplinary action may be taken against students for breaches of JCE Positive Outcomes rules and directions concerning acceptable and unacceptable behaviour while on course-related activities.

Unacceptable behaviour includes but is not limited to:

- disobeying any reasonable direction by a JCE Positive Outcomes staff member
- acting dishonestly in relation to tests, examinations, reports required for course assessment purposes
- viewing or distributing offensive material via the internet, email or other means
- discrimination, harassment and victimisation
- bullying and intimidation
- making racist or sexist comments
- behaving in a disruptive manner such as swearing, yelling or using offensive language
- using mobile phones during classes
- illegal use of drugs or alcohol
- stealing, vandalising or causing wilful damage to JCE Positive Outcomes property
- endangering the safety of yourself or others
- assaulting or attempting to assault anyone while on JCE Positive Outcomes premises
- inappropriate possession of guns, knives or other weapons while engaging in study activities

Consequences of Unacceptable Behaviour

Where behaviour is disruptive or unacceptable disciplinary action may be taken. A trainer can ask a student to leave the classroom or refuse entry to a classroom if behaviour is disruptive or dangerous.

A student may be suspended by the JCE Positive Outcomes Training Manager due to behaviour that threatens the safety of others, interferes with the duties of staff or other students' study or damages or threatens JCE Positive Outcomes property.

Violence, intimidation and harassment are not consistent with a safe and supportive learning environment and will not be tolerated. The police may be contacted in cases of possible criminal behaviour.

Who to contact for further information

The General Manager or Course Co-ordinator at your nearest JCE Positive Outcomes office

Privacy and Confidentiality

All personal information provided to JCE Positive Outcomes is protected under the Privacy and Personal Information Protection Act 1998.

Contractor's and staff's personal information will be safeguarded and only used for reporting and recordkeeping purposes. This information will not be disclosed to a third party except as required under the Standards for Registered Training Organisations (AQTF) or by Law, unless written consent is given.

Students will be given access to their personal records on receipt of a request in writing. Students will be required to provide photo identification before viewing these records.

Training Delivery and Assessment Strategies for AQF Levels I, II, III, IV, V, IV

AQF Level	Client base	Delivery Strategy	Assessment Strategy
AQF Level I	School Leavers and new entrants into a different industry	Flexible / blended work based Self paced workbooks Role plays One on one Workshops Institution based Classroom delivery Distance learning Self paced workbooks	Case studies Activities Discussions Verbal / written assessments Role play Simulation
AQF Level II	Entry level into an industry often in a Traineeship	Flexible / blended work based Self paced workbooks Multi media/Immersion Role plays One on one Workshops Multi media Institution based Classroom delivery Distance learning Multi media Self paced workbooks	Workplace projects Case studies Activities Verbal / written assessments Discussions Job descriptions Workplace evidences Workplace observations Peer and supervisor reports Simulation
AQF Level III	Clients who have worked for a minimum of two years in an industry or who have completed level II qualification in same or	Flexible / blended work based Self paced workbooks Multi media/Immersion Role plays One on one	Workplace projects Case studies Activities Discussions Portfolio Job descriptions

	similar industry who will be taking on a supervisory role	Workshops Multi media Institution based Classroom delivery Distance learning Multi media Self paced workbooks	Workplace evidences Assignments Interviews Workplace observations Peer and supervisor reports Past references Simulation
AQF Level IV	Clients who have worked for a minimum of three years in industry and can provide through RPL enough evidence to prove Competency at level III and are now in a management position either in small business or management of a department within a larger organisation. Clients who have completed a level III qualification	Flexible / blended work based Self paced workbooks Multi media/Immersion Role plays One on one Workshops Multi media Institution based Classroom delivery Distance learning Multi media Self paced workbooks	Workplace projects Case studies Activities Discussions Portfolio Job descriptions Workplace evidences Assignments Interviews Workplace observations Peer and supervisor reports Past references Simulation
AQF Level V	Clients who have demonstrated skills at management level who can provide through RPL enough evidence to prove Competency at level IV. Clients who have level IV qualification.	Flexible / blended work based Self paced workbooks Multi media/Immersion Role plays One on one Workshops Multi media Institution based Classroom delivery Distance learning Multi media Self paced workbooks	Workplace projects Case studies Activities Discussions Portfolio Job descriptions Workplace evidences Assignments Interviews Workplace observations Peer and supervisor reports Past references Simulation
AQF Level VI	Clients who are very experienced in management have demonstrated a wide range of specialist knowledge and skills and ability to analyse, diagnose, design and execute judgements. They will also demonstrate accountability for personal or group outcomes. Clients who have level V qualifications.	Flexible / blended work based Self paced workbooks Multi media/Immersion Role plays One on one Workshops Multi media Institution based Classroom delivery Distance learning Multi media Self paced workbooks	Workplace projects Case studies Activities Discussions Portfolio Job descriptions Workplace evidences Assignments Interviews Workplace observations Peer and supervisor reports Past references Simulation

Privacy Notice

Why we collect your personal information

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

How we use your personal information

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

How we disclose your personal information

We are required by law (under the *National Vocational Education and Training Regulator Act 2011* (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

How the NCVER and other bodies handle your personal information

The NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the *Privacy Act 1988* (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Education, Skills and Employment (DESE), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DESE is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DESE will handle your personal information, please refer to the DESE VET Privacy Notice at <https://www.dese.gov.au/national-vet-data/vet-privacy-notice>.

Surveys

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Contact information

At any time, you may contact JCE Positive Outcomes to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled
- ask a question about this Privacy Notice

How does the Assessment Process Work?

During this course, each trainee will be assessed for competency for each required unit of competency so that it can be credited towards the full qualification.

All units are assessed in accordance with the requirement of National Training Packages in that they follow the:

- Evidence Guide
- Underpinning skills and knowledge
- Dimensions of competency
- Range of variables

All assessments are packaged with the above guidelines in mind, for example:

- RPL checklist
- Portfolio
- Workshops
- Self-paced workbooks
- Demonstrations
- Questioning / interviews

If sufficient evidence is provided / produced, it is assessed for:

- Validity
- Reliability
- Fairness
- Flexibility

What does this all mean?

Within the assessment process, different types of assessment take place for specific purposes and situations. Such a flexible approach ensures that the assessor gains sufficient evidence of your competence and that assessment is fair, relevant and valid. Sometimes, a single assessment exercise may assess a number of competencies, for example a role or a workplace project. The most common forms of assessment will be observation of performance and products, i.e. a holistic assessment.

There is a mixture of assessment tools that are work-based and in compliance with Adult Education Principles. The tools used are tested for flexibility, reliability and are relevant/valid to the unit being assessed and appropriate for the individual learning need. The tools are multi-functional and can be modified for verbal, written and demonstration application dependant on the individual learning need. All tools used for assessment contain an evidence code that seeks demonstration of competence using a variety of tools/methods. For all units of the qualification, a minimum of 2 forms of evidence will be sought. Therefore, you may be assessed in one unit using the following methods/codes of assessment: 8, 9, 7. This means you may have completed a self-paced workbook (7); been assessed through observation (9); and attended a workshop (8).

Evidence Codes: 1. # Certificates, Previous study (*no other evidence needed*) – 2. Work Skills Assessment, Role plays – 3. Resumes, References – 4. Supervisor, Peer support – 5. Duty statements, interview – 6. Work scenarios, case studies – 7. Assignment, Self-paced, Projects, Toolboxes – 8. Practical, Theory workshops – 9. Demonstration, observation – 10. Record books signed - 11. Verbal, Written Questioning – 12. **RPL/RCC**

The assessment strategies will be discussed at the initial visit upon selection of units and all candidates will be asked to complete an Assessment Intro Sheet before assessment takes place. Upon discussion and selection of units, mode of delivery and assessment strategies, all parties will be asked to sign Form B to indicate that they have been consulted and agree with the decision/selection.

At this initial stage, a skills gap analysis (or research project) is carried out. We need to know:

- Your current skills
- Life experience
- Have you undertaken formal or informal training (if yes, we need to sight evidence)
- Length of employment in current and similar positions

- Enterprise standards

This will enable us to select the most appropriate training and assessment strategy for you. This will include a blended assessment that will take into consideration the dimensions of competency to include:

- Task Skills
- Task Management skills
- Contingency Management skills and
- Job role environment skills

In summary, the 3 stages of assessment will include:

- Diagnostic assessment (Intro)
- Formative assessment (on-going)
- Summative (final)

(This will include demonstration, self-paced work books, verbal questioning, portfolio etc).

All evidence supplied will be assessed for:

- Validity
- Sufficiency
- Currency
- Authenticity

(this will be reflected in the assessment tools used)

Education is a lifelong process and as such all outcomes will be relayed to the participants as follows:

- Details of the outcomes
- Explanation of the process for improvement
- Identify strategies for improvement
- Suggest avenues for further improvement i.e. self-study, TAFE, Uni, Community Colleges, short courses, in house training, job rotation etc

As above, all clients will be assessed on an individual basis taking into consideration:

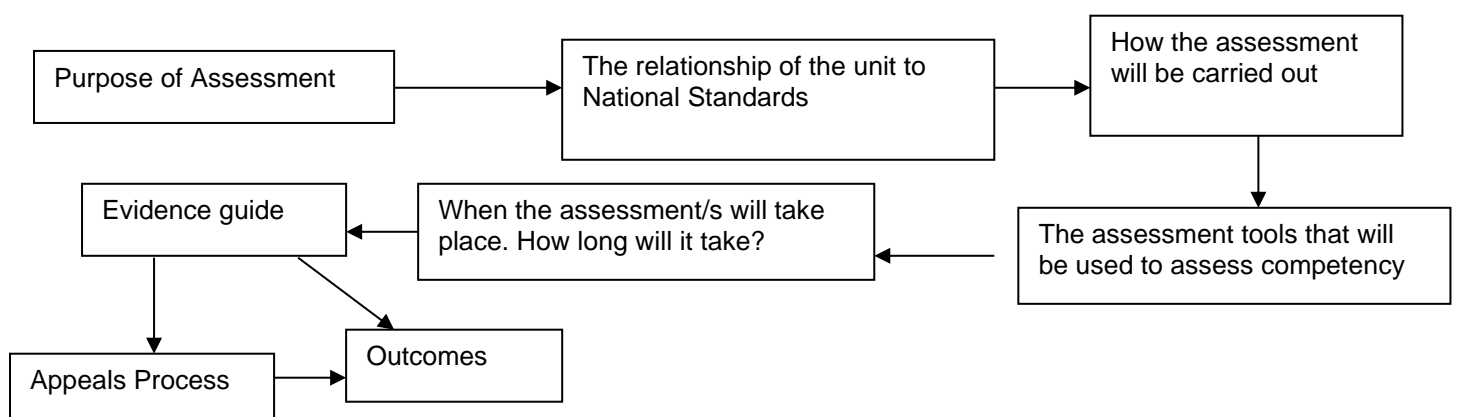
- Learning styles
- Life experiences
- Barriers to learning
- Language, literacy and numeracy
- Disabilities

This process will initially be carried out at the first visit and will be on-going based on the principles of formative assessments.

What if you don't agree with the outcome?

JCE Positive Outcomes have an appeals process in place. This is outlined in the Training Handbook which you are issued with prior to commencement of your course and will be discussed in detail upon your first contact with us.

In brief, following is what you need to know about the assessment process:



What evidence do I get to show I am competent?

Based on the validation of the above criteria, a full or partial qualification is issued. A partial qualification is referred to as a Statement of Attainment indicating only the units attained. If you have attained competency in all units, you will receive a full Certificate. Both will be recognised throughout Australia by all Registered Training Providers (private and TAFE) which means you will be entitled to receive a credit for these same units in future study.

Recognition of Prior Learning/Recognition of Current Competencies

JCE Positive Outcomes recognises the AQF qualifications and Statement of Attainments issued by other RTO's. JCE Positive Outcomes abides by Mutual Recognition of all Nationally Recognised Training, All RTO's work under the **Vocational Education and Training Act and the Apprenticeship and Traineeship Act 2001**. Additional information on training matters may be accessed through the Department of Education & Training websites <http://www.training.gov.au> and/or <http://www.det.act.gov.au> and/or <https://www.skills.act.gov.au> and/or <http://www.skills.tas.gov.au/skillstas>

All students will be given the opportunity to seek Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC) for industry skills or life skills, which they believe some credit, or credit transfer may apply.

Students will be interviewed and relevant experience detailed and mapped against the content of the training program.

Applicants with evidence of Nationally Recognised Qualification will be granted automatic exemption from units already achieved.

Those students without a portfolio of evidence of experience will be given an opportunity to demonstrate competence by challenge testing by experienced trainers/work place assessed.

Competence may be assessed by means of:

Practical Demonstration

- On the job demonstration
- Demonstration in classroom environment
- Videos Performance
- Producing and completing items, photographs
- Fault Finding

Oral Assessment

- Oral presentation to assessor or panel
- Role Play
- Debate
- Interview
- Production of tape or video

Written Tests

- Formal examination
- Short answers
- Multiple choice
- Essays

Projects

- Case study
- Do-it-yourself tasks
- Group project
- Group discussion

Documentation

- Certificates
- Supports letters from employees
- Course outlines of previously studied courses

An application for Recognition of Prior Learning or Recognition of Current Competencies may be obtained from your training consultant.

Expectation of students

You are asked to read these expectations thoroughly and sign the statement of understanding to indicate that you understand and agree to these conditions.

- 1) All trainees are expected to attend workplace training to successfully complete their training (if applicable).
- 2) When training is conducted away from the workplace, you are required to wear workplace uniforms or appropriate industry attire, as directed.
- 3) You must maintain a high standard of presentation at all times. Hair must be neat and tidy, shoulder length hair and longer should be worn up as a ponytail or bun. Excessive make-up or jewellery is not acceptable. Men should refrain from wearing earrings during training and to be freshly shaven each day, or existing beards/moustaches must be neatly trimmed.
- 4) To participate in all training activities and carry out any tasks that may be asked by your training consultant to the best of your ability.
- 5) To complete all Self-Paced Learning Work Books and/or assessments as required.
- 6) To produce a doctor's certificate for sick days upon returning to class. You must advise your training consultant if you will be unable to attend class for a particular day. Absenteeism may result in units not being completed, or competencies not being achieved. Excessive absenteeism may result in your removal from the program. Excessive tardiness may result in you being marked absent from that training session.
- 7) If you are unable to attend off-the-job training or structured training lessons/workshops, you must contact your employer and training consultant.
- 8) To advise your training consultant of any concerns that you may have regarding your progress throughout your traineeship or training program.
- 9) You must advise JCE POSITIVE OUTCOMES of any changes in your personal details on a change of Student Enrolment Details form.
- 10) You must keep training areas and facilities tidy at all times.

Competency Based Assessment

All programs delivered are to be assessed under the principles of Competency Based Training.

The aim of Competency Based Training is to assess the trainee's ability to do the activities in each unit rather than sit an exam that has a specific "pass mark". Your Training Consultant will assess your ability (or "competency") to carry out the activities in each unit.

Competencies are normally expressed in terms of a unit of competency. For example, if you are working in a hotel kitchen, a unit of competencies might include 'prepare pastry, cakes and yeast goods'.

Competencies include the skills and tasks that are required in the workplace. When you are being assessed on these activities, you will be required to perform them to the level required in the workplace.

All assessment results are recorded on internal assessment grids. You will be notified of your result in each assessment; you have access to your assessment records through your Training Consultant.

Qualifications are issued from the results recorded on the assessment grids. (Refer to qualifications issued section).

Academic Transcript

The Academic Transcript is a full record of all units of competence, which comprise the training program. It provides a listing of the Trainee's Assessment results for each unit of competency from results recorded on the internal Assessment Grids. (Refer to the process of Appeal for Company policy on the appeal of assessment results).

The following results are used to record Unit outcomes on the Academic Transcript:

Competent	The student has demonstrated competency in all learning outcomes for that unit.
RPL	The student has been granted an approved Recognition of Prior Learning. JCE POSITIVE OUTCOMES has collected and validated evidence of some form that the trainee is or has demonstrated competence for this unit.

Credit Transfer The student has been granted exemption from studying the unit due to previous study

Certificate

A certificate is issued when the trainee has completed all requirements for a credential as listed in the syllabus document.

Statement of Attainment

A statement of Attainment is issued where candidates have partially completed the qualification. This may be done in two ways:

1. The trainee does not complete the full requirements for the qualification, or
2. A package of units has been delivered from an accredited and registered program.

The code and title of all units successfully completed by the Trainee are listed on the Statement of Attainment.

The Certificate or Statement of Attainment is forwarded to the student's home address within four (4) weeks after the Academic Transcript is issued.

Please ensure that you complete a *Change of Student Enrolment Details Form* should your contact details change (name, address, and telephone number). It is important that we have your current contact details so that your Certificate and correspondence is received promptly.

Re-issuing of Qualification

If your Academic Transcript is misplaced or damaged, contact your training consultant to order a replacement.

If your original Certificate is lost, upon request we will re-issue a certificate. Charges may apply.

Enrolment / Administration Fees

When delivering government funded training through traineeships/ Apprenticeships and course programs, JCEPO will charge an administration fee from all students.

(This is a mandatory requirement in ACT). These fees will be invoiced on enrolment of the course. Instalment payments may be negotiated in the case of financial hardship. JCEPO will offer concessions and/or exemptions from fees in line with State guidelines.

When delivering fee-for-service training, the negotiated fee must be part paid prior of commencement of training unless individual arrangements have been made.

Outstanding fees may result in a Certificate being withheld and/or training being withdrawn.

Withdrawals and Refunds

Please note that if withdrawn from your course after the JCE Positive Outcomes invoice due date, you will be liable for payment of the fees even if you have not attended classes or completed any work.

The Student Administration Fee may be refunded under the following circumstances.

- If a participant withdraws from the study course due to extended illness supported by a medical certificate
- If a participant has experienced extenuating circumstances (as per JCE Positive Outcomes policy) that prevents the student from continuing study with JCE Positive Outcomes
- If negotiated with JCE Positive Outcomes on an individual basis and received approval

All requests for refund of fees needs to be made in writing and emailed to admin@jcepositiveoutcomes.com.au

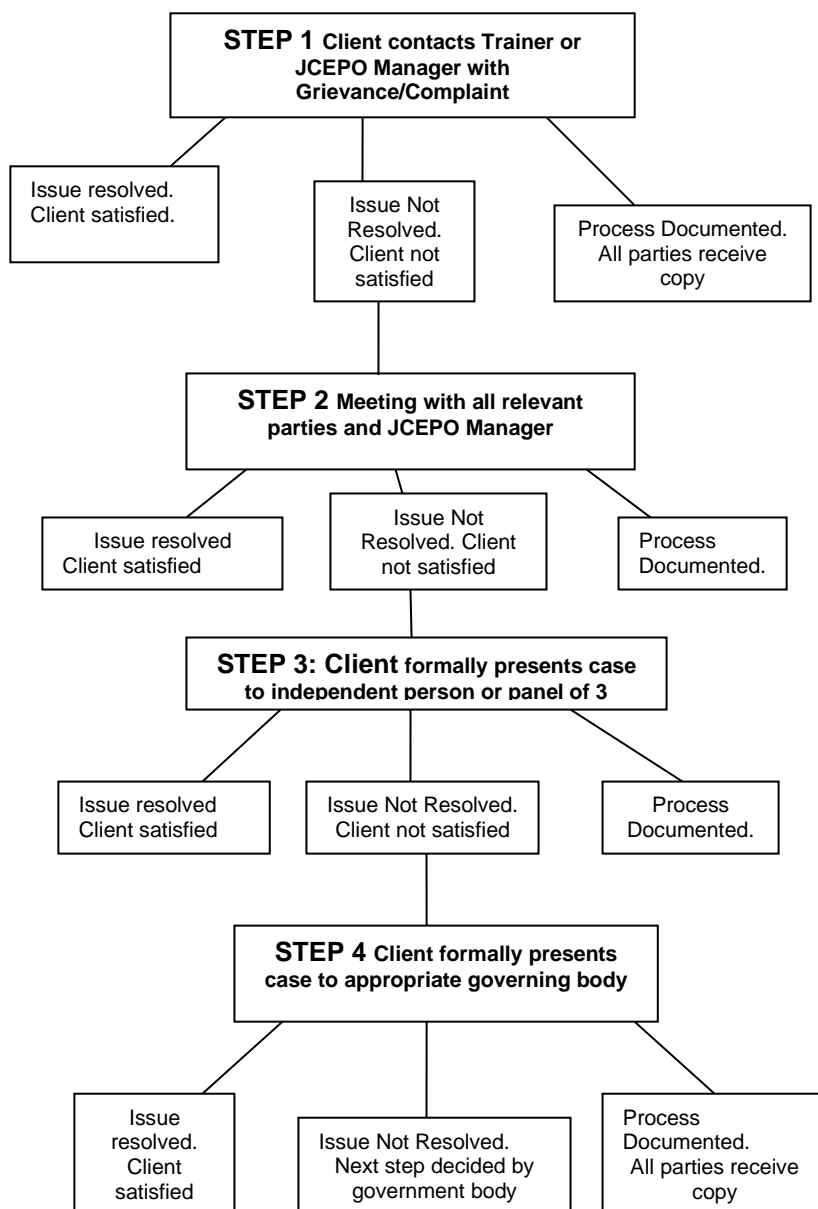
The above is in keeping with our RTO's present refund terms and conditions policy.

Completion Payment Eligibility

All eligible Skilled Capital students, and eligible Australian Apprentices (who commenced after 1 January 2016), can claim a completion payment of \$300 (for Skill Sets the completion payment is \$100). To qualify, you must not have completed more than 50% of your training via Recognition of Prior Learning (RPL) or Credit Transfer.

If you have any questions about your eligibility, please contact your RTO. It is impossible to determine if you are eligible until you have completed your training, as Credit Transfer and RPL will need to be considered. Once you have completed your training and your RTO has reported your completion to Skills Canberra, your eligibility for a completion payment will be assessed and completion survey will be sent to you, if you are eligible. (Moneys will then be dispersed to you by Skills Canberra and not through your RTO.)

Complaints / Grievous Procedures



General Appeals Process

Each appeal or grievance outcome and reasons for decision will be documented in writing and forwarded to relevant stakeholders. All appeals / grievances not able to be resolved by JCEPO Manager will be heard by an independent industry expert / assessor or a panel of three (3) including one independent expert / assessor.

All grievances discussed are confidential and no details of grievances will be passed to any third person without approval of the student.

At each stage of the grievance policy, both the client and the JCE POSITIVE OUTCOMES' representative should seek to have a witness present.

Assessment Appeals Policy

Appeals can be either verbal or written. All appeals resulting in re-assessment are to be recorded in writing.

Trainees will be verbally informed of the appeals procedure for assessment on the first day of the program and prior to assessment.

Assessment Appeals Procedure

Trainees lodge a written appeal to the assessor within seven days of notification of the assessment outcomes.

The assessor discusses the grievance with the trainee and informs the trainee of the decision in writing.

If the trainee is unsatisfied with the decision, then an appeal may be placed with the Training Manager.

The trainee may be re-assessed by an independent assessor based on the decision of the Training Manager. The decision and reassessment outcome are recorded in writing.

If the trainee is still not satisfied, then the case will be heard by a panel of 3.

If the trainee considers that the appeals process was unsatisfactory, they may contact the appropriate funding authority.

The trainee is issued with a transcript of academic record on the final day of their training program. They have a period of thirty (30) days from the last official date of their course to appeal their results.

Welfare and Guidance Services

The Company recognises that students may have problems that do not directly concern the company but may impinge on the students' ability to achieve competencies.

In this instance The Company will offer advice in referring students to appropriate external support groups for assistance.

Assistance for the following areas will be assessed at an ongoing pace throughout courses and traineeships. Should you require assistance in any of the following areas, please notify your Consultant immediately.

- Literacy and Numeracy
- Counselling
- Hardship cases in participating in your traineeship/course.

JCE POSITIVE OUTCOMES is in a position to offer assistance by way of:

- Extending the required time
- Arranging for private counselling
- Organising extra funding for specialised training

Apprenticeship Network Providers (ANPs)

ANPs should be your first point of contact if you want advice about becoming an apprentice/trainee or recruiting one. If, either as an apprentice/trainee or their employer, you're experiencing any problems with one another or the apprenticeship/traineeship in general you should contact your ANP for free and confidential advice.

JobNet - 1300 367776

MAS National - 1300 627628

MEGT - 136348

Skills Tasmania's Training Consultants

Skills Tasmania's Training Consultants, who operate in the north and south of the state, are also available for anyone seeking advice and assistance.

<https://www.skills.tas.gov.au/skillstas/contacts/consultants>

Beyond Blue Support Service

Support. Advice. Action

1300 22 4636

Emergency Accommodation

www.legalaid.tas.gov.au/referral-list/categories/emergency-accommodation

CONTACT DETAILS

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Visit our website:

www.jcepositiveoutcomes.com.au

COVID-19 Workplace Plan

www.jcepositiveoutcomes.com.au/covidplan

In Partnership With



JCE Positive Outcomes is thrilled to be partnering with the Institute of Managers and Leaders Australia and New Zealand (IML ANZ) to provide students with the essential skills needed to set them up for career success and support their leadership journeys.

The Institute is the gold standard-setting professional body for management and leadership competence and excellence. For more than 75 years, they have been supporting professionals on their leadership journey from interns to CEOs.

As part of our Pathway Partnership with IML ANZ, IML will support students with a range of activities and resources including;

- ❖ one-on-one mentoring,
- ❖ personalised professional development,
- ❖ industry engagement and
- ❖ access to Australia's largest network of management and leadership professionals through membership with the Institute, which students will receive for the duration of their studies plus an additional year after they graduate.



