



# BRICKLAYING EDUCATION AUSTRALIA

Training and Assessment

## WTA\_07 Student Handbook



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## AMENDMENT CONTROL

The recipient is responsible for incorporating the amendments as instructed, signing and dating the Amendment Record Sheet on completion of action.

Version	Reference	Date	Change Reference
WTA_07_V2	All	5/4/14	Revised
WTA_07_V3	All	17/4/14	Correction of spelling and page numbers/index
WTA_07_V4	All	17/5/14	Correction for ASQA
WTA_07_V5	All	08/06/2015	Add White Card unit
WTA_07_V6	All	08/07/2015	Up dated 2015 Standards
WTA_07_V7	6.7	13/09/2016	Remove online indicator
	6.9		Update NAC to AASN
WTA_07_V8	All	13/09/2016	WHS
WTA_07_V9	All	17/10/2016	Revised
WTA_07_V10	All	09/04/2016	Revised
WTA_07_V11	All	24/07/2024	Updated Course CPC33020



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# STUDENT HANDBOOK

## 1 INTRODUCTION

Bricklaying Education Australia, Registered Training Organisation (RTO) known as the BEA provides a wide range of training focused on the development of individual skills and knowledge in bricklaying and blocklaying. This Trainee Handbook has been developed to provide an outline of the policy and procedures of the BEA RTO, prior to commencement of the training.

All trainees are required to read this document and complete an 'Acknowledgement of Training' proforma (ANNEX A), acknowledging you have read and understood the document, agree to undertake the training and agree to submit your own material. Completed forms are to be forwarded to the RTO prior to the commencement of the training.

Any questions about the content of this document should be directed to BEA.

## 2 PURPOSE

This Handbook has been prepared to provide guidance to trainees considering undertaking training with BEA.

Its purpose is to provide all relevant information on the trainee's responsibilities and for the management of the training activity.

## 3 SCOPE

The scope of this document is as follows:

- Outline the duties and responsibilities of key personnel and positions for the training within BEA,
- Outline the BEA training philosophy and outcomes, and
- Outline the key policies and procedures of BEA.

## 4 DUTIES AND RESPONSIBILITIES

### 4.1.1 Chief Executive Officer

The Chief Executive Officer is ultimately responsible for all training and assessment conducted by the BEA and is the Chief Executive Officer of the RTO.

In addition to the responsibilities detailed in the VET Quality Framework, the Chief Executive Officer is responsible for the following:

- Ensuring that all personnel are competent to perform their responsibilities;
- Compliance with VET Quality Framework as laid out and regulated by ASQA
- Planning and supervising transitions between old and new training packages and / or accredited courses as they are endorsed and within the required time frame.
- Managing the transition from superseded units of competency and from deleted training package qualifications and expired accredited courses, as well as describing arrangements to teach-out candidates enrolled in superseded / deleted qualifications or superseded / expired accredited courses.

Ensuring that the policies and procedures for the conduct of training and assessment are circulated throughout the organisation, understood and implemented consistently;

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Responding to ASQA queries;  
Signing Qualifications Certificates;  
Review of Audit Reports and instigating remedial action;  
The provision of adequate resources to the training organisation to achieve the agreed aims and objectives;  
Reviewing all marketing and advertising material for compliance with the policies and procedures of BEA and the Standards for RTO and provide final approval for its release and use.  
Development and amendment of duty statements.  
Coordination and management of BEA training program outside the scope of the BEA.  
In conjunction with RTO Manager, coordinate the panelling of personnel to undertake appropriate training.  
In conjunction with the RTO Manager, Coordinate the mapping of competencies to employee duties and responsibilities.

## 4.2 RTO Manager

The RTO Manager is responsible for the following:

- Ensuring that the RTO complies with the Standards for National VET Regulator (NVR) Registered Training Organisations 2015 across all of its operations and in all of its training/assessment activities, including those undertaken by other persons or bodies on its behalf.
- Comply and implement Internal Audits as detailed in Internal Audit Policy and Procedure.

Ensuring that the BEA provides for examination of documentation and reasonable access to all areas, records (including internal audit reports) and staff as required by the registering body for the purposes of audit.

Reporting to the Chief Executive on the RTO's compliance with the Standards for National VET Regulator (NVR) Registered Training Organisations 2015, for review and as a basis for improvement.

Applying to the national registering body that has registered the RTO for any extension to scope of registration.

Providing details, upon the request of the registering body that has registered the RTO, of all operations within its scope of registration including operations in other States or Territories and outside Australia.

Advising the registering body that has registered it:

- Within 21 days of commencing delivery and/or assessment outside the state or territory of registration; and/or
- Within three months of ceasing delivery and/or assessment in a location outside the state or territory of registration.

Providing the registering body that has registered the RTO with accurate and timely information regarding registration and compliance (including major changes to the RTO's system or staffing profile, relocation of the RTO, financial difficulties and transfer of client records).

The responsibility and authority to:

- Ensure that the RTO has financial management policies in place and that the RTO complies with these policies;



- Monitor and report on compliance with its financial management policies and procedures, for review and as a basis for improvement; and
- When requested, provide the registering body that has registered it with a formal assurance that the BEA has sound financial management standards for matters related to the RTO's scope of registration and scale of operations

The development of BEA policy and procedures for training and assessment activities.

Developing and maintaining the scope of the BEA.

Coordinate the signing and issue Statements of Attainment and Qualifications.

The appointment and monitoring of the performance of Workplace Trainers and Assessors.

The development, coordination and provision of training and assessment materials and activities including the monitoring of consistency in training and the development of training and assessment materials and programs.

The implementation and monitoring of the training and assessment records management system.

The implementation and conduct of training validation and audit activities including managing the transition to reviewed Training Packages within 12 months of their publication.

Liaison with contract providers, development of suitable contract arrangements, review of contractor performance and contract cancellation.

The maintenance of customer support and identification of external business opportunities.

Develop, maintain and record contract/written agreements with any external organisation that provides training and/or assessment on behalf of the RTO.

Ensuring that the marketing and advertising material is compliant with the policies and procedures of BEA and the Standards for RTO.

Grievance and Complaints

Discipline

The identification of training shortfalls within BEA.

Participate in the conduct of validation and audit activities to ensure applicability and usefulness of Training Packages against current and planned business practices.

The development of training and assessment material.

To ensure accurate and timely recording of RTO conducted training and the maintenance of the following RTO records:

- a. Wisenet RTO training database
- b. Monthly Training Summary report.

Insure client/students receive services as detailed in agreement laid out in Enrolment Forms and Training Plans.

### 4.3 Workplace Trainers and Assessors

Upon appointment or specific tasking, WTA are responsible for:

- The conduct and / or coordinate training and assessment activities,
- Supervise, coordinate, mentor and monitor the performance of on-site students,
- Liaise with contract providers,
- Participate in needs analysis, validation and audit activities, and
- Scheduling of assessment / re-assessment within site as required.

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## 4.4 Students

All trainees undertaking BEA training have the following responsibilities:

- Undertake the training to the best of their abilities,
- Follow all directions and instructions from training staff,
- Conform to the BEA Code of Practices whilst undertaking training,
- Conform to all WHS and Equity and Diversity principles during participation in training,
- Provide original work to all assignments and tasks, and
- Notify training staff of any circumstance, which may inhibit the students' continued training.

## 5 TRAINING PHILOSOPHY

In order to create an innovative organisation, overcome some unique recruiting and retention problems associated with a relatively small industry and a geographically isolated employee base, BEA must be flexible in its coordination, delivery and assessment of training. BEA and WTA may consider the use of various delivery methodologies such as distance education, on-line learning, computer based training, self-assessment, self-paced / directed learning, mentoring, log books, residential periods, etc. in the delivery and assessment of skills and knowledge. Training and / or assessment may include one or more methodologies and may vary depending on the need of BEA, the Site and / or the individual.

### 5.1 RTO Scope of Registration

BEA provides nationally endorsed training from the CPC08 Construction, Plumbing and Services Training Package in accordance with the National VET Regulations. The current scope of the RTO provides qualifications in:

Full Qualifications	
Qualifications Code	Title
CPC33020	Certificate III in Bricklaying and Blocklaying
CPCCWHS1001	Prepare to work safely in the construction industry

ANNEX B outlines the established training material provided by BEA and associated Competency units attained at the completion of each training event. However, the RTO has the ability to customise the training within its scope to meet any customer requirements.

### 5.2 Competency Based Training and Assessment

This document will be accessible to students/employers before enrolment, via BEA's E-Learning Moodle site, Email or on request in a hard format.

'Competency standards define the level of skills, knowledge and attitudes required for particular roles, functions or areas of work carried out in an industry or relevant to a number of industries. They represent the relevant industry's work requirements, describing both the content of the area of work defined by the competency and the level of performance expected.'<sup>1</sup>

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<sup>1</sup>(CPC 08 Construction, Plumbing and Service Training Package).

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The primary aim of the BEA training and assessment activities is to develop and maintain a competent workforce in order to meet bricklaying industry. BEA will develop its training and assessment utilising nationally recognised AQF competencies and training packages. These competencies and packages will primarily be taken from the Construction, Plumbing and Services Training Package.

Registration as a Licence Training Organisation (RTO) from the Australian Quality Skills Authority (ASQA) allows BEA to issue nationally recognised Statement of Attainments (SoA) and qualifications to its employees and customers.

### **Training**

BEA's training can be broken up into two phases; theory training and practical training. Each of the 27 Units of Competency needed to complete the Certificate III in Bricklaying/Blocklaying require the entire theory component to be completed prior to the commencement of the practical component within that unit.

For Work safely in the construction industry i.e. General Construction Induction Training (White Card Course) the training will be mainly theory orientated.

### **Theory Training**

All theory can be found on BEA's E-learning Moodle site or delivered on the day such as for the White Card Course (WC). The Moodle will guide the student in which particular order that the units should be completed and what order the theory of each unit should be accomplished. The theory element of each unit may consist of but not limited to;

- Theory notes
- Industry brochures
- Self-marking quizzes
- You Tube clips
- PowerPoint presentations
- Watching video's

Bea recommends you read/watch/complete all theory elements before attempting the assessment.

### **Practical Training**

Practical training can be achieved by many methods; some examples are;

- Trained by BEA's Workplace Trainer/Assessor (WTA)
- Trained by a mentor i.e. work colleague/supervisor/employer
- Self-trained

BEA being fully flexible encourages students to be practically trained in the method that suits them, however BEA endorses that all students be assisted in their training by a qualified BEA WTA. This can be achieved by being trained on the student's worksite or guided over the phone and/or other forms of electronic communication i.e. Skype

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BEA recommends that no practical training should be commenced until all theory training and assessment has been completed for that unit.

### **Assessment**

Among other things, this means that assessment (including recognition of prior learning) must:

1. meet the requirements of the relevant training package or accredited course, and
2. be conducted in accordance with the principles of assessment and the rules of evidence, and
3. meet workplace and, where relevant, regulatory requirements.

Assessment rules can be found on the BEA's Assessment Task Guides which accompany each Unit of Competency (Which can be found in each unit on the Moodle). BEA recommends that all students read and have a sound understanding of all the Unit of Competency packages and Assessment Task guides before commencing the course. Any questions on these documents can be answered by the students WTA. Students will be deemed competent for that unit once all unit assessment tasks have been achieved.

### **Theory Assessment**

Theory assessment can be found on BEA's E-Learning Moodle site and should be only completed once each of the theory training elements for that unit have been completed. All theory assessment will be in the form of a multiple answer quiz. Students should be aware of the below points before commencing any theory based assessment;

1. This assessment may be completed by classroom discussion, open book, group work or any other suitable method determined by the trainer.
2. Attempt all questions
3. For multiple choice questions, select the most correct response only
4. For True/False questions, select the correct answer
5. Only one (1) answer is correct per question
6. There is no time limit on this assessment.
7. 100% correct is required for competency to be achieved in all Bricklaying units. (For WC training 80% correct is required for competency to be achieved)

### **Practical Assessment**

Practical assessment may be achieved by three methods of evidence gathering;

Direct (such as an observation of workplace performance by an assessor). This may be achieved by BEA's WTA.

Indirect (such as a portfolio of evidence). This may be achieved by the student creating video or photography evidence.

Supplementary (such as supervisor reports). This may be achieved by having a work colleague/mentor/supervisor/employer assessing your practical project.

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### Completion of the course

On Full completion of the course students will receive a testamur in Certificate III in Bricklaying and Blocklaying.

On Full or partial completion of the course students will receive a transcript stating results of each unit. Key to Results are C: Competent, RPL: Recognition of Prior Learning, RCC: Recognition of Current Competency, CT: Credit Transfer, NYC: Not Yet Competent, W: Withdrawn.

### Employers/Supervisors Engagement

Employers/supervisors will have access to BEA's E-learning Moodle site as to have a clear understanding of the requirements for the students training and assessment. This access will allow the employers/supervisors the tools required to gather third party reports and give feedback to BEA on the student and the processes of BEA's training and assessment. Data from feedback forms will be collected and presented at the monthly management meetings as part of BEA's continuous improvement policies and procedures.

All BEA's WTA will endeavour to have contact with each student's employers/supervisors on a regular basis (preferably fortnightly) by site visits, emails or phone calls. These contacts are designed to engage with the employers in the development, delivery and monitoring of training and assessment of the student/s.

## 6 RTO POLICIES AND PROCEDURES

### 6.1 Enrolments

**Internal:** For personnel internal to BEA, applicants must submit a BEA Training Request Form (TRF). Initiation of the TRF process may be at the request of the individual as part of their personal development plan or by nomination from the employees Management? TRF is to be submitted to the employee's Management and RTO Management for approval.

A Notification of Registration will be issued to the applicant, the RTO Manager and the WTA supporting the training once the training has been approved. Students will also be sent pre-training instructions and / or a Student Handbook. The Instruction / Handbook will detail all requirements for the applicant's participation in the training.

**External: (i.e. Bricklaying Apprentices and alike, WC students)** External applications are requests for training from customers' external to BEA. Such applications are to be made in writing or verbally to the RTO Management. The RTO Management is to review external applications to identify BEAs ability to undertake the requested training.

Once the request has been approved, the RTO Management will liaise with the external customer in order to develop an appropriate contract detailing the services to be provided and the costs and fees associated with the training.

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## 6.2 Legislation

Registered Training Organisations are subject to legislation pertaining to training and assessment, as well as business practice. The legislation governs the RTO's obligations to clients and the industry relevant to the training being conducted. The legislation is continually being revised and amended as the industry changes, and all relevant staff members of the RTO will be made aware of any changes through memos and consultation at monthly meetings. Current legislation is available online at [www.austlii.edu.au](http://www.austlii.edu.au)

### **Commonwealth legislation:**

- Copyright Act 1968
- Commonwealth Privacy Act 1988 / *Privacy Amendment (Private Sector) Act 2000*
- Commonwealth Sex Discrimination Act 1984
- Racial Hatred Act 1995
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Age Discrimination Act 2004
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Commonwealth Disability Discrimination Act 1992
- National Vocational Education and Training Regulator Act 2011
- National Vocational Education and Training (Consequential Amendments) Act 2011
- National Vocational Education and Training Regulator (Transitional Provisions) Act 2011.
- National Privacy Principles (2001)
- Skilling Australia's Workforce Bill 2005
- Skilling Australia's Workforce (Repeal and Transitional Provisions) Bill 2005.
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011

### **Compliance with conditions of registration:**

- Compliance with VET quality framework NVRA
- Fit and Proper Person Requirements 2011 (FPPR) NVRA
- Satisfying the financial viability and risk requirements NVRA
- Notifying NVR of material changes
- Providing information upon request
- Cooperation with NVR
- Compliance with directions from NVR
- Other conditions that NVR may impose

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### **NSW legislation:**

- Children and Young Persons (Care and Protection) Act 1998
- Disability Services Act 1993
- Anti-Discrimination Act 1977
- Fair Trading Act 1987
- Vocational Education and Training Act 2010
- WORKERS COMPENSATION ACT 1987
- Workers Compensation Regulation 2003
- Workplace Injury Management and Workers Compensation Regulation 2002
- Affirmative Action (Equal Employment Opportunity for Women) Act (1986)
- WorkCover Legislation Amendment Act (1996 No. 120)
- APPRENTICESHIP AND TRAINEESHIP ACT 2001

### **Training authorities / regulators:**

- National VET Regulator (NVR)
- Department of Education,
- Australian Skills Quality Authority (ASQA)
- National Skills Standards Council (NSSC)

## **6.3 Work, Health and Safety**

BEA is committed to creating and maintaining a safe and healthy working environment for employees, contractors, customers and visitors, through consultation between management and employees. This includes the provision of safe plant and equipment and storage and safe handling of dangerous goods and hazardous substances. BEA recognizes its legal responsibilities for health and safety and ensures that all employees regard existing State or Federal WHS Legislation as minimum standards.

All personnel involved in the development, delivery and participation of training and assessment activities within or on behalf of BEA are to conform to the BEA Health, Safety and Environment Policy.

## **6.4 Equity and Diversity**

Equity means fairness - where everyone is given a fair go for everyone at work, where everyone should have equal access to assessment, training and development opportunities; fair working conditions and equitable chances for promotion.

Equity does not assume that everyone has the same abilities, qualifications and experience, or that everyone will reach the same level. It means that everyone should be given an equal chance to make the most of their talents and use their abilities.

Diversity relates to the variety of differences in people, including all the human characteristics that make us unique as individuals. It includes everyone and excludes no one.

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The BEA is absolutely committed to providing a workplace and training environment free of all forms of discrimination, harassment and bullying for all existing and prospective employees, visitors and customers.

All personnel involved in the development, delivery and participation of training and assessment activities within BEA are to conform to the BEA Equal Employment Opportunity, Anti-Discrimination and Non-Harassment Policy and Framework.

BEA is committed to providing equitable access to employees and external clients to the training and assessment services provided by the BEA. The BEA is also committed to the equitable treatment of trainees and clients in the provision of training and assessment services. Where a trainee or client does not believe that they have had equitable access or treatment, they have the right to submit a complaint or grievance in accordance with Grievance / Complaint procedure outlined below.

## 6.5 Child Protection

BEA will educate personnel under the age of 18 years. As such, the BEA require WTA to undertake a "Working with Children Check" in support of the NSW CHILD PROTECTION (WORKING WITH CHILDREN) ACT 2012.

## 6.6 Disabilities / learning difficulties

Applicants should notify the BEA / WTA of any disabilities / learning difficulties prior to the commencement of training.

The RTO is obligated to make reasonable adjustments where necessary to ensure that students with disabilities / learning difficulties are able to participate in RTO training and assessment activities on the same basis as students without disabilities / learning. This may include:

- The procurement of specialist equipment or support aids,
- Modification of the learning / assessment environment and / or material, and / or
- Use of third party support i.e. interpreter or independent reader for trainees with reading, numeracy, or language difficulties.

Where the BEA has undertaken the delivery and assessment entirely in a language other than English, the relevant language will be noted on the relevant certificates or statements of attainment issued by the RTO.

In consultation with the student and / or their representative / s, the RTO Management and relevant WTA are to determine any reasonable adjustments which can be made to the training without compromising the integrity of the training or safety prior to the commencement of training.

Where the adjustments are considered to create unjustifiable hardships in the delivery of training and assessment for the RTO, the student will be notified in writing.

## 6.7 Access and Equity Policy

BEA is committed to practicing fairness and equal opportunity for all students, regardless of sex, race, impairment or any other perceived difference in class or category. BEA will address access and equity matters as a nominated part of operational duties.

### Access and Equity Procedure



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BEA has developed policies and procedures to guide and inform all staff and students in their obligations regarding access and equity. Upon induction into BEA, all staff are provided with copies of the policies which they must adhere to throughout all their operations as a BEA staff member. Students are made aware of the access and equity policy via the BEA Student Handbook, and informed of their rights to receive access and equity support and to request further information.

BEA access and equity policies are in place to ensure that training opportunities are offered to all people on an equal and fair basis in all circumstances, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

If any student or staff member has issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to BEA's management for consultation.

## **Enrolment**

This document will be accessible to students/employers before enrolment, via BEA's Website, email or on request in a hard format.

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

Students will be informed of successful enrolment and sent information on the course and their course induction.

## **Induction**

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

- Introduction to BEA training staff
- Confirmation of the course being delivered
- The training and assessment procedures including method, format and purpose of assessment
- Qualifications to be issued

## **Language, Literacy and Numeracy (LLN) Assistance**

BEA course information and learning materials contain written documentation and limited numerical calculations.

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BEA recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations.

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

### **Student Support, Welfare and Guidance**

BEA will assist all students in their efforts to complete training programs by all methods available and reasonable.

BEA recognises that all students have preferred learning styles and techniques. To help assist BEA in training each student will be asked to complete an online learning style evaluation. This will allow Workplace Trainers/Assessors to focus on that student's learning style when being trained.

Workplace Trainers/Assessors are responsible for ensuring that all students are aware they can contact their Workplace Trainers/Assessors or other BEA staff members in the event that they are experiencing difficulties with any aspect of their studies. Staff will ensure students have access to the full resources of BEA to assist them in achieving the required level of competency in all nationally recognised qualifications.

In the event that a student is experiencing personal difficulties, training staff will encourage the student to contact BEA who will provide discreet, personalised and confidential assistance as according to the nature of the difficulties.

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

Additionally, students will have educational support through BEA's E-learning Moodle via email or phone contact to students WTA. Students will be encouraged to contact a WTA if they have any on-site or E-learning problems.

### **Flexible Delivery and Assessment Procedures**

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

Acceptable adjustments to teaching and assessment methods may include but are not limited to; having a trainer read assessment materials to students, having a student's spoken responses to assessment questions recorded.

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BEA staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards. In the event that a student's needs exceed the capacity of the support services BEA can offer, they will be referred to an appropriate external agency.

### **Student's Rights:**

Have access to this document before enrolment, via BEA's E-Learning Website, Email or on request in a hard format.

You have a right to receive the services for which you have paid for; which BEA has an obligation to provide.

Students have the right to expect that the assessment requirements in their courses will be linked to the objectives for that course, and these objectives should be clearly laid down at the beginning of each Assessment Task.

Be provided a safe and healthy work environment which encourages learning.

Students have the right to know in advance the nature and extent of the assessment, the marking criteria for each assessment. The assessment criteria can be found on all Assessment Tasks Guides on BEA's E-learning Moodle and for the White Card Course via the White Card Flyers

Be treated with respect, which prohibits any aggressive behaviour and unwanted interference in the private life of any individual.

Students have a right to know who assessed their work in order to facilitate questions or comments that they may have. All assessment will be carried out by your allocated Workplace Trainer/Assessor.

You have the right to access your own records and approach your trainer.

Students have a right to receive adequate feedback on their work which relates to the assessment criteria mentioned above. All students will receive verbal and/or written feedback on all Assessment Tasks from their WTA

Students have the right to appeal a mark. There are certain steps you can take if you believe that you have a case for your result to be reviewed. The appeals process is laid out in the Assessment Appeals Process transcribed in the Students Handbook.

You have a right to expect that the requirements that we make of you are clear, concise and easily understood, we have an obligation to maintain these requirements as clear instructions and also to ensure that they are relevant to the requirements of the qualification being undertaken.

Students have the right to be assessed free from harassment of any kind from other students or staff. BEA has a discrimination and harassment policy, and students should direct any such concerns to the appropriate place. Information about this policy can be located in the Students Handbook.

### **Student's Obligations:**

Provide their own original work when required.

Students are expected to familiarise themselves with all the relevant policies and procedures within the Students Handbook.

You have an obligation to provide feedback on our assessment and on the Client Services BEA have provided.

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Students are expected to prepare for and participate in tutorials and workshops. Competence in verbal communications is seen as a key skill of the curriculum and is a core skill of practice.

When undertaking group work, students are expected to treat their student colleagues and any facilitators with the same courtesy they would expect in return.

Applicants should notify the BEA WTA of any disabilities / learning difficulties prior to the commencement of training.

Have access to the internet to complete on-line theory assessments.

## **Discipline**

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

Any Workplace Trainers/Assessors or staff members who is dissatisfied with the behaviour or performance of a student has the authority to:

Warn the student that their behaviour is unsuitable, or

Ask a student to leave the class, without refund or acceptance into another course, or

Immediately cancel the class.

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

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

### **In summary, BEA will provide:**

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

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

- Aboriginal and / or Torres Strait Islander people
- Carers of people who are ill, aged or who have a disability

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

For more information, refer to discipline policy in this document

## Harassment and Discrimination Policy

Under Australian law it is a requirement of every workplace to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. In doing so, all BEA staff and students are treated fairly and have the opportunity to feel safe, valued and respected. For more details, see Equal Employment Opportunity, Anti-Discrimination & Non-Harassment Policy in this document.

## 6.8 Discipline policy and procedure

Students undertaking training within the BEA will be provided with a performance management environment that will enable students to achieve the required standards of conduct and performance. Monitoring of performance will be an ongoing feature of the training as a basis for identifying development needs, guiding improvement in work performance and correcting any areas where an employee does not meet the expected standards of performance through a constructive counselling and disciplinary process. Actions that may warrant disciplinary action include:

- Unauthorized absence from training,
- Fraud and / or plagiarism of another's work, and / or
- Unacceptable behaviour or conduct, which may harm or discredit individuals, BEA.

All disciplinary and performance management procedures are to conform to the BEA Disciplinary and Performance Improvement Policy and Framework.

Where a disciplinary issue arises, the relevant WTA is to contact the RTO Management. The RTO Management, in consultation with the WTA, will review all circumstances surrounding the incident and its severity before deciding on an appropriate course of action. The disciplinary action may include one or a combination of the following actions:

- Student/s are formally counselled,
- The student/s is suspended from undertaking further learning or assessment,
- The student/s results of learning and/or assessment are nullified,
- The RTO notifies the supervisor / management of the student/s (who may decide to take further action), and / or

- 
- The RTO notifies the civil authorities.

Students will be notified both verbally and in writing of the outcomes of any disciplinary action.

The Chief Executive RTO is to be informed of all disciplinary matters within 24 hours of the incident occurring. The Chief Executive may determine the disciplinary action to be taken.

### 6.8.1 Discipline Appeals

Students wishing to appeal disciplinary action are to present their case in writing to the Chief Executive RTO within 3 days of the notification of the initial disciplinary action. The Chief Executive RTO will review all relevant information and make an appropriate determination. Students will be notified of this determination.

## 6.9 Grievances / Complaints

BEAs' objective is to resolve any grievance / complaint as early as possible and as close to the workplace as is practicable. Unresolved grievances should be referred up the line of management, seeking expert assistance and advice as necessary, to resolve the grievance / complaint. A flowchart outlining the grievance / complaint process within the BEA as attached in ANNEX C.

The grievance / complaint process is distinctly different to the assessment appeals process. Assessment appeals are for students wishing the review of an assessment outcome only.

Grievances / complaints may be initiated by student, customer and / or contracted training providers. Where possible, all grievances / complaints should be made in writing to the RTO Management detailing the specific grounds for the grievance / complaint.

All grievances / complaints (and associated material) are to be held in the strictest of confidence. Only staff involved may discuss the content and outcomes of a grievance or complaint. Students / clients are not to be disadvantaged or inequitably treated as a consequence of the lodgement or resolution of a grievance / complaint.

The RTO Management is to notify the Chief Executive RTO (and any business partner as appropriate i.e. AASN in order to determine the best means of investigating and / or resolving the grievance / complaint. Depending on the severity of the grievance / complaint, a formal investigation by a suitably independent representative may be initiated. Additional external support may also be sort such as mediators.

Individuals / organisations will be given the opportunity to provide verbal representation of their case during the conduct of the grievance / complaint investigation and / or resolution process.

Once concluded, the individual / organisation lodging the grievance / complaint will be notified both verbally and in writing of the outcomes of the grievance / complaint. The RTO is to act upon all substantiated grievances / complaints, as appropriate to the subject of the grievance / complaint, in order to resolve the cause and prevent a reoccurrence of the grievance / complaint.

All grievances / complaints and their outcomes are to be recorded in the RTO files.

Where BEA considers more than 60 calendar days are required to process and finalise the complaint or appeal, BEA will:

- informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
- regularly updates the complainant or appellant on the progress of the matter.

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All complaints should be directed to:

Dean KENNY 0412 468 397 or [metwest67@gmail.com](mailto:metwest67@gmail.com) or

Bricklaying Education Australia  
12 Halmahera Cr  
Lethbridge Park 2770 NSW

Also you can contact:

State Training Service Customer Support Centre 1300 772 104  
[sts.aac@det.nsw.edu.au](mailto:sts.aac@det.nsw.edu.au)

Apprenticeships and traineeships advice and assistance, specialising in Australian Apprenticeship information and services

Locked bag 5009  
Strawberry Hills, NSW 2012

## 6.10 Recognition of Qualification and Prior Learning

BEA recognises that other RTO's within Australia and our international partners may provide qualifications, which may be directly mapped against the BEA scope. As such, employees may apply for recognition of qualifications and / or units of competency against the scope of the RTO accordingly. However, BEA reserves the right to verify the validity of any qualification and / or units of competency from prior learning.

The recognition of learning policy this has been established by BEA to guide applicants through the recognition process, determining both the eligibility and merit of applicants.

The recognition of learning policy helps to ensure that BEA has fair and equitable recognition processes.

### 6.10.1 Preamble

BEA ensures that systems are in place to determine clients' prior learning and offers recognition of prior learning to all applicants on enrolment.

### 6.10.2 Rationale

BEA training and assessments strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses. This policy addresses the requirements as set out by the Standards for Registered Training Organisations 2015 Standard One.

### 6.10.3 Principles

BEA recognises the AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations in accordance with its National Recognition obligations.

BEA recognises that all clients may have prior learning relevant to their proposed course of study developed through their previous formal or informal training, work experience and / or life experience.

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BEA ensures that Recognition of learning is offered to all applicants on enrolment in accordance with its Recognition of Prior Learning Policy

Clients may apply for an RPL assessment related to competencies / modules included in the course.

BEA has RPL procedures to determine advanced standing that a client may be entitled to in relation to a course subject.

RPL applicants are required to provide sufficient evidence of competence to sustain a successful RPL. The evidence required is established through the RPL process.

The RPL process is structured to minimise time and cost to applicants. It provides guidance in enabling applicants to gather sufficient evidence to support their claim for recognition of current competencies held, regardless of how, when or where the prior learning occurred.

#### 6.10.4 Recognition of Learning

It is a term that covers Recognition of Prior Learning (RPL), and Recognition of Current Competency (RCC) (Skills Recognition). The terms refer to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred.

Under the Standards for Registered Training Organisations 2015, competencies may be attained in a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant recognition of prior learning / current competency, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of Training Packages or competency outcomes as specified in Australian Qualification Framework (AQF) accredited courses.

The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients work samples and verbal. The assessor must ensure that the evidence is valid, current, sufficient and authentic. These have been defined below.

#### 6.10.5 Rules of Evidence

**Validity** – the evidence collected / gathered by the candidate must be relevant and from a reliable source. In order to determine relevance and reliability, the evidence must meet two assessment requirements;

- Unit of competency performance criteria; and
- Specific evidence requirements, both of these criteria are found in each unit of competency, within the training package.

Because the performance criteria and specific evidence requirements in each unit of competency can be complex and sometimes difficult to define or interpret, the RTO Management will provide guidance.

**Currency** – Ideally the evidence collected / gathered by the candidate must have been completed (if a certificate or previous training or letter of such a course) or documented (if a workplace report, memo, policy, procedure or other thing carried out or actioned, by the candidate) within the last 5 years).



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- The objective here is to provide or demonstrate something, which if carried out now, would resemble that which was provided or demonstrated, previously. The question is...Can the candidate still do now, exactly, as they did previously.

Currency is very subjective and timelines may differ, dependent upon the type of competency or criteria being demonstrated or document submitted.

**Sufficiency** – the evidence collected / gathered by the candidate must be sufficient, that is, there must be an adequate amount of evidence submitted. Specific evidence requirements, detailed in all units of competency, within training package, are a good place to start. This advises the candidate and assessor the minimum evidence requirements needed to be collected or demonstrated. The candidate will also need to consider the performance criteria, when reviewing specific evidence requirements.

**Authenticity** – the evidence collected / gathered by the candidate must be authentic. That is, the evidence must not be forged, untrue or misleading. For example – any previous certificate or testamur will need to be certified as a copy, or an original tendered. Reports, assessments completed or anything created by the candidate, must be declared as the work of the candidate. Third party reports / observer reports may also be required, in place of, or in addition to, a candidate's declaration.

## 6.10.6 Accountabilities and Obligations

The Chief Executive of BEA is ultimately responsible for ensuring that the recognition process is fair and equitable to all applicants, this responsibility has been delegated to the RTO Management.

The Chief Executive of BEA is responsible for the establishment and maintenance of a standard for assessing recognition in consultation with educational institutions.

**Rejection/Doubt** – It is an inappropriate and discriminatory practice to demand proof of "all or nothing" against full qualifications, modules or courses. Rather, the assessment of recognition of qualifications seeks to have common sense applied in order to achieve maximum legitimate merit, irrespective of the source and nature of the qualification.

**Alignment of Qualifications** -Successful applicants are further processed for selection, or exempted from study where evidence of satisfactory compatibility exists. Such a decision is made by the Chief Executive of BEA.

## 6.11 Recognition Process

### 6.11.1 How do I claim RPL?

There are three stages in the RPL process - providing evidence, assessment of your claim and gaining credit for the unit or the opportunity to appeal if you do not gain credit.

### 6.11.2 Stage 1. Providing Evidence.

**Step 1.** Complete an RPL Application Form; ANNEX D of this document and forward to the RTO Management

**Step 2.** An RPL Kit covering the requested units will be sent to you from the RTO office.

**Step 3.** Gathering information about RPL. The RPL kit outlines the basis of RPL but you will need to consult with a course WTA who is familiar with the details of the course.

**Step 4.** Collect References and Evidence.

### 6.11.3 Certification of copies of documents

Many applications for a skills assessment are delayed because documents are not properly certified. The assessors will contact you if there are any omissions in regard to certification. Applicants should note the following points concerning certification of documents:

Certified copies of previously certified copies will not be accepted. You must provide a properly certified copy of the ORIGINAL document.

Proper certification will appear on each page to be certified, and should show:

- The signature of the person certifying the document.
- The name of the person certifying the document. This should be clearly printed or evident in the official stamp.
- The phone number and if possible the email address of the person certifying the document, and
- Where possible an official stamp indicating the status of the person certifying the document, i.e. Justice of the Peace, Commissioner for Oaths, Notary Public, or indicating the name of the law firm etc.

The following classes of persons are authorised to certify copies of documents:

Academic (post-secondary institution)	Loss adjuster
Accountant	Marriage Celebrant
Architect	Member of Parliament (State or Commonwealth)
Australian Consular Officer	Minister of religion
Australian Diplomatic Officer	Nurse
Bailiff	Optometrist
Bank Manager	Patent Attorney
Chartered secretary	Physiotherapist
Chemist	Podiatrist
Chiropractor	Police officer
Company auditor or liquidator	Post Office manager
Court officer (Judge, master, magistrate, registrar or clerk)	Psychologist
Defence Force officer (Commissioned, Warrant or NCO with 5 years' continuous service)	Public Servant (State or Commonwealth)
Dentist	Public Notary
Doctor	Real Estate agent
Engineer	Settlement agent

Industrial organisation secretary	Sheriff or deputy Sheriff
Insurance broker	Surveyor
Justice of the Peace	Teacher
Lawyer	Tribunal Officer
Local government CEO or deputy CEO	Veterinary surgeon
Local government councillor	

Figure 1: Persons Authorised to Certify Copies of Documents Chart

If you employ the services of a legal firm, the solicitor must sign each page. It will not be satisfactory for the name of the law firm to appear in lieu of the actual signature of the solicitor certifying your documents. Collective responsibility implied in the use of “we”, accompanied by the name of the law firm, is not acceptable.

Please note that assessment of your application will not proceed if you submit copies of documents where the class of person certifying the copy is not one of those listed above or where the requirements stated above are not complied with.

**Step 5.** Return the RPL Kit and evidence to the BEA office for assessment.

#### 6.11.4 Stage 2. Assessment of Your Claim

One or more BEA trainers may assess your claim for Recognition of Prior Learning. If there are any queries, you may be asked to clarify your evidence by telephone or in person and if required submit more information.

#### 6.11.5 RPL Interview

To assist you in your claim for RPL / RCC you may request an interview with the RTO Management. This type of RPL may be useful if your training and experience have been largely informal and on the job. The RTO Management may be able to guide you on the collection of evidence during the interview process as well.

#### 6.11.6 Stage 3. Gaining Credit or Appealing Against a Decision

You will be notified of a decision about the success of your application for RPL within **two weeks** of submitting it. If you are assessed as competent for the units, then these results will be placed on your records and you will qualify for a statement of attainment for that unit or a full qualification

If your application is unsuccessful you may appeal to BEA for reconsideration.

#### 6.12 Appeal against Assessment of Competency with RPL

Appeals Procedure

Refer to Paragraph 6.9

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## 6.13 Assessment

The BEA endeavours to ensure it provides valid, reliable, fair and flexible assessment of its training. Students will be given a brief on the conduct of the assessment prior to commencement.

Feedback: At the conclusion individuals should be given feedback on their performance by the assessing WTA. WTA feedback should identify the individual's strengths during the conduct of the assessment and provide constructive advice on areas of improvement.

### **Assessment Appeals:**

Students who are not satisfied with the outcomes of an assessment may submit an appeal to the RTO Management. Students are required to notate their desire to submit an appeal on the assessment tool at the time of assessment and submit a written appeal to the RTO Management within 5 working days of the assessment. The appeal will be reviewed and a written response returned to the student.

Students may submit a second appeal to the Chief Executive RTO if not satisfied with the initial outcome. All students will be informed of the appeals process prior to the commencement of the assessment.

## 6.14 Evaluation and Validation

As part of our commitment to continuous improvement, BEA has established an evaluation and validation process to confirm the appropriateness of its training. During or at the conclusion of the training, students will be given the opportunity to provide feedback on the delivery and administration of the training.

At a period of time after the training the BEA will undertake a validation process where former students will be asked a series of questions to confirm the validity, reliability and appropriateness of the training to support their work commitments.

All information provided will be used to determine how improvements can be made to quality and content of the training. We ask that students provide frank and honest responses. All information provided will be kept in the strictest confidence.

## 6.15 Records Management

The effective management of training and assessment records and overarching training documentation is critical to the maintenance of an effective quality management system and compliance with the NVR. BEA undertakes to conform to the requirements for ISO 9001 and NVR for records management. Types of records to be held and managed by the RTO may include but not limited to:

- Academic qualifications,
- Trade certificates,
- Statements of Attainment,
- Assessment Materials,
- Training Attendance Records,
- Job Experience Logbooks,
- Grievance and Appeals applications and findings, and
- Licences.

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## 6.16 Privacy

All training records are to be held in the strictest confidentiality by all staff within BEA. BEA will not release any training records external to the RTO unless a written request to release information is given to the RTO Management by the member detailed in the training records with the following exceptions listed below:

- Government departments requiring access for audit purposes,
- In all above cases no access will be granted to the personal information of the clients, only academic results.

## 6.17 Corrective Actions

The purpose of the corrective action procedure is to ensure the effective resolution of identified problems or opportunities for improvement. A Corrective Action may be raised by any student or customer to address a range of issues associated with the RTO operations.

Corrective Actions may be sent in writing to the RTO Management in any appropriate format (corrective action form, emails, fax, memos, etc.). Corrective actions may also be raised to the WTA who will initiate the written corrective action to the RTO Management for action.

All corrective action will be registered and managed through the BEA Management System.

## 7 FEES AND CHARGES

Fees and charges will be calculated based on the type of training required, personnel required to develop and to deliver training, resource and administration requirements. All fees and charges applicable will be provided as part of the contracted agreement with the customer.

Conditions for the refund of fees and the application of charges for refunds will be outlined within the contracted agreement which can be found on the Enrolment Form.

### **Training Guarantee**

It is the intention of the CEO of BEA that all students will receive the full training services paid for at all times, including but not limited to: training and assessment; assessment only; recognition of prior learning or short courses. The corporate structure, governance and financial management systems and processes guarantee the training for students enrolled with BEA. Specifically, the integrity, business experience and training expertise of the CEO ensure continuity of training and completion of training is guaranteed for all students.

The continuous improvement and quality management practices employed by BEA's CEO and staff are designed to pro-actively identify any anomaly that might cause a business interruption or

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training failure, and address this situation before any students are affected. Training continuity and completion is also guaranteed by the policy and procedure system developed by BEA. For example; the recruitment, induction and staff professional development policies and procedures ensure best practice and minimise the potential for business interruption or training failure.

In the event the Workplace Trainer and Assessor (WTA) cannot deliver the services paid for by a student due to unforeseen circumstances to the WTA i.e. sickness, injury or accident etc. The students planned training/assessment will be re-scheduled to another date as negotiated with BEA, employer and student. Due to the flexible nature of BEA's delivery the training/assessment will be as soon as possible. If the WTA is unable to deliver for an extended period of time (over three months) due to unforeseen circumstances, BEA will allocate a new/substitute WTA to continue the delivery of services.

In the extremely unlikely event of a business interruption or training failure, students' training is guaranteed by the financial management policy and procedure of BEA. Fees paid in advance are not transferred to the operating account until training commences. This means that in the unlikely event of a business interruption or training failure, BEA can issue a statement of attainment for the training completed and refund the remaining funds held.

### **Fees paid in advance**

No more than \$1,000 will be collected from an individual candidate prior to the commencement of the training. At the commencement of training an additional payment of up to \$1,500 will be collected from the candidate. Where the total course fee exceeds \$2,500, the remaining fees will be collected on a pro-rata basis to ensure that the costs associated with the training delivery are met and the candidate is not disadvantaged by safe-guarding their fees.

### **Program payments**

A BEA receipt will be written and issued for all payments received. The CEO may authorise RTO staff to write and issue receipts.

A deposit register is utilised to record deposits, administration payments and course payments.

BEA will utilise an external Direct Deposit Provider for all payments.

### **Methods of Payment**

#### **Cash payment**

On receipt of cash payment a receipt will be written and issued. The receipt will include, but is not limited to the amount, the date of receipt and the purpose of receipt generation.

In the event of a payment being made prior to the commencement of the course, the deposit register is used to record the payment and a receipt written and issued.

#### **Cheque or money order**

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On receipt of a cheque or money order, a receipt will be written and issued. The receipt will include, but is not limited to the amount, the date of receipt and the purpose of receipt generation. The person writing the receipt should include the word 'cheque' or 'money order' as applicable on the receipt.

In the event of a payment being made prior to the commencement of the course, the deposit register is used to record the payment and a receipt written and issued.

### **Direct Deposit**

Direct debit is a system whereby funds are withdrawn electronically by an external Direct Deposit Provider from a customer's bank account or credit card on the date(s) nominated by the Biller (customer). This is achieved by the customer completes a Direct Debit Request Form. This is done by physically signing an authority or completing an electronic authority online (available to authorised billers only). The Direct Deposit provider commences debiting payments on the start date at the selected frequency. This facility will collect payments and then direct payment to the BEA's account. All payments will be registered along with payment details for future reconciliation. Payments will cease once the customer has paid the full amount.

BEA will utilise appropriate accounting software.

### **Fees and Refund Policy**

The RTO must protect fees paid in advance and have a fair and reasonable refund policy.

BEA operates predominately on a 'fee for service' training business. This means all training programs attract fees. These fees are paid by / charged to the candidate, a government agency or the candidate's employer.

Fee information is available via:

- BEA's website/Moodle
- BEA's brochures
- BEA's promotional material
- Direct email
- Student Handbook

Each of these information streams will be updated regularly.

All administration fees will be paid at or prior to the commencement of training unless prior arrangements are made with the RTO management.

### **Refund Policy**

Enrolment fees are non-refundable if the student has commenced/attended any training ever by the trainer or on-line

#### **When a refund may be given**

A refund of all or part of the BEA's Enrolment Fee may be given in the following exceptional circumstances:

- You have overpaid the BEA's Enrolment Fee.
- You enrolled in a course that has been cancelled by BEA.
- You enroll in a course only to repeat a failed unit/module but are then granted a pass in that unit/module by an Assessment Review Committee

- 
- You formally advise BEA, before classes commence and with no attendance or participation in training, that you are withdrawing from the course.
  - You made a full-year payment and withdrew with no attendance or participation in training in Semester Two. You may be eligible for a refund of the Semester 2 BEA's Enrolment Fee.
  - BEA is of the opinion that you would be unreasonably disadvantaged if you were not granted a refund, for example if you meet with a serious misadventure and you were unable to continue your enrolment.

### **When a refund is not given**

Circumstances not usually regarded as grounds for a refund include:

- job change
- change in work hours
- inconvenience of travel to the learning environment
- moving interstate
- redundancy/retrenchment

## Fee Structure

### **Total course fee**

Each course offered by BEA has a specific course fee. Each course encompasses several units of competencies. The course fee is the maximum fee that may be charged to the candidate for their selected training program.

It is BEA's policy that the course fee will be all-inclusive. Candidates will not be 'surprised' by unexpected requirements, fees or expenses. Inclusions:

- All tuition
- Support and coaching
- Specified course handouts
- Access to BEA's E-learning

Where additional resources normally associated with a program of study are required (reference material, research documents, own computer for example), the candidate will be clearly advised of exactly what is required in the candidate study guide for that program.

### **Program fees are:**

No Program fee applies.

### **Administration fee**

No Administration fee applies.

### **Enrolment fee**



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No Enrolment fee

**Early Withdrawal fee**

No Early Withdrawal fee applies.

**Re-submit fee**

No re-submit fee applies.

**Re-assessment fee**

No re-assessment fee applies.

**Produce partial completion statement of attainment**

No fee applies to produce a statement of attainment when the candidate has partially completed the training program and must withdraw.

**Re-print certification**

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

- Statement of attainment \$25.00 + GST
- Qualification (with academic transcript) \$40.00 + GST

## 8 REVIEW OF HANDBOOK

All information provided in this document is correct as at the date of publication. BEA will review this document annually. Any queries regarding the content of this publication should be directed to the RTO Management as detailed below.

RTO Management,  
12 Halmahera Cr,  
Lethbridge Park 2770 NSW  
Tel: 0412 468 397



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## **RTO ADMINISTRATION**

### **ANNEX A Acknowledgement of Training**



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# ACKNOWLEDGEMENT OF ENROLMENT INFORMATION PACK

**UPON RECEIPT YOU MUST RETURN TO RTO MANAGEMENT  
or nomination will be forfeited.**

I hereby acknowledge that I have read and understand and if applicable completed;

- this Handbook,
- BEA\_03 Policies and Procedures,
- Fee information,
- Consumer Protection Information i.e. complaints/grievance process and forms,
- Recognition of Prior Learning and Credit Transfer policies,
- Deferral and discontinuing training policies,
- Contact details and access to support services and assistance during training, and
- Agree to undertake the nominated training, and agree that all material submitted will be of my own work.

Student (Employee) Name: .....

Employment No. ....

Site.....CONTACT No. ....

Signature.....

Course Name: CERTIFICATE III IN BRICKLAYING AND BLOCKLAYING

Period of Training: .....

Course Provider: BRICKLAYING EDUCATION AUSTRALIA

Completed form is to be forwarded to:

BEA RTO Management,  
12 Halmahera Crescent  
Lethbridge Park NSW 2770

Tel: 0412 468 397

e-mail: [metwest67@gmail.com](mailto:metwest67@gmail.com)



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## **RTO ADMINISTRATION**

### **ANNEX B RTO Training Outcomes**





## B RTO TRAINING COURSES

### B.1

#### Certificate III in Bricklaying/Blocklaying

##### Course Outline

This course delivers the basic foundations and content for students to develop the skills and knowledge used in the building and construction industry, specialising in brick and blocklaying techniques. You will learn about brick/block types, brick/block accessories, mortar, brick/block patterns and cement mortars. You will also learn how to lay bricks and blocks using different bonds, including laying of brickwork/blockwork for domestic, commercial, industrial and public buildings, as well as how to construct feature walls, arches and columns

##### Duration

Flexible time frame (averaging 1044 hours)

##### Location

On-site

##### Pre-requisites

Nil

##### Competency Unit Outcomes

On completion of the course candidates will have completed the Core Unit requirements for the Certificate III in Bricklaying/Blocklaying

CPCCCM2012	Work safely at heights
CPCCPA3003	Cut segmental paving
CPCCPA3004	Finish segmental paving
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials
CPCCBL2002	Use bricklaying and blocklaying tools and equipment
CPCCBL3002	Carry out masonry veneer construction
CPCCBL3003	Carry out cavity brick construction
CPCCBL3004	Construct masonry steps and stairs
CPCCBL3005	Lay masonry walls and corners
CPCCBL3006	Lay multi-thickness walls and piers
CPCCBL3009	Install flashings and damp-proof course
CPCCBL3010	Construct masonry arches
CPCCBL3011	Construct curved walls
CPCCBL3014	Install fire-rated masonry construction
CPCCCA3002	Carry out setting out
CPCCCM1012	Work effectively and sustainably in the construction industry
CPCCCM1013	Plan and organise work
CPCCCM1014	Conduct workplace communication
CPCCCM1015	Carry out measurements and calculations
CPCCCM2001	Read and interpret plans and specifications

CPCCCM2004	Handle construction materials
CPCCBL3013	Construct masonry structural systems
CPCCCM2006	Apply basic levelling procedures
CPCCCM2007	Use explosive power tools
CPCCCM2008	Erect and dismantle restricted height scaffolding
CPCCCM2009	Carry out basic demolition
CPCCOHS2001	Apply OHS requirements, policies and procedures in the construction industry
CPCCPA3002	Lay segmental paving

### CPCCWHS1001 Prepare to work safely in the construction industry (White Card)

#### **Unit Outline**

This unit of competency specifies the outcomes required to undertake Occupational Health and Safety (OHS) induction training within the construction industry.

It requires the ability to demonstrate personal awareness of OHS legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

#### **Duration**

6 hours

#### **Location**

On-site

#### **Pre-requisites**

Nil

#### **Competency Unit Outcomes**

On completion of the unit candidates will have completed the Unit requirements for access to construction sites and alike.

CPCCWHS1001	Prepare to work safely in the construction industry
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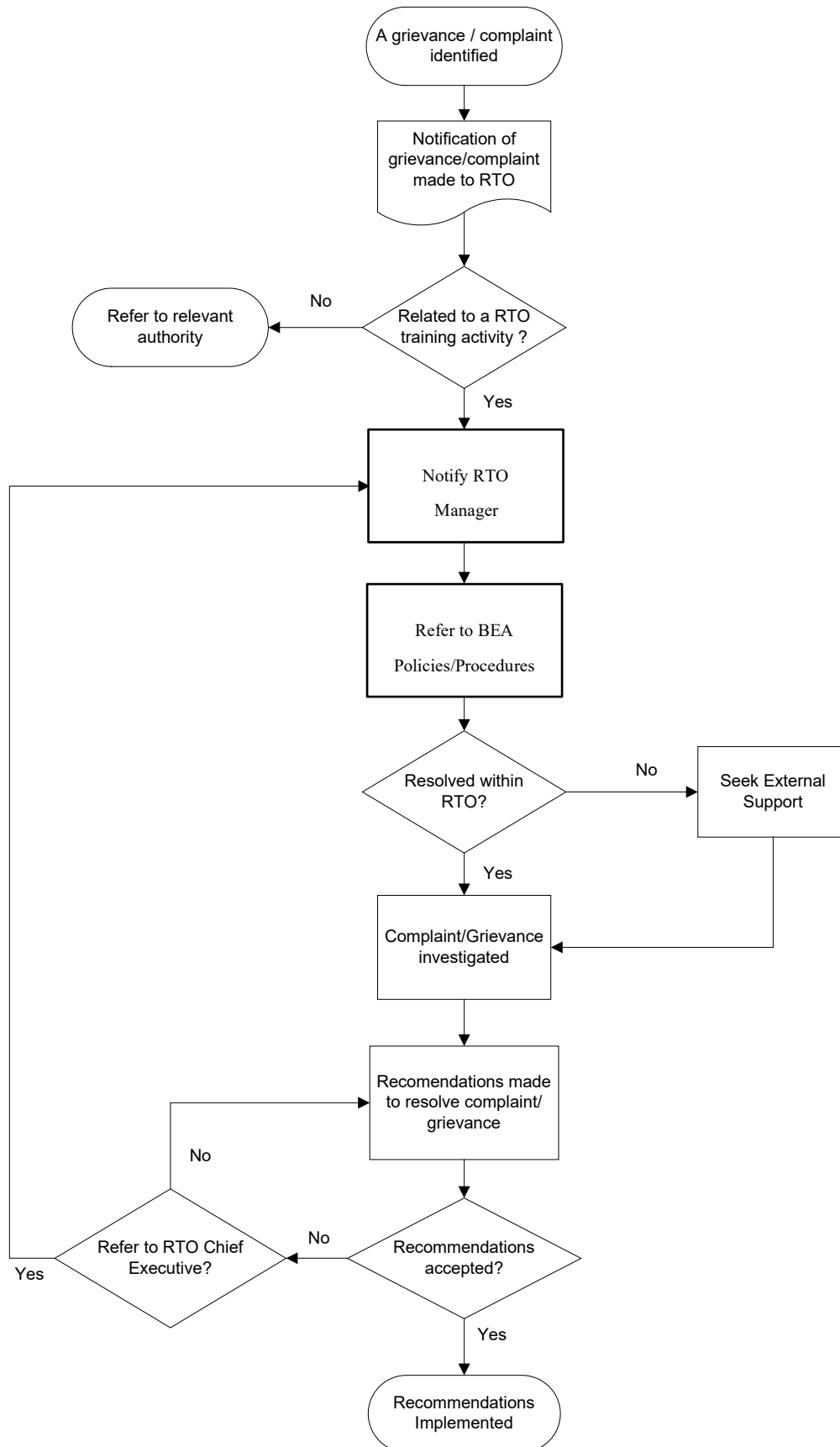
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## **RTO ADMINISTRATION**

### **ANNEX C RTO Grievance / Complaint Process**



## RTO GRIEVANCE/COMPLAINT PROCESS



**Figure 2: Grievance / Complaint Process Flow Chart**



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## **RTO ADMINISTRATION**

### **ANNEX D Application for RPL**





**BRICKLAYING EDUCATION AUSTRALIA**  
**APPLICATION FOR RECOGNITION OF PRIOR LEARNING**  
**FOR**  
**CERTIFICATE III IN BRICKLAYING/BLOCKLAYING**

Name: \_\_\_\_\_ Employee No. \_\_\_\_\_  
 Site: \_\_\_\_\_ Contact No. \_\_\_\_\_ Work  
 Address: \_\_\_\_\_ Mob  
 E-Mail \_\_\_\_\_ Fax

**Application to cover the following Qualifications/Competencies**

(Cross (X) units which you wish to be RPLed on)

**(Official Use Only by  
RTO Management)**

Unit Code	Unit Title	X	(Official Use Only by RTO Management)	
			RPL	Assessor Signature
CPCCCM2012	Work safely at heights			
CPCCPA3003	Cut segmental paving			
CPCCPA3004	Finish segmental paving			
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment			
CPCCBL3002	Carry out masonry veneer construction			
CPCCBL3003	Carry out cavity brick construction			
CPCCBL3004	Construct masonry steps and stairs			
CPCCBL3005	Lay masonry walls and corners			
CPCCBL3006	Lay multi-thickness walls and piers			
CPCCBL3009	Install flashings and damp-proof course			
CPCCBL3010	Construct masonry arches			
CPCCBL3011	Construct curved walls			
CPCCBL3014	Install fire-rated masonry construction			
CPCCCA3002	Carry out setting out			
CPCCCM1012	Work effectively and sustainably in the construction industry			
CPCCCM1013	Plan and organise work			
CPCCCM1014	Conduct workplace communication			
CPCCCM1015	Carry out measurements and calculations			
CPCCCM2001	Read and interpret plans and specifications			
CPCCCM2004	Handle construction materials			

CPCCBL3013	Construct masonry structural systems			
CPCCCM2006	Apply basic levelling procedures			
CPCCCM2007	Use explosive power tools			
CPCCCM2008	Erect and dismantle restricted height scaffolding			
CPCCCM2009	Carry out basic demolition			
CPCCOHS2001	Apply OHS requirements, policies and procedures in the construction industry			
CPCCPA3002	Lay segmental paving			

**Supporting Material (Official use Only)**

<b>Dated</b>	<b>Item</b>	<b>From</b>	<b>Contact Details (if known)</b>

Signature:

Date:

\_\_\_\_\_

\_\_\_\_\_

**BRICKLAYING EDUCATION AUSTRALIA**  
**APPLICATION FOR RECOGNITION OF PRIOR LEARNING**  
**FOR**

**CPCCOHS1001A WORK SAFELY IN THE CONSTRUCTION INDUSTRY**

Name: \_\_\_\_\_ Employee No. \_\_\_\_\_  
 Site: \_\_\_\_\_ Contact No. \_\_\_\_\_ Work  
 Address: \_\_\_\_\_ Mob  
 E-Mail \_\_\_\_\_ Fax

**Application to cover the following Qualifications/Competencies**

(Cross (X) units which you wish to be RPLed on)

**(Official Use Only by  
RTO Management)**

Unit Code	Unit Title	X	RPL	Assessor Signature
CPCCOHS1001A	WORK SAFELY IN THE CONSTRUCTION INDUSTRY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Supporting Material (Official use Only)**

Dated	Item	From	Contact Details (if known)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_