



National Provider No: 30078

NRT STUDENT HANDBOOK



**NATIONALLY RECOGNISED
TRAINING**

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Introduction

Congratulations on your decision to complete Nationally Recognised Training (NRT).

This handbook is to provide students with important information about the NRT qualifications offered at Maryborough State High School as well as your rights and responsibilities as a NRT student.

Students should take the time to study this handbook carefully and ask their NRT teacher if they are unsure of any details. Students should keep this handbook for reference throughout their enrolment.

The contents of this handbook in many instances represent the key points of various NRT Policies and Procedures (PNP) developed by this School. In depth details on each PNP relevant to students, is provided in the NRT Student Policies and Procedures (abbreviated version) found on the school website or at G:\Curriculum\Common\1. NRT\Handbook and PNPs.

The Australian Qualifications Framework (AQF)

All of the qualifications offered by this school can lead to nationally recognised qualifications – a certificate, if all of the requirements of the qualification are completed, or a statement of attainment for those parts that are successfully completed (if the full qualification is not completed).

This certificate/statement of attainment is recognised in all eight States/Territories in Australia. This is because Australia now has a national qualifications framework called the Vocational Education and Training Quality Framework (VQF). There are 16 different types of qualifications that can be obtained, these are shown in the diagram below:



Source: Australian Qualifications Framework Second Edition January 2013

Maryborough State High School provides the opportunity for students to complete, either fully or partially, the following levels:

- Certificate I
- Certificate II
- Certificate III

Client service

Maryborough State High School has sound management practices to ensure effective service to students. All NRT certification is issued within **30 calendar days** of the student being assessed as meeting the requirements of the qualification. These will be appropriate to competencies achieved and issued in accordance with national guidelines. For reprinting of NRT certification, students will be required to supply proof of identity.

Maryborough State High School's quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaints and Appeals Policy, an Access and Equity policy and student welfare and guidance services. Where necessary, appropriate programs will be developed for those students requiring literacy and/or numeracy support programs. Every opportunity will be taken to ensure that such programs are disseminated, understood and valued by staff, students and parents. Information relating to all fees and charges, course content, assessment procedures and vocational outcomes will be outlined prior to enrolment.

See the NRT Student Policies and Procedures document for further information on all policies and procedures

Student selection, enrolment and induction/orientation procedures

Students enrolled in the NRT at this School participate in the same enrolment and selection processes as other students at the School. Where numbers are limited for NRT subjects, selection will be based on interview and/or on the order in which enrolments were received.

Before training begins, in the first lesson of the year, NRT Teachers and RTO Manager (HOD Student Performance) will induct all NRT Students with this NRT Student Handbook and Policies and Procedures.

Qualification or accredited course information

Course information is contained in the Senior Learning Options Booklet (*found on the [MSHS website](#) – Curriculum/Vocational Education and Training*). Additional information can be sourced from your NRT teacher or HOD Student Performance.

Information available to students regarding course information includes:

- Qualification or accredited course code and title
- Packing rule information as per the specified Training Package or Accredited course
- Units of competency (code and title) to be delivered
- Entry requirements
- Fees and charges
- Course outcomes and pathways
- Work experience and/or real world experiences e.g. functions or event requirements (where applicable)
- Third party or off-campus arrangements (where applicable)

Marketing and advertising

Maryborough State High School will ensure that its marketing and advertising of its nationally recognised training products is ethical, upholds integrity, accuracy, consistency and is professional, whilst avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The RTO will not advertise or market in any way NRT qualifications or units of competency or accredited courses that is not on its scope of registration.

Maryborough State High School will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the RTO's scope of registration. If the RTO loses the opportunity to these resources, we will provide students an alternative opportunity to complete the unit of competency and/or qualification.

Note: See the NRT Student Policies and Procedures document (Marketing) for further information.

Fees and charges, including refund policy

NRT curriculum/subject levies are charged at a flat fee and details of each fee are outlined in the Senior Learning Options Booklet. Some NRT (subjects) may attract additional fees depending on chosen consumables. However, MSHS does not change students fees for NRT services.

Once a student commences NRT, no refunds of levies will be made for that particular term. Where levies have been paid for the whole year, a pro-rata refund system will apply for terms in which the student has not commenced, but has paid levies. The Business Services Manager (BSM) in accordance with the general fee policy of the school will handle matters regarding payment of fees or refunds.

Fees for NRT Courses provided through a third party will be charged as per arrangements with that organisation.

Note: See the NRT Student Policies and Procedures document (AQF issuance and replacement and Student Information) for further information.

Provision for language, literacy and numeracy assistance

If you are undertaking a NRT (subject), you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry vocational area of your liking/choice. If you still feel you need additional language, literacy or numeracy support, please approach your teacher.

Flexible learning and assessment procedures

The following represent the basic NRT assessment principles of this School. They are designed to promote fairness and equity in assessment.

- i. All NRT students at this School will *be fully informed* of the NRT assessment procedures *and requirements and will have* the right to appeal.

Students will be given clear and timely information on assessment.

Information given to students, on the assessment cover sheet, will include:

- Evidence gathering techniques

- assessment procedures
- the marking guide (second page)
- Outcome and feedback

Students will sight their profile sheet of results in each NRT (subject) on at least two occasions throughout a 1 year course and four occasions on a two year course.

The assessment approach chosen will cater for the language, literacy and numeracy needs of students.

Any special geographic, financial or social needs of students will be considered in the development and conduction of the assessment.

Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes. These will be clearly indicated on the assessment cover sheet.

Opportunities for feedback and review of all aspects of assessment will be provided to students.

A clearly documented mechanism for appeal against assessment processes and decisions is available to students in the NRT Student Policies and Procedures document.

Your NRT teacher will provide you with a thorough overview of the assessment requirements for your individual programme/s. The following information, however, represents some general information about the NRT assessment process adopted at Maryborough State High School.

Assessment methods

Each NRT Teacher will maintain a student profile for each student and on successful completion of the program the qualification will be awarded, based on the principles of assessment.

Elements of competency will be assessed and recorded once the teacher is satisfied that a student has demonstrated consistent competency in an element or unit of competency. Students may also receive assessment if they apply for and meet the requirements for, Recognition of Prior Learning (RPL). A master record detailing students' achievements of the units of competency is maintained at the School on the Senior Data Capture System. This will record all elements and units of competency achieved. This will be held by the School and will be issued to the student once they complete the program of study or within 21 days of exit.

Competency based assessment

Competencies studied at Maryborough State High School are part of accredited courses and National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a workplace setting to industry standard over a range of different contexts.

In most subjects assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a subject profile sheet or similar document. This assists students to become competent as their skills improve.

Assessment of competencies will be deemed as:

- **C** for Competent or
- **NYC** for Not Yet Competent (or similar).

What does it mean to be competent?

People are considered to be competent when they are able to apply their knowledge and skills to complete work activities successfully in a range of situations and environments, in accordance with the standard of performance expected in the work place.

This means that when a student demonstrates a competency they will not just demonstrate they can do a task on their own, but must be able to demonstrate they can do it in a range of different circumstances, as outlined above.

Note: See the NRT Student Policies and Procedures document (Assessment System, Complaints and Appeals, and Student Information) for further information.

Training and assessment standards

Maryborough State High School has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including *Recognition of Prior Learning and Credit Transfer*). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Student support, welfare and guidance services

Students have access to a wide range of support, welfare and guidance services at this School, including:

- NRT Teacher
- Head of Department Curriculum
- Guidance Officer
- HOD Student Performance/RTO Manager
- Deputy Principal
- Principal

Student Services

Maryborough State High School will establish the needs of their students, and deliver services to meet their individual needs where applicable. All students at this RTO will have involvement with some or all of the following processes, designed to establish their educational and support needs:

- SET Plans
- Subject selection processes
- Career guidance services

The provision of educational services will be monitored to ensure the RTO continues to cater for student needs through review of student Senior Education and Training Plans (SETP), as needed. The RTO will also ensure that all students receive the services detailed in their agreement with the RTO.

The RTO will continually improve student services by collecting, analysing and acting on any relevant data collection through students providing valuable feedback to the RTO through informal and formal processes i.e. individual surveys, school generated-surveys and random group feedback sessions.

Note: See the NRT Student Policies and Procedures document (Student Information) for further information.

Complaints and appeals policy and procedure

Any person wishing to make a complaint or request an appeal against Maryborough State High School shall have access to the complaints and appeals procedure.

Complaints arise when a student is dissatisfied with an aspect of Maryborough SHS's services, and requires action to be taken to resolve the matter. **Appeals** arise when a student is dissatisfied with a decision that Maryborough High has made.

A **complaint** can be made to Maryborough SHS regarding the conduct of:

- the school RTO, its trainers, assessors or other school RTO staff
- students of the RTO
- any third parties providing services on behalf of Maryborough SHS (if relevant).

Complaints can be made to any member of staff if necessary, but should be generally made with RTO Manager, Principal (if about the RTO Manager), Trainer/Assessor or Curriculum.

An **appeal** can be made to Maryborough SHS to request a review of a decision, including assessment decisions.

Appeals should be made to the trainer/assessor in the first instance, but can also be made to the Heads of Department or the RTO Manager – HOD Student Performance.

See **Appendix 2** for Complaints and Appeals Application form or RPL Appeals Application form (**Appendix 1**)

Note: See the NRT Student Policies and Procedures document (Complaints and Appeals) for further information.

Disciplinary procedures

Please refer to "Good standing Policy" and the student diary.

Access and equity

Access and equity

Maryborough State High School is inclusive of all students regardless of gender, race, impairment, or any other factor. Any matter relating to access and equity will be referred to the HOD Student Performance as the nominated Access and Equity Officer. All students will be informed of the requirements of the curriculum or National Training Package/s that affects them. Our Access and Equity Policy (see section 9 of this handbook for the School's Access and Equity Guidelines) ensures that student selection decisions comply with equal opportunity legislation.

Appropriately qualified staff will assess the extent to which the student is likely to achieve the stated competency standards and outcomes of the course, based on his/her qualifications and experience.

Access and equity guidelines

The access and equity guidelines at Maryborough State High School are designed to remove barriers and obstacles so that all students have the opportunity to gain skills, knowledge and experience through access to NRT subjects. Any matter relating to access and equity will be referred to the HOD Student Performance, as the designated Access and Equity Officer.

Access and equity guidelines will be implemented through the following strategies:

- The School curriculum, while limited by the available human and physical resources, will provide for a choice of NRT subject/s for all students
- Links with other providers, such as TAFE Institutes will be considered where additional resources are required.
- Access to School-based apprenticeships and traineeships may be available to students within appropriate parameters, such as the pool of available employers.
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I or II
- Access to industry specific NRT programs will be available to all students regardless of gender or race.

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc. This School strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity **without discrimination**.

For example, the following principles apply:

1. NRT curriculum areas will be adequately resourced, with teachers with the appropriate qualifications, in order to ensure students have quality outcomes.
2. NRT training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the ways in which students learn. Students with learning difficulties or impairment will participate with an initial and annual panel meeting with their parent/guardian and relevant School staff to ensure that the training and assessment provided meets their needs.
3. All students will be actively encouraged to participate in NRT programmes, irrespective of background/cultural differences.
4. Prior to participating in structured workplacement, students will be provided with an induction programme that will equip them with the knowledge to recognise harassment/discrimination should it occur and to ensure they have the strategies to deal with anything like this. Appropriate support will be provided to ensure students are successful in their workplacement.
5. Literacy/numeracy is integrated throughout all NRT programmes, as well as being delivered separately through your English/literacy and Maths/numeracy programme.
6. This School will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures.

7. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the School's NRT Policies and Procedures - Complaints and Appeals.

Recognition of prior learning (RPL)

All NRT students have access to a procedure that gives Recognition of Prior Learning (RPL).

RPL (Recognition of Prior Learning) the acknowledgement of the skills and knowledge a person has acquired through previous training, work or life experience, which may be used to grant partial or complete credit in a competency.

If a student believes that they fulfill these requirements they should approach their teacher first, who will bring it to the attention of the HOD. At the beginning of each qualification, the NRT Teacher will be responsible for ensuring that the students are informed of the Recognition of Prior Learning. RPL information and forms can be obtained in Appendix 1 or from the NRT Teacher or HOD.

Recognition of Prior Learning policy

All students shall have access to, and will be offered, Recognition of Prior Learning (RPL).

Recognition of Prior Learning procedure

Each year, the teacher will make students aware of the School's RPL policy via the NRT Student Handbook and Induction. Teachers will remind students of this policy at the beginning of each new cluster/project and provide opportunities to engage in the RPL process. When approached by a student seeking RPL, teachers will:

- provide the student with copies of an **RPL Student Application Form (Appendix 1)**
- provide the student with information about the types of evidence that can be used to support an RPL application
- make a prompt decision and notify students of the outcome of the RPL process
- update the student's records, if RPL is granted
- students can appeal a decision via the **RPL Student Appeals Form (see Appendix 1)**

Note: See the NRT Student Policies and Procedures document (Student Information and Assessment System) for further information.

Recognition of AQF Qualifications and Statements of Attainment issued by another RTO and credit transfers (internal and external)

Credit transfer refers to the granting of credit to students for subjects, modules or units of competency they have completed previously. Institutions or training organisations can grant credit to students for studies or training completed at the same or another institution or training organisation.

Recognition of qualifications policy

The School will recognise all AQF qualifications issued by any other RTO. The School will seek verification of the certification from the relevant RTO where there is some ambiguity.

Recognition of qualifications procedure

Each year, the teacher shall make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the School. Teachers will remind students of this policy at the beginning of each new cluster/project.

To be eligible the student must present an AQF qualification or statement to the teacher. If provided this the teacher will take a copy and bring it to the attention of the relevant Head of Department.

The Head of Department will verify the authenticity of the qualification or statement. The verified copy of the qualification or statement is placed in the student's file.

Once the qualification or statement is verified, the teacher will give the student exemption for the units of competency (*Credit Transfer*) identified in the qualification or statement and update the student's records accordingly.

Note: See the NRT Student Policies and Procedures document (Student Information and Assessment System) for further information.

Significant legislation requirements

Legislative requirements

Maryborough State High School will meet all legislative requirements of State and Federal Government. These include:

- [National Vocational Education and Training Regulator Act 2011 \(2017\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Vocational Education, Training and Employment Act 2000](#)
- [Copyright Act 1968 \(2018\)](#)
- [Education \(Work Experience\) Act 1996](#)
- [Education \(Overseas Students\) Act 2018](#)
- [Child Protection Act 1999](#)
- [Working with Children \(Risk Management and Screening\) Act 2000](#)
- [Work Health and Safety Act 2011](#)
- [Anti-Discrimination Act 1991](#)
- [Disability Services Act 2006 \(2017\)](#)
- [Information Privacy Act 2009](#)
- [Privacy Act 1988 \(2019\)](#)

If students require any further information, please see the HOD Student Performance (RTO Manager).

Access to record and NRT student consent form

Confidentiality procedure

Information about a student, except as required by law or as required under the [VET Quality Framework](#), is not disclosed without the student's written permission and that of their parent or guardian if the student is under 18 years of age.

The HOD Student Performance will have all NRT students complete a NRT Student Consent Form upon enrolment. Where a student consents to disclosure of information, this consent is kept on the Register of Consent. Students have access to their personal records.

Introduction of unique student identifier (USI) in VET/NRT sector

From 1 January 2014, any student enrolling in a NRT qualification or course, will be required to provide the RTO with their USI on enrolment. From this date, NRT qualifications and statements of attainments will not be able to be issued to students without a USI.

Note: See the NRT Student Policies and Procedures document (Data management and USI) for further information.

Transition

All students in existing/expiring courses/qualifications will be “transitioned” to the new versions of those qualifications as soon as they have been added to the scope and approved by registering body.

When this is not possible, no new students will be enrolled in the expiring qualification after six months from the publication date of the new Training Package or accredited course (up to 12 months will be permitted in exceptional circumstances and only as approved by the RTO Manager – HOD Student Performance). In addition, the six-month “teach out” after the expiry of the transition period is available for continuing students.

Note: See the NRT Student Policies and Procedures document (Student Information, and Data Management and USI) for further information.

Completion of Training

Maryborough State High School is committed to completing the outlined training and assessment once students have commenced study in their chosen qualifications or courses from the course start date. Students who enter the course after the start date will have a negotiated package of units that will lead to a Statement of Attainment.

In the event that Maryborough State High School is unable to complete delivery of training, Maryborough State High School will, if possible, arrange for agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, Maryborough State High School will gain a written agreement (subject change form – available from the HOD Student Performance) for a qualification transfer from the student and parent.

Quality management focus

Maryborough State High School has a commitment to providing a quality service and a focus on continuous improvement. It values feedback from students, staff, parents and industry representatives for incorporation into future programs. A Nationally Recognised Training (NRT) Questionnaire - Student is used to gather information.

Internal review

At Maryborough State High School each Head of Department in partnership with the HOD Student Performance – RTO Manager, will facilitate a system of annual internal review. Meetings will be held with representatives from the relevant industry areas (where applicable) and staff. The internal review process assists in the development of quality training and assessment.

External review

Maryborough State High School has agreed to participate in external monitoring and audit processes required by the state government. This covers random quality audits, audit following complaint and audit for the purposes of re-registration, by QCAA.

Management and administration

Maryborough State High School has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position. Student records are managed securely and confidently and are available for student perusal on request. Maryborough State High School has adequate insurance policies.

Appendices

Appendix 1

1. V2_RPL Application Form
2. V2_RPL Student Appeals Form

(See following pages for Appendix 1)

Maryborough State High School

RPL APPLICATION FORM



Student Name:	Date:
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Qualification:

Units of Competency	
Code	Name

Evidence Provided	
<input type="checkbox"/> Statement of attainments	
<input type="checkbox"/> Course outlines, reports	
<input type="checkbox"/> Outline of skills and knowledge	
<input type="checkbox"/> Work experience – report etc	
<input type="checkbox"/> Life experiences including times/dates, places and contacts	
<input type="checkbox"/> Other	

FOR OFFICE USE:

Assessor's comments and recommendations

**RPL
achieved
C**

**RPL not
achieved
NYC**

Assessor's comments and recommendations	RPL achieved C	RPL not achieved NYC

RPL Notification

..... (name of student) has been granted Recognition of Prior Learning for the following units of competency:

Competency code	Name

No information is printed below this line.

- OR -

..... (name of student) has not been granted Recognition of Prior Learning for the following units of competency:

Competency code	Name

No information is printed below this line.

.....
Assessor's signature

.....
Date

RPL CHECKLIST FOR STUDENTS

To ensure an effective RPL process, students should:

1. Obtain information about RPL
2. Obtain a copy of the Student Record Book
3. Read the relevant learning outcomes for the unit of competency
4. Assess your abilities/competencies, with guidance from your teacher and/or counsellor in the units of competency
5. Decide if you think you possess the knowledge and skills of the units of competency
6. Complete an RPL application form
7. gather evidence that supports your application
8. give the completed RPL application form and evidence to your teacher
9. receive notification from your teacher to show
 - either *that you have gained RPL* (go to 10)
 1. *that you need to supply more information AND/OR*
 2. *attend an interview* (go to 7)
 - or *that you have not gained full/partial RPL and you receive feedback*
 3. (go to 12)
10. (If you are successful) be exempt from those units of competency
11. (If you were partially successful) you may decide to progress more quickly through the units of competency by completing only those aspects for which you do not have prior learning. This completes the RPL process for your application.
12. (If you were unsuccessful) you may decide to request an RPL Appeals Form (discuss with your teacher)
13. Gather further evidence that supports your application
14. Submit your completed RPL Appeals Form and further evidence to the person nominated in the school's grievance policy, who will arrange for a second suitably qualified person to assess the evidence.
15. Receive a notification about whether
 - either *you have gained RPL* (go to 10)
 - or *you have not gained full/partial RPL and receive feedback* (go to 17)
16. Seek to progress more quickly through the units of competency by completing only those aspects for which you do not have prior learning.

Maryborough State High School

RPL student appeals form



Note: One competency per form

PART A: APPLICANT AND APPEAL DETAILS - FOR COMPLETION BY STUDENT

Student name:

Date of original RECOGNITION application:

Date of lodgement of appeal:

Qualification Code:

Qualification Name:

Units of competency for which RECOGNITION is sought, on appeal:

Code:

Competency Title:

RPL Appeal Register – Reference Number:

PART B: APPEALS DECISION - FOR COMPLETION BY ASSESSOR & SIGNATURE OF STUDENT

Competent - Evidence considered is:

- Authentic
- Valid
- Current
- Sufficient

Comments:

Competent or Not yet competent - Advice and feedback to student as to why and suggested strategies through which competency could be developed:

Date:	Signature of student, confirming advice of appeals process and of advice/feedback:
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Feedback from assessor on APPEALS process :	Feedback from student on the APPEALS process :
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Appendix 2

Maryborough State High School Complaints and Appeals form



Note: This is to be used for complaints and appeals other than RPL. For RPL appeals please use the RPL Appeal form.

Student to complete and submit to the RTO Manager, HOD Curriculum, Principal (if appropriate), Trainer/Assessor

PART A: APPLICANT DETAILS - FOR COMPLETION BY STUDENT

Student name:

Date:

Guardian contact details:

PART B: COMPLAINT DETAILS

Qualification Code:

Qualification Name:

You are (please tick): Making a complaint Making an appeal

Please provide a detailed explanation of the complaint or appeal below:

Describe any efforts made to resolve the issue (if appropriate):

PART B: AUTHORISATION

Privacy Notice:

The information provided on this form will be used to follow up your complaint or appeal. The information may be provided to staff or external bodies who are in a position to remedy your complaint or appeal. The information will be stored securely and you may access or correct any personal information provided at any time by contacting the person to whom you submit this form.

Declaration:

I confirm that all the information provided above is true and correct.

Signature:

Name (print):

Office use only

Date received:

Received by (print name clearly):

Document Name

V8_NRT Student Handbook

Version

Version 9

Authorisation

HOD Student Performance/RTO Manager

B:\NRT\Handbooks and PNP\Student Handbook and PNPs\v9_NRT_Student Handbook (for pdf).doc

<p>Position received by:</p> <input type="checkbox"/> RTO Manager <input type="checkbox"/> Principal (only if complaint against RTO Manager) <input type="checkbox"/> HOD Curriculum <input type="checkbox"/> Trainer/Assessor	<p>Added to register (register number):</p> <p>Entered into Register of Complaints by:</p> <p>Signature:</p> <p>Name (print):</p>
<p>Action taken:</p>	<p>Outcome:</p>