



High Motivation Training Academy

Student Manual

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1. Introduction

High Motivation Training Academy was established in September 1995 (formally known as Reiki College International), to deliver vocational, non-vocational and educational programs/courses. It is registered by the Department of Employment Training and the Arts, Queensland, as a Registered Training Organisation (National Code 31711) and through mutual recognition, its accredited programs and courses are recognised Australia wide.

Training once meant listening to your teacher, studying a set curriculum and working studiously to pass exams. The end result was a qualification. In reality, people become work competent in a variety of ways. The accredited programs recognize this by emphasising “What you can do” rather than “How you learnt to do it”.

The Academy provides:

- Delivery of accredited training
- Delivery of non-accredited training
- Recognition of Prior Learning
- Assistance in program accreditation
- Assistance in financial record keeping and advice in organisational structure
- Regular updates on training information
- Support for course developers

The Academy issues Statements of Attainment, Certificates, Diplomas and Advanced Diplomas for courses / units of competency within its scope, under the Australian Qualification Training Framework.

Units of Competency within scope currently:

Number	Unit Name	Qualification Mapping
HLTCOM404B	Communicate effectively with Clients	Certificate IV in Kinesiology
HLTCOM405B	Administer a Practice	Certificate IV in Kinesiology
HLTCOM406B	Make referrals to other Health Care Professionals when Appropriate	Certificate IV in Kinesiology
HLTCOM503B	Manage a practice	Diploma of Kinesiology
HLTIN301A	Comply with infection control policies and procedures in health work	Certificate IV in Kinesiology
HLTOHS300A	Contribute to OHS processes	Certificate IV in Kinesiology

Qualifications within scope currently:

Number	Qualification Name
30589QLD	Certificate IV in Rebirthing/Breathwork Mastery Practitioner
30590QLD	Diploma of Rebirthing/Breathwork Mastery Trainer
30591QLD	Advanced Diploma of Rebirthing/Breathwork Mastery Trainer
40586SA	Certificate IV in Rebirthing/Breathwork Therapy
40587SA	Diploma of Applied Health (Rebirthing/Breathwork Therapy)

2. Mission Statement

- 2.1 The Academy offers well sustainable professional services, partnering of individuals and organisations in the full spirit of enrichment and empowerment. Representing true wisdom and practical sense, the Academy enables quality delivery, assessment and training, well managed and easy operational procedures, and related services, and facilitates rewarding careers and activities that create benefits on all levels of living and enjoying daily life.
- 2.2 The Academy openly support and encourages:
- The exploration, research and development of Natural and tactile therapies, energetic and vibrational healing arts, holistic and transformational techniques, modalities and life skills;
 - The continuance of its commitment to the delivery of nationally accredited and recognised training programs that integrate principles, knowledge and skills for the enhancement of the quality of life and the resultant pursuit of comprehensive excellence in its work;
 - High quality training of Practitioners and Trainers/Teachers and Mentors;
 - Trainer/Teachers/Mentors to train/teach seminars nationally and internationally;
 - The collection and collation of client treatment data, establishing a database of information for the purposes of preserving and disseminating research results.
- 2.3 The Academy openly encourages each individual's self acceptance and self empowerment and openly encourages self responsibility and impeccable prosperity and the resultant ability to be in integrity thus giving to each individual the freedom to realise one's deepest dream.
- 2.4 The Academy openly commits to being of service to humanity, to planet Earth and to the whole of Creation through its constituent parts and honours the four elements of nature: earth, air, fire and water and the universal life force.
- 2.5 The Academy openly commits to a quarterly review of its mission statement, aligning this statement to current strategy and committing to a process of continuous improvement.

3. Code of Ethics

- 3.1 The Code of Ethics has as its primary goal the establishment of the standards expected of Trainers/Teachers and Practitioners in their personal lives and in their interaction with others on both a personal and professional basis. This code establishes the foundation of the relationship between the Trainer/Teacher and students, the Practitioner and the general public. This code allows for all parties to clearly understand their obligations to one another and for the public to have confidence in the actions of a High Motivation Training Academy Teacher/Trainer, student and Practitioner.
- 3.2 At all times the Trainer/Teacher and Practitioner will show respect for themselves and will honour their own personal honesty, integrity and values (both material and spiritual).
- 3.3 At all times the Trainer/Teacher will show respect for the student, show understanding for their individual needs and accept their right to have their own values.
- 3.4 At all times the Trainer/Teacher and Practitioner will show respect for family and friends, show understanding for their individual needs and accept their values.
- 3.5 At all times the Trainer/Teacher and Practitioner will conduct themselves with integrity in all relationships.
- 3.6 At all times the Trainer/Teacher will refrain from using their position of sacred trust with their students to take advantage of, or initiate, a personal or sexual relationship with a student.
- 3.7 At all times the Trainer/Teacher will refrain from using their position of sacred trust with their client to take advantage of, or initiate, a personal or sexual relationship with a client.
- 3.8 At all times the Trainer/Teacher will refrain from using their position of sacred trust with their students to take any form of advantage of their student in any way whatsoever.
- 3.9 At all times the Trainer/Teacher will refrain from using their position of sacred trust with their client to take any form of advantage of their client in any way whatsoever.
- 3.10 At all times the Trainer/Teacher will refrain from any other form of professional misconduct such as plagiarism, misleading or deceptive statements, misleading or deceptive conduct, use of other people's material without due acknowledgement and consent.
- 3.11 At all times the Trainer/Teacher and Practitioner will recognise and respect all disciplines, practices and Practitioners. Without personal knowledge and experience of other disciplines and practices, the Trainer/Teacher or Practitioner can neither promote nor denigrate other disciplines and practices.

- 3.12 At all times the Trainer/Teacher and Practitioner will abstain from drugs, alcohol or other unacceptable stimulants whilst ever they are in association with students and/or clients, or the general public, in a professional capacity and other Trainer/Teachers in a professional capacity.
- 3.13 At all times the Trainer/Teacher and the Practitioner will hold as totally confidential any and all information that comes into his/her possession through the position of Trainer/Teacher or Practitioner.
- 3.14 At all times the Trainer/Teacher and the Practitioner will take full responsibility for their actions and words.
- 3.15 At all times the Trainer/Teacher and the Practitioner will dress appropriately at all seminars/workshops or when working as a Practitioner.
- 3.16 At all times the Trainer/Teacher and the Practitioner will refrain from unbecoming behaviour and show respect for the rights of others at all times.
- 3.17 At all times the Trainer/Teacher will accord the students the same respect that is accorded to the Trainer/Teacher.
- 3.18 At all times the Trainer/Teacher and the Practitioner will resolve all grievances with students and/or clients, the general public and other Trainer/Teachers or Practitioners as expeditiously as possible. All such resolutions will be made using the grievance resolution procedure laid down in this manual.

4. Code of Practice

4.1 Compliance with Legislative Requirements

As part of High Motivation Training Academy's commitment to meet current Commonwealth and State/Territory Legislation, relevant personnel are informed of and required to implement all legislation that impacts upon training/teaching. The Academy is committed to compliance with legislative requirements relating to:

- The provision of safe working conditions and premises for staff/trainer and students
- The provision of its services and products free of discrimination and to promote and encourage equal opportunity and the provision of access and equity
- Ensuring that its services meet the standards of quality required of vocational and training legislation,
- Issuing qualifications that meet licensing and other regulatory requirements, and
- Reviewing regularly the Training Packages on scope to ensure a smooth transition to updated training package requirements within twelve months of the publication of any such reviews and updates.

Further information can be obtained on request to our trainers/teachers. However, the following web sites can be referenced for further information:

- 1) Department of Education, Employment and Workplace Relations (www.deewr.gov.au formerly www.dest.gov.au)
- 2) Department of Education and Training (DET) (www.trainandemploy.qld.gov.au)
- 3) National Occupational Health and Safety Commission for OHS legal obligations (www.nohsc.gov.au), Workplace Safety Australia (www.worksafe.com.au) and Queensland Workcover (www.workcoverqld.com.au) and the Australian Industrial Relations Commission (www.airc.gov.au)
- 4) The Australian Public Service Commission (www.apsc.gov.au) providing information on the Disability Discrimination Act, 1992, Equal Employment Opportunity Act 1987, Equal Opportunity for Women in the Workplace Act 1999, The Privacy and Personal Information Act 1998, Sex Discrimination Act 1984, Child Protection Act 1998, Trade Practices Act 1974, and the Workplace Relations Act 1996.
- 5) Australian Legal Information Institute databases of Commonwealth, State and Territory legislation and related legislative information (www.austlii.edu.au/)

4.2 Recognition of Prior Learning (RPL) and Credit Transfers

4.2.1 As a Registered Training Organisation, the Academy recognises that students may be able to demonstrate a particular competency on the basis of prior learning, skills gained in the workforce, or skills otherwise gained. Recognition of prior learning will be granted if students can demonstrate competency in all the assessment or performance criteria in the elements of a particular unit of competency, or the learning outcomes in a particular module. Fees will apply for Recognition of Prior Learning and all applications must be

made in writing within two weeks of the commencement of the course. The procedure for RPL for any programs of High Motivation Training Academy as follows:

- i. Check in depth the information provided within the areas for which prior learning is sought;
- ii. Self-assess to determine if prior learning has been achieved in the units of competency desired;
- iii. Complete an application form and evidence matrix, including all of the following details: subjects for which RPL is sought and a brief overview of the skills and knowledge that will cover that area, forwarded to the relevant teacher/trainer;
- iv. The teacher/trainer will contact the student/trainee and arrange an appropriate time for an interview;
- v. The student/trainee must submit their evidence for assessment to determine competency in the units required. This evidence can include description and authentication for relevant life and industry experiences, authenticated transcripts of formal and informal training.

4.2.2 Also the Academy recognises that students may be transferring from another college or learning institution, after undergoing related studies. High Motivation Training Academy will recognise qualifications issued by other Registered Training Organisations under the Australian Qualifications Framework qualifications and Statements of Attainment. Thus the Academy abides by the principles of mutual recognition, and will provide the means by which students will be able to, if eligible, apply for credit transfer. Applications must be in writing and accompanied by evidence of having acquired the relevant competencies.

4.2.3 Once the assessment is completed for either RPL or credit transfer, a letter will be sent to the student/trainee within seven days, giving the results of the assessment. If for any reason a credit transfer or RPL is denied, a student/trainee has a right of appeal. The appeal must be submitted in writing (together with a fee of \$44.00 incl. GST) and received within seven days from the date of the formal notification that an application has been unsuccessful. Appeals made after this period will not be considered, and the assessment decision will be final.

4.3 Flexible Learning

4.3.1 Flexible learning delivery gives maximum flexibility to the student, who, because of work or home commitments, cannot or does not want to participate in education within a traditional format. The traditional method of delivering educational programs in Australia has been the attendance of courses of study within campus, at pre-arranged times, and for a set period of time.

4.3.2 Flexible learning is a mixed mode of learning. Students can learn through a variety of media (tapes, readings, telephone tutorials, self-paced assessments), depending on the modalities being taught. This allows learning to take place at the individual's own pace and within surroundings that best suit successful outcomes. There are five main ways of attaining one or all of the statements and qualifications:

- Recognition of Current Competencies (Assessment and training on the job)
- A combination of on and off-the-job assessment and training, and/or
- Recognition of prior learning.
- Credit Transfer
- A combination of any or all of the above.

4.4 Marketing and Advertising

- 4.4.1. High Motivation Training Academy will market their vocational education and training product with integrity, accuracy and professionalism, avoiding vague and ambiguous statements in the provision of information. No false or misleading comparisons will be drawn with any other provider or course. HMTA will obtain prior written permission from any person or organisation for the use of any marketing or advertising material which refers to that person or organisation, and will abide by the conditions of that permission.
- 4.4.2 High Motivation Training Academy will ensure that nationally recognised products are identified separately from other products in the marketing of products and services.
- 4.4.3 High Motivation Training Academy will market recognised/accredited training using names/titles and logos as prescribed and endorsed by the Department of Education, Employment and Workplace Relations (DEEWR) National Training Framework Committee and/or accredited/recognised by the Queensland Government or any other State/Territory Training Authority. The Managing Director only has the authority to approve marketing and advertising materials prior to being published, and her approval must be attached to all orders prior to such orders being placed.

4.5 Discrimination and Sexual Harassment Policy

- 4.5.1 Any behaviour, which is offensive, belittling or threatening, and is directed at an individual or group is unacceptable and is unlawful under civil or criminal law.
- 4.5.2 The behaviour may be the result of some real or perceived attribute or difference (such as disability, nationality, gender, sexual preference, age or religion). It may also be unwelcome, unsolicited, unreciprocated and usually, but not always, repeated. It is behaviour which a reasonable person, having regard to all the circumstances, would have anticipated would offend, humiliate or intimidate.
- 4.5.3 This behaviour must not be confused with legitimate comment and advice (including negative feedback or comment) from trainers on work practices.
- 4.5.4 In accordance with all State and Commonwealth Acts on Racial Discrimination, it is unlawful for a person to do any act involving a distinction, exclusion, restriction or preference based on grounds of nationality, colour, and descent, racial or ethnic origin.

- 4.5.5 In accordance with all State and Commonwealth Acts on Sexual Discrimination, it makes unlawful both sexual harassment and discrimination on the grounds of sex, marital status, pregnancy and family responsibilities.
- 4.5.6 In accordance with all State and Commonwealth Acts on Discrimination, it is unlawful for a person to discriminate or harass another person in relation to disability.
- 4.5.7 In addition to the above State and Commonwealth Acts, the Human Rights Equal Opportunity Act 1986 includes in its grounds of discrimination: race, colour, sex, religion, political opinion, national extraction, social origin, age, medical record, impairment, marital status, mental intellectual or psychiatric disability, nationality, physical disability and sexual preference.
- 4.5.8 Harassment in the workplace may take many forms, including:
- Derogatory comments or behaviour based on an individual or group's colour, race, descent, national ethnic or social origin;
 - Derogatory comments based on an individual's religion, political opinion, age, medical record, impairment, mental intellectual or physical disability, nationality, marital status, or sexual preference;
 - Insulting comments about the physical characteristics, abilities or mannerisms of a person;
 - Disparaging or unnecessary comments about a person's work or capacity for work;
 - Interference with a person's workspace, work materials, equipment or property;
 - Persistent teasing;
 - Any other form of victimisation.
- 4.5.9 Sexual harassment is defined as unwelcome sexual attention. Behaviour, which may be acceptable in a social context, can be inappropriate in a work or training environment. Some examples of sexual harassment in the workplace or training environment are:
- Directly offensive verbal comments or innuendo of a sexual nature,
 - Sexually offensive jokes,
 - Repeated comments about a person's alleged sexual activities or private life,
 - Offensive gestures,
 - Uninvited physical contact such as patting, pinching, touching or putting an arm around another

4.6 Privacy

- 4.6.1 The Management of HMTA are committed to protecting the privacy of the information supplied to them. , in compliance with the National Privacy Principles of the Privacy Act 1988 Schedule 3 effective 21 December 2001. HMTA will take all reasonable steps to ensure that all individual and corporate information is securely held, with appropriate access restrictions in place. HMTA management and staff will not disclose such information to any third party without the express written permission of the individual or corporation involved, or unless required to do so by law.

- 4.6.2 Should an individual or the authorised representative of a corporation, wish to access their information, such information will be made available once a request has been made in writing address to the Managing Director of HMTA. HMTA may charge a fee for the retrieval of such information.

4.7 Payment of Fees and Refund Policy

- 4.7.1 Fees are due and payable on or before the first day of each training session, and can be paid by either cash, cheque made payable to “Zohar Trading Pty Limited ATF the Zohar Trust”, or direct bank transfer.
- 4.7.2 Should a Trainer/Teacher working under the auspices of High Motivation Training Academy cancel a course and the student does not wish to take the course at another time, a full refund will be made to the student of all student fees.
- 4.7.3 In the event of a student withdrawing from a course/program prior to the commencement of that course, and providing at least two (2) business days’ notification of withdrawal and does not wish to take the course at another time, a full refund of all student fees will be made.
- 4.7.4 In the event of a student withdrawing from a course/program with less than two (2) business days’ notice and the student does not want to take the course at another time, a full refund may be made at the discretion of the Trainer/Teacher involved and will depend upon the circumstances of the late withdrawal.
- 4.7.5 In the event of a student withdrawing from a course/program after the course/program has commenced, the student will be given the opportunity to take the full course/program again at a later date. However, if the student does not wish to take the course at another time, a partial refund may be made at the discretion of the Trainer/Teacher involved and will depend upon the circumstances of the withdrawal.
- 4.7.6 All student fees, for courses organised by High Motivation Training Academy, shall be deposited into a separate account held in trust by the Principal of the Academy until such time as the course/program has commenced, to protect fees paid in advance. For courses organised through our Strategic Partners, this fee policy shall apply to such organisations and their Principals.
- 4.8.7 In the event of a student being dissatisfied with the refund policy as applied by an individual Teacher/Trainer of a course, then the student has the right of appeal to the Principal of the Academy (such appeal to be in writing). The decision of the Principal of the Academy is final.

5. Course Information

5.1 Access and Equity

- 5.1.1 High Motivation Training Academy is committed to the principles of equity and access in education and training and generally permits open access to all its courses and training programs, except where open access is restricted because of legislation, licensing regulation, government funding policies or because of conditions placed on entry to a particular course or program by the course or program proponent.
- 5.1.2 It is a policy of the Academy to ensure all students and clients are treated equally in all matters and concerns, regardless of irrelevant factors but not limited to, nationality, religion, disability, marital status, gender and pregnancy, age, physical or psychological differences. Thus the Academy's philosophy is aimed at ensuring all students receive fair and adequate training and assessment.
- 5.1.3 HMTA has ensured that its training programs are designed in such a way as to meet the needs of a diverse range of clients in delivery, training resources provided and its assessments.

5.2 Admissions/Enrolment Procedures

- 5.2.1 High Motivation Training Academy will provide access to training programs to any person who can demonstrate the capacity to fulfil the entry requirements, irrespective of nationality, religion, gender, age, physical or psychological differences. The Academy's philosophy is aimed at ensuring all students receive fair, equitable, and effective training.
- 5.2.2 In many courses, student numbers will be limited. Where there are more students seeking places than there are places available, then, subject to any other restrictions imposed, High Motivation Training Academy will enrol students in strict order of receipt of fully completed enrolment applications. In some courses and programs, places may be reserved for participants from disadvantaged groups.
- 5.2.3 Students wishing to enrol must complete an HMTA Enrolment Form which can be obtained by request via email to infoplease@hmtacademy.com, from the Principal of the Academy, or from the Trainer/Assessor. Completed forms must be sent to the Principal of the Academy, duly completed and signed by the student, and all fees paid as notified. A confirmation of enrolment will be forwarded to the student upon successful completion of this process.
- 5.2.4 Registration of trainees/students will be conducted at all times in an ethical and responsible manner, and consistent with the requirements of the curriculum, and will comply at all times with equal opportunity legislation.

- 5.2.5 As a general rule, training courses and programs are divided into various subject areas. Depending upon which course or program, these subject areas are called modules or units of competency. Within each unit of competency, there is a series of learning outcomes that reflects the skills or competencies that students will need to be able to show that they can do in order to satisfy the assessment requirements. Appropriately qualified staff/trainer will assess the extent to which the student/applicant is likely to achieve the stated competency standards and outcomes of the course based on the applicant's qualification and proficiencies.
- 5.2.6 Each applicant shall be provided with a Participant's Guide to the course or units of their choice upon enquiry and prior to enrolment, which will provide them with information relating to training and assessment, fees and charges, and how to apply for recognition of prior learning and/or credit transfer. If an applicant wishes to enrol in a course with HMTA or a partner training organisation, an enrolment form will be sent to them and upon receipt of this form by the Principal of HMTA and the payment of the required fees, their enrolment will be confirmed in writing.

5.3 Structure of Courses

- 5.3.1 The National Training Agenda agreed to by the Commonwealth and State and Territory Governments provides for the recognition, Australia wide, of vocational training qualifications in nationally accredited training courses delivered and assessed by registered training organisations. High Motivation Training Academy is certified as a Registered Training Organisation for the delivery of vocational education and training programs by the Training and Employment Recognition Council (Queensland), and to issue qualifications in respect of these programs. The Training and Employment Recognition Council is the training body that oversees the delivery of vocational training and education in Queensland and the accreditation of training organisations.
- 5.3.2 High Motivation Training Academy issues qualifications and Statements of Attainment encompassing the range of qualifications as listed on its scope. At the first session of a training course/program, all trainees/students are provided with verbal information relevant to training under the framework of the Australian standards for Vocational Education, covering topics within clause 5.3.1 above. Trainee/student manuals as provided within the course program and enrolment procedures also include this information.
- 5.3.3 A Statement of Attainment, Certificate, Diploma or Advanced Diploma will be awarded upon successful completion of the relevant course or program within the Academy's scope, in accordance with the Australian Qualifications Framework requirements. To qualify for an award, the trainee/student must achieve all the identified learning outcomes and meet the required performance measures as state in the course content. Where trainees/students do not qualify for the award, they are provided with a Statement of Attainment which identified units of competency successfully completed.

- 5.3.4 Assessment will be by observation of practical work, their personal involvement, oral questions and/or written assignments.
- 5.3.5 In the event of the necessity to transition to a revised training package qualification, students shall be given every opportunity to receive the current national qualification. Transition from old to new training package qualifications must be completed by the RTO within 12 months from the date of the revised package qualification being released. All existing students will have their training reviewed when such an update is announced, in regards to status and progress, to determine whether they can complete their studies within this transition period. Students will be advised about the revised qualifications and the requirements to complete studies within a specific timeframe. Students who cannot complete their studies within the transition period will be transitioned to the new qualification.

5.4 Student Orientation and Induction

- 5.4.1 Induction and orientation to education and training within the Academy is carried out via firstly information provided in a student handout prior to enrolment, and secondly on enrolment in their assessment workbooks, course notes provided on entry into a specific course unit of competency, face-to-face interviews with teachers/trainers, and other written correspondence.
- 5.4.2 Information provided to prospective students prior to enrolling includes the following:
- Our selection, enrolment and induction policies and procedures
 - Course information
 - Fees and charges, including our refund policy
 - Provision for language, literacy and numeracy
 - Client support
 - Flexible learning and assessment
 - Welfare and guidance services
 - Appeals complaints and grievance procedures
 - Disciplinary procedures
 - Staff/trainer responsibilities for access and equity, and
 - Recognition of prior learning arrangements

5.5 Exit Points

Generally a course will have specific exit points that allow a student to withdraw from a course without completing all units of competency. In these cases, students may qualify for a lesser award, such as a Statement of Attainment. Further details for specific courses are contained in the course outlines. Enquiries or concerns regarding such qualifications can be made to either the Trainer/Teacher of the specific course, or the Principal of the Academy.

6. Assessment

6.1 Assessment Procedures

- 6.1.1 Assessment processes cover the broad range of skills and knowledge needed to demonstrate competency. They provide for the recognition of competencies no matter how, when or where they have been acquired. Assessment of a competency is a process which integrates knowledge and skills within the practical application. Assessment processes are monitored and reviewed to ensure that they are valid, reliable, fair, flexible and that there is consistency in the interpretation of evidence.
- 6.1.2 Assessments are made against the units of competency for the relevant level of training. Course materials provided in each course contain details of all outcomes to be assessed within a unit, assessment tasks, the due date for completion of each assessment task, and the method of assessment. Each assessment is evaluated individually on its merits and reasonable adjustments are made to assessment processes for people with special needs. Substantiation of competencies may include the following assessments:
- Direct questioning
 - Challenge tests on skills
 - Direct observation of performance
 - Simulations or role plays
 - Reports from co-workers
 - Examination of finished products.
- 6.1.3 When a student is assessed as ‘competent’ against nationally endorsed units of competency in applicable accredited courses, such students shall be offered a Statement of Attainment in that particular unit, and/or an AQF qualification on the successful conclusion of their prescribed modules consistent with HMTA’s scope of registration. HMTA will comply with the AQTF standards as provided for RTOs in the issuance and record keeping of Statements of Attainments and Qualifications.
- 6.1.4 At a minimum requirement the trainers/assessors assessing training/learning must demonstrate competency in both the Assessment Standard and the Extension Unit of the qualification desired. Such qualifications are maintained within a skills matrix within the documentation of High Motivation Training Academy, and verified as current, accurate and applicable for each unit of competency by the Managing Director.

6.2 Notification of Assessment Details

A student is deemed competent when all outcomes are successfully completed within a unit of competency. To demonstrate competency, the student must satisfactorily complete each assessment task. The statement assessment outcomes in competency-based courses are:

- Competent – the student has demonstrated competency in all learning outcomes, or
- Not Yet Competent – the student has not yet demonstrated competency in all learning outcomes.

A student who fails to demonstrate competency in an assessment task can re-attempt that assessment task once, without re-enrolment.

6.3 Policy on Plagiarism

Plagiarism is the act of using another's work as one's own. Examples of plagiarism include copying the work of another or summarising the work of another. Students found plagiarising work will gain a non-completion result in the unit of competency being attempted. Any person who knowingly aids another person to commit plagiarism shall be dealt with as if they themselves had committed plagiarism.

6.4 Appeals Procedure

6.4.1 Where a student disagrees with the results of an assessment made by the Trainer/Teacher, that student can appeal against the results of the decision.

6.4.2 Students have a maximum period of 14 days after the receipt of their results in which they can appeal against their assessment feedback. All notifications of such appeal must be in writing and addressed to:

The Principal
High Motivation Training Academy
PO Box 470
MOFFAT BEACH QLD 4551

6.4.3 The Academy will have the student's work reassessed by another Trainer/Teacher and the student will be informed of the result within 14 days of receipt of the written appeal.

6.4.4 If the student still remains unsatisfied with the results of the assessment, an appropriately qualified external assessor will assess the student's work. The decision of this external assessor will be final.

7. Student Support

7.1 Student Welfare and Guidance Services

High Motivation Training Academy as a Registered Training Organisation is committed to providing to all its students all the support necessary to enable them to obtain their qualifications and certifications. Support will be offered to a student if he or she identifies to her trainer, or to High Motivation Training Academy, that due to emotional, family or work issues/challenges, they are having difficulties maintaining their study timetable, or completing their assessment tasks. High Motivation Training Academy will commit to maintaining student confidentiality on all matters, and will assist where possible to provide support and guidance, by recommending expert counselors who can provide the student with the required and appropriate professional advice and support.

7.2 Provision for Language, Literacy and Numeracy

7.2.1 High Motivation Training Academy recognises that in order to give all students/trainees the optimum opportunity to reach a successful outcome in their desired programs, each student/trainee needs to be competent in language, literacy and numeracy.

7.2.2 High Motivation Training Academy thus undertakes to conduct a short diagnostic test prior to the commencement of the first training session undertaken by each student/trainee. This diagnostic test identifies learning needs of the students/trainees.

7.2.3 The diagnostic test consists of:

- Reading several paragraphs of set text, and
- Answering three set questions about the text.

This test determines the ability of a student/trainee to read, write and comprehend the written word.

7.2.4 If, as a result of this diagnostic test, a problem is identified, High Motivation Training Academy undertakes to perform the following procedure:

- Modify the teaching to take into account the learning needs in saying the same thing in differing ways, involving the student in group activities, asking the other students to assist, or one on one teaching after the class, and/or
- Refer the student/trainee to an external agency. In Queensland, this can either be through TAFE (offering Certificate I and II in Vocational Access) or through other colleges such
 - ✓ Embassy – English Australia (phone 02-92644700 email easec@englishaustralia.com.au)
 - ✓ Spelt English College (phone 07-32217377) address 3/231 Albert St., Brisbane

- ✓ Hilton International College (phone 1300 780 520) operating under Need Education (email info@neededucation.com)
- ✓ HHH Language Centre (phone 07-32202877) address 4/235 Edward St. Brisbane, email hhh@hhhlanguage.com.au

7.2.5 High Motivation Training Academy will record the diagnostic test and results on the student/trainee file.

7.3 Complaints and Appeals Policy

7.3.1 Within any organisation, especially one dealing with the general public, complaints/appeals and/or grievances between individuals may arise from time to time. The grievance could be between two students, a trainer/teacher/practitioner and a student/client, or between two trainer/teachers/practitioners. High Motivation Training Academy has provided a mechanism for dealing with such complaints in a timely, conciliatory and non-aggressive and non-judgemental atmosphere, and shall act on all complaints found to be substantiated.

7.3.2 In all grievances, it should be clearly understood that one person's perception of a situation may be markedly different from the perception of the other person involved.

7.3.3 All grievances are to be brought to the attention of the appropriate trainer/teacher or student. At this time, it is essential that all parties involved commit in writing their perception of the event or events out of which the grievance arose and pursue the matter on an informal basis. This may involve, for example, discussing the matter with other teachers/trainers or students, as well as the aggrieved party in an attempt to resolve the matter informally to the satisfaction of all parties.

7.3.4 Where informal negotiations fail to resolve the grievance, the complainant can then lodge a formal grievance in writing with the Principal of the Academy. The Principal welcomes comments and will negotiate a workable solution that enables High Motivation Training Academy to maintain adherence to all government, contractual and student expectations.

7.3.5 If the matter remains unsolved and cannot be resolved by the above procedures, the Principal of the Academy will refer the matter to the appropriate government legal body. Australian complainants are referred to the Queensland Government.

7.3.6 It is essential that all such processes be documented by all parties in writing, detailing the issues, outcomes and reasons for decisions. Such documentation shall be made available to all stakeholders as appropriate.

7.4 Disciplinary Procedures

7.4.1 Students will be provided on the first day of their course with a copy of the Student Policy. Students will be asked to read and understand these policies, confirming same by signing and returning a copy of this Policy on the first day of the course.

- 7.4.2 Students agree to abide by High Motivation Training Academy's policies and procedures as outlined within this Operations Guide. Disciplinary policies refer to the non-compliance of an individual student in respect of the ethical and honest completion of their course work.
- 7.4.3 Students who have been asked to leave the tutorial or workshop due to behaviour problems, can submit a letter requesting re-instatement, to the relevant Trainer/Teacher outlining what actions will be taken to rectify the cause of the expulsion. The student will then be on a probation period to see if the reinstatement is working to the benefit of the student involved, the Trainer/Teacher and other students within the course.

7.5 Staff/trainer Responsibility for Access and Equity

- 7.5.1 It is the role of the Principal and staff/trainer of High Motivation Training Academy to contribute to a working and learning environment free of discrimination or sexual harassment, where all are considered on their merit and performance.
- 7.5.2 High Motivation Training Academy has a legal obligation and responsibility to ensure that all steps have been taken to prevent discrimination or sexual harassment occurring in the workplace and learning environment. High Motivation Training Academy will ensure that all staff/trainer are made aware of inappropriate and unacceptable standards of behaviour, and handle alleged complaints promptly, seriously and confidentially with sensitivity to the needs of the complainant. All concerns should be reported immediately to the Trainer/Teacher, or to the Principal of the Academy.