

# PARTICIPANT HANDBOOK 2014



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## Participant Record

### Participant Details

Full name \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_

Date commenced \_\_\_\_\_

Date completed \_\_\_\_\_

### Training Details

#### Navitas Professional Training

Melbourne  
Level 3, 206 Bourke Street  
Melbourne Vic 3000

Tel: 1300 883 445

Sydney  
Level 11, 17 York Street  
Sydney, NSW 2000

Tel: 1300 884 261

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Level 2, Kirin Centre  
15 Ogilvie Road  
Mount Pleasant WA 6153  
Tel: 1300 856 549

E [info@navitas-training.edu.au](mailto:info@navitas-training.edu.au)

## Introduction

This handbook outlines the process you will need to undertake in order to achieve the qualification in which you will participate.

As your RTO (Registered Training Organisation) Navitas Professional Training (NPT) has provided this Handbook to assist you in understanding the training process you are undertaking. At NPT we encourage you to be involved and take responsibility for your own learning success.

This Handbook is designed to provide you with:

- an understanding of the training and assessment process
- definitions of terms you may encounter
- information needed to access your personal records
- an explanation of Recognition of Prior Learning (RPL) and Credit Transfer
- an outline of the assessment process
- assistance to complete assessments successfully
- personal learning tips
- some NPT policies and procedures

The purpose of this program is to provide you with the skills, knowledge and attitude needed to work effectively and to play a crucial role in your organisation. A summary of your units of competency will be given to you at your first session.

Our training programs are tailored to suit individuals and organisational needs. Training is competency based and training/coaching sessions are based on adult learning principles. These may include individual written learning activities, oral presentations group discussions of specific issues related to the industry/sector, industry case studies and assessment tasks.

Our quality management systems ensure that NPT complies with the standards of each industry sector, the National VET Regulator (NVR) Standards and the Australian Qualifications Framework (AQF).

Our consultants will assist you in meeting all the requirements of the qualification you are undertaking.

We recommend that you become familiar with the learning requirements and outcomes for each unit and conduct a self-assessment on each one so that you begin to understand your learning needs. Your consultant can help you understand the learning outcomes for each unit.

By regularly monitoring your own progress in this way throughout your program, you can become more responsible for your own learning. The NPT consultant will advise you when you have been assessed as competent in each unit. You can also contact our office at any stage throughout your program to obtain a transcript of your progress within your program.

We trust that you will enjoy the program and find the learning practical and of value in your day-to-day activities both professionally and personally.

## Competency based training and assessment

### Our role and responsibilities to you

Navitas Professional Training (NPT) will have the multiple roles of coordinator, consultant, assessor and mentor. NPT will be responsible for:

- Coordinating your training and assessment program
- Delivering training
- Assessing your assessments in a timely manner
- Giving you feedback on your assessments and assistance in meeting any resulting skill gaps
- Providing support and advice throughout the training and assessment program
- Issuing the Certificate of Qualification or Statement of Attainment following successful completion of all required units of competency.

### Your role and responsibilities

You will be responsible for:

- Undertaking all training sessions and completing all assessments by the due date
- Negotiating extensions to due dates if you have extenuating circumstances
- Immediately discussing any problems relating to your training program with our consultant or workplace supervisor (where relevant)

The emphasis in competency based training is on “performing” rather than just “knowing”.

A ‘competency’ is defined in terms of what a person is required to do (performance), under what conditions it is to be done (conditions) and how well it is to be done (standards). As well as being a description of a work task or activity, a competency addresses the knowledge, skills, and attitudes required for a person to perform a job to a required standard.

Competency based training and assessment is education and training for work. It exists to develop and recognise the knowledge and skills of learners. Competency (or competence) is the ability to perform tasks and duties to the standard expected in a workplace setting. A competency standard is an industry determined specification which sets out skills, knowledge, and attitudes required to operate effectively in employment.

The Australian Qualification Framework (AQF) has been designed to facilitate adult learning, to make skills upgrading more accessible and to provide a career progression pathway. The AQF system also defines the competencies required of various key job occupations in various industry sectors and structures the attainment of these competencies into nationally recognised qualifications that are recognised by those industries.

NPT gives the option to choose how programs can be delivered using one or a combination of our learning options. On-the-job training is delivered while the participants are at work. This training may take various forms. Training may be delivered either one-on-one with an NPT Consultant or within a group in the work environment. Your employer may also conduct training in the workplace.

Off-the-job/classroom training, as the name suggests, is delivered away from the workplace. It is more effective to deliver this training in a more appropriate environment, away from the distractions of the workplace. This may be in the classrooms or in a suitable, designated training room within the organisation externally.

Online training may be available using a Learning Management System (LMS).

## Delivery model

To earn the qualification or Statement of Attainment, you must demonstrate competency in all the units outlined in your Training Plan.

- You may choose to submit a portfolio of evidence as part of a Recognition of Prior Learning (RPL) application, which will assist in determining your current competency. See below for more information about RPL
- If you achieve competency through this process, you will only need to complete the outstanding units in the qualification or Statement of Attainment.
- NPT or, if applicable, your employer will advise on the schedule of your program
- You will have time to put your learning into practice through the training conducted
- You will be required to complete assessments set for you as part of the program
- Once you have achieved competency in all the required units, NPT will award you the qualification, or pending the program and/or in the case of partial completion, a Statement of Attainment

### RPL or Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a form of assessment that acknowledges that people learn in many different ways throughout their lifetime. RPL takes into account a person's skills and experience, no matter where these were learnt. RPL enables people to gain credit in a program of study or particular qualification. RPL applications and guidelines are available on request to all participants at the time of commencement.

As a Registered Training Organisation (RTO) we take into account the experience and education gained from the following three categories:

- 1. Work experience**
  - Both paid and unpaid
  - Either full time or part-time
- 2. Education and training**
  - Formal accredited training
  - Informal training
  - Training gained through work (on the job), etc.
- 3. Life experience**
  - Including leisure, recreation, hobbies, etc.

As you work through the RPL process, there is one question that you will be asking yourself; how can I prove that I meet the requirements of the competency standards?

### Credit transfer

NPT acknowledges and supports recognition of qualifications issued by other RTOs as one of the most important features of the Australian Quality Training Framework, this is Credit Transfer. Our company recognises the Australian Qualifications Framework qualifications and Statements of Attainment issued by any other Registered Training Organisation based in any state or territory of Australia.

During the enrolment process, NPT gives every participant the opportunity to apply for recognition of qualifications issued by other RTOs and Units of Competency achieved with other RTOs.

### Guidelines on assessment strategies

Competency based assessment is a process that is used to determine whether participants can demonstrate competency (ability) against a pre-determined set of criteria. It is a process of

collecting and validating relevant evidence, which must be recorded by assessors to prove a participant's competence.

### **Qualifications of assessors**

NPT staff must meet strict qualification requirements before they are permitted to conduct and validate assessments. These qualifications are:

- The nationally recognised TAE40110 Certificate IV in Training and Assessment
- Suitable industry experience and/or qualifications in the field being assessed

### **Assessment Strategies**

There are a number of assessment strategies that can be used to gather evidence of competency. The competencies being assessed and the assessment requirements of the unit will determine the choice of strategies.

#### **1. Observation**

This provides evidence of the participant's competency in carrying out a process. Information can be recorded using checklists or log books.

#### **2. Written assessments**

These can use a range of different question types including essays, short answers, multiple choice, true-false, matching or self-report. The type of test will depend on whether the aim is to focus on knowledge, comprehension or problem-solving skills, or to assess specific writing skills used in the workplace.

#### **3. Oral assessments or questioning**

This can assess the participant's ability to listen, interpret and communicate ideas and information, as well as their understanding of the task and the ability to deal with contingencies.

#### **4. Reports**

Participants investigate and report on an exercise in on-the-job or off-the-job training environments.

#### **5. Simulation/role-play/case study**

If competencies do not have to be assessed directly in the workplace then, under some circumstances, simulations can be used. However, as much as possible of the atmosphere, conditions and pressures of the real situation should be created.

Role-plays present participants with a work situation in which they are asked to take on a particular role. A wide range of interpersonal skills and behaviour can be assessed in this way. Case studies enable participants to display problem-solving and decision-making skills.

#### **6. Portfolio of evidence**

This is a portfolio of documentary material collected by the participant which provides evidence of performance against a set of criteria. It may include a range of direct, indirect or supplementary sources.

### **Flexible learning and assessment procedures**

Flexible learning and assessment procedures are documented within our assessment kit and form a part of our learning and assessment strategies. Flexibility is applied by identifying the most appropriate and effective learning and teaching methods, technological approaches such as online and blended learning, experiential and problem based learning to promote learning and enhance the learning experience.

## Outcomes

Competency is determined on the basis of the evidence provided to the consultant. For the vast majority of certificate programs, the assessment will result in a person being marked as 'Competent' (C) or 'Not Yet Competent' (NYC). Graded assessments are generally not made.

When an assessment of NYC is made, it will be because there is either insufficient evidence of competency, or because there is an identified area that requires further development.

An assessment of NYC is not a failure; it just means that you need to undertake some further training or self-directed learning in the areas identified by the assessor.

Participants who are marked as NYC will be given another opportunity to be re-assessed by re-submitting their assessment within 7 days of being notified of the NYC result.

## Extensions & late submissions

Applications for extensions must be made with the consultant at least two days prior to the due date and in writing. Extensions will generally only be granted in circumstances such as illness or accident (of a significant enough nature to have affected the submission of work and which has some form of substantiation). A consultant may refuse to accept a late submission.

## Deferrals

Any deferral from a program already commenced must be approved through the participant's company HR and/or Training Manager/s.

## Program withdrawals

Participants who wish to withdraw from their program must have approval through the participant's company HR and/or Training Manager/s.

## Appeals procedure

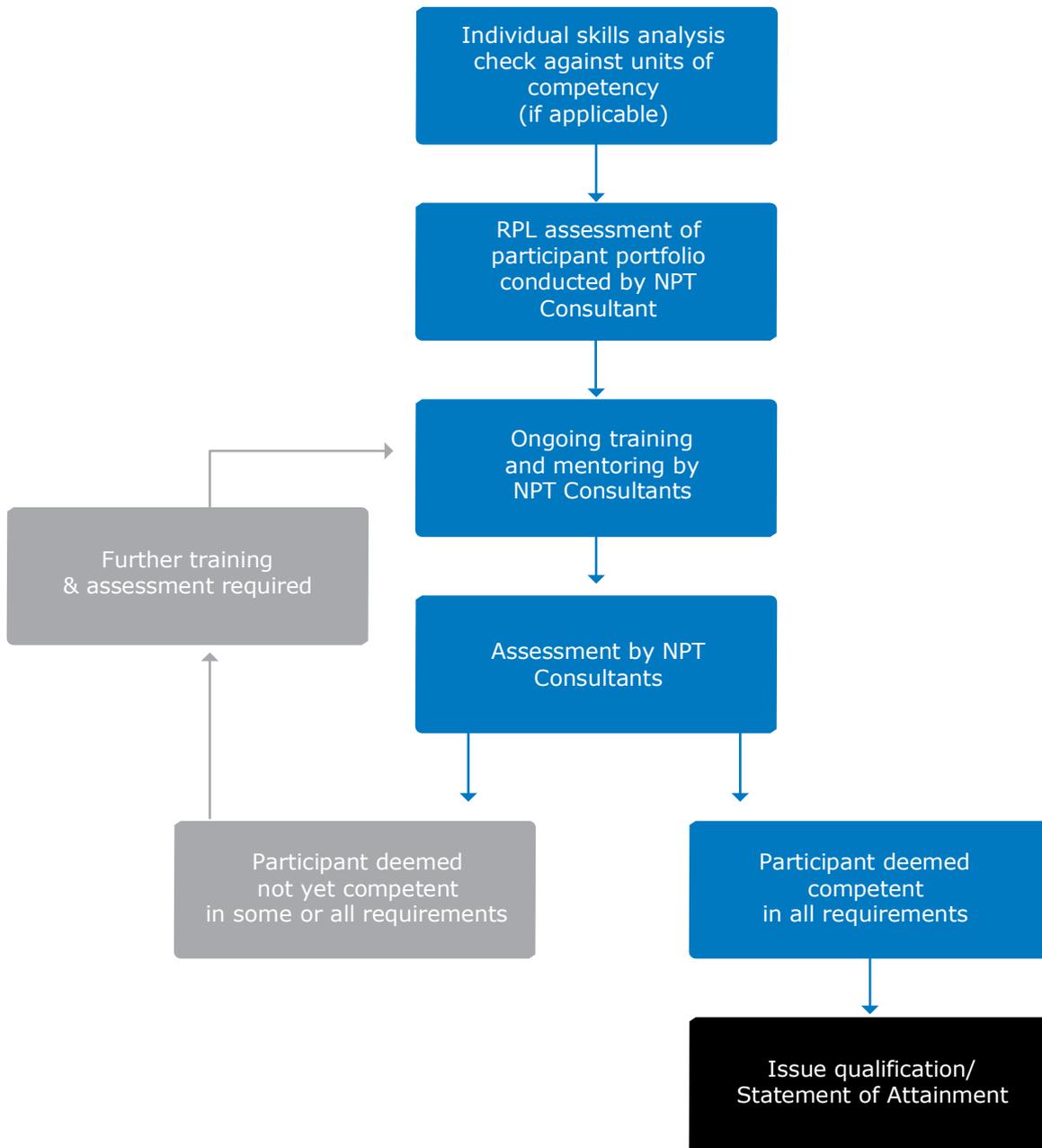
If you feel that you have cause to appeal the results of an assessment for whatever reason, then the following process should be followed:

- Discuss the issue with your assessor at the end of the assessment. It may be possible that the issue can be resolved immediately.
- Should you still not be satisfied, or you are unable to discuss the matter with your assessor, then you should note your reasons for appeal and forward to your company HR/Training Manager/s.
- If it is determined that the appeal is based upon reasonable grounds, you will be provided with an opportunity to be reassessed in the area in which you have appealed. An assessor will conduct this assessment at a mutually convenient time. If you are dissatisfied with the outcome of this resolution, you may take your complaint to the Client Director, Navitas Professional Training.
- If you are still dissatisfied with the outcome of your appeal, you may take it externally (see the Complaints, Appeals, Grievances, Comments and Opportunities for Improvement Policy on the Navitas Professional Training website).

NPT will always seek to resolve appeals in a fair and efficient manner. NPT accepts responsibility for ensuring all assessment methods comply with the VET Quality Framework.

## Navitas Professional Training methodology

The following flowchart outlines the NPT training methodology:



## Learning Strategies

During the program, the consultant will structure your learning times to maximise learning opportunities and in cooperation with your company.

### Effective reading strategies

Some people are able to read more quickly than others. Speed however, is less important than reading effectively. Having to interpret the message and then construct its meaning means engaging actively in the reading process.

Some tips about reading more effectively include:

- Never read too slowly - sometimes people believe that the slower they read the more they understand; generally, this is not so. Instead, have a quick read (skim) of the topic and from that, jot down the main ideas. Follow this up with a closer reading of the text.
- Never just read - this may be okay when you read for pleasure. Instead, as you read more closely, jot down the key ideas and points of what you read. This will help cement ideas in the brain.
- When you are reading and taking notes, use a highlighter, pen or pencil for underlining or jotting down ideas. This aids your active participation in the learning process and allows you to return directly to a point or issue at a later time without much trouble.

### Keeping notes

It is important that as you read and listen in training sessions, you take notes. Taking notes helps you to:

- Understand the meaning of what you are covering
- Remember information at a later date
- Gather information on topics you are researching

Good noting is always set out well and written under headings. When taking notes in a training session, be sure to maintain a balance between listening to what is being said and writing down ideas.

### Personal learning tips

You have probably found that the things you have learned well have been achieved because your mind was in an active learning state prior to the input of new information. There are some key strategies for making learning effective:

- Getting yourself into the correct frame of mind for learning
- Having positive expectations
- Seeing the benefit of your learning new information and skills
- Managing your time effectively
- Applying and demonstrating your knowledge as you learn
- Using a variety of ways to take in your learning
- Discussing your new learning with someone else
- Asking for assistance when unsure
- Reviewing, and reflecting on what you have learned

## Personal matters

Whether you are working or learning, you need to look after your health. Poor physical condition reduces your work efficiency, especially your mental efficiency. To avoid becoming mentally and physically tired or run down, you need to:

- Eat well
- Get sufficient sleep
- Exercise regularly

## Maintain balance

You will always find that you have many commitments imposing on your time. These include:

- Family
- Work
- Social interactions
- Recreation
- Learning

You need to balance these commitments carefully which may result in your managing your time more carefully. Learning in this program may necessitate that you devote one to two hours each week to private tasks, such as reading the content in your learner resource manual and completing assessment and written activities.

## Completing assessments successfully

When you are completing an assessment, your aim is to demonstrate your ability to understand program material or perform certain tasks. Answering a question:

1. Read the instructions carefully.
2. Manage your time so you can complete your assessment successfully and on time.
3. The topic - your assignment may have a specific topic, and/or it may require you to choose from a range of topics, or ask you to define a topic of your own. A common mistake that participants make is choosing a topic that is too large or not clearly defined. The following points are designed to help you begin to refine your ideas:
  - Identify the topic that you need to or intend to address.
  - Write down some key words that are relevant to the topic. You should now be ready to think about a title.
  - Now, you may want or need to refine your topic further. What lines of thought does your title suggest? Make sure that your title doesn't include references to an area that you don't want to deal with or, alternatively, omits a major aspect of your argument

Where a written question is requested, take note of the following list of directive words that may be useful:

<b>Analyse</b>	show the essence of something by breaking it down into its component parts and examining each part in detail
<b>Compare</b>	look for similarities and differences
<b>Criticise</b>	give your opinion about the merit of theories, truth or facts, and back your opinion by a discussion of the evidence
<b>Define</b>	set down the precise meaning of a word or phrase
<b>Describe</b>	provide a detailed or graphic account
<b>Discuss</b>	explore or examine by argument, sift evidence and debate, giving reasons for and against
<b>Examine</b>	present in detail and investigate the implications
<b>Explain</b>	make plain, interpret and account for in detail
<b>Illustrate</b>	explain and make clear by the use of concrete examples, or by the use of a figure or diagram
<b>Interpret</b>	bring out the meaning of, and make clear and explicit usually also providing your own opinion
<b>Justify</b>	show adequate grounds for decisions or conclusions
<b>Outline</b>	gives the main features or general principles of a subject
<b>Prove</b>	demonstrate truth or falsity by presenting evidence
<b>Relate</b>	show how things are connected to each other and to what extent they are alike or affect each other
<b>Review</b>	examining the subject critically
<b>State</b>	specify fully and clearly
<b>Summarise</b>	provide a concise account of the chief points or substance of a matter, omitting details and examples

## Language

Write in clear, concise English. This means you should avoid:

- unnecessary detail and irrelevancies
- repetition of evidence
- the use of jargon for its own sake
- avoid abbreviations and colloquialisms (e.g. mate, yo, dole bludger) unless appropriate
- excessive capitalisation of words and phrases
- excessively emotive (expressing emotion) language

Adopt Australian forms of spelling. For example, behaviour not behavior, colour not color, centre not center, unless quoting directly from a publication in which the American form is used. The Macquarie Dictionary is a suitable reference for spell checking. The Australian format for date should always be used (DD/MM/YYYY).

You should pay particular attention to spelling, punctuation and grammar in your written work. These are essential features of expressing yourself clearly and correctly, and they form the basis of good quality work.

Your writing style will be dependent on the assessment task. For example, it may be appropriate to use first-person, in other situations third-person writing may be the required writing style. Participants should seek clarification from their consultant.

## Resource manuals

Each participant will be given a Learner Guide and an Assessment Workbook for each unit of competency. These will be distributed before or during group sessions.

The Learner Guides are designed for you to work through on your own, or with a group of other participants in a session with a consultant.

## Plagiarism

Plagiarism is when a participant presents someone else's work as their own without acknowledgement of sources. Plagiarism is evident when material is transcribed verbatim (written word for word) without using quotation marks and citing the source.

Plagiarism of assessments is a breach of the Navitas Professional Training Academic Misconduct Policy and is treated as a serious matter. Identified instances of plagiarism will result in a Not Yet Competency (NYC) being recorded against the unit of competency. Participants who knowingly allow their work to be copied will also have an NYC grade entered against the relevant unit of competency. It is also considered plagiarism to paraphrase the ideas of another person without referring to their work.

As you read and make notes, be sure to write down the details of the sources of information so that you can refer to them when quoting or paraphrasing. Not only does this avoid plagiarism but it shows that you have researched the topic well.

For more information see the Academic Misconduct Policy at [www.nws.edu.au/Policies-and-Procedures.html](http://www.nws.edu.au/Policies-and-Procedures.html)

## Definitions of terms you may encounter

### **Traineeship**

A traineeship is a training contract between an employer and an employee in which the trainee learns the skills needed for a particular occupation. A traineeship can be undertaken on a full-time or part-time basis and can be used as a valuable stepping stone to start a career in an industry or to add to an existing skills base. Participants can be between 16 – 65 years of age and may be new or existing employees.

### **Training Plan**

A Training Plan is the document which outlines details about your formal training with NPT. This includes program information, units of competencies you are enrolled in, assessment methods and program progression. Both you and your employer will be required to sign this document. Your consultant will sign on completion of all competencies.

### **Competency**

The ability to perform a task consistently over time and in a range of circumstances.

### **RTO**

Registered Training Organisation.

### **RPL**

Recognition of Prior Learning - takes into account a person's skills and experiences, no matter where these were learnt, to enable them to get credit in a program of study or for all or part of a qualification.

### **Credit Transfer**

Credit Transfer - this is where an RTO recognises current qualifications or units of competency awarded by other RTOs.

### **AAC**

Australian Apprenticeships Centres (AAC) provides information, administration services and support to employers and Australian Trainees and Apprentices throughout the duration of a Traineeship/Apprenticeship Agreement.

### **Consultant**

A consultant is a person who is employed by an RTO to deliver training to you.

### **Assessor**

An assessor is employed by an RTO to assess your skills against National Competency Standards and may also be a consultant.

## Useful links/related sites

Navitas- Professional web site  
[www.navitas-training.edu.au](http://www.navitas-training.edu.au)

Training.gov web site  
<http://training.gov.au/>

The Australian Government Department of Industry  
<http://www.industry.gov.au>

State and Territory training authorities:

Australian Capital Territory  
<http://www.det.act.gov.au/>

New South Wales  
<https://www.training.nsw.gov.au/>

Northern Territory  
<http://www.det.nt.gov.au/>

Queensland  
[www.trainandemploy.qld.gov.au](http://www.trainandemploy.qld.gov.au)

South Australia  
<http://www.skills.sa.gov.au/>

Tasmania  
<http://www.skills.tas.gov.au/>

Victoria  
<http://www.skills.vic.gov.au/>

Western Australia  
<http://www.dtwd.wa.gov.au/dtwd/detcms/portal/>

## Relevant policies and procedures

NPT is committed to integrating access and equity principles within all the services that we provide to our clients. All staff recognise the rights of participants/clients and provide information, advice and support that is consistent with our core business values. This Code of Practice ensures that you will be treated in a fair and considerate manner while you are being trained by NPT. The Client Director is responsible for ensuring all staff act in accordance with our Code of Practice and all participants / clients are made aware of their rights and responsibilities.

Regardless of cultural background, gender, sexual orientation, disability or age, you have the right to study in an environment that is free from discrimination, harassment, complaints or grievances.

If, at any time, you feel that we are not abiding by our Code of Practice, please speak with your supervisor, consultant or the Client Manager/Client Director so that we may take action to resolve the issue.

Our Code of Practice Policy is located on our website [www.navitas-training.edu.au/Policies-and-Procedures.html](http://www.navitas-training.edu.au/Policies-and-Procedures.html).

### Disciplinary procedure

To ensure all program participants receive equal opportunities and gain the maximum from their time with us, these rules apply to all people that attend any of our sessions. Any person(s) who displays unacceptable or disruptive behaviour may be asked to leave the session and/or the program.

Unacceptable behaviour may include:

- Continuous interruptions to the consultant whilst delivering the program content
- Smoking in non-smoking areas
- Being disrespectful to other participants
- Harassment by using offensive language
- Sexual harassment bullying
- Acting in an unsafe manner that places themselves and/or others at risk
- Refusing to participate when required in group activities
- Continued absence at required times

Please note: Any person who is asked to leave a session or program has the right of appeal through our appeals process.

### Equal opportunity

NPT has a legal responsibility to prevent unlawful discrimination. In addition to this legal responsibility, NPT considers that all forms of unlawful discrimination are incompatible with its view that all people should be treated equally with respect, dignity and courtesy.

Our equal opportunity and fair treatment policy prohibits discrimination on the grounds of age, gender, impairment, industrial activity, marital status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sexual orientation, status as a parent or carer, or personal association with a person who is identified by reference to any of the above attributes. This policy is located at <http://dev.navitas-training.edu.au/brochure-policies-and-procedures>.

This commitment applies to all activities involved in participant training and development, assessment practices, discipline and grievance handling. NPT decisions will be solely based on a participant's skills, qualifications and experience.

The key points of the policy are:

- Discrimination and harassment will not be tolerated at NPT
- If a breach is upheld, the consequences may include criminal proceedings being instituted against the offender.

Employees or participants of NPT are not permitted to discriminate against or harass other employees or participants. Please observe these obligations at all times. Dirty jokes, suggestive comments/behaviour, unsolicited letters, faxes or e-mail messages, repeated unwelcome invitations, the use of unsuitable language and pranks (even though their intention may not be malicious) are unacceptable in the workplace or NPT training environments.

### **Privacy**

NPT will not disclose any information that we gather about our clients or participants to any third party. We use the information collected only for the services we provide. No participant or client information is shared with another organisation.

The Privacy and Confidentiality Policy is available at <http://dev.navitas-training.edu.au/brochure-policies-and-procedures>

### **Participant support services**

We will endeavour to provide support services to all participants/clients. This includes:

- (i) Occupational Health and Safety;
- (ii) learning pathways and possible RPL & Credit Transfer opportunities;
- (iii) pre-program interviews;
- (iv) training needs analysis;
- (v) research facilities;
- (vi) information on our web-site.
- (vii) provision for special learning needs;
- (viii) provision for special cultural and religious needs.

For more information about these services, please contact NPT Business Coordinator in the Perth Office.

### **Complaints, appeals and grievances**

As an RTO, we are required to have a range of quality standards that include having a policy to deal with complaints, appeals, and grievances is applicable to all complaints, appeals, grievances and comments, whether they are academic or non-academic related.

All complaints shall be investigated thoroughly and dealt with in an effective and timely manner. Throughout the investigation, all avenues shall be pursued to collect and analyse information provided by stakeholders of the investigation. Each stakeholder of the investigation shall receive appropriate, effective and timely communication regarding the progress of the investigation. At any point throughout the complaints, appeals, grievances and comments process, the initiator of the complaint, appeal, grievance or comment may be accompanied and assisted by a third party if desired.

Complaints, appeals, grievances and comments can be lodged via the Complaints, Appeals, Grievances and Comments form available from [www.navitas-training.edu.au/Policies-and-Procedures.html](http://www.navitas-training.edu.au/Policies-and-Procedures.html). You should return this form addressed to the Client Director NPT.

Written acknowledgement of the complaint, appeal, grievance or comment shall be provided to the initiator within two (2) business days of receipt of the form.

You will be contacted within five (5) working days of receipt of the form to arrange a time to discuss your complaint, appeal or grievance. All complaints, appeals or grievances will be investigated.

Formal communication regarding the outcome of the investigation shall be provided to you within five (5) business days following the arranged interview (of receipt of the complaints, appeals, grievances and comments form). Where circumstances prevent meeting this deadline the Client Director may extend the time frame and shall notify you of the extension and reasons for extending at the earliest possible time.

In cases where the initiator is not satisfied with the outcome they may appeal in the first instance to the Client Director. If the complaint is still not resolved the initiator has the option of escalating the complaint, grievance or appeal externally to the Administrative Appeals Tribunal, or an independent person or body as established or nominated by Navitas Professional Training. Applications to the AAT may include an application fee, which may be refunded if the AAT decides in the applicant's favour.



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