



STUDENT

HANDBOOK

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Introduction

Welcome to your TSA course.

TSA is registered to provide a range of nationally accredited courses. It also offers a variety of non-accredited courses and consultancy on a fee for service basis. TSA focuses on three outcomes:

- Outcome for the Student – to achieve your potential
- Outcome for the Student/organisation – to have competent employees with the right attitude
- Outcome for the service recipient – the most important

Mission

To facilitate continuous improvement and learning through collegiate assistance and partnerships.

This handbook is designed to provide some information on issues that may be relevant during your time with TSA. If, at any time, you are experiencing difficulties with your training we ask that you report your concerns, complaints or grievance to your Trainer/Assessor. Should you wish to contact us at any time for more information please phone **08 9353 1012** or email info@techskillsau.com.au.

Expectations of Students and Employers/Supervisors

- All training is competency based, which means Students are assessed on skills they can demonstrate, tasks they can perform and required skills and knowledge they have gained to effectively carry out their work.
- Where work placement forms a part of the training, it is essential both the student and the employer/supervisor be thoroughly familiar with the learning materials and the need to demonstrate achievement of the competencies.
- It is essential TSA be notified of any ***changes of circumstances or problems*** that affect the ability of the student to complete the course.

For work placement the employer/supervisor is responsible for:

- Providing a safe working environment
- Ensuring the Student has the opportunity to practice their skills ***on the job***.
- Providing ‘hands-on’ experience, the full range of work and appropriate facilities for the Student to acquire the knowledge and skills needed to complete the course.
- The supervision, practice and support needed to develop skills
- Coordinating workplace training and assessment to ensure minimum disruption to the normal work routine
- Liaising with the Trainer/Assessor regarding assessment times and methods

The Student is obliged to:

- Make all reasonable efforts to acquire the required skills
- Collect and present evidence relating to specific competencies and complete assessment work as discussed with trainer/assessor
- Participate in the assessment process, complete all work/assignments and notify the trainer/assessor in advance if they cannot attend scheduled sessions.

TSA will provide:

- The learning and assessment materials
- Advice on assessment and flexible methods to cater for specific needs
- Qualified trainers and assessors and the facilities in which to conduct the training and assessment.
- Monitoring of the progress of the Student and provide regular feedback about their progress.
- Identify any support required by you, the student, offering assistance while meeting the requirements of the course.
- Providing information about support services available to you.
- The appropriate certificate upon completion of the course.

Assessments

The assessor will seek evidence to confirm achievement of the competencies. This may include:

- Observation of simulated workplace activity
- Case study
- Project
- Written/oral questions
- Observation in the workplace
- Supervisor/third party report
- RPL process

Assessors are bound by the Rules of Evidence to ensure that assessments are ***valid, reliable, flexible and fair.***

General Information

Our commitment to you

TSA, as a Registered Training Organisation (RTO 52737) must meet the requirements as set out in the Standards for RTOs 2025. We pride ourselves in providing quality training and assessment services. We do not deliver training through third party arrangements and should you hear otherwise please advise us immediately / Where services are offered through a partner organisation you are fully informed about TSA, the RTO responsible for your training. Training is delivered through arrangements with employers who entrust the training of their employees to TSA. Should any changes occur to the planned training, we will advise as soon as possible to make alternative arrangements. We welcome your feedback as this will only make us better.

Student selection, enrolment and orientation

TSA conducts induction/orientation sessions for all Students at the commencement of training. Entry and Student selection requirements vary with different courses and are provided in course promotional material.

Information will be provided on documentation (and completion), training progress, learning outcomes and TSA's philosophy/procedures.

Course Information

Learning and Assessment Strategies are available for all of the qualifications within our current scope of registration and provide course information, content and vocational outcomes. Training plans are developed for all Students. Specific course brochures or flyers are available. Please ask if you require additional information for any of our courses/qualifications.

The current Scope of Registration for TSA is:

- UEE42622 – Certificate in Hazardous Areas – Electrical
- UEE40420 – Certificate IV in Electrical – Instrumentation
- UEE40620 – Certificate IV in Electrotechnology – Systems Electrician
- UEE31220 – Certificate III in Instrumentation and Control (via Recognition of Prior Learning)
- (Superseded by UEE31225)
- UEE50220 – Diploma of Electrical and Instrumentation
- IECEx CoPC Training & Certification (Non-accredited)

Privacy and Confidentiality

TSA is committed to protecting the privacy of your personal information. We have a Privacy Policy that sets out the way we handle personal information, including the use and disclosure of personal information and rights to access your personal information. We only collect information that is directly relevant to effective service delivery. TSA will exercise strict control over consent, clarity and confidentiality of information. If a third party requires Student information we will obtain written consent from the relevant staff member or Student prior to the release of any information.

Student access to personal records

Students are provided with the opportunity to access personal information we hold on them by request. Where relevant they may be able to correct that information if they determine that it is incorrect.

Students are informed of assessment outcomes at the time assessment takes place however may request information regarding their participation and progress at any time.

Students may also request a replacement certificate or statement of attainment when required with proof of identity (a processing fee of \$50 applies).

Training & Assessment

What is accredited training?

Accredited Training is training delivered by a Registered Training Organisation (RTO) from a Training Package which is recognised nationally. TSA is a Registered Training Organisation with all training undertaken in accordance with the Standards for RTOs 2025. Before your course commences you may want to find out whether it is nationally recognised.

Assessment

The training you are undertaking is competency based. The competencies and assessment requirements for your course are clearly stated in the course material (they may be referred to as learning outcomes). Assessors are bound by regulations to ensure assessments are valid, reliable, fair and flexible. The assessor will seek evidence to confirm achievement of the competencies and more than one competency may be assessed at a given time. For on-the-job workplace assessment the assessor may work in partnership with the employer/supervisor.

To demonstrate competency evidence must be proved that the Student has demonstrated the knowledge and skills to meet the performance criteria for each unit of competency. In addition they must also demonstrate an understanding and operational knowledge of:

- Policies and procedures
- Operating manuals

- Legislation and statutory requirements
- Industry codes of practices
- Organisational structure
- Literacy and numeracy skills relevant to the level of the qualification

Examples of provision of evidence may include:

- Observation of simulated workplace activity
- Case study
- Project
- Written/oral questions
- Observation in the workplace
- Supervisor/third party report
- RPL process

Assessments are conducted in a relaxed and friendly atmosphere. Do not regard your assessment as an examination. Your assessor needs to know which competencies from your course you have mastered, and any competencies which require further practice will be assessed at a later date.

Attendance

On-the-job Training

Regular attendance is required over the period of study to successfully achieve the competencies of the course. The Student's attendance record at training may affect the achievement of competencies.

Off-the-job (face-to-face) Training

Participant attendance is required at each session organised for off-the-job training. The student roll is recorded at the commencement of each training session. It is the responsibility of the participant to notify TSA or their Trainer/Facilitator if they are unable to attend a set training session for any reason and alternative arrangements will be made.

Flexible Learning Strategies and Assessment Procedures

Flexible learning and assessment procedures form part of our learning and assessment strategies. Where possible, we customise our training/assessments to meet the specific needs of our Students, which ensures flexible assessment processes. If you are having difficulty achieving competency in any unit please discuss the matter with your assessor/trainer and where possible alternate learning/assessment strategies will be used. Student Support is available for all units upon request or recognised need.

Recognition (RPL, RCC, Credit Transfer)

All Students are offered the opportunity to apply for Recognition of Prior Learning (RPL) and Credit Transfer on an individual basis prior to the course commencement. The recognition process allows

Students to apply for credit for previous study, work, life and educational experience that match the learning outcomes of specific units within their course.

TSA recognises the qualifications issued by other Registered Training Organisations (RTOs).

Credit transfer will be applied when applicants provide either the original or a verified AQF qualification or statement of attainment issued by another Registered Training Organisation in the relevant qualification or units of competency.

All Students complete an Enrolment Form prior to commencement of training where they are asked if they wish to apply for RPL or Credit Transfer. Applicants who indicate they wish to apply for RPL are provided with a Kit including information about the recognition process and an Application for Recognition form.

All recognition applicants are asked to provide evidence to support their claim. Examples of evidence might include; documentation such as certificates issued by other training organisations, support letters from employers, course outlines of previously studied courses. All assessments for RPL applications are reviewed by staff who are qualified to conduct the assessment. All applicants receive written notification stating if their application was successful.

Students may request a review of the RPL decision through our Complaints and Appeals Procedure (outlined in detail later in this handbook).

Issuing of Certificates

Assessment determines whether a Student is competent or not yet competent in each unit of their particular course.

On successful completion of their course, Students are issued with a Statement of Attainment which identifies the units where competency has been achieved.

Re-Issuing of Certificates

We understand that mistakes happen and certificates can be mislaid just when you need them.

TSA can re-issue a Certificate or Statement of Attainment should you need to replace a mislaid document for a nominal fee of just \$65 per Certificate or Statement of Attainment

Assistance & Support Services

We are committed to providing you with the support needed to complete your training. If you feel in any way that you are not able to complete the training please speak to your trainer as soon as possible and we will do everything we can to help you complete your course.

We monitor the needs of our Student's language, literacy and numeracy skills through our induction process, application and enrolment forms and training. We make provisions for special needs and/or support on request or when needs are identified.

Student Support

We offer Student support services to all Students including:

- Recognition of Prior Learning (RPL)

- Flexible learning options
- One-on-one tutoring
- Website information
- Alternative assessment strategies
- Training premises accessible for people with disabilities

People with special needs such as a disability will be accepted as Students following an interview to determine that their special needs and/or disability does not prevent them from meeting the requirements of their chosen course. Our training premises are accessible for people with a disability.

Welfare & Guidance Services

We endeavour to provide welfare and guidance to all Students as required. This may include:

- Occupational Health and Safety
- Review of payment schedules when requested
- Learning pathways and RPL opportunities
- Provision for special learning needs
- Provision for special cultural and religious needs
- Provision for special dietary needs

Drug and Alcohol assistance

TSA, in line with our corporate Students, have a zero tolerance with drug and alcohol. The use and abuse of alcohol and other drugs can impact on health, workplaces, resources, families and communities. If Students or their families are experiencing problems associated with drug and alcohol abuse, information, counselling and other assistance is available the *Alcohol and Other Drugs Council of Australia* help lines: Lifeline 13 11 44.

Other support services available include, but not limited to the followings:

Should a student requires special assistance, TSA will direct the student to the appropriate organization.

Australian Dyslexia Association	https://dyslexiaassociation.org.au/
Disability Services Australia	https://dreammakercommunityservices.com.au/ or https://activehelp.com.au/ or https://www.wa.gov.au/organisation/department-of-communities/disability-services
Life Without Barriers	https://www.lwb.org.au/
Mission Australia	https://www.missionaustralia.com.au/

Multicultural Services Centre of WA Inc.	https://mscwa.com.au/
Read Write Now	https://www.read-write-now.org.au/
Senses (NDIS)	https://www.senseswa.com.au/
Visibility (formally Association for the Blind WA)	https://www.visibility.com.au/
WA Deaf Society Inc.	https://www.waad.org.au/

Rights and Responsibilities of Students

Individual Students have the right to be treated fairly and equitably, and have the responsibility to respect the rights of one another and of TSA staff. Students will not be placed in a position that compromises their personal dignity or safety. Clear educational reasons will form the basis of all activities which Students are required to undertake.

Students will receive a copy of this Student Handbook which includes details of the obligations of both TSA and the Student. We ask that Students be aware of discrimination issues, including sexual and cultural harassment which are totally unacceptable as it creates an offensive, intimidatory or hostile environment, and is contrary to the educational and employment policies of TSA.

In the event of dissatisfaction, Students have access to our Complaints and Appeals Procedure as outlined later in this handbook.

Occupational Health and Safety

TSA is committed to providing a safe and healthy workplace for all Students, employees, contractors and visitors and adheres to relevant government legislation. Individuals have a duty of care to ensure the health and safety of themselves and others and to comply with company occupational health and safety policy and risk management procedures. All accidents or unsafe working practices or conditions must be immediately reported to your supervisor.

Cultural Relevance

Any individual is welcome to participate in TSA training programs, irrespective of cultural background. Students who wish to undertake courses that have prerequisite standards and competencies will be counselled and made aware of support programs and assistance.

Disciplinary Procedure

To ensure all employees, contractors and course participants receive equal opportunities and gain the maximum benefit from their time with TSA, we have disciplinary rules that may be applied. Any person(s) who displays dysfunctional or disruptive behaviour may be asked to leave the session, course or premises.

Dysfunctional behaviour may include:

- Continuous interruptions to the trainer whilst delivering the course content
- Smoking in non-smoking areas
- Being disrespectful to other Students
- Harassment by using offensive language
- Sexual harassment
- Acting in an unsafe manner that places themselves or others at risk
- Refusing to participate when required in group activities
- Continued absence at required times
- Being under the influence of alcohol or illegal drugs

The outcome of the behaviour will depend on the nature of the behaviour itself and the impact it had on others and the learning experience. Any person who has disciplinary action taken against them has the right of appeal through the grievance process.

Access, Equity, Equal Opportunity, Discrimination and Harassment issues

TSA provides equal opportunity and affirmative action in employment and education. Each of our staff members has responsibility for access and equity issues for all Students/Students. All staff are expected to act in accordance with our Policies and Procedures and all Students/Students are made aware of their rights and responsibilities through this Student Handbook. We recognise the principles of Access and Equity and the rights of all people to be treated in a fair and equitable manner.

TSA will undertake to ensure all Students and employees are treated equitably and are not subject to discrimination or harassment. They will also ensure people who make complaints or those who are witnesses to complaints are not victimised in any way.

Culturally safe and Inclusive Learning Environment

TSA has zero tolerance for racism, discrimination, or stereotyping with clear complaint pathways.

Learning Material:

TSA reviews our learning material regularly to ensure cultural appropriateness.

Culturally Respectful Training Practices:

TSA offers flexible delivery and assessment options to accommodate cultural, family or community responsibilities.

Staff Training:

Staff training and awareness ensures that all TSA staff understand appropriate language and respectful communication.

Fair and Transparent Assessments for All:

TSA offers fair and transparent assessment for all using consistent assessment criteria for all learners. This is regularly reviewed and validated.

Complaints and Feedback Mechanisms:

This ensures that learners can raise concerns about discrimination without fear of disadvantage and acting promptly and transparently on any concerns raised

Feedback / Evaluation

TSA actively seeks staff and Student feedback and regularly undertakes evaluations of all courses and activities to ensure continuous improvement. We monitor compliance with Standards for RTOs 2025, our policies and procedures and general satisfaction of our Students through the use of feedback at the commencement and/or completion of courses/ qualifications/ Australian Apprenticeships. Students are encouraged to not only complete the formal evaluations forms but also to provide any

verbal or written feedback at any time. Any grievances or deficiencies are documented to ensure appropriate follow up action is taken.

Complaints and Grievance procedures

It is recognised that instances could arise where Students, Students, employees, or contractors may raise a complaint or wish to appeal against assessment results. In assessment activities TSA seeks to minimise subjectivity, as a protection against unfairness and to maximise the objectivity and validity of the process and learning outcomes. We recognise that Students may have problems that do not directly concern TSA but may impact on the Student's ability to achieve competency. In this instance we will offer advice in referring the Student to appropriate external support groups for assistance.

To initiate the complaints process in the first instance the person should discuss the matter with their immediate supervisor/Trainer/Assessor. The role of the supervisor/assessor in handling matters raised is to advise, counsel and/or resolve the matter, if this is possible. If the person lodging the concern feels that the complaint is with their supervisor/assessor and are not comfortable discussing the matter with them then they are at liberty to approach Senior Management. The complaint or appeal may be reported verbally or in writing to initiate the grievance process. The issue will then be addressed using the feedback process.

If the complaint is still not resolved it is referred to the CEO, Lei Cai<Position 1> and if necessary, to an independent arbiter. The aim of all parties involved in the grievance matter is to resolve the matter by addressing it promptly and in an effective manner.

The appellant may make representation either orally or in writing prior to reaching a decision, at any stage during the grievance procedure. The appellant will be notified of the outcome of an assessment appeal, grievance or complaint. All assessment appeal decisions will be provided to the appellant in writing with the inclusion of the reason for the decision.

Should the process take longer than 60 days TSA will advise the complainant in writing of the reasons for the delay and the expected date of the outcome.

Appeals

All Students have the right to appeal assessment outcomes. Appeals should be lodged with the assessor within 7 days of notification of the assessment outcome. In the first instance the assessor discusses the appeal grievance and allows for re-assessment (if appropriate). The appeal is recorded in writing and reported to the CEO, Lei Cai<Position 1>.

The Student may be reassessed by a second assessor and this reassessment outcome is recorded in writing. If the Student feels the appeals process was unsatisfactory then the complaints process outlined above will be instigated. The appellant is given the opportunity at each step of the appeals/complaints process to formally make a representation either orally or in writing prior to reaching a decision. All assessment appeal decisions will be provided to the appellant in writing with the inclusion of the reason for the decision.

Glossary

Assessment: The process of forming and recording a judgment about a person's skills and knowledge.

Competency Based Training/Assessment: Focuses on the requirements needed to operate effectively in industry and achieve competency standards. Competency-based training focuses on the knowledge, skills and attitude that individuals have rather than on how they attained the skills and knowledge.

Student: Refers to Australian Apprentices, trainees, students, and participants undertaking any training.

Employer, Supervisor: Appropriately qualified/experienced person within an organisation who is responsible for training and guiding a trainee in the workplace.

Registered Training Organisation (RTO): Organisations allowed to deliver nationally recognised vocational education and training; they include TAFE institutes, private training providers, enterprises and schools. TSA is a privately run RTO.

Trainer/Assessor: A qualified person working for an RTO who is responsible for the training of the Student and for assessing each Student's competence.