MINING
SKILLS AUSTRALIA

Student Handbook

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Acknowledgement of Understanding

This handbook provides information required for prospective and enrolled students to make informed decisions before training commences. All students must read and understand this handbook prior to enrolment or commencement of training.

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Welcome

Welcome to Mining Skills Australia (MSA). We are committed to delivering high-quality nationally recognised training that prepares learners for safe and productive employment in the mining and resource sectors.

This Student Handbook provides important information about:

- Your rights and responsibilities
- Training and assessment expectations
- Available support services
- Fees and refund arrangements
- Complaints and appeals processes
- Certification and record management.

Students are encouraged to read this handbook carefully prior to enrolment and throughout their training.

Training Overview

Mining Skills Australia

MSA is a Registered Training Organisation (RTO 45868) delivering nationally recognised training aligned to industry needs.

Our training aims to:

- Build practical workplace capability
- Support safe and compliant work practices
- Support workforce development across mining and related industries
- Provide flexible learning pathways for industry workers.

Training is delivered through blended methods including:

- Face-to-face delivery
- Workplace training and assessment
- Online learning components
- Simulation and practical assessment environments.

Student Rights and Responsibilities

Student Rights

All learners have the right to:

- Be treated fairly and respectfully
- Receive quality training and assessment
- Receive accurate course and fee information prior to enrolment
- Access learner support services
- Have personal information protected
- Make complaints or appeals without disadvantage
- Receive timely assessment outcomes and feedback
- Receive certification when competency requirements are met.

Student Responsibilities

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Students are expected to:

- Participate actively in training and assessment
- Behave respectfully toward staff and other learners
- Maintain safe conduct in training environments
- Submit authentic assessment work
- Meet course and assessment deadlines
- Keep personal details current
- Pay required fees on time
- Follow workplace and WHS requirements during training.

Training and Assessment Overview

MSA delivers nationally recognised training in accordance with the requirements of the Australian vocational education and training (VET) system. Training programs are competency-based. This means learners are assessed on their ability to demonstrate workplace skills and knowledge to the standards defined in nationally endorsed units of competency. Training and assessment may include:

- Classroom learning
- Workplace training and assessment
- Simulated practical activities
- Online or blended learning
- Workplace projects
- Practical demonstrations and observations
- Knowledge assessments and written tasks.

Assessment decisions are made using the Principles of Assessment and Rules of Evidence to ensure fairness, validity, reliability and flexibility.

Course Information and Delivery Modes

Course information is provided to learners prior to enrolment to allow informed decisions about participation. Information provided includes:

- Course or qualification code and title
- Units of competency included
- Course duration
- Delivery mode
- Assessment requirements
- Entry requirements
- Work placement or workplace assessment requirements (where applicable)
- Licensing or regulatory outcomes (if applicable).

Delivery methods may include:

- Face-to-face training
- Workplace-based delivery
- Blended delivery (combination of online and face-to-face)
- Self-paced learning components
- Practical training environments.

Specific delivery details are confirmed in individual course information and training plans. Further details are available in course brochures or from administration staff.

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Enrolment and Entry Requirements

MSA ensures learners are enrolled in courses suitable to their needs and capabilities. Prior to enrolment, learners may be asked to provide information to confirm suitability, including:

- Identification details
- Work experience or prerequisites
- Language, literacy and numeracy capability
- Access to workplace or equipment (if required)
- Ability to meet course requirements.

If a learner does not meet entry requirements, alternative training or support options may be discussed.

Enrolment is confirmed once:

- Enrolment documentation is completed
- Fees or payment arrangements are finalised
- USI is provided or verified
- Suitability checks are completed (e.g. Language, Literacy Numeracy or Digital Literacy) which may include:
  - Verification of identification and eligibility
  - LLN and digital literacy needs
  - Workplace access requirements
  - Prerequisite evidence validation
  - Course needs assessment review.

Where a learner is identified as unsuitable:

- Trainers will contact the learner to confirm the outcome
- Alternative training options or support strategies may be discussed
- Enrolment may be deferred or declined.

Unique Student Identifier (USI)

All learners undertaking nationally recognised training must provide a Unique Student Identifier (USI) before certification can be issued. MSA can assist learners to create or retrieve a USI if authorised.
Without a valid USI:

- Qualifications or statements of attainment cannot be issued
- Training outcomes cannot be recorded on the national register.

Learners are responsible for ensuring their USI details are correct. Further information is available from student support or via the national USI website.

Fees, Charges and Refunds

Fees and payment arrangements are explained to learners prior to enrolment.
Information provided includes:

- Course fees
- Payment schedules
- Payment plan options
- Refund conditions
- Cancellation terms
- Circumstances where refunds may or may not apply.

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Refund eligibility generally depends on:

- Timing of withdrawal
- Whether training has commenced
- Special or compassionate circumstances
- Provider cancellation or course changes.

Full conditions and refund calculations are outlined in the Fees, Charges and Refund Policy, available on request or via the website. Learners are encouraged to read the policy carefully prior to enrolment.

Fee Protection Arrangements

Mining Skills Australia applies fee protection measures to reduce financial risk to learners.

- Students will not be required to pay more than $1500 prior to course commencement, unless covered by approved tuition protection arrangements such as the Tuition Protection Service or VET Student Loans
- Where course fees exceed $1500, learners may choose to pay more upfront voluntarily
- Employers paying on behalf of learners are not subject to the threshold.

Payment Default

If fees remain unpaid:

- Reasonable opportunities will be provided to arrange payment
- Enrolment may be cancelled
- Outstanding debts may be referred to external recovery services and associated costs may apply.

Course Extensions and Re-enrolment

Additional fees may apply where:

- Learners require course extensions beyond the expected completion date
- Learners re-enrol into updated or different training products.

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Student Support Services

MSA is committed to supporting learners to successfully complete their training. Support services are available before enrolment, during training, and throughout assessment activities. Support may include:

- Course and enrolment guidance
- Access to trainers or assessors for clarification
- Assistance using learning systems and resources
- Study and assessment guidance
- Flexible training arrangements where appropriate
- Referral to specialist services when required.

Support needs may be identified:

- During enrolment
- Through language, literacy and numeracy review
- Through trainer observation
- When requested by learners.

Some specialised support services provided externally may involve additional costs, which will be discussed with the learner beforehand.

Language, Literacy and Numeracy (LLN) Support

MSA recognises that learners have different language, literacy and numeracy capabilities. To ensure learners are placed in appropriate training, LLN capability may be reviewed prior to or at commencement of training.

Where LLN support needs are identified, assistance may include:

- Internal learning support strategies
- Adjusted learning resources or assessment approaches
- Additional trainer support
- Referral to external LLN support providers.

Any support or reasonable adjustment provided will not reduce the competency standard required by the training package.

Reasonable Adjustment and Access & Equity

MSA provides training and assessment in a fair and inclusive manner. Learners may request reasonable adjustment where personal circumstances affect participation in training or assessment.

Reasonable adjustment may include:

- Modified assessment methods
- Additional time for assessment
- Adapted learning resources
- Assistance technologies or learning aids
- Flexible scheduling where possible.

Adjustments are made provided they:

- Do not compromise assessment integrity
- Do not lower competency standards
- Remain consistent with workplace expectations.

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MSA is committed to providing an environment free from discrimination, harassment, or unfair treatment.

Training Plans and Progress Monitoring

Each learner undertaking structured training receives a training plan outlining:

- Units to be completed
- Delivery arrangements
- Assessment approach
- Expected training duration
- Workplace assessment arrangements where applicable.

Learner progress is monitored throughout training to identify:

- Learners requiring additional support
- Progress delays
- Assessment completion issues.

Where insufficient progress is identified:

- Learners will be contacted and offered support
- Intervention strategies may include additional training support, schedule adjustment or reassessment opportunities
- Continued non-engagement may result in enrolment cancellation following reasonable attempts to re-engage.

Third Party Training and Assessment Arrangements

In some cases, training and assessment services may be delivered by approved third party organisations on behalf of Mining Skills Australia. Where third party arrangements are used:

- MSA remains responsible for the quality of training and assessment delivered
- Learners will be informed if third party services are involved
- Third parties must meet regulatory and quality requirements
- Assessment outcomes are validated and issued by Mining Skills Australia.

Assessment Information

Assessment is the process used to determine whether learners have achieved competency. Assessment methods may include:

- Practical demonstrations
- Workplace observations
- Projects and work samples
- Written or oral questioning
- Simulated activities
- Third-party reports.

Assessment decisions are based on evidence that is:

- Valid
- Sufficient
- Authentic
- Current.

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Learners receive feedback following assessment and may be required to provide additional evidence if competency is not yet demonstrated. Reassessment opportunities are available in accordance with organisational policy.

Academic Integrity and Assessment Misconduct

MSA requires all learners to submit assessment evidence that is their own work. Assessment misconduct occurs when a learner attempts to gain an unfair advantage or submits work that is not genuinely their own. Examples include:

- Copying another learner's work
- Allowing another person to complete assessment tasks
- Plagiarism from books, websites or other sources without acknowledgement
- Falsifying workplace evidence or third-party reports
- Cheating during supervised assessment activities.

Where misconduct is suspected, the matter will be investigated and the learner will be given an opportunity to respond. Possible outcomes may include:

- Requirement to resubmit assessment
- Formal warning
- Reassessment under supervision
- Recording of assessment outcome as Not Yet Competent
- Cancellation of enrolment in serious or repeated cases.

Learners have the right to appeal any decision through the Complaints and Appeals process

Recognition of Prior Learning (RPL) and Credit Transfer

MSA recognises that learners may already possess skills and knowledge gained through:

- Previous training
- Workplace experience
- Informal learning
- Life experience.

Learners may apply for Recognition of Prior Learning (RPL), which allows competency to be assessed without repeating training. Learners must provide sufficient evidence demonstrating current competence.

Recognition assessment may include:

- Review of qualifications or records
- Workplace evidence
- Interviews or questioning
- Practical demonstration of skills.

Credit Transfer is available where learners have previously completed identical units of competency with another Registered Training Organisation.

Issuing of Qualifications and Statements of Attainment

Upon successful completion of training and assessment requirements, MSA will issue:

- A Qualification
- A Statement of Attainment for completed units.

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Certification is issued only when:

- All competency requirements are met
- Fees are paid in full
- A valid USI is supplied.

Qualifications or Statements of Attainment may be withheld until:

- All course fees are paid
- All required administrative or funding actions are completed by the learner.

Certificates issued within 30 calendar days of completion. Replacement certificates may attract an administrative fee.

Student Records and Access to Records

MSA securely maintains learner records in accordance with regulatory requirements.
Learners may access their own training records upon request.
Records maintained include:

- Enrolment information
- Assessment outcomes
- Issued qualifications
- Participation records.

Records are stored securely and retained for required time periods under national standards. Requests for access to records should be made to administration.

Complaints and Appeals

MSA provides learners with access to a fair and transparent complaints and appeals process. Learners may lodge complaints relating to:

- Training delivery
- Assessment decisions
- Staff behaviour
- Administrative processes
- Other training concerns.

Appeals may be lodged against assessment outcomes or decisions affecting a learner. Processes aim to resolve matters promptly and fairly. Where internal resolution is not satisfactory, learners may request independent external review. Lodging a complaint or appeal will not disadvantage a learner.

Informal Complaint Stage

Learners are encouraged to first raise concerns directly with the staff member involved or another appropriate staff member.

Formal Complaint Stage

If unresolved, learners may lodge a formal complaint in writing including:

- Name and contact details
- Description of concern
- Relevant dates and evidence.

Timeframes

- Acknowledgement within 1–2 working days

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- Investigation commenced within 10 working days
- Outcome normally finalised within 20 working days.

Learners will receive written advice of:

- Outcome
- Reasons for decision
- Right to internal or external appeal.

Appeals

Learners may appeal decisions:

- General appeals within 20 working days
- Academic appeals within 30 days (domestic)
- Appeals are reviewed by personnel independent of the original decision.

External Review

If dissatisfied, learners may access independent review bodies such as:

- State Ombudsman
- VET Student Loans Ombudsman
- Administrative Appeals Tribunal.

Enrolment will be maintained during the internal complaints and appeals process

Course Transition and Training Product Changes

Training products such as qualifications or units of competency may be updated or replaced by government authorities. Where a training product becomes superseded or replaced, MSA will:

- Inform affected learners
- Transition learners to replacement qualifications or units where required
- Provide advice on any impact on course completion.

Transition arrangements are managed to minimise disadvantage to learners and comply with regulatory timeframes.

Withdrawal, Deferral and Cancellation of Enrolment

Learners may request withdrawal or deferral of enrolment due to personal or work circumstances. Requests should be made in writing to administration. MSA monitors learner participation and progress. Where a learner becomes inactive:

- The learner will be contacted to identify issues and provide support
- Intervention strategies may be implemented
- Additional support or scheduling adjustments may be offered.

If reasonable attempts to re-engage the learner are unsuccessful, enrolment may be cancelled after a defined period. Fee implications may apply depending on timing and course progress.

Privacy and Personal Information

MSA manages personal information in accordance with Australian Privacy Principles.
Personal information is collected to:

- Manage enrolment and training
- Record assessment outcomes.

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- Issue qualifications
- Meet regulatory reporting obligations.

Information may be disclosed to government authorities or regulators where required. Learners may request access to their personal information or request corrections.

Workplace Health and Safety (WHS)

MSA is committed to providing a safe training and assessment environment. Learners must:

- Follow safety instructions
- Use equipment safely
- Report hazards or incidents
- Comply with workplace safety rules during workplace training.

Learners who behave in a way that endangers others may be removed from training activities.

Learner Wellbeing and Psychosocial Safety

MSA recognises that training and workplace learning environments should support learner wellbeing and psychological safety. The organisation aims to provide learning environments that:

- Are respectful and inclusive
- Minimise risks of bullying or harassment
- Support safe participation in training activities
- Encourage learners to seek assistance when experiencing difficulties.

Learners experiencing personal or study-related difficulties are encouraged to contact student support to discuss available assistance or referral services. Where appropriate, learners may be referred to external professional support services.

Aboriginal and Torres Strait Islander Support

MSA are committed to providing a culturally safe and inclusive learning environment for Aboriginal and Torres Strait Islander students. Learners can access academic and personal support services, reasonable adjustments and referral to external support services where required. Student seeking assistance are encouraged to contact their trainer or MSA administration at any time during their training.

Student Code of Conduct

Learners are expected to behave respectfully and responsibly at all times. Unacceptable behaviour includes:

- Harassment or discrimination
- Aggressive or abusive conduct
- Unsafe behaviour
- Damage to property or equipment
- Disruption of training activities.

Breaches may result in warnings, removal from training sessions, or cancellation of enrolment.

Digital Learning and Online Assessment Conduct

Where training or assessment is delivered using online or digital platforms, learners must behave in a professional and respectful manner. Learners participating in online or virtual training must:

- Use respectful language and behaviour in online sessions
- Participate honestly in online assessments and activities

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- Protect login details and not share access with others
- Not record training or assessment sessions without permission
- Ensure assessment submissions are their own work
- Comply with assessment supervision requirements where online invigilation is used.

Cyberbullying

Cyberbullying is the inappropriate use of social media or electronic devices and equipment for the purpose of bullying or harassing other persons (MSA staff, Trainer/Assessors and other learners). It can include:

- Posting hurtful messages or embarrassing photos on online discussion boards or social media
- Sending abusive messages or images through mobile phones or the internet
- Sending emails that vilify, demean or humiliate a person or group
- Setting up hate websites or blogs to vilify someone
- Targeted and persistent personal emails or postings aimed at ridiculing, insulting, damaging or humiliating a person in relation to, for example, physical appearance, background, preferences, religion, gender, race, disability, sexual orientation and/or political beliefs.
- Encouraging someone to self-harm
- Using chat rooms, instant messaging or gaming areas to harass or threaten someone
- Accessing another person's online account without their permission.

Cyberbullying, misuse of learning platforms or attempts to bypass assessment controls may result in disciplinary action or reassessment requirements.

Use of Artificial Intelligence (AI) Tools in Assessment

AI tools, including writing and content generation software are increasingly used in workplaces and learning environments. Learners may use **AI tools only with permission by the Trainer/Assessor** and must ensure submitted assessment evidence demonstrates their own competency. Learners must not:

- Submit AI generated responses as their own work without permission
- Rely of AI tools to complete assessments requiring personal demonstration of knowledge or skills
- Use AI tools in supervised or restricted assessments unless permitted.

Where AI tools are used, learners may be required to explain or demonstrate understanding of submitted work. Misuse of AI tools may be treated as assessment misconduct.

Feedback and Continuous Improvement

Mining Skills Australia encourages learner feedback to improve training and services. Learners may provide feedback through:

- Course evaluations
- Surveys
- Direct communication with staff
- Formal complaints or suggestions.

Feedback is reviewed and used to improve training delivery and student support services.

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