MEEE Australia Pty Ltd T/A
Building Trades Australia
RTO 30979
business@bta.qld.edu.au
www.bta.qld.edu.au

ABN 48103867901



STUDENT HANDBOOK
Version 2026 – October 2026 (updated for the Standards for RTOs 2025)

WELCOME

Thank you for considering enrolment with MEEE Australia. Our goal is to provide a professional standard of assessment in selected trade qualifications

---

During your time with us, you will be exposed to a variety of experiences and challenges.

Upon enrolling, you have rights and responsibilities, most of which are outlined in this handbook. You are naturally welcome to ask us for further information if you have questions that are not covered.

As a Registered Training Organisation, we maintain a quality management system which ensures that all our processes, assessment materials and support offered is at a standard acceptable to meet the needs of students in the Australian Vocational Education and Training sector. MEEE Australia's management is responsible for ensuring these national standards are complied with at all times.

Mandy Roe
Managing Director

Contents

WELCOME..... 2
Educational Standards..... 4
Client Service..... 4
Management and Administration..... 5
Marketing..... 5
Sanctions..... 6
Legislation..... 6
Client Records..... 7
Access and Equity..... 7
Anti-discrimination and anti-bullying..... 8
Discrimination..... 8
Harassment..... 9
Sexual Harassment..... 9
Bullying..... 9
Vilification..... 10
Victimisation..... 10
Refund Policy..... 10
Requests for Refunds..... 10
Payment of fees – methods..... 11
Fees..... 11
Enrolment Terms and Conditions..... 12
Privacy..... 12
Permission to use photographs and testimonials..... 13
Complaints and appeals..... 14
Complaint Procedure..... 14
Recognition of Prior Learning (RPL)..... 15
Should you apply for RPL?..... 15
What is Recognition of Prior Learning (RPL)?..... 15
Competence..... 16
How to prepare for RPL assessment..... 16
Credit transfer..... 18
Steps of the RPL Assessment Process..... 18
Certification..... 20
Replacement Certificates..... 20
National Recognition..... 20
Student Services..... 20
Language, literacy and numeracy..... 21
Assessment Procedure..... 22
Special Consideration..... 22
Re-assessment..... 23

Health and Safety Policy.....23
Course Admission Policy.....24
Human Resources.....24
License Information.....24
Acknowledgement.....25

Educational Standards

MEEE Australia is committed to the achievement of the principles and Standards for Registered Training Organisations (RTOs) 2025 and the VET Quality Framework in the marketing and delivery of high quality vocational assessment services. BTA provides Recognition of Prior Learning (RPL) assessment only and does not deliver training. We achieve these standards through:

- A commitment to recognising the training qualifications issued by other Registered Training Organisations
- Having a commitment to providing a quality service with a focus on continuous improvement
- Meeting all legislative requirements of State and Federal Governments, including workplace health and safety, workplace relations and applicable apprenticeship/traineeship requirements
- Using personnel with appropriate qualifications and experience to conduct assessments
- Providing adequate facilities, equipment and assessment materials to support the success of our candidates
- Undertaking regular reviews of the quality of our assessment services and assessors and participating in all external monitoring and audits.

Client Service

MEEE Australia is committed to sound management practices to ensure effective client services. Appropriate assessment results and qualifications are issued in a timely manner according to any published guidelines. MEEE Australia provides accurate, relevant and up-to-date information to our students prior to enrolment. All relevant information is provided to potential students including this Student Handbook, the Candidate Application Kit for your qualification, a written quote of all fees and a summary of our policies to ensure a quality focus.

Our policies cover the following topics.

- Admissions procedures and criteria
- Total client costs/fees
- Refund policy
- Access and equity policy
- Entry/exit points and details of any certification which will be issued within 30 days of completion or partial completion of the assessment.
- Competencies to be achieved by students
- Assessment criteria and procedures
- Complaints and appeal procedures
- Details of any third party (partner agent) involved in your enrolment and the services they provide
- Unique Student Identifier (USI) requirements
- Arrangements for the recognition of prior learning/recognition of current
- competency
- An outline of the relevant assessment facilities
- Student support services (eg. Literacy and numeracy support programs);
- Other information will be made available in writing on request.

Feedback: BTA will ask you to complete a short survey about your experience. This is a condition of BTA's registration. Your responses are confidential and are used to improve our services.
Changes that affect you: if there is a change that affects your enrolment, such as your qualification being superseded, a change to fees or services, or a change to a third party (partner) arrangement, BTA will tell you in writing as soon as practicable and explain any transition arrangements.

Management and Administration

MEEE Australia has policies and management strategies to ensure sound financial and administrative practices - management to safeguard fees paid by students and implement fair and equitable financial arrangements for our clients. Specific details of our refund policy are set out in this handbook. Trainee records are managed securely and confidentially and are available for trainee perusal on request.
MEEE Australia has adequate insurance policies.

Marketing

MEEE Australia will market all qualifications and assessment services with integrity, accuracy and professionalism. All marketing activities will avoid vague and ambiguous statements and the information provided will not have any false or misleading comparisons drawn with any other provider or qualification. All advertising will be conducted in accordance with the provisions of the Advertising

guidelines and in accordance with fair Trading and Consumer protection legislation. Any marketing developed or published by a third party (partner agent) about BTA or its qualifications must be approved by BTA in writing before it is published.

Third party (partner) arrangements

BTA works with authorised partners who market BTA's qualifications and refer prospective students to BTA. A current list of partners is on the Partnership page of our website (www.bta.qld.edu.au/partnership). Partners may provide recruitment, enrolment and fee collection (where authorised by BTA in writing), student support and record keeping services. They are not Registered Training Organisations, they do not conduct assessment and they do not issue qualifications. BTA conducts all assessment, makes all assessment decisions and issues all AQF certification documentation.

If a partner is involved in your enrolment, the Third Party Arrangement section of your Candidate Application Kit will name the partner and show which services are provided by BTA and which by the partner. You will be asked to confirm that you are aware of the third party arrangement when you sign the Enrolment Agreement Declaration. Partners may charge a service fee for their own services, which will be shown separately from BTA's assessment fee. Payment of any fee does not guarantee that you will be issued a qualification.

Sanctions

MEEE Australia acknowledges that not meeting the obligations of the Standards for RTOs 2025 or not supporting regulatory requirements, where applicable, may result in the withdrawal of our registration as a Registered Training Organisation.

Legislation

As an organisation MEEE Australia its staff and its clients have access to the following Acts and Legislation.

Commonwealth Legislation

- Age Discrimination Act 2004
- Copyright Act 1968
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

- Privacy Act 1988 including the Australian Privacy Principles
- Student Identifiers Act 2014
- The National Vocational Education and Training Regulator Act 2011

State Based Legislation (Queensland)

- Anti-Discrimination Act 1991
- Fair Trading Act 1989, which applies the Australian Consumer Law (advertising, marketing and consumer rights)
- Further Education and Training Act 2014
- Work, Health and Safety Act 2011 and Regulations (2011)

Client Records

A student accessing their personal records is a fundamental Privacy Principle. See our privacy policy below.

Access and Equity

All practices are underpinned by the principles of access and equity outlined in this handbook and are integrated into our policies and procedures. MEEE Australia ensures that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination.

MEEE Australia aims to increase opportunities for people to participate in the vocational education and training (VET) system, and in associated decisions that affect their lives. Appropriate student support services to maximize the chances of under-represented students achieving positive learning outcomes and placement/employment in their chosen career.

To achieve these aims MEEE Australia will:

- Ensure the establishment of non-discriminatory student selection procedures which encourage fair access for members of under-represented groups, in particular priority VET program target groups

- Ensure access and equity issues are considered during curriculum development

- Ensure the requirements of individual learners are accounted for in the strategic and operational planning processes

- Provide learners with the opportunity to be involved in the planning and decision making processes on matters that affect them

- Provide assessment services that are accessible to all people in an environment that is free from harassment

- Seek to provide access to a broad range of high quality support services that account for the diversity of clients and the needs of people under-represented in VET.

- Seek to provide opportunities for all people to achieve outcomes that meet their personal goals.

- Provide access to staff development to assist assessors who work with candidates from under-represented groups.

Anti-discrimination and anti-bullying

Under EEO laws, discrimination, vilification, harassment (including sexual harassment), bullying and victimisation may be unlawful and are strictly prohibited under both Queensland State and Commonwealth law.

At our premises and assessment locations, there is absolutely no tolerance for any form of discrimination, harassment or bullying. Minor infringements may warrant a verbal warning. More serious matters will result in the student being suspended from their enrolment with no refund.

The relevant State law is the Anti-discrimination Act 1991

Commonwealth Laws are:

- Age Discrimination Act 2004
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

Discrimination

Discrimination in employment or in the workplace, including a training environment, occurs when a person is treated less favourably because of a ground of discrimination. Grounds of discrimination are set by law (Federal and State laws) and include sex, race, age etc. A list of the grounds of discrimination which operate are set out below:

- Race (including colour, nationality, descent, ethnic, ethno-religious, national origin or background)
- Sex, gender identity, homosexuality, transexuality, sexuality, sexual preference, lawful sexual activity
- Marital and relationship status
- Pregnancy (including potential pregnancy)
- Carers' responsibilities, family responsibilities, carer or parental status, being childless
- Industrial/trade union membership, non-membership or activity
- Employer association membership, non-membership or activity
- Irrelevant criminal record
- Political belief or activity
- Association (i.e. association with a person who has one or more of the attributes for which discrimination is prohibited)
- Irrelevant medical record
- Disability
- Breastfeeding
- Age
- Religious belief

Harassment

Discrimination also includes the situation where a worker harasses another person based on a ground of discrimination. Harassment is unwelcome conduct that a reasonable person would expect to offend, humiliate or intimidate. Harassment consists of offensive, abusive, belittling or threatening behaviour directed at an individual or a group of individuals that may be a result of some real or perceived attribute or difference on grounds of discrimination.

Sexual Harassment

Sexual harassment is uninvited advances or requests of a sexual nature which are perceived to be intimidating, humiliating or offensive. Conduct can amount to sexual harassment even if the person did not intend to offend, humiliate or intimidate the other person. Sexual harassment does not have to be directed at a particular individual to be unlawful. Sexual harassment can take many different forms and may include physical or offensive material or other behaviours which create a sexually hostile working environment.
Behaviour which creates a hostile working environment for other workers can also be unlawful.

Bullying

Bullying is repeated, unreasonable behaviour directed towards a worker or group of workers that creates a risk to health and safety. Unreasonable behaviour means behaviour that a reasonable person, having regard to all the circumstances, would expect to victimise, humiliate, undermine or threaten.

It is not bullying for a manager, supervisor or assessor to counsel or correct a student about their performance. Performance counselling is a necessary part of ensuring that workers meet our standards of assessment. Also, other reasonable managerial actions such as disciplinary action, work directions and orders, and allocation of work in compliance with business needs and systems do not constitute bullying.

Vilification

Vilification is a public act (as opposed to a private act) that could incite (encourage, urge or stir up) others to hate, have serious contempt for, or have severe ridicule of an individual or a group of individuals on grounds of discrimination.

Victimisation

Victimisation is where a person is punished or receives further unreasonable treatment because they have lodged a complaint, they intend to lodge a complaint or they are involved in a complaint of discrimination, harassment or vilification. Workers including managers must not punish or pursue further unreasonable treatment towards a person who raises a complaint or subject them to any detriment.

Refund Policy

Full refunds: BTA will make a full refund of fees paid to BTA if BTA cancels your enrolment or can no longer provide the service you have paid for.

Withdrawal by the student: if you withdraw in writing at least ten (10) working days before your initial RPL assessment begins, BTA will refund 75% of the fees paid to BTA (a 25% administration fee applies). If you withdraw less than ten working days before, or after, your initial assessment has begun, no refund is available, but where practical you may transfer to another qualification.
Illness, injury or other extenuating circumstances: refunds will be considered if you can no longer continue because of illness or injury (a medical certificate is required) or other extenuating circumstances, on written application.
Partner fees: if you were referred by a partner agent, this policy applies to fees paid to BTA. Any service fee paid to the partner for its own services is covered by the partner's refund terms, which must be given to you before you pay.
This refund policy does not limit your rights under the Australian Consumer Law.

Requests for Refunds

Requests for refunds must be made by submitting a completed Request for Refund form. Submissions of Request for Refund form do not attract a fee. Any refund will be made within 4 weeks, in Australian dollars.

Payment of fees – methods

- Credit card. Master card and Visa card only. Payment via credit card will attract a fee of 1.5% of total fees due.
- Cash
- Direct debit

Fees

The basic price for your qualification is set out in the Candidate Application Kit and confirmed in a written quote before you enrol or pay any fees. The cost may vary depending on credit transfer and the evidence you have available. If you were referred by a partner agent, your quote will show BTA's assessment fee and the partner's service fee separately.

Please note: We cannot accept more than $1500 in advance of any service offered, from an individual. Corporate accounts are not subject to advanced payment limits.

Fees are payable as set out in your written quote and payment plan. As stated in the Enrolment Agreement Declaration, it is your responsibility to pay the fees listed on time.

Enrolment Terms and Conditions

Following commencement BUILDING TRADES AUSTRALIA accepts no more than $1500 in advance attributable to RPL assessment or other services

Fees will not be accepted if payment is made more than 8 weeks in advance of your assessment.
Payment of Fees
Student fees are to be paid on time, as scheduled on the payment plan. If fees are not paid on time, BTA may postpone your assessment until outstanding fees are paid. A fee of $5.00 per day will be incurred by the student for every day they are late in making scheduled payments. Please refer to the Payment Plan you selected to view the payment options for your qualification. In instances where a student fails to pay outstanding debts with BTA as set out in that student's original or modified payment plan, BTA reserves the right to forward that student's personal information to any and all debt collection agencies which may include any and all applicable state and federal municipal court system(s). Students are liable for any amounts in excess of student fees payable by the students to Building Trades Australia in the event of default in the payment terms agreed to by students such as administration fees, debt interest, debt collection costs, solicitor fees, and court fees, etc.

Privacy

MEEE Australia is aware that an individual's privacy is important in modern society. All our administrative dealings with you are done in accordance with the Australian Privacy Principles of the Commonwealth Privacy Act 1988. We will only collect personal information from you to administer your enrolment and RPL assessment and to meet the requirements we have for external audit. Your personal information is kept secure and is only accessed by authorized staff.
Overseas disclosure: some BTA administration staff are located in Taiwan, so your personal information may be accessed from Taiwan to process your enrolment and assessment. BTA takes reasonable steps to ensure these staff handle your information in accordance with the Australian Privacy Principles. BTA does not otherwise disclose your personal information to overseas recipients.

The relevant Privacy Principles are summarized as:

Collection	We will collect only the information necessary for our primary function and you will be told the purposes for which the information is collected.
Use and disclosure	Personal information will not be used or disclosed for a secondary purpose unless the individual has consented or a prescribed exception applies.
Data quality	We will take all reasonable steps to make sure that the personal information we collect, use or disclose is accurate, complete and up to date.

Security	We will take all reasonable steps to protect the personal information we hold from misuse and loss and from unauthorised access, modification or disclosure.
Openness	We will document how we manage personal information and when asked by an individual, will explain the information we hold, for what purpose and how we collect, hold, use and disclose the information.
Access	The individual will be given access to the information held about them, at their request. This includes anything held on the students file including assessment results and participation records.
Anonymity	Wherever possible, we will provide the opportunity for the individual to interact with us without having to identify themselves.
Sensitive Information	We will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual's racial or ethnic background, or criminal record.

Unique Student Identifier (USI)

All students undertaking nationally recognised training in Australia must have a USI under the Student Identifiers Act 2014. You can create one free of charge at www.usi.gov.au. BTA will verify your USI and cannot issue your qualification or statement of attainment until your USI has been verified, unless an exemption applies.

BTA is required to collect and report information about your enrolment and results (AVETMISS data) to the Australian Government, state and territory authorities, the National Centre for Vocational Education Research (NCVER) and ASQA. Your Candidate Application Kit includes a privacy notice that explains how your information is disclosed to NCVER and government agencies, how it is used for statistics, research and student surveys (you may opt out of a survey when contacted), and how to access or correct your information. See also the NCVER Privacy Policy at www.ncver.edu.au/privacy.

Permission to use photographs and testimonials

During practical assessments we may take photographs of students demonstrating their skills, and from time to time we may use these photographs in our brochures, handbooks and marketing material.

Rather than having every person sign a consent form to allow a photograph which may include them, to be used by us, we ask students to inform us at the time of enrolment, if they DO NOT ALLOW us to do this.

Additionally, if you provide written feedback about any part of your assessment through a standard feedback survey or questionnaire, or you directly provide a testimonial about us or our services, you are aware that we may use the direct words as expressed by you. We assure all student that if we do so, we quote word for word and in no way alter what was said and you will not be identified. Only initials are used.

Again we ask students to advise us if they DO NOT PERMIT us to use their words for the purposes of marketing our services.

Complaints and appeals

A student enrolled with BTA who is seeking to appeal against any decision made by the RTO should undertake the following steps:

- In the first instance complete, sign and date Form 601B (Complaint and Appeal Form) and submit via email to business@bta.qld.edu.au. The Director will contact the assessor or staff member with a view to clarifying the situation.

- Assessment will be reviewed having due regard to submissions made by the participant. Where the participant is still dissatisfied with the decision a request is to be made to MEEE Australia, in writing for an assessor who has not been involved in the original decision to review the decision.

- If the participant is dissatisfied with the decision of the reviewing independent assessor a written notice of appeal may be lodged to MEEE Australia requesting an independent review by an external appeal consultant.

Appeals will be accepted up to twenty-one (21) days from the date an assessment result was received.

Complaint Procedure

A participant enrolled with BTA who has a complaint, on any matter, other than academic decisions, should undertake the following steps.
Complaints and appeals can be lodged free of charge. A complaint can be about BTA, its assessors or staff, a partner agent (third party) acting on BTA's behalf, or another student. BTA will acknowledge your complaint in writing and begin investigating within 10 working days. If it will take longer, we will tell you in writing and keep you updated at least every 10 working days. If a complaint or appeal may take more than 60 days to resolve, we will tell you in writing why, and keep you informed until it is resolved.

- In the first instance, Form 601B (Complaint and Appeal Form) is completed, signed and dated and emailed to business@bta.qld.edu.au. This form is passed on to the Director. Depending on the nature or the complaint, the Director decides who best to investigate the matter and refers by email.

- Nominated investigator keeps records of all investigation and files all notes. Keep complainant/appellant updated at minimum every 10 days. Investigator advised Director when decision made.

- Director advises complainant or appellant in writing of the decision and the reasons pertaining to the outcome

- Student may appeal the outcome if they choose. If so, a different person investigates the matter second time around.

- If the matter is not resolved to the satisfaction of the student, you can seek external help through the Queensland Government's Dispute Resolution Service, or contact the Australian Skills Quality Authority (ASQA) at www.asqa.gov.au. For consumer matters such as fees and refunds, you can also contact the Office of Fair Trading Queensland.

Recognition of Prior Learning (RPL)

Should you apply for RPL?

If the RPL application is successful, the Candidate could:

- reduce or eliminate the need for any training in skills and knowledge they already have.
- save time by not needing to attend any or a reduced number of classes and completing unnecessary work.
- save money because they will not have to buy other learning material.
- complete their qualification in a shorter time.
- advance to a higher level qualification in a shorter time if desired.

What is Recognition of Prior Learning (RPL)?

RPL is the acknowledgment of skills and knowledge obtained through learning achieved outside the formal education and training system and includes work and life experience including paid and volunteer work and skills attained through leisure pursuits such as musical, mechanical or linguistic abilities. RPL recognises any prior knowledge and experience and measures it against the qualification for which Candidates are being assessed. The individual may not require further training if he or she already possesses required competencies.

Meee/BTA will effectively and efficiently facilitate the RPL process in conjunction with assessor to ensure a fair, valid and reliable assessment outcome in accordance with the related competency standards.
RPL is an assessment, not a guarantee of a qualification. The outcome depends on the evidence you provide and the assessor's judgement against the requirements of each unit of competency. Neither BTA nor any partner agent can guarantee that you will be assessed as competent or receive a qualification.

Competence

Competence is the demonstration of skills and knowledge that the Candidate has gained through life and work experiences as well as any training that they have successfully completed that can be matched against a set of industry performance standards referred to as units of competency. These units are grouped together to form a specific industry qualification.

Each **unit of competency** is divided into a number of **elements of competency** which are a set of activities that lead to an overall achievement or demonstration of competence. Each of these elements is further broken down into a set of **performance criteria** which give a more detailed description of the skills and knowledge the Candidate needs to be able to demonstrate. Matching the evidence against each of the elements/performance criteria will help the Candidate to reach their qualification more quickly

How to prepare for RPL assessment

In order for skills to be formally recognised as part of a national qualification, Assessors must make sure that the Candidate has the required skills and knowledge to meet the industry standard as specified in the relevant Training Package.

The Candidate must be involved in the RPL process so that all the experience, skills and knowledge they have gained over time can be correctly identified and suitably demonstrated. This

evidence is gathered and used in recognition of all or some of the units for the qualification they wish to gain.

All assessment requirements will be discussed with the Candidate in advance and they will be given the opportunity to ask questions and clarify requirements. Being prepared for the assessment process and knowing what needs to be provided can save valuable time and ensure that the RPL assessment is as simple and stress-free as possible.

Here are some tips to make the application process and interview easier.

- The Assessor will ask the Candidate to talk about their work experiences/roles and their employment history.
- If the Candidate has certificates from any training courses they have completed, bring along either certified copies or the originals to the interview with the Assessor and they can make a copy of them.
- Bring along any other documentation that would support the Candidate's claim that they have done this work over time. The following is a list of some of the documents that can provide examples of work history:
    - brief CV;
    - certificates/results of assessment;
    - any licences;
    - tickets held, e.g. forklift, chainsaw;
    - photographs of work undertaken;
    - diaries/task sheets/job sheets/logbooks;
    - site training records;
    - site competencies held record;
    - membership of relevant professional associations;
    - hobbies/interests/special skills outside work;
    - references/letters from previous employers/supervisors;
    - industry awards; and
    - any other documentation that may demonstrate experience to support the claim.

Depending on where they have worked and what the work may have included, the Candidate may or may not have documentary evidence.

Do not be put off as the Assessor will work with the Candidate during the assessment process.

- Think about who the Candidate would consider to be a workplace contact or referee. Is the employer happy to support the claim for RPL? Would the Candidate feel comfortable if the Assessor contacted their current workplace or previous workplace/s to validate the skills and spoke to the supervisor/s or employer/s?
- The Candidate can speak with the Assessor about other ways that can show current skills for the qualification in which recognition is being sought. These could include letters from employers, records of any training courses or professional development sessions attended, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as there are no confidentially issues – see below) or any other relevant document.

Credit transfer

Credit Transfer (CT) is the acknowledgement of skills and knowledge via formal qualifications previously completed.

A Credit Transfer is granted when a candidate can demonstrate successfully, completion of the same unit code and title that is also included in the qualification the candidate intends to undertake.

Steps of the RPL Assessment Process

Once BTA has provided you with the information needed to apply for RPL, follow these steps (these are the same steps shown in your Candidate Application Kit):

Step 1 – Contact BTA: email BTA to discuss your background and experience. You will be matched with an assessor who specialises in your trade.

Step 2 – Self-assessment: complete the self-assessment checklist in your Candidate Application Kit. This helps you identify the evidence you have and any gaps.

Step 3 – Submit application: complete and return the Application Kit with all supporting evidence. BTA will confirm receipt and advise the next steps.

Step 4 – Evidence review: your assessor will review your portfolio of evidence and contact you to discuss any areas requiring further clarification.

Step 5 – Practical observation (if required): if your assessor requires it, they will arrange a workplace observation (site visit) or ask for video evidence of you performing trade tasks.

Step 6 – Knowledge questionnaire and structured interview: questions may be answered in writing, verbally, or both.

Step 7 – Assessment decision: your assessor will decide competency for each unit. If any units are not yet achieved, BTA will advise you in writing.

Step 8 – Qualification issued: once all units are assessed as competent, BTA will issue your AQF qualification. A Statement of Attainment is issued for units achieved if you do not complete the full qualification.

Certification

Upon successful completion of a unit of competency, a group of units and/or a full qualification, students will receive a nationally recognised testamur depicting their achievement. Successful completion of all units results in a qualification (and an associated record of results) whereas a unit of competency or a group of units of competency which does not address all qualification requirements, leads to the issuance of a statement of attainment. A record of results is also issued.

The cost of certification is included in your RPL assessment fee.
BTA will issue your AQF certification documentation within 30 calendar days of you being assessed as meeting all requirements, provided all agreed fees have been paid and your USI has been verified.

Replacement Certificates

If you need a replacement certificate, a fee of $30 will be incurred.

National Recognition

MEEE Australia supports the national policy of mutual recognition of qualifications and Statements of Attainment issued by other Registered Training Organisations (RTO), regardless of the location, provided that the RTO is registered to offer the qualification. A procedure does exist for students to apply for recognition of prior learning and a mapping process to compare elements of competency is conducted.

Student Services

Students requiring counselling or support services should discuss the matter with their assessor or BTA administration, who will assist you in your genuine efforts to complete your RPL assessment.

If you are experiencing any difficulties with your assessment, please contact your assessor or BTA administration and we will make the full resources of our organisation available to assist you.

Should you be experiencing any personal difficulties, contact your assessor or BTA administration, who will assist you to the full extent of their capacity.

If your needs exceed our support capacity we will refer you onto an appropriate external agency. Please note, that any fees required by an external agencies are not included in your RPL assessment fee and must be paid by the student if the service access proceeds.

If for any reason MEEE Australia ceases to offer the qualification in which a student is enrolled, either directly or through an approved third party, an alternative arrangement will be offered OR a refund of all fees paid will be assured.

You can seek support immediately by contacting:
Emergency (Police, Fire, Ambulance): 000
Lifeline: 13 11 14 – 24/7 crisis support and suicide prevention
1800RESPECT: 1800 737 732 – 24/7 sexual assault, domestic and family violence counselling
MensLine Australia: 1300 789 978 – 24/7 counselling for men
Beyond Blue: 1300 22 4636 – 24/7 support for anxiety and depression
Quitline: 13 7848
Translating and Interpreting Service: 131 450
Reading and Writing Hotline (free LLN support): 1300 655 506,
www.readingwritinghotline.edu.au

This list of organisations is a selection only so please discuss any matter with any staff member if you have any special needs or questions.

Language, literacy and numeracy

BTA may ask about your language, literacy, numeracy and digital skills when you apply. If you are aware of a literacy, numeracy or digital skills difficulty, please tell us so we can discuss support.

If a difficulty becomes apparent during your assessment, your assessor will advise BTA, and BTA will contact you to discuss support options and reasonable adjustments.

Free Language, Literacy and Numeracy support is available through the Reading and Writing Hotline (1300 655 506, www.readingwritinghotline.edu.au). BTA can also make reasonable adjustments to how you are assessed.

Students requiring counselling or support services should discuss the matter with their assessor or BTA administration. If further action is required, the matter will be referred to one of the Directors, or you may contact the relevant organisation yourself from the list above.

Assessment Procedure

Assessment is conducted using several methods, such as review of your portfolio of evidence, workplace observation, a knowledge questionnaire and a structured interview, to make sure the evidence is sufficient, valid, authentic and current. There are two outcomes for each unit: C = Competent, where you have shown sufficient evidence against all requirements; and NYC = Not Yet Competent, where you have not yet shown sufficient evidence.

If you are assessed as Not Yet Competent in a unit, you will be offered the opportunity to submit additional evidence or undertake a supplementary assessment. You can appeal an assessment decision using the Complaints and Appeals process in this handbook.

Special Consideration

Students may apply for special consideration if:

- Their performance in an assessment item was seriously impaired; or
- They were seriously disadvantaged when the assessment item was attempted; or
- On the grounds of illness, accident, disability, bereavement or other compassionate circumstances

Applications for special consideration must be made in writing and accompanied by support evidence. Applications are submitted to the administration office for their consideration in conjunction with your assessor.
Reasonable adjustment
BTA will make reasonable adjustments so that students with a disability or other needs can take part fully. Adjustments do not change the outcomes to be achieved, but may include accepting video evidence where a practical observation is not possible, extra Language, Literacy and Numeracy (LLN) support, verbal instead of written answers to knowledge questions, extra time, or assistive technology. Please speak with your assessor if you need an adjustment.

Re-assessment

If the outcome of an RPL assessment is Not Yet Competent, you will be allowed two (2) further attempts. If you are still assessed as Not Yet Competent after three (3) attempts, BTA will advise you in writing of the units not yet achieved.

Health and Safety Policy

The Work, Health and Safety Act 2011 describes the duty of care we have to provide a safe and healthy working environment for our employees and our duty of care to take reasonable care for the health and safety of others within the workplace. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate staff training in topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace.

The following procedures and standards must be observed to help achieve a safe working and learning environment:

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situations, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure student safety at all times,
- All unsafe situations are recognised and reported,
- Display first aid and safety procedures for all staff and students to see,
- Report any identified Health and Safety hazard to the appropriate staff member as required.

For any practical assessment you must supply your own personal protective equipment (PPE) and tools, as listed in your Candidate Application Kit, and keep them in safe working order. Failure to wear the required PPE may result in failure of the assessment or the assessment being cancelled or rescheduled. You must also attend any site and safety inductions required and follow WHS procedures at all times.

Course Admission Policy

All applicants for enrolment are required to satisfy MEEE Australia that they meet any prerequisite or entry requirements, such as qualification and/or experience, as outlined in the relevant syllabus document/training package prior to acceptance for admission.

MEEE Australia also reserves the right to refuse enrolment where a reasonable doubt exists that a potential applicant will not be able to successfully complete the qualification applied for having due regard to the elements of competency/learning outcomes and performance/assessment criteria and conditions.
Certificate I and Certificate III qualifications are not available to candidates in South Australia.

All potential candidates are encouraged to check the units of competency of the qualification to ensure they understand the performance requirements prior to enrolment. If there is some doubt as to the requirements or outcomes of a qualification please ask MEEE Australia for assistance in clarifying the suitability of the qualification for you.

Human Resources

MEEE Australia is committed to providing quality RPL assessment services using highly qualified assessors who have been individually selected to conduct assessments to the highest possible standards. All our assessors are experienced professionals in vocational assessment and in the building and construction industry.

License Information

To work as a builder or tradesperson in Australia you generally need a licence or registration issued by your state or territory regulator. A license or registration may require a combination of technical qualification, experience, skills and knowledge prior to application.
Licensing requirements are set by each state or territory regulator and may include a qualification, experience and other conditions. A qualification on its own does not guarantee a licence or registration. Please check the current requirements directly with the regulator in your state before applying.

It’s important that you understand what requirements you need to meet before you commit to the process of getting a builders license. Knowing what’s required of you will save you time and frustration in the long run.

To help you with this, we’ve compiled a list of licensing bodies and contact detail.

Please see below list of Building and Construction Licensing Bodies

ACT – Access Canberra – www.planning.act.gov.au
NSW – NSW Fair Trading – www.fairtrading.nsw.gov.au

VIC – Victorian Building Authority (VBA) – www.vba.vic.gov.au
QLD – Queensland Building and Construction Commission (QBCC) – www.qbcc.qld.gov.au
TAS – Department of Justice – www.justice.tas.gov.au
NT – Building Practitioners Board (BPB) – www.bpb.nt.gov.au
WA – Building and Energy (Department of Local Government, Industry Regulation and Safety) – www.wa.gov.au
SA – Consumer and Business Services (CBS) – www.cbs.sa.gov.au
Note: Certificate I and Certificate III qualifications are not available to candidates in South Australia.

Acknowledgement

When you complete your enrolment form you will be asked to sign to say that you have read and understand the contents of this handbook.