PEER LEARNER HANDBOOK

RTO CODE: 7027

Version 4: 130721

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1. Introduction

1.1 Welcome

Welcome to PEER and congratulations on choosing to undertake training to further enhance your skills, knowledge and career options. PEER will provide you with support and guidance throughout your learning journey to assist you in your education development.

This handbook provides you with information about PEER, what you can expect from us and what we expect from you. You will also find useful information about our policies and procedures and some useful contacts. PEER will also provide information pertaining to the regulations governing training organisations.

We look forward to providing you support and assistance throughout your training. Please feel free to contact PEER with any queries.

2. About PEER

2.1 History

PEER was established in 1986 with a total of 12 apprentices. Our commitment to industry has facilitated our growth and we now employ and train in excess of 500 apprentices and trainees, making us the largest employer within the Building and Construction Industry in South Australia.

Our Vision

To be Australia's leading learning organisation.

Our Mission

To address Australia's skills development through the attraction, training and employment of quality people, in partnership with industry.

Our Board

The members of our Board are the people who are the pulse of the Building and Construction Industries in South Australia. PEER's Board has a wealth of experience and knowledge that allows our organisation to stay in touch with what's happening in the industries for which we are training and employing Apprentices and Trainees.

2.2 Our Training Scope

PEER deliver a range of Nationally Accredited and Non-Accredited Qualifications and short courses through the approval of the Australian Skills Quality Authority (ASQA). This requires PEER to adhere to a number of strict national standards. This gives our learners and stakeholder's confidence in the training that PEER deliver is the highest standard available.

Our RTO code is 7027. For the list of qualifications and units of competency PEER are scoped to deliver, please following this link: https://training.gov.au/Organisation/Details/7027

PEER is responsible for the compliance of training and/or assessment for all qualifications and units of competency listed on our scope above. PEER is also responsible for issuance of AQF certification documentation, including qualifications and Statement of Attainments.

2.3 Location and Contact Details

Albert Park

1042 Port Road, ALBERT PARK SA 5014

Phone: (08) 8348 1200
Fax: (08) 8348 1201
Payroll Fax: (08) 8348 1202

Office hours:
7.30am to 5.00pm Monday to Friday

Postal address:
PO Box 2160
Port Adelaide Business Centre, PORT ADELAIDE SA 5015

Email: customerservice@peer.com.au
Email: vetis@peer.com.au
Web: www.peer.com.au

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2.4 How to get to PEER Albert Park

- **By bus:** PEER is located on a major bus route.   If travelling from the city take Bus 150 and disembark at Stop 27.
- **By train:** Catch the 'Outer Harbor' train and disembark at Cheltenham station. It is about a 10-minute walk from there.

2.5 Facilities

PEER's training facilities consist of:

- Refrigeration & Air Conditioning Practical Learning Resource Centre
- Plumbing Practical Workshop
- Electrical Practical Workshop
- Data and Communication Practical learning facility
- Classrooms/computer labs for theory

PEER has invested a substantial amount of funds into the upgrade of our facilities and PEER is now the leader in Vocational training in South Australia.

To view our training facilities at Albert Park click here or go to PEER's website.

2.6 PEER's Values

PEER's vison to be Australia's Leading Learning Organisation is supported by our values. All PEER's employees and apprentices are required to display these qualities and lead by example.

Caring

Collaborative

Respectful

Courageous

Innovative

2.7 Academy Model

PEER's learning model is based of Life Long Learning for all PEER apprentices and learners. PEER supports our learners in many ways through the Support, Train, Coach and Mentor Philosophy. This ensures PEER produces only the best learners to support and grow the industry.

PEER
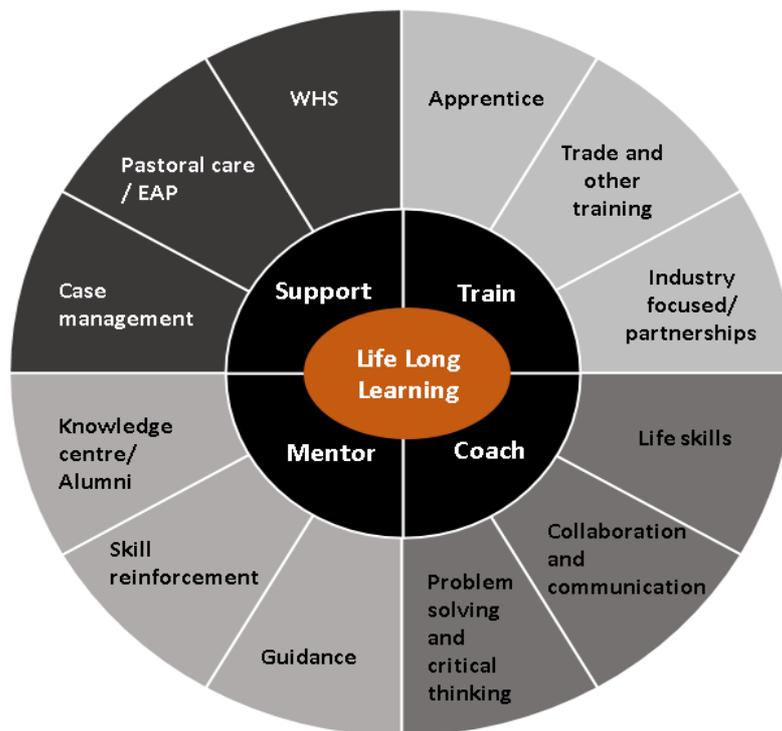
3. Unique Student Identifier - USI

Every year almost four million Australians undertake nationally recognised training. All learners doing nationally recognised training need to have a Unique Student Identifier (USI). This includes learners doing Vocational Education Training (VET) when they are still at school (VET for secondary students).

To create a USI, please follow the link: https://www.usi.gov.au/students/create-your-usi

To check if you have a USI or the find your USI, please follow the link: https://www.usi.gov.au/faqs/i-have-forgotten-my-usi

3.1 What is a USI?

The USI is a reference number made up of ten numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia from all training providers you undertake recognised training with;
- will give you access to your training records and transcripts;
- can be accessed online, anytime and anywhere;
- is free and easy to create and;
- stays with you for life

3.2 Who needs a USI and why?

If you are a new or continuing learner undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or statement of attainment.

Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

4. Training Information

4.1 The Australian Qualifications Framework

The Australian Qualifications framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF comprises of the following qualifications:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma and Associate Degree
- Bachelor Degree
- Bachelor Honors Degree
- Graduate Certificate

For learners:

- AQF encourages lifelong learning and assists learners t0 plan their careers and learning at whatever stage they are within their lives and wherever they live
- AQF qualifications allow learners to start at the level that suits them and then build up their qualifications as their needs and interests develop and change over time
- AQF supports national standards in education and training
- AQF qualifications are recognised across Australia
- AQF ensures understanding of what each qualification name and level means

For Employers

- AQF supports national standards in education and training
- AQF qualifications are recognised across Australia
- AQF ensures understanding of what each qualification name and level means

For education and training providers

- AQF includes policies and guidelines for credit transfer, articulation and recognition of prior learning
- Policies for issuing qualifications ensures consistency and protections of qualification titles

For accrediting authorities:

- AQF provides the standard for each qualification ensuring consistency for qualification accreditation
- AQF applies to all states and territories

A Registered Training Organisation (RTO) delivers accredited training under the VET sector and complies with the guidelines of the National Skills Framework.

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4.2 VET Quality Framework

The VET quality Framework is a set of standards and conditions that ASQA uses to assess whether an RTO (such as PEER) meets the requirements for registration. As a compliant organisation, PEER has ongoing registration until our next review.

The VET quality Framework comprises:

- Standards for NVR Registered Training Organisations
- The Australian Qualifications Framework
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements
- Data Provision Requirements

4.3 Training Packages

A Training Package is a set of nationally endorsed standards, qualifications and guidelines used to recognise and assess the skills and knowledge people need to perform effectively in the workplace. Training packages are developed by industry to meet the training needs of an industry or group of industries.

4.4 Qualification Pathways

The AQF is based on achieving competencies, which can lead to different levels of qualifications issued by RTO's such as PEER.

Certificate II – Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

Certificate III – Graduates at this level with have theoretical and practical knowledge and skills for work and/or further learning.

Certificate IV – Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

Diploma – Graduates at this level will have specialised knowledge and skills for skilled/professional work and/or further learning.

4.5 Training Delivery Method

Training for the above qualifications is available through various pathways, including the following:

- Internal Delivery - your training is conducted in a classroom environment and you are required to attend class.

- Workplace based Delivery - your training and assessment is conducted at your workplace. You may still need to come to PEER if you are not able to perform all of the training and assessment at your workplace.

- Recognition of Prior Learning (RPL) – recognition of skills developed through previous training, work or life experience, which matches a unit(s) of competency in a training course. If you have sufficient evidence and experience, you may be granted recognition and will not have to complete the unit.

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4.6 Understanding Terminology

Academic Pass – means you have been deemed competent in the classroom but are awaiting a competent outcome for the workplace assessment (eProfiling).

Apprenticeship Network Providers (ANPs) - Apprenticeship Network Providers are non-government organisations contracted by the Australian Government to help employers and trainees and apprentices to enter into a Training Contract. PEER utilise MEGT, Business SA and MAS National.

Assessment – means the process of collecting evidence and making judgements on whether competency has been achieved. This confirms that a learner can perform to the standard expected in the workplace, as expressed in the relevant training package. PEER use Competent (C) or Not Competent (NC) to record assessment results.

Competent (C) – you will be assessed as competent when your trainer/assessor has collected sufficient evidence that meets all of the performance criteria of the unit.

Continuing – means that a learner has begun study and will not complete the study by the end of the year but intends to complete at a later time.

Employability Skills – are non-technical skills which play a significant part in contributing to an individual's participation in the workplace. They may be defined as skills required to gain employment.

Evidence – Your trainer/ assessor is required to collect various forms of evidence in order to assess your competence. This may be in the form of work samples, completed workbooks, questioning and discussions, observation, case studies, projects or other forms of evidence for both practical and theory training.

Not Competent (NC) – if you are assessed as not competent in a unit of competency, this means that you may require further training or provide further evidence to support your competence.

Parchment – Once you have successfully completed your qualification, you will be issued with a parchment which details that you have successfully attained a qualification.

Remedial – This refers to classes that the learner is required to attend when they have not been deemed competent and need to complete extra learning activities to be deemed competent outside of the structured learning program.

Resources – This refers to the learning materials, workbooks, text books, or other equipment you need to complete your training in practical and theory units.

Statement of Attainment - is issued when you partially complete a qualification or complete a short course and only lists the unit(s) of competency you have achieved.

Learner results - assessment at PEER is conducted by assessing individual tasks that make up a unit of competency. On completion of all assessment tasks, each learner is either graded as Competent (C) or Not Competent (NC). Where you have been assessed for a unit of competency that requires eProfiling, you may be graded as Academic Pass (AP) which indicates you have achieved competency within the classroom, but have not completed the associated eProfiling component. Once you have achieved 100% on the eProfiling you will be deemed competent.

Trainer/ Assessor - is a person who has relevant industry experience and qualifications to deliver training and assessment.

Training and Apprenticeship Services (TAS) – TAS is a directorate within the Department of State Development and is responsible for regulating South Australia's traineeship and apprenticeship system. TAS operates the Traineeship and Apprenticeship Information Service. For information, advice or assistance ring 1800 673 097 or email: dsd.tas@sa.gov.au

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Training Contract – Whilst attending PEER, you may be under a Contract of Training (Apprenticeship or Traineeship) with either PEER as your employer, or a private employer. All parties to the contract, the learner, the employer and the RTO are required to work together to successfully complete the contract requirements.

Training Plan – Each learner has a training plan which details the qualification and units of competencies that will be undertaken.

Unit of competency – is a statement that refers to the skills and knowledge you need to be able to perform a job. A unit of competency is made up of various elements and performance criteria which explicitly details the tasks that you need to demonstrate to be deemed competent.

4.7 PEER's Responsibilities and Learners rights

If there are any changes to the agreed services, PEER will advise all learners affected as soon as practicable. This may include the following changes:
- any new third-party arrangements
- changes to existing third-party arrangements
- change in PEER ownership
- PEER ceasing operations as an RTO

PEER will contact the learners initially by face-to-face if the learner is currently on campus, then telephone, email and letter communication will follow to ensure all learners have been informed in a timely manner.

If PEER ceases to operate, PEER will endeavor to:

- ensure that before PEER is no longer registered, you will have either completed your course or transferred to a new training provider
- source an alternative provider for you to consider transferring to
- issue you with your Qualification and/ or Statement of Attainment if you have completed the requirements
- return all unmarked assessments.

If you believe you are owed a refund you should contact PEER immediately and request a refund. You may be directed to Consumer and Business Services to assist you in your enquiry at, https://www.cbs.sa.gov.au/

4.8 Academic Support

Learners who are experiencing difficulties with any aspect of their course are encouraged to contact their VET Coordinator, trainer or a member of our VETiS team at PEER at:
- vetis@peer.com.au
- customerservice@peer.com.au

The usually time of direct communication between you and your trainer will be within PEER working hours (Mon-Fri 7:30am – 5:00pm). Unless it is a requirement of your study, if you get in touch with them outside of this time, they may not respond until the next working day. Peer can provide academic support to facilitate the successful completion of your course.

In certain circumstances PEER may refer you to external agencies such as MADEC Australia for support.

Learner Support Services (LSS) is an equity, participation and retention initiative funded by the Department of Industry and Skills (DIS) with the aim of improving equity and accessibility of accredited vocational education and training to learners with complex needs.

The purpose of LSS is to support learners who have barriers to learning, support retention in training and assist learners with complex support needs to complete their qualifications and transition to employment or further study through the provision of Learner Support Case Management.

4.9 Work Placement (VET in Schools)

Work Placement hours are required to be completed in full for the following PEER qualifications:

Qualification Code	Qualification Name	Hours required to be completed in an approved service
UEE22011	Certificate II in Electrotechnology (Career Start)	Learners complete at least 70 hours of relevant work placement
MEM20413	Certificate II in Engineering Pathways	Learners complete at least 70 hours of relevant work placement

It is the responsibility of Schools to:
- organise and monitor work placement arrangements
- ensure that all work placements are conducted in accordance with the advice contained in the Workplace Learning Guidelines document, which is endorsed by the Government, Catholic and Independent schooling sectors

Work Placement is explained on the WorkReady website at –
https://providers.skills.sa.gov.au/Deliver/Training-school-learners

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5. Training at PEER

5.1 Facilities and Training Rooms

You may be allocated a work area to complete activities in your training. You are responsible for the tools and equipment, cleanliness and general housekeeping for this area and are required to clean this area at the end of each day. All classrooms must be left clean and tidy and all learners are required to take all their rubbish upon leaving the room.

If you are training in the workshop area, you may be asked to remove rubbish and sweep the floor after training to help maintain an environment that complies with Work Health and Safety regulations.

Any participant found stealing or deliberately damaging PEER or the partnered School's equipment will face disciplinary action.

If you are entering a workshop area at PEER or the partnered School, you must at all times adhere to the safety requirements, including wearing the appropriate Personal Protective Equipment (PPE).

5.2 Mobile Phones

Mobile phones are to be:
- switched off or on silent when in class
- left out of sight in class
- used for approved learning purposes only when in class as directed by the trainer

Disciplinary actions may be imposed for inappropriate use where:
- learners use their phones to send and/or accept calls or messages, engage in social media or games, during lessons
- learners use inappropriate language while using a mobile
- learner/s are found using a mobile phone to gain advantage in exams or assessments
- learners use mobile phone applications to engage in personal attacks, harass another person, or post private information about another person – this is a criminal offence
- mobile phones are used to photograph or record another person without permission
- posting/sending of such photos or recordings and objectionable images is a criminal offence

5.3 Personal Items

Do not leave valuable items such as money, jewellery, laptops or mobile phones in work areas or training rooms. PEER will not be held responsible for any items lost.

5.4 Smoking, drugs and alcohol

Smoking is prohibited in all areas at PEER and our partnered Schools.

PEER is committed to ensuring the health, safety and welfare of all employees, visitors, School students

and learners by providing a safe working environment. School students and learners who are adversely affected by drugs and alcohol are deemed not fit for work as they pose a hazard to themselves, other learners and our trainers and employees.

In line with this, any School student and learner who is adversely affected by either alcohol or drugs, in the opinion of the trainer, will be turned away from training. PEER shall not be held responsible for any cost incurred by an individual, employer or organisation as result of not being able to complete any training due to "Fitness for Work" issues.

No VET in Schools Student is allowed to leave the School grounds to purchase food.

5.5 Eating and Drinking

Eating and drinking is not permitted in any classroom or workshop. There is a designated canteen at PEER and dining space available. This area is to be utilised by all learners who wish to eat and drink at PEER. No School students are allowed to leave the School grounds to purchase food.

5.6 Session Times

PEER require our learners to be ready to start at the specified time for training, preferably 10 minutes prior to the scheduled time. Return promptly and on time from your designated breaks.

The VET in Schools Training Plan will outline start and finish hours (e.g.: 8:00am – 4:00pm) which vary between Schools/programs. In most cases they are set by PEER in consultation with the VET Coordinator at the partnered School.

5.7 School Student Drivers and Carparking (VET in Schools)

School students:
- vehicles may not be used for any purpose other than drive **to and from School**.
- are not permitted to ride as passengers in a motor vehicle unless the appropriate form outlining parental consent has been received by PEER and the partnered/home School VET Coordinator. The consent will be valid for the period nominated, and/or only the driver nominated.
- must park in the designated space in the grounds or alternatively park outside the grounds.
- are not permitted to go to their car during the school day.
- are not to use their cars at lunchtime.
- When driving to and from School are asked to notify Year Level Coordinators and provide car and registration details.

If these requirements are disregarded, parents will be notified, and appropriate learner sanctions will apply. If the School becomes aware that a learner driver has broken road rules or driven in an unsafe or irresponsible manner, SA Police will be notified.

5.8 Attendance

PEER requires our learners to attend all sessions unless you are ill or there are extenuating circumstances. If you are absent due to illness, you may be required to provide a medical certificate to PEER if you are our employee.

You must notify your PEER Trainer (or the VET Coordinator contact person at your School) as soon as possible of your absence from any scheduled classes. If you miss too many classes, you may be required to repeat the training.

VET In Schools

- Lateness and non-attendance are reported to your home School.
- Any learner needing to leave class for an appointment must have a signed and dated note from their parent or guardian prior to leaving the school grounds.
- All learners must sign out of the School at the front office if leaving early.
- Learners will not be permitted to leave the School grounds at any time during training hours without authorisation. No learners are to leave the School grounds during their breaks.

5.9 Code of Conduct

Offensive or socially unacceptable behaviour is not tolerated at any time. Failure to comply will result in the learner being removed from the class at their own expense.

VET in Schools

In the School yard learners must:
- treat others with consideration and respect and cooperate with teacher's requests.
- report all bullying.
- use approved areas of the yard and keep sporting activities in the appropriate places.
- keep the school clean and tidy – put rubbish in the bin.
- remain in school grounds.
- return to class promptly at the end of recess and lunch.

PEER has a zero tolerance for offensive, abusive, discriminatory or socially unacceptable behaviour. It will not be tolerated at any time. Failure to comply will result in the learner being removed from the class at their own expense. If any learner believes they have experienced or witnessed behaviour that makes them uncomfortable they are encouraged to raise this with their Trainer or through the PEER complaints policy.

If a learner's behaviour significantly interferes with the rights of other learners to learn, the capacity of a trainer to teach a class or where there is possibility of harm to others, that learner may be temporarily removed from regular classroom/workshop activities.

In more serious cases the learner may be required to leave the course for a specified period.

5.10 Suspension

Suspension is a serious disciplinary measure which may be imposed when all other measures have not produced a satisfactory response by the learner, or where there is a threat to another person and immediate action is required.

5.11 Dress Code

You must always wear a non-synthetic (100% cotton or wool) long sleeve Hi-Viz shirt with the PEER logo (as provided by PEER) in the workshops/classroom. You must not wear singlets and hoodies at any time.

All learners must supply and wear their own appropriate long trousers, and safety boots for workshop situations.

You must not wear any jewellery, accessory, or item of clothing during training, that may be deemed a Work Health and Safety risk. Clothing and hair (including facial hair) is to be kept neat and tidy at all times.

5.12 Safety

For your own safety and the safety of others, you must follow all safe work practices as instructed by your trainer. You must always wear all Personal Protective Equipment (PPE) provided. If you notice any hazards at PEER or the partnered School, you must report these to your trainer immediately.

Listed below are the minimum standards of protective dress and personal protective equipment (PPE) expected for all learners in our courses.
- long sleeved Hi-Viz shirt with PEER logo (supplied by PEER)
- Long cotton drill work pants (supplied by learner)
- Safety work boots (supplied by learner).

All trade areas (must be worn when directed/supplied by the PEER trainer or School)
- Clear safety glasses
- Class 5 rated earmuffs or ear plugs. (Audio devices must not be used and ear buds/headphones must not be worn)
- Use a hair net or tie back long hair.

Participants who repeatedly create an unsafe workshop will face disciplinary action and may be exited from class.

At the beginning of training, each participant will participate in a safety induction. Any accident or injury sustained while on campus must be reported immediately.

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5.13 First Aid

If you injure yourself while training at PEER or the partnered School, please report immediately to your trainer for assistance. PEER or the partnered school has designated staff members trained in first aid and will assist participants with injuries or illness or refer to a medical specialist.

5.14 Acceptable use of ICT and Laptops

In the classroom laptops are to be used for educational purposes only. PEER takes a zero-tolerance approach to the non-educational use of laptops in the classroom.

The following applies to Information and Communications Technology (ICT) resources (including but not limited to computers, laptops, networks, online resources, systems, software):

- Laptops are to be used for School-related work (including VET) to make the learning process efficient and contemporary.
- Equipment must not be used in any way that may reflect poorly on PEER, the School, its learners, or staff. You may not use the resources to publish offensive material or to harass or bully others.
- Resources are only accessible once the learner has authenticated access by entering their unique system identifier (user id) and a password known only to them.
- Equipment is monitored and usage recorded so usage patterns can be understood, and investigations carried out where inappropriate use is suspected.

Where a School site will not allow learners to use their personal laptops on the School network, PEER or the partnered School will supply laptops with the necessary software and learner log-ins.

Where laptops are supplied, Learners will be responsible for:
- appropriate use
- ensuring there is no damage
- ensuring the laptop is fully charged and shut-down after each use

In the event a trainer has witnessed wilful learner damage to School laptops, the learner and/or parents will be liable for the replacement/repair costs.

5.15 Use of the Internet

PEER or its partnered School network and internet access is a shared resource, please use it responsibly.

PEER's or the partnered School's network and internet connection **must not** be used for:

- downloading or transferring illegal file types or subscribing to inappropriate email lists
- downloading or transferring games
- excessive internet downloads
- spamming or sending bulk emails, including electronic chain mail
- any other illegal activities or activities in breach of PEER'S or the partnered School's behaviour rules and policies.

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5.16 Use of Social-Media

You must not use social networking sites in class.

Blogs and social networking sites are by nature public domain and anyone can read comments, including PEER, the School, a prospective employer, or a person seeking information about someone's personality, political or religious views. You should ensure that you adopt privacy settings that restrict the information available to others on social networks.

You must not:
- **seek friendships with trainers via social networking pages and must not join a trainer's page.**
- **turn mobile phone into a Wi-Fi hotspot while in class.**

Please refer to PEER's policies (ask your trainer for a copy)
- Remote training guidelines for learners
- Social media policy

5.17 Minimum learner classroom requirements (VET in Schools)

You must bring:
- stationery such as pens, pencil, ruler and scientific calculator to every lesson.
- laptop to School on each VET day, fully charged.

You will not be able to access spare laptops or batteries if you do not bring your own with you.

6. Training Support

If you require assistance in any training, PEER is happy to support you on your learning journey.

PEER can help you with enrolments, fees, payment options, choosing the right pathway to match your goals and general administrative enquiries.

PEER's trainers are there to provide academic advice and to support your learning experience and they should be your first contact for advice about study and the assessment process.

The Customer Service Team is available for general assistance whilst you are onsite at PEER and, whilst off-site in industry, PEER's Apprentice & Trainee Co-ordinators (ATCs) are available. If you have queries relating to your pay and you are a PEER employee, The Payroll Team is there to assist you.

6.1 Disability Support

PEER is committed to providing opportunity to learners with disabilities to maximize their learning experience.   Commonwealth legislation requires education providers to provide reasonable adjustments that support the inclusion of people with disabilities. Reasonable adjustments can include modification to assessment and provision of additional services, however adjustments are not provided that would undermine the assessment process.

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Learners with a disability or medical condition are encourage to talk to PEER to enable PEER to offer the appropriate support.

All of PEER's apprentices must be physically fit and able to carry out manual handling activities and have the ability to work at heights and in minimal spaces.

6.2 Learner Counselling

Many learners juggle work, study, friends and family commitments and sometimes this can take a toll on us. If you feel this is starting to impact your study, PEER is happy to assist you in providing you with information about counselling services.

6.3 Learning Support

PEER offers a range of learning support services to help learners study successfully. This includes planning for assessment, developing research skills, time management, using digital technologies and assignment writing. If you would like to access this, please contact your trainer.

6.4 Delivery and Assessment

All Assessments conducted by PEER will conform to the Principles of Assessment for Standards for Registered Training Organisations 2015. This means that we will consider assessment that reflects the learner's needs; assessing competencies held by the learner and drawing from a range of assessment methods appropriate to the context, the unit of competency and assessment requirements, and the individual.

Assessment usually takes place by way of written assignments and practical assessments; however, it is at PEER's discretion as to what assessment is used. At the beginning of the unit, the learner will be made aware of the assessment method.

PEER will make different assessment methods available to accommodate the learner; this forms part of PEER's flexible delivery approach to learning.

If a learner is not happy with an assessment decision, they have the right of appeal. This is outlined in our complaints and appeals policy which is on our website: www.peer.com.au

6.5 Language, Literacy and Numeracy Support

PEER believes that language, literacy and numeracy (LLN) are crucial underpinnings to learning. LLN issues can be a major disadvantage for learners in their training. PEER will ensure our enrolment process captures any LLN issues to maximize the potential to ensure successful completion of your course.

All learners are required to undertake LLN testing as part of their apprenticeship or VET in Schools Program.

If you are aware of any issues regarding LLN, please disclose this to PEER to ensure we can tailor our training to support your needs. PEER has access to a range of LLN support programs and we can refer you to these to enhance your skills and have a greater chance of completing your training successfully.

7. Policies

It is crucial that all learners are aware of PEER's policies that may impact them as a learner of PEER. If you want to access any PEER policy, please contact your trainer and PEER will provide you with the required policy and information.

PEER has the following policies accessible on our website and as such, it is your responsibility to ensure you read and are familiar with these:

- Complaints and Appeals Policy and Procedure
- Complaints and Appeals Form
- Fees and Refund Policy
- Privacy Policy
- Remote Training Guidelines for Learners
- Social Media Policy

PEER

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