



Student Handbook

Mentor Human Resources
RTO Number: 21808
www.mentorhr.com.au
1300 218 933

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1. Introduction

1.1 Welcome

Mentor Human Resources (Mentor) delivers nationally recognised qualifications and accredited courses across many industries. We are committed to providing high quality training and assessment services in compliance with the Standards for RTOs 2015.

The team at Mentor provides advice, support, and assistance to students who are experiencing difficulty with their program. Mentor provides the following in support of training:

- Continuous access to trainers and assessors
- Detailed course information
- Additional resource information
- Flexible delivery methodologies
- Access and family assistance

You are undertaking a competency-based program leading to a nationally recognised certificate.

This booklet provides information about Mentor, the program structure and your role and responsibilities during the program.

Trainers are happy to provide you with more information at any time during the program to ensure your success.

We look forward to working with you and wish you every success.

1.2 Enrolment

You are enrolling to undertake a competency-based program leading to a nationally recognised certificate.

A pre-training interview is conducted prior to enrolment to ensure the Language, Literacy and Numeracy (LLN) levels of the students meet the outcomes of the training programs.

Once the Pre-Training Review is complete, and the LLN skills verified all students complete an enrolment form and sign a Training Agreement to register for the course.

Students with a special need/s should indicate this by ticking the special needs section on the enrolment form.

Students will require computer skills for our courses, to demonstrate the level of skill required to participate in the course, students will be required to send and respond to emails during the enrolment process.

1.3 Language Literacy & Numeracy support

Mentor ensures the foundation skills of students are at the ACSF level required to undertake the training course. Students participate in the LLN Assessment at the pre-training review. Mentor will provide access to specialist support services for students who are identified as having specific needs with their language, literacy or numeracy. Procedures are followed to access the appropriate assistance for students with specific needs.

1.4 Course information

The following information will assist you to understand your roles and responsibilities during the training program with Mentor.

- The Course Outline provides information about the course content
- The Training Plan explains the dates and length of the course
- Language and Literacy Support
- Recognition of Prior Learning (RPL), Credit Transfer and National Recognition Opportunities
- Complaints and Appeals Processes
- Fees and refund information
- Prerequisites for entry into the program
- Assessment methods
- Completion and qualification issuance information

1.5 Trainer/Assessor

Your Trainer/s can provide advice on any aspect of the course content, resources or assessment activities.

Your Trainer holds a qualification in training and assessment and has the qualification they deliver and/or industry experience. Trainers engage in a rigorous professional development program to maintain currency in the specific industry.

1.6 Attendance – Training Engagement

Your attendance and engagement obligations are discussed during the pre-training review.

Students are expected to attend ALL training sessions. If you are unable to attend a training session, then you must make every effort to contact your Trainer either directly or through Mentor prior to the session to arrange an alternative catch-up/time.

Mentor requires the student to attend a minimum of 80% of all sessions to be deemed competent. Excessive absences or tardiness may result in units not being completed and therefore competencies not being achieved.

If you do not attend a minimum of 80%, you will be advised to join another group to complete the program.

In special circumstances, Mentor may provide you with the opportunity to participate in additional catch up workshops.

It is your responsibility to engage actively and progress through your program as agreed in your Training Plan. Your Training Plan indicates the nominal end date for completing each unit of competence. As this date approaches, your Trainer or student support officer will phone or email you to ensure you are on target to complete the unit and discuss any support and assistance you may require.

Mentor employees will maintain contact with you throughout your course. If you are unresponsive to this contact, then weekly attempts to contact you will be made. If you have no contact with Mentor within six weeks you will be withdrawn from the program. No refund amounts are given. Should you choose to re-enrol, you may contact us to arrange a new enrolment.

If there is a justified reason you may be unable to complete all requirements within the timeframe, you may be granted an extension.

If you are unable to complete the assessments by the extension date, you are given the opportunity to discuss any difficulties you are having. If there is insufficient evidence to support continuing the assessment, you are notified within fourteen days and withdrawn from the program.

1.7 Change of personal details

You must inform Mentor of any changes to your address or contact details within seven days of the change. Contact head office so we can update your details.

This will ensure that all relevant correspondence is sent to your correct address, and you are contactable at all times.

You must also inform Mentor of any other change relevant to your training program. If your name changes at any time during your training, provide a certified copy of the proof of name change (i.e.: marriage certificate, name change certificate).

1.8 National Unique Student Identifier (USI)

Students are to provide a Unique Student Identifier (USI) on enrolment.

To access a USI, log onto <http://usi.gov.au/Pages/default.aspx> and follow the prompts. Please make sure you have one form of ID from the list below ready.

Examples of acceptable forms of ID:

- Driver's Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Certificate of Registration by Descent
- Citizenship Certificate
- Immi Card

Contact the office or your trainer if you are unable to access a USI.

2. Training

Training is delivered using a variety of flexible approaches including techniques such as group-based classroom style learning and on the job workplace practice.

Flexible delivery means providing training in a way best suited to students so that they achieve a nationally recognised qualification.

2.1 Competency-based training

Competency-based training and assessment is evidence based; you provide evidence of your competence to your Trainer/Assessor. Evidence may be gathered by:

- Observation
- Demonstration
- Case studies
- Written assignments
- Role Plays
- Questioning
- Projects
- Reflections
- Presentations

2.2 Training and Assessment Standards

Mentor is committed to high-quality training and assessment consistent with industry standards. Mentor will:

- Provide induction to all students
- Conduct regular reviews of training and assessment and consult with industry
- Consult with regulatory groups, staff, and students to assess the quality of training and assessment
- Always seek to improve training and assessment strategies
- Provide all the necessary resources to implement these processes

Mentor has a quality assurance system for managing and monitoring education and training operations. This system consists of mechanisms for monitoring and evaluating curricula, monitoring of assessment procedures, and stakeholder involvement in decision and policy making.

Mentor will collect and review feedback from industry sources, representatives, and advisory bodies on a regular basis. Industry consultation is used to review and improve training and assessment and is recorded within the industry consultation area of Mentor's training and assessment strategy.

Mentor will measure course and service quality and effectiveness in regular reviews of the strategy. Any industry feedback indicating practices by the RTO or representative's contrary to legislation, standards or codes of practice are acted upon immediately

The courses at Mentor are delivered based on competency standards set by the industry. All units or modules are assessed by qualified staff using strict assessment criteria.

When a student demonstrates competency for the required number of units specified in the qualification, the certificate is awarded.

Where competency for units less than the required number required for to achieve a full qualification are achieved, a Statement of Attainment is issued for the units achieved.

Students who are 'Not Yet Competent' are provided with information, advice, and/or counselling and given further two opportunities to develop and demonstrate their competency.

3. Rights and Responsibilities

Students in our training programs are governed by State and Federal legislation.

3.1 Student rights

All students have the right to:

- Be treated fairly and with respect by all students and staff
- Not be harassed, victimised or discriminated against on any basis
- Learn in a supportive environment free from harassment, discrimination, and victimisation
- Learn in a healthy and safe environment where risks to personal health and safety are managed and minimised
- Have personal details and records kept private and secure according to our Records Management Policy.
- Have access the information Mentor holds about you.
- Have your complaints dealt with fairly, promptly, confidentially and without retribution.
- Make appeals about procedural and assessment decisions
- Receive training, assessment and support services that meet your individual needs.
- Be given clear and accurate information about your course, training and assessment arrangements and your progress
- Access the support needed to participate effectively in their training program
- Provide feedback to Mentor on the client services, training, assessment and support services they receive.

3.2 Student Responsibilities

All students, are expected to:

- Treat all people with fairness and respect and do not do anything to offend, embarrass or threaten others
- Not harass, victimise, discriminate against or disrupt others
- Treat all others and their property with respect
- Respect the opinions and backgrounds of others
- Follow all safety policies and procedures as directed by staff
- Report any perceived safety risks as they become known
- Not bring any articles or items that may threaten the safety of self or others into any premises being used for training purposes,
- Notify us if any of their personal or contact details change
- Provide accurate up to day information to Mentor in a timely manner
- Approach the course with due personal commitment and integrity
- Complete all assessment tasks, learning activities and assignments honestly and without plagiarism
- Hand in all assessment tasks, assignments and other evidence of their work with a completed and signed cover sheet
- Make regular contact with their Trainer
- Progress steadily through their course in line with their training plan
- Prepare appropriately for all assessment tasks, visits and training sessions
- Notify Mentor if any difficulties arise as part of their involvement in the program
- Notify Mentor if they are unable to attend a training session for any reason at least twenty-four (24) hours prior to the commencement of the activity
- Refrain from smoking on the premises of Mentor.
- Make payments for their training within agreed timeframes

3.3 Student Behaviour

You are expected to treat Mentor staff members and fellow students with respect and observe any particular conditions appearing in the Student Information Kit or raised during the course by Mentor staff members.

Where your behaviour is affecting the learning process, you may be asked to leave and be given a formal written warning. Re-entry to the training program is negotiated with the Trainer.

In keeping with equal opportunity and discrimination laws, no derogatory or prejudicial comments are acceptable regarding a person's culture, disability, gender, disability, sexuality, religion or age.

- Inappropriate language and actions will not be tolerated.
- Harassment and intimidation of staff or fellow students will not be tolerated.
- Treat facilities and equipment with due care and respect.
- Arrive on time to start all sessions. This includes returning from your lunch break and coffee breaks.

Consumption or being under the influence of, alcohol or illicit substances during training hours is unacceptable and will result in training being terminated, or you may be asked to leave the premises. Continued abuse of this nature may result in your removal from the training program.

Your behaviour must not disrupt or threaten others. Abusive behaviour or physical violence can result in instant withdrawal from the program. You should behave in a way that reflects workplace/classroom standards at all times. Students should be punctual to all training sessions. If you are late, you may be marked as absent, and this may affect your overall result.

3.4 Access and equity

Mentor abides by access and equity principles and provided information, advice and support services to assist students in identifying and achieving their learning outcomes.

Mentor is committed to providing an environment free from discrimination and harassment. Students will not be discriminated against on the basis of certain attributes as described by the *Equal Opportunity Act 2010*.

It is unlawful to discriminate on the basis of the following attributes: sex, impairment, marital status, physical features, age, pregnancy, breastfeeding, industrial activity, religious belief or activity, lawful sexual activity, political belief or activity, parental status as a carer or personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

A student should never feel they are unable to complete their training for any reason. Access and Equity are the responsibility of all staff members at Mentor. However, students who feel they have been mistreated should contact the Administration Officer.

Mentor's policy sets out the Access and Equity principles and processes to:

- Reflect fair and reasonable opportunity, for all students and staff, regardless of race, colour, religion, gender or physical disability, regardless of the prevailing community values.
- Equity for all people through the fair and appropriate allocation of resources and involvement in vocational education and training.
- Equality of outcome within vocational education and training for all people, without discrimination.
- Access for all people to appropriate quality vocational education and training programs and services.

The intention of Mentor is all students have an equal opportunity successfully gain the skills, knowledge, and experience through the training and assessment services provided by Mentor.

3.5 Health and Safety

Mentor recognises the importance of providing a safe and healthy environment for students, contractors, and visitors during their participation in work and training activities with the organisation.

It is your responsibility to:

- To protect your health and safety and to avoid adversely affecting the health and safety of any other person.
- To not wilfully or recklessly interfere or misuse anything provided by Mentor in the interests of health, safety or welfare.
- To co-operate with health and safety directives given by staff of Mentor
- To ensure you are not, affected by the consumption of drugs or alcohol, as to endanger your health and safety or the health and safety of another person.

Mentor strives for excellence in workplace health and safety and is committed to providing an environment free from risks and conducive to the productivity and efficiency needs of its students and others.

Compliance with Legislation, Mentor meets the requirements of the *OH&S Act 2004* (Victoria) and complies with all other relevant legislation, codes of practice, advisory, best practice standards and organisational policies and procedures.

3.6 Student welfare

In order to provide students with support and protect the welfare of students, Mentor can provide access to a range of support services and resources to enhance the outcomes for students facing a range of life issues including:

- Support personnel such as careers counsellors, careers advice;
- A range of personal support services such as disability support legal aid, housing assistance, mental and physical health, child care.

If you require further information about our support services, visit our website or speak to your trainer for advice.

3.7 General requirements

Do not leave handbags or other valuables unattended. Although our training facilities are reasonably secure, you are ultimately responsible for your belongings. Mentor accepts no responsibility for any stolen or missing belongings.

Smoking is not permitted within the building or in the entrance to the facilities.

If you have a personal health condition, please advise your Trainer before commencing the course. All information is treated in strict confidence and is needed so Mentor can provide support or treatment should an emergency arise

Should you be involved in any accident resulting in personal injury and or damage to equipment or facilities, notify the Trainer immediately.

Emergency procedures and exit plans must be followed. If you hear an alarm or a staff member advises of an emergency, you must leave the building if you are upstairs exit via the Emergency Stairs. Emergency procedures and exit plans are covered during the first session of a new training program.

3.8 Disciplinary procedures

- Any misconduct will result in a formal meeting followed by a written warning.
- Any further incidents will result in termination from the course without refund.
- Serious misconduct will result in immediate termination from your course. No refund is given in this instance.

3.9 Misconduct

Misconduct includes;

- Theft
- Fraud
- Violence/ assault
- Discrimination, harassment, intimidation or victimisation on all EEO and non EEO grounds
- Serious negligence including OH&S non-compliance
- Breaches of policy on staff/service user's relationships
- Serious breach of confidentiality
- Refusing to carry out lawful and reasonable instructions
- Wilful disobedience
- Being affected by alcohol or drugs (both illegal and prescription) so impaired that you are unfit to participate in activities.

4. The Assessment Process

4.1 National Recognition – Credit Transfer

Mentor recognises and acknowledge qualifications and statements of attainment issued by another RTO based in any state of Australia.

If you have a qualification or Statement of Attainment issued by another training organisation, you can apply for a credit for the units of competence equivalent to a unit listed in the training program. It is your responsibility to indicate your intention to apply for a credit by supplying a certified copy of your original transcript of results. This is completed as part of the pre-training review prior to enrolment, and there is no charge.

Students can also apply for Credit Transfer. Credit Transfer is a process by which students can receive consistent credit outcomes for components of a qualification based on units identified as equivalence in content and learning outcomes. Students can apply for Credit Transfer as part of the pre-training review prior to enrolment.

If it is determined there is no equivalency with the units; you may apply for Recognition of Prior Learning. If you are unsatisfied with the outcome of your application, you can lodge an appeal, refer to the appeals process.

4.2 Recognition of Prior Learning

Recognition of Prior Learning (RPL) acknowledges the full range of an individual's skills and knowledge, irrespective of how it has been acquired. This includes competencies gained through formal and informal study, work experience, employment and other life experiences. Students undertaking training programs are entitled to have their prior learning recognised.

Students seeking RPL are provided with a copy of an RPL application form. Our Mentor Trainers will assist students in the process of understanding RPL, gathering evidence and demonstrating competence in conjunction with the completion of an RPL kit or evidence portfolio.

4.2.1 RPL process

1. Outline on the application form the details of your experience relevant to your training program.
2. You are asked to attend an interview with an appropriately qualified (RPL) Assessor, who will talk to you about your current competency. The Assessor will determine the most appropriate method of verifying the competencies according to the assessment criteria in the RPL kit.
3. Submit the portfolio evidence and RPL Kit to the Assessor to make a judgement on your current competence.
4. An assessment report is provided, where current competence is not established, a recommendation for gap training will be provided.

Successful Students who meet all the RPL requirements can proceed to further training or obtain a Statement of Attainment for the units marked as competent. Applicants may appeal any decision through the appeals procedure.

4.3 Assessment

Prior to an assessment taking place, Trainers will inform the student of the assessment process. The Trainer is available to answer questions regarding the assessment prior to its occurrence.

Some examples of assessment activities are:

- Workbooks – Students may be given worksheets these are collected as formative evidence.
- Role Play – Students participate in a hypothetical situation to demonstrate their skills and knowledge.
- On-the-job demonstration – Students demonstrate their competency in the workplace.
- Class Presentation – Students present a small talk to others to illustrate a point.
- Group Project – Students work together to complete a project on a given topic within a timeframe.
- Self-assessment checklists – completed alone or with the trainer to allow the Student to measure their learning progress.
- Learning checks – Students complete these on-going to help them develop a continued understanding of the program content.

You may be required to complete a number of assessments tasks throughout your training program and the results as marked as 'Satisfactory' or 'Not Satisfactory.' You will need to obtain a 'Satisfactory' result in all assessment tasks to be deemed 'Competent' for a unit of competence.

There is no mark/grade given in the assessment. If you receive a 'Not Yet Competent' assessment or 'Not Satisfactory' assessment task, please talk to your Trainer to arrange further training.

The grading in the assessment of competency is either 'Competent' or 'Not Yet Competent'.

4.4 Student Integrity and Honesty

Cheating, plagiarism and collusion in any form are unacceptable and treated seriously by Mentor.

Plagiarism: "the practice of taking someone else's work or ideas and passing them off as your own".

- Not acknowledging reference materials used (ask your Trainer for more information about appropriate referencing);

Students are reminded to appropriately acknowledge all reference materials used to prepare an assessment task.

Cheating and Collusion: secret or illegal cooperation or conspiracy in order to deceive others.

Some examples of collusion include:

- Collaborating on assignments where this is not a requirement of the assessment;
- Copying all or part of assessments from another student;
- Soliciting some assistance from any source;
- Submitting the same work for multiple courses;
- Submitting the work of others or a version of work of others from previous courses
- Stealing work from Trainer/Assessor, computer, other students, etc.

Mentor has put in place a number of mechanisms to reduce occurrences and likelihood of plagiarism, cheating and collusion amongst students including:

- Student declaration of authenticity of work submitted
- Benchmark answers to provide clear assessment guidelines;
- Multiple assessment methods for each unit;

If cheating is suspected, Mentor staff members must source evidence to support the claim. This can involve:

- Review previous work of the student;
- Comparisons with other students work where collusion is suspected;
- Discussions with the students involved;
- Review of previous incidences of cheating (if any) and the disciplinary action taken.

If the claim is substantiated, the assessment result will be recorded as Not Yet Competent, and you are advised of disciplinary procedures to be taken if required. If you are unhappy with the result, you can lodge an appeal using the appeals procedure.

5. Complaints/Appeals

A non-academic complaint is the dissatisfaction relating to matters relating to the provision of a service delivered by Mentor or inappropriate behaviour for example, sexual harassment, vilification, discrimination or payments or refunds issues.

- The complaint may be associated with one of our trainers, assessors or other staff
- a third-party providing services on our behalf,
- a student of Mentor.

Academic appeals may include:

- Request for review of an assessment decision.
- Notification of Withdrawal from Course by Mentor

All students are encouraged to firstly resolve any complaints they have in an informal manner. Students can do this by approaching the person/s against whom they are making the complaint and try to rectify issues that relate to their complaint. In the event the student is unable to resolve their complaint through the informal process then the student has the option of lodging a formal complaint.

5.1 How to Lodge a Formal Complaint or Make an Appeal

Individuals who have exhausted informal processes for resolving their complaint or appeal, and remain dissatisfied with the outcome, may lodge a formal complaint or appeal by completing the Complaints and Appeals Form. Upon completion, the complainant is required to submit the form to the RTO Manager who is responsible for formal complaints and appeals handling.

5.2 Formal Appeals

Formal appeals on the results of assessments must be lodged within twenty-one working days of receipt of the assessment. An appeal must be made in writing with the individual's name, course name and code and grounds for the appeal. Supporting evidence as to the reason for the appeal and addressing the grounds for the appeal should be included.

For further information, a copy of our Complaints & Appeals Procedure is available on our website.

6. Withdrawal / Completions

6.1 Withdrawal

If you wish to terminate your participation in the training program, please inform your Trainer immediately and complete a Withdrawal/Completion Form. This form will ensure any units completed in the program will be awarded to you promptly.

Mentor may also withdraw students who are no longer actively engaged in their training programs - refer to attendance and training engagement.

6.2 Partial Completion

Statements of Attainment are issued to students who satisfactorily complete units of competency from a Nationally Recognised Qualification.

Mentor will issue Statements of Attainments according to the Issuing AQF Certificates and Statements of Attainment Policy procedure.

6.3 Completion

Once Mentor has received the signed Withdrawal/Completion Form acknowledging the completion of all aspects of the training program the qualification can be issued.

The completion form can be obtained from Training administration once all training requirements are completed. The completion form is signed by your Trainer and acknowledgement all assessments are deemed competent as per the student training plan.

Mentor will issue full qualifications and statements of results that show the following within 30 days of receiving evidence of all assessments being deemed competent and receipt of a finalised completion form:

Mentor will issue Certificates according to the Issuing AQF Certificates and Statements of Attainment Policy Procedure

7. Fees and Refunds

Students are advised of all fees associated with a course, including course fees, administration fees, material fees and any other charges via the website.

During the pre-training review, students are informed of the total amount of all fees, payment terms, and any fees associated with additional services and the refund policy.

The student's agreement is confirmed by signing the enrolment form as acceptance of the terms and conditions associated with the Fees and Refund Policy. Students should refer to this policy available on our website, for further information.

8. Privacy

Mentor at all times complies with the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*. The Privacy Amendment prevents Mentor from providing any Student details to any person other than the student.

Students are to note: Mentor's obligations to provide students' private information as required by the relevant state and federal law.

8.1 Record Keeping / Confidentiality

All matters in relation to course enrolment, assessment results, course fees or any other issue can only be discussed with the student. Exceptions to this will be when the course enrolment form is signed by a third party (such as a parent or guardian for students under the age of 18), or a letter of permission allowing access to the student's information is provided by the student for their file.

Requests to view your student file are made in writing detailing the specific information required, requests are submitted to Mentor via our website.

All personal and company details provided to Mentor by students remains confidential. Records containing personal and company details are stored securely with limited access to approved personnel. Student records may be used by Mentor and relevant authorities for statistical analysis.

Mentor keeps complete and accurate records of the admission, academic progress, and graduation of its students. Financial records will reflect all payments and charges and the balance due, and copies of these records are provided to students on request.

8.2 Privacy Act

Students should be familiar with the Privacy Act Legislation. This legislation is detailed on the website: www.oaic.gov.au Personal information is collected solely for the purpose of operating as a Registered Training Organisation.

The requirements of the registering authority may require the releases of your personal information for the purpose of the audit.

Under the National Privacy Principles, you can access personal information held by you, and you may request corrections to information that is incorrect or out of date.

9. Legislation

A range of legislation applies to Mentor staff and students. Information on relevant legislation can be found as follows:

Legislation	Website
OHS	www.worksafe.vic.gov.au
Equal Opportunity	www.hreoc.gov.au
VET Act	www.skills.vic.gov.au
Privacy	www.privacy.vic.gov.au
ASQA	www.asqa.gov.au
Other legislation	www.liv.asn.au
	www.austlii.edu.au

It is the responsibility of staff to ensure relevant legislation is met at all times. Please use the websites indicated or contact the Mentor head office if you require further information.

10. Evaluations

At Mentor we strive to improve our courses continuously. Therefore, we periodically ask you to provide feedback on all aspects of your training experience this will include:

- Feedback on your Trainers/Assessors
- Course content
- Assessment Tools
- Facilities
- The Mentor administration team

Feedback received forms part of the continuous improvement process to ensure Mentor provides quality training and assessment.

You must complete the NCVER Student Engagement survey towards the end of your training program.

As a condition of registration, Mentor provides a summary report on the feedback received to our registering body as an indication of our performance