



# Learner Handbook



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# Welcome to QCONZ (PTE)

As a QCONZ Learner, you have free access to a variety of Support Services and resources to help you achieve your learning goals. This Handbook will introduce you to these resources.

In addition, this Handbook provides guidance on QCONZ procedures and policies that will help you successfully complete the courses. You will find useful information, including a list of resources, and a few tips for success, and a list of advisors who will answer questions on the courses.



## If you would like to do a QCONZ course

### Step 1: Contact us to tell us you are interested

- Find the course on our partner websites and follow the links which will provide you with additional information and the appropriate forms to register for a course.
- Send your query direct to us at [admin@trainingcentric.co.nz](mailto:admin@trainingcentric.co.nz).

### Step 2: Register

- To register on a course or programme, complete the registration form. Please email [admin@trainingcentric.co.nz](mailto:admin@trainingcentric.co.nz) if you have any issues with registration.

### Step 3: Training subsidy

- Depending on the course of study you have chosen you may qualify for a government training subsidy which is offered from time to time. Your enrolment will be checked to determine if a subsidy is available for you.

### Step 4: Payment of Fees

- Industry and Government bodies pay the fees for our courses. We will never ask a learner to pay direct. If you ARE asked to pay “QCONZ fee” by someone purporting to represent QCONZ, please email [admin@trainingcentric.co.nz](mailto:admin@trainingcentric.co.nz) and we will investigate on your behalf.

### Step 5: Ask Questions

- Please send any questions by email to [admin@trainingcentric.co.nz](mailto:admin@trainingcentric.co.nz). Our team will answer your query as soon as possible during week day office hours 8.30am - 5pm.

## Special Needs

When registering, please indicate requirements for special facilities, equipment, materials, or diet etc. Please advise us of special requirements preferably 10 days prior to the beginning of the course. While it is our standard policy to only use venues with full wheel-chair access, the sooner we can determine any special needs the more likely we are to be able to select a venue able to fully meet your requirements.

If you have found previous learning difficult due to reading / writing / maths, please let your tutor know. You may be asked to complete a literacy and numeracy website questionnaire to help our tutors prepare for your needs. Everyone learns at a different pace, and everyone has different strengths. We are here to support.

QCONZ believe in equal opportunity for ALL of our vocational learners in New Zealand. Please let us know if you have any concerns or would like help.

## Quality Assurance

To ensure all participants receive effective training, the number of participants attending QCONZ courses is strictly limited, facilitating a highly participative course of maximum benefit to each attendee.

QCONZ work at the forefront of quality and compliance in our Primary Industries and our internal experts provide a critical eye to ensure course materials and content are up to date with latest legislation and industry requirements.

We are as dedicated to New Zealand as our customers and strive to provide accessible courses to meet local demand around the country. Please let us know if you have any feedback about the material provided as continual improvement is part of our company DNA.

## Guarantee

If you are not satisfied that a course provided the learning opportunity offered, please contact us to discuss. You may be offered another QCONZ course or further resources to support your learning goals.

## Logistical Information

You will receive information, an introduction to your tutor / support person, and a timetable when you enrol into a programme of learning. We run courses with both on-line and workshop components. Please email [admin@trainingcentric.co.nz](mailto:admin@trainingcentric.co.nz) if you have any further questions.

## Recognition of Prior Learning - Recognition of Current Competence

In order to ensure that Learner Prior Learning achievements (and or Current Competencies) are recognised in relation to course entry requirements, QCONZ adhere to the following policies:

- All selection processes will provide an open process for Learners that will allow them valid and appropriate recognition of skills and knowledge that they already possess.
- Recognition of prior learning should be accessible to any Learner with skills, knowledge, and attitudes that can be validated and are appropriate to the course/s they are applying to undertake.

Upon request by a Learner QCONZ will:

- Consider a Learner request for recognition of prior learning and then (if required) proceed with a formal RPL process.
- If necessary, ask a Learner to further substantiate evidence of prior learning.
- Obtain permission from the Learner for QCONZ to contact any referees nominated by the Learner.
- Advise the Learner of QCONZ's decision and provide access to discuss further.
- In the event that the Learner disagrees with the decision/s made the Learner will be able to make direct contact with the QCONZ Training team via email to [admin@trainingcentric.co.nz](mailto:admin@trainingcentric.co.nz).

## International Students

QCONZ operate under the New Zealand Education (Care of Tertiary and International Learners) Code of Practice. We are also a member of The Independent Tertiary Education New Zealand association.

International Students can access more information about their rights [The Code for learners :: NZQA](#) and the types of supports available to them.

Another useful resources is the Education New Zealand Newsletter [Studying In New Zealand | NauMai NZ \(studywithnewzealand.govt.nz\)](#).

Our tutors can provide more information and supports to help International Students studying in New Zealand. Check out some supports [Student Section - QCONZ](#)

## Assessments

Assessments for the programmes and unit standards vary. Some will be by written exam, others by assignments, role-plays, workplace observations and discussions, or online. Your tutor will explain the assessment procedures.

All work for assessments, both classroom and eLearning, must be your own work. Whilst you may use a support person to write for you, it must be in your own words. Copying or using notes, from other Learners or the Internet is not acceptable. Use of plagiarism (copying) or cheating of any kind may mean your assessment receives a “not pass mark” or in serious breaches you may be removed from your learning programme.

Artificial Intelligence (AI) programs available online can be excellent sources of information to support your learning. Please DON'T ask them for answers – they are not clever enough to get it right more than 27% of the time – and your tutor would subsequently address the academic integrity with you.

## Assessment Procedures

Assessment activities may include written assessments, practical demonstrations, workplace observations, projects, oral questioning, workbooks, online activities, and other evidence relevant to your programme or unit standards. Your tutor or assessor will explain the assessment requirements and expectations for your course.

All assessment evidence submitted must be your own work. Learners are expected to complete assessments honestly and in accordance with QCONZ academic integrity expectations.

Assessment instructions will provide clear information regarding:

- Assessment requirements

- Evidence expectations
- Submission methods
- Due dates or assessment windows
- Assessment conditions
- Resubmission opportunities where applicable

Learners are responsible for submitting assessment evidence by the required due date unless an approved extension has been granted.

Assessment evidence may include:

- Practical demonstrations
- Workplace evidence
- Projects
- Oral questioning
- Observations
- Digital or online submissions

Assessment decisions are based on the evidence provided against the relevant learning outcomes, unit standards, or assessment criteria.

Assessment outcomes may include:

- Achieved
- Not Yet Achieved
- Further Evidence Required (where appropriate)

Tutors and assessors will provide feedback to support learner understanding and progression.

## **Resubmissions**

If a learner does not initially meet assessment requirements, QCONZ may provide an opportunity for resubmission.

A resubmission allows a learner to:

- Provide further evidence
- Correct errors
- Demonstrate competency following assessor feedback

Resubmission opportunities are intended to support learning while maintaining fairness, consistency, and assessment integrity for all learners.

Tutors and assessors will provide constructive feedback identifying areas requiring further evidence or clarification. Feedback may include:

- Clarification of evidence requirements
- Identification of gaps or errors
- Direction toward additional learning or support resources

Tutors and assessors will not provide answers directly or complete assessment work on behalf of learners.

Resubmissions are normally required within a timeframe advised by the tutor or assessor to ensure assessment evidence remains current and relevant.

Where multiple resubmissions are required for the same assessment, learners may be required to complete a new or alternative assessment activity.

Learners may appeal assessment decisions in accordance with the QCONZ Complaints and Appeals process.

## Academic Integrity

All assessment evidence submitted must be your own work. Learners are expected to complete assessments honestly.

Academic misconduct includes, but is not limited to:

- Copying another learner's work
- Allowing another learner to copy your work
- Plagiarism from books, websites, online sources, or other materials
- Collusion or completing assessments dishonestly with others
- Submitting work completed by another person
- Using Artificial Intelligence (AI) tools to generate assessment answers or evidence presented as your own work

Artificial Intelligence (AI) tools may be used to support learning, research, brainstorming, or understanding concepts, where permitted by the tutor or assessor. However, assessment responses and evidence submitted for marking must reflect your own understanding, knowledge, and competency.

Where concerns exist regarding authenticity or academic integrity, QCONZ may:

- Request additional questioning or evidence
- Require further assessment activities
- Initiate academic misconduct procedures

Breaches of academic integrity may result in a Not Yet Achieved assessment outcome or disciplinary action in serious cases.

## Cross Credits

QCONZ recognises those Learners who have gained NQF units prior to the course or who have prior learning. Credit transfers can be obtained by either producing evidence of achievement of the required unit standard or if you believe to have prior learning then you can request to sit the assessment prior to the learning taking place. When a Learner receives cross credits for a unit standard they have already achieved, the Learner will do either of the following:

- Attend the class without completing the assessment, to have a further opportunity to learn more.

- Attend class and complete the assessment allowing the Learner to continue to participate in group activities the class might be doing.

## Credit Transfer

QCONZ have a policy of recognising the transfer of credits from one training establishment to ourselves. For Learners who have already completed some of the unit standards included in the course there are some other options available to you. Not all training establishments have this as their policy however, so you may not be able to transfer your credits from us to another training establishment should you need to do so.

## Withdrawing from your Course of Study

If you wish to withdraw from your course, you must put this in writing and email to [admin@trainingcentric.co.nz](mailto:admin@trainingcentric.co.nz). You may be able to transfer to another course and finish your learning at a later date.

## General Information

This section contains information on QCONZ policies and procedures that will help you successfully complete distance learning courses.

## Assessment for distance learning

Assessment standards for distance learning courses are the same as for workshop-based courses.

## Learner Identification

QCONZ may need proof of identity for Learners attending courses or undergoing assessment to recognised industry standards.

## Library Services and Additional Resources

In most cases Learners will be provided with all the resources required to effectively complete their learning. These maybe as printed course materials, online documents or other video clips and electronic media specific to each course of learning. Learners are encouraged to access other resources at their local library or via the internet. Upon request QCONZ will provide additional assistance in sourcing information.

## Support Services

Learners enrolled in distance learning courses are entitled to all of the resources and services offered by or available through QCONZ, including library services, career counselling, and technical assistance. In addition, QCONZ offers distance assistance with registration, funding applications, and product support as required.

## Textbooks/Materials

Occasionally Learners may be requested to purchase their own textbooks or online subscriptions as recommended in the course outlines. These will be clearly indicated in the enrolment information.

## Formal Complaints and Appeals

Complaints and appeals could relate to:

- the assessment process/decisions,
- the conduct of other Learners,
- the conduct of tutors, assessors or administration staff,
- the course materials,
- the price you have been charged,
- the course outcomes you have received,
- the wording or nature of communications from QCONZ etc.

If you want to make a formal complaint/appeal the process below will be followed by the QCONZ person handling the complaint.

To make a complaint/appeal please email [admin@trainingcentric.co.nz](mailto:admin@trainingcentric.co.nz) and advise them that you wish to make a formal complaint/appeal.

### **The QCONZ person will:**

1. Offer assistance or advice on the process to follow to make a formal complaint. Where appropriate explain the difference between customer feedback and a formal appeal or complaint. They will not discourage you from making a formal complaint – in simple terms if the complaint is justified then we can improve, if it is unjustified then this will be picked up as the complaint is processed.
2. Listen with an open mind, be patient and ask questions to obtain a better understanding of the situation. A joint problem-solving approach, avoiding a “them and us” attitude, will be followed. The process will be impartial and they will make sure that it is not affected by preconceived opinions.
3. Obtain all the facts from you, the customer, and from others who may be involved. Consult policies and procedures and collect together any records, or information that could add to the resolution

process. They will not neglect information even if it may place QCONZ or staff in a less positive position.

4. Act promptly and fairly. Consult with you to set reasonable target dates for dealing with the complaint.
5. Obtain your permission to direct the investigation to the QCONZ Quality Manager, or another QCONZ staff member if appropriate.
6. The QCONZ Quality Manager would then complete an investigation of the facts and viewpoints. They will provide a written report on the matters advised and the outcome of their own investigation and consideration. The report will clearly identify the actions agreed by both parties to resolve the issue. Any agreed further investigation work will be identified. The written report will be provided to you and a copy held by the Personnel Manager.
7. In the event that the issue is of a more serious nature (or if you are not satisfied with the resolution) you or QCONZ may suggest the use of the NZQA complaint process under the Code for Learners. <https://www2.nzqa.govt.nz/tertiary/the-code/the-code-for-learners/learner-complaints/>
8. Ensure that all agreed actions are carried out as per the agreed timeframe. Where possible obtain your agreement (in writing) that the matter has been fully addressed as agreed in the written report.
9. Once a complaint has been fully resolved an Improvement Form is to be completed to implement changes to systems, training and recording procedures to ensure that misunderstandings and or appeals/complaints are avoided in the future.

## Code of Conduct

**All those attending a QCONZ course are expected to abide by the QCONZ 'Code of Conduct' as below.**

1. The QCONZ policy on alcohol, drugs, harassment, theft, etc and providing false information is that they are totally unacceptable while on a QCONZ course. Refer Disciplinary Procedures below.
2. Learners attending QCONZ courses are expected to comply with that venue's code of conduct (including their health and safety policies).
3. Copying, cheating, dishonesty - Offering work (e.g. tests, papers, and assignments) of another person or AI apps, as your own work is unacceptable.  
Copying another Learner's work (or allowing your work to be copied) and submitting it as one's own work is unacceptable.
4. Copyright - Clients and Learners must abide by current copyright laws for material on the QCONZ website and on all printed and or presentation and assessment material (digital or otherwise).
5. Disciplinary Procedures - Violations of any of these issues may result in the Learners involved being asked to leave the course, denied any recognition of competence gained, and the forfeiture of all course fees.
6. Health and Safety Requirements – Learners agree to abide by all the health and safety practices for the premises in which they are completing the course, assessment or some other activity linked to QCONZ.

## Disciplinary Process

Disciplinary procedures and consequences are set out below. Note: Many aspects of the formal complaints and appeals process described above will form part of the disciplinary process.

### **Minor Behaviour**

E.g. Absenteeism, poor standard of dress and presentation (where dress standards are an important part of the course/programme), no-show for resits etc.

Consequences and process: Discussions will be held with you and the tutor concerned. Notes on this discussion will go on your file.

### **Concerning Behaviour**

E.g. Poor attitude, lack of participation, lack of respect for staff and fellow Learners.

Consequences and process: A discussion will be held, and notes will be written on your file. If it continues, you will have a meeting with the QCONZ Training Manager to discuss whether you want and are able to continue with the course.

### **Major / Expulsion Behaviour**

The behaviours listed are examples only and the list is not intended to be exhaustive:

- Wilful abuse of or damage to company property or their suppliers
- Drunkenness or being under the influence of or in the possession of, or misuse of illegal drugs
- Inappropriate or offensive sexual behaviour or sexual misconduct
- Assault or abusive behaviour towards another Learners, staff member or supplier
- Harassment of a staff member or another Learners

- Plagiarism
- Theft

Consequences and process: The above behaviours will be viewed seriously and may result in instant expulsion or in the circumstances where management does not consider that expulsion is appropriate, a final warning will be issued even if no other warnings have been issued previously.

The process will involve a meeting with the QCONZ Training Management and CEO. The Learner may bring a support person with them. The outcomes of the meeting will be documented and circulated to all parties. Additional meetings with other parties may form part of this process. If applicable; discussions will also cover the process for recording academic completions to-date.

## Distance Learning Packs

Learners completing a distance learning programme will receive detailed instructions on how to:

- Ensure their computer system is appropriate and correctly configured for the program.
- Install and set-up their learning.
- Use and complete the learning activities.
- Complete the Assessment activities.

Please contact QCONZ for the computer requirements for the particular course you are doing.

Please note QCONZ does not provide technical support for hardware or software products other than those purchased directly from QCONZ.

## Distance Learning Tips

Distance learning courses differ from regular workshop courses mainly in the mode of instruction. Workshop courses are more Learner centred, with the Learners determining the material, interactions, pace, and schedule.

Distance learning courses are more Learners centred. Even though a trainer created the content and established the syllabus, often the Learner determines the pace of learning by selecting a time and location convenient for his/her needs.

Learners with strong reading and writing skills, who are self-motivated and well-organized have the highest degree of success with this mode of instruction. Read through the following tips before beginning work on a course. While these ideas are only suggestions, not rules, we have found that Learners who try to implement them have an easier time working through their courses, experience more satisfaction, and are more likely to complete the course successfully.

### **Know Yourself**

- Become familiar with the way in which you learn most efficiently. What conditions and which procedures work best to enhance your learning? There is no single right way; you must discover what works for you.

### **Set Realistic Goals**

- Set immediate (daily) and long-term goals for yourself regarding each course. Know the requirements of the course and complete your work in a timely fashion.

### **Develop a Routine**

- Develop a simple routine for getting the work done, particularly when you have a high energy level and a clear mind. Find a time where the distractions are minimal and you can concentrate best.

## **Reward Yourself**

- Celebrate your successes and accomplishments.

*Adapted from Learning Outside the Classroom: A Guidebook for Learners, 1991, Susan K. Henderson, Department of Independent Study, Continuing Education and Extension, University of Minnesota, Minneapolis (pp. 7-12).*

## **What our lawyers make us say**

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