



Unified Quality Training's Student Handbook

Unified Quality Training

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Introduction

Welcome to Unified Quality Training.

Thank you for enrolling into our nationally recognised training program.

Our aim here at Unified Quality Training. is to provide you with the necessary skills and knowledge to work safely and efficiently in your workplace.

To ensure you get the most out of your training, we hope you take the time to read this handbook. At Unified Quality Training, we aim to make our training as enjoyable as possible, but your participation and input are essential. Your training will be of even greater value if you are aware of what is expected of you and if you are aware of what we can offer.

This handbook will find information about our policies and procedures and your rights and obligations. Should you require any further information, contact your trainer. Our trainers have years of experience in training and are working in the industry like you. That makes what we do here at Unified Quality Training real and responsive. Like us, we understand that you have a real job and want your training to fit in with your life. Thank you for making the decision to train with us. We look forward to assisting you in achieving your training goals.

The Standards for Registered Training Organisations (RTOs) 2015

These are the standards that govern the operation as an RTO and training providers conducting training under the auspices of an RTO. To be an RTO, Unified Quality Training needs to meet the requirements of the Standards for Registered Training Organisations 2015. This is assessed by the Australian Quality Skills Authority (ASQA). Thus, Unified Quality Training is answerable to ASQA for their conduct.

Being an RTO is a privilege, not a right, and as such, we need to comply with all the requirements of the standards and of ASQA all the time.

The qualifications you are undertaking are nationally accredited, and certification thereof can only be issued by a Registered Training Organisations (RTO). In certain circumstances, they can be delivered by an organisation under the auspices of an RTO.

These Standards and the auditing process are intended to provide the basis for a nationally consistent, high-quality vocational education and training system.

Participant and Unified Quality Training's Rights and Responsibilities

As a participant in our RTO, you have certain rights and responsibilities, as do we, the RTO, have certain obligations and responsibilities to you.

These rights and responsibilities are covered in detail in the body of the Participant handbook but are summarised here for your convenience.

Both the Participant and Unified Quality Training have a responsibility to adhere to all relevant legislation. The legislation that affects your participation in Vocational Education and Training (VET) is detailed within this document. However both Unified Quality Training and you, the Participant, have an obligation to adhere to ALL legislation applicable in Australia.

We both have obligations and expectations that all parties will conduct themselves safely in all aspects of their activities, that at no time will the safety and health of any person or property be risked.

You have a right to a safe environment; you have an obligation to keep it safe through your conduct and adherence to our stated policies and procedures.

We have a right to expect that you seriously apply yourself to undertaking the Course that you have committed to, until you formally tell us that you are withdrawing from the process, we have an expectation that you will work on the process and meet your commitments.

Equally so, you have a right, and we have a responsibility to provide you with the very best support, assistance and guide you to the completion of the course and must maintain a high standard of current documentation, good service, good trainer/assessors who are current in their knowledge and experience in the relevant qualifications(s) being undertaken.

We have a right to expect that all assessments provided by you are your own work, not copied, taken, or plagiarised from someone else.

You have a right to reasonable access to our trainer/assessors. You have the right to access your own records. Approach your trainer.

You have a right to expect that the requirements that we make of you are clear, concise, and easily understood. We have an obligation to maintain these requirements as clear instructions and also to ensure that they are relevant to the requirements of the qualification being undertaken.

You have a right to expect that all course requirements are compliant with the principles defined in the Standards for Registered Training Organisations 2015 and that the qualification issued by us to you will be received in good standing.

You have a right to personal freedom, free from any illegal, unnecessary, or invasive questioning or judgment of your personal ideals, beliefs, marital status, disability or perceived disability, cultural background, age, orientation, or practices, this includes, but is not limited to all personal, sexual, religious, and political practices.

We have an equal expectation that you will grant the same freedom of belief, practices, and persuasion to all of the staff, contractors, fellow participants, and other people whom you meet and come in contact with at Unified Quality Training.

We have an obligation to always conduct ourselves ethically, responsibly, with courtesy and respect, and to be both morally and socially responsible always. We expect the same from our participants.

This specifically means that bullying, intimidation, violence of any kind, cyber bullying, offensive behaviour, threatening or aggressive behaviour or speech will not be tolerated or need to be tolerated by any person, whether a staff member or contractor or a participant in the course requirements.

You have a right to be provided with the services that you have paid for, if you have paid for a course, you have a right to expect to be delivered in the manner it was advertised, equally so, we have an obligation to deliver it to you in the manner it was advertised. If there is a need to vary the process, then it must be by mutual consent.

You have a right to receive the services for which you have paid. We have an obligation to provide them.

You have a right to be informed of any changes to our course requirements, our administrative procedures and/or regulations. Any required changes will not be made without appropriate notice and will not disadvantage currently enrolled participants.

We have a right, and you have a responsibility to adhere to any reasonable and lawful request by Unified Quality Training.

You have a right to complain and appeal about anything or any decision we make at Unified Quality Training, be it about you or about how we conduct the business of the RTO.

We have an obligation to ensure that complaints and grievances are dealt with quickly and satisfactorily in accordance with the procedures detailed in this handbook.

You have a right to expect us to adhere to the privacy act and the freedom of information act and ensure that information about you is only conveyed to those with legal and legitimate reasons for access. This is normally only staff directly involved in the processing and assessment of your course work or those with legal rights to that information, such as the Police and other legal bodies, but only after an appropriate process has been undertaken.

We have an obligation to clearly state all fees and charges associated with the course requirements.

We have an obligation to provide, and you have a right to receive, prompt evaluation of your course work, with clear and unambiguous feedback on the results and assessment decision.

You have an obligation to provide feedback on our assessment and on the Client Services, we have provided.

We have an obligation to evaluate all provided feedback and act on opportunities for improvement to our processes and policies.

We have an obligation to clearly convey to you, the Participant, the policies and procedures that Participants must be aware of. Equally so, you, the Participant, have an obligation to understand those policies and procedures concerning your application, any use of Unified Quality Training's facilities and any property or facilities used by Unified Quality Training to assess your application.

Participants who cannot, or choose not to, adhere to these rights and obligations may be subject to disciplinary action. This may be a written warning an interview with the CEO and may result in cancellation of your application without refund and, in extreme cases, such as cases of suspected criminal activity, referral to the Police.

Code of conduct

Unified Quality Training take the behaviour, actions, is passionate about providing a safe and welcoming educational facility. We and teachings in our organisation SERIOUSLY. The Code of Conduct is established to ensure both students and staff are provided with an environment where they are free of any behaviour which may cause a negative impact. All students and staff are expected to follow all rules and policies.

- No smoking is permitted on campus, inside or outside the building. Smoking is banned in public and commercial buildings in Australia by Law, and you must not smoke within 5 metres from the entrance of any building. Also, if you choose to smoke, please make sure that you put all your cigarette butts in an ashtray/bin. Public bins and ashtrays are available in most public areas. Littering in a public place is not accepted in Australia.
- Aggressive behaviour, bullying or racism is not tolerated.
- The Organisation prohibits the use of illegal drugs on the premises and during other organisation activities. Appropriate action will be taken against individuals who breach this policy.
- Staff or students are not permitted to possess or consume alcohol on the Organisation premises except under special circumstances approved of by the CEO.
- Acts of vandalism, including graffiti, will be dealt with by the Police where appropriate.
- All equipment belonging to Unified Quality Training should be treated with respect, and you should advise a staff member of Unified Quality Training if anything is not working properly.
- No electronic equipment or mobile phones are to be used during class.
- All break times must be taken according to the times allocated by the trainer and assessor.
- Students must be seated in class prior to the expected start time. Class times will start at times indicated on the course timetables unless otherwise notified.
- General housekeeping must be undertaken before leaving the class. Please do not leave rubbish lying around but place it into the bins provided. Make sure the doors and windows are shut, and lights and relevant equipment are turned off.
- Consider others and keep the toilets and other public areas clean and hygienic after your use.

- A reasonable standard of dress and hygiene is always to be maintained. It is always recommended that closed shoes be worn.
- Unified Quality Training trainers and staff can refuse admittance to class if you do not turn up with the prescribed textbooks, course materials, learning materials, tool kits and appropriate OH&S clothing and equipment, if applicable.
- All students and staff must always comply with WHS policies and procedures.
- Any serious breach of any organisation policy can also result in cancellation of your enrolment.

Legislative Requirements

We are subject to a variety of legislation related to training and assessment as well as a general business practice.

This legislation governs our obligations as a Registered Training as our clients, and relates to the industry that we are conducting training for. Organisation, our obligations to you

This legislation is continually being updated, and the CEO is responsible for ensuring that all staff are made aware of any changes.

Current legislation is available online at <http://www.austlii.edu.au> and <http://www.legislation.qld.gov.au>

The legislation that particularly affects your participation in Vocational Education and Training includes:

Commonwealth Legislation:

- National Vocational Education and Training Regulator Act 2011
- National Vocational Education and Training Regulator (Charges) Act 2012
- National Vocational Education and Training Regulator (Transitional Provisions) Act 2011.
- Standards Registered Training Organisations 2015
- National Vocational Education and Training Regulator Amendment Bill 2015
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Amendment (Education Standards) Act 2005
- Disability Discrimination Act 1992
- Racial Discrimination Amendment Act 1980
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Sex Discrimination Amendment Act 1991
- Privacy Act 1988
- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Australian Privacy Principles (2014)
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- Student Identifier Act 2014
- Student Identifier Regulation 2014

State Based Legislation

- Disability Services Act 2006

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- Fair Trading Act 1989
- Workplace Health and Safety Act 1995
- Workplace Health and Safety and Other Legislation Amendment Act 2008
- Child Protection Act 1999
- Commission for Children and Young People and Child Guardian Act 2000

Workplace Health and Safety Policy

The Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 describe Unified Quality Training's duty of care to provide a safe and healthy working environment for all employees, and the employee's 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, including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace with the safe storage of goods such as chemicals.

The following procedures and standards must be observed to achieve a safe working and learning 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 without causing damage,
- 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,
- Always ensure Participant safety,
- Ensure procedures for operator safety are always followed,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all staff and participants to see,
- Report any identified workplace Health and Safety hazard to the appropriate staff member as required.

Harassment and Discrimination Policy

We are required under Australian Law to ensure that we provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and participants feel valued, respected, and treated fairly.

We will ensure that all our staff understand their roles and responsibilities in creating such a workplace, by process of training, communication, mentoring and by example, and we will ensure all of our staff are aware of the processes and procedures for addressing any form of harassment or discrimination.

Staff and participants should be aware of the following definitions:

'Bullying' - is unwelcome and offensive behaviour that intimidates, humiliates, and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult,

spreading false or malicious rumours about someone, isolating, or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

'Confidentiality' - refers to information kept in trust and divulged only to those who need to know.

'Discrimination' - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age, or sexual orientation. Victimisation is also treated as another ground of discrimination.

'Harassment' - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated, or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

'Personnel' - refers to all employees of **Unified Quality Training**.

'Racial Harassment' - occurs when a person is threatened, abused, insulted, or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry, or mockery, displays of material prejudicial to a race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

'Sexual Harassment' - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

'Victimisation' - includes any unfavourable treatment of a person because of their involvement in an equal opportunity complaint. Unfavourable treatment could include adverse changes to the work environment, denial of access to resources or work.

Specific principles

- All staff and participants have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially, and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited, and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation, and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,

- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support, and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Staff and participants should not make any frivolous or malicious complaints. All staff and participants are expected to participate in the complaint resolution process in good faith.

Privacy

Unified Quality Training takes the privacy of our participants very seriously, and we will comply with all legislative requirements.

These include the Privacy Act and National Privacy Principles (2014).

Your enrolment form allows participants to give us permission to discuss the Participants progress with their employer. In some cases, we will be required by Law or required by the RTO Standards 2015 to make participant information available to others. In all other cases, we ensure that we will seek the written permission of the participant.

The thirteen Privacy Principles are defined below:

Principle 1 – Open and transparent management of personal information. The object of this principle is to ensure that Unified Quality Training’s entities manage personal information openly and transparently.

Principle 2 – Anonymity and pseudonymity. Individuals may have the option of not identifying themselves or using a pseudonym when dealing with Unified Quality Training in relation to a matter.

Principle 3 – Collection of solicited Personal Information. Unified Quality Training must not collect personal information (other than sensitive information) unless the information is reasonably necessary for Unified Quality Training’s business purposes.

Principle 4 – Dealing with unsolicited personal information. If Unified Quality Training receives personal information, Unified Quality Training must, within a reasonable period after receiving this information, determine whether or not we would have collected the information under Australian Privacy Principle 3, and if not, we must, as soon as practicable but only if it is lawful and reasonable to do so, destroy the information or ensure that the information is de-identified.

Principle 5 – Notification of the collection of personal information. Requires Unified Quality Training to notify our clients, staff, and participants of any additional information we collect about them and further advise them of how we will deal with and manage this information.

Principle 6 – Use or disclosure of personal information. The information that Unified Quality Training holds on an individual that was collected for a particular purpose Unified Quality Training must not use or disclose the information for another purpose unless the individual has consented.

Principle 7 – Direct marketing. As Unified Quality Training holds personal information about individuals, we must not use or disclose the information for the purpose of direct marketing.

Principle 8 – Cross Border disclosure of personal information. Where Unified Quality Training discloses personal information about an individual to an overseas recipient, Unified Quality Training must take all steps to ensure that the overseas recipient does not breach the Australian Privacy Principles.

Principle 9 – Adoption, use or disclosure of government related identifiers.

Unified Quality Training must not adopt a Government related identifier of an individual as its own identifier of the individual, except when using identification codes or numbers issued by either the State based regulators, or the Department of Innovation with regard to the Unique Student Identifier.

Principle 10 – Quality of personal information. Unified Quality Training must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that Unified Quality Training collects is accurate, up to date and complete.

Principle 11 – Security of personal information. If an APP entity holds personal information, the entity must take such steps as are reasonable in the circumstances to protect the information.

Principle 12 – Access to personal information. As Unified Quality Training holds personal information about an individual, Unified Quality Training must, on request by the individual, give the individual access to the information.

Principle 13 – Correction of personal information. As Unified Quality Training holds personal information about individuals and should we believe that this information is inaccurate, out of date, incomplete, irrelevant, or misleading; or the individual requests the entity to correct the information; Unified Quality Training must take such steps as are reasonable in the circumstances to correct that information.

Privacy Policy

Why we collect your personal information

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

How we use your personal information

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

How we disclose your personal information

We are required by law (under the *National Vocational Education and Training Regulator Act 2011* (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

How NCVER and other bodies handle your personal information

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NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the *Privacy Act 1988* (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

NCVER is authorised to disclose information to the Australian Government Department of Education, Skills and Employment (DESE), Commonwealth authorities, state and territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DESE is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DESE will handle your personal information, please refer to the DESE VET Privacy Notice at <https://www.dese.gov.au/national-vet-data/vet-privacy-notice>.

Surveys

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Contact information

At any time, you may contact Unified Quality Training to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled ask a question about this Privacy Notice

National Vocational Education and Training Acts 2011

These three acts are named in the legislative listing and define the acts of Federal Parliament that empower ASQA to administer the operations and compliance of RTOs in most states of Australia and any RTOs that operate in more than one State in Australia.

This includes the right of ASQA to audit Unified Quality Training, apply penalties for noncompliance and define the requirements to retain records and other administrative and operational requirements of a functioning RTO.

Unified Quality Training is answerable to ASQA for their operations.

Working with Children

Unified Quality Training takes the safety and health of all our participants very seriously, and we will comply with all legislative requirements under the Commission for Children and Young People and Child Guardian Act 2000 to provide a safe learning requirement.

We do accept people under the age of 18 in our training programs and therefore require all trainers and assessors to be cleared as not being a risk to the health and safety of minors and to provide Unified Quality Training with a copy of their Blue Card for working with Children as part of our key prevention and monitoring system when working with children and your people.

Further information on the Working with Children's Check is available from Unified Quality Training's CEO.

Fees and refund policy

Our training and assessment programs do attract fees. The details of the fee structures are contained on our website/enquiry emails.

Unified Quality Training has a fair and equitable Refund Policy in place containing guidelines guaranteeing the refund of fees to course Participants under reasonable circumstances. The management guarantees Unified Quality Training's sound financial position and safeguards Client / Participant fees until used for training/assessment.

- Cancellations must be made in writing, and the following charges apply: More than three weeks prior to the event – 25% of the fee. Less than 3 weeks prior to the event – 50% of the fee; 5 working days (or less) prior to the event – 100% of the fee.
- TRAINING CREDITS WILL BE GIVEN FOR FUTURE COURSES for participants who are booked but are unable to attend on the day for reasons of health or other unavoidable extenuating circumstances.
- You may substitute another Participant at any time prior to the course commencement date should the nominated person be unable to attend.

Notification of such changes must be requested in writing 3 days prior to course commencement.

- Unified Quality Training reserves the right to cancel or postpone a course to an alternative date. All registered participants affected by such changes will receive a full refund or be offered the opportunity to transfer to the next available course program.
- No refunds will be made after the commencement of the course unless the Participant can provide a medical certificate or show extreme personal hardship. In this case, Transfer to another date may be possible at the discretion of Unified Quality Training management.
- Unified Quality Training cannot be held responsible for any costs incurred due to a cancelled event due to conditions beyond our control, extreme weather events or insufficient enrolments.

NOTE: If the student wishes to apply for a refund in writing, the letter should be addressed to: Unified Quality Training – Administration; info@unifiedqualitytraining.com.au.

Students will then be informed by email about refund decisions, and Participant Progression

Where a Participant has enrolled into a course and either attended a face-to-face session and/or commenced the online component of that course and has not progressed, the Participant's progress will be monitored for 3 months. They will be sent 3 reminders during this period of time and if at the end of 3 months, the course has not been completed, the Participant's enrolment will be withdrawn, and any fees paid for this course will not be refunded unless the Participant can provide a medical certificate or show extreme personal hardship.

Participant Documentation Policy

We are committed to maintaining and safeguarding the accuracy, integrity, and currency of our records without jeopardising the confidentiality of the records or our participant's privacy.

Individual hardcopy participant records will be stored for six months after completion in a lockable secure office area. Our electronic records are stored in our participant records software system and are protected by password access, we further protect our records by maintaining up to date virus, firewall and spyware protection software.

The CEO is responsible to conducting a backup of our computer systems to an external drive which is stored off site.

Our software and hardcopy systems will retain Participant results for a period of not less than thirty years.

In the event that we cease to operate as an RTO we will transfer all records to ASQA in appropriate format and detail as specified by ASQA at the time of ceasing RTO operations.

All other records including, taxation records, business and commercial records will be retained for a period of at least seven years. It is a requirement of the Standards for RTOs 2015 that we comply

with all mandatory reporting obligations. All RTOs must report annual enrolment data and completion results to the Government (AVETMISS).

The RTO records all AVETMISS data in its Online Student Portal. This data is supplied and completed by the participants at enrolment and is maintained and updated by the RTO Administration staff.

This data is verified for accuracy as part of the enrolment process, and this data is updated as the participant progresses through the course culminating in either their withdrawal from the course or exiting from the course with a Statement of Attainment award.

We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Access to individual Participant training records will be limited to those required by the Standard for Registered Training Organisations, such as:

- trainers and assessors, including RPL Assessors to access and update the records of the participants whom they are working with,
- management staff as required to ensure the smooth and efficient operation of the business,
- Officers from the Department of Education and Training, ASQA or their representatives for activities required under the Standards for Registered Training Organisations,

Or those required by Law such as:

- people as are permitted by Law to access these records (e.g. subpoena / search warrants / social service benefits / evidence act). Or
- participants authorising releases of specific information to third parties in writing,
- the participants themselves, after making application in writing. For example, participants seeking a replacement Statement of Attainment.

Recognition of other Qualifications

All AQF qualifications and statements of attainment issued by other registered training organisations will be fully recognised by Unified Quality Training.

These qualifications will be recognised and where appropriate could be used to reduce any training program being offered by us.

Participants would be required to produce a certified copy of the original certificate to the CEO or, in some cases, the trainer, who will make a note of the qualification in our record system.

This is typically applied where participants produce a pre-requisite qualification for a course they are currently wishing to undertake.

Where an application is to proceed, the Participant will need to provide:

Either:

- An AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or

- An authenticated VET transcript issued by the Registrar, such as ASQA.
- An authenticated USI transcript.

Recognition of Prior Learning (RPL)

RPL is a process that provides a student with recognition for formal and non-formal training as well as life/work experience. Learners who believe they already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL). Application may only be made prior to enrolment or start of study of the course and must be made using the “RPL Application Form”. The completion of the RPL Kit is the first part of the process. The second part of the process is for the student to provide evidence.

Evidence that can be used to support an application for course recognition can include:

- A detailed resume
- Letters from employers
- An interview with the Assessor
- Work skills or knowledge
- Paid or unpaid work experience
- Life experience
- Community work experience.

The final step is the Trainer/Assessor conducting Competency Conversations with the student to show understanding.

Course recognition will be granted if the student can:

- Provide sufficient evidence of relevant prior learning or experience
- Demonstrate the competency/competencies required for the course
- Present valid results of assessment or qualification.

Course recognition will not be granted if the student:

- Cannot provide sufficient evidence
- Is unable to demonstrate the competency/competencies required for the course.

Access and Equity

Access & Equity Policy

In line with obligations under Commonwealth legislation, Unified Quality Training UQT is committed to promoting a fair and equitable environment for personnel and clients that is free from discrimination, harassment, and vilification.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality,

language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Access and Equity principles include:

- Equity for all individuals through the fair and appropriate allocation of resources;
- Equality of opportunity for all individuals without discrimination;
- Access for all individuals to appropriate quality training and assessment services; and
- Increased opportunity for individuals to participate in training.

Disadvantaged groups include the following groups who traditionally have been under-represented in Vocational Education and Training:

- Individuals with a disability;
- Aboriginals and Torres Strait Islanders;
- Women;
- Individuals from non-English speaking backgrounds;
- Individuals in rural and remote areas; and
- Long-term unemployed.

Inclusive Learning

Inclusive learning is about a fair go for everyone. Everyone has a right to learn, and everyone can learn, but many people do not get fair access to learning opportunities.

Everyone learns differently.

Everyone can learn. Good trainers partner with Students to empower them to achieve to their potential. UQT trainers ensure Students feel connected, supported, and valued as individuals and as part of a community of Students.

Being inclusive is everyone's responsibility.

UQT trainers use a variety of training methods, encourage respectful interaction, seek feedback from Students, collaborate with specialists when they need extra help and continually update their skills.

Students bring existing knowledge and skills.

UQT trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful, and engaging, and builds on the student's existing capabilities.

Five core skills underpin all learning.

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Email: mary@uqtlearn.edu.au

The skills of oral communication, reading, writing, numeracy, technology, and learning need special attention. UQT trainers actively recognise the need for Students to continually update and build core skills for new contexts and are supported to identify and action Student skills gaps.

Key Inclusive Learning Actions

Area	Actions
Understand differences in the student cohort	UQT ensures it understands the vocational aspirations and support needs of Students prior to enrolment to ensure they are enrolled in the right level course and have the right mix of supports available to help them succeed.
	This includes the use of <i>pre-enrolment reviews</i> and guidance to Students. All UQT trainers have access to information on Student diversity.
Access skills and expertise in addressing difference	Introductory inclusive learning skills in embedded in UQT personnel induction programs and ongoing professional development on inclusive learning is supported.
Listen to the Student	UQT ensures it is collecting the perspectives of Students, considering Student views in the way courses are organised and support is provided.
Help Students choose an appropriate learning pathway	UQT provides Students with flexible options, advice, and guidance on the best pathway towards their vocational outcome and allows a diverse range of Students to access the training. All Students are provided with information and guidance on course requirements and outcomes prior to enrolment.
Develop the core skills of Students	All UQT trainers have the basic knowledge they need to identify and respond to language, literacy, and numeracy needs. All trainers must hold the TAELLN411 Address adult language, literacy, and numeracy skills unit of competency.

Support for Students with Additional Needs

UQT is committed to complying with Commonwealth and State legislation and policies regarding access, equity, and cultural diversity. This legislation includes the *Disability Discrimination Act 1992 (Cth)*, the *Anti-discrimination Act 1998 (Cth)* and the *Anti-Discrimination Act 1977 (NSW)*.

UQT also maintains compliance with the *Disability Standards for Education 2005 (Cth)* including processes relating to:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Student support services; and
- Elimination of harassment and victimisation.

UQT strives to maximise opportunities for access, participation, and outcomes for all students within the vocational education, training, and employment system.

UQT undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. UQT is committed to treating all prospective and actual students *on the same basis*.

On the same basis

A person with a disability is able to seek admission to, or apply for enrolment in, an institution on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.

UQT ensures it treats prospective students with a disability on the same basis as prospective students without a disability as it makes any decisions about admission or enrolment on the basis that *reasonable adjustments* will be provided.

An *adjustment* is a measure or action (or a group of measures or actions) taken by UQT that has the effect of assisting a student with a disability:

- In relation to an admission or enrolment — to apply for the admission or enrolment;
- In relation to a course or program — to participate in the course or program; and
- In relation to facilities or services — to use the facilities or services;

On the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.

Reasonable adjustments

An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a student is *reasonable*, UQT has regard to all the relevant circumstances and interests, including the following:

- The student's disability;
- The views of the student or the student's associate;
- The effect of the adjustment on the student, including the effect on the students:
 - Ability to achieve learning outcomes; and
 - Ability to participate in courses or programs; and
 - Independence;
- The effect of the proposed adjustment on anyone else affected, including UQT, personnel and other students; and
- The costs and benefits of making the adjustment.

Student Rights and UQT Responsibilities

Students' Rights	UQT Responsibilities
Enrolment	
<ul style="list-style-type: none"> • Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments. 	<ul style="list-style-type: none"> • Take reasonable steps to ensure that the enrolment process is accessible. • Consider students with disability in the same way as students without disability when deciding to offer a place.
	<ul style="list-style-type: none"> • Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.
Participation	
<ul style="list-style-type: none"> • Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability. 	<ul style="list-style-type: none"> • Take reasonable steps to ensure participation. • Consult with the student or their associate about the effect of the disability on their ability to participate. • Make a reasonable adjustment if necessary. • Repeating this process over time as necessary.
Curriculum Development, Accreditation and Delivery	
<ul style="list-style-type: none"> • Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training. 	<ul style="list-style-type: none"> • Enable students with disability to participate in learning experiences (including assessment and certification). • Consult with the student or their associate. • Take into consideration whether the disability affects the student's ability to participate in the learning experiences.

Students' Rights	UQT Responsibilities
Student Support Services	

<ul style="list-style-type: none"> • Right to access student support services provided by education institutions on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in. 	<ul style="list-style-type: none"> • Ensure that students with disability are able to use general support services. • Ensure that students have access to specialised support services. • Facilitate the provision of specialised support services.
Harassment & Victimization	
<ul style="list-style-type: none"> • Right to education and training in an environment that is free from discrimination caused by harassment and victimization on the basis of their disability. 	<ul style="list-style-type: none"> • Implement strategies to prevent harassment or victimization. • Take reasonable steps to ensure that personnel and students are informed about their
	<p style="text-align: center;">obligation not to harass or victimise students with disability.</p> <ul style="list-style-type: none"> • Take appropriate action if harassment or victimization occurs. • Ensure complaint mechanisms are available to students.

Process for Considering Adjustments

UQT provides equitable access to all required educational and support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, UQT provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meets their needs.

UQT embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to students without direct or indirect discrimination. All personnel are aware of and know how to use available UQT or external resources or be able to confidently refer students to appropriate tutoring and community support services.

All personnel continue to expand their knowledge or access and equity issues through induction processes when joining UQT, and in structured professional development on a regular basis (at least annually) in access and equity issues and resources.

UQT personnel have access to a range of access and equity materials designed to assist students in undertaking and completing courses and qualifications.

In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, UQT is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

Consulting the student

Before UQT makes an adjustment for the student, the student or their associate is consulted about:

- Whether the adjustment is reasonable;
- The extent to which the adjustment would achieve the aims in relation to the student; and

- Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

Deciding on an adjustment to be made

In deciding whether to make a particular reasonable adjustment for a student, UQT:

- Assesses whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student; and
- Assesses whether the adjustment may need to be changed over the period of a student's education or training.

A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

Assessing reasonable adjustments

In assessing whether a particular adjustment is reasonable for the student with a disability, UQT takes into account:

- The nature of the student's disability;
- The information provided by, or on behalf of, the student about how the disability affects the student's ability to participate;
- Views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities;
- Information provided by, or on behalf of, the student about his or her preferred adjustments;
- The effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes;
- The effect of the proposed adjustment on anyone else affected, including UQT operations, personnel and other students; and
- The costs and benefits of making the adjustment.

In making a reasonable adjustment, UQT ensures that the integrity of the course or program and assessment requirements and processes are maintained.

UQT acts upon information about an adjustment in a timely way that optimises the student's participation in education or training.

In meeting its obligations to provide reasonable adjustments, UQT may provide an alternative adjustment to the student's preferred form of adjustment, if the alternative is effective in achieving the desired purpose.

Unjustifiable Hardship

Once a reasonable adjustment has been determined, UQT adjustment may consider if the adjustment would impose unjustifiable hardship on its operations.

In determining what constitutes unjustifiable hardship, all relevant circumstances *of the particular case* are taken into account including:

- The nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- The effect of the disability of a person concerned; and
- The financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.

In determining whether unjustifiable hardship applies, UQT:

- Takes into account information about the nature of the student's disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments. This information may be provided by the student, an associate of the student or independent experts (or a combination of those persons);
- Ensures that timely information is available to the student, or an associate of the student about the processes for determining whether the proposed adjustment would cause unjustifiable hardship; and
- Ensures that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

Where a claim of unjustifiable hardship is made, UQT has taken into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on its capacity to provide education of high quality to all students while remaining financially viable.

UQT considers all costs and benefits both direct and indirect that are likely to result, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional personnel, the provision of special resources or modification of the curriculum;
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers; and
- Benefits deriving from the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and any financial incentives, such as subsidies or grants, available to the provider as a result of the student's participation.

Where UQT decides to rely on unjustifiable hardship, it ensures that a notice stating the decision and the reasons for the decision is given to the student, or an associate of the student, as soon as practicable after the decision is made.

Implementing Reasonable Adjustments

UQT takes reasonable steps to ensure that any adjustment required to be made is made within a reasonable time. Whether the time is reasonable depends, in particular, on whether and when the student, or his or her associate, has provided:

- In a timely way, any relevant information in the possession of the student or associate about how the disability affects the student in relation to education or training; and
- The student's or the associate's opinion about the matters.

Where reasonable adjustments are implemented, a detailed training and assessment plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments is maintained in the student's file.

Reasonable Adjustments	
Student has difficulty with	Example reasonable adjustments
Concentration	<ul style="list-style-type: none">• Breaking the assessment into appropriate components that can be undertaken separately;• Providing rest breaks during lengthy assessment sessions;• Providing a separate assessment venue if the Student is distracted by others' movements or noise;• Providing additional time;• Providing alternative assessment methods, such as recording devices for oral testing or telephone assessments; and• Allowing the Student to provide evidence of having completed the assessment task at another venue; for example, an employer could verify satisfactory demonstration of competence.

Expressing knowledge in writing	<ul style="list-style-type: none"> • Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; and • Providing additional time.
Spelling and/or grammar	<ul style="list-style-type: none"> • Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; • Providing additional time; • Providing a computer with a generic spelling and grammar checker, dictionary and thesaurus (such as those included in Microsoft® Word) or specialised literacy software (such as Spell Master or Read and Write Gold); • Providing models and practical examples for the Student to demonstrate what they mean; and • Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models.

Reasonable Adjustments	
Student has difficulty with	Example reasonable adjustments
Numbers and numerical concepts	<ul style="list-style-type: none"> • Allowing additional time; • Allowing the Student to use a calculator; and • Providing other assistive technology, such as a talking calculator.
Understanding spoken information or instructions	<ul style="list-style-type: none"> • Allowing additional time; • Providing written information or instructions to complement the spoken version; • Providing a sign language interpreter; • Allowing rest breaks or split sessions; • Using simple, direct language (plain English); • Providing step-by-step instructions; • Repeating information given; • Paraphrasing to check for understanding, and asking the Student to repeat what they are required to do; and • Demonstrating what is required.

Maintaining writing posture for any length of time, or writing quickly	<ul style="list-style-type: none"> • Providing a digital recorder or similar; • Allowing oral assessment; • Providing a personal computer (if using a keyboard is more comfortable than writing); • Allowing rest breaks; • Providing a scribe; • Providing other assistive technology or equipment; and • Allowing additional time.
Reading standardised print or handwriting	<ul style="list-style-type: none"> • Providing technology such as magnifying devices to enlarge print, or screen readers; • Providing Braille examination papers (with tactile diagrams, maps etc); • Providing specialised writing pens; • Providing oral assessment or recorded questions; • Providing a reader; • Allowing additional time; • Providing models, graphics or practical examples to illustrate questions; and • Providing heavily lined paper.
Physical tasks	<ul style="list-style-type: none"> • Allowing alternative methods of competence demonstration, such as oral assessment or third-party evidence; • Providing assistive technology or equipment; and • Allowing additional time.
Certain physical environments	<ul style="list-style-type: none"> • Providing appropriate lighting and eliminating glare (for Students with low vision or epilepsy); • Providing suitable furniture; • Providing adequate space for equipment and support personnel; • Providing access to PowerPoints for equipment; and
	<ul style="list-style-type: none"> • Using a separate venue to eliminate distractions by others (and by others using equipment/support personnel).

Support Services

We will assist all participants in their efforts to complete our training programmes.

If you are experiencing any difficulties with your studies, we would recommend that you see your trainer or another member of Unified Quality Training's staff.

We will make every effort to support you in your studies; this could be through additional coaching or mentoring or through any other identified way.

Should you be experiencing any personal difficulties, you should make contact directly with the Unified Quality Training's CEO, who will assist you to the full extent of our capacity.

If your needs exceed Unified Quality Training's support capacity, we will refer you to an appropriate external agency.

The following support services are available and accessible for all students studying with UQT. UQT will provide students with contact details to refer any matters that require further follow up with relevant professionals.

Referral Service Available

Lifeline

Phone: 13 11 14 www.lifeline.org.au

Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.

Reading and Writing Hotline Phone:

1300 655 506

www.readingwritinghotline.edu.au

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Kids Helpline

Phone: 1800 551 800

If you're between 5 and 25 and you're feeling depressed, worried, sad, angry or confused about things like your studies personal relationships, Kids Helpline offers free 24 hour, 7 day telephone counselling support (anonymous if you prefer).

Drug Info

Phone: 1300 85 85 84

Drug Info is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms

www.druginfo.adf.org.au/contact-numbers/help-and-support

Discrimination

Discrimination can be direct, indirect, or systemic.

Direct discrimination is any action which specifically excludes a person or group of Individuals from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or

personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between Individuals.

Indirect discrimination is the outcome of rules, practices and decisions which treat Individuals equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike, but it is the very assumption of a likeness that constitutes the discrimination.

Systemic discrimination is system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of Individuals because of their status or characteristics and serve to advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

Bullying & Harassment

Bullying is repeated, unreasonable behaviour directed towards an individual or a group of individuals that creates a risk to health and safety and is unlawful. Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time.

Unreasonable behaviour means behaviour that a reasonable person, having regard for the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating, intimidating, or threatening. Examples of bullying may include (but are not limited to):

- A manager or supervisor using a management style that is harsh, involves shouting, constant criticism or humiliation of an individual or group of individuals in private or in front of their peers;
- An individual being treated less favourably by another individual or group of individual, including, but not limited to, bullying or intimidation; forcing an individual to participate in an “initiation” process; the playing of practical jokes or forcing an individual to undertake demeaning tasks;
- Sniggering or gossiping behind someone’s back;
- Laughing at someone which is intended to make them feel uncomfortable or distressed;
- A manager or trainer setting unreasonable timelines or constantly changing deadlines for an individual to meet, or setting tasks that are unreasonably below or beyond a person’s skill level; and/or
- Continuously and deliberately excluding someone from workplace or classroom activities including ignoring or keeping individuals isolated from relevant communications about work issues.

UQT is committed to providing a workplace, learning environment and client services which are free from bullying, harassment, and unlawful discrimination. UQT aims to ensure all those participating in the workplace, training and services are treated with respect, dignity, and fairness with an aim of creating an environment which promotes positive relationships.

UQT ensures that all stakeholders understand what will be regarded as bullying, how complaints of bullying can be made and how claims will be treated. This applies to all personnel, agents, students, and other clients engaging in UQT’s services.

UQT expectations are not limited to the workplace or working hours and/or Training facilities and class hours, and will include all work and training related events which includes, but is not limited to; lunches, client functions, class functions, meetings and conferences as well as social events.

UQT expectations relate to, but are not limited by the following types of communication:

- Verbal communication either over the telephone or in person in the workplace, and outside of it;
 - Written communication including; letters, notes, minutes of meetings etc.;
- Internal and external electronic communication including:
 - Email;
 - Instant messaging services;
 - Internal intranet;
 - Social media and networking forums including; Facebook, LinkedIn, Twitter and other forms of social media; and
 - Communications via text message.

In line with UQT's commitment to creating a place which is free from WHS risks and one which strives to create positive working relationships, all individuals are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others;
- Being respectful of the differences between Individuals and their circumstances;
- Ensuring they do not engage in any bullying behaviour(s) towards others in, or connected with the workplace which includes all individuals;
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour(s) of any type;
- Adhering to the complaint procedure if they experience any bullying behaviour(s) personally;
- Reporting any bullying behaviour(s) they see happening to others in the workplace, or connected with the workplace in line with the complaint procedure; and
- Keeping information confidential if involved in any investigation of bullying.

Fair and reasonable management action taken in order to counsel an individual for instances of underperformance, investigating complaints made against personnel, discipline for misconduct and other work directions in line with business needs does not amount to bullying.

All individuals are expected to adhere to the standards of behaviour contained herein at all times. Any individual who is found to have breached these expectations will be disciplined accordingly, which may lead up to, and include termination of employment or enrolment. If a contractor of UQT is found to have breached these expectations, their contract stands to be terminated, or may not be renewed in the future.

Equity & Bullying Complaints

Any individual who believes that they have been subject to actions or words that may constitute discrimination or bullying should act upon such bullying as soon as possible by following the procedure set out below. Individuals who believe they have witnessed discriminatory or bullying behaviour by another individual in the workplace are also able to make complaints.

In the first instance, the aggrieved individual should, wherever practicable and if they feel comfortable doing so, attempt to amicably resolve the matter with the individual(s) who are alleged to have engaged in bullying. When confronting the issue, the individual should clearly state the offensive behaviour experienced, explain that the behaviour is unwelcome and offensive and ask that the behaviour does not continue. The person may not be aware that their behaviour or conduct was causing offense or was unwelcome.

This is not a compulsory part of the complaint procedure, and if an individual does not wish to confront the person directly, then this is not encouraged.

Where the alleged bullying involves the individual's direct manager or Training personnel such as Trainer/Assessors and it is not practical for them to directly resolve the matter, they shall immediately notify the Chief Executive Officer who, with the individual's approval will endeavour to investigate and resolve the matter on an informal basis in accordance with the procedure set out below.

Informal Complaint Procedure

An informal complaint procedure includes a range of alternatives which can be applied in a flexible manner in order to address different complaints in consideration of the relevant circumstances. The informal complaint procedure is intended to be used for less serious allegations of bullying and instances which generally do not warrant disciplinary action being taken. An individual who is unsure of whether or not to make a formal or informal complaint may make an informal complaint first and decide if they want to escalate the complaint to a formal complaint. Different options for handling informal complaints may include, but are not limited to:

- UQT relevant manager having a conversation with the alleged bully about the behaviour complained of; and
- UQT relevant manager having a meeting with the individuals concerned in an attempt to reach a resolution.

Formal Complaint Procedure

Where an individual wishes to lodge a formal complaint, they will be required to do so by communicating this in writing to the Chief Executive Officer.

A written complaint shall include the names of individuals concerned, details of the incident(s) and the names of any witnesses present.

Where a written complaint has been lodged, a formal investigation procedure will commence immediately. Formal investigations may be conducted by the Chief Executive Officer or an external person who is appointed by UQT e.g. an independent mediator.

Regardless of whether the investigation is carried out by a UQT personnel member or by an independent body/person, the investigator will aim to follow the procedure set out below:

- Clarify details of what took place and ensure that all necessary information is obtained;
- Identify the outcome the complainant is seeking;
- Discuss with the complainant their legal rights, including lodging a formal complaint with the relevant state or federal tribunal;
- Discuss the complaint made with the person/s accused of bullying; and
- Making a determination as to whether the alleged behaviour occurred and if it constituted bullying.

If UQT feels it is appropriate in the interests of health and safety of individuals concerned, and / or the efficiency of the investigation process, individuals may be requested to refrain from attending work / course services for a period of time whilst the investigation is underway. Alternatively, individuals may be given different duties or work to perform while the investigation is being conducted. Employees who are requested to do either of these will be paid at their normal rate of pay during this period.

Where it becomes apparent that the complaint made relates to conduct which constitutes misconduct or otherwise warrants disciplinary action, the investigator is to refer to UQT's *Disciplinary Procedures* for further action and resolution.

Whilst the investigator will endeavour to preserve the confidentiality of the complainant and the person complained of, it may be necessary to speak with other workers or Individuals involved to determine what happened and to maintain the integrity of the investigation process.

Where potentially unlawful conduct has occurred, UQT will alert the appropriate authorities. Those Individuals who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality.

Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

Outcomes

The outcomes of a formal or informal complaint procedure will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the *Disciplinary Procedures*. The disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

Where the complaint involves a contractor or agent of UQT and an investigation process reveals that a person has engaged in unlawful conduct or other behaviour which is prohibited by this policy, those concerned may face termination of their contracts immediately or will not be renewed in the future.

In addition to the remedies provided above, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- Providing training to employees concerned regarding bullying;
- Requiring employees who have breached this policy to apologise to appropriate person(s);
- Adjusting working arrangements where appropriate;
- Providing counselling to employees (complainant and the person complained of);
- Placing employees on performance improvement plans to ensure improved behaviour; and/or • Providing coaching and mentoring.

Appeals Procedure

If any parties involved are unhappy with the outcome, or the way the complaint handling procedure was managed by UQT please contact the UQT Chief Executive Officer to discuss your concerns.

Once notified the Chief Executive Officer will conduct a review of the procedure followed, and the outcome issued, and make a final determination on the issue. Once this determination is made, the person who has made the appeal will be notified of the outcome and this determination will be final.

The following external bodies can also provide further information:

Jurisdiction	Contact Details
New South Wales	Anti-Discrimination Board of NSW 02 9268 5544 http://www.antidiscrimination.lawlink.nsw.gov.au

National	Australian Human Rights Commission 1800 620 241 https://www.humanrights.gov.au
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Enrolment

To enrol in our course, please contact Unified Quality Training administration, the contact details for which are located on the front of this document.

Once accepted, you will need to complete an enrolment/application form including a Unique Student Identifier (USI) or an exemption thereof.

Language, Literacy and Numeracy (LLN)

Assistance

To identify learners with specific LLN needs, our organisation conducts “Language Literacy and Numeracy Assessment” (LLN) as part of the enrolment process. These assessments are administered before the commencement of training and assessment. They are designed to assess the learner's language, literacy, and numeracy skills, ensuring that we can identify any additional support needs they may require.

We recognise that not all people are able to read, write and perform calculations to the same Standards. We will endeavour to help you where we can accommodate anyone with difficulties with Language, Literacy, or numeracy.

If a participant's needs exceed our skills, we will refer the participant to an external support provider such as their local TAFE campus.

Flexible Delivery and Assessment Procedures

Unified Quality Training recognises that not all participants learn in the same manner and that with an amount of "reasonable adjustment", participants who may not learn best with traditional learning and assessment methods will still achieve good results.

Unified Quality Training will make any necessary adjustments to meet the needs of a variety of participants, and the ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the participant can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to participants, or they may include having someone record the participant's spoken responses to assessment questions.

Unified Quality Training undertakes to assist participants in achieving the required competency Standards where it is within our ability.

Where we cannot assist a participant, we will refer them, where possible, to an agency that can assist. Any further questions can be referred to your trainer or Unified Quality Training's Compliance Manager.

AQF Certificates and Statements of Attainment

Unified Quality Training's CEO will issue only AQF Certificates and Statements of Attainment that are within our scope of registration and that certify the achievement of the requirements of Units of Competency and Qualifications from nationally endorsed Training Packages.

We must issue, record and issue statements of attainment and certificates that:

- meet the requirements in the current *Australian Qualifications Framework*, 2nd Edition, January 2013
- identify the units of competency from Training Packages,
- identify the RTO by its national provider number,
- And meet the requirements of the ASQA

Unified Quality Training will note the language of delivery and assessment on AQF qualifications and statements of attainment issued if the delivery and assessment have been entirely in a language other than English.

Unique Student Identifier

As of 1st January 2015, participants wishing to graduate from a Vocational Education and Training course (a VET Course) are required to obtain a Unique Student Identifier (USI).

As of 1st January 2015, an RTO cannot issue a qualification to a Participant unless that Participant provides the RTO with their USI. The USI will allow the Government to permanently record the awarding of this qualification to the individual.

Thus, from 1st January 2015, unless exemptions apply, all training successfully delivered will be recorded by the Government.

To obtain a USI, the Participant will need to:

1. Visit www.usi.gov.au and provide information about themselves similar in content to that on their driver's licence (An Australian Drivers Licence has enough information), or
2. Authorise a third party such as Unified Quality Training as the RTO to obtain the USI on their behalf. To enable this to happen, the participant will need to:
 - a. Accurately complete this enrolment form, ensuring that the details they provide match their ID.
 - b. Provide Unified Quality Training with one of the following forms of unique identification:
 - Driver's Licence
 - Medicare Card
 - Australian Passport
 - Visa (with Non-Australian Passport) for international Participants
 - Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
 - Certificate Of Registration by Descent

- Citizenship Certificate
 - ImmiCard
- c. Nominate their preferred method of contact so that the USI activation notice can be sent to them, options include email, phone or mailing address.
- d. Complete the authorisation form included in the Enrolment Agreement. Once their USI has been generated, they should:
- write down their USI somewhere safe
 - activate their USI account at some stage soon.
 - If they do not activate their account, their USI still works.
 - when they do activate their account, they will be required to add some security questions and choose a password.

PLEASE NOTE: The USI System checks for duplicate entries and will report any suspected duplicates.

PLEASE ALSO NOTE: Any USI provided to use by a participant will need to be verified as being accurate through the student management system. Any USIs indicated as not being correct or "rejected" are to be returned to the Participant with the advice that the RTO cannot issue a Statement of Attainment or a Testamur without a valid USI.

Any copies of participant personal information obtained for the purposes of determining or confirming a USI shall be securely destroyed when no longer needed.

Verification of Participant Unique Student Identifier

Unified Quality Training must verify the legitimacy of the Participant USI.

At the time of enrolment, or when the participant offers their USI, Unified Quality Training will verify the participant's USI through the student management system.

Participants whose USI cannot be verified will be notified by Unified Quality Training administration staff. The participant will then be requested to rectify the issue.

Participants will also be advised that without a valid USI, the RTO is not able to issue them their Certificate or Statement of Attainment

Complaints and Appeals

Unified Quality Training treats complaints and appeals from staff, partner organisations, participants, and other parties very seriously and will deal with these in an effective and timely manner. Complaints can be made about Unified Quality Training, its staff, other learners or third parties. Unified Quality Training typically aims to resolve all complaints within three weeks.

Unified Quality Training will act upon any substantiated complaints or appeals. These will be recorded into Unified Quality Training's RTO management System and will lead where appropriate to continuous improvement activities. The data entry responsibility, including maintaining the security of these complaints and appeals, lies with Unified Quality Training's CEO.

A person or organisation can complain about any aspect of our dealings with them, and the participant can appeal any decision we make, including assessment decisions.

In the first instance that a person or organisation is unhappy or dissatisfied with an aspect of our service delivery, they should consult their trainer and assessor, customer service staff or Unified Quality Training's CEO. Work Employers or Companies should contact Unified Quality Training's CEO.

We would encourage Participants should contact their trainer. The trainer should be the first point of contact for participants. The aim of this first contact is to resolve the issue quickly.

If the participants' complaint is about the trainer, and they are uncomfortable discussing this issue with the trainer, then they should contact Unified Quality Training's CEO.

Should the complaint or appeal not be resolved in the first instance, then the complainant is requested to formally lodge a complaint or appeal by completing either the complaint or appeal form. These forms are available from the Unified Quality Training's CEO or Unified Quality Training's Customer Service.

The appellant or complainant can take the form away to complete, but this should be returned within 48 hours so the matter can be promptly investigated.

Should the complaint be about Unified Quality Training's CEO, either in their role as a trainer or in their role as Unified Quality Training's CEO, then the customer service representative is able to receive and process the complaint or appeal.

This formal complaint or appeal will be entered on our Complaints or Appeals register for tracking purposes. This is the responsibility of Unified Quality Training's CEO, the receipt of the Complaint or Appeal will be formally acknowledged within one business day, in writing by Unified Quality Training's CEO.

Should the nature of the complaint refer to criminal matters or where the welfare of people is in danger, Unified Quality Training will, with the permission of the participant, seek assistance from other authorities such as the Police, Legal Representative, or other parties as appropriate.

Participant confidentiality will always be maintained as is consistent with Australian Law. At all times, the principles of Natural Justice be upheld, these being:

- That both sides of the complaint will be informed of the complaint and
- That both sides of any complaint will be heard after enough time has been provided for both sides to prepare their arguments.
- That an investigation will be conducted without undue delay
- The participant will be allowed to continue their course without penalty until such time as the final decision has been determined.

Further details on Natural Justice can be accessed from the Ombudsman's office in the state or territory in which the training and assessment are being conducted or found online on www.ombudsman.gov.au.

Unified Quality Training will ensure that the participant's academic progress will remain unimpeded by their complaint or appeal.

Upon receipt of the formal complaint or appeal, Unified Quality Training's CEO will be responsible for resolving the issue. This will involve at least a formal interview with the participant, the trainer, and Unified Quality Training's CEO, if appropriate.

Should the issue still not be resolved to the student's satisfaction, Unified Quality Training will make arrangements for an independent third party to resolve the issue and outline any costs that may be involved with this to the student. The student will be given the opportunity to formally present his or her case. The time frame for this process may vary but should take no longer than 14 days.

All parties involved will receive a written statement of the outcomes, including reasons for the decision within the 14-day period. If the process is taking longer than 60 days from the complaint or appeal being received, the student will be notified in writing of the reason for the delay and kept informed about all progress.

If the student is still not happy with external mediation, he/she may take his / her complaint to the Queensland Training Ombudsman.

All documentation relating to complaints or appeals should be archived for audit purposes.

ASQA accepts complaints about training providers such as Unified Quality Training from all members of the community. ASQA takes a risk-assessment approach to student complaints, which allows them to focus on risks to the quality of vocational education and training in Australia.

ASQA is not a consumer protection agency and cannot act as an advocate for individual students. However, ASQA highly values complaints about training providers—all complaints are used as intelligence to inform regulatory activities.

For more information on how ASQA handles complaints, refer to ASQA's policy on Managing complaints about training providers.

[Managing complaints about training providers](#)

A further option available to students and organisations is the National Training Complaints Hotline. This number is 13 38 73 and is staffed Monday–Friday, 8 am to 6 pm nationally. More details on the National Complaints Hotline can be found at www.education.gov.au/NTCH.

The Queensland training ombudsman can provide students with advice about rights and responsibilities within the VET sector. See www.trainingombudsman.qld.gov.au for more information.

Assessment Appeals

In rare circumstances, the participant may object to decisions made by Unified Quality Training, including assessment outcomes, and wish to appeal these decisions.

Possible grounds for an Assessment appeal could be (and others are possible):

- The correct response was provided however the response was marked incorrect in error
- The material assessed was not covered in learning materials
- The response provided by the participant was the response provided in class
- Or any other reason.

In the case of the Assessment appeal, the participant will follow the same basic steps as outlined in the complaint and appeal section.

1. Discuss the issue with your trainer and seek their opinion.
2. If you are still dissatisfied, complete the appeals form and submit it to Unified Quality Training's CEO, who will:
 - a. provide written receipt of your case within one business day,
 - b. Review your case, and if desired, you will be able to present your case to Unified Quality Training's CEO. Unified Quality Training's CEO will review your case with you and provide you with a written response, including the reasons for the response.
3. At all times, the participant is to be kept updated as to the progress and resolution of the matter.

Irrelevant of the process undertaken to resolve the matter, the appellant will be provided with a formal written statement of the resolution of the complaint or appeal, and this will state the reasons for the decision.

At all times will we keep our participants informed of the progress of their complaint and appeal; should this process take longer than sixty (60) days, we will keep the participant informed of these reasons through written correspondence.

Discipline

If a trainer or staff member is unhappy or dissatisfied with the behaviour or performance of a participant, the trainer has the authority to:

- Warn the participant that their behaviour is unsuitable, or
- Ask a participant to leave the class without refund or acceptance into another course, or
- Immediately cancel the class.

Unified Quality Training has a zero-tolerance policy towards illegal drugs. Any person found to be in possession or under the influence of illegal drugs will be asked to leave the premises.

Anybody found to be under the influence of drugs or alcohol that will adversely affect their performance will be asked to leave the premises.

In some cases, prescription drugs will affect your performance, and please discuss this with your trainer prior to course commencement.

Cheating or plagiarism (copying of someone else's work) will not be tolerated and will result in the participant's assessment being dismissed.

We expect that our staff will maintain a professional and ethical working relationship with all other staff, management, and participants. Any breach of our disciplinary Standards will be discussed with the trainer and Unified Quality Training CEO, and the appropriate action will be taken.

If a participant wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

Assessment Standards

All assessments conducted by us will:

- Comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications, we will ensure that the competency assessment is determined by a vocationally competent assessor who holds the relevant TAE40110 or TAE40116 assessment units of competency or equivalent qualifications.
- All of our assessments within our RTO will lead to issuing a statement of attainment or issuing qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.
- All of our Assessments will be:
 - **Valid** - Assessment methods will be valid. That is, they will assess what they claim to assess,
 - **Reliable** - Assessment procedures must be reliable. That is, they must result in the consistent interpretation of evidence from the learner and from context to context, ○ **Fair** - Assessment procedures will be fair so as not to disadvantage any learners. Assessment procedures will:
 - be equitable, culturally, and linguistically appropriate,
 - involve procedures in which criteria for judging performance are made clear to all participants,
 - employ a participatory approach,
 - provide for participants to undertake assessments at appropriate times and where required in appropriate locations. ○ **Flexible** - Assessment procedures will be flexible. That is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Assessment Criteria

All our assessments will provide for applicants to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods alternative assessment methods if required to accommodate special needs or circumstances, and information will also be included at the start of each unit or course as to the assessment processes, number of assessments, and types of assessment

Assessments Methods

Our assessments and assessment methods will ensure that -

We focus on the application of the skill and knowledge as required in the workplace, including:

- Task skills (actually doing the job)
- Task management skills (managing the job)
- Contingency management skills (what happens if something goes wrong)
- Job Role environments skills (managing your job and its interaction with others around you)

We ensure that we assess you in sufficient detail to ensure that we can determine that you have attained competency.

Staff members are available to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Re-assessment is available on appeal; see further details in the appeal process section.