



GLOBAL LEARNING
AND DEVELOPMENT INSTITUTE

STUDENT HANDBOOK

2018

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Introduction

This information booklet is designed to provide you with information about the services provided by GLAD Institute and our approach to providing you a safe, fair and supported environment to participate in training and assessment. This handbook does not provide you with specific information about a particular course offered by us. This information is contained in the Course Brochure which is supplied separately.

About GLAD INSTITUTE

GLAD Institute is an RTO providing high-quality training to students in Australia. GLAD Institute is registered with Australian Skills Quality Authority (ASQA) with RTO No.41361, approved to deliver nationally recognized training to domestic students.

Our mission

GLAD Institute's mission is to deliver quality training assessment that meets the needs of learners and industry.

Our objectives

In recognition of this mission, our objectives are:

- **People.** We strive to attract, recruit and retain talented, competent and committed trainers. We promote excellent performance through leadership and professional development.

- **Safety & equality.** We are committed to providing an environment which is safe, equitable and which promotes a confident and productive training and assessment environment.
- **Integrity & ethics.** We conduct ourselves in accordance with shared and agreed standards of behaviour which holds ethical conduct and integrity as our highest priorities.
- **Quality committed.** We aspire to deliver consistent, high quality services and apply quality systems which support training and assessment excellence.
- **Learner Focused.** We thrive on providing training and assessment that is learner focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high quality training and assessment experiences.
- **Industry engagement.** We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations. We are committed to improve our training courses through industry engagement on ongoing basis.

Our Trainers

Our Trainer Assessors are qualified, dedicated professionals who have current

industry experience and qualifications in a range of industries. Their industry experience is continually up to date by participating in professional development activities, therefore giving our students the best practical industry experience.

At GLAD Institute we deliver a nationally accredited qualification via training face-to-face and in the workplace. When you study with Glad Institute, your Trainer Assessor will be always there to assist you throughout your course. You can either attend a classroom training environment, or receive job visits and even phone or email your Trainer Assessor for advice which means you get the support you need when you need it.

GLAD Institute's trainers are all professionally qualified trainers and have personal industry and job role experience. Our trainers deliver their training in a way that students will enjoy.

Our expectation of you

GLAD Institute expects you:

- To contribute to learning in a harmonious and positive manner irrespective of gender, race, sexual preference, political affiliation, marital status, disability or religious belief.
- To comply with the rules and regulations of GLAD Institute.
- To be honest and respectful, which includes not falsifying work or information and not conducting

Global Learning and Development Institute

yourself in any way that may cause injury or offence to others?

- To be responsible for your own learning and development by participating actively and positively and by ensuring that you maintain progress with learning modules.
- To monitor your own progress by ensuring that assessment deadlines are observed.
- To utilise facilities and GLAD Institute publications with respect and to honour our copyrights and prevent our publication from being distributed to unauthorised persons.
- To respect other students and GLAD Institute staff members and their right to privacy and confidentiality.

Contacting Us

Feel free to contact us with any query you may have regarding your learning experience with GLAD Institute.

Postal Address: 16 Gardenset Grove
Blacktown NSW 2148

Head Office: 12A Westfield Place
Blacktown NSW 2148

Telephone 02 8678 3463

Email: consulting@glads.com.au

Websites: www.glads.com.au

Legislation

As an RTO, the GLADS is required to adhere to legislation designed to uphold the integrity of nationally recognised qualifications. This includes:

- the Standards for Registered Training Organisations (RTOs) 2015
- National Vocational Education and Training Regulator Act 2011

Additionally, GLADS abides by a range of other legal requirements at a State and

Commonwealth level including, but not limited to:

- Anti-discrimination
- Apprenticeships and Traineeships
- Copyright
- Employment and Workplace Relations
- Equal Opportunity
- Fair Work (including harassment and bullying)
- Privacy and Personal Information Protection
- Student Identifiers
- Workplace Health and Safety

GLADS is dedicated to following the provisions in the VET Quality Framework.

More information about these regulations and legal frameworks can be found at:

- www.comlaw.gov.au which is the Australian Government website for Commonwealth Law

- www.asqa.gov.au which is the website for the regulator of Australia's vocational education and training (VET) sector

Unique Student Identifier

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards. Your results from 2015 will be available in your USI account in 2016.

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet or smart phone anytime. Fact sheets – available to download [Student Information for the USI](#)

It's free and easy to [create your own USI](#) and will only take a few minutes of your time. Alternatively, we can create your USI on your behalf. To do this we will need some additional identification information from you such as your driver's licence number.

Your safety

GLAD Institute is committed to providing you a safe environment in which to participate in training and assessment. We are aware under the Work Health and Safety Act 2011 of our responsibilities to maintain a safe environment.

The following guidelines are provided as a basis for safe practice in the training environment:

- Know and observe details of emergency response and evacuation plans;
- Do not undertake activities which may cause injury to self or others;
- Be responsible for your own actions;
- No smoking at the training and assessment facilities or offices;
- Report all potential hazards, accidents and near misses to GLAD Institute's staff;
- No consumption of alcohol within training and assessment facilities or during the conduct of training and assessment;
- Keep training and assessment areas neat and tidy at all times;
- Seek assistance if you volunteer to lift items e.g. move furniture in a training area; and

- Observe hygiene standards particularly in eating and bathroom areas

Fire safety

- GLAD Institute will undertake to communicate the procedures involved in evacuation and the location of fire equipment to students at each facility for each training and assessment event; and to users of the office at least twice each year.
- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers. Users will consult available maps to determine location.
- It is the user's responsibility to understand fire drill procedures displayed around the premises.
- Users are asked to attend any sessions on fire safety procedures and the use of fire safety devices.

First aid

- Provision for first aid facilities are available where training is delivered.
- All accidents must be reported to staff.
- The accident and any aid administered must be recorded by staff involved, in the injury register.

Lifting

- Students, trainers and assessors are encouraged not to lift anything related to the training and assessment provided by GLAD Institute unless they do so voluntarily and taking all responsibility for any injury caused.
- Never attempt to lift anything that is beyond your capacity.
- Always bend the knees and keep the back straight when picking up items.
- If you have experienced back problems in the past do not attempt to lift heavy objects at all. Ask someone else to do it for you.

Work & study areas

- Always ensure that all work areas are clean and clear of clutter so as to avoid the danger of accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that bench spaces are left clean and tidy.
- Do not sit or climb on any desks or tables.

Your equity

GLAD Institute is committed to ensuring that the training and assessment environment is free from discrimination and harassment. All GLAD Institute staff members (including contractors) are

aware that discrimination and harassment will not be tolerated under any circumstances. In the event that discrimination and harassment is found to have occurred disciplinary action will be taken against any staff member who breaches this policy. Suspected criminal behaviour will be reported to police authorities immediately. Students should expect fair and friendly behaviour from GLAD Institute staff members and we apply complaint handling procedures advocated by the Australian Human Rights and Equal Opportunity Commission (HREOC).

Students who feel that they have been discriminated against or harassed should report this information to a staff member of GLAD Institute that they feel they can trust. This will initiate a complaints handling procedure which will be fair and transparent and will protect your rights as a complainant. Alternatively, if a student wishes to report an instance of discrimination or harassment to an agency external to GLAD Institute, they are advised to contact the HREOC Complaints Info-line on 1300 656 419.

Your privacy

GLAD Institute takes the privacy of students very seriously and complies with all legislative requirements. These include the Privacy Act 1988 and Australian Privacy Principles (effective from 12th March 2014).

Here's what you need to know:

- GLAD Institute will retain personal information about you relating to your enrolment with us. This includes your personal details, your ethnicity and individual needs, your education background. We will also retain records of you training activity and are required to do this in accordance with the National Vocational Education and Training Regulator Act 2011.
- Your personal information is retained within our hard copy filing system and our computer systems. Your information is collected via the enrolment form and through your completion of administrative related forms and based on your training outcomes. Hard copy files are secured in lockable filing cabinets which are monitored throughout the day and secured in the evening. Electronic data retained on our computer systems is protected via virus protection software and firewall protection. Our data is backed up continuously to our server which is secure.
- GLAD Institute is required by the National Vocational Education and Training Regulator Act 2011 to securely retain your personal details for a period of 30 years from the date your enrolment has completed. The purpose of this is to enable your participation in accredited training to be recorded for future reference and to allow you to obtain a record of your outcome if required.
- In some cases we are required by law to make student information available to Government agencies such as the National Centre for Vocational Education and Research or the Australian Skills Quality Authority. In all other cases GLAD Institute will seek the written permission of the student for such disclosure. GLAD Institute will not disclose your information to any person or organisation unless we have written instructions from you to do so. If you require your records to be accessed by persons such as your parents, you need to authorise this access otherwise this access will be denied.
- You have the right to access information that GLAD Institute is retaining that relates to you. Further instructions are provided on how to access records within the section titled “Access to your records”.
- If you have concerns about how GLAD Institute is managing your personal information, we encourage you to inform our staff and discuss your concerns. You are also encouraged to make a complaint directly to us using our internal complaint handling arrangements outlined in this handbook. Under the Privacy Act 1988 (Privacy Act) you also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your

personal information. You can find more information about making a privacy complaint at the website of the OAIC located at: <http://www.oaic.gov.au/privacy/privacy-complaints>.

Support Services

If you are experiencing difficulties for personal or study related reasons, you should firstly direct your concerns to your Facilitator, where appropriate, or directly to the GLADS staff. Where study related issues are involved the Facilitator will assess the situation and provide support and guidance. Where the matter is beyond the scope of our organisation, we may recommend an external counselling service.

Special Consideration and Disability

We work to provide an excellent learning experience for our learners and will provide flexible arrangements for learning and assessment wherever possible. If you believe that you will require special consideration with either learning or assessment, speak with your unit Facilitator or contact the Training Team.

Competency Based Training

Competency Based Training (CBT) is an approach to teaching that focuses on allowing a student to demonstrate their ability to do something. Used in the VET sector, CBT is used to develop concrete skills and is typically based on a standard

of performance expected in the workplace and industry.

CBT programs deliver qualifications that are made of Unit of Competencies. Each unit defines the skills and knowledge required to effectively perform in the workplace. Assessment is based on the learning outcomes expected from each Unit of Competency.

How does assessment work in CBT?

Unlike the traditional school system of grading assessments on a scale ranging from A to Fail, or the university system of percentages, the assessment of CBT determines if you have the required skills and knowledge... or not yet.

Assessment is specifically conducted to determine if a student can deliver essential outcomes related to the performance criteria within each Unit of Competency. Basically, this means assessment is conducted to see whether or not a student has the required skills and knowledge to perform effectively in the workplace. If a student's performance in the assessment does not demonstrate the requirements, rather than a fail, competency based assessment means the student is marked as 'Not Yet Competent', and more training is required to get to the point of being 'Competent'. Assessors will look for evidence against which to base their judgements of competency.

The ways students are asked to demonstrate to our qualified assessors that you can perform to the required

standard and be classed as 'Competent' include:

- Written responses to theory questions
- Responding to a role play or case study
- Conducting a project
- Submitting a written report based on workplace observation
- Responses to verbal questioning
- Compiling a portfolio of work samples
- A combination of the above

GLADS has a Training and Assessment Strategy for each of the qualifications we deliver and we outline our approaches for conducting assessment in those strategies.

Training and Assessment Strategies

GLADS staff are appropriately qualified and have sufficient, relevant industry experience to

train and assess the courses delivered by GLADS. On occasion, a subject specialist may conduct a session or assessment in conjunction with a fully qualified facilitator/assessor. You will be advised of specific instances in your unit if this is to occur.

Our methodologies regarding training and assessment work toward ensuring our processes meet national assessment principles including Recognition of Prior Learning (RPL), Recognition of Current Competencies (RCC) and Credit Transfer (CT). All courses are assessed under the competency based training and

assessment criteria established under the AQF.

Plagiarism Misconduct

Global Learning and Development Institute is committed to ensuring a great learning experience for its students. It aims to provide a learning environment that fosters the qualities of independent learning and academic integrity.

This policy seeks to encourage ethical conduct and to inform staff and students about Global Learning and Development Institute standards of academic behaviour. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in assessment and must ensure that they do not plagiarise.

Issuing Certificates and Outcomes

There are a range of pathways to receiving a qualification or statement of attainment, particularly in the vocational education and training sector. Pathways include work-based training, institution-based training and recognition of prior learning.

In all circumstances a qualification should be issued if the candidate can demonstrate suitable competence against the relevant units of competency specified within the endorsed industry training package. In the vocational education and training sector, a Statement of Attainment can also be issued by an RTO when an individual has completed one or more accredited units of competency. These requirements are outlined in detail in the Australian Qualifications Framework (AQF), Second

Edition, 2013 and also within the Standards for Registered Training Organisations, Schedule 5. Global Learning and Development Institute is required to issue qualifications or statements of attainment to those students who have achieved the required outcomes within 30 days of the final assessment being completed. In addition to achieving the required outcomes, students must have paid all fees owed to Global Learning and Development Institute to be eligible to receive their certificate. The student must also hold and provide to Global Learning and Development Institute a valid Unique Student Identifier unless an exemption applies under the Student Identifiers Act 2014.

At Global Learning and Development Institute we recognise our responsibility to comply with this requirement in accordance with the Standards for Registered Training Organisations. Specifically, Global Learning and Development Institute will issue a qualification or statement of attainment (as appropriate) to a person it has assessed as competent in accordance with the requirements of the Training Package or accredited course.

Fees and Refunds

GLAD Institute is entitled to charge fees for items or services provided to students undertaking a course of study. These charges are generally for items such as course materials or text books, student services and training and assessment services.

Fees payable

Fees are payable when a student has received a confirmation of enrolment. The initial fee payment must be paid prior to commencing training or within 10 days of receiving an invoice from GLAD Institute. GLAD Institute may discontinue training if fees are not paid as required. For a full list of current fees and charges please request a copy of GLAD Institute schedule of fees and charges.

Student cancellation

Students who cancel their enrolment part way through a training program must notify GLAD Institute in writing via email or letter at the soonest opportunity. Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees. Students are advised to consider alternative options such as requesting to suspend their enrolment and re-commencing in another scheduled training program.

Replacement of text & training workbooks

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. For a full list of replacement charges please refer to GLAD Institute schedule of fees and charges.

Refunds

Students who cancel their enrolment prior to 7 days before the commencement of a training program will be entitled to a full refund of fees paid. Any cancellations of courses made less than 7 days prior to course commencement the student will be entitled to a 75% refund of fees paid. The amount retained (25%) by GLAD Institute is required to cover the costs of staff and resources which will have already been committed based on the students initial intention to undertake the training.

Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees.

Where a student has purchased a text or training workbooks and subsequently cancels, GLAD Institute will not refund monies for the text.

Payment method

GLAD Institute accepts payment for fees using:

- Electronic Funds Transfer (account details available on request)
- Cheque (made payable to GLAD Institute)
- Major cards are accepted
- Payment in cash is discouraged.

Substitutions

Requests for substitutions are to be made in writing and can be made at any time up to 2 working days before the program commencement date.

Transfers

Requests for transfers to alternate programs can be arranged if GLAD Institute is advised in writing more than 10 working days prior to the program commencement date and there is availability on the selected program. One transfer will be accepted without charge where GLAD Institute has been notified in writing at least 10 working days prior to the scheduled commencement date. All subsequent transfers will attract an administration charge of \$55.00 (incl. GST).

Our Guarantee to Clients

If for any reason GLAD Institute is unable to fulfil its service agreement with a student, GLAD Institute must issue a full refund for any services not provided. The basis for determining “services not provided” is to be based on the units of competency completed by the student and which can be issued in a statement of attainment at the time the service is terminated.

Access to your records

You are entitled to have access to your student file and learning and assessment records on request. You may require these to monitor your progress with training or simply to go back and confirm something

in a previous training module. Whilst these records will be retained by GLAD Institute, you are welcome to have access anytime just ask your trainer and it will be organised immediately.

You can access hard copy records and reports from our student management system, but only relating to you personally. You can request this access using the Student Records Request Form. Access to requested records during a work day will be arranged as soon as possible and definitely within 24 hours. Students should note that these records cannot be taken away unless a copy is requested. Where photocopies are requested, GLAD Institute reserves the right to charge a one-off photocopy fee of \$10.00. There is no cost to simply view records at our office.

Continuous improvement

GLAD Institute is committed to the continuous improvement of our training and assessment services, student services and management systems. Central to this commitment is our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.

Suggesting improvements

The primary method of reporting opportunities for improvement by students is via the continuous improvement reporting procedure. This procedure allows any person to raise a Continuous Improvement Report for

consideration by GLAD Institute. Often these reports will be generated after an opportunity for improvement has been identified by a staff member or student. The Continuous Improvement Report template is available on request. Students are encouraged to provide feedback to GLAD Institute so we can improve our services in the future.

Learner satisfaction survey

At the completion of your training program, you will be issued with a Learner Satisfaction Survey. This is a nationally consistent survey tool which is designed to collect feedback from students about their experience with an RTO and in undertaking nationally recognised training. Your completion and return of this survey is important to GLAD Institute for our ongoing improvement of services and to enable us to report this information to our registering authority. Your assistance in gathering this survey data is greatly appreciated.

Assessment

At GLAD Institute assessment is conducted using a combination of Written Knowledge Assessment, Research Tasks and Case Studies.

The following provides a brief explanation of the primary assessment methods:

- **Written Knowledge Assessment:** The student is required to provide a written response to a range of questions relating

to required knowledge of the units of competency. These would generally be short answer response activities and may include other questioning methods including multiple-choice.

- **Research Tasks:** The student is required to undertake research within their own workplace and the available reference material and provide a written response to each question. These assessment activities are usually short to medium answer response activities. The responses provided by the student will largely be specific to their workplace.
- **Case Study Response:** The student is required to provide a written response to a situation presented in a case study scenario. This will usually require the student to consider carefully the situation presented, undertake some research to inform their response and then to propose their recommended actions.

Re-assessment

Students who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

It is the policy of GLAD Institute to provide three opportunities for additional training and re-assessment at no additional cost to the student or employer. Students who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment. Please refer to the current fee schedule to identify the re-assessment fee.

Students requiring additional learning support are to be brought to the attention of GLAD Institute management so the progress of the student can be monitored closely and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment. Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be determined through mutual agreement.

Language, literacy & numeracy skills

Language, literacy and numeracy skills are critical to almost all areas of work. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as measuring, weighing and comprehending written work instructions.

To support this approach GLAD Institute will:

- Assess a student's language, literacy and numeracy skills during their enrolment to ensure they have adequate skills to complete the training;
- Support students during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to students about the details of the language, literacy and numeracy assistance available. GLAD Institute generally recommend the LLN training courses provided by TAFE. These institutes have specialist teachers to support the student's development.
- Refer students to external language, literacy and numeracy support services that are beyond the support available within GLAD Institute and where this level of support is assessed as necessary; and
- Negotiate an extension of time to complete training programs if necessary.

Making complaints & appeals

GLAD Institute is committed to providing a fair and transparent complaints and appeals process that includes access to an independent external body if necessary.

What is a complaint?

A complaint is negative feedback about services or staff which has not been resolved locally. A complaint may be received by GLAD Institute in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person but are generally made by students and/or employers.

What is an appeal?

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during training and/or assessment. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be submitted to GLAD Institute within 28 days of the student being informed of the assessment decision or finding.

Early resolution of complaints & appeals

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time, as they occur between the persons involved, where possible. Sometimes, it will not be possible and in these cases you are encouraged to come forward and inform us of your concerns with the confidence that you will be treated fairly.

Complaint and appeals handling

GLAD Institute applies the following principles to its complaints and appeals handling:

- A written record of all complaints is to be kept by GLAD Institute including all details of lodgement, response and resolution. GLAD Institute will maintain a complaints register to be used to record the details of the complaint and to maintain a chronological journal of events during the complaint handling process. Records relating to complaint handling are stored securely to prevent access to unauthorised personnel.
- A complainant is to be provided an opportunity to formally present his or her case at no cost.
- Each complainant may be accompanied and/or assisted by a support person at any relevant meeting.
- The handling of a complaint is to commence within seven (7) working days of the lodgement of the complaint and all reasonable measures are taken to finalise the process as soon as practicable.
- The complainant is to be provided a written response to the complaint, including details of the reasons for the outcome. A written response must be provided to the complainant within fourteen (14) days of the lodgement of the complaint.
- Complaints must be resolved to a final outcome within sixty (60) days of the complaint being initially received. Where GLAD Institute Chief Executive Officer considers that more than 60 calendar days are required to process and finalise the complaint, the CEO must inform the complainant in writing, including reasons why more than 60 calendar days are required. As a benchmark, GLAD Institute will attempt to resolve complaints as soon as possible. A timeframe to resolve a complaint within thirty (30) days is considered acceptable and in the best interest of GLAD Institute and the complainant. A complainant should also be provided with regular updates to inform them of the progress of the complaint handling. Updates should be provided to the complainant at a minimum of four (4) weekly intervals.
- GLAD Institute shall maintain the enrolment of the complainant during the complaint handling process.
- Decisions or outcomes of the complaint handling process that find in the favour of the student shall be implemented immediately.
- Complaints are to be handled in the strictest of confidence. No GLAD Institute representative will disclose information to any person without the permission of GLAD Institute Chief Executive Officer. A decision to release information to third parties can only be made after the complainant has given permission for this to occur. This

permission should be given using the Information Release Form.

- Complaints are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the complaint handling process. This means that the complainant is entitled to be heard with access to all relevant information and with the right of reply. The complainant is entitled to have their complaint heard by a person that is without bias and may not be affected by the decision. Finally the decision must be made based on logical evidence and the decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations.

Review by an independent person

GLAD Institute provides the opportunity for persons making a complaint or an appeal who are not satisfied with the outcomes of the complaints and appeals handling process to seek a review by an independent person. To facilitate this, GLAD Institute will engage a suitably qualified and experienced VET consultant to provide this review impartially on behalf of the student.

Review by external agency

- Where the complainant or person lodging an appeal is not satisfied with the handling of the matter by GLAD

Institute, they are to have the opportunity for a body that is independent of GLAD Institute to review his or her complaint or appeal following the internal completion of complaint or appeals process.

- Students who are not satisfied with the process applied by GLAD Institute may refer their grievance to the following external agencies:
 - **Unresolved complaints** may be referred to the Australian Skills Quality Authority - ASQA Online Complaint Form [click here](#). Students are to be advised that ASQA will require the student to have exhausted all avenues through GLAD Institute internal complaints handling procedure before taking this option.
 - **Unresolved Appeals** in relation to consumer related issues may be referred to the Office of Fair Trading.
 - **National Training Complaints Hotline** also provides an opportunity for students to lodge their grievance with an external agency who will follow up and investigate their complaint. This service can be accessed via the following phone number: 13 38 73.

Recognition of your existing skills & knowledge

In accordance with the requirements of the Standards for NVR Registered Training Organisations, GLAD Institute provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competence for which they are enrolled.

What is recognition?

Recognition involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competence, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes. This has benefits for the individual and industry. Most importantly, it should be noted that recognition is just another form of assessment.

Recognition guidelines

The following guidelines are to be followed when an application for recognition is received:

- Any student is entitled to apply for recognition in a course or qualification in which they are currently enrolled.
- Students may not apply for recognition for units of competence or a qualification which are not included in GLAD Institute scope of registration.
- Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- Students who are currently enrolled in a training program are eligible to apply for recognition in that program at no additional charge.
- Assessment via recognition is to apply the principles of assessment and the rules of evidence.
- Recognition may only be awarded for whole units of competence.

Forms of evidence for recognition

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

Like assessment, recognition is a process whereby evidence is collected and a judgement is made by an assessor or assessment team. The judgement is made

on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient on their own. When combined together, with a number of evidence items, the candidate will start to provide a strong case for competence. GLAD Institute reserves the right to require candidates to undertake practical

assessment activities of skills and knowledge in order to satisfy itself of a candidate's current competence.

What is national recognition?

National recognition is the recognition of learning achieved through formal education and training. Under the Standards for NVR Registered Training Organisations, qualifications and statements of attainment issued by any RTO are to be accepted and recognised by all other RTOs. National recognition allows a student to be awarded a unit of competency/module based on successful completion of the unit which has been previously awarded.

Evidence requirements

If you are seeking national recognition you are required to present your statement of attainment or qualification for examination to GLAD Institute. These documents will provide the detail of what units of competence you have been previously issued. You must provide satisfactory evidence that the statement of attainment or qualification is authentic, is yours and that it has been issued by an Australian RTO. Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework. You are required to submit copies only which are certified as a true copies of the original.

National recognition guidelines

The following guidelines are to be followed in relation to national recognition:

- Any student is entitled to apply for national recognition in a course or qualification in which they are currently enrolled.
- Students may not apply for national recognition for units of competence or qualification which are not included in GLAD Institute scope of registration.
- Whilst students may apply for national recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- The student does not incur any fees for national recognition and GLAD Institute does not receive any funding when national recognition is granted.
- National recognition may only be awarded for whole units of competence. Where a mapping guide identifies a partial credit, this will not be considered for national recognition and applicants will be advised to seek recognition.

Legislative and Regulatory Responsibilities

GLAD Institute is required to operate in accordance with the law. This means we comply with the requirements of

legislative and regulatory requirements. The following legislation is a list of the Acts that GLAD Institute has recognised it has compliance responsibilities to. They also represent obligations to you as a student whilst training with GLAD Institute.

During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour.

Copies of State and Federal legislation can be found on the Internet at www.australia.gov.au/state-legislation (State) and www.comlaw.gov.au (Federal).

The following is a summary of the legislation that will generally apply to your day-to-day work and training.

Work Health and Safety Act 2011

The main object of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces. The WHS Act protects workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work or from particular types of substances or plant.

The WHS Act covers workers by providing a nationally uniform work health and safety laws. This includes employees, contractors, sub-contractors,

outworkers, trainees, work experience students, volunteers and employers who perform work.

The WHS Act also provides protection for the general public so that their health and safety is not placed at risk by work activities.

Section 29 of the WHS Act requires that any person at a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions.

They must also cooperate with any actions taken by the person conducting business or undertaking to comply with the WHS Act and WHS Regulation.

Privacy Act 1988

The Privacy Act is supported by the Australian Privacy Principles which came into effect on 12th March 2014. The object of Australian Privacy Principles is to ensure businesses and government agencies manage personal information in an open and transparent way.

Review the section within this handbook that relates to privacy protection. It provides you with information about:

- the kinds of personal information that the entity collects and holds;
- how the entity collects and holds personal information;

- the purposes for which the entity collects, holds, uses and discloses personal information;
- how an individual may access personal information about the individual that is held by the entity and seek the correction of such information;
- how an individual may complain about a breach of the Australian Privacy Principles and how the entity will deal with such a complaint; and
- whether the entity is likely to disclose personal information to overseas recipients.

Disability Discrimination Act 1992

Sect 5 - Disability Discrimination

(1) For the purposes of this Act, a person (discriminator) discriminates against another person (aggrieved person) on the grounds of a disability of the aggrieved person if, because of the aggrieved person's disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability.

For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because of the fact that different

accommodation or services may be required by the person with a disability.

Sex Discrimination Act 1984

Objects The objects of this Act are:

- to give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and
- to eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and
- to eliminate, so far as possible, discrimination involving dismissal of employees on the ground of family responsibilities; and
- to eliminate, so far as is possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and
- to promote recognition and acceptance within the community of the principle of the equality of men and women.

Age Discrimination Act 2004

The objects of this Act are:

- to eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises, the provision of goods, services and facilities, accommodation, the disposal of land, the administration of Commonwealth laws and programs and requests for information; and
- to ensure, as far as practicable, that everyone has the same rights to equality before the law, regardless of age, as the rest of the community; and
- to allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older persons, in recognition of their particular circumstances; and
- to promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights; and
- to respond to demographic change by:
 - removing barriers to older people participating in society, particularly in the workforce; and
 - changing negative stereotypes about older people.

Racial Discrimination Act 1975

This Act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

- promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and
- make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

Copyright Act 1968

Copyright is a type of property that is founded on a person's creative skill and labour. It is designed to prevent the unauthorised use by others of a work, that is, the original form in which an idea or information has been expressed by the creator.

Copyright is not a tangible thing. It is made up of a bundle of exclusive economic rights to do certain acts with an original work or other copyright subject-matter. These rights include the right to copy, publish, communicate (eg. broadcast, make available online) and publicly perform the copyright material.

There is no general exception that allows a work to be reproduced without infringing copyright. Where a part of a work is copied, the issue is whether a substantial part of that work has been reproduced and thus an infringement has occurred. However, there is a 10% rule which applies in relation to fair dealing copying for the purposes of research or study. A reasonable portion of a work may be copied for that purpose, and a reasonable portion is deemed to be 10% of a book of

more than 10 pages or 10% of the words of a work in electronic form.

Fair Work Act 2009

The main objectives of this Act are to provide a balanced framework for cooperative and productive workplace relations that promote national economic prosperity and social inclusion for all Australians by:

Providing workplace relations laws that are fair to working Australians, are flexible for businesses, promote productivity and economic growth for Australia's future economic prosperity and take into account Australia's international labour obligations;

Ensuring a guaranteed safety net of fair, relevant and enforceable minimum terms and conditions through the National Employment Standards, modern awards and national minimum wage orders;

Enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes and providing effective compliance mechanisms.

National Vocational Education and Training Regulator Act 2011

This legislation provides that basis for the regulation of Registered Training Organisations in Australia. The legislation provides the basis for the establishment of the National VET Regulator who are the registration authority for RTOs. An core component of this legislation is that it defines the condition for the registration of an RTO which include:

- compliance with the VET Quality Framework
- satisfying Fit and Proper Person Requirements
- satisfying the Financial Viability Risk Assessment Requirements
- notifying National VET Regulator of important changes
- cooperating with National VET Regulator
- compliance with directions given by the National VET Regulator

Changes to terms and conditions

GLAD Institute reserves the right to amend the conditions of the student's enrolment at any time. If amendments are made that effect the student's enrolment the student will be informed 7 days prior to changes taking effect.

Training Venue

Normally training is delivered at GLADS training locations, workplace or at a venue suitably selected by GLAD Institute.

Please check with GLAD Institute for upcoming sessions and venue.

Global Learning and Development Institute

Honesty Dedication Success

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