



Diverse Training Concepts t/as Trustee for The Mahoney Family Trust
ABN: 41 539 309 592 ACN: 123 679 470

PO Box 553, Erindale Centre, Canberra 2903
T: (02) 6296-6446 M: 0402 135 199
E: dtc@optusnet.com.au

STUDENT HANDBOOK

Version 1.2



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Introduction

Welcome to Diverse Training Concepts! We hope you enjoy your studies with us, and that the education and training we provide not only meets your expectations, but exceeds them.

This handbook is designed to help you understand how everything works at Diverse Training Concepts. Think of it as your key to knowing how to do things. Keep it as a reference, and if you have any questions, looking in here may be the quickest way to find the answers.

DTC policies and procedures are summarised here in a short, easy-to-use way. However, if you would like to see the detailed versions, you are welcome to. Just call or email the Administration Officer.

We wish you every success in your studies, and remember: it is your achievement on the course and in your future career that makes it exciting for us to work at Diverse Training Concepts.

A handwritten signature in black ink, appearing to read 'Mahoney', written in a cursive style.

Phillip Mahoney
Chief Executive Officer



Section 1. About Diverse Training Concepts

Our Vision

To help, guide and support people and organisations to reach their full potential, through Development, Education and Learning.

Our Mission

To make a positive difference to people and organisations by providing learning, facilitation and consulting services that are client focused and achieve united outcomes.

Our Values

- Professionalism in everything we do, setting and maintaining high standards of service.
- Innovation in developing creative solutions to meet our clients' needs and goals.
- Honesty in providing advice and in all our services.
- Respect for all people.
- Humility in understanding our role with our clients and guiding us to continually learn and improve.

Our values focus us on achieving our vision and mission; they also guide us in the way we do business.

Company background and services

Diverse Training Concepts was set up by Phillip Mahoney (CEO) and Wayne Carney (Associate Director, Training and Assessment) to provide training in a diverse range of areas, starting with various government investigation, fraud control and compliance qualifications. together with security operations.

Combined with the fresh, innovative approach of a new business is the extensive industry experience of its founders. This unique combination will ensure that we deliver on our promises of providing flexible, tailored training and assessment services, focused on customer need.

At Diverse Training Concepts we pride ourselves on currency of product material and, relevance to our clients. Staff and trainers at Diverse Training Concepts are current and previous serving members of premier law enforcement agencies including NSW Police, Australian Federal Police, Victorian Police and the Northern Territory Police. This also includes senior compliance and investigative roles within the Australian Government.

As you are probably aware, we offer a range of qualifications in the areas of Government, Security and Investigation.

Is Diverse Training Concepts accredited?

Diverse Training Concepts is officially a Registered Training Organisation (RTO). To achieve this status, organisations have to meet some very strict national requirements. These include:

- Systems and procedures to ensure quality training outcomes, and also systems to continuously improve our operations. The rules for this are given in the Australian Quality Training Framework, AQTF.
- Training staff having the correct qualifications, as well as experience working in the areas in which they teach.
- Resources that are adequate to teach and assess for the qualifications we offer
- Qualifications that meet the requirements for Nationally Recognised Training (see below)

The organisation that grants us RTO status is the ACT ARC (Accreditation and Registration Council), part of the ACT government. They inspect (audit) us every five years, and also when we want to add extra courses, or update to newer versions of the qualifications.

Who is who at Diverse Training Concepts?

- Phillip Mahoney is the CEO, and also acts as the Principal. He is responsible for the overall running and strategic direction of DTC
- Wayne Carney is the Associate Director (Training and Assessment). He is responsible for the quality of education and accuracy of assessment on your course.
- The people you will be in contact with most frequently are the Senior Consultants (Training & Assessment). As their job title suggests, they will be responsible for your training and assessment. If you have any questions about your course, they are the first people to speak with.
- The Administration Officer is responsible for enrolments and administration. Contact her by telephone or email if you have any questions.
- We also have an IT officer who looks after the on-line systems

Your first point of contact for most questions will be your Senior Consultant. For questions about your enrolment, email the Administration Officer at dtc@optusnet.com.au or contact (02) 6296-6446.

Section 2: Nationally Recognised Training

The qualifications issued by Diverse Training Concepts are recognised across Australia. They are a mainstream part of Australia's Vocational Education and Training (VET) system, which is explained below.

What is vocational education and training (VET)?

Vocational education and training is training for work, usually for specific industries or jobs. It includes technical education, but also involves skills that you need on the job including communication, teamwork, problem-solving, using your initiative, planning and organising, self-management, learning skills and technology skills. These are called Employability Skills¹—despite their name, they are not just aimed at people who haven't worked before, but are useful right up to the highest levels.

Note that vocational qualifications can only be issued by RTOs (we are an RTO—see above under “Is Diverse Training Concepts accredited?”)

How is VET different from other education sectors?

This is an important point! VET is very different from most school or university education. Vocational education has more focus on how you would actually carry out tasks on the job. Theory is only given where it helps in developing skills.

Much of your learning will be through projects and other types of practical learning. Most assessment will involve carrying out tasks either in your workplace, or through close simulation of a workplace (depending on your program). Written tests will probably be used less often than in other sectors of education. Often workplace situations will be simulated through activities such as role-plays and team projects. It is important that you take these seriously, because the assessor has to see that you can actually do the job, not just know how to do it! You will have to show that you can carry out work tasks under real work conditions, for example, with interruptions, other tasks you have to do at the same time, deadlines, working and communicating with others, planning your work and following company policy and procedures.

What level are DTC's qualifications?

First, we need to consider which qualifications exist. Our qualifications fit into the Australian Qualifications Framework (AQF). The AQF covers qualifications from high school certificates to university doctorates—in fact, most official qualifications issued in Australia. Vocational qualifications range from Certificate I through to Certificate IV, then Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma.

¹ Not all training packages (see later) use employability skills. Older ones use a previous version of these called 'key competencies'. However, when these training packages are updated, employability skills will replace key competencies.

As a guide, Certificate III is a common trade qualification (many apprenticeships involve a Certificate III). Certificate IV is reaching supervisory level. Diplomas and Advanced Diplomas are sometimes counted as equivalent to first year study at some universities (though not every university). Having said that, many people with university degrees take vocational qualifications to gain or recognise specific skills. For example, someone with a degree in business may take a Certificate IV in Occupational Health and Safety because her job involves managing the OH&S aspects of the company's operations.

Thus, the courses we offer, Certificate IV and Diploma, are in the middle of this range.

What are Diverse Training Concepts qualifications based on?

Our qualifications are based on training packages. These in turn are based on industry requirements, and are written through close consultation with industry bodies, agencies and companies.

Each qualification in a training package consists of a number of units of competency. The training package gives rules for each qualification, saying which units are required.

Because the training packages are national, a student who meets the requirements of a unit at one institution will be able to transfer credit for it to another institution.

Another important principle is Recognition of Prior Learning (RPL). This means that skills and education picked up through life experience, previous work experience, etc can be used as evidence of competency in a unit. See later in this handbook for more information.

What do the codes at the beginning of the qualification mean?

They are national codes, specified by the training package. The code for each qualification is unique, making it easy to see whether another qualification from another RTO is the same or different.

Let's take *BSB40207 Certificate IV in Business* as an example.

The letters (BSB) come from the name of the training package. In this case, it is BSB07 Business Services Training Package. The "07" in the name of the training package is the year it was introduced, ie 2007 in this case.

4 is the level of the qualification, that is, Certificate IV in this case. 5 is Diploma, 6 is Advanced Diploma, etc.

The next two digits, 02, are just a number. The first qualification in the training package at the level is 01, the second is 02 etc.

The final two digits, 07, are the year the qualification was first available. Usually this is the same as the year in the training package name, but not always because training packages can be updated with new qualifications.

Individual units of competency have a similar system of codes, but this system is slightly different in different training packages. The most important thing is that units with the same code are the same, even if offered by a different RTO.

What do I have to do to get the qualification?

We mentioned above that assessors have to decide that you are competent in the correct units to get the qualification, and that the study and assessment is more practical than in other levels of education. Here, we'll talk more about assessment.

The Australian VET system uses something called Competency Based Training. In this, there can only be two results of assessment: "competent" or "not yet competent". There are no grades, and we don't talk about "passing" or "failing". To be competent, you must "perform particular tasks and duties to the standard required in the workplace"². Once you are deemed competent in all the units required for a qualification, you are entitled to the qualification.

How will the assessor assess me?

Assessment is through evidence. In other words, the assessor has to see evidence that you meet all the requirements. Assessment in VET can be very flexible, as any combination of evidence can be used by the assessor to work out whether you are "competent", as long as it meets the requirements shown below. This evidence can take many forms, for example:

- Documents and reports you have written
- Observations of you doing something, eg demonstrating a search and seizure operation in a simulated environment
- Projects you have contributed to, and third-party reports about these (eg from your supervisor)
- Questions, asked orally or in writing

Note that there are likely to be fewer written tests than you might be used to, because writing about something does not always show that you can do it.

There are several things that the assessor must check before he or she can say that you are "competent". These are specified in the AQTF (see under "Is Diverse Training Concepts accredited?", above) and are:

- **The evidence must meet the requirements of the training package.** Your assessor will make sure that the assessment tasks do this; however, you are welcome to get copies of the relevant sections from the training package if you like. Just ask your assessor.
- **The evidence must be authentic.** This means it must be your own work, and the assessor must know this. No copying off the internet!

² This is from the definition of "competency" in glossary of the AQTF 2007 Users' Guide to the Essential Standards for Registration

- **The evidence must be sufficient.** It should show that your skills and knowledge meet all the requirements of the unit of competency. It should also show that you can use the skills and knowledge repeatedly—not just on one occasion. In most cases it should cover a range of contexts, and different assessment methods should be used.
- **You must show that you can carry out the workplace tasks under real workplace conditions.** It should show that you can manage yourself and your time during the tasks, deal with unexpected situations, and do all of this in a real work environment (or in a simulation as close as possible to this). For example while doing the assessment, you might have to follow typical company policies and procedures, complete it within a deadline similar to one you would have to meet in real life, deal with safety issues and do it in cooperation with colleagues.
- **Assessment should be flexible and fair.** This means: (a) if you have any special characteristics that may affect your ability to do the assessment, the assessment is adjusted. For example, someone with poor eyesight may be given a large-print version of a text, or assessed in a practical way instead of through writing. However, the adjustment must not make the assessment invalid, and must meet some other rules as well. This is one of the reasons that you may see some students being assessed in different ways. We will take care to ensure that no-one has an advantage or disadvantage by doing a different kind of assessment. (b) The assessor must make sure you understand the assessment and are able to do it. (c) Your skills should be recognised no matter how or where you learned them (see the information about RPL and Credit Transfer below). (d) You can appeal against the assessment decision if you feel the assessor made a wrong decision (see “How do I appeal against an assessment decision”, below).
- **The evidence should be interpreted reliably.** This means that the same assessor would make the same decision every time they see the same evidence, and also that different assessors would make the same decision based on the evidence.
- **The assessment process and evidence must be valid.** That means that (a) all the points above must apply, and (b) the assessment process must actually assesses what it says it assesses.

The evidence you submit for assessment may be seen by other people. For example, it may be used for moderation, in which different assessors compare their assessment decisions, to make sure they are consistent with each other. Also, when DTC is audited, the government auditors may ask to see some student assessments. All people who see your assessment under these circumstances are obliged to maintain confidentiality.

Other things you should know about include Recognition of Prior Learning (RPL) and Credit Transfer. See the separate questions on these below.

Who can assess?

All assessors must meet certain national requirements about their qualifications and work experience. At Diverse Training Concepts, we go above the national requirements and all assessors have:

- Considerable experience working in the field in which they are training, and above the level at which they are training
- A qualification in training and assessment.

What is Recognition of Prior Learning (RPL)

People learn skills and knowledge through work experience and life experience. For example, you may have developed teamwork skills in a job that's unrelated to the one you are training for, or communication skills through organising activities for your children and coordinating them with other parents.

Recognition of prior learning is a way of formally recognising these skills, and giving you credit for them.

If you think you might have skills that are relevant to your course, speak with your trainer/assessor, the Associate Director (Training & Assessment) or the Administration Officer as soon as possible. See below for more information about how to apply.

Assessment for RPL is similar to assessment in your course. The assessor has to see evidence of your competence, and match it against the criteria in the training package. If your evidence shows you meet the criteria for a unit, you are given RPL for the unit and you do not have to study or take assessment for this unit during your course. The RPL units may be counted towards a qualification and will appear on your transcript when you finish your course.

Evidence must meet the same requirements as listed under "How will the assessor assess me?" above. There is also one more requirement:

- **The evidence must be current.** It must show that you can perform the workplace tasks now. For example, if you studied Government (Investigation) five years ago, you will have to show what you have done between then and now to keep your workplace skills and knowledge up-to-date.

What is Credit Transfer?

As we mentioned above, qualifications issued by one RTO must be recognised by all other RTOs. This also applies to units of competency. So, if you have already obtained a unit that counts towards a qualification at Diverse Training Concepts, we can transfer credit and you will not have to do the same unit again. This process is sometimes called "national recognition", and used to be called 'mutual recognition'.

Credit transfer can also include credit from qualifications outside the Australian Qualification Framework. This is assessed in a process similar to RPL (see above and below).

How do I apply for RPL or Credit Transfer?

If by any chance you are reading this before enrolling, speak with the same person who told you about the course, or speak directly with DTC. You will be guided through a process similar to the one below.

If you are a current student:

1. Speak with a staff member. You will be referred to the Associate Director (Training & Assessment) or an experienced assessor.
2. The Associate Director (Training & Assessment) will explain the process to you, talk through your work and life experience, and help you with some ideas about the evidence you might need.
3. You then complete the RPL Application Form. This gives some ideas about the evidence you need to provide. It is important to ask us if you have any questions, and we are happy to help.
4. Hand or send in the completed, signed application form and all your evidence together in one package. If you can bring the original documents to DTC, any member of DTC management can sign copies as true copies; otherwise, you should submit true copies certified by a Justice of the Peace (or equivalent in other countries, such as a notary).
5. Your application will be assessed by a qualified assessor engaged by DTC (see above, "What is RPL?")
6. You will be informed in writing of the outcome within ten working days of the date the DTC receives your application. You may be granted the units you applied for, asked for further information, asked to do further assessment tasks to cover any gaps, or a combination of these.

While Diverse Training Concepts will make sure that you have enough information on which to base a decision about how to apply for RPL, you will be required to pay the appropriate fees before the full process is started.

How will I know the result of an assessment?

Your assessor will give you written notification. You should keep all of these for your own records.

What do I get at the end of my course?

All students who undertake assessment receive a transcript, which lists all units taken and the assessment outcome. This includes units for which RPL or credit transfer was granted.

Students who meet the requirements for a complete qualification get a certificate for that qualification, in addition to their transcript.

If you don't obtain enough units for a full qualification, you will get a Statement of Attainment listing the units in which you were competent.

If you obtain a full qualification plus some extra units, you will get a statement of Attainment listing those extra units in addition to your transcript and qualification.

Qualification certificates and statements of attainment are in a standard national format that employers and educational institutions around Australia should understand. If you show your documents when you apply for a job or another course, we may be contacted to verify the documentation.

Note that we can only issue these documents if you do not owe DTC any money.

What if I disagree about an assessment?

You always have the right to appeal against any assessment decision.

First, though, we suggest you read the section above about “What do I have to do to get the qualification”. If this doesn’t help you understand the assessment result, speak with your assessor or the Associate Director (Training & Assessment) as soon as possible.

If this also doesn’t help, the next step is to complete an Appeals/Complaints Form (available from reception). A committee of assessors is then formed, and they look at your assessment and the evidence you have provided.

You will receive the result of your appeal within ten working days of the date we receive your completed and signed Appeals/Complaints Form.

Note that, in most cases, you must make your appeal within four weeks of the result of the assessment (however, if you have a good reason to appeal later, the Associate Director (Training & Assessment) may make an exception to this rule). The reason for this period of time is to ensure the fairest possible process. This system works best if the assessment is reasonably fresh in the mind of the assessor.

Section 3: Difficulties with your studies

I find it difficult to read and write. What can I do?

First, speak with your trainer. Then, your trainer might use less written material. Your trainer may also give practical assessments, instead of writing.

There are a few other things we can do. It will depend on the situation. Your trainer will explain more.

Diverse Training Concepts and the Australian Government working together: Workplace English Language and Literacy (WELL) Program

The main aim of the WELL Program is to assist organisations to train workers in English language, literacy and numeracy skills. This funding is available on a competitive grants basis to organisations for English language and literacy training linked to job-related workplace training and is designed to help workers meet their current and future employment and training needs.

English is difficult for me (it is not my first language).

You probably marked this on your application form. If not, tell your trainer straight away. He or she may be able to make changes to the course.

There are a few things we can do. It will depend on the situation. Your trainer will explain more.

I have a disability. What can I do?

Diverse Training Concepts is dedicated to providing fair and equitable opportunities for all, including people with a disability. We follow the Disability Standards for Education (2005).

Diverse Training Concepts will do what it can to ensure that people with a disability can participate in all DTC activities, including training and assessment. For example, training materials may be printed with a larger font size for people with eyesight problems. Or assessments may be adjusted to give the person with the disability the same opportunity as someone without. Such adjustments, though, have to be reasonable—that is, they must not cause undue hardship to DTC or to other students.

If you have a disability and did not mention this on the application form, speak with your trainer or with reception. Any information you give will be kept confidential. All staff are instructed to act sensitively and with consideration at all times.

I feel I am being discriminated against or harassed

Harassment is any behaviour that is reasonably likely to lead to humiliation, offence, intimidation or distress. This can include behaviour or comments in relation to age, sex, race, cultural background, sexual orientation, English language ability, literacy or numeracy ability, unemployment, area of residence, socio-economic group, disability, unemployment or any other personal characteristic that a person has little control over.

Harassment or discrimination of any kind will not be tolerated.

Diverse Training Concepts works hard to make sure discrimination or harassment of any kind is avoided. If you feel that fellow students or staff are discriminating against you in any way, or harassing you, speak as soon as possible to your trainer, the Associate Director (Training & Assessment) or any staff member you can talk with comfortably. It is their job to help you, even if it is another member of staff discriminating against you. Alternatively, the regular complaints procedure can be followed.

All reports will be taken seriously and followed up.

Actions that can be taken include:

- Counselling
- Expulsion (in the case of students)
- Dismissal (in the case of staff)

Other problems

If you are experiencing other problems, speak with your trainer or a member of management as soon as possible. The more we know about such issues, the more easily we can deal with them. Such problems could include having trouble keeping up with the work, part of your personal or work life interfering with your studies, etc.

Possibilities include:

- Providing extra support (such as training in study skills, tutorials, or counselling)
- Repeating parts of the program
- Deferring your studies
- Changing to a different course time
- Adjustments to assessments (as long as they are reasonable and don't affect the validity of your assessment) such as amended deadlines

We are very flexible and other solutions may also be possible.

Section 4: General points

I can't come to class. What should I do?

Let your trainer know as soon as possible.

Generally it is your responsibility to catch up. You may be able to catch up with missed lessons by studying other students' notes. If you ask, your trainer will give you any handouts from the lessons.

If you miss an assessment, speak with your assessor about your options. There may be a chance to do it another time.

Keeping us up to date

It is very important that you let us know about any changes of contact details, including address, phone numbers and email address. You can do so by speaking with reception.

How does Diverse Training Concepts look after my privacy?

Your privacy is important to us. We will keep your records confidential.

We collect information about you from, for example, the application form. Records of your assessment will also be kept, and we may also keep records of attendance. In other cases, such as if you make a complaint, you will be aware of any information you are giving us. Records may also be used for any other purpose given in this handbook.

Any records may be seen by government auditors. These people act under a code of conduct which means they will keep information confidential.

How can I see my records?

For records kept by your assessor, such as records of your progress and assessment results, ask your assessor.

You can ask for a copy of any records about you that we hold by contacting your trainer. Note that at busy times it may take some time to send you the copy of your records. However, this will in most cases be within three working days of making the request.

What do I need to know about paying fees?

Please see the current list of fees and charges leaflet, available from reception. You were also given one of these before you enrolled. If any fees change, DTC will let you know by sending you an email or putting a notice on the notice board.

If your fees are not up-to-date, the CEO may exclude you from class and assessment activities until they are paid. Also, qualifications, statements of attainment and transcripts will not be issued while there are any fees owing.

When you pay your fees, they are put into a trust fund. They are not taken out until you have finished the part of the program to which they apply. In this way, your fees are protected.

Refunds

The refund policy in force at the time you applied is on your application form. The policy may change from time to time, so rather than referring to the current one, you should look at your copy of your application form for details.

I want to withdraw from my course. How do I do this?

The most important thing is to speak with your trainer, the Associate Director (Training & Assessment) or another member of management as soon as possible. If you are having problems with your studies, we want to provide all the help we can.

If you would like to withdraw for other reasons, still speak with us. For example, if it is because you are moving to another area, we may be able to prepare a plan for you to complete assessments early so that you have the maximum number of units of competency on your transcript.

No matter when you leave, you will be given documents as explained under “what do I get at the end of my course”, above, as long as you are eligible for them.

What happens at the end of my course?

Qualifications, transcripts and statements of attainment will be mailed to you. This will generally happen within four weeks of the end of your course.

Section 5: Occupational Health and safety

Your health and safety at Diverse Training Concepts, as well as the health and safety of other students and the staff, is very important to us. There are a few basic things you MUST know. Your trainer will be responsible for providing you with specific Occupational Health and Safety information relating to the specific circumstances of your program.

Things you must do and must not do

Do:

- Report anything dangerous to a member of staff, immediately. This includes simple things such as cables across where people walk.
- If someone is injured, even if only slightly, tell a member of staff immediately.
- Report any wet areas or spilt liquid to a member of staff – people might slip and injure themselves
- Read and make sure you understand and remember the rest of this section!

Don't:

- Don't do anything that might be dangerous.
- Don't lift anything heavy by yourself
- Stand in front of doors, including emergency exit doors
- Put anything in front of doors, including emergency exit doors

If you or someone else is injured ...

Tell a member of staff immediately, or make sure another person tells a member of staff immediately. If serious, dial 000 for an ambulance: do not wait for instructions from others.

Section 6: Complaints and appeals

Diverse Training Concepts aims to ensure that all complaints and appeals are dealt with in a constructive and positive way, with a minimum of bad feeling.

There will be no discrimination as a result of a complaint. Diverse Training Concepts will do its best to ensure that complaints and appeals are handled in an unbiased and fair way. If English is not your first language, or you have special needs, staff will understand this and help you with the process.

What is an appeal?

An appeal is a request to change a decision that DTC has made.

Appeals against assessment decisions are mentioned under Section 2: Nationally Recognised Training.

Although appeals and complaints use the same form and a similar procedure, an appeal should not be considered a complaint. Rather, an appeal is simply a way of making sure that everyone is treated fairly, and that the occasional mistake is dealt with.

How do I make a complaint or appeal?

The procedure is:

1. Try to solve the problem through discussion. For example, speak with the person concerned, or with the Associate Director (Training & Assessment) or any other member of management.
2. If discussion does not resolve the matter, the best next step is to complete an Appeals/Complaints form. You can get these from reception. Formal complaints and appeals can also be lodged by email or telephone. Friends, family or organisations may also lodge the complaint or appeal on your behalf. If you prefer, you may also lodge the complaint anonymously, though without a name, there may be limits on how much the investigation can cover.
3. Hand the form to the receptionist, who will pass it to the CEO. You might want to put it in a sealed envelope to make sure it stays private, but if you do, mark the envelope with “to the CEO—Urgent” and also write the date. Alternatively, you can hand it directly to the CEO.
4. You will receive a letter within ten working days of lodging the complaint/appeal, to acknowledge the complaint/appeal and to let you know approximately how long the matter will take to resolve (unless you lodged the matter anonymously).
5. The CEO discusses the complaint with the staff member that the matter concerns, and may also discuss it with other staff members or other involved with the matter. They may also discuss it with you. If they do, you can bring another person to the meeting. The matter may also be discussed at a Management Meeting.
6. DTC will tell you the outcome in writing. This will also explain the reasons for the outcome. In addition, someone may speak with you about the decision.
7. If you are still not happy, there are two things you can do:
 - a. Engage an independent arbiter. This is a person who has no relationship with DTC or with you, who can consider all the information

- and recommend a decision. This may be at your expense. Both you and DTC have the right to ask for a different arbiter if bias is suspected.
- b. You can appeal to an outside organisation, such as the following:

ARC Secretariat

ACT Department of Education and Training
GPO Box 158
Canberra
ACT 2901 Tel: (02) 6205 7091

National Training Complaints Hotline

nationalcomplaintshotline@dest.gov.au
Tel: 1800 000 674

If the complaint or appeal involves an alleged contravention of the Disability Standards for Education, the matter can be taken to the **Human Rights and Equal Opportunities Commission (HREOC):**

Director,
Complaint Handling
Human Rights and Equal Opportunity Commission
GPO Box 5218
Sydney NSW 2001
www.hreoc.gov.au and click on 'lodge a complaint'

A register is kept of all appeals and complaints. Information about your complaint will be entered into this register. The register may be inspected by government auditors at any time.

All complaints will be taken seriously. Details of who made the complaint will, as much as is possible, be kept confidential. This policy does not remove a student's right to take further action under Australia's consumer protection laws. The registered provider's dispute resolution processes do not circumscribe the student's right to pursue other legal remedies.

Section 7: Conduct

Principles and Behavioural Framework

These principles apply to all at DTC, staff and students alike.

Diverse Training Concepts Pty Ltd "Principles & Behavioural Framework"	
1. HONESTY	<ul style="list-style-type: none"> - Open and fair dealings - Constructive feedback - Be genuine
2. RESPECT	<ul style="list-style-type: none"> - Treat people as you expect to be treated - Offer unbiased constructive comment - Recognition of the person and their opinions
3. COMMUNICATION	<ul style="list-style-type: none"> - Receive open & transparent feedback - Encourage two way communication - Actively Listen & acknowledge others - Use appropriate and positive body language
4. INITIATIVE	<ul style="list-style-type: none"> - Energetically promote problem solving - Look for solutions - Show confidence in your ability
5. TRUST	<ul style="list-style-type: none"> - Endorse a high trust model - Personally earn it, don't mistreat it - Sponsor confidence in your peers - Continually build on it, don't break it
6. SUPPORT	<ul style="list-style-type: none"> - Recognise & value peoples' contributions - Willingly help others - Offer genuine assistance - Value your resources
7. CONTINUAL IMPROVEMENT	<ul style="list-style-type: none"> - Utilize change to improve - Be open & consider change - Ask: Can we do it better, and how?

Unacceptable conduct

We want the atmosphere at Diverse Training Concepts to be positive and friendly. We believe that showing courtesy and respect for others is important for this.

Any organisation has to be clear about the kind of behaviour that is unacceptable. Following is a list of actions which are considered serious enough that they may result in cancellation of enrolment. These include:

- Physical violence of any kind
- Aggressive behaviour
- Being drunk or under the influence of drugs while on the premises or while representing DTC in any way
- Putting other people in serious danger, for example by not following the health and safety guidelines
- Harassment of others, including but not only sexual harassment
- Racist, sexist or other discriminatory behaviour

Any decision to cancel enrolment will be made by the CEO.

Section 8: After you finish your course


We wish you the best of luck in your career after you graduate. Please stay in touch! We are always happy to hear about what our former students do after they graduate, and we will always be happy for a visit from you.

We may have added additional qualifications since you began your course, so please ask your trainer or any other member of staff, about further qualifications or pathways that build upon the one you are finishing.

It is important that you keep us up to date with your contact details. We may contact you within a year of your graduation date with a survey for you and another for your employer (if you are working in the field you trained in with us). These surveys help us a lot to improve our courses.

If you want another copy of your transcript, qualification or statement of attainment after you graduate, you can do so at any time up to thirty years after you graduate. Just contact us on the number in the header of this handbook. There is a fee for this, just to cover administration costs. The fee will be as stated on the list of fees at the time you ask for the new documents.

If a future employer or educational organisation wants to verify your qualification, we are very happy to do so. Just ask them to call or email us with your details.

Version 1.1	Initial release	1 st July 2009
Position responsible for policy: CEO		
Signature of CEO:		
		



Diverse Training Concepts t/as Trustee for The Mahoney Family Trust
ABN: 41 539 309 592 ACN: 123 679 470

PO Box 553, Erindale Centre, Canberra 2903
T: (02) 6296-6446 M: 0402 135 199
E: dtc@optusnet.com.au

