



**REGISTERED TRAINING ORGANISATION
No: 30826**



STUDENT HANDBOOK

(INCORPORATING QHA RTO POLICIES AND PROCEDURES)

TABLE OF CONTENTS

| | |
|--|-----------|
| INTRODUCTION..... | 5 |
| QUEENSLAND HOTELS ASSOCIATION | 5 |
| TRAINING SERVICES..... | 6 |
| ORGANISATIONAL CHART | 7 |
| LEGISLATION | 7 |
| BULLYING, HARRASSMENT AND DISCRIMINATION | 8 |
| PRIVACY | 9 |
| AVETMISS REPORTING..... | 9 |
| WORKPLACE HEALTH AND SAFETY..... | 10 |
| QUALITY MANAGEMENT..... | 10 |
| CODE OF PRACTICE..... | 11 |
| ACCESS, EQUITY AND DIVERSITY | 11 |
| CLIENT SERVICE..... | 11 |
| EXTERNAL REVIEW | 12 |
| INTERNATIONAL STUDENTS | 12 |
| MANAGEMENT, ADMINISTRATION AND FINANCIALS | 12 |
| MARKETING AND ADVERTISING..... | 12 |
| MUTUAL RECOGNITION | 12 |
| QUALITY MANAGEMENT FOCUS | 12 |
| TRAINING AND ASSESSMENT STANDARDS..... | 13 |
| SANCTIONS..... | 13 |
| CLIENT SERVICE POLICY AND PROCEDURE | 14 |
| MONITORING AND AUDIT | 14 |

| | |
|--|-----------|
| HUMAN RESOURCE MANAGEMENT | 15 |
| PROFESSIONAL DEVELOPMENT | 15 |
| STUDENT COURSE SELECTION PROCEDURE | 16 |
| ACCREDITED TRAINING..... | 16 |
| ONLINE TRAINING | 17 |
| LEARNER PORTAL | 18 |
| LANGUAGE, LITERACY AND NUMERACY | 18 |
| TRAINING AND EVALUATION | 18 |
| DELIVERY | 19 |
| MARKETING | 19 |
| ASSESSMENT | 20 |
| RECOGNITION OF PRIOR LEARNING | 20 |
| RPL PROCEDURE | 21 |
| RESULTS RECORDING..... | 22 |
| RESULTS PROCEDURE..... | 22 |
| FEEES AND CHARGES: | 22 |
| REFUND POLICY | 23 |
| ACCESS, EQUITY AND DIVERSITY..... | 23 |
| STUDENT COMPLAINTS AND APPEALS | 24 |
| STUDENT COMPLAINTS..... | 25 |
| STUDENT APPEALS | 25 |
| STUDENT DISCIPLINE | 26 |
| PLAGIARISM..... | 26 |
| CERTIFICATION/STATEMENTS OF ATTAINMENT..... | 26 |

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Introduction

The Queensland Hotels Association is a Registered Training Organisation RTO No: 30826 that operates in compliance with Australian Skills Quality Authority (ASQA) guidelines. The suite of mandatory requirements includes:

- *Standards for Registered Training Organisations (RTOs) 2015*
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements
- Data Provision Requirements, and
- Australian Qualifications Framework.

Queensland Hotels Association

The Queensland Hotels Association (QHA) is the peak industry body for the hotel, hospitality and tourism industries in Queensland. We represent hotel members throughout the State, from smaller, family-run trading hotel (pub/tavern) operations to large accommodation hotels and tourism-oriented resorts. Our activities are funded through membership fees, fee-for-service income and corporate sponsorship.

Formed in 1885, the QHA's efforts and influence are directed to promoting and supporting the interests of its members, and to assist members to run and develop effective and profitable hotel businesses. Today, the QHA also provides a range of services to members and stakeholders including industry training, and advice on employment relations, workplace health and safety, liquor licensing and gaming issues.

The QHA is a membership-based, not-for-profit organisation which is structured to provide regional representation and services. There are QHA members and elected representatives throughout Queensland with a State Office in Brisbane.

Accommodation and resort hotels are represented under a separate banner, Tourism Accommodation Australia (TAA). Governance is delivered to the Association through regional representatives who are elected to a State Board, and through a State Executive Committee.

The Registered Training Organisation (RTO) delivers industry-oriented training to members and non-members. The Association is also a registered industrial body, first registered as an Industrial Union of Employers in the Australian Industrial Relations Commission in 1914, and with the Queensland Industrial Relations Commission in 1934.

The QHA has delivered non-accredited industry training to hoteliers and their staff for many years; however, gained RTO status in 2002 in order to deliver newly developed nationally accredited competencies that related to the sector.

QHA has a small number of accredited training courses (units of competency) on our scope of registration, which is listed on the [Australian Government National Training Register](#).

RTO status also allows us to deliver compliance courses on behalf of the Queensland Office of Liquor and Gaming Regulation (OLGR) and the Commonwealth Government, in terms of employability skills training.

The QHA strives for quality outcomes for all course participants. We are a professional training organisation that operates in a continuous improvement environment to deliver contemporary and relevant products.

This QHA Student Handbook provides a guide to participants undertaking any of our public or in-house courses of the RTO's policies and procedures. These have been developed in accordance with the VET Quality Framework and regulator.

Training Services

The QHA delivers nationally recognised training services in the following areas:

- Liquor (SITHFAB002 Provide Responsible Service of Alcohol).
- Gambling (SITHGAM001 Provide Responsible Service of Gambling).

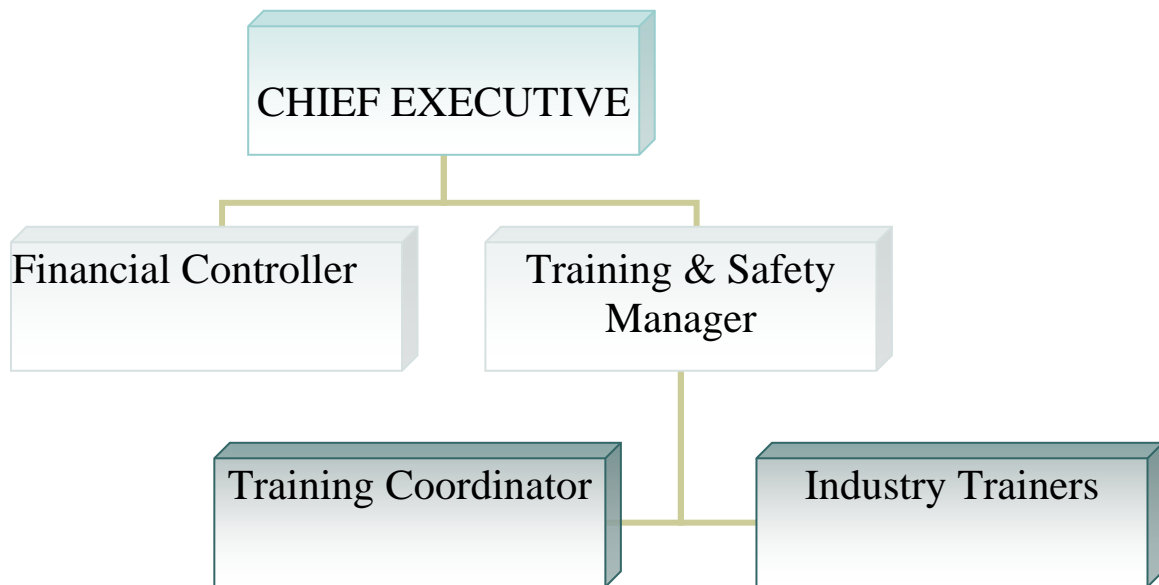
Non-accredited training delivered where the course sponsor requires RTO certification and to have met mandatory ASQA standards:

- Responsible Service of Licensed Venues (Office of Liquor and Gaming Regulation).
- Gaming Nominee Training (Office of Liquor and Gaming Regulation).
- Youth Jobs PaTH Employability Skills Training (Commonwealth Department of Employment)

The QHA also delivers other non-accredited hotel business development training.

Organisational Chart – RTO

The following chart details the organisation of the QHA RTO. Decisions made by the executive are quickly devolved through to the training interface:



Legislation

The QHA maintains compliance with relevant Commonwealth and State legislation relating to training and assessment. We also develop and implement best practice policies and procedures within the organisation.

This legislation includes the following:

- *Vocational Education and Training (Commonwealth Powers) Act 2012*
- *National VET Regulator Act 2011 (Commonwealth)*
- *Disability Services Act 2006*
- *Anti-Discrimination Act 1991*
- *Competition and Consumer Act 2010 (Commonwealth)*
- *Fair Trading Act 1989*
- *Copyright Act 1968 (Commonwealth)*
- *Corporations Act 2001 (Commonwealth)*
- *Building Fire Safety Regulation 2008*
- *Industrial Relations Act 1999*
- *Privacy Act 1988 ((Commonwealth)*

- *Work Health and Safety Act 2011*
- *Workers Compensation and Rehabilitation Act 2003*
- *Food Act 2006*
- *First Aid in the Workplace Code of Practice 2014*

Bullying, Harassment and Discrimination

The QHA has a zero-tolerance policy regarding bullying, harassment and discrimination. Employees and students are entitled to work in an environment that is free from all forms of bullying, harassment and discrimination. All staff and students are to be treated fairly and have the opportunity to feel safe, valued and respected.

Discrimination is defined as treating someone or a group of people less favourably than another person or group because of a particular characteristic(s). Examples include but not limited to discrimination by age, disability, employment, nationality, religion, gender and sexual orientation.

Harassment is defined as any form of behaviour where a person is made to feel intimidated, insulted or humiliated because of a particular characteristic(s). It can be a single unwelcome incident or a persistent pattern of unwanted behaviour, and includes any unwelcome sexual advance, request for sexual favours or conduct of a sexual nature.

Bullying is defined as repeated and unreasonable behaviour directed towards a person or a group of people that creates a risk to health, safety and well-being. It can include behaviours that intimidate, verbal abuse or threats, or even excluding or isolating people from a place/activity.

If a student believes they are or have been discriminated against, harassed or bullied, they should be encouraged to inform the other party that their behaviour is objectionable and should not be continued. If the victim is not comfortable discussing this issue with the alleged perpetrator, a trainer or staff member should be informed of the situation.

This then becomes a QHA matter to be dealt with according to the appropriate policy and procedures. Any student has the right to lodge a complaint under this policy. The matter of confidentiality will be taken into consideration.

Privacy

The QHA is bound by the Information Privacy Principles of the *Privacy Act 1988 (Commonwealth)*. We collect personal information directly from students or their employer, or from public sources. We only collect personal information for purposes which are directly related to training and assessment, as required by the regulator. We only provide personal information, in the form of statistical data, to the regulator as required by law. We do not give personal information about an individual to Government agencies or any other person or entity unless the student consents or it is required by law.

The QHA takes all reasonable precautions and steps to protect the personal and organisational information it holds from misuse, and from unauthorized access, disclosure, modification or theft. This includes password protection of electronic records, security of stored information in locked cabinets, filing systems or rooms, and/or the physical protection of its records within locked and secured office spaces.

Individuals or organisations whose information is held by the QHA will be given access to the information upon request.

AVETMISS Reporting

The regulator collects data about the Australian Vocational Education and Training (VET) sector through several statistical collections, via Registered Training Organisations. The QHA is required to collect a range of data from students undergoing accredited training. Hence, the comprehensive questionnaire relating to personal particulars and education history upon enrolment. All collections meet the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

Compulsory training data collected includes:

- Age, sex and other demographic information (e.g. language and culture).
- Indigenous and disability information.
- Schooling, qualifications and employment.
- Type of provider (for example, government or private)
- Location of training delivery
- Enrolments in units of competency, as part of a qualification, and modules as part of courses
- How it was studied (e.g. face-to-face training, in-house or online delivery)
- How it was funded.
- The results obtained for the unit(s) of competency (outcome)

Workplace Health and Safety

The QHA is committed to providing a work environment that is safe and free from risk to the health and wellbeing of all employees, members, contractors, trainees and other visitors. We will conduct our activities in accordance with these objectives and provide a work environment that:

- Makes safety a priority for management, staff, trainees, contractors and visitors.
- Ensures exposure to health and safety risks are minimised or eliminated where reasonably practicable.
- Complies with the Work Health and Safety Act 2011, subordinate legislation and relevant Australian Standards.
- Actively encourages the reporting of workplace health and safety issues.
- Builds safety awareness and understanding in the workplace.
- Strives for continuous improvement by actively reviewing industry best practice and applying this to the workplace.
- Ensures all employees are fit for duty and capable of undertaking their assigned work tasks in a safe manner.

A safety induction brief will be given to all students at the commencement of their training, which includes emergency evacuation procedures and responses.

Quality Management

Quality management is an important process for our RTO. We strive to provide the best service possible to students. We value feedback which is incorporated into our continuous improvement cycle for the development of future programs. All feedback received, positive or negative should be passed through the appropriate channels to improve our service. Quality Management is the cornerstone to our ongoing success and viability, in all pursuits undertaken.

Code of Practice

As an RTO we have agreed to comply with, and be assessed against, the Australian Quality Training Framework. This Code of Practice is an over-arching document highlighting some key aspects of the quality of training and assessment conducted through the QHA.

Access, Equity and Diversity

All students will be recruited in an ethical and responsible manner and consistent with the requirements of the curriculum or National Training Package. Our Access, Equity and Diversity Policy ensures that student selection decisions comply with equal opportunity and discrimination legislation.

Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

The QHA has in place a Reasonable Adjustment policy which allows for some adjustments to be made to the way training is delivered or assessments are conducted. Adjustments may include:

- Modifying education premises – for example making ramps, modifying toilets and ensuring that classes are in rooms accessible to the person with a disability.
- Modifying or providing equipment – for example lowering tables, enlarging computer screens, providing specific software.
- Changing assessment procedures – for example allowing for alternative examination methods such as oral exams, allowing additional time for someone else to write the exam for a person with a disability, or providing the assessment in electronic format so a person can type answers rather than writing them.
- Changing course delivery – for example providing study notes or research materials in different formats or providing a sign language interpreter for a deaf person.

At all times the extent and viability of the reasonable adjustment will be at the discretion of the Training Manager.

Client Service

We have sound management practices to ensure effective client service. We have client service standards to ensure timely issue of student assessment results and qualifications. These will be appropriate to competence achieved and issued in accordance with national guidelines.

Our quality focus includes Recognition for Prior Learning Policy, a fair and equitable Refund Policy, and Complaint and Appeal Policy, an Access, Equity

and Diversity Policy and student welfare and guidance services. Where necessary, arrangements will be made for those clients requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is disseminated, understood, and valued by personnel and clients.

External Review

The QHA has agreed to participate in external monitoring and audit processes required by the state training authority. This covers random quality audits, audit following complaint and audit for the purpose of re-registration.

International Students

The QHA does not offer training or assessment to international students.

Management, Administration and Financials

This organisation has policies and management strategies which ensure sound financial and administrative practices. Management guarantees the QHA's sound financial position and safeguards student fees until used for training/assessment. We have a Refund Policy, which is fair and equitable. Student records are managed securely and confidentially and are available for student perusal on request. Queensland Hotels Association has adequate public liability and other insurance policies.

Marketing and Advertising

Queensland Hotels Association markets our vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training Organisation or training product. Our RTO No: 30826 is prominent in any marketing of accredited training.

Mutual Recognition

We will recognise any qualification issued by other Registered Training Organisations from anywhere in Australia with the appropriate evidence provided. This evidence will be at the discretion of the Assessor. This may include Statements of Attainment for individual units of competency and/or full qualifications, e.g. Certificate III in Hospitality. Original documents or Justice of the Peace certified documents only will be accepted.

Quality Management Focus

The QHA has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into future programs.

Our student information will ensure that all fees and charges are known to students before enrolment, that course content and assessment procedures are explained and that vocational outcomes are outlined.

Training and Assessment Standards

Our training personnel have appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training product offered. Assessment will meet the *Standards for Registered Training Organisations (RTOs) 2015*.

Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of the student.

Sanctions

The QHA will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our registration as a Registered Training Organisation withdrawn.

Client Service Policy and Procedure

Our Client Service Policy ensures that clients are serviced in a professional manner to meet their individual needs and expectations. Course/unit information will be sent out within two days of enquiry.

Confirmation of enrolment and orientation date will be arranged within one week of initial contact.

Recognition of Prior Learning/Current competencies is available on provision of evidence and/or assessment.

Trainers will provide regular feedback to students about their progress and will provide verbal feedback on each assessment. Written feedback may also be provided.

Where training is requested at a different location all arrangements will be confirmed one week before training begins and that the host venue complies with all relevant legislation and regulations in which the Registered Training Organisation is bound.

All student calls will be returned promptly, and trainers will make reasonable time available to answer student queries.

Certificates and Statements of Attainment will be available within 21 days of course completion (this is conditional on settlement of any outstanding accounts).

A four-week appeals period is available to all students who are not satisfied with their result.

Monitoring and Audit

To maintain our continuous improvement cycle, QHA has a commitment to undertake the process of monitoring and audit to ensure the quality assurance of all functions, factors and activities that affect the quality of each qualification/course delivered and/or assessed.

It is important to include appropriate independent industry, community, employer and learner input in relation to the scope of registration. QHA shall maintain records of internal review processes, findings and evidence of improvements made as a result of findings of internal reviews.

QHA is subject to random quality audits, audit following complaint and audit for the purpose of re-registration.

Human Resource Management

QHA provides quality industry trainers to deliver all qualifications and/or Statements of Attainment.

The Human Resource Standard adopted by QHA addresses five key areas:

1. Content related knowledge
2. Understanding of the relationship between the content/skills and industry expected outcomes
3. Competencies to facilitate Vocational Education and Training
4. Competencies to assess achievement of workplace competence
5. Awareness of current and emerging industry needs, appropriate to the level of unit being facilitated.

Professional Development

QHA is committed to providing staff with the following:

- Continuous development of a trainers or assessor's vocational education and training knowledge and skills.
- The trainers or assessor's industry currency and competence.

All QHA trainers/assessors are required to maintain the required level of industry/currency experience by undertaking regular work experience or employment (paid or unpaid) in duties aligned to those competency standards they deliver. Staff also must be aware of current and emerging industry needs appropriate to the level of unit being facilitated.

Staff members may attend conferences, seminars, workshops, or short courses that may be relevant. All Staff must complete the "Trainer Professional Development Register", now located in the aXcelerate eLearning Management System, detailing any experience undertaken, linked with the *Standards for RTOs 2015* and communicated this with the Training Manager.

Student Course Selection Procedure

Face-to-Face Training (Non-Accredited)

1. All inquiries from potential students, QHA Members or the public are directed to the Training and Safety Department. The query is responded to within a business day (except on weekends or holiday periods).
2. Written information regarding the unit/course is sent to the potential student or QHA Member if requested (most training information is available on the QHA website).
3. If a phone or email inquiry, the client will be asked to complete an application form either online or otherwise.
4. A confirmation letter and/or communication is drafted and emailed to the student/member advising commencement date, duration, location and additional information.
5. Payment is by tax invoice to members, or credit card transaction otherwise.
6. At the commencement of the face-to-face unit/course, the trainer will establish if any student has difficulties that may preclude to achieving competency.
7. All students will have access (via the QHA website) to a comprehensive Student Handbook.

Resources: nil student resources are required for this training.

Accredited Training

QHA offers Nationally Recognised training in:

- SITHFAB002 Provide Responsible Service of Alcohol (RSA), and
- SITHGAM001 Provide Responsible Service of Gambling (RSG).

The focus of these two courses is the service of alcohol/gambling according to relevant Queensland regulations, licensing requirements and responsible service of alcohol or gambling principles. This includes how to identify minors or unduly intoxicated or disorderly patrons, which can result in a refusal of service, and identification and assistance to customers who may have a potential problem gambling issue.

RSA training is an entry level course for persons wishing to gain employment or who have recently gained employment in the hospitality industry. This training is primarily offered by eLearning (online) delivery.

Face to face delivery is provided via in-house courses on request (usually to schools) and as such, online submissions are not required.

RSG is a prerequisite for persons who wish to or are working on licensed premises in a gaming room. Again, delivered online this unit of competency is not available in public face-to-face format.

Online Training

As indicated above, online training of both SITHFAB002 Provide Responsible Service of Alcohol (RSA), and SITHGAM001 Provide Responsible Service of Gambling (RSG) is available to the public. The booking of these courses is completed by enrolling through our QHA training website – enrolment gateway.

To complete online enrolment, participants will be registered through our web-based enrolment gateway, required to provide photo identification (upload) through the Learner Portal, and agree to comply with assessment submission guidelines.

All participants need a Unique Student Identifier (USI), which is a mandatory requirement as directed by the government regulator. If you do not already have one, you can obtain one here: www.usi.gov.au or the QHA can arrange for one to be created with your permission.

Students will also be required to complete a Language, Literacy, and Numeracy (LLN) assessment to determine a student's capability to be able to complete units of competency. Appropriate support is provided by the RTO if needed. Support is available weekdays during business hours via email or phone.

Assessment for both courses consists of a combination of multiple choice, true or false, short answer questions, and practical activities. This includes students demonstrating to trainers/assessors that they have gained the appropriate knowledge and skills as outlined in the course performance criteria.

The online training is self-paced and minimum time to complete is dependent on pre-existing skills and knowledge. More information on course duration and content is contained in our course description pages on this website, but there are minimum time frames for the completion of both courses. The presentations (slides) are time regulated. For face-to-face training; LLN, identification and assessments are all conducted as a component of delivery.

Upon achieving competency in either of these units, the student will have access to a Statement of Attainment through the Learner Portal, which is the nationally recognised training certificate.

The cost to undertake both courses is \$22.00 each, or \$40.00 for both, as a package deal. Students purchase the course(s) through the web enrolment portal as mentioned. There is a QHA Refund Policy in this handbook.

In terms of resources, students will only need a laptop, personal computer, tablet or iphone to be able to access this training.

Learner Portal

When a student enrolls in an online training course, they receive an automated receipt and details of a username, password, and link to allow them access into the Learner Portal. This is the eLearning Management System which the student uses to undertake online training. The student's elected accredited training course is available to begin.

Training is at the student's pace, with the system saving work completed each time the user accesses the course. This is also the portal where student's upload their photo identification document and any recordings or video snips that are required to be submitted as part of any course assessment.

Language, Literacy and Numeracy

Course information, training and assessment materials contain written documentation and limited numerical calculations. We recognise that not all people are able to read, write and perform calculations to the same standards. A Language, Literacy and Numeracy (LLN) assessment will be undertaken by all students who enrol in an online accredited training course e.g. RSA, RSG. This is set at ACSF core skill level 2. There are 12 questions in the test with an 80% pass rate.

This will be in the form of an electronic LLN to test capability to undertake this training. We will endeavour to aid students having difficulty with this to accommodate their needs. In the event that a student's needs exceed the ability of QHA's staff to assist, the student will be referred to an external support agency so they have the opportunity to obtain the skills required to complete the training program e.g. an RTO who deliver a Foundation Skills Training Package or similar training.

Regarding face to face training in schools, the QHA will seek input from teachers as to the level of understanding and LLN competency amongst individual students and seeking teacher assistance to manage.

Training and Evaluation

Ongoing evaluation of training against national standards, industry trends and quality management systems is important to maintaining a quality service.

QHA will evaluate training delivery on a regular and ongoing basis including, but not limited to, the following areas:

- Individual units of study/delivery style
- Duration and/or nominal hours
- Resources
- Student feedback
- Training staff
- Industry advice

The following surveys have been developed for the above-mentioned purposes:

- **Evaluation of Unit Questionnaire** used to gain feedback from students for a unit of competency. One form per student is located at the back of the student workbooks (for face-to-face delivery) and electronic form for online.
- **Trainer/Assessor Evaluation of Unit** used to gain unit feedback from trainers and held every six months to include the appraisal of unit resources, assessment items, timetable and duration as well as any staff concerns.
- **Course Review Form** completed at the completion of any course and used to gain feedback of the student overall rating of the course.

Delivery

QHA aims to deliver training which focuses on developing flexible learning environments to maximise access to training. This is an important factor given the nature of the hospitality industry; the hours of work are spread over an 18-hour period in a 24-hour cycle, weekend work and rotating rosters. A combination of these and numerous other external factors can make it difficult for employees to access training.

To counteract this, QHA can take training to the students rather than bring them to QHA. QHA members are located across Queensland and QHA aims to provide training services to all members. This method of flexible delivery satisfies the employees and the employers as well as raising the industry standard of service throughout Queensland.

The delivery of training throughout Queensland through host locations must meet the requirements laid out in the *Standards for Registered Training Organisations (RTOs) 2015*.

Marketing

QHA must ensure that it advertises and markets itself and the service it provides truthfully and ethically.

The following ethical marketing practices will be followed:

- A client's written permission must be gained before the QHA may use information about that individual in any marketing materials.
- QHA will accurately represent to clients, recognised training products.
- QHA will ensure that all clients are provided with full details of conditions in any contractual arrangements with QHA.

Assessment

Assessment procedures exist to meet the needs of individuals through the implementation of formal assessment procedures and to ensure that assessment and the outcomes are consistent for all client groups.

Assessment is competency based, in that an individual will be required to demonstrate competency in each of a range of tasks and skills learned.

Assessment criteria are clearly stated within each unit. A broad range of assessment strategies are adopted to test knowledge, skills and attitudes and include on-going assessment of practical work, assignments, recognition tests, study projects, end unit tests and the individual's overall performance throughout each unit.

Students are able to challenge assessment results and be reassessed if deemed necessary. Discuss with your trainer in the first instance, and follow the Student Complaints procedure if necessary.

Methods of assessment may include, but are not restricted to, a selection of the following:

Practical writing tasks based upon research, oral answers to questions, research assignment or project, short answers, multiple choice questions, short presentation seminar, essays or paragraph responses, practical tasks, role play, simulation, case studies, direct observation, and demonstration.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) ensures that an individual's prior learning achieved through formal or informal training, work, experience, or other life experiences is appropriately assessed and formally recognised. Examples of evidence that may support an application for RPL could include:

- Course and qualifications completed
- References which detail your responsibilities.
- Supervisor reports.
- Examples of work.
- Letters from customers.
- Job descriptions/duty statements.

- Awards and prizes.
- Organisation charts to show your position.

All RPL assessment system adopted by QHA comply with the four key principles of Assessment in RPL:

1. Validity
2. Reliability
3. Flexibility
4. Fairness

Assessment processes shall provide for the recognition of current competencies regardless of where these have been acquired and is available to all potential applicants.

Recognition of Prior Learning shall focus on identifying the endorsed industry/enterprise competency standards currently held by individuals because of formal and informal training, life and/or work experience, not how, when or where the learning occurred.

RPL may be granted on application, interview and evidence alone, however in some circumstances where competency cannot be confirmed the application may need to be supported by an assessment on particular competencies or performance criteria – for example an assignment or on-the-job observation.

The QHA training suite comprises of short courses (mainly of one-day or less than one day's duration). Therefore, although RPL is an organisation policy, it is unrealistic that short, accredited training courses encompassing one unit of competency (RSA, RSG) is likely to be approved. If more substantive accredited training courses are adopted on the QHA scope of registration, RPL will be more applicable.

RPL Procedure

1. Information is supplied by staff to the potential applicant
2. Initial support and counselling between Training Manager and applicant is provided to determine the information required for an application
3. Application received by Training Manager
4. An industry trainer will assess the client seeking RPL and provide advice accordingly.
5. Post assessment guidance
6. Certification

- Applicants are required to complete application forms, submit evidence and attend assessment interview(s).
- Applicants in some vocational areas will be asked to complete a Unit Justification Record Book stating experience relevant to each performance criteria. This book shall be retained as evidence.
- Results of the application will be provided to the applicant 'in writing.
- Approval is to be recorded and kept in the student file.

Results Recording

The correct recording of student results attained in the duration of the relevant course/unit is important. To ensure the integrity of records, issues such as security/confidentiality, archiving and access by the client must be a factor.

All assessment items undertaken by students must be securely stored until the relevant appeal period has ended, which is four weeks (See also Appeals Policy).

Access to result records is allowed with the supervision of the Training Manager. Student shall have direct access to results with the supervision of the Training Manager and after application in writing.

Results Procedure

A master copy of course assessment instruments and a marking guide/criterion for each competency shall be retained. QHA trainers sign off on all assessments at completion.

All accredited training assessment results are entered into the electronic student database. At the completion of the course/unit, all assessment items are to be kept securely until the relevant appeal period has ended.

A representative sample of completed assessment items covering the range of competencies, shall be retained for each student, for audit purposes.

A qualifications/Statement of Attainment register (database) shall be maintained to provide information on all qualifications and/or Statement of Attainments issued by QHA.

Fees and Charges

The QHA is a non-profit organisation (a registered Union of Employers); however, our training business operates on a fee-for-service basis. Fees are paid by hotel members, hotel staff or members of the wider hospitality public. A schedule of fees is available on our website and advertised in our publications. Fees are updated as costs change periodically.

Fees are paid by members via tax invoice, and by others per credit card, cheque, money order or direct deposit. A receipt will be provided for all payments.

Any course material costs are built into the course fee so there are no extra charges than those advertised.

Refund Policy

The QHA refund policy is fair and equitable to participants and aims to protect our reputation as a training organisation. Enrolment cancellation or requests for refunds must be made in writing (e.g. email) directly to the QHA training@qha.org.au

Students withdrawing from a face-to-face non-accredited training course prior to its commencement must give two working days' notice of their intention to withdraw or will be subject to a \$50 administration fee for Brisbane based courses and \$70 fee for regional locations. Students who fail to attend the training will not be entitled to a refund.

For online training, a refund is available for students who have yet to access their course and begin training – noting that the cost of RSA/RSG courses are currently only \$22.00 each.

Students withdrawing due to personal hardship or illness can apply for a full refund. Refunds will be made within seven days of a valid request being received by the QHA. If paid by credit card, the turnaround time for refunds can be a few days at the minimum.

If a training course is cancelled by the QHA, which can occur intermittently, participants will be contacted and offered a transfer into another course at no extra charge and/or offered a full refund. If there are any other changes to agreed services, such as initiating third party arrangements, QHA will notify the student and a refund will be available (if sought).

Access, Equity and Diversity

Access, equity and diversity refers to the needs of individuals and the community and provides a procedure to meet the needs through the integration of access, equity and diversity policies.

QHA will ensure that through fair allocation of resources, the equity principles will be implemented for all people together with equal opportunity without discrimination. QHA will meet the needs of individuals and the community through its integration of access, equity and diversity guidelines and procedures.

QHA has established a non-discriminatory student selection procedure that encourages fair access for members of under-represented groups. All students

are recruited in an ethical and responsible manner consistent with the requirements of the curriculum or National Training package. Our Access, Equity and Diversity Policy ensures that student selection decisions comply with equal opportunity legislation.

Access, equity and diversity issues are considered during curriculum and course development. Assessments are written in a manner appropriate to all groups and delivery options are offered i.e. verbally, written format, observation of a practical situation, demonstrating knowledge and skills in a specific situation or a combination of all four.

Access is provided for staff development to assist trainers/teachers who deliver courses to under-represented groups.

Numeracy and literacy assessment is conducted on enrolment and upon difficulty being recognised, a referral to the appropriate counsellor or Department for guidance is issued. Please refer to the Register of Support Services (QHA Policy Document).

Student Complaints and Appeals

The Policy has been developed to address student complaints and to allow for student appeals.

Student Complaints

If participants have a complaint with any aspect of their training, the QHA as the RTO or their trainer, they are encouraged to speak immediately with the trainer in the first instance. A meeting should be requested, by the client, at which time the matter in dispute can be raised and a resolution sought.

If the client does not feel comfortable about approaching the trainer, he/she should contact the Training Manager to discuss the complaint.

If the participant is not satisfied that the issue has been resolved, they may wish to write to the QHA Chief Executive setting out in detail the issues of concern. This may lead to occasions where an industry-training representative may be invited to act as an objective party to negotiate a satisfactory resolution.

If the matter is still not resolved, participants are advised they may take their complaint through legal avenues such as the Anti-Discrimination Commission, Consumer Affairs or other bodies as appropriate.

Under all circumstances, the complaints procedure is to be adhered to, being:

Step 1 Student raises complaint with either trainer or Training Manager.

- Step 2 Student and trainer or Training Manager organise mutually convenient meeting time to resolve complaints within one week of the complaint being lodged.
- Step 3 If resolved, outcome noted in writing citing reasons for resolution and agreement by parties.
- Step 4 If the complaint is not resolved, student writes to the RTO's Chief Executive outlining complaint details.
- Step 5 At the Chief Executive's discretion, an industry-training representative may be called upon to negotiate a satisfactory resolution. All outcomes are in writing citing reasons.
- Step 6 Complaints not resolved after Step 5 are to be taken to the appropriate level at the student's discretion.

The principles of natural justice and procedural fairness are to be adopted at every stage of the complaint process. All complaints and appeals should be acknowledged to the complainant in writing, and records of the process and outcomes retained securely. Corrective action should be undertaken if the complaints process identified a matter that required action to reduce the risk of this matter occurring again.

Student Appeals

The QHA will deal with appeals as soon as they emerge, to avoid further disruption or the need for formal complaint.

If participants would like to appeal against their results or any aspect of their training, they are encouraged to speak immediately with the trainer or Training Manager. A meeting should be requested, by the client, at which time the matter in dispute can be raised and a resolution sought. This meeting will be within one week of the complaint being raised, where practical.

If the participant is not satisfied that the issue has been resolved, they may wish to write to the Chief Executive, setting out in detail the issues of the appeal. This may lead to occasions where an industry-training representative may be invited to act as an objective party to negotiate a satisfactory resolution. All outcomes must be documented in writing.

Should the student remain unsatisfied as to the outcome of this stage, participants are advised they may take their complaint through legal avenues, the Anti-discrimination Commission, Consumer Affairs, or other bodies as appropriate.

Participants have a maximum of four weeks in which they can appeal against their result. If the complaint and appeals process takes more than 60 calendar days, the Chief Executive must write to the complainant advising the reasons for this and should periodically update the complainant on the progress.

Student Discipline

Whilst undertaking training or assessment at the QHA, students are expected to act responsibly. Incidents of misbehaviour and misconduct should be dealt with immediately by the individual trainer. Situations which cannot be rectified immediately should be referred to the Training Manager at the first opportunity. Undisciplined behaviour can lead to the ejection of the student from the course.

Plagiarism

Plagiarism is a form of cheating and is regarded as a serious academic offence that may lead to consequences for any student involved. Plagiarism occurs when the origin of the material used is not appropriately cited. This can lead to disciplinary action by the QHA including ejection from the course.

Certification/Statements of Attainment

QHA follows the set protocol for the issuance of Statements of Attainment found in the *Australian Qualifications Framework Second Edition 2013*. Any changes to the protocol shall be implemented by QHA within the designated timeframe.

Statements of Attainment will be issued, in the case of online delivered training, immediately after successful completion of the relevant unit of competency(s), or within 21 days after completion of a face-to-face training module.

Students are able to access their certification documents at any time, upon appropriate identification. Duplicate Statements of Attainment can be issued if the original is lost and recorded accordingly.

Students seeking a duplicate Statement of Attainment should complete an application in writing to the Training Coordinator using our contact details training@qha.org.au. The Training Coordinator will issue a duplicate within two weeks of application. There is no charge for an electronic copy; however, a fee will be charged if a hard copy duplicate is required. A duplicate issue will be noted on your original student record.

All Statements of Attainment issued will meet the requirements as outlined in the *Australian Qualifications Framework Second Edition 2013*, and include:

- Name and registration number of the issuing RTO.
- Name of the person who achieved the competencies.
- Date issued.
- A list of competencies including the national code for each unit of competence
- Training package, accredited course or competency (by their full title).
- A document number identifying the specific qualification.

- Authorised signatory.
- Contact details for inquiries relating to the Statement of Attainment.
- The Statement of Attainment may also include the Nationally Recognised Training logo and the State/Territory Training Authority logo.
- The words "a Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units."

Records of issued Statements of Attainment are to be kept for a period of 30 years.