



Handbook Disclaimer

This Student Handbook contains information that is correct at the time of publishing. Changes to legislation and/or MEGT Education & Training policy may impact on the currency of the information included.

MEGT Education & Training reserves the right to vary and update information without notice. Students are advised to seek any changed information and updates from their trainer or by contacting MEGT Education & Training.

This handbook has been prepared as a resource to assist students to understand their obligations and those of MEGT Education & Training.

Please carefully read through the information contained in this handbook. Students need to read, understand, be familiar and follow MEGT Education & Training policies and procedures outlined in this handbook.

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Introduction

Welcome to MEGT Education and Training.

Thank you for enrolling into our nationally recognised training program.

Our aim at MEGT Education & Training is to provide you a high quality learning experience and with the necessary skills and knowledge to enable your career journey in the Australian workforce.

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

This Student Handbook is designed to provide you with essential information about the vocational education and training (VET) experience, course enrolment, policies and procedures, your rights and obligations, and the support available to help you succeed in your studies. The Student Handbook also sets out our obligations to you, your rights and responsibilities, what support is available to you as a student, and what we expect from you as a student of MEGT Education & Training.

Should you require any further information, contact your trainer. Our trainers have years of experience in training and supporting students to reach their potential. That makes what we do here at MEGT Education & Training real and responsive.

Thank you for making the decision to train with us. We look forward to assisting you in achieving your training goals.

The VET Sector in Australia

Vocational Education and Training (VET) is a sector of the Australian education system focused on providing job-ready skills and nationally recognised qualifications. The VET sector in Australia is built on a partnership between government and industry – training is delivered by Registered Training Organisations (RTOs). Qualifications in VET are part of the Australian Qualifications Framework (AQF), which means the courses and credentials you earn are nationally consistent and recognized across Australia.

VET Quality Framework

As a RTO, MEGT Education & Training is part of Australia's VET Quality Framework. The VET Quality Framework is a set of regulations that impose minimum education related standards, and ensures the qualifications you receive is recognised across Australia. For more information about the VET Quality Framework, visit <https://www.asqa.gov.au/about-us/asqa-overview/key-legislation/vet-quality-framework>

Standards for NVR Registered Training Organisations (RTOs) 2025

These are the standards that govern the operation as an RTO and training providers conducting training under the auspices of an RTO. To be an RTO, MEGT Education & Training needs to meet the requirements of the Standards for Registered Training Organisations 2025. This is assessed by the Australian Quality Skills Authority (ASQA). Thus, MEGT Education & Training is answerable to ASQA for their conduct.

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

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

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

National Vocational Education and Training Acts

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

This includes the right of ASQA to audit MEGT Education & Training, apply penalties for non-compliance and define the requirements to retain records and other administrative and operational requirements of a functioning RTO.

MEGT Education & Training is answerable to ASQA for their operations.

Rights and Responsibilities

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

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

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

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

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

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

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

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

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

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

You have a right to expect that all course requirements are compliant with the principles defined in the Standards for Registered Training Organisations 2025 and that the qualification issued by us to you will be received in good standing.

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

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

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

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

You have a right to be provided with the services that you have paid for, if you have paid for a course, you have a right to expect to be delivered in the manner it was advertised, equally so, we have an obligation to

deliver it to you in the manner it was advertised. If there is a need to vary the process, then it must be by mutual consent.

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

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

We have a right, and you have a responsibility to adhere to any reasonable and lawful request by MEGT Education & Training.

You have a right to complain and appeal about anything or any decision we make at MEGT Education & Training, be it about you or about how we conduct the business of the RTO. We have an obligation to ensure that complaints and grievances, and appeals are dealt with quickly and satisfactorily in accordance with the procedures detailed in this Student Handbook.

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

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

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

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

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

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

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

Code of Conduct

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

- No smoking is permitted on campus, inside or outside the building. Smoking is banned in public and commercial buildings in Australia by Law, and you must not smoke within 5 metres from the entrance of any building. Also, if you choose to smoke, please make sure that you put all your cigarette butts in an ashtray/bin. Public bins and ashtrays are available in most public areas. Littering in a public place is not accepted in Australia.
- Aggressive behaviour, bullying or racism is not tolerated.
- The MEGT Education & Training prohibits the use of illegal drugs on the premises and during other training activities. Appropriate action will be taken against individuals who breach this policy.
- Staff or students are not permitted to possess or consume alcohol on the premises except under special circumstances approved by the Chief Executive Officer.
- Acts of vandalism, including graffiti, will be dealt with by the Police where appropriate.
- All equipment belonging to MEGT Education & Training should be treated with respect, and you should advise a staff member of MEGT Education & Training if anything is not working properly.
- No electronic equipment or mobile phones are to be used during class unless instructed.
- All break times must be taken according to the times allocated by the trainer.
- Students must be seated in class prior to the expected start time. Class times will start at times indicated on the course timetables unless otherwise notified.
- General housekeeping must be undertaken before leaving the class. Please do not leave rubbish lying around but place it into the bins provided. Make sure the doors and windows are shut, and lights and relevant equipment are turned off.
- Consider others and keep the toilets and other public areas clean and hygienic after your use.
- A reasonable standard of dress and hygiene is always to be maintained. It is always recommended that closed shoes be worn.
- MEGT Education & Training trainers and staff can refuse admittance to class if you do not turn up with the prescribed textbooks, course materials, learning materials, toolkits and appropriate OH&S clothing and equipment, if applicable.
- All students and staff must always comply with Work Health and Safety (WHS) policies and procedures.
- Any serious breach of any organisation policy can also result in cancellation of your enrolment.

Workplace Health and Safety Policy

The Work Health and Safety Acts and State Regulations describe MEGT Education & Training's duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others within the workplace. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate staff training, including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace with the safe storage of goods such as chemicals.

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Implement procedures and practices, in a variety of situations, in accordance with State and local Government Health regulations
- Store and dispose of waste according to health regulations
- Clean walls, floor and working surfaces to meet health and safety Standards without causing damage
- Check all equipment for maintenance requirements
- Refer equipment for repair as required
- Store equipment safely
- Identify fire hazards and take precautions to prevent fire
- Safe lifting and carrying techniques maintained
- Always ensure Student safety
- Ensure procedures for operator safety are always followed
- All unsafe situations recognised and reported
- Display first aid and safety procedures for all staff and students to see
- Report any identified workplace Health and Safety hazard to the appropriate staff member as required.

Privacy

MEGT Education & Training takes the privacy of our students very seriously, and we will comply with all legislative requirements.

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

The Enrolment Form allows students to give us permission to discuss the students progress with their employer. In some cases, we will be required by Law or required by the RTO Standards 2025 to make student information available to others. In all other cases, we ensure that we will seek the written permission of the student. More information on how MEGT Education & Training adheres to privacy principles can be accessed via the Privacy and Personal Information Policy.

Privacy Policy

Why we collect your personal information

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

How we use your personal information

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

How we disclose your personal information

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

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

How NCVER and other bodies handle your personal information

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

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

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

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

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

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

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

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

Surveys

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

Privacy Concerns

If you have any concerns about how we are handling your personal information, you can raise this with our CEO or RTO Manager. We have internal procedures to address any privacy breaches. If you are not satisfied with our handling of a privacy issue, you have the right to lodge a complaint with external bodies such as the Office of the Australian Information Commissioner (for breaches of the Privacy Act) or relevant state privacy commissioners. Our full Privacy Policy (available on our website or on request) contains details on how we handle privacy.

Contact information

At any time, you may contact MEGT Education & Training to:

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

Working with Children

MEGT Education & Training takes the safety and health of all our students very seriously, and we comply with all legislative requirements under the relevant state legislation (VIC – Working with Children Act 2005, QLD - Commission for Children and Young People and Child Guardian) to provide a safe learning requirement.

We do accept people under the age of 18 in our training programs and therefore require all trainers to be cleared as not being a risk to the health and safety of minors and to provide MEGT Education & Training with a copy of their Working With Children Check for working with children as part of our key prevention and monitoring system when working with children and people.

Further information on the Working with Children's Check is available from MEGT Education & Training RTO Manager.

Student Documentation Policy

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

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

The RTO Manager and CEO are responsible for ensuring backups of our computer systems in accordance with MEGT Information Technology policies and security controls. Our Student Management System (SMS) will retain student results for a period of no less than thirty years.

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

All other records including, taxation records, business and commercial records will be retained for a period of at least seven years. It is a requirement of the Standards for RTOs 2025 that we comply with all mandatory reporting obligations. All RTOs must report annual enrolment data and completion results to the Government (AVETMISS).

The RTO records all AVETMISS data in its Student Management System. This data is supplied and completed by the students at enrolment and is maintained and updated by the RTO Administration staff.

This data is verified for accuracy as part of the enrolment process, and this data is updated as the student progresses through the course.

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

Access to individual student training records will be limited to those required by the Standard for Registered Training Organisations 2025, such as:

- trainers, including RPL Assessors to access and update the records of the students whom they are working with
- management staff as required to ensure the smooth and efficient operation of the business
- Officers from Federal Government, ASQA or their representatives for activities required under the Standards for Registered Training Organisations 2025

Or those required by Law such as:

- people as are permitted by Law to access these records (e.g. subpoena / search warrants / social service benefits / evidence act).

OR

- students authorising releases of specific information to third parties in writing
- the students themselves, after making application in writing. For example, students seeking a replacement Certificate or Statement of Attainment.

Enrolment Process

Pre-Enrolment Information

It is important that you understand what we expect from you and what you can expect from us. The Pre-Enrolment information provided to you contains everything you need to know about your course, study options, how the course is delivered and your obligations in undertaking the qualification you select. Please refer to the Course Outline which includes key information to assist you in making the right decision for your learning path.

In addition to the information contained in your pre-enrolment pack, MEGT Education & Training will conduct an Orientation Day, one (1) week before the official commencement of the course. Students will be expected to arrive at 9.30 am on Orientation Day.

During orientation day students will be introduced to MEGT Education & Training staff, shown around the facilities; provided with detailed information about MEGT Education & Training; the course, timetable and unit delivery; their rights and responsibilities and other important information about the enrolment at MEGT Education & Training, including the facilitation of the enrolment process.

Language, Literacy and Numeracy (LLN) & Digital Literacy Skills

As part of the enrolment process, students must undertake a Language, Literacy and Numeracy (LLN) and Digital Literacy questionnaire assessment. This process is used to identify the student's current LLN & digital skills, course suitability and any areas of concern comparing it to the Australian Qualifications Framework (AQF) level requirements of the qualification in which the student is enrolling.

It is possible in some instances that students may not meet the AQF level requirements of the qualification, therefore preventing successful enrolment. MEGT Education & Training trainers and staff will provide LLN & Digital skills support where required, or refer students to an LLN&D specialist to assist with the development of skills to the requirements of the qualification and the industry they wish to work in.

Enrolment Documents

The enrolment and induction process occurs during the Orientation Day, where students are provided with the course information including:

- Course structure and units of competency
- Delivery Methods
- Language, Literacy and Numeracy (LLN) and Digital Literacy questionnaire Assessment
- Class timetable and self-paced learning requirements

An Enrolment Form must be completed for all new enrolments, irrespective of the type of enrolment of qualification the student wishes to enrol in, alongside various other forms of evidence as stated throughout the Student Handbook.

By completing the Enrolment Form, students confirm that they have received, completed and discussed all relevant information, forms and fact sheets at the time of enrolment. Once all enrolment requirements have been completed, students will be enrolled into their qualification to commence their course.

Students are required to attend face-to-face training at the delivery location, where you will be provided access to computers and resources, where necessary. Students will be required to undertake self-paced learning at home, which your trainer will provide further information during the Orientation Day and over the course of delivery.

By completing and signing the Enrolment Form, students (including parents/guardians of underage students) agree that on acceptance of the terms and conditions set out. Students agree to abide by the policies and expectations set out in this Student Handbook.

Unique Student Identifier

All students undertaking nationally recognised training in Australia must have a Unique Student Identifier (USI). The USI is a government-issued reference number that creates an online record of all your training achievements across different providers. This requirement has been in place since 1 January 2015, and it applies to all VET students, whether you're doing a short course or a full qualification.

An RTO cannot issue a qualification to a Student unless that Student provides the RTO with their USI. The USI will allow the Government to permanently record the awarding of this qualification to the individual – unless exemptions apply.

To obtain a USI, the Student will need to:

1. Visit www.usi.gov.au and provide information about themselves similar in content to that on their driver's licence (An Australian Drivers Licence has enough information), or
2. Authorise a third party such as MEGT Education & Training as the RTO to obtain the USI on their behalf. To enable this to happen, the student will need to:
 - a. Accurately complete the Enrolment Form, ensuring that the details they provide match their ID.
 - b. Provide MEGT Education & Training with one of the following forms of unique identification:
 - Driver's Licence
 - Medicare Card
 - Australian Passport
 - Visa (with Non-Australian Passport) for international Students
 - Birth Certificate (Australian) **please note a Birth Certificate extract is not sufficient*
 - Certificate Of Registration by Descent
 - Citizenship Certificate
 - ImmiCard
 - c. Nominate their preferred method of contact so that the USI activation notice can be sent to them, options include email, phone or mailing address.
 - d. Complete the authorisation form included in the Enrolment Form. Once their USI has been generated, they should:
 - write down their USI somewhere safe
 - activate their USI account at some stage soon.
 - If they do not activate their account, their USI still works.
 - when they do activate their account, they will be required to add some security questions and choose a password.

PLEASE NOTE: The USI System checks for duplicate entries and will report any suspected duplicates. Any USI provided to use by a student will need to be verified as being accurate through the student management system. Any USI indicated as not being correct or "rejected" are to be returned to the Student with the advice that the RTO cannot issue a Statement of Attainment or a Testamur without a valid USI.

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

Verification of Student USI

MEGT Education & Training must verify the legitimacy of the Student USI.

At the time of enrolment, or when the student offers their USI, MEGT Education & Training will verify the student's USI through the Student Management System.

Students whose USI cannot be verified will be notified by MEGT Education & Training administration staff. The student will then be requested to rectify the issue.

Students will also be advised that without a valid USI, the RTO is not able to commence your training and issue their Certificate or Statement of Attainment.

Credit Transfer

All AQF qualifications and statements of attainment issued by other registered training organisations will be fully recognised by MEGT Education & Training. These qualifications will be recognised and where appropriate could be used to reduce any training program being offered by us.

Students would be required to produce a copy of the original certificate to the Trainer or RTO Manager, who will make a note of the qualification in our record system. This is typically applied where students produce a pre-requisite qualification for a course they are currently wishing to undertake.

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

- An AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or
- An authenticated VET transcript issued by the Registrar, such as ASQA.
- An authenticated USI transcript.

Student will need to complete the *Credit Transfer Form* which contains authorisation for MEGT Education & Training to contact the training provider where the AQF certification/statement of attainment was issued, to verify the certificate/statement if USI transcript doesn't list the resulted units of competency.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process that involves making judgement on the skills and knowledge an individual has as a result of past study and/or experience. The aim of RPL is to recognise existing competencies without having to undertake training and assessment.

Competency may be recognised through:

- Formal or informal training and education the student has undertaken in the past
- Work Experience
- General Life Experience
- Any combination of these

RPL should be discussed as an assessment option during the enrolment process or as early as possible at the commencement of the training.

When apply for RPL, MEGT Education & Training will provide the student with a RPL Application Form which will indicate the units selected for RPL. RPL Kits will be provided to the student that consist of self-

assessment questionnaire as well as comprehensive guidance for the collection of evidence that will demonstrate proficiency against each of the units of competency for which RPL is being applied.

Your trainer will contact you to talk through what is required to undertake the RPL Process.

You will need to submit a portfolio of evidence and complete the RPL Kit for your trainer to review against the performance criteria and unit of competency selected from your course. Your trainer will conduct an assessment and competency conversation (interview) and prepare a report recommending the next steps which will include any gaps in the required course competencies. You might need to provide an additional information or attend a second interview.

If your application is successful, you can complete the remaining parts of the course. If you are unhappy with the decision, you can appeal the decision through our Complaints and Appeals process.

Access and Equity

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis. Including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote students.

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

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Access and Equity principles include:

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

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

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

The Learning Journey

As part of the overall enrolment and orientation day process, MEGT Education & Training will work with all parties to ensure course requirements are clear and concise, to address course requirements and any personal circumstances, and to ensure all support mechanisms are in place for successful completion of the qualification.

Attendance

Students must agree to attend scheduled classroom-based/face-to-face training as outlined in their course timetable. If you are unable to attend class you must contact your trainer on the day you are unable to attend and provide a legitimate reason for non-attendance (for example, illness supported by a Doctor's certificate).

Classroom Behaviour

All students are expected to comply with the following rules of behaviour whilst enrolled and attending training onsite at MEGT Education & Training:

- Arrive at classes at the scheduled time
- Attend all classes as per your course schedule
- Prepare for each class by undertaking the required reading, and completing all necessary self-paced work
- Demonstrate mutual respect for staff and fellow students
- Turn off all mobile and electronic devices (where directed) during training and assessment times
- Work to the best of your ability
- Participate actively in learning activities
- Avoid all forms of academic misconduct
- Refrain from activities that might negatively impact on other individuals on MEGT sites
- Be aware of your responsibilities within the classroom and your course
- Any other rules of training room and assessment behaviour as determine by, and/or negotiated with your trainer.

General Responsibilities

Please let us know if you change your address, phone number, email address or name during your course, otherwise you might not be able to receive important information we will be sending via post, email or SMS. If your name changes, please provide a certified copy of your marriage or name-change certificate.

Misconduct

It is expected that all students will behave in an honest and respectful manner appropriate for a learning environment, and in a way that will uphold the integrity of MEGT Education & Training. Examples of student misconduct may include, but not limited to:

- Academic misconduct, including plagiarism and cheating
- Harassment, bullying and/or discrimination
- Falsifying information
- Any behaviour that is against the law

- Any behaviour that endangers the health, safety and wellbeing of self and others
- Intentionally damaging equipment and/or materials belonging to MEGT Education & Training and/or other students or partner organisations

Consequences for misconduct will depend on the severity and frequency of the breach and include, but not limited to:

- Formal reprimand (warning)
- Removal from the training room
- Suspension from the course
- Reimbursement by the student for the costs incurred for any damage caused
- Expulsion from the training course without refund and/or credit
- Referral of the matter to the police

Students have a right to lodge an appeal by following MEGT Education & Training Complaints and Appeals Policy.

Discrimination, Bullying & Harassment

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

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

Discrimination

Discrimination can be direct, indirect, or systemic.

Direct discrimination is any action which specifically excludes a person or group of Individuals from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between Individuals.

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

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

Bullying & Harassment

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

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

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

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

MEGT Education & Training expectations relate to, but are not limited by the following types of communication:

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

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

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

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

All individuals are expected to adhere to the standards of behaviour contained herein at all times. Any individual who is found to have breached these expectations will be disciplined accordingly, which may lead up to, and include termination of employment or enrolment. If a contractor of MEGT Education & Training is

found to have breached these expectations, their contract stands to be terminated, or may not be renewed in the future.

Equity & Bullying Complaints

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

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

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

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

Informal Complaint Procedure

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

Different options for handling informal complaints may include, but are not limited to:

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

Complaints and Appeals Procedure

Complaints Procedure

A Complaint is any expression of dissatisfaction with our services, staff, other students, or any aspect of your experience with us. Complaints can be made about MEGT Education & Training, its staff, other students or third parties. MEGT Education & Training typically aims to resolve all complaints within three weeks.

MEGT Education & Training will act upon any substantiated complaints or appeals. These will be recorded into MEGT Education & Training's RTO Student Management System and Complaints/Appeals Register and will lead where appropriate, to continuous improvement activities. The data entry responsibility, including maintaining the security of these complaints and appeals, lies with MEGT Education & Training's RTO Manager.

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

In the first instance that a person or organisation is unhappy or dissatisfied with an aspect of our service delivery, they should consult their trainer, MEGT Education & Training's administration staff or RTO Manager. Work employers or organisations should contact MEGT Education & Training's RTO Manager.

We encourage students to contact their trainer as the first point of contact for students. The aim of this first contact is to resolve the issue quickly. If the student feels comfortable speaking directly to the person about whom the complaint is in relation to, then this course of action should be taken, as this can sometimes be the easiest way of resolving an issue. The person may have been unaware of the effect of their behaviour or decision, so discussing it with them provides them a chance to resolve the situation.

If the students' complaint is about the trainer and/or they feel uncomfortable talking to the matter with the person about whom the complaint is, and they are uncomfortable discussing this issue with the trainer, then they should contact MEGT Education & Training's RTO Manager.

Should the complaint or appeal not be resolved in the first instance, then the complainant is requested to formally lodge a complaint or appeal by completing the **Complaints and Appeal Form**. This form is available from the MEGT Education & Training's RTO Manager or training staff.

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

Should the complaint be about MEGT Education & Training's senior management (e.g., CEO, RTO Manager), then the Student Support Officer is able to receive the complaint or appeal which will be forwarded to their immediate manager, MEGT People & Culture or an independent manager.

This formal complaint or appeal will be entered on our Complaints/Appeals Register for tracking purposes and is the responsibility of MEGT Education & Training's RTO Manager. The receipt of the Complaint or Appeal will be formally acknowledged within one business day, in writing by MEGT Education & Training's RTO Manager and/or CEO.

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

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

- That both sides of the complaint will be informed of the complaint
- That both sides of any complaint will be heard after enough time has been provided for both sides to prepare their arguments.

- That an investigation will be conducted without undue delay
- The student will be allowed to continue their course without penalty until such time as the final decision has been determined.

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

MEGT Education & Training will ensure that the student's academic progress will remain unimpeded by their complaint or appeal.

Upon receipt of the formal complaint or appeal, MEGT Education & Training's RTO Manager will be responsible for resolving the issue. This will involve at least a formal interview with the student/individual, the trainer, and MEGT Education & Training's RTO Manager, if appropriate.

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

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

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

If the complainant is not satisfied with the decision they may Appeal the decision by following the Complaints and Appeals Policy.

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

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

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

For more information on how ASQA handles complaints, refer to ASQA's policy on Managing complaints about training providers [Managing complaints about training providers](#)

A further option available to students and organisations is the National Training Complaints Hotline. This number is 13 38 73 and is staffed Monday–Friday, 8 am to 6 pm nationally. More details on the National Complaints Hotline can be found at <https://www.dewr.gov.au/national-training-complaints-hotline>

Appeals Procedure

An appeal is specifically a request to review a decision that has been made by the RTO. In rare circumstances, the student may object to decisions made by MEGT Education & Training, including assessment outcomes, and wish to appeal these decisions.

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

- The correct response was provided however the response was marked incorrect in error
- The material assessed was not covered in learning materials

- The response provided by the student was the response provided in class
- Or any other reason.

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

1. Discuss the issue with your trainer and seek their opinion
2. If you are still dissatisfied, complete the **Complaints and Appeals Form** and submit it to MEGT Education & Training's RTO Manager, who will:
 - a. provide written receipt of your case within one business day
 - b. Review your case, and if desired, you will be able to present your case to MEGT Education & Training's RTO Manager. MEGT Education & Training's RTO Manager will review your case with you and provide you with a written response, including the reasons for the response.
3. At all times, the student is to be kept updated as to the progress and resolution of the matter

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

If the appellant is dissatisfied with the result or outcome of the appeal, or the process of the appeal and/or refuses to be reassessed, the RTO Manager is to advise the student of their right to further progress the appeal through an External Arbitrator.

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

Inclusive Learning and Student Support & Wellbeing Services

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

Everyone learns differently

Everyone can learn. Good trainers’ partner with students to empower them to achieve to their potential. MEGT Education & Training trainers ensure students feel connected, supported, and valued as individuals and as part of a community of students.

Being inclusive is everyone’s responsibility

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

Students bring existing knowledge and skills

MEGT Education & Training trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful, and engaging, and builds on the student’s existing capabilities.

Five core skills underpin all learning.

The skills of oral communication, reading, writing, numeracy, technology, and learning need special attention. MEGT Education & Training trainers actively recognise the need for students to continually update and build core skills for new contexts and are supported to identify and action student skills gaps.

Key Inclusive Learning Actions

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

Language, Literacy and Numeracy (LLN) Assistance

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

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

Support for Students with Additional Needs

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

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

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

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

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

On the same basis

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

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

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

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

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

Reasonable adjustment in Training and Assessment

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

Reasonable adjustment means making modifications to the learning environment or the way assessments are conducted, in order to give students with a disability the same opportunity to participate and demonstrate competence, without altering the integrity of the qualifications or imposing unjustifiable hardship on the RTO.

If you have a disability, health condition, or learning difficulty, we will make practical adjustments so you can access training on an equal basis with others, as long as those adjustments are reasonable and do not compromise the required outcomes of the course.

We encourage students to disclose any condition or support needs that might warrant adjustment, either during the enrolment process or at any time during the course. Any information you provide about your disability or condition will be kept confidential and only used to arrange necessary support (in line with our privacy policy and the Disability Standards for Education 2005). Once we are aware, our staff will consult with you (and possibly disability support professionals, if needed) to identify suitable adjustments.

In assessing whether a particular adjustment for a student is *reasonable*, MEGT Education & Training has regard to all the relevant circumstances and interests, including the following:

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

Consulting the student

Before MEGT Education & Training makes an adjustment for the student, the student or their associate is consulted about:

- Whether the adjustment is reasonable
- The extent to which the adjustment would achieve the aims in relation to the student; and
- Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student

Deciding on an adjustment to be made

In deciding whether to make a particular reasonable adjustment for a student, MEGT Education & Training:

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

A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary

depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

Assessing reasonable adjustments

In assessing whether a particular adjustment is reasonable for the student with a disability, MEGT Education & Training takes into account:

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

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

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

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

Unjustifiable Hardship

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

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

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

In determining whether unjustifiable hardship applies, MEGT Education & Training:

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

Where a claim of unjustifiable hardship is made, MEGT Education & Training has taken into account all the financial and other resources that are reasonably available for the purpose of making any necessary

adjustments for the student, and the impact of those adjustments on its capacity to provide education of high quality to all students while remaining financially viable.

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

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

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

Implementing Reasonable Adjustments

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

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

Student Rights and MEGT Education & Training Responsibilities

Students’ Rights	MEGT Education & Training Responsibilities
Enrolment	
<ul style="list-style-type: none"> • Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments. 	<ul style="list-style-type: none"> • Take reasonable steps to ensure that the enrolment process is accessible. • Consider students with disability in the same way as students without disability when deciding to offer a place. • Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.
Participation	
<ul style="list-style-type: none"> • Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability. 	<ul style="list-style-type: none"> • Take reasonable steps to ensure participation. • Consult with the student or their associate about the effect of the disability on their ability to participate. • Make a reasonable adjustment if necessary. • Repeating this process over time as necessary.

Students' Rights	MEGT Education & Training Responsibilities
Curriculum Development, Accreditation and Delivery	
<ul style="list-style-type: none"> • Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training. 	<ul style="list-style-type: none"> • Enable students with disability to participate in learning experiences (including assessment and certification). • Consult with the student or their associate. • Take into consideration whether the disability affects the student's ability to participate in the learning experiences.
Student Support Services	
<ul style="list-style-type: none"> • Right to access student support services provided by education institutions on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in. 	<ul style="list-style-type: none"> • Ensure that students with disability are able to use general support services. • Ensure that students have access to specialised support services. • Facilitate the provision of specialised support services.
Harassment & Victimization	
<ul style="list-style-type: none"> • Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability. 	<ul style="list-style-type: none"> • Implement strategies to prevent harassment or victimisation. • Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability. • Take appropriate action if harassment or victimisation occurs. • Ensure complaint mechanisms are available to students.

Student Support & Wellbeing Services

Your success in training is important to us, and we offer a range of support services to assist you academically and personally. During your enrolment process (and during your course) we will seek to identify any specific support needs you may have, so we can accommodate them appropriately or assist with referral to appropriate external support services.

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

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

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

MEGT Education & Training personnel have access to a range of access and equity materials designed to assist students in undertaking and completing courses and qualifications.

We understand that students may face personal, health, or emotional challenges that impact their studies. We are committed to your wellbeing and can refer you to appropriate support services. Our Student Support Officer, your trainer/assessor, or a designated staff member is available to discuss any issues confidentially and suggest help. If you are experiencing stress, anxiety, mental health concerns, or personal problems, we can refer you to professional counselling.

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

Referral Service Available
<p>Lifeline Phone: 13 11 14 www.lifeline.org.au Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.</p>
<p>Reading and Writing Hotline Phone: 1300 655 506 www.readingwritinghotline.edu.au For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.</p>
<p>Kids Helpline Phone: 1800 551 800 If you're between 5 and 25 and you're feeling depressed, worried, sad, angry or confused about things like your studies personal relationships, Kids Helpline offers free 24 hour, 7 day telephone counselling support (anonymous if you prefer).</p>
<p>Drug Info Phone: 1300 85 85 84 Drug Info is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms www.druginfo.adf.org.au/contact-numbers/help-and-support</p>

AQF Certificates and Statements of Attainment

MEGT Education & Training's Chief Executive Officer (CEO) will issue only AQF Certificates and Statements of Attainment that are within our scope of registration and that certify the achievement of the requirements of Units of Competency and Qualifications from nationally endorsed Training Packages.

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

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

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

Discipline

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

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

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

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

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

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

We expect that our staff will maintain a professional and ethical working relationship with all other staff, management, and students. Any breach of our disciplinary Standards will be discussed with the trainer and MEGT Education & Training RTO Manager, and the appropriate action will be taken.

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

Plagiarism

Plagiarism is taking someone else's work and/or ideas and passing them off as your own. It is a form of cheating and is taken very seriously. Plagiarism may lead to the student being withdrawn from their course.

All work that students submit must be their own. Students will sign a declaration at the start of each assessment stating this is to be the case.

To assist students to understand, the following are some examples of plagiarism:

- Copying sections of text and not referencing or acknowledging where the information has come

from

- Mashing together multiple 'copy and paste' sections without proper referencing or acknowledging where they have come from
- Presenting work that was done as part of a group as theirs alone
- Using information (for example pictures, text, designs, plans, diagrams etc.) and not citing the original artist/author

Artificial Intelligence (AI) Policy

MEGT Education & Training expects that all content generated in the course of undertaking students with MEGT Education & Training will be the Student's own original work and any use of Generative AI (e.g., Chat GPT) will be for assistive purposes only. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assessments or research projects is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

Assessment Standards

All assessments conducted by us will:

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

We will achieve this through:

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

Assessment Criteria

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

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

Submitting Assessments

Students are expected to apply time management skills to the completion of assessment tasks within the timeframes provided by their trainer. Students will receive full and detailed instructions on the requirements of each assessment task, including its context and purpose – students are to ensure that they talk to their trainer to clarify anything that is not clear.

Assessments and written evidence must:

- be legible if hand-written form and free from errors (or have any mistakes neatly corrected). It is preferable that written assessments are word processed.
- Have a margin down the left-hand side of each page
- Have each page numbered, name clearly stated, unit code and name listed and dated
- Be securely submitted with all attachments
- If electronic – be saved as “Student Name Unit Code and Assessment Task” to allow the assessor the ability to identify individual student (e.g., Joe Bloggs BSBDIV301 Task 1a)

Students are encouraged to take a copy of all assessment submitted for their own records as no assessment will be returned. Should the assessment fail by MEGT Education & Training, your trainer will provide your assessments with notes and comments, and the student will be asked to re-submit.

Cases of plagiarism will be returned and marked “Not satisfactory”

Where students are unsure about the presentation and preparation of assessments including being able to work process assessments, they should discuss this with the trainer.

Assessment Feedback

The trainer will provide students with relevant feedback regarding the outcome of their assessment submission. In all cases, the trainer will provide feedback about the student performance.

Resubmission

If students receive feedback that their assessment submission is not satisfactory or Not Yet Competent, they will need to provide additional evidence to support their claim for competency. This may mean that they are required to re-do some of the knowledge questions, add information or evidence to a portfolio, or demonstrate a practice task again.

MEGT Education & Training does not charge a fee for submission of assessment, if the resubmission is undertaken within one (1) month of receiving the result.

If, after three (3) resubmissions the work is still Not Satisfactory, or “Not Yet Competent” students will be required to re-enrol in the unit and re-do the required work in order to achieve the full competency. Students may be charged a fee for any unit that they are required to re-enrol.

Assessments Methods

Our assessments and assessment methods will ensure that we focus on the application of the skill and knowledge, including:

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

A variety of assessment methods will apply to each unit of competency, and these will reflect the learning outcomes required. Each method of assessment will be explained to the student by their trainer prior to the commencement of training.

MEGT Education & Training ensures that all assessments student complete are conducted professionally to ensure its validity, reliability, flexibility and fairness. The assessment methods used to gather evidence of a student’s ability to demonstrate competency by MEGT Education & Training include, but not limited to:

Questioning	Written or oral questioning, conducting interviews and questionnaires
Practical tasks	A practical demonstration by the student and observed by the assessor in the workplace or simulated work environment
Report writing/projects	Formal business writing using supplied work template, displays, presentations, samples of work
Portfolio	A collection of work samples of annotated and validated pieces of evidence. Evidence could be written documents, photographs, videos or logbooks
Case Studies	Analys of response to case studies reflecting evidence required to demonstrate competency in the unit of competency
Role Plays	A creative method to determine the level of knowledge, encouraging students to explore solutions to situations or problems under discussion
Scenarios	Analysis of responses demonstrating the application of skills required to be demonstrated for the unit of competency.
Third Party Reports	Supervisor verification of relevant skills and experience of on the job performance over a period of time together with employability skills.

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

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

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

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

Fees and refund policy

Before enrolling, all students are provided with detailed information about the course fees, any additional charges, and the terms and conditions of payment. MEGT Education & Training is committed to fair and transparent fee processes, which comply with consumer protection laws and the Standards for RTOs 2025.

Our training and assessment courses do attract fees. Course fees and fee structures are included in the Course Outline and pre-enrolment documentation available through either our website and/or electronic enquiry (e.g., Email). Fees and charges can be subject to change.

For individual students, before commencing their course/studies they will be provided with a Statement of Fees outlining the amount and when each set of fees will be due. A number of factors will determine how much a course will cost such as:

- Training program type
- Course duration
- Study Mode and load
- Credits that may be applied through credit transfer process
- Eligibility for subsidies or concessions (where applicable).

In some cases, additional costs may apply (for example, uniform or equipment for practical training, or licensing fees for certain units – these will be stated in the course information if relevant). We will clearly communicate the total course cost and payment schedule before you enrol.

MEGT Education & Training follows the Fee Protection rules as required by regulators – this means we will not collect more than \$1,500 in advance payments from students at any one time to limit financial risk.

Fee payment (excluding enrolment or application fees applicable) will commence once the student has attended their first unit of competency, acknowledging the student will be progressing with the qualification with the view of completing it. Invoices will be issued by the Accounts Department via email and are payable within the terms outlined on the invoice.

Fees and charges application for the student's qualification must be paid on the due date. For accredited training and/or assessment, no more than \$250.00 (enrolment application fee) will be payable by the student prior to the commencement of the course.

We may offer payment plans for longer courses, allowing you to pay in instalments. If you are on a payment plan, fees must be paid by the due dates agreed. Failure to pay fees may result in suspension of training or withholding of certification until payments are up to date (we will warn you if payments are overdue to give an opportunity to catch up). For short courses or micro-credentials, full payment may be required before the course commences.

Refund Policy

We understand that sometimes circumstances change and a student may need to withdraw from a course, or that a course might be cancelled or rescheduled by us. MEGT Education & Training has a fair and equitable Refund Policy in place containing guidelines guaranteeing the refund of fees to course students under reasonable circumstances. Management of MEGT Education & Training guarantees sound financial position and safeguards student fees until used for training and assessment.

Refunds will only be given in extenuating circumstances and will be assessed on a case-by-case basis. Eventuating circumstances may include medical, family or financial issues. Refunds and course cancellations remaining at the discretion of the RTO Manager and/or CEO and evidence may be requested

to verify reason for cancellation. Once you have commenced the course and the cooling-off period (if applicable) has passed, no refunds are available if you simply change your mind or decide to leave the course.

If MEGT Education & Training cancel a course before it commences, or are unable to deliver the course as advertised, you will be entitled to a full refund of any fees paid, or the option to transfer to another course date or program as an alternative.

Legislative Requirements

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

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

This legislation is continually being updated, and the Chief Executive Officer and RTO Manager are responsible for ensuring that all staff are made aware of any changes.

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

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

Commonwealth Legislation:

- National Vocational Education and Training Regulator Act 2011
- National Vocational Education and Training Regulator (Charges) Act 2012
- National Vocational Education and Training Regulator (Transitional Provisions) Act 2011.
- Standards Registered Training Organisations 2025
- National Vocational Education and Training Regulator Amendment Bill 2015
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Amendment (Education Standards) Act 2005
- Disability Discrimination Act 1992
- Racial Discrimination Amendment Act 1980
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Sex Discrimination Amendment Act 1991
- Privacy Act 1988
- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Australian Privacy Principles (2014)
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- Student Identifier Act 2014
- Student Identifier Regulation 2014

State Based Legislation

- Disability Services Act 2006

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