

STEPS

LEARNER HANDBOOK

DYNAMIC AND PRACTICAL TRAINING
DELIVERING REAL WORLD SKILLS



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RTO 1847

STEP into a world of opportunity

WELCOME



Welcome to STEPS.

This handbook has been developed to provide you with the information you will need to assist you achieve your study goals. If you have any questions, please contact your trainer or a STEPS employee to discuss them.

STEPS - is a vibrant not-for-profit community organisation focused on creating positive change in our communities.

Every day we take steps to create pathways to a world of opportunity, enabled through possibility, growth, and greater independence for all individuals.

At STEPS, our background in training is diverse and we draw upon this rich resource to create unique learning experiences across a broad range of educational areas.

From accredited courses to career and life enhancing workshops, our vision is to provide practical, experiential learning in a positive, supportive environment.

Our team of trainers are highly skilled, industry experienced professionals who use their experiences and knowledge to provide education that is relevant to today's workplace.

Our aim is to provide you with quality training and support services to assist in the successful achievement of a nationally recognised qualification. We also tailor short courses to meet our customer's needs.

We wish you all the best in your endeavours to learn, develop and improve your employment opportunities.

Thank you for choosing us as your training provider.

Cassie Stanley

CEO STEPS Group Australia

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HANDBOOK DISCLAIMER

This handbook has been developed as a reference guide to support learners in understanding their responsibilities, as well as the responsibilities of STEPS staff.

By submitting your Enrolment Form, you have confirmed that you have read and understood the information contained in this learner handbook.

Before you begin your studies, we want to provide you with all the information you need to make an informed choice.

This learner handbook contains information that is correct at the time of publication. Changes to legislation and/or to STEPS policy may impact the currency of the information included.

STEPS reserves the right to update information as required. Where any changes affect learners, STEPS will notify affected learners in a timely manner.

All learners are required to read, understand, and comply with the STEPS policies and procedures outlined in this handbook. Current versions of any additional policies, procedures and forms referenced in this handbook are available upon request using the contact details provided.

If you require any assistance in interpreting the information provided in this handbook, please contact one of our STEPS staff members who will arrange appropriate support.

Whatever your study goals may be, we are committed to ensuring your time at STEPS is enjoyable, safe and rewarding.

TRAINING AND COURSE CONTACT DETAILS

STEPS Group Australia

RTO Number: 1847

Phone number: 1300 131 965

Email: customercare@stepsgroup.com.au

Website: www.stepsgroup.com.au

Office Hours: Monday to Friday 8:30am – 4:30pm

STEPS

COMMITMENT & VALUES

INTEGRITY

OUR ACTIONS
MATCH OUR
WORDS

COURAGE

TOGETHER WE HAVE THE
COURAGE TO FIND
INNOVATIVE SOLUTIONS

UNDERSTANDING

WE PRIORITISE
UNDERSTANDING THE
NEEDS OF OUR CUSTOMERS
AND COMMUNITY

RESPECT

WE TREAT EVERYONE
EQUALLY AND FAIRLY

STEP into a world of opportunity

STEPS EDUCATION AND TRAINING RESPONSIBILITIES

As a Registered Training Organisation (RTO), STEPS is required to comply with legislation designed to uphold the integrity of the nationally recognised qualifications that we deliver, and the quality of our training and assessment processes. This includes compliance with:

- Outcome Standards for Registered Training Organisations (RTOs) 2025.
- National Vocational Education and Training Regulator Act 2011.

STEPS is dedicated in applying the provisions of the Vocational Education and Training (VET) Quality Framework to ensure that our services are of the highest quality.

More information about these regulations and legal frameworks may be located at:

- www.comlaw.gov.au which is the Australian Government website for Commonwealth Law.
- www.legislation.qld.gov.au which is the website for Queensland Government Law.
- www.asqa.gov.au which is the website for Australian Vocational Education and Training (VET) regulator.

STEPS CODE OF CONDUCT

STEPS, as a responsible member of the VET industry, follows a Code of Conduct which outlines how you can expect the organisation and our staff to operate.

Training and Assessment Service	STEPS Management and Staff are committed to providing Training and Assessment services, resources, support and equipment in a condition and environment that is conducive to achieving competency in the course units being undertaken by the learner, whilst meeting the training and assessment expectations of the industry and employer.
Issuance of Qualifications	STEPS will promptly issue qualifications to all enrolled learners who have successfully completed all course requirements and demonstrated competency in all units in their training program. Staff will provide ongoing assistance to enquiring learners regarding their record of progress, achievements, and statements of attainment.
Financial Management	STEPS applies sound and accountable financial practices within its day-to-day operations and maintains its compliance to financial obligations under the Outcome Standards for RTOs 2025.
Records and Information Management	STEPS is committed to implementing best practice in its records management practices and systems, and to responding in a timely manner to all requests for information from present and past learners, within the provisions of the Australian Privacy Act 1988. Learner records are maintained in a digital format in our Student Management System and, where applicable, hard copy learner files. All files are protected either physically or digitally to ensure the protection and privacy of learners. Records are retained in accordance with the Outcome Standards for RTOs 2025 and requirements of the Australian or specific State where Funded programs and eligible learners are applicable.

Access and Equity	STEPS Management and Staff are committed to helping all learners identify and achieve their desired learning outcomes. STEPS is committed to providing training and assessment services to all learners regardless of race, religion, sex, socioeconomic status, disability, language, literacy, or numeracy, and upholds the principles of equal opportunity and the regulations under the Standards for RTOs.
RPL (Recognition of Prior Learning) & CT (Credit Transfer)	STEPS Management and Staff are committed to supporting the RPL and CT enquiries and requests from potential and enrolled learners. RPL and CT information is provided to learners upon enrolment prior to the commencement of training. Learners are encouraged to discuss their prior knowledge with their trainer who will determine their suitability for RPL or CT.
Stakeholder Feedback	STEPS is committed to securing, reviewing, and actioning feedback from all its stakeholders. Learners are requested to complete online feedback forms throughout their training program and the Commonwealth Quality Indicator Survey on an annual basis.
Provision of Information	Clear and accurate advice and information is provided to all enrolling learners at STEPS. Initial contact, induction and the commencement of training is supported by the provision of timely information concerning enrolment procedures, fees and charges, access and equity, guidance and support, complaints and appeals, RPL, credit transfer, access to online learning and training, and assessment procedures.
Legislative Compliance	STEPS conducts periodic internal audit processes of its training and assessment procedures, processes, and judgements. Periodic review is applied to all policies and procedures to ensure that the RTO is compliant with all State and Commonwealth legislative requirements.
Consumer Law	STEPS complies with relevant consumer protection legislation, including Australian Consumer Law (ACL) and the Queensland Competition and Consumer Act 2010. This means that learners are provided with the required 'cooling off period' and are entitled to refunds where STEPS are unable to deliver the training and assessment services to the learner as agreed.
Marketing Accuracy	STEPS is committed to ensuring that all marketing information is accurate, ethical, and compliant with the Standards for RTOs.
Complaints and Appeals	The STEPS Complaints and Appeals policy ensures that all complaints are dealt with in a constructive and timely manner.

INDEMNITY

STEPS and its staff shall not be held responsible for any personal items that are lost or damaged when learners are either in the training room, on campus or during work placement.

STEPS may need to obtain medical treatment for you if it is deemed necessary by a staff member or a representative acting on behalf of STEPS.

Neither STEPS nor its staff will be held responsible for any expense, loss, damage, of whatever nature or whatsoever occasioned as a result of authorising and arranging such emergency medical treatment.

WORKING WITH CHILDREN CHECK

All trainers and assessors must undertake a Working with Children Check before commencing training and assessment to determine if they will be delivering training and assessment to learners under 18. STEPS is a Child Safe Organisation.

CONSUMER GUARANTEE

STEPS guarantees that the services provided by STEPS will be:

- provided with due care and skill
- fit for any specified purpose (express or implied)
- provided within a reasonable time (when no timeframe is set).
- (What is 'reasonable'? Depending on the nature and relevant factors, such as the learner's ability to complete training and assessment.)

CHANGES TO AGREED SERVICES PROCESS

Where there are any changes to the agreed services that will affect the learner, including in the event of STEPS closing down, STEPS will advise the learner in writing within 10 business days of the event; this includes changes to any new third-party arrangements or a change of ownership or any changes to existing third-party arrangements.

TRAINING PROVIDERS RIGHTS AND RESPONSIBILITIES

As a Nationally Registered Training Provider, we have the right to and responsibility for the following:

We have the right to:

- Ask for, expect and receive compliance with all legislation, including Health and Safety and Equal Opportunity policies and procedures from the learners
- Ask for access to your information for purposes associated with assessing and recording results and attendance, ensuring confidentiality is maintained.
- Ask you to leave a course if you do not adhere to STEPS policy and procedures
- Inform the appropriate authorities when the issue arises.

We have the responsibility to:

- Provide a safe training environment
- Provide a quality training product
- Adhere to all legislative requirements throughout our business operations
- Provide access to support services

- Provide prompt and equitable resolution to any raised complaint and/or appeal

INSURANCE

STEPS maintains public liability insurance for its registration, ensuring adequate coverage appropriate to its size and scope, set at \$10,000,000.

Our CEO is responsible for ensuring that STEPS has sufficient insurance to cover the risks associated with its operations, including training and assessment activities.

Additionally, STEPS may hold other relevant insurance policies, such as professional indemnity insurance, workers' compensation (as required), and building and contents insurance (where applicable), to further safeguard its business and stakeholders.

ENROLMENT INFORMATION

Enrolment in a program of study at STEPS may be completed on a form or, online. The STEPS Customer Services Team and Site Administration Teams are available to help you through the three simple steps:

Step 1: Course Selection and Initial Enquiry

Before commencing the enrolment process, prospective learners are encouraged to review the courses available on the STEPS website to ensure the selected program aligns with their career goals, interests, and intended pathway.

Once you submit an enquiry, you will be contacted by a member of the Customer Services Team who will:

- Discuss suitable training pathways and available funding options
- Provide information about the qualification
- Assess eligibility for Credit Transfer and/or Recognition of Prior Learning (RPL) based on your previous study and work experience.

Step 2: Online Enrolment

You will be required to complete the online enrolment form and provide:

- Personal and contact details
- Unique Student Number (USI)
- Required identification documents
- Evidence of vaccinations, where applicable, in accordance with course, industry and government health requirements

Step 3: Work Placement Compliance (where applicable)

For courses that include a compulsory of Work Placement (refer to our website for specific details), you will be required to obtain the relevant compliance documentation before placement, which will include:

- An Australian Federal Police check without a disclosable outcome
- Working With Vulnerable People Card (Tasmania)
- NDIS Worker Screening Card and Working with Children (Blue Card) (Queensland)
- Ochre Card (Northern Territory).

COURSE-SPECIFIC INFORMATION

Before enrolling in a course with STEPS, and before you are required to pay any fees, you will be provided with clear and accurate information to help you make an informed decision about your study.

This information is provided through STEPS course information pages, course outlines, written enrolment information, and/or discussions with the STEPS Customer Care or Site Administration team.

The following information will be made available to you prior to enrolment:

- Training product details, including the qualification or unit code and title
- Course duration, including any minimum or expected completion timeframes
- Mode of delivery, such as face-to-face, online, blended or workplace-based delivery
- Training location(s) and, where applicable, delivery arrangements across different sites
- Course commencement dates and expected training schedules
- Entry requirements, including any language, literacy, numeracy or digital literacy expectations
- Assessment requirements, including the need for workplace or work-placement assessment where applicable
- Licensing or regulatory requirements, if the course leads to an occupational licence or regulatory outcome
- Work placement requirements, including any mandatory checks, screenings or vaccinations required by placement providers
- Third-party delivery arrangements, where any part of the training or assessment is delivered on behalf of STEPS by another organisation.
- Fees, charges and payment options, including any applicable government subsidies or concessions, and
- Refund and withdrawal conditions.

If you have any questions about course suitability, delivery arrangements or requirements, STEPS staff will discuss these with you as part of the enrolment process to ensure the course is appropriate for your individual needs and circumstances.

UNIQUE STUDENT IDENTIFIER (USI)

A USI is required by all persons undertaking nationally recognised training in Australia. It allows learners to link to a secure online record of all qualifications gained, regardless of the provider. This system was implemented by the Australian Government in 2015.

As an RTO training and assessing Nationally Recognised Training, STEPS cannot issue Certificates of Qualification nor Statements of Attainment where there is no USI registered for the learner. As part of our Enrolment process, you are requested to provide your USI. If you do not have a USI, please visit the website: [Get a USI | Unique Student Identifier](#) for more information and so you may create your own USI.

LLN&D (LANGUAGE, LITERACY, NUMERACY AND DIGITAL LITERACY)

Before enrolment is accepted, you must complete an assessment to ascertain your LLN&D level. The assessment result will help STEPS to know if there are any areas you will require support in before or during the course.

STEPS will discuss the outcome of your LLN&D assessment with you and advise whether the course is suitable for your individual needs. Where appropriate, STEPS may recommend support strategies, reasonable adjustments, or alternative training or pathway options to help support successful course participation and completion.

All learners undertaking training must undertake an LLN&D Assessment unless the learner currently holds the Certificate level they are applying for (or above) or can demonstrate equivalent industry experience.

REASONABLE ADJUSTMENT AND DISABILITY SUPPORT

STEPS is committed to providing a supportive and inclusive learning environment for all learners. If you have a disability, health condition, or learning difficulty, we will work with you to provide reasonable adjustments that allow you to participate equally in your course without compromising assessment standards.

What Is a Reasonable Adjustment?

A reasonable adjustment is a change made to the learning or assessment environment to support equal participation, such as:

- Extra time for assessments
- Modified assessment methods (e.g. verbal responses instead of written)
- Assistive technologies (screen readers, voice-to-text software)
- Enlarged or simplified learning materials
- Additional trainer or support time.

Adjustments are made in a way that ensures the integrity of the unit or qualification is maintained, meaning you still meet all the competency outcomes.

How to Request an Adjustment

If you believe you may require adjustments:

1. Disclose your needs in confidence via the contact details
2. Provide relevant supporting documentation, such as:
 - Medical or psychological reports
 - Educational assessments
 - Statements from health professionals or carers
3. Meet (phone or Zoom) with the STEPS Student Support Team to develop a personalised Learning Support Plan.

Requests should be made as early as possible (ideally before you begin assessments) to ensure adequate support is in place.

Confidentiality

All information about your disability or support needs is kept strictly confidential. It will only be shared with trainers or staff involved in implementing the adjustment plan, and only with your consent.

Examples of Common Adjustments at STEPS:

Challenge	Example Adjustment
Vision impairment	Use of audio resources or enlarged documents
Dyslexia or literacy difficulty	Verbal assessment or simplified text
Anxiety or mental health	Flexible deadlines or one-on-one coaching
Physical disability	Modified fitness tasks or use of equipment alternatives

External Support Services

You may also access external disability support services, including:

- Disability Gateway: 1800 643 787 – www.disabilitygateway.gov.au
- NDIS Information: www.ndis.gov.au
- JobAccess: 1800 464 800 – www.jobaccess.gov.au

Important Notes

- Adjustments cannot change the competency requirements of the unit.
- STEPS reserve the right to determine if an adjustment is reasonable based on fairness, safety, and course requirements.
- Where a requested adjustment is not considered reasonable or is not able to be implemented, STEPS will explain the reasons to the learner as soon as practicable.

Culturally Safe and Inclusive Learning Environment

STEPS is committed to creating a training environment that is respectful, inclusive, and supportive of all learners. This includes acknowledging the diverse cultural, linguistic, gender, age, ability, and socioeconomic backgrounds of our learners.

COMMITMENT TO FIRST NATIONS LEARNERS

We recognise the unique place of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia and respect their cultures, histories, and rights.

To support our First Nations learners, STEPS

- Welcomes cultural identity and encourages self-identification in enrolment processes
- Offers culturally respectful training practices and learning materials
- Accommodates cultural protocols, responsibilities, and community obligations
- Engages Indigenous support staff or services when needed (via referral)

If you are an Aboriginal or Torres Strait Islander learner and would like support, please email STEPS to arrange a culturally safe discussion about your learning needs.

DIVERSITY AND INCLUSION FOR ALL LEARNERS

STEPS is inclusive of all backgrounds and promotes equity through:

- Zero tolerance for discrimination, bullying, or harassment
- Use of inclusive and non-discriminatory language and materials
- Trainer development in cultural awareness and inclusive practice
- Reasonable adjustments for religious or cultural observances (e.g. fasting, prayer times, cultural events)

We support learners from:

- Culturally and linguistically diverse (CALD) backgrounds
- Faith-based communities
- LGBTQIA+ communities
- Older or mature-age learners
- Refugee and migrant backgrounds
- People with disabilities or chronic illnesses

Inclusive Practices in Learning and Assessment

To ensure all learners can participate equally, we:

- Use plain language where possible
- Offer accessible materials (audio, large print, digital)
- Use case studies and imagery that reflect diverse populations
- Avoid gender stereotypes in fitness and support settings
- Invite feedback on cultural representation in resources

External Support and Advocacy

STEPS identifies common wellbeing needs relevant to learner cohorts and training products and maintains referral pathways to appropriate support services. Learners are advised of available wellbeing supports, and trainers or support staff can assist learners to access internal or external wellbeing services where required.

STEPS can refer you to culturally appropriate support services, such as:

- First Peoples Disability Network – www.fpdn.org.au
- Indigenous Allied Health Australia – www.iaha.com.au
- Multicultural Youth Advocacy Network – www.myan.org.au
- QLife (LGBTQ+ support) – www.qlife.org.au

SUPPORT SERVICES AND SPECIAL NEEDS ASSISTANCE

Our trainers carefully monitor each learner's progress throughout the course and, where needed, may arrange one-on-one support to provide extra guidance and skill development. If at any stage you feel you require additional assistance, please speak directly with your facilitator, who will work with you to accommodate your needs and support your success.

Please get in touch with us as soon as possible if you have any special needs. Below is a list of some of the ways we may be able to help you. If your need is not identified/listed below, please get in touch with STEPS administration staff:

Assistance required	Whom to contact	What they can do	How to make contact
General English (Language Literacy / Numeracy and Digital) Support	STEPS Customer Care or Site Administration team	They can discuss the individual course's LLND requirement with you and then put you through an LLND Assessment to help gauge your ability to complete the course successfully. If you cannot enrol in the course, they will assist you by directing you to the right resources for your unique needs.	At STEPS reception and/or by phone or email
Enrolment process	STEPS Customer Care or Site Administration team	The admin can walk you through the different enrolment methods and what is expected at course commencement.	At STEPS reception and/or by phone or email
Your Privacy	STEPS Customer Care or Site Administration team and/or STEPS Management	They can walk you through why it is required and how your data is used and stored.	At STEPS reception and/or by phone or email
Gaining your USI	STEPS Customer Care or Site Administration team and/or STEPS Management	Customer Care or Site Administration team can walk you through the USI process, or with your permission, they can create a USI for you.	At STEPS reception and/or by phone or email
Assessment Decisions	Your Assessor and/or STEPS Management	Your assessor can take you through your assessment decision, explain how you went and what to do moving forward.	At STEPS reception and/or by phone or email
Assessment Difficulty	Your Assessor and/or STEPS Administration	Your assessor can take you through your assessment and explain what is expected but cannot give you the answer. Where possible, the assessor may be able to contextualise the assessment.	At STEPS reception and/or by phone or email
Assessment Results	Your Assessor and/or STEPS Customer Care or Site Administration team	Your assessor can support you to understand your results and determine what further training may be required before the next assessment attempt (refer to the specific unit assessment for further details)	At STEPS reception and/or by phone or email

Lost property	STEPS Customer Care or Site Administration team	The Customer Care or Site Administration team will check Lost and Found to see if anyone has handed in your item.	At STEPS reception and/or by phone or email
Specialist Agencies: The following agencies have been identified as being able to help with specific special needs; their contact details are below.			

Service Providers	What they offer	How to contact
Language Support Services		
Adult Migrant English Program (AMEP)	Offers free English language tuition to eligible migrants and refugees. Managed by the Department of Home Affairs.	immi.homeaffairs.gov.au/settling-in-australia/amep/find-a-class/providers-and-locations
TAFE English Language Centres	Provide English language courses tailored to international learners and migrants—locations across Australia via TAFE institutes.	Search TAFE English Language Centres for relevant TAFE in your state.
Navitas English	Delivers AMEP and Skills for Education and Employment (SEE) programs. Offers tailored English learning support for both individuals and businesses.	Phone: 1300 798 111 info@navitas-skilled-futures.com.au www.navitas-skilled-futures.com.au/courses-and-programs/
AMES Australia	Provides English language programs for migrants, refugees, and asylum seekers. Focuses on settlement support alongside language development.	www.ames.net.au/ Phone: 13 AMES
Literacy and Numeracy Assistance		
The Reading Writing Hotline	A national referral service for adult literacy and numeracy. Offers free and confidential support, along with referrals to training programs.	readingwritinghotline.edu.au Phone: 1300 655 506
SEE Program (Skills for Education and Employment)	Provides eligible job seekers with up to 650 hours of free training in literacy and numeracy. Delivered by registered training organisations (RTOs) across Australia.	www.dewr.gov.au/skills-education-and-employment www.dewr.gov.au/skills-education-and-employment/see-providers

TAFE Adult Literacy Programs	Offers literacy and numeracy support to adults looking to improve their basic skills. Available through various state TAFE institutes.	Search TAFE Adult Literacy Programs for relevant TAFE in your state
Digital Literacy Support Services		
Be Connected	A government-funded initiative aimed at increasing the digital skills and confidence of older Australians, but also valuable for broader community use. Provides free online learning resources and support for digital skills, including workshops and in-person training through community partners.	beconnected.esafety.gov.au/ Phone: 1300 795 897
Tech Savvy Seniors	A program run in collaboration between state governments and Telstra, aimed at helping seniors develop the skills to use digital technology confidently. Offers free or low-cost training, with courses available in multiple languages and tailored to the needs of participants.	www.telstra.com.au/tech-savvy-seniors
Indigenous Digital Excellence (IDX) Initiative	It is run by the National Centre of Indigenous Excellence (NCIE) and is focused on fostering digital literacy, technology skills, and innovation among First Nations people. Offers workshops, programs, and partnerships to help Indigenous communities gain digital skills.	ncie.org.au/tag/indigenous-digital-excellence/
The Good Things Foundation Australia	It supports digital inclusion through various programs, including the Be Connected network, which supports community organisations that teach digital skills. Focuses on empowering all Australians to thrive in a digital world through training and community support.	goodthingsaustralia.org
Digital Springboard	An initiative by Infoxchange and Google, providing free courses that help people develop digital skills for everyday life and work. Offers online and in-person training sessions on basic computer skills, job readiness, and online safety.	www.infoxchange.org/au
Australian Indigenous	It offers programs that include digital learning components and provides mentoring and technology	www.aimementoring.com

Mentoring Experience (AIME)	education to support Indigenous learners' success in school and beyond.	
First Nations Media Australia	Provides media and digital literacy training through workshops and programs that empower Aboriginal and Torres Strait Islander communities to create, share, and engage with media content. Supports the development of technical and creative skills for engaging with digital tools.	firstnationsmedia.org.au
Personal Counselling Services		
Lifeline Australia	Provides 24/7 crisis support and suicide prevention services. Offers online chat and phone support.	www.lifeline.org.au Phone: 13 11 14
Beyond Blue	Focuses on mental health support, providing counselling and resources for anxiety, depression, and suicide prevention.	www.beyondblue.org.au Phone: 1300 22 4636
Headspace	Supports young people aged 12-25 with mental health, physical health, work, and study issues. Offers face-to-face and online counselling services.	headspace.org.au headspace.org.au/online-and-phone-support/
Relationships Australia	Offers personal counselling, mental health support, family relationship services, and dispute resolution. Available across Australia in various centres.	www.relationships.org.au/ Phone: 1300 364 277
Kids Helpline	Free online and phone counselling services are provided for young people aged 5 to 25.	kidshelpline.com.au/ Phone: 1800 55 1800
Drug and Alcohol Abuse Support Services		
Alcohol and Drug Foundation (ADF)	Provides information, support, and resources for individuals and families dealing with alcohol and drug issues. Offers programs to prevent and reduce alcohol and drug-related harm.	adf.org.au/ Phone: 1300 85 85 84
Counselling Online	A free and confidential online counselling service for people affected by alcohol and other drugs. Available 24/7, offering online chat, email support, and self-help resources.	www.counsellingonline.org.au/ Phone: 1800 888 236
Turning Point	Provides various addiction services, including treatment, counselling, and education.	www.turningpoint.org.au/ Phone: 1800 888 236

	Offers online resources, phone support, and referral pathways to specialised services.	
Family Drug Support (FDS)	Focuses on supporting families affected by drug and alcohol dependency. Offers a 24/7 national support line, peer support programs, and online resources.	www.fds.org.au/ Phone: 1300 368 186
Direct Line (Victoria)	A 24/7 confidential alcohol and drug counselling service available to Victorians. Offers over-the-phone counselling, information, and referral to treatment services.	www.directline.org.au/ Phone:1800 888 236
Drug Info	A service provided by the Alcohol and Drug Foundation that offers information on drug use, prevention, and treatment. Includes a free national hotline and comprehensive online resources.	adf.org.au/ Phone:1800 250 015
SMART Recovery Australia	Offers evidence-based group programs for people dealing with addictive behaviours, including alcohol and drugs. Focuses on self-management and peer support in group meetings, both in person and online.	smartrecoveryaustralia.com.au/ smartrecoveryaustralia.com.au/contact-us
The Salvation Army – Drug and Alcohol Rehabilitation Services	Provides residential rehabilitation, detox, and outpatient services for individuals struggling with drug and alcohol addiction. Support services are available throughout Australia.	www.salvationarmy.org.au/need-help/alcohol-and-other-drug-services/
Head to Health	A national mental health initiative that connects people to appropriate drug and alcohol support services, including treatment options.	www.headtohealth.gov.au/
Reach Out	Offers online mental health and well-being support for young people, including resources on drug and alcohol abuse. Provides advice and strategies to reduce harm and support individuals in making positive changes.	au.reachout.com/
First Nations Support Services		
Aboriginal Drug and Alcohol Council (ADAC)	Provides culturally appropriate drug and alcohol prevention, education, and treatment programs for Aboriginal people in South Australia.	adac.org.au/ Phone: 08 8351 9031

	Focuses on reducing harm caused by alcohol and other drug use within Aboriginal communities.	
The Healing Foundation	Supports healing for Aboriginal and Torres Strait Islander individuals affected by trauma, including the Stolen Generations. Provides culturally safe programs focused on mental health, well-being, and intergenerational healing.	healingfoundation.org.au/ Phone: (02) 6272 7500
Yarning Safe Strong	A 24/7 phone crisis line specifically for Aboriginal and Torres Strait Islander people to discuss issues such as mental health, alcohol and drug abuse, and trauma. Provides culturally safe and confidential counselling support.	Phone: 1800 959 563
Well Mob	A digital library of online resources to support the social, emotional, and cultural well-being of Aboriginal and Torres Strait Islander people. Offers resources on mental health, physical health, alcohol and drug issues, and family support.	wellmob.org.au/
Aboriginal Medical Services (AMS)	Located across Australia, AMS centres provide culturally safe healthcare, including drug and alcohol counselling, mental health services, and general medical support for First Nations individuals. □ Find a local AMS centre through the National Aboriginal Community Controlled Health Organisation (NACCHO)	www.naccho.org.au/acchos/
Guddi for Life	Delivers mental health and well-being programs tailored to First Nations individuals, including support for alcohol and drug use. Focuses on social and emotional well-being through cultural practices and modern therapy.	guddiforlife.com.au

COURSE DURATION

The length of your course is dependent upon a number of factors, including:

- Your current skills and knowledge – Recognition of Prior Learning (RPL) application or application for credit transfer (where you already hold the unit of competency from previous training)
- The number of units in your training program
- The level of the qualification being undertaken
- Your ability to commit to the training program
- Your ability to successfully complete the assessment and demonstrate competency to workplace standards.

The Australian Qualifications Framework (AQF) summarises the criteria of different qualification levels and gives an indication of the complexity, depth of achievement, knowledge, skills, and levels of autonomy required to achieve a qualification at different levels. You may access a copy of the AQF from the website: [Australian Qualifications Framework, Australian Government \(aqf.edu.au\)](http://aqf.edu.au).

COURSE WITHDRAWAL

If a learner decides to withdraw from a course prior to completion of the normal expected training period offered by us, notice must be given in writing to the trainer. The learner will be issued with a nationally recognised Statement of Attainment for any units in which they have been assessed as competent in.

Transfer between Registered Training Organisation (RTO)s

STEPS will support learners who wish to change their Registered Training Organisation (RTO). The STEPS Customer Care or Site Administration team will assist learners through this process.

HOW DO I PAY?

Information about fees and charges may be obtained by contacting STEPS Customer Care or Site Administration team. Learners will be provided with an estimate of course fees prior to enrolment. A number of factors will determine how much your course will cost such as:

- The training program you wish to study
- Course duration
- Study load and mode (full time, part time, face-to-face, online etc.)
- Any credits that may be applied through direct credit transfer
- Any course funding available
- Your eligibility for subsidies or concessions.

When are fees payable?

All course fees are payable prior to enrolment in a STEPS course or program.

Fee Payments

All course fees are to be paid in full before the commencement of the course if the total fee is under \$1,500.00.

Where a course cost is more than \$1,500.00, learners are requested to pay a deposit less than \$1,500.00 and a payment plan is developed for the remainder of the fees. STEPS Customer Care or Site Administration team can assist you with this prior to enrolment.

Payment Plans will only be entered into upon completion of the Payment Plan Form (1500101) and where bank account details have been provided for direct debit facilities to be implemented.

It is STEPS' practice that learners will not be enrolled without payment of learner fees or activation of a payment plan.

Co-Contribution Fees for Queensland Funded Courses - Career Start or Career Boost

Co-contribution fees are calculated per unit of competency delivered and the total co-contribution per course is advertised on STEPS website.

The co-contribution fee represents the total cost to the learner, including any enrolment charges (e.g. ID card fees), tuition, services and materials fees, and all other mandatory costs related to delivering training, assessment, and awarding the Qualification. This also includes costs such as criminal history checks, where required for Vocational placement.

Upfront charging and collection of the total Co-contribution fee is prohibited. STEPS cannot request or demand more than 30% of the total co-contribution fee cost upfront.

The co-contribution fee may be paid on behalf of the learner by their employer or a third party unrelated to STEPS but cannot be paid or waived by STEPS (whether directly or indirectly), unless approved in writing by the Department. STEPS must not refund, return, or provide cash payments (including 'referral fees' or other bonuses) to any fee payer, including third parties.

A learner's eligibility for concessional status must be confirmed by STEPS at the time of enrolment, with appropriate evidence retained to support the higher Government subsidy.

The higher subsidy enables STEPS to reduce co-contribution fees and/or provide increased learning support for disadvantaged learners. Evidence must be retained for all learners whose circumstances have been assessed as fully or partially exempt from the requirement to pay fees.

Co-contribution fee will not be charged for credit transfers or transitional gap training.

Payment plans

Depending on the program of study and eligibility for government funding, learners may be eligible to set up a payment plan for payment of their fees. All payment plans are Direct Debit only. All scheduled payments will be processed by STEPS Finance Department on or shortly after the stipulated due date.

You are required to advise STEPS Finance Department immediately on 07 5458 3000 if you cannot make your scheduled payment by the due date.

REFUND CONDITIONS

Cancellation of Training by STEPS

A full refund will be made on any course cancelled by STEPS.

STEPS reserves the right to change or revise any course. Should this occur, all participants will be given at least 48 hours' notice and a full refund will apply. If the learner prefers to be transferred to another course offered by STEPS of the same value, this will occur at no additional cost to the learner if another course is available.

Cancellation of Training by Learner Prior to Course Commencing

Learners must give STEPS 48 hours' written notice for cancellation prior to the course commencing via email to training@stepsgroup.com.au. If the learner is unable to provide cancellation via email, the learner may phone STEPS on 07 5436 6000 and provide verbal confirmation of cancellation; however, STEPS will need to receive the cancellation in writing prior to a refund being given.

If a learner pays fees upfront and then does not commence a course, a refund will only be payable if the learner provides more than 48 hours' notice prior to commencement of the course of their intention to withdraw. The full course fees will be refunded less a \$150.00 administration fee.

If the learner provides notice of less than 48 hours prior to commencement or if they fail to attend the course on the commencement date, a refund of 80% of fees paid less \$150.00 administration fee will apply.

Please allow up to 14 days from receipt of learner's cancellation in writing for STEPS to process a refund. No cash refunds will be issued; refunds will only be processed via bank transfer.

Cancellation of Training by Learner After Course Commenced

If the learner withdraws or cancels from a course after commencement of training and before completion, no refund is available of any qualification fees paid unless the participant can provide a medical certificate or show extreme personal or financial hardship. Where approved, the refund will be calculated based upon the number of units not yet commenced and resources provided, unless the learner has paid a co-contribution fee, in which case the learner will be eligible for a pro-rata refund for any units not commenced but paid for prior.

Additional Enrolment Information

Once the LLND and enrolment form has been completed, fees paid or set up, you will be enrolled into the qualification, and all relevant information will be provided to your trainer. You will receive a welcome email, which will also provide you with access to the STEPS online learning management system called Moodle as part of your course.

Many programs will require you to have access to the following:

- A laptop or personal computer with:
 - Microsoft Office 365 or Microsoft 2010 version or later – must include Word, Excel, and PowerPoint
 - Current version of a web browser such as Google Chrome or Mozilla Firefox
 - The latest version of Adobe Reader
 - Stable internet connection with a minimum download speed of 3mbps
 - An email account – can be created through Yahoo, Hotmail and Gmail
 - Printer and scanner (optional).

If you don't have a computer, STEPS campuses have laptops available for learners to use whilst attending classes.

After enrolment, you will be given a course schedule which includes:

- Days/times of attendance in the training room
- Work placement dates (where relevant)
- Virtual room sessions for learners studying through a blended delivery model of training.

It is the responsibility of the learner to inform STEPS in writing of a change of address within seven (7) days of such a change. If this written advice is not received, STEPS will not accept responsibility for correspondence that does not reach the recipient. Change of contact details include:

- Postal address

- Email
- Phone contact.

Enrolment Terms and conditions

By agreeing with the Terms and Conditions stipulated by the STEPS enrolment form, you (including parent/guardian of underage participant) agree that on acceptance of the Application by STEPS, will abide by the policies and expectations set out in this Handbook.

LEARNER ORIENTATION

Learners will attend an orientation meeting with their trainer/s and support staff. In addition, they will receive an overview of all aspects of the Handbook, learners/ staff rights and responsibilities and relevant STEPS policies and procedures. Interactive sessions are delivered to help learners familiarise themselves with the on-line training system, update jobseeker skills, and to meet with industry experts during the orientation period.

LEARNER RESOURCES

Throughout the program, you will be provided with various resources or references. The materials that are provided to you are for your learning purposes. Study guides/workbooks are for your use and are aimed to assist you in your learning and for future reference. The intellectual material contained within all materials provided to you remains the property of STEPS and is subject to copyright. Any use thereof for purposes other than those given to you requires our approval in writing.

HOW WILL I BE ASSESSED?

In the first week of training, you will meet with your trainer to discuss the individualised training plan. The purpose of the plan is to identify the competencies you will be studying, the assessment requirements and to determine any specific learning needs you may have to ensure you are well supported throughout the course to achieve your qualification.

For a number of qualifications, you are required to apply your knowledge and skills in the workplace as a compulsory method of assessment. STEPS staff will assist to organise your work placement in consideration of your preferences and circumstances wherever possible.

To achieve a judgement of competency, a learner must successfully complete all training and assessment requirements for each unit of competency in which they are enrolled.

This includes participation in structured training, engagement in supervised practice activities, and completion of all assessment tasks to a satisfactory standard. Learners must demonstrate both their underpinning knowledge and their ability to apply that knowledge in a workplace context, consistently and over a period of time, to the standard expected by industry.

STEPS ensures that the assessment that all learners complete meet the principles of assessment and is conducted professionally to ensure its validity, reliability, flexibility, and fairness.

Assessment tools are reviewed prior to use to confirm they are consistent with the requirements of the training product and support assessment that meets the principles of assessment and rules of evidence. Assessment decisions are made using evidence that is valid, sufficient, authentic and current to ensure accurate and consistent judgements of competency.

A variety of assessment methods will apply to each unit of competency, and these will reflect the learning outcome required. To achieve competency each method of assessment will be explained to you by your trainer/assessor prior to the commencement of training.

Completed assessments will not be returned to the learners and should assessment fail to be received by STEPS, you will be asked to re-submit. STEPS takes no responsibility for loss of assessment materials in transit including electronic transmission. Learners must keep a copy of all assessment submissions.

Practical Work Placement

Practical work placement helps learners to practice their work skills and prepares them for entry into the workforce.

Learners are only eligible to undertake work placement when they have received and provided evidence of:

- An Australian Federal Police check without a disclosable outcome
- Working With Vulnerable People Card (Tasmania)
- NDIS Worker Screening Card and Working with Children (Blue Card) (Queensland)
- Ochre Card (Northern Territory)
- Vaccination requirements specified by industry, placement providers and/or mandated by Government Health directives e.g. COVID-19 and Flu Vaccination.

Note: Vaccination and health screening requirements for work placement are determined by industry standards, placement providers and applicable Government health directions. These requirements may vary between placement sites and may change over time.

STEPS will advise learners of any mandatory requirements relevant to their placement prior to commencement. Learners who are unable to meet placement requirements may be unable to commence or continue work placement and this may impact course completion.

STEPS Work Placement Coordinators secure practical work placements with a range of providers for all learners where applicable. Refer to the Work Placement Information Sheets.

STEPS trainer/assessor will conduct an Orientation to the Practical Work Placement prior to commencement outlining the benefits, assessment requirements and expectations. Learners will be provided with the Learners Guide to Practical Work Placement.

Learners will receive two STEPS Polo shirts that will be part of the uniform to be worn at each day of work placement. In addition, a learner card will be issued to identify the learner in the workplace.

CREDIT TRANSFER

STEPS recognises AQF qualifications and Statements of Attainment that have been issued by other RTOs. Credit Transfer (CT) may be applied to Units of Competency and related qualifications that have been studied in the past.

All learners who hold a qualification or statement of attainment from another RTO, are to discuss the possibility of CT at the enrolment interview. Application for CT will affect the final learning and assessment plan, so all CT applications need to be applied for and processed as quickly as possible.

Learners will be required to provide a copy of the Qualification and Testamur or Statement of Attainment or a USI Transcript. These will be verified and, where the units of competency already successfully completed are equivalent to units in the training program, a CT will be applied, with no additional training fees being charged.

RECOGNITION OF PRIOR LEARNING

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

Competency may be recognised through:

- Formal or informal training and education you have undertaken in the past
- Work experience
- General life experience
- Any combination of these.

When applying for RPL, STEPS will provide an RPL Candidate Kit that consists of a self-assessment and comprehensive guidance for the collection of evidence that will demonstrate your competency against each of the units of competency for which RPL is being applied.

Learners may be eligible to apply for RPL on one or more Units of Competency in their training program. They should discuss this at the enrolment interview or as early as possible at the commencement of the training program.

Where RPL application has been granted, learners will have a maximum of six (6) weeks to gather and submit evidence for assessment. The RPL process will take a maximum of 12 weeks from enrolment to completion. This is made up of six (6) weeks for the RPL Candidate to gather and provide evidence and six (6) weeks for the assessor to complete the assessment process.

For further information, please consult the Recognition of Prior Learning (RPL) Procedure.

SUBMITTING ASSESSMENTS

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

Assessments and any written evidence must:

- Save all digital documents with your name, unit code and assessment task in the document name to allow the assessor to identify individual learner files
- be securely submitted with all attachments.

No assessment will be returned and should assessment fail to be received by STEPS learners will be asked to re-submit.

Assessments and associated tasks are to be uploaded to the STEPS learning management system, Moodle.

ASSESSMENT FEEDBACK

The trainer will provide learners with relevant feedback regarding the outcome of their assessment submission. To gain a judgement of satisfactory (S), learners must complete all requirements of the assessment task to the standard expected. For knowledge-based assessments, this means that all questions are to be answered correctly. For practical assessments, learners may be observed by their trainer or be required to submit a project or assignment that they have been provided with. In all cases, your trainer will provide feedback about your performance.

RESUBMISSIONS

If learners receive feedback that their assessment submission is 'Not Yet Satisfactory' (NYS) or 'Not Yet Competent' (NYC), learners will be advised that they are required 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 practical task again.

STEPS does not charge a fee for resubmission of the assessment.

The course delivery method and/or funding arrangement you are accessing will determine the applicable resubmission process. Please refer to the course outline for your specific delivery or funding pathway, available on our website, for details of the resubmission process and any applicable fees.

Where the learner applies for Recognition of Prior Learning (RPL) and the submitted evidence does not meet the Rules of Evidence, the learner may be required to provide additional evidence and/or undertake Gap Training for any unit in which competency cannot be demonstrated.

Units requiring Gap Training will attract both a training fee and an assessment fee. Course-specific fees are published on our website.

PLAGIARISM AND CHEATING

All work that learners submit must be their own. Learners will have signed a declaration – or completed this online – at the start of each assessment that this is the case.

Plagiarism is taking someone else's work and/or ideas and submitting it without acknowledging the source. It is a form of cheating and is taken very seriously at STEPS.

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

- Copying sections of text and not referencing or acknowledging where the information has come from
- Using 'copy/cut and paste' sections without proper referencing or acknowledging where they have come from
- Presenting work that was done as part of a group as yours alone
- Using information – pictures, text, designs, plans, diagrams etc. – and not citing the original author(s).

Cheating in assessments means acting dishonestly to gain an unfair advantage. This includes:

- copying someone else's work, using unauthorised materials during an assessment, sharing answers with others, or
- having someone else complete your work.

Cheating also includes using artificial intelligence or other tools to generate responses without authorisation. It is a serious breach of academic integrity and can result in consequences such as needing to resubmit work, failing an assessment, or facing disciplinary action.

Plagiarism and cheating are offences, and where found, work will be returned and marked 'Not Satisfactory' and may lead to the learner being withdrawn from their training program.

USING ARTIFICIAL INTELLIGENCE RESPONSIBLY

Artificial Intelligence (AI) refers to technology that can generate text, analyse data, and assist with tasks based on patterns and algorithms. Many learners use AI tools like ChatGPT, Grammarly, and AI research assistants to support their learning by checking grammar, summarising information, or explaining complex topics.

While AI can be a valuable resource, it must be used responsibly. Learners should not rely on AI to generate entire assessment responses or copy AI-generated content without proper acknowledgment, which can lead to plagiarism or cheating.

Instead, AI should enhance understanding, improve writing, and support research while ensuring that all work submitted reflects the learner's knowledge and skills. Always follow

assessment guidelines and check with your trainer if you are unsure about using AI for a specific task.

COURSE PROGRESSION

All learners are expected to progress through their course by completing their learning and assessment tasks in a timely manner to the best of their abilities.

Learners enrolled in accredited training programs will have an individual training and assessment plan developed to assist in tracking their progress. Where assessment is completed using the online learning management system, progress tracking is available as each assessment task is completed.

STEPS understand that there may be instances where a learner is unable to progress due to personal or individual circumstances that impact on their ability to actively participate in their training program and complete required assessment. Where you feel you are unable to progress, please discuss this with your trainer/assessor so that your training plan may be adjusted, and assistance provided where required.

ISSUE OF QUALIFICATION / STATEMENT OF ATTAINMENT

Under the Standards for Registered Training Organisations, STEPS has an obligation to the learner, who has successfully completed a nationally recognised training program, to issue the learner with the appropriate AQF certification and a transcript of units successfully completed.

When a learner has successfully gained a 'Competent' judgement for each unit of competency in their training program, they will be issued with a Certificate of Qualification and Testamur, which lists each unit that has been completed, within 30 business days of the learner being assessed as competent and meeting all course requirements, provided they have fulfilled any outstanding obligations, such as payment of fees.

Where a learner has withdrawn or where the enrolment has been cancelled, they will be issued with a Statement of Attainment for all units that they have successfully gained a 'competent' judgement.

A Statement of Attainment will also be issued for units of competency that do not lead to a full qualification but included completion of nationally recognised units of competency.

All learners will be requested to complete the 'quality indicator survey' at completion of their qualification as required by the VET regulator. An invitation is sent to all learners to complete this survey who will then complete it via an online Survey platform.

APPEALS AND COMPLAINTS

If a learner wishes to appeal their assessment result, they must follow the Assessment Appeals Procedure. They should first discuss the issue with their trainer/assessor. If the learner feels that this is not possible, or they were unsuccessful in their own attempt at resolution, they should contact STEPS General Manager - Education & Training outlining their appeal and provide a copy of the assessment in question.

If the learner feels that their informal appeal is not resolved, and they have followed the above process, they should lodge a formal appeal using the Assessment Appeals Form within 10 days of the assessment result being determined. An outcome will be advised within 30 days of receipt of the formal appeal. Independent mediation is available if the learner is not satisfied with the outcome.

Complaints and appeals not related to assessment services and results are managed in accordance with the STEPS Group Australia Complaints Procedure. Appendix A provides a

visual representation of learner complaints and appeals information displayed at STEPS delivery locations.

LEARNER CONDUCT AND BEHAVIOUR

Just as STEPS has a responsibility to meet the expectations of learners, legislation and regulations, learners also have obligations that they are expected to meet. As members of a training environment, learners are expected to:

- Treat all others with respect and courtesy
- Treat others equitably irrespective of gender, sexual orientation, race, disability, medical condition, cultural background, religion, marital status, age, political conviction, or beliefs
- Respect the opinions and views of others
- Avoid any conduct that might reasonably be perceived as sexual, racial, or gender-based harassment or otherwise intimidating
- Attend classes, maintain consistent levels of study, and submit assessments on time
- Familiarise themselves with, and abide by, STEPS policies and procedures
- Maintain high standards and a professional approach to their training program
- Turn off all mobile and other electronic devices (not being used for training purposes) during training times, assessments, and work placements
- Comply with Work Health and Safety Legislation
- Comply with any other rules of a virtual or physical training room environment and expected behaviour as determined by, and/or negotiated with, their trainer
- Conduct themselves in a professional manner in public at all times when representing STEPS organisation.

As individuals, learners can expect to:

- Be treated with courtesy and respect
- Learn from fully qualified, competent, and diligent trainers who observe their responsibility to address learner needs, assess their work fairly and assist them to achieve the course outcomes in a safe learning environment
- Be treated equitably irrespective of gender, sexual orientation, race, disability, medical condition, cultural background, religion, marital status, age, political conviction, or beliefs.
- Be able to freely communicate and voice alternative points of view in rational debate
- To participate in a learning environment free from sexual, racial, gender-based, or other forms of harassment
- Rely on the protection of personal information
- Access personal records, subject to the provisions of the Freedom of Information Act [1992]
- Be provided with timely and accurate information as it pertains to qualifications, enrolment and all administrative matters
- Have assessment tools within qualifications be well designed, equitably and appropriately implemented
- Have the facilities and equipment they use are safe and comply with Work Health and Safety guidelines.

Learners must comply with child safeguarding laws applicable in the state in which training occurs and must report concerns relating to the safety or wellbeing of a child where legally required. Failure to report may constitute a criminal offence in certain jurisdictions.

STEPS is a child-safe organisation.

All adults share responsibility for protecting children.

If you become aware that a child (under 18 years) may be at risk of harm, you may have a legal obligation to report this.

- NT:

In the Northern Territory, any person must report if they believe a child has suffered or is likely to suffer harm.

- QLD & TAS:

In Queensland and Tasmania, failure to report sexual abuse of a child may be a criminal offence.

If a child is in immediate danger, call 000.

If you are unsure how to report, speak to your Trainer or the STEPS team.

You do not need proof — reasonable suspicion is sufficient.

DRESS CODE

Learners attending training sessions are expected to wear neat, clean casual clothing and enclosed footwear at all times whilst training. In addition, learners may be required to wear specific items to ensure compliance with Work Health and Safety legislation. Learners who are not prepared for training – wearing the appropriate clothing, uniform, footwear, PPE - will be excluded from the training area until they comply with the dress code.

ACCESS, EQUITY AND CLIENT SERVICES

All participants in our courses and services are entitled to high-quality tuition and support, regardless of their individual circumstances. STEPS has established processes to ensure every learner has access to programs and that equity is maintained in the delivery and assessment of training. These measures are designed to provide each participant with the best possible opportunity to achieve a successful outcome.

Everyone has access to the same resources and information to undertake their studies.

Everyone will be treated equitably in all aspects and treat others with courtesy and respect.

All staff at STEPS are responsible for ensuring the working and learning environment is free from discrimination and harassment.

DISCRIMINATION AND HARASSMENT

At STEPS, we are committed to providing access to learning aids and an equitable approach in dealing with all learners. We recognise the right of all learners and staff to work and study in an environment free from discrimination and harassment based on gender, age, sexual preference, impairment, religion, race, colour, national or ethnic origin or language.

Discrimination or harassment of staff or learners, by any member of the training and learning environment, is unacceptable and contrary to the core educational and employment values that we uphold. All members of the RTO are expected to maintain an environment where cultural differences are accepted and respected, and individuals can participate fully in academic life, free from any discrimination and harassment.

Humour based on discrimination and harassment may, in certain circumstances, constitute harassment.

STEPS will treat claims of discrimination and/or harassment seriously, and all claims will be thoroughly investigated confidentially to protect complainants and witnesses from further harassment and victimisation.

CYBERBULLYING

Cyberbullying is bullying that is done via the use of technology. For example, using the Internet, a mobile phone, or a camera to hurt or embarrass someone is considered cyberbullying. A cyberbully can be someone you know, or a stranger. They might send mean or hurtful text messages through social networking sites like Facebook and Twitter, or through sites where people can ask or answer questions.

- Cyberbullying can also involve people sending photos and videos of you to others to try and embarrass or hurt you
- People spreading rumours about you via emails or social networking sites or text messages
- People trying to stop you from communicating with others
- People setting up fake profiles pretending to be you or posting messages or status updates from your accounts.

If you experience cyberbullying at STEPS:

- Report your experience to a STEPS staff member
- If you have kept a record of the calls, messages, posts, or email bring them with you

STEPS will not tolerate bullying under any circumstance.

All reports of bullying and harassment will be taken seriously and responded to promptly, impartially, and confidentially.

STEPS will investigate all allegations of bullying in an objective manner.

MISCONDUCT

STEPS views learner misconduct very seriously. STEPS expects that all learners will behave in an honest, respectful manner appropriate for a learning environment, and in a way that will uphold the integrity of STEPS.

Examples of learner misconduct may include, but are 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 or tampering with equipment and/or materials belonging to STEPS and/or other learners, partner organisations or when on work placements.

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

- Formal reprimand (warning)
- Suspension from the training program
- Removal from the training room
- Reimbursement by the learner for the costs incurred for any damage caused
- Expulsion from the training program without refund and/or credit
- Referral of the matter to the relevant authorities.

Learners found guilty of misconduct have a right to lodge an appeal by following STEPS Complaints and Appeals process.

WORK HEALTH AND SAFETY

Work Health and Safety legislation applies to everyone at STEPS. All staff, learners and visitors have a responsibility to ensure the workplace is safe and that their own actions do not put the health and safety of others at risk.

To assist you gain a greater understanding of the Work Health and Safety Act and Regulations please visit: [Laws & compliance | WorkSafe.qld.gov.au](https://www.worksafe.qld.gov.au/Laws%20and%20compliance)

Learners are to report any incident or hazard immediately to their trainer/assessor, the Training Support Officer or Training Manager or any other STEPS staff member.

Every effort is made to ensure safety and security of all learners, staff, and visitors whilst on STEPS premises and premises hired by STEPS. Learners are required to carry out directions given by STEPS staff to ensure their own safety and that of any other individual whilst at our facilities. Information regarding Emergency Procedures will be provided during the orientation process.

STEPS does not accept responsibility for the loss of personal possessions. You are therefore asked to take suitable precautions to protect your personal belongings.

If you require First Aid whilst on the STEPS Campus, please ask any STEPS staff member for assistance.

MEDICAL CONDITIONS

If you have an ongoing medical condition, such as epilepsy or diabetes, it is important to make your trainer aware of this in case you require sudden assistance. We also recommend that you provide us with an emergency contact (either a family member or friend). This information will be kept confidential.

ASSISTANCE DOGS

Only assistance dogs will be allowed in Training Rooms and on Campus. No other pets are permitted.

SMOKING, DRUGS AND ALCOHOL

All STEPS sites are smoke free. From 1 January 2015, smoking was banned at all Queensland educational institutions and for five (5) metres beyond their boundaries. The law applies at all times – during and after hours, on weekends and during breaks. It includes the use of all smoking products, including regular cigarettes, electronic cigarettes, Nicotine E-liquid and other vape products.

STEPS has a 'zero tolerance' to alcohol and drugs for all staff, learners and visitors on all premises including car park areas and within the STEPS grounds. Any person under the influence of drugs and/or alcohol is not permitted on STEPS premises, to use the facilities or equipment or participate in any activities. Any person found to be under the influence of drugs or/and alcohol will be subject to disciplinary action and may be referred to the police.

People taking prescription medication have a duty to ensure their own safety, and that of others, is not affected. If you are taking any medication that may affect your ability to actively participate in training or assessment you must advise your trainer/assessor immediately so that alternative arrangements may be made. All cases will be dealt with confidentially.

ACCESS TO YOUR RECORDS – PRIVACY POLICY

STEPS only collects personal information to perform its core business activities and functions and to meet legal obligations.

Personal information must be collected in a lawful and fair way and not in an unreasonably intrusive way. It must be kept accurate, stored securely, and destroyed when it is no longer required.

Learners may request details of personal information that we hold in accordance with the provisions of the Privacy Act 1988. We may be required to release your information to relevant Government Departments to accurately record your training outcomes as required under the Standards for RTOs.

You can contact STEPS Privacy Officer at cs@stepsgroup.com.au .

LEARNER FEEDBACK AND SURVEYS

Surveys are an important way for STEPS to gather learner feedback and continually improve the quality of our training and support services. Your feedback helps us evaluate key aspects of our operations, including:

- The enrolment process
- The experience and effectiveness of our trainers and assessors
- The quality and relevance of learning and assessment materials
- Overall learner satisfaction

Your input allows us to identify strengths, address areas for improvement, and ensure our courses continue to meet learner needs and industry standards. By participating in surveys, you have the opportunity to share your experiences, suggest improvements, and contribute to a positive learning environment for both current and future learners.

At STEPS, we encourage learners to provide feedback at any time. This includes compliments, concerns, suggestions, and complaints, all of which provide valuable opportunities for continuous improvement.

We appreciate your time and effort in completing surveys and providing feedback, as this enables us to refine our delivery practices, enhance learning resources, and maintain a high-quality training experience.

For further information, please refer to the STEPS Feedback & Complaints Policy, Feedback Procedure and Complaints Procedure available on our website.

If you have a complaint about STEPS, please follow STEPS Complaints Process in Appendix A of this booklet before making a complaint to the regulating body, Australian Skills Quality Authority (ASQA).

Complaints Process

STEP 01

Tell us what you are thinking

- Talk to a STEPS staff member
- Complete a 'Tell Us What You Think' form available from your nearest STEPS site
- Contact our Customer Service Officer (CSO) on 07 5458 3000
- Email the CSO at cso@stepsgroup.com.au
- Complaints can be made anonymously
- Complaints can be made with assistance if required using advocates and/or bilingual support

STEP 02

Resolving your complaint

- We will listen to you
- The right person will help you
- We will work towards a resolution and let you know the outcome within 10 business days

STEP 03

Still not happy?

- You can contact your relevant external agency to assist in your complaint resolution
- Ask us for details or refer to your individual handbook/booklet