



Student Handbook
and
Orientation Guide
For
Local Students

Contents

Welcome to ITHEA / How do I contact ITHEA? / Orientation Program	3
What services are available to me @ ITHEA?	3
General Information	5
Evacuation Plan–City Campus	6
Code of Practice	7
Code of Conduct	9
Student Discipline Procedure	10
Course information/Attendance	11
Holidays / Travelling out of Australia	11
Assessment	12
Reasonable adjustment / Special learning needs	12
Assessment procedures	15
Plagiarism and Cheating	16
Vocational Course Progress Policy and Procedure & Intervention Strategies	16
Completion within expected Duration Policy and Procedure	19
Compassionate and Compelling Circumstances Policy	21
Deferral, Temporary Suspension and Cancellation Policy	22
Fees and Charges, Refund Policy	23
Credit Transfer/National Recognition/RPL	24
Information Technology – Acceptable Use Policy	26
Student Complaint flowchart	27
Student Complaint & Appeal Policy and Procedure	28
Relevant legislation	30
Reason for absence Form/Request for Leave Form	31
Formal Complaint & Appeal Form	32
Domestic students Withdrawal / Cancellation Form	33

Welcome to ITHEA

ITHEA would like to extend our warmest welcome to you. We trust that you will enjoy your study at our institute. We hope you find this guide helpful and informative. If you need any further information, please feel free to ask one of the friendly ITHEA staff members.

How do I contact ITHEA?

ITHEA's address is: Level 11, 168 Lonsdale Street, Melbourne, Victoria 3000

ITHEA's phone number is: 03 9650 3900

Our email address is: info@ithea.edu.au

Orientation Program

Your first day at ITHEA will be spent getting to know all about the Institute, its facilities, meeting course leaders and trainers, asking questions about your course.

It is important that you attend Orientation as many things are covered in this one short day.

- Welcome by the Registrar
- Updating of personal details and other student information
- Student card
- Orientation information
- Requirements of ITHEA
- Introduction to the classroom trainers and students
- Attendance/course progress requirements
- Higher education subject pre-requisites and pathways
- Training Plans
- Learning modes (class, blended, online)

Use of Personal Information

Personal information is collected solely for the purpose of operating as a Registered Training Organisation under the Australian Quality Training Framework administered by the Victorian Government who is the registering authority. The information provided by the student to the provider may be made available to Commonwealth and State agencies and the Fund Manager of the ESOS Assurance Fund, pursuant to obligations under the ESOS Act 2000 and the National Code.

ITHEA is required, under s19 of the ESOS Act 2000, to tell the Department about: changes to student's enrolment; and any breach by students of student visa conditions relating to attendance or satisfactory academic performance.

It is a requirement of the Standard for NVR Registered Training Organisation that students can access personal information held by ITHEA and may request corrections to information that is incorrect or out of date. Apply in writing to the Student Manager if you wish to view your own records.

What Services are available to me @ ITHEA?

Administration

During Orientation the team @ ITHEA will inform you about all the institute's services and facilities.

If you are not sure about where to go or who to ask about anything, ask at the reception desk and the person there will help you.

Services at the ITHEA Reception

- First point of contact for students, administrative services and visitors.
- Submit forms – Enrolment Variation, Request for Leave, Cancellation of Enrolment, Application for refund, Amendment to personal details, Student Complaint form
- Enquire about enrolments, student fees and the status of a student request form or an application that has been submitted
- Receive support in regard to filling in forms
- Obtain a new or replacement Student Card.
- Enquire about other student support services including the Counselling Service.
- Have documents printed or photocopied for students/staff.

- Ask for directions around the campus.
- Check if lost property has been handed in.
- Transfer calls to relevant departments upon student request.
- Handing brochures of relevant course requested on enquiry.

Student ID card

When you arrive at ITHEA you will receive a student ID card which can be used as identification if required.

Please note: Students must notify ITHEA within 24 hours if cards are lost or stolen. A fee of \$20.00 will be charged for replacement of lost or stolen cards.

Student Support Services

The Training Manager, the Student Manager, teaching staff and administrative staff of ITHEA are available to you to get help while studying one of our courses.

They can provide general advice and assistance with matters such as:

- Studying,
- Homework
- English language problems
- Counselling and welfare services
- Information about future careers and pathways to further study
- Students requiring special or intensive assistance must contact the Managing Director who may refer them to external support services if required

Student Files

You can access your student file any time you wish. You must inform the Student Manager that you would like to look at your file. You have to have a member of staff present and you cannot take the file off campus under any circumstances. Because of the Australian Privacy Legislation (Commonwealth Privacy Act) nobody can look at another student's file.

Facilities: City Campus

ITHEA provides:

- modern, air-conditioned classrooms with a bright and pleasant atmosphere,
- comfortable furniture,
- up to date facilities, including data projectors

Computers

There are strict guidelines to follow:

- No food or drink permitted at any time around computers.
- Unauthorised software applications or downloads are not permitted (see Acceptable Use Policy)
- Tampering with the computer systems (i.e. changing settings or removing keyboards.) is not permitted.
- Students are to purchase their own memory/USB sticks and any other materials.
- At the end of class, leave your working area clean and tidy.
- Use of laptop computers under staff supervision at all times.

ITHEA provides high speed Internet access and students have access to computers when there is no timetabled class.

Students may bring their own laptop computers for use in classes.

All students are obliged to abide by the ITHEA Information Technology Policy.

General Information

Attendance Requirements

Students' attendance is closely monitored and **ALL** students are expected to attend 80% of their scheduled classes.

If you are ill, you are required to produce a medical certificate and hand it to your trainer together with a **Reason for Absence Form**.

Contact Details

The Institute will require your current contact details. If you have plans to change any contact details, you must inform ITHEA in writing within 7 days of your change of address. It is your responsibility to maintain current contact details with the Institute.

Dress Code

All staff and students are required to dress in an appropriate manner. Clothing must be clean and well maintained. For Health and Safety reasons students must wear shoes at all times. Thongs are not permitted.

Mobile Phones

Mobile phones are to be turned off at all times in classrooms. Mobiles may be used in the common areas and during breaks.

Photocopying and Faxing

ITHEA provides these facilities for students at a cost of \$0.20¢ per page.

Valuables

Please be very careful with your possessions and do not leave items unattended.

Keep your bags with you when moving from room to room, particularly during breaks.

Please do not carry large amounts of cash. Always be careful with purses, wallets cash and credit cards. **ITHEA does not accept responsibility for any lost or stolen item.**

Counselling

Staff members at ITHEA are available to help you out with academic or personal problems. Professional counselling can be arranged by appointment when required.

Feeling Unsafe

If at any stage you feel unsafe or in any danger, it is best to speak to someone at ITHEA or go directly to the police. Their number in a case of an emergency is 000.

Smoking

Smoking is not permitted in public places. ITHEA also has a non-smoking policy and smoking is prohibited anywhere in the building, including toilets.

Public Holidays

There are several national and state public holidays.

New Year's Day	1st January	Easter Monday	Different every year
Australia Day	26th January	Queen's Birthday	2nd Monday in June
Labour Day	2nd Monday in March	Melbourne Cup Day	1st Tuesday in November
Anzac Day	25 April	Christmas Day	25th December
Good Friday	Different every year	Boxing Day	26 December

Evacuation Plan City campus Levels 11, 10 & 9

Please refer to Evacuation plan maps located on each floor

Evacuation procedures to be followed in the event of an emergency

In the event the FIRE ALARM rings:

- **The Evacuation Point is:** corner of Hayward Lane and Little Lonsdale Street.

Staff member at front desk/reception

- Telephone Emergency Services
- Proceed to the evacuation area through the nearest safe fire exit.

Staff members in training rooms

- Inform students and supervise their evacuation in a quiet orderly fashion to safe collection area through the nearest safe fire exit closing all doors and windows (Refer to Floor Plan posted near each lift). (Door to right of Lifts ONLY)
- Assure that persons with mobility related needs have the information they need. The trainer should be familiar with the procedures for individuals with mobility related disabilities and be able to direct visitors with different needs.
- Staff must ensure they bring their attendance record.
- Trainer should report to Fire warden or other emergency personnel if someone from their class has not evacuated the building.

Staff in offices

- Check all staff and visitors are notified and proceed to evacuation area through the nearest safe fire exit located to the right of the lift doors.

Fire Wardens

- The Fire Wardens will conduct fire drill exercises periodically.
- When an alarm is raised, wardens should ensure that the building has been evacuated and that all attendance registers have been removed.
- Wardens should make their way to the evacuation area, which is located at the corner of Hayward Lane and Little Lonsdale Street.
- Check with staff to ensure that all everyone is accounted for.

All staff, students and visitors are required to report to this meeting point.

NO PERSON IS ALLOWED TO LEAVE THE EVACUATION AREA UNTIL FIRE WARDEN OR THE FIRE BRIGADE HAS GIVEN THEM CLEARANCE

Evacuation Procedures: Levels 11, 10 & 9, 168 Lonsdale Street, Melbourne

When Fire Alarm sounds:

- Collect all valuables (if they are with you) Do not return to collect belongings after leaving the building.
- Follow the instructions of Trainers and Emergency personnel.
- Evacuate from the nearest **SAFE** exit located to the right of the lift doors.
- Assist any person with a disability to leave the building, or to the nearest fire isolated or fire safe haven for multi-story buildings. Do not attempt to carry people downstairs.
- **DO NOT** use the lift.
- Walk quickly and calmly to the designated assembly area for your building or as advised by a Warden or Fire and Rescue Services personnel.
- **DO NOT** re-enter the building until the 'all clear' is given.
- Students must neither interfere with responding emergency services nor place themselves at risk of injury from the emergency.
- Fire Wardens are to check with staff to ensure that all everyone is accounted for.
- All staff, students and visitors are required to report to this meeting point.
- No person is allowed to leave the evacuation area until the Fire Warden or the Metropolitan Fire Brigade has given them clearance.

When an alarm is raised, wardens should ensure that the building has been evacuated and that all attendance registers have been removed.

For ALL other campuses:

Please follow the evacuation procedures of the building you are located in.

Code of Practice

This Code of Practice requires ITHEA to implement policies and management practices that maintain high professional standards in the delivery of education and training services and which safeguard the educational interests and welfare of staff and students.

Administration and management

ITHEA Corporation will meet the following minimum administrative and management standards.

- Ensure a person or persons with relevant qualifications and experience will undertake responsibility for the management and coordination of training delivery, assessment, verification, staff selection and professional development of the Registered Training Organisation.
- Maintain adequate and appropriate insurance including public liability, and Work Cover.
- Advise the Registering Authority in writing within 10 working days of any change to the information contained in its Registration/Endorsement Application.
- Allow the Registering Authority or its agent's access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the Conditions of Registration/Endorsement.
- Pay the Registering Authority all registration fees within 30 days of these fees being due and payable to maintain currency of registration.
- Maintain systems for recording student enrolments, attendance, completion, assessment outcomes (including Recognition of Prior Learning), results, qualifications issued, grievances and the archiving of records.
- Treat all personal records of clients with the strictest confidentiality.
- Provide for staff and students to be able to access their own records.

Course delivery

ITHEA will:

- Provide an orientation program containing information about the course curriculum, program of study and availability of learning resources, prior to course commencement.
- Ensure that a current copy of the accredited course curriculum is available to staff and students.
- Ensure that training and assessment occur in accordance with the requirements of the accredited course.
- Ensure that National guidelines are followed when customising courses to meet the needs of particular clients.
- Obtain written permission from course copyright owners prior to course delivery to use and, if required, customise courses.
- Ensure that all courses in the Scope of Registration remain accredited.

Staff

Training and assessment is delivered by trainers and assessors who:

- have the necessary training and assessment competencies as determined by the National Quality Council or its successors; and
- have the relevant vocational competencies at least to the level being delivered or assessed; and
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken;

Trainer/Assessor must hold the **TAE40116 Certificate IV in Training and Assessment from the TAE Training and Education Training Package** or be able to demonstrate equivalence of competencies as a minimum; however, trainers are encouraged to obtain further qualifications.

Training environment

ITHEA will meet the following minimum training environment standards.

- Comply with all laws relevant to the operation of training premises including occupational health and safety, equal opportunity, anti-harassment, privacy and fire safety regulations.
- Ensure that training premises are of adequate size and have adequate heating, cooling, lighting and ventilation.
- Ensure that training facilities, equipment and other resource materials are adequate for the Scope of Registration and are maintained in good order and repair.

Awards, Record of Results and Statements of Attainment

Awards and Statements of Attainment will be issued to students who satisfactorily complete courses or units within the Scope of Registration in the form of certificates containing the following information:

- name and registered number of the provider as shown on the Certificate of Registration
- name of the person receiving the qualification
- name of the course or units as shown on the Scope of Registration
- a certificate number
- the Nationally Recognised Training Logo
- the appropriate Australian Qualifications Framework statement

- identification of the recognition authority
- date issued
- authorised signatory of ITHEA
- unique watermark/seal

ITHEA will identify units of competency achieved on any certification issued in relation to courses based on national competency standards.

ITHEA will accept and mutually recognise the qualifications Record of Results and Statements of Attainment awarded by any other registered training organisation.

Revocation of Qualification/Statement of Attainment

Revocation of an award occurs when the person on whom the Qualification or Statement of Attainment is conferred in error, issued inadvertently, or obtained in any unauthorised manner whatsoever.

When a Qualification or Statement of Attainment is in question, a committee, comprised of the Training Manager, Student Manager and the Course Leader, will conduct an investigation to determine the circumstances that surround the issuance of the Qualification or Statement of Attainment.

The committee will submit its findings and recommendations to the Managing Director, who will decide on the case at hand.

When the Managing Director decides to revoke the qualification or Statement of Attainment, the candidate concerned will be notified in writing that the award, Statement of Attainment or Result of Assessment will be cancelled within 21 days of receipt of the letter. The letter also contains the correct result or award documentation. The student is requested to return the incorrect award, Statement of Attainment or Result of Assessment to the institute.

The student may appeal the decision of the Managing Director in accordance with the ITHEA's **Appeals Policy**.

Marketing and recruitment

ITHEA will:

- Market courses within the Scope of Registration with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. No false or misleading comparisons are to be drawn with any other provider or course.
- Not state or imply that courses other than those within the Scope of Registration are recognised by the registering authority.
- Recruit students at all times in an ethical and responsible manner consistent with the requirements of courses.
- Ensure that application and selection processes are explicit and defensible and equity and access principles are observed.

Student information

ITHEA will advise prospective students of:

- its Scope of Registration
- application processes and selection criteria
- fees and costs involved in undertaking training
- fee refund policy (commercial providers only)
- qualifications to be issued on completion or partial completion of courses
- competencies to be achieved during training
- assessment procedures including recognition of prior learning
- literacy and numeracy requirements
- grievance procedure
- staff responsibilities
- facilities and equipment
- student support services.

Access and Equity Operating Principles

ITHEA:

- Aims to ensure that access to employment and training is available, regardless of gender, socioeconomic background, disability, ethnic origin, age or race.
- Training services are delivered in a non-discriminatory, open and respectful manner.
- Staffs are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of clients with special needs.
- Facilities are updated to provide reasonable access to clients of all levels of mobility, and physical and intellectual capacity.
- Conduct client selection for training opportunities in a manner that includes and reflects the diverse client population.

- Actively encourages the participation of clients from traditionally disadvantaged groups and specifically offers assistance to those most disadvantaged.
- Provides culturally inclusive language, literacy and numeracy advice and assistance that assists clients in meeting personal training goals.
- Is accountable for its performance in adhering to the principles of this policy and welcomes feedback as part of its quality improvement system.
- Staff and students are required to comply with access and equity requirements at all times.

If you have any suggestions as to how we can improve our performance with respect to access and equity, or if you would like further information on anything included in this policy, please contact the Training Manager.

Code of Conduct

Policy

All students enrolled in courses or using the services of ITHEA are required to maintain appropriate standards of conduct at all times, whether attending an ITHEA campus or representing ITHEA in any capacity (such as a field/work placement).

Guidelines

Where behaviour is deemed to be improper or inappropriate as outlined below, ITHEA will take action in accordance to the Student Disciplinary Policy.

1.0 Improper or Inappropriate Behaviour

- 1.1 Improper or inappropriate behaviour includes but is not restricted to:
 - 1.1.1. Being on ITHEA or work placement provider premises and consuming or having consumed alcohol.
 - 1.1.2. Persistent disruptive behaviour.
 - 1.1.3. Physical or verbally abusive, rude or hostile behaviour affecting fellow student, employees or colleagues. (This includes rudeness to staff or students.)
 - 1.1.4. Smoking or the use of prohibited or illegal substances at ITHEA classes or on ITHEA or work placement provider premises.
 - 1.1.5. Deliberate misuse of ITHEA or work placement provider equipment or materials.
 - 1.1.6. Wilful or malicious damage to ITHEA or work placement provider property or equipment.
 - 1.1.7. Arson of ITHEA property or work placement provider property.
 - 1.1.8. Behaviour of a discriminatory nature.
 - 1.1.9. Carrying, using or being in possession of a prescribed or regulated weapon or dangerous article on ITHEA or work placement provider premises.
 - 1.1.10. Physical assault on a member of general or teaching staff, other students, employees, colleagues or members of the public or behaviour which is perceived to be threatening.
 - 1.1.11. Theft from staff, fellow students, employees or colleagues at ITHEA or work placement provider.
 - 1.1.12. Slander or harassment (whether verbal, sexual or otherwise) of staff fellow students, fellow employees or colleagues.
 - 1.1.13. Any student who has been found to willingly or accidentally activate fire or security alarms which result in the calling out of emergency services such as the fire department, police, ambulance or any other emergency service will be liable for whatever costs are incurred by their actions. Furthermore, students may be prosecuted under State or Federal laws in relation to their actions.
 - 1.1.14. Any student who has been found willingly overloading the lift resulting in its malfunctioning buildings will be liable to share the costs incurred in repairing and maintaining these.
- 1.2 Students not adhering to the Non-Smoking Policy with regards to refraining from smoking in ITHEA designated areas will be asked to comply or leave the premises or site.
- 1.3 Improper or inappropriate behaviour may result upon investigation in suspension of enrolment or payment of damages.

2.0 Student Classroom Behaviour

ITHEA requires behaviour in the classroom to be conducive to the most effective learning environment for the class participants' observation of consideration and respect for classmates and teachers is expected.

- 2.1. Students are required to be punctual at all times to ensure fellow classmates are not disadvantaged by lateness or early departure from timetabled classes.
 - 2.1.1. Students are required to attend all scheduled classes, with prescribed textbooks, correct uniforms and all necessary equipment to ensure they are able to meet course competencies.
 - 2.1.2. Any class session or activity missed, regardless of cause, reduces the opportunity of learning and may adversely affect a student's achievement in their enrolled course.
- 2.2 No food or beverages are to be consumed during class, except bottled water.
- 2.3 At the end of every class, the room is to be tidied up, chairs pushed in, and tables straightened.
- 2.4 The use of electronic equipment, such as mobile phones, is not permitted in the classroom by students or staff.

2.4.1. A lap top computer is permissible provided it is relevant to the class.

2.4.2. The use of a dictionary by students in class is permitted.

2.5. Students are expected to use appropriate language at all times.

2.5.1. Students are expected to speak English in the classroom in accordance with local etiquette.

3.0 Serious Misconduct

3.1 Serious misconduct is deemed to be behaviour that is illegal, willful or premeditated. This behaviour can result in immediate suspension pending investigation and may lead to expulsion.

3.2 Misconduct of a criminal nature will be reported to the appropriate authority.

4.0 Student Conduct

Students enrolled at ITHEA should adhere to the following:

4.1 Respect other people's rights to hold different positions and views.

4.2 Be receptive to others point of view.

4.3 Refrain from discriminating against another person for their beliefs, nationality, religion, age, associations or sex.

4.4 Avoid imposing their values on other students.

Student Survey

ITHEA uses surveys to enable students to give feedback on training delivery including their perceptions of teaching, their learning experience, their overall course experience, and their whole experience at ITHEA.

ITHEA undertakes regular student survey twice a year during the months of May and November.

The survey data are collected and analysed to ensure that ITHEA can make informed decisions that positively affect the learner's outcome. Students and staff will be provided with the results from student feedback along with plans for improvement.

Furthermore, students who received government funding may receive an NCVER survey and/or invitation to participate in a project endorsed by the government and/or being contacted by the government for audit or review purposes.

Student Discipline Procedure

ITHEA actively promotes an environment in which students develop a positive and responsible attitude to the work environment, clients and colleagues. As part of this the Institute supports a system of informed consequence for actions.

To ensure the proper management of disciplinary issues the following disciplinary procedure should be used. The procedure is designed to ensure fairness and objectivity and its principal purpose is not intended as a form of punishment but as a means of providing students with the opportunity to correct or modify their behaviour through fair and objective means.

Procedure

In the case when student behaviour conflicts with the **Code of Conduct**, disciplinary action will need to be taken and the following will apply in a private and confidential manner.

1.0 In the first instance the Trainer concerned, issues the student with an official warning about their behaviour by filling out the **Student Communication Form**, one copy of this warning goes to the student and another copy must be filed in the student's file.

2.0 In the second instance of unacceptable behaviour the Trainer is to arrange a meeting with the Course Leader.

2.1 The details of all disciplinary interviews and warnings will be recorded using the **Student Communication Form** and a copy filed in the student's file. The Course Leader must inform the student of the possible ramifications.

2.2 A note should be placed in the student file to identify that a disciplinary interview has taken place.

3.0 Persistent disciplinary problems are to be dealt with by the Student Manager in liaison with all parties, including the Course Leader and the Trainer. In the third instance the Student Manager is to decide whether the student's behaviour constitutes their suspension or expulsion from ITHEA.

3.1 The details of all disciplinary interviews and warnings will be recorded using the **Student Communication Form** and a copy filed in the student's file.

3.2 A note should be placed in the student file to identify that a disciplinary interview has taken place.

4.0 Any variation in the student's enrolment must be reported to the Department of Education (DOE), as outlined in **Deferral, Suspension & Cancellation policy**.

5.0 In cases of serious misconduct the Student Manager will make an immediate decision on suspension or expulsion.

Course Information

Trainer leads classroom delivery, workshops, seminars, tutorials and supervised study. Integrated delivery of some units will occur. Online learning is available for specific courses.

Attendance Policy for all Courses

Attendance

Both DET and ITHEA understand that you may have times where you cannot come to class. This is why you only have to attend 80% of your classes, not 100% - the other 20% where you may be absent is for times when you may be sick, or in emergencies, etc. (of course, we would like to see you attend every class!). ITHEA will instigate the Early Intervention and Support strategies Policy for students who fall below the required 80% of attendance.

You must fill out a **Reason for Absence Form**, which is available from Reception, your trainer or the Student Manager. Providing us with this Form and evidence of why you were absent will not result in your attendance at ITHEA being changed. It's simply that you need to explain your absences.

At ITHEA, attendance is recorded for every class and students' attendance rates are calculated accordingly. Students are expected to attend all classes as scheduled on the timetable.

Lateness

It is very important that you arrive on time for class. If you do not, you will be missing out on important class time and instruction, which may affect your academic performance (you may miss out on information about a piece of assessment).

Being late to class causes unnecessary disruption to the trainers and to the students therefore every student should make every effort possible to come to class on time. Lateness to school and or to class without valid reason will result in a notation being made on the sign in sheet. Records of persistent lateness will be recorded in the student file.

Illness: You **must** have medical certificates as evidence if you are absent due to illness.

If you are going to be late or away:

1. Ring ITHEA on 9650 3900 or email your Trainer and explain reasons for being late or absence
2. When you return to ITHEA, you must see your trainer or coordinator and explain your absence and/or present any evidence of that absence (e.g. medical certificate)
3. A note will be recorded in the class roll.

Attendance Recording

Classroom attendance is based on two documents: **Class Rolls** and **Sign-In Sheets**.

Trainers mark each student's attendance in the class roll. Each student must **'sign in'** at the beginning of each session. A student who is more than 15 minutes late for a session must record the time of arrival and the reason for lateness on the sign in sheet.

Sign-In sheets will be kept by the trainer and class rolls will be returned to the Administration Assistant by term's end. Three times per study period, the trainer will review the attendance of every student and identify students **'at risk'** of falling below the expected attendance level.

Online attendance is monitored by trainers and tracked by our Learner Management System in Catapult.

Trainers will make contact, via email, SMS or phone, with students who fall below the accepted number of **attendances** to ascertain the reason for their absence. If the student continues to be unacceptably absent, **or falls below the expected course progress** the trainer will report to the Student Manager who will advise the trainer regarding steps to be taken.

These steps may include:

- Meeting with the Student Manager to discuss Early Intervention strategies according to ITHEA policy.
- Advising the student that they are at risk of being withdrawn from the course.
- Withdrawing a student from a course using the appropriate withdrawal codes on the SVTS form if a funded student.

Holidays / Travelling out of Australia

Students must be at school for the first class on the first day and on the last day of each term. Leaving early for and returning late from holiday is not permitted. However, ITHEA understands that there may be compassionate and compelling circumstances affecting your enrolment. If you need to return late or leave early you must complete a **Request for Leave Form** and include the reasons as to why you need to return late or leave early and provide all the relevant evidence. This form is available at Reception and must be submitted to the Student Manager for assessment. Just because you have bought your ticket does not mean that you will be given permission by ITHEA to leave.

Assessment

Assessment is the process of collecting evidence and making judgments on the extent and nature of performance and other requirements, as described in a set of standards, or learning outcomes, resulting in a judgment of whether or not competency has been demonstrated.

Effective and objective assessment is of vital importance to the successful implementation of competency standards in the workplace and in education. This is the judgment of performance and knowledge against the relevant industry competency standards.

Assessment is carried out by the comparison of a student's evidence of skills and knowledge, against the requirements of the Standards.

In general terms, assessment during training will involve observation of performance in class, including:

- Case studies
- Projects
- Assignments
- Presentations
- Role plays
- Written tests and exams
- Integrated assessment of some units may occur
- Students will be given advance warning of the time and form of any assessment and will not be expected to sit an assessment they have not prepared for.
- Students will be given an opportunity for at least one reassessment for any competencies not achieved on the first attempt.

Reasonable adjustment/ Special learning needs

One fundamental principle of an assessment system is that each student must have access to fair and open assessment. Students with special needs should be offered the same opportunities as any other student.

As special needs extend to more than identify physical or learning difficulties, an assessor will also need to consider the best approach when dealing with students with needs such as low literacy, lack of confidence or Non - English speaking background.

An assessor must take special needs into consideration from the planning stage onwards and adopt particular assessment methods as appropriate. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a student with special needs.

Evidence collection can be adjusted to suit individual student needs if required. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment such as oral assessment. The learning need that forms the basis of any adjustment to the training program will be identified and appropriate strategies will be agreed with the student. Any adjustments will be recorded in the student file and will not compromise the competency standard.

If there is uncertainty, the assessor should call on other assessors or the Training Manager for assistance and guidance, as required. In such a case, the situation must be fully documented, with appropriate feedback being provided to the student at all stages.

Assessment Requirements

Attendance

All scheduled classes, excursions and placement/workplace learning arrangements must be attended. Supervised work placement comprises a compulsory element of attendance records and attendance should be recorded accordingly. If students miss classes or do not attend organised work placements and are unable to show that there are extenuating circumstances for the absence may be required to submit additional work or to meet other conditions that are considered to be warranted.

Assessment Results

All Summative results, 60% and above will be recorded as Satisfactory (S) and below 60% as Not Satisfactory (NS). To be deemed as having made satisfactory progress, the student must satisfactorily attain a Satisfactory result in all summative tests. Results should be recorded as Competent (C) or Not Yet Competent (NYC). To be deemed competent, the student must satisfactorily complete **all** assigned work.

A **duplicate copy of work** submitted, must be kept by the student.

Special consideration

When a student's performance is seriously affected because of special cause (e.g. illness) they may apply for special consideration. Applications for special consideration should be lodged with the Course Leader/trainer no later than 3 days after the due assessment. Applications should be in writing and supported by a medical certificate or other appropriate evidence. The medical certificate must include:

- Full title and address of the clinic or practice
- A statement relating to the level of impairment, e.g. totally unable to sit an exam

- A legible doctor's signature and name of medical practitioner

Extension of course completion/late submission of work

If you are having trouble with your course study or assignments because of personal problems, we may be able to help you. We can organise for you to have more time. You can apply for **Extension of course completion**. You may also be able to apply for **Special Consideration** to extend your assignment's due date.

Please remember that you need a suitable reason to get an Extension or Special Consideration.

Suitable reasons for extension/special consideration might be:

- a. You were or are very sick (you will need a medical certificate).
- b. A relative or friend was or is very sick (you may need a medical certificate for the person, and the Trainer may ask for evidence of your relationship with the person).
- c. A relative or friend has died recently (you may need to provide a death certificate, and the Trainer may ask for evidence of your relationship with the person).
- d. Personal problems that are causing you emotional distress (you may need to provide written proof of this distress, either from the Student Manager or another professional counsellor). The specific reasons for the emotional distress do not necessarily have to be on this written document, give privacy issues. If they are however, the Trainer will take all steps to provide confidentiality for the student's situation.
- e. Any other extenuating circumstances that your Trainer believes are valid (you will need to provide all document/s your Trainer asks for).

If you need to apply for an Extension of Time or Special Consideration, here is the process you need to follow:

- Contact your Trainer and provide all the documentation you think you will need and fill out the **Application for Extension** (for course duration) or **Special Consideration Form** (for work due date).
- Applications for extension of course completion/work due must be made to the trainer/assessor in writing and must be received before the due date.

The trainer/assessor will respond in writing, normally within two working days, and will keep a copy of the correspondence. Your Trainer will assess your claim. If your Trainer believes you don't really have a suitable reason, the claim will be rejected. In some cases, all you might need to do is simply bring more documents. If your Trainer believes you do have a valid reason, you will receive a photocopy of the Form, showing you the level of extension you will receive.

- The trainer may grant an extension of:
 - Up to two weeks (ten working days) for work/assignment
 - Up to one month for course completion.
- Students seeking a revised due date beyond the return of results for the assessment task, or an extension of more than two weeks in duration for assignments and more than a month for course completion, must submit an application form to the Trainer to be approved by the Student Manager.
 - Students seeking an extension of more than two weeks (work due date)/one month (course completion) in duration must provide appropriate supporting documentation, including evidence of the circumstances and an explanation of the impact of the circumstances on the student's ability to complete the assessment task/course
- Submission of an application for extension does not mean automatic approval
- 'Having work in another subject' or 'Had no time because I was working' will not be accepted as valid reasons for late submissions. Also, excuses involving computers or printers will not be accepted as valid reasons for late submission. It is a student's responsibility to organise their work so that it is submitted by the due date. Where work is submitted late and compassionate or other grounds cannot be established, it is up to the discretion of the trainer/assessor as to whether work is assessed as competent (C) or not yet competent (NYC)/satisfactory (S) or not satisfactory (NS).

Feedback

Feedback is one of the most important aspects of the learning process and serves the important function of enabling students to make timely and informed judgments about their performance so that subsequent assessment can be undertaken with improved likelihood of success.

Feedback is provided in a variety of ways, including:

- a. model answers to questions
- b. verbal comments from trainers, both individually and to the whole class
- c. verbal comments on presentations and participation in class discussions
- d. preliminary assessment task advice
- e. face-to-face assessment task discussion, individually, and in groups
- f. written feedback comments regarding drafts and assessment tasks

Feedback on assessment tasks will normally be provided within ten working days, but no longer than 15 working days following the deadline for submission of the assessment task.

Where students are undertaking placements, it is expected that they will be provided with regular and constructive feedback about their performance, either by the Course Leader, the placement officer and/or the supervising professional in the workplace.

Where students are assessed as not competent/not satisfactory they will be provided with additional feedback on their assessment outcome to assist in achieving the required performance standard on reassessment.

Assessment task cover sheets

When students submit an assessment task, they are required to include a signed and completed cover sheet. In the case of group assessment tasks, each member of the group is required to sign the cover sheet, and each student will receive written feedback on their group assessment task.

Recording of results

Assessors should give clear advice to students as to how the unit(s) will be assessed.

Each student should have the following records kept in their file:

Assessment Tasks with Assessment Cover sheets.

This cover sheet should include but is not limited to:

- Student details
- Course code and title
- Assessment title and description (if applicable)
- Date
- Assessor name
- Elements and relevant performance criteria (if applicable)
- Assessment Result: recorded as C or NYC / S or NS
- Feedback/comments section
- Student declaration regarding plagiarism

Resubmission

Resubmission is where a student is permitted to make minor corrections/modifications amendments to an assessment task which has been deemed NYC / NS. The assessment is then re-submitted to the original assessor within a specified timeframe. After the third resubmission, if the student is still assessed as NYC / NS for that assessment, the student will receive a fail for that unit. If the trainer/assessor questions any submitted work as wholly or partially plagiarised or copied, an NYC / NS result will be submitted (refer to Plagiarism Policy).

Reassessment

Students who are dissatisfied with their assessment outcome may apply for reassessment by contacting their Course Leader or trainer/assessor. The Course Leader /trainer/assessor will decide which of the following outcomes is the most appropriate and will notify the student in writing within five working days:

- a. arrange for a second assessor to re-mark the assessment
- b. deny the request

Reassessment is where an assessment task is marked again by a second assessor, without any further work by the student. The second assessor is not provided with details of the student's original mark. The same range of marks which were used on the original assessment must be available for re-marking. The second mark stands, whether it is higher or lower. No further re-marking will be permitted. A re-marked assessment task cannot be re-submitted.

A student who is not satisfied with the outcome of resubmission or reassessment may appeal in writing to the Managing Director within five (5) working days of the notification of the resubmission or reassessment result.

The decision of the Managing Director is final and the student is notified within ten working days of the receipt of the written appeal.

A student who has followed this process and still is dissatisfied may take the matter further (refer Student Complaint and Appeal Policy).

End of Term

All of your assessments for all the units undertaken must be in by the last day of term together with the **Assessment Record Sheet** signed by the student. Anything handed in after that date, including resubmissions, may be ineligible for marking. Your Trainers will organise due dates for assessments, to ensure that you can manage your workload effectively, and get everything in by this time.

This **Assessment Record Sheet** should include but is not limited to:

- Student Name
- Course code and title
- Unit Code and Unit Title
- Assessor name
- Date
- Assessment Evidence
- Rules of Evidence
- Assessment Outcome (recorded as C, NYC, RPL or CT)
- Feedback/comments section
- Student declaration regarding plagiarism
- Signatures of both student and assessor

Assessment Procedures

Common Assessment Rules

In all assessments, the following rules must be adhered to:

- No student may bring unauthorised aids or documents into the Assessment Room. Examples include mobile phones, unauthorised notes, unauthorised calculators or unauthorised textbooks. An aid or document can be authorised by the Student Manager.
- No student may leave the Assessment Room during the assessment and then return to the assessment, unless escorted by an Assessor.
- No student can converse with anybody during the exam, other than to the Assessor to have legitimate questions answered.

If you miss an Assessment

If you miss a scheduled assessment you are required to provide proof of Legitimate Absence within three working days after the official assessment date, or in exceptional circumstances, proof of Legitimate Absence must be provided as soon as practicable.

Proof must be provided to the Student Manager, not your trainer. If the proof is not provided within the time period, then the student will fail outright. The Student Manager sets the date of the new assessment. No supplementary assessments will be scheduled without proof of Legitimate Absence. If legitimate absence is refused, the student can appeal to the Managing Director.

Students must contact ITHEA as soon as they become aware that they will not be able to attend the scheduled assessment.

Access to Student Records

Current and former students of ITHEA have access to their own records on request. Academic Files for currently enrolled students are maintained at the Training Staff Office while Administration files for current enrolled students are maintained at the Archives Office. All requests from an individual student to view their student file should be referred to the respective trainer who will make appropriate arrangements for supervised access. If a student wishes to amend their student admin file, they should contact the Compliance Manager. Due consideration will be given to any request to amend personal information held on file. A request to correct personal information may be satisfied by the individual providing an additional record rather than making alterations or deletions to the original record.

ITHEA provides students with accurate and up to date information about the status and outcomes of the courses in which they are enrolled.

Removal of hard copies of student files from the Training Office and Archives Office may not occur.

Information about a student is not disclosed to a third party without the consent of the student, unless required or permitted by law. Persons outside of ITHEA do not have access to the records of individual students unless students give written permission for the release of specific records, or unless the knowledge of such information is required to be provided to funding, immigration, accreditation or other agencies which are legally entitled to such information. Information required by other education institutions for the purposes of confirming qualifications of a current or former student of ITHEA, such as confirmation of units of study completed, participation in officially recognised activities, and scholarships received by students, will not be released by ITHEA unless accompanied by written authorisation of the student.

All requests for archived student files must be authorised by the Compliance Manager. A form has been designed to assist this process. This will enable the location of files to be monitored and minimize the number of missing files.

Capstone re-evaluation

After completing your course, you may be required to complete a partial reassessment of some of your units, as part of the ITHEA quality assurance protocols. This is called "Capstone re-evaluation" and, in essence, it is a means of assessing your cumulative knowledge from an entire program of study. In applying to study at ITHEA, you also agree to participate in such a review. Failure to agree to participate, may result in ITHEA recalling your qualification and informing the appropriate government authorities of such an action.

Plagiarism & Cheating

What is Plagiarism?

Plagiarism happens when you copy or reproduce someone else's work or ideas without acknowledging its original source. This includes but is not limited to, copying information from books, the Internet and fellow students. This is called Plagiarism.

In some cultures, using information from other sources is considered to be okay. In Australia, if the other source is not cited this is considered inappropriate. This is why it is looked on in an unacceptable way.

ITHEA treats plagiarism as cheating. The use of another person's work as though it were one's own, intending to gain an unfair advantage, is **Cheating**. Students who provide their work for others to copy are also subject to the same penalties as those who copy.

Cheating and plagiarism are serious offences and will be treated severely. ITHEA imposes strong penalties on students who cheat and plagiarise.

How do you avoid Plagiarising?

To avoid Plagiarising, it is very important to acknowledge all sources in all assignments submitted for marking. This means you must say where you found your information. Acknowledgement may be in the form of footnotes, endnotes or any other textual references. A reference list must be included at the end of an assignment if any acknowledgements have been made within the assignment, including sources that have been referred to but not cited within the assignment.

The words of another writer must be placed in quotation marks/inverted commas. These words must be followed by the author's name, the source (book, website etc.) and page number of the source. The author's complete details should also be included in the reference list at the end of the assignment.

It is also a serious offence to help another student to plagiarise written work. This includes lending another student work that you have completed so that it can be copied and submitted as the other student's own work. ITHEA treats these instances as seriously as plagiarism and will impose severe penalties on students found to be assisting other students to cheat and plagiarise.

Penalties for Plagiarism

Penalties for plagiarism are severe. If a student is caught doing any of these things, they receive an **Automatic Failure** for that assignment or assessment/exam. They will receive 0% (Not Yet Competent) and will have to resubmit that assessment. The Assessor/Course Leader may change the assessment to protect its integrity (for example, they may make it an exam). Resubmission is only possible where the assessment will be completed before the relevant module ends. If on the second attempt of the assignment or assessment, the student is still caught of plagiarism, the student gets an **Automatic Failure** for that **unit/module**. You may appeal, using the **Automatic Failure Appeal Form** if you feel you have been accused wrongly.

Where a student is detected in repeated plagiarism (i.e. in more than one unit or on more than two occasions) the case will be brought to the Student Manager who may recommend any of a range of penalties, including failure in the unit and/or exclusion from the college. Such severe recommendations however will be referred to the Managing Director for a final determination. Students will be given an opportunity to put their case at every level in accordance Appeal policy.

Vocational Course Progress and Intervention Strategies

1.0 Purpose

To ensure a 'systematic' measurement in monitoring course progress and be 'proactive in contacting and counseling students' who are at risk of failing to meet course requirements.

2.0 Responsibility

The Managing Director is responsible for implementation of this procedure and ensuring that staff and students are **made aware of its application**.

Requirements

ITHEA has implemented the **DEEWR-DIAC Course Progress Policy and Procedures for CRICOS Providers of VET Courses for all its vocational courses**.

Vocational education and training conducted at ITHEA Institute of Tertiary and Higher Education Australia is competency-based. ITHEA ensures that students are assessed to achieve the level of

understanding, knowledge and skill expected by industry. ITHEA also encourages students to build on their competencies as they progress through their courses.

In line with **DEEWR-DIAC Course Progress Policy and Procedures for CRICOS Providers of VET Courses**, ITHEA systematically monitors course progress and implements appropriate intervention strategies when students are at risk of not making satisfactory course progress.

Where unsatisfactory course progress continues for a period of two consecutive study periods and the student has failed to comply with the Intervention Strategies previously put in place, the student will be required to meet with the trainer/coordinator, the Student Manager and the Managing Director to discuss the continuation of their enrolment which may also result in their enrollment being cancelled.

3.0 Definitions

- 3.1 **DET** is the Department of Education and Training.
- 3.2 **DIBP** is the Department of Immigration and Border Protection. (Now DOHA)
- 3.3 A **study period** is defined as 10 study weeks or ONE term.
- 3.4 **Course progress** is defined as the measure of advancement within a course towards the completion of that course demonstrated through competency-based training and assessment.
- 3.5 **Satisfactory Course Progress** is defined as when a student achieves a competent result in all assessments for all units of competency undertaken in a given study period and is on track to successfully complete their program within the expected duration of study.
- 3.6 **Unsatisfactory course progress** is defined as **not** successfully completing or demonstrating competency in at least 50 % of the course requirements in **two** consecutive study periods.
- 3.7 **Monitoring** refers to the active checking of course progress.
- 3.8 A student **at risk** is one who has been assessed as NYC in one or more of their units attempted in a study period and their attendance is inconsistent, erratic or random or deemed insufficient for achieving satisfactory academic progress by the Trainer.
- 3.9 **Intervention Strategy** is an individual plan to provide support and/or assistance to a student identified as 'at risk' of not achieving satisfactory course progress.

4.0 Method

4.1 Advice to students

At the orientation session students will be advised of the meaning and requirements for academic performance and of the requirement to complete the course by the scheduled end date of the course.

4.2 Early detection of, and intervention in, lack of satisfactory academic performance

As ITHEA is committed to ensuring that all students have satisfactory learning experiences, at ITHEA early identification of issues affecting student progress and performance is a priority.

4.2.1 Consequently whenever a student, undertaking the **first study period**, fails to achieve a satisfactory result in consecutive assessments that form part of any unit of competency or fails to achieve competency in a unit that would normally be completed prior to the end of the study period, that student is identified as **'at risk'**. Trainers/Assessors will notify the Course Leader (or Student Manager if no Course Leader) using the **Monitoring of Course Progress Checklist and Reporting Form**.

4.2.2 On receiving notification from the trainers/assessors, the Course Leader/Student Manager will arrange for a meeting with the student involving the Student Manager, Course Leader /trainers/assessors and student to discuss academic performance.

4.2.3 The purpose of this meeting is to determine the reasons for this lack of satisfactory academic performance of a student who is yet to complete the first study period of the qualification and to develop strategies involving student support and student action to assist the student to gain the necessary competence in a time frame that enables the student to complete the course within the expected course duration. Records will be kept using the **Student Communication Form** and the **General Intervention Record**.

4.2.4 Outcomes, actions and agreements of that meeting signed by both the Student Manager and the student will be given to the student and a copy kept on the students file.

4.3 Review of academic performance at end of study period

4.3.1 At the end of a study period the Course Leader will review the academic performance of ALL students. The progress of each student shall be monitored using the **Monitoring of Course Progress Checklist and Reporting Form**. This will be done by examining the students allocated study program and by examining the academic results provided by trainers and

assessors for the units of competency, comprising the study program, undertaken during the study period.

4.3.2 If as result of the review it is identified that;

4.3.2.1 a student has failed to/yet to achieve competence in any units of competence undertaken in that study period the Course Leader will notify the **Student Manager** who will contact the student through personal contact, telephone and/or email and/or SMS or, at last resort, registered mail to arrange for a meeting with the student involving the **Student Manager, Course Leader/ Trainers/Assessors** and the student to discuss academic performance.

4.3.2.2 The purpose of the meeting is to determine the reasons for this lack of satisfactory academic performance and to develop and implement intervention strategies involving student support and student action to assist the student to gain the necessary competence in a time frame that enables completion of the course within the expected course duration. Records will be kept using the **Student Communication Form** and the **General Intervention Record**.

4.3.2.3 Outcomes, actions and agreements of that meeting signed by the Student Manager, the Course Leader and the student and the student will be given a copy and a copy kept on the students file.

4.3.3 Intervention strategies may include: ITHEA

- Advising the student on the suitability of the course enrolled in
- Arranging extra learning support or tutorials
- Arranging counselling for assistance with personal issues
- Providing advice regarding study habits (i.e. maintaining required class attendance)
- Providing opportunities for students to be reassessed or to repeat subjects
- Arranging to vary or reduce the enrolment load for the following semester
- Providing advice re-course suitability (i.e. Literacy, Language and Numeracy)
- Allocating a new individualised study program for the following study period. **Such an individualised study program may include repeat units in addition to the normal study program or in place of units specified in the normal program.**

The student

- Undertaking re assessment in each of the failed units
- Undertaking a period of study during the scheduled break between study periods
- Repeating failed units during the next study period by
 - Attending additional classes
 - Undertaking a self-paced/on line programs
- Being required to undertake additional English language classes prior to re assessment
- Producing evidence of competence gained in the workplace.

4.3.4 In most cases the agreed actions, may require the student to pay an additional fee for additional tuition or assessment services: Tuition @ \$12 per class hour **OR** Assessment @ \$200 per unit

4.3.5 Students who fail to achieve competence in a majority of units of competence undertaken during this study period will be advised that this lack of satisfactory academic performance in two consecutive study periods could lead to result in their enrollment being cancelled. In addition, that repeating of units could incur additional costs.

These students will be classified as being "At Risk" and recorded on file.

4.4 Monitoring of students with a lack of satisfactory academic performance during a consecutive study period.

4.4.1 The academic performance of ALL students classified as being "At Risk" or who are undertaking repeat units of competency in any study period as a result, intervention strategies put in place in the previous study period will be monitored in an ongoing way.

4.4.2 Any assessment undertaken by the student in any unit of competency undertaken in the study period that achieves other than a competent result will be recorded and may require the student to immediately discuss their academic performance with the trainers/assessors and the Course Leader.

4.4.3 All results of these students will be reviewed at the mid-point of the study period by the Course Leader. This will be done by examining the students allocated study program and

by examining the academic results provided by trainers and assessors for the units of competency, comprising the study program, undertaken during the study period.

- 4.4.4 Students who, at this mid-point, are displaying a lack of satisfactory academic performance in their new units or in units being repeated will be contacted by the Student Manager to attend a meeting with the Course Leader and/or trainers/assessors to discuss their academic progress. Contact will be through personal contact, telephone and/or email and/or SMS or, at last resort, registered mail.
- 4.4.5 The purpose of this meeting will be to determine the reasons for the ongoing lack of satisfactory performance and to develop strategies involving student support and student action to assist the student to gain competence by the end of the study period.
- 4.4.6 Outcomes, actions and agreements of that meeting signed by both the Course Leader and Student Manager and the student. A copy will be given to the student and a copy kept on the students file.

4.5 **Review of academic performance at end of a consecutive study period.**

- 4.5.1 At the end of the study period the Course Leader will particularly review the academic performance of any student "At Risk".
- 4.5.2 If as result of the review it is identified that:
 - 4.5.2.1 A student has failed to/yet to achieve competence in a **majority** of the units of competence undertaken in the current study period the coordinator will notify the Student Manager who will notify the student in writing of its intention to cancel their enrolment for not achieving satisfactory course progress. This written notice will be sent by registered mail.
 - 4.5.2.2 The written notice will inform the student that he or she is able to access ITHEA's complaints and appeals process (**Complaints and appeals**) and that the student has 20 working days in which to do so. A copy of this letter is retained within the student's file.
 - 4.5.2.3 If the student chooses not to access the complaints and appeals processes within the 20 working day period, withdraws from the process, or the process is completed and results in a decision supporting ITHEA, the Student Manager will notify the Registrar who will cancel the student's enrolment.
 - 4.5.2.4 Similarly if a result of the review a student's academic performance shows a lack of satisfactory performance in **less than** 50% of scheduled units the normal interview and intervention strategy approach indicated earlier in this policy and procedure will prevail. The student must be advised that a repeat of units may incur further cost.
 - 4.5.2.5 Copies of all outcomes and notifications related the appeal processes are kept on the student's file in accordance with ITHEA's complaints and appeals policy and procedure.

4.6 **Review of the impact of intervention strategies on course duration**

- 4.6.1 At all stages of this review and monitoring process the impact of any decision relating to implementation of intervention strategies on the expected course duration for a student will be examined and any likely or possible variation in course duration will be noted on the students file.
- 4.6.2 Students who do not complete the course within the specified duration of the course because of unsatisfactory completion of units may be required to repeat units (which may incur additional cost) or be issued with a Statement of Attainment.

Completion within Expected Duration Policy and Procedure

1.0 Purpose

The purpose of this policy is to monitor the workload of students to ensure they complete the course within the duration specified in their Training Plan and not to exceed the allowable portion of online or distance learning. ITHEA will only enable students to extend the expected duration of study for the course in limited circumstances for Local students. The policy and procedure applies to all local students enrolled at ITHEA.

2.0 Responsibility

The Student Manager is responsible for implementation of this procedure and ensuring that staff and students are made aware of its application.

3.0 Requirements

- 3.1 To ensure students complete their course according to the length of their Training Plan, ITHEA enrolls all students in compulsory study periods of 10 weeks (one term) not including distance (including online) learning.
- 3.2 ITHEA monitors each student's progress to ensure that at all times they are in a position to complete their course within the expected duration as specified in their Training Plan.
- 3.3 ITHEA monitors enrolment load and progress at the end of every study period and monitors students during the term ensuring they are passing their individual assessments enabling them to maintain satisfactory course progress
- 3.4 ITHEA will only extend the duration of a student's study where it is clear that the student will not complete the course within the expected duration, as specified on the Training Plan as a result of:
 1. Compassionate or compelling circumstances (for example, illness where a medical certificate states that the student was unable to attend classes or where ITHEA was unable to offer a pre-requisite unit)
 2. ITHEA implementing its intervention strategy for students who are at risk of not meeting satisfactory course progress
- 3.5 Where there is a variation in the student's enrolment load which may affect the student's expected duration of study:
 - Student must contact your Trainer and provide all the documentation necessary to support request for extension of course duration and fill out the **Application for Extension to complete the Course form** (refer to Extension of course completion).
 - This variation is recorded on their Training Plan.

4.0 Definitions

- **Training Plan** is a working document signed by Local students. It outlines the qualification to be delivered, the time frame for achieving the competencies and assessment details.
- **Skills First Withdrawal Sheet** is used by a trainer to record variations to a student's training plan.
- A student **at risk** is one who has been assessed as NYC in one or more of their units attempted in a study period and their attendance is inconsistent, erratic or random or deemed insufficient for achieving satisfactory academic progress by the Trainer.
- **Intervention Strategy** is an individual plan to provide support and/or assistance to a student identified as 'at risk' of not achieving satisfactory course progress.
- **Study period** is defined as 10 study weeks or ONE term.
- **Satisfactory Course Progress** is defined as when a student achieves a competent result in all assessments for all units of competency undertaken in a given study period and is on track to successfully complete their program within the expected duration of study.
- **Unsatisfactory course progress** is defined as **not** successfully completing or demonstrating competency in at least 50 % of the course requirements in **two** consecutive study periods.
- **Monitoring** refers to the active checking of course progress.
- **NYC** is used to signify not yet competent.

5.0 Method

- 5.1 Students are monitored throughout the term and also at the end of their term as per the Course Progress and Intervention Strategy.
- 5.2 As soon as a student receives an NYC for an assessment, the trainer advises the Course Leader and a meeting with the student, trainer and Course Leader is arranged as soon as possible
- 5.3 The meeting with the Course Leader will involve identifying why the student failed and putting in place a strategy to address the student's needs and assisting them in being able to achieve competency within the duration of their Training Plan
- 5.4 Through identifying issues at the assessment level, intervention strategies are put in place to ensure the students can complete their course within the duration of the Training Plan
- 5.5 Some possible interventions which may be utilised to assist students are:
 - i. The option of undertaking a combination of classes and field placement, in order to catch-up with the units or with the field placement.
 - ii. English language support for oral and written comprehension or
 - iii. Assistance with academic skills such as essay & report writing, meeting assessment requirements and research skills
 - iv. Counselling with the Student Manager/Student Counsellor if compassionate circumstances are identified and students are having personal difficulties that may be affecting their progress
 - v. A resubmission of the work after further clarification on the requirements is provided to the student or addressing the problems the student had with the assessment item

- 5.6 If after intervention strategies are put into place and the student still receives an NYC for 50% or more units in a term, then the Course Progress and Intervention Strategy Policy takes effect, resulting in further intervention strategies for the student. (Refer to the Course Progress and Intervention Strategy Policy in the Student Handbook and Orientation Guide)
- 5.7 ITHEA considers a student to be at risk of not completing the course within the expected period, if at the end of term the student has to repeat two or more units.
- 5.8 When ITHEA identifies that the student cannot reasonably complete his or her course within the expected duration as specified on the student's training plan and there have been grounds identified in 3.4 above.
This would normally be done as part of the academic review process conducted at the end of a students' penultimate, study period.
 - i. The trainer will consult with the student regarding the reasons for not finishing the course on time. The trainer will document any evidence to support the reasons given on a **Student Communication** form.
 - ii. The student will complete an **Application for extension to complete a course** form and submit it to the trainer.
 - iii. In the first instance, the trainer may extend the course for not more than one month without referring matter to the Student Manager by completing the relevant section on the **Application for extension to complete a course** form and the **Skills First Withdrawal** sheet.
 - iv. In the second instance, the trainer will refer the matter to the **Student Manager**, who in conjunction with the trainer will decide whether it is possible, for the student to successfully complete all the remaining units necessary for the award of the qualification within another period of extension, not more than one month.
 - v. On determination of the additional time and agreement with the student the Trainer will complete a Monthly Reporting form and advise the Programmes Manager of the variation or extension of the student's expected duration.
 - vi. Failure to comply or participate may lead to withdrawal.
 - vii. Extensions will be decided on a case by case basis.

Compassionate or Compelling Circumstances Policy

Purpose

This policy outlines any compassionate or compelling circumstances which may affect a student's enrolment.

Compassionate or compelling circumstances are generally circumstances beyond the control of the student and which have an impact on the student's course progress or well-being. These could include but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes
- Unexpected illness or death (bereavement) of close family members such as parents or grandparents
- Student being caught in a major political upheaval or natural disaster in the home country or, if in Australia, requiring emergency travel for such reasons and this has impacted on the student's studies
- The student is involved in custody proceedings for their child
- The student is involved in legal proceedings where timing is beyond the student's control
- The student or accompanying family member has an acute medical condition requiring treatment
- A traumatic experience which could include involvement in or witnessing a serious accident and witnessing or being the victim of a serious crime and this has impacted on the student (these cases should be supported by police or psychologists' reports)
- Or where the registered provider was unable to offer a pre-requisite unit
- Inability to begin studying on the course commencement date due to delay in receiving a student visa

The above are only some examples of what may be considered compassionate and compelling circumstances. ITHEA will use their professional judgement and will assess the documentary evidence provided by the student to support the claim on a case by case basis. ITHEA will keep copies of these documents in the student's academic file.

Compassionate or compelling circumstances are generally circumstances beyond the control of the student and which have an impact on the student's course progress or well-being.

These could include but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes,
- Unexpected illness or death (bereavement) of close family members such as parents or grandparents,
- Student being caught in a major political upheaval or natural disaster in the home country or, if in Australia, requiring emergency travel for such reasons and this has impacted on the student's studies,
- The student is involved in custody proceedings for their child
- The student is involved in legal proceedings where timing is beyond the student's control,
- The student or accompanying family member has an acute medical condition requiring treatment

- A traumatic experience which could include involvement in or witnessing a serious accident and witnessing or being the victim of a serious crime and this has impacted on the student (these cases should be supported by police or psychologists' reports)
- Or where the registered provider was unable to offer a pre-requisite unit
- Inability to begin studying on the course commencement date due to delay in receiving a student visa

The above are only some examples of what may be considered compassionate and compelling circumstances.

ITHEA will use their professional judgement and will assess the documentary evidence provided by the student to support the claim on a case by case basis.

Deferral, Temporary Suspension and Cancellation Policy & Procedures

1.0 Purpose

Student enrolment can be deferred, suspended or cancelled in limited circumstances by ITHEA or by the student. When deferral, suspension or cancellation of enrolment is initiated by the ITHEA, students have the right to appeal the decision. All documentation relating to the assessment of student deferral, temporary suspension and cancellation applications will be kept in the student's file. All discussions undertaken with the student during the processing of the application will be recorded using a Student Communication Form as they occur and kept in the student file.

2.0 Definitions

Deferral is the postponement of the commencement of your course.

Suspension is the temporary postponement of enrolment during course.

Cancellation is the cessation of enrolment in course.

Compassionate and Compelling circumstances are circumstances beyond the control of the student and which have an impact on the student's course progress or well-being.

3.0 Guidelines

ITHEA Initiated Deferral, Suspension or Cancellation

- 3.1 ITHEA may **defer commencement** of a course when a course is not offered.
- 3.2 ITHEA may **temporarily suspend or cancel enrolment** in the following circumstances.
 - Student misbehaviours as outlined in **Student Code of Conduct**.
 - Non-payment of outstanding fees.
- 3.3 In cases where suspension or cancellation of the student's enrolment is initiated by ITHEA, students will be notified and advised to access the institute's internal complaints and appeals process if they are dissatisfied. (See **Complaints and Appeals Procedure**).

4.0 Student Initiated Deferral, Suspension or Cancellation

- 4.1 Students may request a **deferral of the commencement** of their course by completing an Application to Defer, Temporarily Suspend or Cancel studies Form and submitting it to Administrative Staff prior to the course commencing.
Once the deferral is processed the student will receive a **Confirmation of Enrolment** letter and have a new enrolment agreement written to reflect the new commencement.
- 4.2 Students who wish to **temporarily suspend** enrolment in their course must obtain written approval from the **Student Manager**.
 - 4.2.1 Students need to complete an **Application to Defer, Temporarily Suspend or Cancel studies** Form and submit it, together with all supporting documentation, to the **Student Manager**.
 - 4.2.2 To obtain approval, students must submit the form a minimum of 10 working days before the requested suspension date.
 - 4.2.3 In case of an emergency situation that compels the student to suspend their course, the minimum submission deadline of 10 working days may be waived. Please see **Compassionate & Compelling Circumstances Policy** for further guidelines on what constitutes an emergency situation.
 - 4.2.4 A student can suspend enrolment for a maximum period of one semester.
In the case of exceptional circumstances (supported by documented evidence), longer suspensions may be granted at the discretion of ITHEA management.
 - 4.2.5 Once the suspension is processed the student will receive a written letter from the **Student Manager** granting suspension.
- 4.3 Students who wish to **cancel** enrolment in their course must obtain written approval from ITHEA and attend a cancellation appointment.
 - 4.3.1 Students must complete an **Application to Defer, Temporarily Suspend or Cancel studies** Form and submit it, together with all supporting documentation, to the **Student Manager**.
 - 4.3.2 The **Student Manager** will decide the outcome of the student's request for cancellation.
 - 4.3.3 If the student requests a refund, the **Student Manager** will submit their request to the **Managing Director** for approval of the refund.

- 4.3.4 The student must complete **Application for Refund (Cancellation)** Form and submit it with their **Application to Defer, Temporarily Suspend or Cancel studies** Form.
- 4.3.5 If the student does not accept the outcome of their request for cancellation, the **Student Manager** will escalate the student's application to the **Managing Director**.
- 4.3.6 Once the cancellation is processed, the student will receive a **Release Letter** from the **Managing Director**.

Fees and Charges, Refund Policy for Local Students

This policy refers to all AQF Courses/units/modules.

1.0 Definitions:

AQF – Australian Qualifications Framework

Course Fees - Fees corresponding to an ITHEA training program.

Prepaid Course Fees - Fees paid in advance for an ITHEA training program

Course Start Date - the day the course or unit is scheduled to commence as indicated on this form.

Course Maximum Duration - ITHEA nominated course duration as indicated in course information and on ITHEA online enrolment form.

Course Expiry Date - Course Maximum Duration added to Course Start Date

Study Period - Unless otherwise specified, is equal to ten weeks or one term.

Course Commencement Date - the day the course or unit is scheduled to commence in a study period.

Refund Application Date - the date on which the submitted refund application form is received by ITHEA.

Provider Default- when ITHEA does not complete the provision of a training program for a specific study period(s)

Enrolment documentation – may include Online application form, Pre-Training Review and Training Plan

- 1.1 All fees and charges information relating to a course must be clearly accessible and available to the prospective student prior to entering into enrolment with ITHEA.
- 1.2 Information about fees must be clearly expressed and in language that clients understand. All fees and charges must be included in this information, including possible fees and charges, such as RPL charges and additional charges imposed if the learners do not successfully complete their programs.
- 1.3 A concession rate is available. Fee concessions are available for all indigenous students and other students enrolled in an eligible course of study who hold a valid: Commonwealth Health Care Card (and dependent spouse or dependent child of the card holder), Pensioner Concession Card (and dependent spouse or dependent child of the card holder) or Veteran's Gold Card. If you are eligible for a fee concession, you **MUST** present your valid concession card at the time of enrolment. Concessions will not be applied after your enrolment.

2.0 Invoicing of Course Fees

2.1 On enrolment, a student will take up one of the following payment options:

- pay the full amount of fees and charges, either by cash, EFTPOS, credit card, Apple Pay or Google Pay
- present a signed authority from an employer/Employment Services provider to invoice the employer/ Employment Services provider for the student's fees and charges.
- avail of the instalment payment plan approved by the Managing Director.

A student who fails to take up one of the above options will not be enrolled.

- 2.2 Installment fees information for course fees shall be calculated for each course for each calendar year and clearly indicated to students prior to enrolment.
- 2.3 The course fee corresponding to a billing period is due to be paid on the first day of the billing period which corresponds to commencement date of the training program for that period.
- 2.4 In the event that a student abandons their course, all outstanding fees due remain payable to the Institute.
- 2.5 The Institute reserves the right to take any action it deems necessary if payments are not paid in accordance with the Statement of Fees.

3.0 Collecting and Protecting Prepaid fees

- 3.1 Prepaid student course fees are held by ITHEA in a designated student account. These fees are secured and are not to be used for any other business purpose prior to the commencement of the study period which the fees correspond to.
- 3.2 The balance of the designated student account shall not be less than the sum of all prepaid course fees for future study periods.

4.0 Course Transfer

- 4.1 A Student wishing to transfer to another course from one in which he/she is currently enrolled may do so subject to the following conditions:
 - Instalment payments are up to date and there are no other overdue monies owing to ITHEA.
 - Student agrees to pay any difference between your original Course Fee and the new Course Fee
- 4.2 Any remaining credit on your behalf may be used towards further ITHEA Courses but will not be refunded. This credit may only be utilised prior to the expiration of your Course.
- 4.3 The request to transfer Courses must be lodged in writing.
- 4.4 Only one (1) transfer is permitted per Course enrolment.

5.0 Other Fees and Charges

- 5.1 Enrolment Fee: as indicated on ITHEA website course information page for this course.
- 5.2 Materials Fees: as indicated on ITHEA website course information page for this course.
- 5.3 RPL Fee: Please refer to the individual course information on the ITHEA website.
- 5.4 Qualification or Statement of Attainment Re-issue Fee: \$50

6.0 Cooling-off period

- 6.1 Students are able to change their mind and cancel their intended training. A cooling off period of **3 business days** applies from the date they complete and sign their enrolment documentation.
- 6.2 **NO REFUNDS after the cooling off period.**

7.0 Refunds

- 7.1 Refund application must be made in writing on a form provided by ITHEA.
- 7.2 A written explanation as to how the refund was calculated and a copy of the refund agreement that was signed by the student must accompany student refunds.
- 7.3 The Managing Director must approve student refunds.
- 7.4 Details of refunds provided must be maintained in individual student files.
- 7.5 If not eligible, inform the student of the reason, and how to proceed to appeal the decision.
- 7.6 ITHEA will refund prepaid course fees according to the criteria outlined below
- 7.7 It is not ITHEA policy to refund any part of course fees for a course or unit of study on or after the course commencement date for the corresponding study period. The only exception to this is in the case of provider default, where ITHEA does not complete the provision of a training program for a specific study period. In this case, the course fees corresponding to the discontinued training program for that particular study period or periods are refunded in full.
- 7.8 ITHEA will refund monies corresponding to successful applications no later than 4 weeks after the Refund Application Date into the account nominated on the refund application form.

Refund Policy for Short Courses

This policy refers to all non AQF Courses/units/modules.

- A full refund of fees paid is refundable if ITHEA cancels the nominated course before log in to assess the course.
- If the student decides to cancel within the 3-day cooling off period, all money will be refunded.
- ITHEA does not offer refunds outside the 3-day cooling off period under any circumstances due to significant intellectual property and goodwill.
- Application for refund must be made in writing on a form provided by ITHEA.
- ITHEA will refund monies no later than 4 weeks after the refund application date into the account nominated on the Refund Application form.

Credit Transfer / National Recognition / RPL Policy and Procedures

Policy

ITHEA must appropriately recognise course credit within **ESOS** framework and to meet the requirement of **the National Code**.

This policy outlines the process for ITHEA to grant course credit to applicable students. If necessary, the duration of study is adjusted accordingly and students are advised of ITHEA's granting of credit.

ITHEA will ensure that **Credit Transfer / National Recognition /RPL** is offered to all applicants on enrolment and that the process is structured to minimise the time and cost to applicants; and provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

Guidelines

Procedures for granting and recording course credit if applicable are carried out by the Course. Course credit will be assessed and granted (if appropriate) at the time of application and the adjusted duration will be reflected in the offer letter. To gain course credit, applicants must provide certified copies of evidence with their application.

Course credit may be granted in the form of **Recognition of Prior Learning (RPL)** or **Credit Transfer (CT)**.

RPL must be conducted by the Course Leader/Assessor while **Credit Transfer** and **National Recognition** are essentially administrative processes.

Assessor Qualifications

ITHEA shall at all times ensure that assessors completing assessment for prior learning must hold the **TAE40116 Certificate IV in Training and Assessment** (or its equivalent) **from the TAE Training and Education Training Package** or be able to demonstrate equivalence of competencies as a **minimum**; however, trainers are encouraged to obtain further qualifications.

Credit Transfer (CT):

Credit transfer involves recognising a previously completed course to see if it provides equivalent learning or competency outcomes to those required within the student's current course of study.

Course credit may reduce the length of a student's course. If this occurs before visa is granted, ITHEA indicates the actual course duration in the confirmation of enrolment issued for that student for that course.

National Recognition

National Recognition is:

- recognition by a registered training organisation (RTO) of the **Australian Qualifications Framework (AQF)** qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person
- recognition by each state and territory's registering body of the training organisations registered by any other state or territory's registering body and of its registration decisions and
- recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory's course-accrediting body and of its accreditation decisions.

Procedure

1. Applicants for **Credit Transfer/National Recognition** must complete the **Credit Transfer/National recognition Application Form**, attach a copy of a verified Award or Statement of Attainment and submit the application to the Administrative Staff.
2. The Administrative Staff must check the **Award** or **Statement of Attainment** and grant credit transfers for identical units that have been identified as being completed at another Registered Training Organisation.
3. Verified copies of **Qualifications** and **Statements of Attainment** used as the basis for granting **Credit Transfer/National Recognition** must be kept on the student files.
4. The completed **Credit Transfer** record must be signed by the student and the Administrative Staff/Trainer/Assessor or Student Manager.
5. Granting of **Credit Transfer** must be recorded as a module outcome in the students file
6. After **Credit Transfer** is granted a student's course schedule must be reviewed and modified to ensure a full time load and details of this placed on the student's file

Recognition of Prior Learning (RPL)

RPL is the formal acknowledgement of skills, knowledge and attitudes held as a result of education and training, work experience and/or life experience. **Recognition of Prior Learning (RPL)** is a process that allows the competencies you already possess to be recognised, regardless of how you obtained them. These might include skills you picked up on the job or from other life experiences that do not necessarily include formal training.

Recognition of prior learning suits people who have industry relevant:

- work skills or knowledge
- paid or unpaid work experience
- life experience
- community work experience

Recognition of prior learning could provide you with a full or part qualification, and avoid duplication of training. It could be used to identify what training you may need to complete a qualification, or could provide a pathway to higher qualifications for people who may not have access to further training.

Your RPL Assessor can discuss evidence you will need to supply with your application if you wish to have your experience recognised. In many cases, RPL will only give the off-the-job component of the unit. You may still need to meet the on-the-job component, assessed at work.

Procedure

1. Students who wish to apply for RPL are advised to contact ITHEA to obtain an **RPL Application Form** for the course that they wish to enrol.
2. Upon receipt of **RPL Application Form**, the Course Leader /Assessor will assess the evidence provided. Evidences that can be used to support the **RPL** application can include:
 - A detailed resume
 - Letters from employers
 - An interview with the Course Leader /Assessor.
 - Work skills or knowledge
 - Paid or unpaid work experience
 - Life experience
 - Community work experience (a complete list can be found in the appropriate RPL Kit)
3. Applicants must provide additional evidence if requested by the Course Leader /Assessor.
4. The Course Leader /Assessor will assess the evidence in relation to: validity, reliability, currency and fairness.
5. The Course Leader /Assessor will complete mapping of evidence provided by student to the ITHEA's **Record of Recognition Assessment outcome** for the course they are wishing to apply credit to.
6. A **RPL Acceptance Letter** will be prepared by the Course Leader /Assessor with the attached copy of **Record of Recognition Assessment outcome** with the credit competencies approved.
7. Course Leader /Assessor will return the Application form with the result to the Administrative Staff. The Student must sign the acceptance letter within 7 working days from the date of the letter.
8. Upon receipt of student's **RPL Application Form** and the **Enrolment Application Form**, the Administrative Staff will issue a **Letter of Offer** with the duration as confirmed by the Course Leader. A copy of the **RPL Application Form** and **Record of Recognition Assessment outcome** placed in the student Academic file.
9. If the granting a student course credit leads to a shortening of the student's course, Administrative Staff must indicate the net course duration in the **Enrolment Acceptance Agreement**.
10. Students who are not satisfied with the application outcome are informed to access the **Complaints and Appeal Policy and Procedures**.

Information Technology: Acceptable Use Policy

Conditions of this policy before the student may use the computer network. By logging onto the computer.

Each student must read this Agreement and agree to the terms and network at ITHEA, you agree to abide by the terms and conditions of this policy. Failure to abide by these terms and conditions may result in cancellation of computer network privileges, disciplinary action and/or appropriate legal action.

Use of the school's technology, computers and network is a privilege, not a right. By logging onto the Computer network at ITHEA you agree that:

- You will not use the Network to look for material which is unrelated to the curriculum.
- You may not use the Internet to access, download or create unacceptable material – This includes but is not limited to films, music, pornography and videos.
- You must not place content on the Internet relating to ITHEA
- You must not annoy or harass another person or persons
- You agree not to copy, print or download software, data or other material which is protected by copyright unless permission is granted.
- You agree to respect the rights and privacy of others and you will not reveal your username and/or password to others or allow them to use your account.
- In fairness to other users, you will make your network use as efficient as possible.
- You agree to take care and avoid damage to computer hardware and software and you must not install software on the school's computers
- You acknowledge and accept the rights that we reserve and you also agree to maintain your personal folder and mailbox according to the Guidelines.

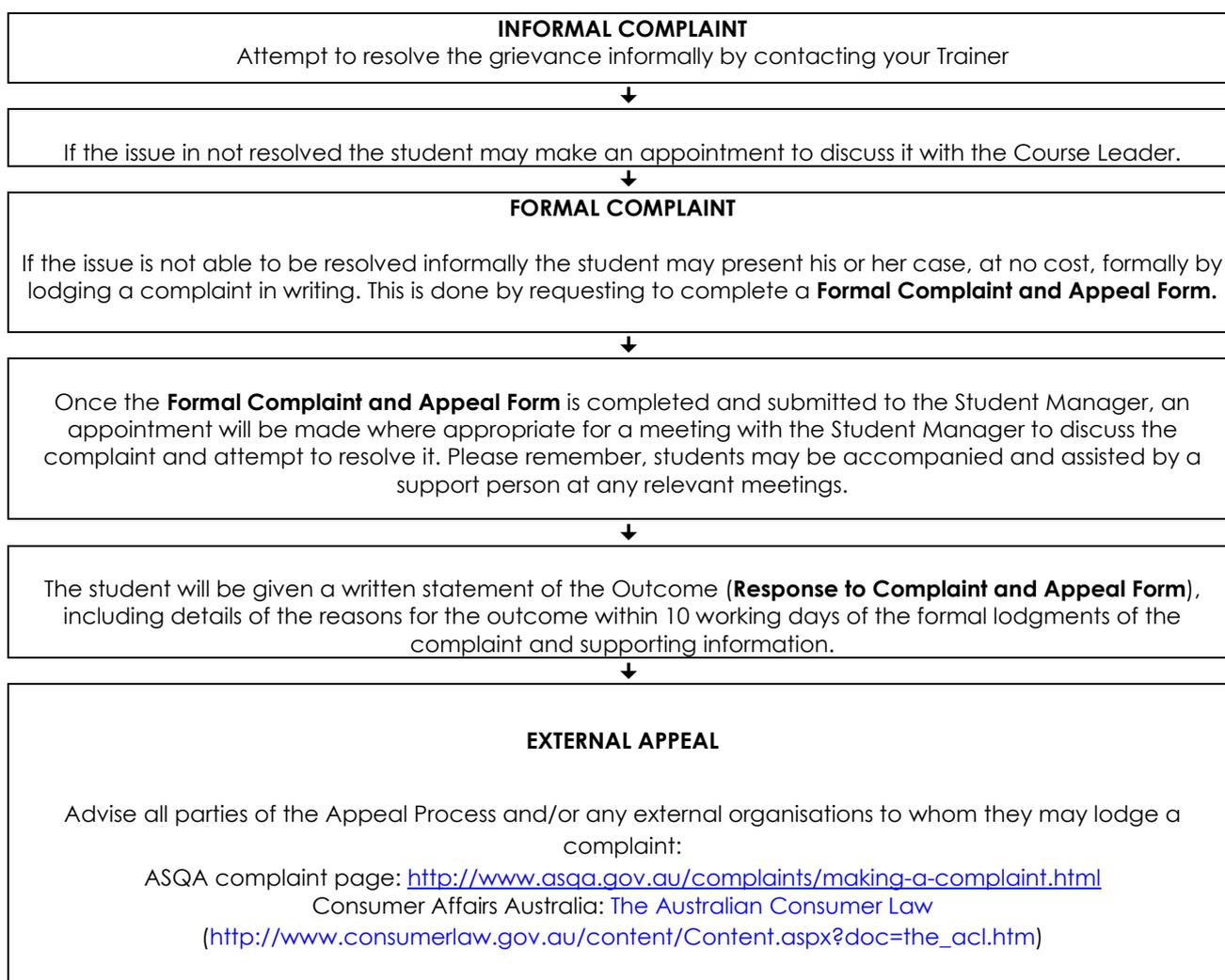
- You must not attempt to obtain unauthorised access to the institute's computer resources. You also agree to check your disks and storage media used at school regularly for viruses.
- You will not use technology resources to publish or distribute information related to the school.

Complaints and Appeals Policy and Procedure

ITHEA has a Complaints and Appeals Procedure to provide students with a fair and equitable process for resolving any disputes or complaints they may have. If the student is dissatisfied with the resolution proposed by the college, the student is advised of the Appeal Process and/or any external organisations to which they may lodge a complaint.

Student Complaint Flowchart

As part of ITHEA's commitment to a positive learning environment, a procedure for complaints and grievances is in place to ensure equitable treatment with a system for appeal. This system is independent, readily accessible and inexpensive for the parties involved.



Student Complaints and Appeals Policy and Procedures

1.0 Purpose

The purpose of this procedure is to define the system available to students for dealing with complaints and appeals, independent resolution and appellant rights.

Each student may be accompanied and assisted by a support person at any relevant meetings and has the opportunity to formally present their case at minimal or no cost.

The procedure requires a written record of the complaint or appeal to be kept in the student's Administrative file. The student is also given a written statement of the outcome, including all details of the reasons for the outcome.

2.0 Responsibility

The Student Manager is responsible for implementation of this procedure and ensuring that staff and students are made aware of its application.

3.0 Requirements

- 3.1 Students who are concerned about the conduct of ITHEA are encouraged to attempt to resolve their concerns using this procedure.
- 3.2 All prospective students will be provided with information about complaints and appeals before making a contract to enrol and again at course commencement.
- 3.3 All complaints and appeals will be handled professionally and confidentially in order to achieve a satisfactory resolution
- 3.4 All parties will have a clear understanding of the steps involved in the procedure
- 3.5 Students will be provided with details of external authorities they may approach, if required
- 3.6 At any stage in the complaint or appeals process students are entitled to have their own support person included in the complaint/appeals/resolution process.
- 3.7 All complaints and appeals will be managed fairly and equitably and as efficiently as possible
- 3.8 The process will commence within ten (10) working days of the formal lodgement of the complaint or appeal and supporting information. ITHEA will attempt to resolve any complaint or appeal fairly and equitably and all reasonable measures will be taken to finalise the process as soon as practicable.
- 3.9 Students may raise any matters of concern relating to training delivery and assessment, the quality of the teaching, student amenities, discrimination, sexual harassment and other issues that may arise.
- 3.10 ITHEA will encourage the parties to approach a complaint or appeal with an open view and to attempt to resolve problems through discussion and conciliation. Where a complaint or appeal cannot be resolved through discussion and conciliation, we acknowledge the need for an appropriate external and independent agent to mediate between the parties.
- 3.11 A student's enrolment must be maintained if the student chooses to access ITHEA's complaints and appeals process and the process is ongoing.
- 3.12 If the internal or external complaint handling or appeal process results in a decision that supports the student, ITHEA must immediately implement any decision and or corrective and preventative action required and then advise the student of the outcome.
- 3.13 Nothing in this procedure inhibits student's rights to pursue other legal remedies. Students are entitled to resolve any dispute by exercising their rights to other legal remedies. Students wishing to take this course of action are advised to:
 - Contact a solicitor **or** Contact the Law Institute of Victoria, 470 Bourke St Melbourne 3000, Ph. 9602 5000 for a referral to a solicitor.

4.0 Definitions

Complaint-Dissatisfaction with a service offered, discrimination or treatment received at ITHEA.

Complainant-Person making the complaint

Appeal-Dissatisfaction with a decision made by ITHEA

Appellant-Person making the appeal

5.0 Method

Each student may be accompanied and assisted by a support person at any relevant meetings

Informal Complaint Process

- 5.1 Any student with a complaint may raise the matter with trainers and coordinators of ITHEA and attempt an informal resolution.
- 5.2 Students who are not satisfied with the outcome of the complaint are encouraged to register a formal complaint.

Formal Complaint Process

- 5.3 Should the complaint remain unresolved after informal resolution is attempted then the student should complete a Formal Complaint and Appeal form and contact the Student Manager and arrange a meeting. At this meeting the complaint can be raised and a resolution attempted.
- 5.4 At the complaint meeting:
- The complaint must be recorded in writing and signed and dated by the complainant and the Student Manager
 - The outcome of the complaint meeting and reasons for the decision must be recorded in writing and signed and dated by the complainant and the Student Manager
- 5.5 The Student Manager will attempt to resolve the complaint with the student and any other parties who may be involved. The resolution phase must commence within 10 working days of the complaint being lodged. (It should be noted that a maximum time of 20 working days will be allotted in which a resolution can be reached. This will be known as the resolution phase.)
- 5.6 Following the complaint meeting and resolution phase, ITHEA must document and convey the decision to the student and act to rectify any substantiated complaint
- 5.7 If a student is dissatisfied with the outcome of the formal complaint meeting then they may institute an internal appeals process by completing the Formal Complaint and Appeal form and indicating that an appeal is being sought.

Appeals

Internal Appeals

- 5.8 Internal Appeals may arise from a number of sources including appeals against assessment, appeals against discipline actions and appeals against decisions arising from complaints. The essential nature of an appeal is that it is a request by a student to reconsider a decision made by ITHEA.
- 5.9 Students appealing an assessment or RPL outcome will be given the opportunity for reassessment by a different assessor selected by ITHEA. Costs of reassessment will be met by ITHEA. The recorded outcome of the assessment appeal will be most favourable result for the student from either the original assessor or the reassessment.
- 5.10 The student's enrolment must be maintained while an internal complaint/appeal is in progress and the outcome has not been determined if the internal complaint or appeal is initiated by the student.
- 5.11 The appeal resolution phase must commence within 10 working days of the internal appeal application being lodged.
- 5.12 The Appeals panel will comprise two senior staff members not directly involved in the matter and will be convened by the Student Manager within 10 days of the appeal being received.
- 5.13 The outcome of the internal appeal and reasons for the outcome will be recorded in writing and signed and dated by the Appeal Panel and placed in the student file.
- 5.14 The student is advised in the written outcome advice from their internal appeal that they have 10 working days to access the external appeals process and must advise ITHEA if they intend to do so.
- 5.15 Following the internal appeal ITHEA must convey the decision to the student and implement any improvement actions arising from the complaint.

External Appeals

- 5.16 If the matter is still unresolved after the above procedures have been implemented and the internal appeals process exhausted, **local** students are advised for an external appeal.
- 5.17 The student shall be referred to government agencies such as:
- Consumer Affairs Australia: [The Australian Consumer Law](http://www.consumerlaw.gov.au/content/Content.aspx?doc=the_acl.htm)(http://www.consumerlaw.gov.au/content/Content.aspx?doc=the_acl.htm)
 - ASQA complaint page: <http://www.asqa.gov.au/complaints/making-a-complaint.html> and this information can be accessed from the Student Manager.
- Students bear the costs for external appeal.
- 5.18 Where a decision or outcome is in favour of the student, ITHEA will follow the required action to satisfy the student's complaint as soon as possible.
- 5.19 The details of the complaints and appeals, procedures followed and outcome are placed in the student file.

Relevant legislation

A range of legislation is applicable to all staff and students. In order to comply with regulatory requirements, ITHEA must inform you during orientation, of your legislative obligations. They are as follows:

EQUAL OPPORTUNITY ACT 1995 AND RACIAL AND RELIGIOUS TOLERANCE ACT 2001

In Victoria, racial discrimination is unlawful in the areas of education, employment, goods and services, accommodation and land, sport and local government. For the purposes of the Victorian Act, "race" includes colour, nationality or national origin, descent, ancestry, and ethnic origin or ethnicity. The Act also makes it unlawful to discriminate against a person on the ground that the person has a relative or associate who is of a particular race. Racial and religious vilification is also unlawful in Victoria. The most serious forms of racial and religious vilification are a criminal offence.

NATIONAL VOCATIONAL EDUCATION AND TRAINING REGULATOR ACT 2011

This act was established to ensure quality VET standards and regulation and to strengthen Australia's international VET sector.

OCCUPATIONAL HEALTH AND SAFETY ACT 2000

This Act applies to students in that it mandates certain policies, procedures and actions by ITHEA. For example, the Act requires ITHEA to ensure that students are provided with safe areas for training and assessment while on the premises. Students are to be advised that such policies and procedures are not subject to the discretion of the Institute and are required by law.

VOCATIONAL EDUCATION AND TRAINING ACT 1990

This Act applies to students in that it mandates certain policies, procedures and actions by ITHEA. For example, the Act requires in certain circumstances that ITHEA provide certain government bodies with information the Institute has regarding a student.

Further information on relevant legislation can be found at the following websites.

OH&S	http://www.worksafe.vic.gov.au
EO	http://www.humanrightscommission.vic.gov.au/
VET	http://www.skills.vic.gov.au/
Privacy	http://www.privacy.gov.au/
ASQA	http://www.asqa.gov.au/

It is the responsibility of all staff to ensure the requirements of relevant legislation are met at all times. Use the web sites indicated, or contact the Training Manager if you require further information.

Reason for Absence/Request for Leave Form

This form is to be used to inform ITHEA about any absences or any requests for leave you may have during your course. For further details please see the Attendance and Lateness policy in your student handbook.

(It should also be used if you have missed any assessments because of illness)

Student details:			
First Name:		Last Name:	
Student Number:		Select ONE:	Domestic International
Email:		Telephone/Mobile:	
Course:		Trainer:	Date:

Type of absence: (select one)	Request for leave:
Past absence (illness)	medical certificate attached Reason for leave:
Past absence (other)	reasons & supporting documentation provided Reasons & supporting documentation provided

Dates/s of Absence/Leave:	From	___ / ___ / ___	To	___ / ___ / ___
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Declaration: I declare the information I have provided on this form is correct. I will notify ITHEA immediately of any further change in my details.

Student Signature	Date:
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Date received:	Received by:
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PLEASE NOTE:

In the case of absences, Medical certificates are to be passed onto Admin for processing.

★ **All leave requests should be referred to the Student Manager for processing.**

OFFICE USE ONLY

Course progress:	Satisfactory/Up to date	Unsatisfactory/Not up to date (include details below)	
Fees:	Owing	Up to date/Paid in Full	
CoE affected?	NO – no further action needed	YES - PRISMs notified	
Leave Status:	Approved	Not Approved	Approval/refusal letter issued
Comments:			
Approved by:	Position:		Date:
Entered on VETTRAK by:			Date:

Domestic Students Withdrawal/Cancellation Form

IMPORTANT!

- This form **MUST** be submitted to the Student Manager for approval.
- All withdrawals and cancellations, regardless of their duration, must be reported to Skills Victoria.
- Withdrawals will affect your course completion date.
- Charges are subjected to The Agreement to terms and conditions of enrolment.
- **You will be notified of your withdrawal status within 7 working days from the date of receipt.**
- If you change your address during the period of withdrawal, please contact us to ensure your address details are updated for future correspondence.

Personal Details* COMPULSORY

Family name:		Given name:	
Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female	Date of birth:
Address:			Student Number:
Phone:		Post Code:	
Email:			

COURSE: (Please Tick✓)

English	Business
<input type="checkbox"/> 22482VIC Course in Initial EAL	<input type="checkbox"/> BSB20115 Certificate II in Business
<input type="checkbox"/> 22483VIC Course in EAL	<input type="checkbox"/> BSB30115 Certificate III in Business
<input type="checkbox"/> 22484VIC Certificate I in EAL (Access)	<input type="checkbox"/> BSB40215 Certificate IV in Business
<input type="checkbox"/> 22485VIC Certificate II in EAL (Access)	<input type="checkbox"/> BSB42015 Certificate IV in Leadership and Management
<input type="checkbox"/> 22486VIC Certificate III in EAL (Access)	<input type="checkbox"/> BSB50215 Diploma of Business
<input type="checkbox"/> 22491VIC Certificate III in EAL (Further Study)	<input type="checkbox"/> BSB51918 Diploma of Leadership and Management
<input type="checkbox"/> 22487VIC Certificate IV in EAL (Access)	<input type="checkbox"/> BSB61015 Advanced Diploma of Leadership and Management
<input type="checkbox"/> 22492VIC Certificate IV in EAL (Further Study)	<input type="checkbox"/> BSB60215 Advanced Diploma of Business
<input type="checkbox"/> 22490VIC Certificate IV in EAL (Employment/Professional)	
Community Services Work and Children's Services	
<input type="checkbox"/> CHC33015 Certificate III in Individual Support (Ageing)	<input type="checkbox"/> CHC43315 Certificate IV in Mental Health
<input type="checkbox"/> CHC33015 Certificate III in Individual Support (Disability)	<input type="checkbox"/> CHC53315 Diploma of Mental Health
<input type="checkbox"/> CHC43015 Certificate IV in Ageing Support	<input type="checkbox"/> CHC30113 Certificate III in Early Childhood Education & Care
<input type="checkbox"/> CHC43115 Certificate IV in Disability	<input type="checkbox"/> CHC50113 Diploma of Early Childhood Education & Care
<input type="checkbox"/> CHC43113 Certificate IV in Child, Youth and Family Intervention	<input type="checkbox"/> CHC52015 Diploma of Community Services Work
<input type="checkbox"/> CHC50313 Diploma of in Child, Youth and Family Intervention	

Reason for Withdrawal or Cancellation (please tick✓)

<input type="checkbox"/> Financial problems	<input type="checkbox"/> Unable to cope with the course	<input type="checkbox"/> Family Obligations	<input type="checkbox"/> Other
<input type="checkbox"/> Personal matters	<input type="checkbox"/> Illness/Medical Conditions	<input type="checkbox"/> Family Bereavement	

Details:

Student's declaration

- I declare that the information supplied on this form and the information given in support of my application is correct and complete.
- I authorise ITHEA to obtain official student records from any educational institution necessary to make an informed decision about the application or matters that concern enrolment.

Circle one	Type of Withdrawal	Date from which withdrawal takes effect:
Withdrawn Official	Used when a student has finished training without successfully completing any program and has notified ITHEA of their withdrawal	___ / ___ / ___
Withdrawn Apparent	Used when a student has finished their training without successfully completing any program and has not notified ITHEA of their withdrawal. The student has lost contact with ITHEA and therefore ITHEA is assuming a withdrawal.	___ / ___ / ___
Withdrawn Deferred	Used when a student has finished training without successfully completing any program and has notified ITHEA of their intention to defer training to a later date.	From: ___ / ___ / ___ To: ___ / ___ / ___

Student Name: _____ **Student Signature:** _____ **Date:** _____

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Skills Victoria Status:	Hours Entered	Results entered	Withdrawn
Fees:	Owing	Up to date	Paid in full
Status:	Approved	Not Approved	
Comments			
Approved by:	Position:	Date:	
Entered on VETTRAK	Yes <input type="checkbox"/> No <input type="checkbox"/>	Entered by:	Date:

