



INSTITUTE OF TRAINING  
+ FURTHER EDUCATION

# STUDENT HANDBOOK

2018

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# Institute of Training and Further Education

## A Real World of Learning Experience

Institute of Training and Further Education Pty Ltd (ITFE) is a private Registered Training Organisation (RTO) accredited with Australian Skill Quality Authority (ASQA).

iTFE was established in 1998 trading as Hospitality Training Australia by Restaurant & Catering Victoria, the peak industry body for restaurants, cafes, function and reception centres, and caterers (industrial, corporate, function, venue and the like), in Victoria.

iTFE was first registered as an RTO (under Hospitality Training Australia) on 3rd March 1999.

## Accreditations and Memberships

- Member of the Australian Council for Private Education and Training (ACPET);
- Registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), Provider Code: 02737J; and
- Registered Training Organisation (RTO) Provider Number: 6372.

## Pathway to Further Study

To learn more about the learning opportunities on offer at iTFE, contact the Careers Advisors Team on:

Telephone 1300 659 557

Email [info@itfe.vic.edu.au](mailto:info@itfe.vic.edu.au) ; or

Visit us at Level 7, 250 Collins Street Melbourne, Victoria, Australia.



## Contact Details and Locations

### Victoria

Melbourne Training Centre: Level 7, 250 Collins Street MELBOURNE VIC 3000

T: 1300 659 557 F: 03 9639 5600 E: [info@itfe.edu.au](mailto:info@itfe.edu.au)

North Melbourne Training Centre: 112 Peel Street NORTH MELBOURNE VIC 3051

Western Training Centre: 301 Foleys Road DEER PARK VIC 3023

Gippsland Training Centre: 69 Will Street WARRAGUL VIC 3820

### New South Wales

Sydney Training Centre: Level 1, 11 Aird Street PARRAMATTA NSW 2150

T: 1300659 557 F: 02 9281 4110 E: [info@itfe.edu.au](mailto:info@itfe.edu.au)

## Scope of Registration

iTAFE is a Registered Training Organisation authorised to provide nationally recognised training under the regulation of the Australian Skills Quality Authority (ASQA).

Refer to the following website for further details of the qualifications on iTAFE's scope of registration:

<http://training.gov.au/Organisation/Details/6372>

# General Student Information

## Induction Information

As part of your introduction to Institute of Training and Further Education (iTAFE,) an Induction Program will be conducted in your first week at the Institute.

The orientation program you attend will include information on:

- Student support team
- Code of Conduct
- Complaints and appeal processes
- Student support services
- iTAFE expectations of students
- School involvement

Refer to the Enrolment Process in this document for further details regarding enrolment requirements.

## Scheduled Class Times

Training is delivered to students throughout the year in the following methods:

- Theory classes may be scheduled between the hours of 8am and 8pm Monday to Sunday, and may include a 30-minute meal break.
- Depending on the course, students are required to attend from 1 to 4 sessions during each week of their course.
- Practical classes are scheduled between the hours of 8am and 8pm Monday to Sunday, and may include a 30-minute meal break.

**Please Note:** Classes may be scheduled on public holidays. Refer to your individual timetable for more information.

## Student Support Team

iTAFE engage a variety of personnel to provide a range of support services to students, including:

**Receptionists** for general course, enrolment and administrative enquiries.

**Careers Advisors** for specific enrolment and course enquiries and support during the course.

**Data Integrity Team** for any certificate and/or statement of result enquiries.

**National Training Operations Manager** for specific problems, concerns, course issues or private concerns and support.

**Business Manager** for specific problems or concern with course schedules, participation and assessment.

**Trainers and Assessors** for specific training and assessment problems or concerns

## Special Assistance

iTAFE seeks to encourage students with physical and/or intellectual disabilities to access and enrol in training.

Under the Commonwealth Disability Discrimination Act 1993, RTOs and workplaces are required to make reasonable adjustments for people with disabilities. This means making sure that you can effectively participate in training activities.

iTAFE will endeavor to make any required reasonable adjustments to your training and assessment regime or the training environment where the cost imposed will not cause severe financial hardship or negative impact on the overall training environment.

Your assessor can find ways of assessing your skills in alternative ways; for example, asking questions and recording verbal responses rather than requiring you to read and write them.

If you require special assistance regarding reading, writing or numeracy, you may be referred to an external organisation for specialised assistance in order to prepare you for future entry into a course with iTAFE.

Please call the Reading Writing Hotline on 1300 655 506 for further information.

If you have a hidden disability, like epilepsy, you may need to take special precautions with some tasks. Talk to your trainer about this. They will be happy to help, but they can only help if they know.

Whilst trainers and assessors are qualified in their field of expertise they are not trained to provide counselling services. Should you need help with personal issues relating to employment, harassment, discrimination or health, the following organisations may be able to assist, including:

### Victoria

- Equal Opportunity and Human Rights Commission ☎ 1300 891 848
- Legal Services Ombudsman ☎ (03) 9679 8001
- Fair Work Australia ☎ 1300 799 675
- Public Sector Commissioner ☎ (03) 9651 1321

Support could also be sought from these organisations:

- Sexual Assault Support Service ☎ (03) 9497 1768
- Migrant Resource Centres at –
  - Altona Nth ☎ (03) 9391 3355;
  - Glenroy ☎ (03) 9496 0200
  - Preston ☎ (03) 9496 0200 and
  - St Albans ☎ (03) 9367 6044.
  - AIDS Council ☎ (03) 9865 6700
- Aboriginal Health Services ☎ (03) 9419 3000 and the
- Office of Aboriginal Affairs ☎ (03) 9637 8000
- Women's Information Wire ☎ 1300 134 130
- Gay and Lesbian Switchboard ☎ (03) 9663 2939 or 1800 184 527

## New South Wales

- Anti-Discrimination Commissioner ☎ (02) 9268 5544
- Commissioner for Public Employment ☎ (02) 9272 6000
- Human Rights and Equal Opportunity Commission (in Sydney) ☎ (02) 9284 9600
- Ombudsman ☎ (02) 9286 1000
- Wage line ☎ 1300 363 264

Support could also be sought from these organisations:

- Sexual Assault Support Services ☎ (02) 9819 6565
- Migrant Resource Centre:
  - Auburn ☎ (02) 9659 6866
  - Parramatta ☎ (02) 9684 9901
  - Bankstown ☎ (02) 9790 1766
  - Cabramatta ☎ (02) 9727 0477
  - AIDS Council ☎ (02) 9206 2000
- Aboriginal Health Services ☎ (02) 9319 5823
- Office of Aboriginal Affairs ☎ 1800 019 998
- Women's Information Wire ☎ 1300 134 130
- Gay and Lesbian Switchboard ☎ 1800 184 527

## Legal Services

Free legal advice and referral services are available from a number of national and state organisations, including:

- Victorian Legal Aid, [www.legalaid.vic.gov.au](http://www.legalaid.vic.gov.au), Phone: 1300 792 387.
- NSW Legal Aid, [www.legalaid.nsw.gov.au](http://www.legalaid.nsw.gov.au), Phone: 1300 888 529.
- QLD Legal Aid, [www.legalaid.qld.gov.au](http://www.legalaid.qld.gov.au), Phone: 1300 651 188.

## Emergency Services

In the event of emergency, the phone number for an ambulance, police or fire service in Australia is 000.

## Consumer Protection

Australian has a strong protection framework to protect the rights of Australian consumers. Visit: [www.australia.gov.au](http://www.australia.gov.au) or [www.consumerlaw.gov.au](http://www.consumerlaw.gov.au)

## Disability support

Australia has laws that protect individuals from discrimination in many areas of public life, including education. A person with a disability has just as much right to study as any other student.

Visit: Human Rights and Equal Opportunity Commission,  
<http://www.humanrights.gov.au/education/students/get-informed>



## Lifeline

Provides crisis support, suicide prevention and mental support services across Australia. These can include stresses from work, family or society and physical and mental wellbeing. Lifeline offers support services by phone or through their online chat available on their website.

- Call 13 11 14

## Books and Equipment

The resource fee covers the cost of student equipment and books. You will receive the following resources:

- Personal Identification Card (where applicable);
- Cooks uniform (cookery students only);
- Course Specific Textbooks and/or study guides;
- Course reference material (digital versions); and
- Training, assessment and certification.

## Excursions

An integral part of the course is to experience various aspects of the hospitality industry first hand. Trainers are encouraged to take their groups on excursions which can include visits to the following places:

- Produce markets;
- International hotels;
- Museums and galleries;
- Law courts; and
- Industrial Relations Commission.

## Trainers and Assessors

Our Trainers and Assessors are skilled and experienced industry experts with recognised industry qualifications.

All trainers hold a current Certificate IV in Training and Assessment and a current 'Working with Children' (WWC) card.

## Recognition of Prior Learning (RPL) and Credit Transfer (CT)

Registered Training Organisations (RTOs) must recognise the qualifications and statements of attainment issued by any other RTO. This means that you may be eligible for credit towards courses conducted by other RTOs including TAFEs.

**Recognition of Prior Learning (RPL)** is an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- **formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree),
- **non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business), and
- **informal learning** refers to learning that results through experience of work related social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Students may apply for RPL by providing evidence that they have the required skills and knowledge in the specific areas of competency through work/industry experience and/or completed eligible assessments in an equivalent or higher qualification.

**Credit Transfer (CT)** is a process where people who have previously successfully completed the same or equivalent unit of competency or module at another RTO can apply for a credit transfer towards the iTAFE course for which they are about to enrol, or are currently enrolled in. Applications for CT must be accompanied by nationally recognised Certificates and transcripts indicating the units successfully completed including unit codes, titles and dates of completion.

Students are strongly advised to obtain a copy of iTAFE's Course Credit and RPL policy and procedure prior to lodging the application.

Students granted recognition or credit transfer may finish the course in a shorter duration and are advised to consult appropriate authorities/bodies for applicable criteria if they are planning further study.

For more information on how to apply for RPL/CT, book an appointment with the Careers Advisors by visiting Reception.

## Meeting Our Obligations to You

iTAFE will meet all legislative requirements of State and Federal Government.

### Privacy

Personal information is collected solely for the purpose of operating as a RTO under the VET Quality Framework administered by ASQA who is the regulatory body for RTO's in Australia.

The requirements of the registering authority may mean the release of your personal information for the purposes of audit or for collection of data by Commonwealth and State Government departments and agencies.

It is a requirement of the National Privacy Principles that students can access personal information held by iTAFE and may request corrections to information that is incorrect or out of date. Contact the Careers Advisors if you wish to view your own records in person or via email on [careers.advisors@itfe.edu.au](mailto:careers.advisors@itfe.edu.au).

In other instances, information collected on or during your enrolment can be disclosed without your consent where authorised or required by law. For further information see the Privacy Policy on the iTAFE website.

### Confidentiality

All information relating to participants gathered during needs identification, training and evaluation will remain confidential. Participants will have access to any information gathered by iTAFE about them.

## Fair Treatment

You are entitled to 'fair treatment' at all times. This means that you should be given the opportunity to do your best according to your abilities, and be able to do something about it if you feel you have not been given 'a fair go'.

To help ensure fair treatment is received by all, iTAFE has an Access and Equity policy that helps protect your rights.

If you feel that your right to fair treatment has been violated, you can:

- Receive help if you need special assistance; or
- Lodge a grievance associated with your trainer/mentor, a colleague or other participant.

Whatever you do, if you do have a problem:

- DO NOT pull out or give up on your training, even if things are not going to plan. Most problems are fixable, and
- DO talk immediately to your Trainer or the National Training Operations Manager.

## Language, Literacy Numeracy (LLN) Support

Access to training must be equal for all participants. iTAFE does not discriminate against participants whose needs are identified under the standards of LLN with regards to their enrolment in any current or future training course. Where LLN needs are identified as being lower than the specified requirements for the qualification or course level, iTAFE will provide advice and information about alternative program choices or on where they can obtain assistance with their LLN issues.

Institute of Training and Further Education is committed to providing language, literacy and/or numeracy assistance if a Trainer identifies a need to provide supplementary assistance, or a student requests such assistance.

## Legislation

iTAFE identified following Commonwealth, State or Territory legislation and regulatory requirements relevant to its operations:

Commonwealth Legislations:

- National Vocational Education and Training Regulatory Act 2011
- Standards for RTOs 2015
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Act 2006
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act and National Privacy Principles (2001)
- Working with Children Act 2005
- Charter of Human Rights & Responsibilities Act 2006
- Public Records Act 1973
- Practical Placement Guidelines

- Corporations Act 2001

State Based Legislations (Victoria):

- Equal Opportunity Act 2010
- Disability Act 2006
- Occupational Health and Safety Act 2004
- Racial and Religious Tolerance Act 2001 (VIC)

State Based Legislations (New South Wales):

- Anti-discrimination Act 1977
- Disability Inclusion Act 2014
- Work Health and Safety Act 2011

## The Enrolment Process

### Language, Literacy and Numeracy

iTAFE recognises the importance of basic skills in English language, literacy, and numeracy (LLN) for students in being able to participate actively and effectively in any course of study. Improving basic skills will assist in breaking down barriers for students in communicating with their trainers, peers and in the workplace.

To achieve this, we will ensure that all participants enrolled in our vocational training courses are given the opportunity to learn based on their individual competencies in LLN identified during enrolment process.

We recognise that not all individuals have the same skills-set in reading, writing and performing calculations. iTAFE trainers and staff will endeavour to help and accommodate participants with difficulties in Language, Literacy or Numeracy.

### Process

iTAFE are required to ensure that we make every effort to assist our participants in achieving competency and the desired outcomes in our training programs. Part of this obligation is to ensure we confirm or re-affirm the information provided to us about participants and about any special needs that we need to be aware of. The two part enrolment process used at iTAFE comprises of:

#### Participation in a Pre-training interview (to accompany the completion of the Pre-training Review form)

This will be conducted face to face by a member of the Career Advisors Team.

The purpose of this interview is to ascertain if the course is the best course for you to enrol in taking into account:

- your previous learning activities
- your preferred learning styles and
- your future employment goals.

In addition:

- Eligibility for State or Commonwealth funding will be ascertained
- Detailed course information will be provided
- Completion of the Australian Core Skills Framework (ACSF) Initial Assessment. This assessment will provide us with a clearer picture regarding the level of LLN skills you have and therefore to assist us to:
  - ensure you can participate effectively in your chosen course,
  - identify whether you need further LLN training before entering your chosen course, and
  - identify if we need to provide any further assistance throughout your training and assessment activities.
- Provision of information regarding the Statement of Fees and payment requirements (if applicable), and
- Answer any questions you may have regarding the qualification and/or course.

The aim of this process is to ensure that we confirm the learning needs of our participants prior to commencement of the training. If we can identify any participant with special needs, we can then ensure that we modify our learning and assessment strategies to accommodate those needs.

## Enrolment

- Completion of the enrolment form and collection of eligibility/concession evidence
- Complete documentation for Recognition of Prior Learning and Credit Transfer (where applicable)
- Attendance at an induction session which includes:
  - Meet and greet with Trainer
  - Site tour
  - Information on iTAFE policies and procedures including Student Code of Conduct
  - Revisit of course requirements
  - Student support
  - Issue and sign off of Training Plans.

## Enrolment Requirements

Applicants who meet the selection criteria will be approved for enrolment into iTAFE's courses. In line with government policy, students with disabilities are fully encouraged to participate in training.

Specific entry requirements for each course are listed in the course outlines contained on iTAFE's website at [www.itfe.edu.au](http://www.itfe.edu.au).

Prospective applicants are strongly advised to carefully read and consider the entry and course requirements before applying for admission at iTAFE.

## Unique Student Identifier

### What is a USI?

The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia
- will give you access to your training records and transcripts
- can be accessed online, anytime and anywhere
- is free and easy to create and
- stays with you for life.

From 1 January 2015, we iTAFE can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at <http://www.usi.gov.au/create-your-USI/> on computer or mobile device. Please note that if you would like to specify your gender as 'other' you will need to contact the USI Office for assistance.

A USI gives you access to your online USI account which is made up of ten numbers and letters. It will look something like this: 3SR22bc1t6.

A USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. Your results from 2017 will be available in your USI account in 2018.

When applying for a job or enrolling in further study, you will often need to provide your training records and results. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life.

### Do you need a USI?

You need a USI when you enrol or re-enrol in training from 1 January 2015 if you are a:

- student enrolling in nationally recognised training for the first time, for example if you are studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course;
- school student completing nationally recognised training; or
- student continuing with nationally recognised training.

You are a continuing student if you are a student who has already started your course in a previous year (and not yet completed it) and will continue studying after 1 January 2015.

Once you create your USI you will need to provide your USI to each training organisation you study with so your training outcomes can be linked and you will be able to:

- view and update your details in your USI account;
- give your training organisation permission to view and/or update your USI account;
- give your training organisation view access to your transcript;
- control access to your transcript; and
- view online and download your training records and results in the form of a transcript which will help you with job applications and enrolment in further training.

## Where do you obtain your USI?

Refer to <https://www.usi.gov.au> and follow the instructions for creating a USI.

iTAFE can arrange a USI for you providing we have your permission to do so. Please speak with the Careers Team at enrolment if you need assistance to obtain a USI.

## Fees and Charges

Information on fees and charges will be provided to students during the enrolment process. This information outlines the full cost of training and assessment services and any relating to other purchases e.g. reading resources (if applicable).

Upon enrolment, iTAFE will invoice you for your initial fee instalment as discussed at your Pre-Training interview, which must be paid prior to course commencement.

The remainder of the fees can be proportioned equally over the balance of the course, the outstanding amount will be divided by the duration of the course, paid in the monthly instalments after training has commenced. Please discuss this with the Careers Team if you require to pay in instalments.

Under no circumstances are the student/client instalment amounts to exceed more than \$1,500 at any given time.

iTAFE will provide applicants with an invoicing and payment schedule (if applicable) for all remaining course fees.

Payment Methods: Credit card, Electronic Funds Transfer (EFT), cash.

## State Funded students

Individuals who wish to enrol in Government subsidised training programs must fulfil particular criteria as specified in the applicable funding contract.

Please discuss this with the Careers Advisors for further details.

Individuals who are enrolled in government subsidised training programs will be charged Tuition Fees for the hours of training they are enrolled in (according to the Statement of Fees).

**Note:** Where you receive Government funding to attend iTAFE for nationally recognised training, this will impact on your future entitlement for funding. Please discuss this with the Careers Advisors if you have any questions.

# Student Attendance and Academic Progress

## Student Attendance Requirements

Every student is expected to attend all of their scheduled classes.

If a student is unable to attend all or part of a scheduled class, it is the student's responsibility to notify their class trainer prior to scheduled commencement of that class. Should the student be unable to contact their trainer, a message may be left with a Receptionist.

Trainers monitor the attendance of all students each week. Repeated or ongoing non-attendance will impact on your ability to complete your course.

If repeated non-attendance is identified, you will be contacted to discuss your circumstances and future arrangements regarding your enrolment.

For students whose enrolment is subsidised by government funding, your progress is reported monthly to the funding authority and evidence of participation forms part of the reporting requirements.

Therefore, it is crucial that you participate in your course on an ongoing basis.

## Late Arrival at Sessions

iTAFE permits Trainers to refuse late entry to any students that arrive later than the scheduled class time. Trainer's may, at their discretion permit late arrivals if no disruption is caused to class activities.

In the interests of preventing disruption to class activities and in respect to those students present, any student that is more than 30 minutes late will not be allowed to attend class under any circumstance.

A student that is late after the main meal break would be reported to be absent for the remainder of the scheduled class time.

## Catching-up After an Absence

Students that are absent from any class are responsible for organising their own catch-up activities. Students should contact their trainer during scheduled class times to collect learning resources, and to complete in their own time, any learning and/or assessment activities they may have missed.

If the student has missed a test or other in-class assessment without telling their trainer in advance, or rescheduling the assessment, the student will be assessed as 'Not Yet Competent (or Not Competent)' due to an outstanding or incomplete assessment.

## Academic Progress Requirements

Where a student is identified as at risk of not progressing through their course, all possible efforts shall be made to ensure that the student is given the opportunity to rectify their position, but where this is not possible, ongoing enrolment may be suspended or cancelled.

For those students whose enrolment is subsidised by government funding their non-progression must be reported to the State Government funding body/Job Active Provider/Centrelink/Employer (where applicable).



## Student Withdrawal Policy

### Student Initiated Withdrawal

A student seeking to withdraw from a qualification must complete the Cancellation/Withdrawal Form available from the Careers Team and return the completed form to the Careers Team. The student must also discuss/meet with the National Training Operations Manager.

It is iTAFE policy is to assess all withdraw requests based on particular factors that need to be taken into consideration. Where a student requests a transfer iTAFE will ensure the student has an accurate understanding of what the transfer represents to their study options or that it is suspected that they are seeking transfer only due to failure to meet academic progress or attendance. The National Training Operations Manager will make any final decision as to withdrawal from a course of study for any student.

Once permission is granted for withdrawal, or a period of four (4) weeks from last communication has elapsed, the student will no longer be allowed to attend any part of the course. Students who withdraw may apply to enrol with iTAFE at a future date according to the Enrolment Policy and Procedure.

### iTAFE Initiated Withdrawal

iTAFE recognises that on occasions a student will commence a course and may elect not to proceed for a number of reasons and not formally advise iTAFE of their intention to withdraw. Where this situation occurs, iTAFE will make every effort to contact the student to determine if their intent is to return to the course and if so discuss a suitable arrangement. Should a student not wish to continue and formally request withdrawal from the course, iTAFE will issue a statement of attainment for all completed and competent units.

In the situation where iTAFE is required to contact the student to determine their intentions, iTAFE will first endeavour to do this via phone. Should no response be received after 1 week, iTAFE will follow up with an email/SMS requesting contact. Should no response be received after 4 weeks, iTAFE will formally withdraw the student from the course and will issue a statement of attainment for all completed and competent units.

# Refund Policy

## Overview: Domestic Students (Government Subsidised and Fee for Service Courses)

### Full Refund

New Student: iTFE will refund all course money if a student withdraws from the course 7 days before a course commences.

In the event of iTFE default: iTFE will refund all the course money for that part of the course that has not yet been delivered within a period of fourteen (14) days after the default day if;

- The course does not start on the agreed day of the confirmation of enrolment; or
- The course ceases to be provided to the student at the location at any time after it starts and before its completion; or
- The course is not provided in full because a condition has been imposed on the registration of iTFE and the student has not withdrawn before the occurrence of any one of the events stated above; or
- In the event a course will not commence or continue to be delivered for any reason, a student may be offered an alternative course at iTFE at no extra cost. We will ask the student to sign a document to confirm his/her acceptance of the placement in another course.

### Partial Refund (Applies to Fee for Service courses only)

**Note:** Partial refund is not paid for Government subsidised courses.

iTFE will refund the balance of paid tuition fees for training not yet delivered by a student or intending student within four (4) weeks of receipt of a valid written claim in relation to a course if:

- A student withdraws from a course after a course commences because of exceptional and extenuating circumstances of a compassionate nature such as death or severe illness in the immediate family. Evidence will be requested from the student to support their claims.

### No Refund

iTFE will not refund course money if:

- A student withdraws from the course after the commencement of course.
- A student obtained an offer to a course at iTFE on the basis of fraudulent documents, iTFE reserves the right to retain the Tuition Fee paid on the commencement.

### Process for claiming a refund

All requests for refunds must be made in writing and emailed to [careers.advisors@itfe.edu.au](mailto:careers.advisors@itfe.edu.au)

The request must identify the reason for the refund and must include supporting documentation according to the circumstances such as:

- Proof of exceptional and extenuating circumstances, or
- A completed and approved iTFE withdrawal form, available at iTFE Reception.

iTFE will process refunds within four (4) weeks of receiving a written request from a student.

The date of notification of the request for a refund is from the date the request for a refund is received at iTAFE.

We pay all refunds by either bank draft or electronic funds transfer in Australian dollars to the student's bank account within Australia.

iTAFE will not make any split payments to two or more parties.

## Appeals Process

A student who is refused a refund under iTAFE Refund Policy may appeal within seven (7) days in writing to the General Manager whose decision will be final.

iTAFE's dispute resolution processes do not circumscribe the student's right to pursue other legal remedies.

## Consumer Laws

This policy and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.

# Delivery and Assessment

## What is Vocational Education and Training?

Vocational Education and Training (VET) is education and training for work and is directly linked to the needs of business and industry.

Registration with ASQA enables RTOs to operate anywhere in Australia and to issue nationally recognised qualifications listed on the National Register of VET, located at [www.training.gov.au](http://www.training.gov.au).

## What is Competency Based Training?

Competency based Training (CBT) relates to the demonstration of skills, knowledge, attitude and application required for effective performance in the workplace.

Nationally endorsed Units of Competency, commonly referred to as Competency Standards, contain the minimum skills and knowledge required for a person to be deemed competent for that Unit of Competency. They contain descriptors of outcomes to be achieved (Elements) and criteria for performance (Performance Criteria). They are developed to ensure that once achieved, the student can apply those skills and knowledge to operate effectively in the workplace.).

CBT allows for the required level of performance and expected mode of assessment to be made clear before the commencement of training, with the rate at which a learner will progress through the program determined by their demonstrated competence rather than by time spent engaged in study.

## Assessment

Assessment under the CBT system takes into account the participant's knowledge and attitudes but requires actual performance of the competency as the primary source of evidence.

To be deemed competent the learner must be able to demonstrate knowledge and perform a skill to a specified standard under specific conditions.

Assessment methods used by iTAFE are:

- **Flexible** – appropriate to a range of delivery modes, sites and learner needs.
- **Valid** – assess what they claim to assess.
- **Reliable** – consistent from learner to learner and context to context.
- **Fair** – do not disadvantage any individuals or groups of learners.

## Assessment Methods

Assessment of competency is usually determined via a combination of methods, which can involve any of the following:

- Written assessments
- Class participation
- Discussions
- Project work
- Oral presentations
- One-on-one examinations
- Teacher observations
- Debates
- Role plays
- Performing practical tasks
- Workplace environment observation

Unlike the traditional education system, CBT adopts an assessment process that is continual. Assessments can take place before (diagnostic), during (formative) and after (summative) training to give the trainer the opportunity to assess all aspects of competence across a range of situations and over a period of time.

Each unit of competence requires assessment in both skills and knowledge. Assessments must clearly show:

- what is being assessed – unit of competence and performance criteria;
- how it is being assessed – role play, written, report/assignment, demonstration observation or other;
- when assessment was conducted – date of assessment;
- who conducted the assessment – trainer/mentor; and
- the outcome of the assessment – ‘competent’ or ‘not yet competent’
- and any comments relating to the obtainment, or not, of the competency.

Assessment is a separate activity to training and learning. Training is about providing you with the information and opportunity to practice in the required skills and knowledge.

Assessment is about gathering evidence that confirms you are now competent in those skills and knowledge and therefore ready to go and apply them in the workplace.

Trainers and assessors must ensure they have sufficient evidence to demonstrate that training was conducted and that all assessments demonstrate a clear record of a student’s competence.

## Skills-based Assessment

Commonly referred to as practical assessments. Practical assessments may be conducted by:

- an observation of skills in the workplace (documentation – Practical Assessment Tool);
- a demonstration of skills in a simulated environment (documentation - Practical Assessment Tool); or
- role plays where students, and sometimes assessors, assume the role of an individual and act out scenarios. This is a common form of practice where the real scenario cannot be experienced regularly in the workplace e.g. abusive clients. (documentation - Role Play Brief and Practical Assessment Tool).

## Knowledge-based Assessment

The knowledge content of a program is to be assessed in writing, however an assessment may be conducted orally with the trainer/mentor recording the student's response.

## Reassessment

Assessment and re-assessment for a unit of competency (or clustered assessment) can occur up to a maximum of three (3) times. That is, 1 x initial assessment plus 2 x re-assessment.

Reassessment may require the student to only be assessed in the part of the original assessment they did not answer correctly. However, there may be some re-assessment activities where the whole assessment is required to be completed.

If, after being re-assessed for the maximum amount of times, the student is still not yet competent, they may be required to re-enrol in the unit/s applicable for both training and assessment to address the unit in its entirety again.

## Reliable Assessment: Assessor Responsibilities

Trainers and Assessors are responsible for:

- ensuring that students are trained and learn what is to be assessed.
- being consistent in their assessment practice by being informed by the assessment tools and not imposing their personal views on their interpretation.
- ensuring that students are informed about the expected conventions within an Australian educational framework;
- ensuring that students clearly understand when it is appropriate to collaborate in the preparation and submission of assignments and when it is not appropriate. (E.g. in a group assessment tasks);
- informing students about the potential actions in suspected cases of plagiarism or collusion; and
- informing students about the expectation of behaviour when undertaking assessment..
- identifying and reporting plagiarism, cheating and collusion.

## Reliable Assessment: Student Responsibilities

Students are responsible for ensuring that:

- they participate in assessment activities in accordance with the instructions provided to them.
- they inform the assessor if there are any circumstances that may affect their ability to participate in assessment activities prior to the activity.
- work submitted for assessment is their own;
- they take all reasonable steps to ensure their work cannot be accessed by others who might seek to submit it as their own; and
- they are familiar with the Institute's expectations with regard to the plagiarism, collusion and cheating policy
- assessment pieces are submitted with a iTAFE student cover sheet signed by the student to attest that the work submitted is their own, and they are aware of the relevant institute's policy and procedure on plagiarism, collusion and cheating.

## Training methods

Teaching and learning rely on two-way communication, and students are encouraged to discuss and actively participate in learning. All programs provided by iTAFE are offered in a variety of interactive teaching methods to accommodate a range of learning styles.

Students are required to attend all classes with prescribed textbooks, correct uniforms (if applicable) and all necessary equipment to ensure that they are able to meet course competencies.

Some of the different teaching methods used:

- Tutorial group discussions
- Group work (working with other students in a team environment)
- Practical activities
- Audio or visual presentations
- Self-directed learning through research
- Problem solving and problem-based learning methods within a 'real workplace' setting
- Reflective journals and learning portfolios kept by individual students.

## Teaching and Learning Strategies

A range of teaching and learning strategies are used to cater for the difference in learning styles (Visual, Audio, Kinesthetic, Tactile), learning interests and needs of the students.

The trainer ensures that learning is learner centred, using the skills and experience of individuals to focus issues relevant to their own experiences.

Cross industry, cross organisational and cross cultural comparisons will also be encouraged with an emphasis on recent or current examples drawn from the learner's experience, case studies, journals, newspaper.

## Learning through involvement

Learning is best achieved when the student is involved with the task at hand in a communicative and supportive environment. The importance of involvement and dialogue in the learning process is further increased when the student body is international with English as a second language.

The delivery is learner focused and learners are encouraged to provide scenarios from their own experiences where appropriate.

### Group Work

Group work as a learning strategy is very important and is the Trainer's role to provide assistance and guidance to groups.

## Homework

You are expected to review your lessons daily in your own time and formal homework (self-paced/self-directed study) activities will be a component of your course activity.

Any homework that is required to be completed comprises of one or more of (but not limited to) the following:

- research completion of assignments
- project work
- portfolio of documentation
- development of presentations.

## Learning Strategies for each unit of competence

Trainers refer to the relevant syllabus document for the learning strategies as recommended for each subject/competency. Some of learning strategies our trainers employ may include:

- Modified lecturers;
- Involvement in simulations;
- case studies;
- Role play activities;
- Discussions through debates;
- Group activities;
- On-line learning activities;
- Excursions;
- Games;
- Audio visual presentations;
- Student involvement in practical exercises, demonstrations and calculations;
- Videos;
- Discussions through questions and answers;
- Guest Presenters;
- Workshops;

- Technical workshops;
- Multimedia;
- Journals;
- Books and magazines;
- Practical kitchen training

## Workplace Based Training and Work Experience

### Work Experience Placement Requirements

All students enrolled in courses which require work placements will be required to complete occasions of work experience. This work experience is a valuable and mandatory requirement of completing each course of study.

SIT31113 Certificate III in Patisserie requires:

- Prepare and serve multiple items for a minimum of 12 complete service periods (shifts);

CHC33015 Certificate III in Individual Support requires:

- Demonstrate a combination of organisational and service skills in a fully-operational aged care environment. To do this, you must undertake a period of work experience, and provide evidence of that experience on a minimum of one hundred and twenty (120) hours

CHC43015 Certificate IV in Ageing Support requires:

- Demonstrate a combination of organisational and service skills in a fully-operational aged care environment. To do this, you must undertake a period of work experience, and provide evidence of that experience on a minimum of one hundred and twenty (120) hours

CHC30113 Certificate III in Early Childhood Education and Care requires:

- Demonstrate a combination of organisational and service skills in at least one regulated education and care service. To do this, you must undertake a period of work experience, and provide evidence of that experience on a minimum of one hundred and twenty (120) hours

CHC40113 Certificate IV in School Age Education and Care requires:

- Demonstrate a combination of organisational and service skills in at least one regulated education and care service. To do this, you must undertake a period of work experience, and provide evidence of that experience on a minimum of one hundred and twenty (120) hours

SIT30616 Certificate III in Hospitality

- Prepare and serve multiple items for a minimum of 36 complete service periods (shifts);

This means you are required to gain work experience whilst you study. This will give you the opportunity to:

- apply knowledge and skills learned from your course into a workplace situation;
- gain skills that are recognised by industry; and
- increase your employment options and employability skills.



## Sourcing Practical Placements

Only those workplaces that can provide the student with access to the required resources can be considered as suitable for work placement.

There may be occasions where a student is required to attend more than one workplace to ensure exposure to all environmental conditions expected to be experienced relevant to the job role environment.

The process for sourcing a work placement position for students shall be undertaken as indicated below:

- iTAFE sourced work placement: Student is placed with a (screened and compliant) willing host organisation; or
- Student sourced work placement: The proposed host organisation is screened for compliance following Institute of Training and Further Education's policy and procedure and, on successful screening, the student is registered against this organisation.

To generate placements, the iTAFE shall liaise with industry to identify potential host organisations. iTAFE will determine suitability of potential host employers, including supervision and workplace health and safety requirements.

A suitability site visit will be conducted by iTAFE for all host organisation workplaces. The site visit shall ensure the workplace is appropriate for the student's placement and there is access to appropriate equipment and work placement requirements whilst maintaining WH&S standards

All host organisations shall be given information relating to the work placement requirements and course information.

A 'Work Placement Agreement' shall be signed by iTAFE, the host organisation, and the student. The agreement will specify the roles and responsibilities of all parties, hours the work placement will take place and the total hours required to complete the outcomes of the specified units of competency requiring the work placement.

The 'Work Placement Agreement' shall include the requirement for the host organisation to provide an induction session with all students prior to any placement hours being completed.

## Prior to Practical Placements

Students will undertake training within the iTAFE environment in all pre-requisite units and the theory components of units to be assessed in the work placement. This includes any Workplace Health and Safety training that is to be included within the course. This training shall take place within the iTAFE's classrooms and simulated work environments and shall occur prior to any work placements undertaken.

Students will undertake a workplace induction which will allow for the student to become familiar with the workplace and meet host organisations and colleagues. The induction will be conducted by the host organisation as indicated within the 'Work Placement Agreement'

## Undertaking Practical Placements

Students will be required to complete the work placement as specified in the 'Work Placement Agreement'.

Any variations to the hours worked and conditions of the work placement must be amended in the agreement by iTAFE and re-issued to all parties for authorisation.

Each occasion of work experience will be recorded in the student's Portfolio of Evidence (Student's Logbook).

The student shall be provided support and guidance from the host organisation in the completion of required workplace tasks. These tasks will ensure the student further develops their skills and knowledge in the required areas as specified in the Work Placement Agreement.

iTAFE will monitor the work placement through trainers and assessors by:

- regular contact with the student through normal classes where feedback on the work placement will be sought,
- site visits to conduct assessments at least once every two weeks in the workplace where trainers will ensure the workplace is providing adequate support and guidance to the student. The Trainers will also ensure the workplace is WHS compliant; and
- the host organisation and student will be required to sign the Portfolio of Evidence after each occasion of work experience as a record of the hours completed which will be monitored by trainers / assessors.

Assessment of required practical skills will be undertaken by qualified trainers and assessors where appropriate. On some occasions the trainer may require the host organisation to participate in the assessment process through observing students in the workplace. All assessments shall be signed off by a qualified assessor from iTAFE.

### Recording Work Based Activities for Assessment

Students are provided with a Portfolio of Evidence (Student's Logbook) which is used as an evidence collection device for formative assessment.

The document covers all aspects relating to practical learning outcomes and critical areas of assessment for the units applied.

This document is:

- completed by the student after each shift
- reviewed and signed by the allocated workplace mentor, who is qualified or a highly experienced specialist.

The Workplace mentor also provides comments as to the students' participation and abilities in the workplace.

These comments are taken into account to assist in determining whether further formal training or instruction will be undertaken.

A qualified and industry experienced assessor is assigned to each student and will undertake observed assessment of the student in the workplace at times agreed with the host organisation.

iTAFE assists students to strengthen their resume and employability. Providing advice and assistance with issues such as personal grooming, interview skills, resume writing and work experience is the methodology used by staff and trainers of the institute to assist our students into well paid, meaningful employment within the hospitality industry.

## Plagiarism, Collusion and Cheating

iTAFE and our Trainers, Assessors and Students each have a responsibility to ensure that the evidence used in assessment is a reliable reflection of a student's level of competence.

The definition of plagiarism is: an act or instance of using or closely imitating the language and thoughts of another author without authorisation and the representation of that author's work as one's own, as by not crediting the original author. For example, copying wording directly from the internet and inserting it into your own document.

The definition of collusion is: an unauthorised collaboration or a secret agreement, especially for fraudulent or treacherous purposes; a conspiracy. For example, you may agree to provide another person with your work or they agree to provide you with a copy of their own work, with the intent of passing it off as their own.

The definition of cheating is: to violate rules or regulations in a bid to gain an unfair advantage. For example, to take a test but not follow the rules applied to that test or to collude with another to present work that is not your own.

Plagiarism, collusion and cheating will not be tolerated by iTAFE.

Any case in which a student has been involved in plagiarism, collusion or cheating is considered to be academic misconduct and may carry a penalty. The following penalties may be imposed:

- reprimand
- failure of the piece of assessment
- failure of the unit
- course suspension; or
- termination of enrolment.

If a trainer has evidence, or is of the opinion, that a student has submitted assessment evidence that contains plagiarised material, or has colluded or cheated they will immediately notify the National Training Operations Manager or Business Manager.

## Issuing of Certificates

A certificate is an official award that is issued when you have successfully completed all the requirements for a particular course. A certificate does not list your results. Upon successful completion of a qualification you will also receive a transcript which outlines the individual units of competency and the result awarded.

The appropriate certificate(s) will be issued on completion of the program after all parties have signed that they agree you are competent.

Should you leave a program early, any certificates or Statement of Attainment you have qualified for will be forwarded to you within 30 calendar days of being assessed as completing the requirements of the qualification you have enrolled and providing you have paid all due fees.

If you have not attained competency in any single Unit of Competency, you will not be issued with a Certificate. You will be retrained and re-assessed until competency has been gained. Retraining and Reassessment may attract additional fees.

You can request a replacement Certificate or a Statement of Attainment for \$10.00.

# Resolving Problems

## Complaints, Grievances and Appeals

iTAFE's Complaints, Grievance and Appeals Policy and Procedure (located on the iTAFE website) provides an avenue for your complaints, grievances and appeals. However, we are aware that in some cases alternative measures need to be explored based on individual circumstances and the merits of each case. In the first instance, iTAFE encourages you to approach the parties with whom you have an issue, to attempt to resolve the problem through discussion first, in an honest and open manner.

Where an issue cannot be resolved through iTAFE internal process, iTAFE will coordinate for an appropriate, external and independent agent to mediate between the parties, e.g. the Australian Disputes Centre.

**Note:** A complaint, grievance or appeal should not take more than 60 days to finalise. Where iTAFE believes this timeframe will not be adhered to, iTAFE will provide in writing the reasons why and provide regular updates on the progress of the matter until it is resolved.

### Students appeal against assessment results

If a Student is assessed as 'Not Yet Competent' in any Unit of Competency they are to be provided the opportunity to be reassessed. A time for reassessment is to be set that is suitable to both the student and the assessor. If the student is not happy with the decision they may lodge an appeal as per the Complaints, Grievance and Appeals Policy and Procedure.

### Grievance between the Student and Trainer

If the grievance involves an iTAFE Trainer, and attempts to resolve the matter have been exhausted:

- Both the student and Trainer may refer the matter to iTAFE National Training Operations Manager or HR Department
- If the National Training Operations Manager, trainer and student are unable to resolve the issues then the matter can be taken to iTAFE's General Manager for resolution.
- Regardless of the outcome, a written statement will be given to the complainant outlining the outcomes and reasons for the outcomes of the grievance.

### Grievance between Students

iTAFE's policy is to provide and maintain an effective learning environment for all students. iTAFE will not allow the learning environment to be jeopardised by antisocial behaviour of individuals or groups of students.

iTAFE has developed specific policies and procedures relating to grievances between students. Formal proceedings to resolve a grievance may be commenced by the Trainer, the Student or another member of Staff.

To commence formal grievance proceedings, speak to your Trainer, or visit Reception.

### Surveys and Feedback

iTAFE is committed to continuous improvement and uses a variety of Surveys and Client feedback forms along with industry consultation to determine the need for improvements to training and assessment. We encourage all students and clients to provide regular feedback, both good and not so good, to enable us to know what we do well and what we can improve on.

iTFE's Data Integrity team will ask you to provide them feedback through completing a midterm training evaluation questionnaire on survey monkey and there are also feedback/ suggestion sheets available that allow you to provide feedback at any time.

As you near the completion of your course you will be asked to complete a Learners Questionnaire, the data from these surveys is one of the quality indicators and this data is used to undertake continuous improvement. Please assist us in improving the training services we provide by completing this survey.

The National Centre for Vocational Education Research (NCVER) is Australia's principal provider of vocational education, training research and statistics.

You may receive a survey from the NCVER if so please take a few minutes to complete the survey as this data is vital to improving Vocational Education and Training sector.

In addition, you may be contacted by the Commonwealth regulatory body, ASQA, to complete a survey regarding training and assessment services provided by iTFE.

This is part of ASQA's standard process when conducting ongoing monitoring audits of all RTOs registered with them.

## Uniforms, Presentation and Equipment

### Personal Hygiene and Grooming Standards

#### Hospitality

High standards of personal presentation and hygiene are an expectation of all that work within the Hospitality industry. A neat and conservative hairstyle and high grooming standards are required.

Cleanliness is of major importance to any hospitality venue, so keep yourself clean and maintain good standards of hygiene.

Schön and North Melbourne Cooking School Supervisors have the right to refuse permission to a student to enter a class or work a shift if they consider the students dress standard to be inappropriate.

#### Cookery Uniforms and Equipment

Students undertaking studies in either Commercial Cookery or Patisserie are required to wear the iTFE issued cooking uniform at all times whilst undertaking practical sessions in the North Melbourne Cooking School.

The uniform requirement is listed below and must be adhered to. The uniform is expected to be clean and neatly pressed before the commencement of each session.

The chef uniform comprises:

- Traditional chef jacket with stub buttons;
- Traditional check drawstring trousers;
- White boxed chef hat;
- Apron;
- White neckerchief; and
- Steel capped boots or clogs.

## Hairdressing and Beauty Services Uniforms and Tools

Students undertaking studies in Hairdressing and Beauty are required to wear the iTFE issued uniform at all times whilst undertaking practical sessions in the Schön Salon. The uniform is expected to be clean and neatly pressed before the commencement of each session.

If supplied, each student is required to maintain and bring to every practical class a tool kit.

# Student Code of Conduct

## Student Conduct and Behaviour

iTFE is committed to providing students and staff with a stimulating and rewarding classroom experience. To achieve this experience, it is important that students listen attentively, show respect for others by listening to them and share with the group their own learning and experience.

iTFE trainers will respect your input and opinion. If you believe that a trainer is not respectful toward you, please contact the training coordinator.

The iTFE Code of Conduct applies to all students and aims to ensure the safety, comfort and well-being of everyone at iTFE.

- Respect yourself and others; harassment, vilification, bullying (including cyber bullying), physical or verbal will not be tolerated.
- Behave appropriately; ensure your actions and works support learning and teaching.
- Adhere to Workplace Health and Safety requirements.
- Respect property; do not damage or remove property from iTFE.

Breaches of these and other points covered by the Student Code of Conduct may result in disciplinary action according to iTFE's policies and procedures. Illegal or criminal acts will be referred to the police.

## Respect

You are expected to:

- Treat administration, staff, trainers and fellow students with respect.
- Be courteous, responsible and fair when dealing with others.
- Avoid discrimination on grounds such as gender, sexual orientation, race, disability, cultural background, religion and age.
- Be aware of, and sensitive of cultural differences.
- Avoid behaviour that might be perceived as being aggressive, victimisation or harassment of any kind.
- Harassment is any behaviour that is unwanted, unwelcome or offensive and that makes a person feel humiliated, intimidated or offended. iTFE is committed to providing its employees/trainers/students with an environment that is safe and secure in every respect. This organisation will not tolerate harassment of any kind. This includes sexual, racial, political or physical (including bullying) harassment, in verbal, written, electronic or visual form.

## Respect for the Law and Policies & Procedures of the Institute

- Staff, Trainers and students have a responsibility to observe and comply with all government laws.
- Staff and trainers have a responsibility to observe all policies and procedures of the institute.

iTAFE has a duty of care\* to ensure that interactions with students are appropriate at all times and that the reputation of the institute is not damaged by inappropriate behaviour by staff or trainer.

### Duty of Care\*

Duty of Care is the obligation of staff and trainers to do everything reasonable and practicable to protect student from foreseeable harm. By virtue of their position, trainers also have a special duty of care to students under the age of 18.

## Dress Code

You are required to dress in a manner that is neat and does not offend others. Beachwear, such as singlets are considered inappropriate. Teachers have the right to refuse permission to enter a classroom if they consider the students dress to be inappropriate.

## Drugs and Alcohol Policy

iTAFE is a drug and alcohol free zone. The consumption, possession, sale or distribution of alcohol or illicit drugs by any student on premises is strictly prohibited.

Students scheduled to attend sessions at Schön venues will, under trainer supervision, make sales of alcohol in accordance with the conditions of the relevant liquor license.

## Smoking Policy

Smoking is not permitted anywhere inside the building. This includes on the stairs, in the toilets or directly outside the:

- Melbourne Training Centre (Collins Street);
- North Melbourne Training Centre (Peel Street),
- Sydney Training Centre (George Street),
- Parramatta Training Centre (Aird Street),
- Chatswood Training Centre (Railway Street), Brisbane Training Centre.

## Mobile Phone Usage

All student mobile phones must be switched off during classes and in corridors as they are disruptive to trainers and administration staff.

## Change of Contact Details

Students are required to notify Institute of Training and Further Education of any changes to their residential address. This will help to ensure that Institute of Training and Further Education maintains an accurate record of student details.

## Computer Usage

Computers are provided for student use at the Breakout Area of the Melbourne Training Centre. These computers are for the use of all iTAFE students for study purposes only.

No food or drink is to be consumed when using iTAFE computers.

Students caught breaching firewalls or saving prohibited data (eg. offensive images or pirated media) will have access cut off for a period to be determined by the National Operations Training Manager. Repeat offenders risk losing access indefinitely.

## Printing and Photocopying

Printing and photocopying facilities are available for student use at the Melbourne Training Centre. These facilities are available only in consultation with your trainer.

## Personal and Property Security

Although iTAFE takes every care to provide a safe and secure study environment, students are strongly advised to refrain from bringing valuable personal items on to campus.

Should students lose personal items on campus, iTAFE is not liable for any loss of personal property.

If you have any concerns for your safety or personal belongings, immediately notify your class trainer or Reception.

## Student ID Cards (Student Cards)

iTAFE Student ID Cards are available from the Student Support Team by request.

Student Cards do not entitle students to concession transport fees. For all enquiries regarding Public Transport concessions, visit the Public Transport Victoria website at [www.ptv.vic.gov.au](http://www.ptv.vic.gov.au) or telephone 1800 800 007.

# Emergency Procedures

Please read the following information carefully, and at the time of emergency, strictly follow the instructions provided to you by your trainer or the relevant Safety Warden.

## Evacuation

In the case of emergency evacuation of fire drill your cooperation is appreciated. Follow the instructions of your Trainer and/or Safety Warden and leave the premises in a calm and orderly manner.

Please do not wander off until the Safety Warden has marked you off the attendance register as cleared and safe from the building. Failure to be marked off will result in emergency services having to re-enter the building to try to locate you.



## Building Alarms

All students and staff are required to follow the instructions of Safety Wardens in the event of the activation of a building alarm.

## Fire Emergency

If you can see or smell smoke or flames tell the nearest member of staff immediately.

If the alarm sounds, listen and obey the instructions of your Trainer and/or allocated Safety Warden.

The allocated Safety Warden for your area will guide you to the exit of the building and onto an allocated assembly area.

The Safety Warden will then mark the attendance register to ensure all students are present at the iTFE are accounted for.

## Bomb Scare

All students and staff are required to follow the instructions of Safety Wardens in the event of a bomb scare.

Workplace Health and Safety

iTFE is committed to providing and maintaining a safe and secure environment for all students, visitors and employees.

There are signs around the institute explaining the use of equipment and facilities including:

- Toilet facilities
- Recreation areas
- Sitting at a computer or desk
- Equipment usage
- First aid officers.

If you have any questions about safety, prevention of accidents or the correct use of equipment, please ask one of your trainers or see reception. If you are aware of an accident or faulty equipment, please notify your trainer or reception. If you witness an accident then please complete an Incident Report form, available from Reception.

# Student Code of Behaviour

Students at iTAFE have:

- The right to be treated with respect from others, to be treated fairly and without discrimination, regardless of religious, cultural, racial and sexual differences, age, disability or socio-economic status;
- The right to be free from all forms of intimidation;
- The right to work in a safe, clean, orderly and cooperative environment;
- The right to have any disputes settled in a fair and rational manner;
- The right to work and learn in a supportive environment without interference from others;
- The right to express and share ideas and to ask questions;
- The right to be treated with politeness and courteously at all times; and
- The obligation to extend these rights to other students and staff of iTAFE.

For non-compliance with the Code of Conduct the following procedure will be followed:

1. A staff member of iTAFE will contact students in the first instance to discuss the issue or behaviour, ascertain the facts and to determine how the issue might be rectified. This meeting and its outcomes will be documented, signed by all parties and included on the student's personal file.
2. Where the issue or behaviour continues, students will be invited for a personal interview with the National Training Operations Manager or Business Manager to discuss this issue further. This meeting and its outcomes will be documented, signed by all parties and included on the student's personal file.
3. If the issue or behaviour continues, the student will be provided with a final warning in writing and a time frame in which to rectify the issue. A copy of this letter will be included on the student's personal file.

If, after the three steps in the discipline procedure have been followed, the issue or behaviour continues, training services may be withdrawn and the student will be notified in writing that their enrolment will be terminated.

At any stage of this process students can access the Complaints, Grievance and Appeals Policy to assist in settling any disputes that may arise.