Student Handbook

2023

Student Handbook including Policies and Procedures:

- Complaints and Appeals
- Privacy Policy
- Fees, Charges and Refunds

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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

- 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; or

Visit us at 192 High Street Northcote, Victoria 3070, Australia.

Contact Details and Locations

Head Office: 192 High Street, Northcote VIC 3070

T: 1300 659 557 F: 03 9639 5600 E: info@itfe.edu.au

Scope of Registration

iTFE 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 iTFE's scope of registration: http://training.gov.au/Organisation/Details/6372

General Student Information

Team

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

Administrators for general course, enrolment and administrative enquiries.

Data Reporting Officer for any certificate and/or statement of result enquiries.

Administration Manager for specific enrolment, course enquiries, any specific problems, concerns, course issues or private concerns and support during the course.

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

Special Assistance

iTFE seeks to encourage students with physical and/or intellectual disabilities to access and enrol in training. Under the Commonwealth Disability Discrimination Act 1992, 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.

iTFE will endeavour to make any required reasonable adjustments to your training and assessment regime or the training environment where the cost impost 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 iTFE. However, if there is a specific requirement within the training package that will not allow for reasonable adjustment such as: 'Write a report' or 'Use digital technology to find, record or communicate basic information', reasonable adjustment cannot be applied.

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

If you have a hidden disability, such as 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

Support could also be sought from these organisations:

- Sexual Assault Crisis Support Service ☎ 1800 806 292
- Migrant Resource Centres at:

- Altona Nth ☎ (03) 9391 3355
- Glenroy ☎ (03) 9306 5611
- Preston ☎ (03) 9977 9000
- St Albans ☎ (03) 9367 6044

- Aboriginal Health Services ☎ (03) 9419 3000
- Aboriginal Victoria ☎ (03) 1800 762 003
- AIDS Council (Thorne Harbour Health) ☎ (03) 9865 6700
- Women's Information Wire ☎1300 134 130
- Gay and Lesbian Switchboard ☎ 1800 184 527

New South Wales

- Anti-Discrimination Commissioner ☎ (02) 9268 5544 or 1800 670 812
- Commissioner for Public Employment ☎ (02) 9272 6000
- Human Rights and Equal Opportunity Commission (in Sydney) ☎ (02) 9284 9600
- Ombudsman ☎ (02) 9286 1000

Support could also be sought from these organisations:

- Sexual Assault Support Services ☎ (02) 9819 6565
- Migrant Resource Centre:
  - Auburn ☎ (02) 9649 6955
  - Parramatta ☎ (02) 9687 9901
  - Bankstown ☎ (02) 9790 1766
  - Cabramatta ☎ (02) 8707 0600
- Aboriginal Health Services ☎ (02) 9319 5823
- Office of Aboriginal Affairs ☎ 1800 019 998
- AIDS Council ☎ (02) 9206 2000
- Women's Information Wire ☎ 1300 134 130
- Gay and Lesbian Switchboard □ 1800 184 527

Queensland

- Anti-Discrimination Commissioner ☎ 1300 130 670
- Commissioner for Public Employment ☎ (07) 3003 2800
- Queensland Ombudsman ☎ (07) 3005 7000; 1800 068 908 (outside Brisbane)
- Fair Work Australia ☎ 1300 799 675

Support could also be sought from these organisations:

- Sexual Assault Support Services ☎ 1800 010 120
- Migrant Resource Centre: Southport ☎ (07) 5591 7261
- AIDS Council ☎ (07) 3017 1777
- Aboriginal Health Services ☎ (07) 3328 8500
- Office of Aboriginal Affairs ☎ 13 74 68
- Women's Information Wire ☎ 1300 134 130
- Gay and Lesbian Switchboard ☎ 1800 184 527
- QLD Legal Aid, www.legalaid.qld.gov.au, Phone: 1300 651 188

Canberra

- Human Rights Commission ☎ (02) 6205 2222
- ACT Ombudsman ☎ (02) 6276 3773

Support could also be sought from these organisations:

- Sexual Assault Support Services ☎ 1800 737 732 (24 Hrs)
- Migrant Resource Centre ☎ (02) 6248 8577
- Winnuga Nimmityjah Aboriginal Health Services ☎ (02) 6284 6222
- Office for Aboriginal and Torres Strait Islander Affairs ☎ (02) 6207 9784
- Women's Information Service ☎ (02) 6205 1075
- Reach Out (LGBTQIA+ support services) ☎ 1800 184 527
- Diversity ACT (Community Services) ☎ (02) 6231 3126
- ACT Legal Aid ☎ 1300 654 314

Tasmania

- Equal Opportunity Tasmania ☎ 1300 305 062
- Tasmanian Ombudsman ☎ 1800 001 170
- Fair Work Australia ☎ 1300 799 675

Support could also be sought from these organisations:

- Sexual Assault Support Services ☎ 1800 697 877 (24 Hrs)
- Migrant Resource Centre ☎ (03) 6221 0999
- Aboriginal Health Service ☎ 1800 132 260
- Office of Aboriginal Affairs ☎ (03) 6232 7082
- Women in Tasmania http://www.women.tas.gov.au. Or ☎ (03) 6232 7133
- Rainbow Tasmania (GLBTI Equity and Inclusion) ☎ 1800 800 588
- TAS Legal Aid ☎ 1300 366 611

South Australia

- Equal Opportunity Commission ☎ 1800 188 163

- South Australia Ombudsman ☎ (08) 8226 8699
- Fair Work Australia ☎ 1300 799 675

Support could also be sought from these organisations:

- Sexual Assault Support Services ☎ 1800 737 732 (24 Hrs)
- Migrant Resource Centre ☎ (08) 8217 9500
- Aboriginal Health Council of South Australia ☎ (08) 8273 7200
- Office of Aboriginal Affairs and Reconciliation ☎ (08) 8226 8900 or 1800 127 001
- Women's Information Service ☎ (08) 8303 0590
- Positive Life (Gay and Lesbian) ☎ 0410 707 923
- Legal Services Commission of South Australia ☎ 1300 366 424

Western Australia

- Equal Opportunity Commission ☎ (08) 9216 3900
- Western Australia Ombudsman ☎ 1800 117 000
- Fair Work Australia ☎ 1300 799 675

Support could also be sought from these organisations:

- Sexual Assault Resource Centre (SARC) ☎ (08) 6458 1828 or 1800 199 888
- Metropolitan Migrant Resource Centre ☎ (08) 9345 5755
- Aboriginal Health Council of Western Australia ☎ (08) 92227 1631
- Office of Aboriginal Affairs ☎ 1300 651 077
- Women's Information Service ☎ 1800 199 174
- Gay and Lesbian Switchboard (QLife) ☎ 1800 184 527
- WA Legal Aid ☎ 1300 650 579

Northern Territory

- Anti-Discrimination Commissioner ☎ 1800 813 846 or (08) 8999 1444
- Northern Territory Ombudsman ☎ (08) 8999 1818
- Fair Work Australia ☎ 1300 799 675

Support could also be sought from these organisations:

- Sexual Assault Referral Centre ☎ (08) 8922 6472
- Multicultural Community Services of Central Australia ☎ (08) 8952 8776
- Aboriginal Medical Services Alliance NT ☎ (08) 8944 6666
- Office of Aboriginal Affairs ☎ (08) 8951 5183
- 1800Respect ☎ 1800 737 732
- Beyond Blue ☎ 1300 22 4636
- NT Legal Aid ☎ 1800 019 343

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, Phone: 1300 792 387.
- NSW Legal Aid, www.legalaid.nsw.gov.au, Phone: 1300 888 529.
- QLD Legal Aid, www.legalaid.qld.gov.au, Phone: 1300 651 188.
- Australian Capital Territory Legal Aid, www.legalaidact.gov.au, Phone: 1300 654 314.
- Tasmania Legal Aid, www.legalaid.tas.gov.au, Phone: 1300 366 611.
- SA Legal Aid, www.lsc.sa.gov.au, Phone: 1300 366 424.
- WA Legal Aid, www.legalaid.wa.gov.au, Phone: 1300 650 579.
- NT Legal Aid, www.legalaid.nt.gov.au, Phone: 1800 019 343.

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 or 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 Commission: http://www.humanrights.gov.au/education/students/get-informed

Please refer to the Disability Supplement at the back of this handbook. The purpose of the Disability Supplement is to provide additional information to assist with answering the disability question in the Enrolment Form.

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. https://www.lifeline.org.au/crisis-chat/

- Call 13 11 14

Learner Resources and Equipment

You will receive the following resources to be able to complete your course:

- Course Specific Textbooks and/or study guides (digital versions);
- Logons to the Learning Management System; and
- Course reference material (digital versions); and

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 National Police Check.

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

Institute of Training and Further Education (iTFE) recognises the skills, experiences, formal and informal training and development individuals have previously gained.

This policy and procedure are in place to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

Students granted recognition or credit transfer may finish the course in a shorter duration.

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 unit of competency or module at another RTO can apply for a credit transfer towards the iTFE course for which they are about to enrol, or are currently enrolled in. Applications for CT must be accompanied by nationally recognised certified Certificates and certified transcripts indicating the units successfully completed including unit codes, titles, and dates of completion. A Credit Transfer must comply with the training package rules.

Students are strongly advised to obtain a copy of iTFE'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, email your trainer and assessor so that they can book extra time at your next appointment to ensure you have a clear understanding of the process as well as supply you with all the applicable documentation required for the application process.

Meeting Our Obligations to You

iTFE will meet all legislative requirements of the State and Federal Governments.

Privacy

Refer to the Privacy Policy and Procedure

Complaints and Appeals

Refer to the Complaints and Appeals Policy and Procedure

Fees, Charges and Refunds

Refer to the Fees, Charges and refunds Policy and Procedure and the iTFE website https://www.itfe.edu.au/ for the current Fee Schedule. Individuals who are enrolled in government subsided training programs may be charged an Enrolment Fee, Materials Fee and Tuition Fee for the training they are enrolled in. In some cases, such as traineeships, fees may be covered by the employer. Individuals will be advised of any applicable fees prior to enrolment.

Confidentiality

All information relating to participants gathered during needs identification, training and assessment will remain confidential. Participants will have access to any information gathered by iTFE about them. iTFE will not release your information to any persons without your written consent with the exemption of a formal request from a regulatory body or as required by law.

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, iTFE 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 Training Manager

Language, Literacy Numeracy (LLN) Support

Access to training must be equal for all participants. iTFE 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, iTFE will provide advice and information about alternative program choices or on where you can obtain assistance for LLN issues.

The 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 has requested such assistance.

Legislation

iTFE 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 Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988 and National Privacy Principles (2001)
- Working with Children (Risk Management and Screening) Act 2000
- Practical Placement Guidelines
- Corporations Act 2001
- Work Health and Safety Act 2011

State Based Legislations (Victoria):

- Equal Opportunity Act 2010
- Disability Act 2006 (Vic)
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017
- Racial and Religious Tolerance Act 2001 (VIC)
- Evidence Act 2008 (Vic)
- Working with Children Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)

State Based Legislations (New South Wales):

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

State Based Legislations (Australian Capital Territory):

- Human Rights Act 2004
- Disability Services Act 1991
- Work Health and Safety Act 2011

State Based Legislations (Tasmania):

- Anti-discrimination Act 1988
- Disability Services Act 2011
- Work Health and Safety Act 2012

State Based Legislations (South Australia):

- Equal Opportunity Act 1984
- Disability Services Act 1993
- Work Health and Safety Act 2012

State Based Legislations (Western Australia):

- Equal Opportunity Act 1984
- Disability Services Act 1993
- Work Health and Safety Act 2020

State Based Legislations (Northern Territory):

- Anti-discrimination Act 1992
- Work Health and Safety (National Uniform Legislation) Act 2011

The Enrolment Process

Language, Literacy, Numeracy and Digital Literacy

iTFE recognises the importance of basic skills in English language, literacy, numeracy and digital literacy (LLND) 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 LLND identified during enrolment process.

We recognise that not all individuals have the same skill set in reading, writing and performing calculations. iTFE trainers and staff will endeavour to help and accommodate participants with difficulties in English language, literacy, numeracy, and digital literacy.

Process

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

1. Participation in a Pre-training interview

(to accompany the completion of the Pre-training Review form)

This will be conducted by your allocated trainer and assessor.

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 to:

- 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 LLND skills you have and therefore to assist us to:
    - ensure you can participate effectively in your chosen course,
    - identify whether you need further LLND 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 a disability and/or special needs, we can then ensure we modify our learning and assessment strategies to accommodate those needs whilst ensuring the rules of the training package are adhered to.

2. Enrolment

- Completion of the enrolment form and collection of eligibility/concession evidence.
- Complete documentation for Recognition of Prior Learning and Credit Transfer (where applicable).
- Meet and greet with the Trainer.
- Information on iTFE policies and procedures.
- Revisit of course requirements.
- Student support.
- Issue and sign off the Training Plan.

Unique Student Identifier

What is a USI?

The Unique Student Identifier (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, iTFE is 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 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.

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. There can be a three (3) month delay for results to be on the USI account.

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.

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.

iTFE can arrange a USI for you providing we have your permission to do so. Please speak with your trainer and assessor at enrolment if you need assistance obtaining a USI.

Student Attendance and Academic Progress

Student Attendance Requirements

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

If a student is unable to attend an appointment, it is the student's responsibility to notify their trainer and employer as soon as is practicable prior to the scheduled appointment.

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.

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/Workforce Australia Provider/Centrelink/Employer (where applicable).

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 [based on their scope of delivery locations] and to issue nationally recognised qualifications listed on the National Register of VET, located at www.training.gov.au

All training and assessment activities are delivered in English, and you are required to complete activities in English whether verbally or written.

iTFE may use Third Parties to deliver some of its services. For example, this may be the case where workplace training occurs in the form of traineeships and staff employed by the employer are delivering the training under the management and monitoring of iTFE. The following table shows an example of the functions that each party will perform in the example afore mentioned example. **iTFE will inform students prior to commencement where Third parties are involved and information as to their involvement.**

Function - EXAMPLE	Responsibility
Advertising and marketing of the course	iTFE
Pre-Training Review	iTFE
Enrolment	iTFE
Support services	iTFE
Training and Assessment	Third Party
Administration	iTFE
Quality Assurance	iTFE
Communication of any changes	iTFE
Issuing of Certificates & Statements of Attainment	iTFE

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 iTFE 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 or a combination 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., discussing a complaint with a client. (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 reassessed for the maximum number 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.
- Treat each student with respect.

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 an iTFE 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 iTFE are offered in a variety of interactive teaching methods to accommodate a range of learning styles.

Students are required to attend all appointments with prescribed textbooks, correct uniforms (if applicable) and all necessary equipment to ensure that they can 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, Kinaesthetic, 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, electric media.

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 for the completion of assignments
- project work
- portfolio of documentation
- development of presentations.

Learning Strategies for each unit of competence

Trainers refer to the relevant 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.
- Online 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.

Recording Work Based Activities for Assessment

Students are provided with a Participant Diary which is used as an evidence collection device for formative assessment.

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

This document is updated and completed in conjunction with your employer and trainer:

- after each appointment with your trainer
- after any withdrawal time from the workplace for study purposes
- any assessment that has occurred whilst working on the job
- upon completion it will be reviewed and signed by your supervisor who is qualified or a highly experienced specialist.

The Workplace supervisor 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. Where it is not possible to demonstrate an activity in the workplace a simulated activity may be observed via Zoom or alike, however the demonstration must be aligned to the requirements of the unit of competency.

Plagiarism, Collusion and Cheating

iTFE 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. Plagiarism, collusion and cheating will not be tolerated by iTFE. This means zero tolerance, therefore 0% of a student's work that involves cheating in any form will not be accepted.

Where a student uses a small part of another source and correctly refences it, a tolerance of 10% is applied. Refer to item 6 of the Procedure section.

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 Training Manager.

Procedure

Where it is suspected that a student used any of the above types of cheating, the following process will be followed:

In consultation with the Training Manager, the trainer will determine whether a student has used one or more of the types of cheating

If it is deemed that cheating has occurred, the trainer will return the work back to the student informing them that their work has been identified as cheating

The trainer will provide the student the opportunity to re-submit using their own work, or respond with a reason stating why the work is not plagiarised or generated by IA

If the student claims the work is not plagiarised or generated by IA and the marker is still not satisfied, a second opinion can be sought.

If the second opinion confirms plagiarism then the work may be re-submitted, however this will be recorded on the students file and their employer may be informed or the student shows cause to allow them to continue in training.

If the student continues to submit work that is suspected of plagiarism they may excluded from the course.

Any RSA certification provided may be void and withdrawn if fraudulent information is provided.

<u>Referencing</u>

- How to reference something created by generative AI

  Generative AI tools like ChatGPT cannot accurately cite their own sources. Any references they provide may be false or non-existent – students should always check the original source for any references that are generated. References should provide clear and accurate information for each source and should identify where they have been used in a student's work.

Where a student has used generative AI to assist with an assignment, they must acknowledge this using the guide below as an acknowledgement:

"Whilst the writing is my own and I take responsibility for all errors, ChatGPT (example) was used to create no more than 10% of my assessment work. Reference: (EXAMPLE): Initial text provided using ChatGPT. (2023, February 14). Prompt: [enter the search prompt used – e.g.] "What procedures should be taken to avoid the mis-use of generative A.I. in education".

iTFE reference - (based on https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools)

- How to reference something sourced by internet searches, journals, articles, other documents prepared by other individuals

At iTFE we use the following referencing style.

"Whilst the writing is my own and I take responsibility for all errors, this section was used to create no more than 10% of my assessment work EXAMPLE - Website Referencing: Copy and paste the URL address of the website into your response and type the date viewed. For a book: type the Authors' surname and initial, year and the publication name e.g: Rowling, JK 1999, Harry Potter And The Prisoner Of Azkaban.

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 electronically to the email address you provided 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 reassessed 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.

Surveys and Feedback

iTFE 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.

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 so please take a few minutes to complete the survey as this data is vital to improving the 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.

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 Manager.

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

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.

Alcohol and/or Non-prescription Drug Use

Student cannot attend classes [including online], appointments or assessment activities whilst under the influence of alcohol or non-prescription drugs. Should such a use be identified you will be removed from the learning or assessment environment. This may also be reported to your employer or host organisation. If you are taking prescription drugs that may impaired your ability to participate in an assessment or operate machinery please advise your trainer or assessor before commencing the activity.

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.

iTFE 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 students from foreseeable harm. By virtue of their position, trainers also have a special duty of care to students under the age of 18.

Mobile Phone Usage

All student mobile phones must be switched off during training and assessment.

Change of Contact Details

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

Emergency Procedures

For all of the following emergency situations ensure that you follow the instructions specific to your workplace.

- Evacuation
- Building Alarms
- Fire Emergency
- Bomb Scare

Student Code of Behaviour

Students at iTFE 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 iTFE.

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

1. A staff member of iTFE 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 Training Manager to discuss this issue further. This meeting and its outcomes will be documented, signed by all parties and included in 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 in 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.

Student Privacy and Information Security Policy and Procedure

The Institute of Training and Further Education (iTFE) are committed to protecting your privacy and the information you provide to us.

iTFE is committed to ensuring that:

- Confidential and personal information provided to us by course participants is collected and treated in a manner which protects the privacy of that information on behalf of the participant and/or their employer;
- Participants are able to access their training records, such as but not limited to, Statements of Attainment, Qualifications, Record of Results and Verification of Competency Certificates; and
- Information pertaining to participants is not disclosed to a third party without the written consent of the participant.

iTFE acts in accordance with the Information Privacy Act 2000 (Victoria), which includes the Privacy Principles. iTFE also complies with provisions of the federal Privacy Act 1988, other associated legislation and related Privacy Principles as well as any other regulatory body requirements for the collection and treatment of private information relating to students, staff and contractors.

The data collected by iTFE primarily relates to student information collected and recorded as per the requirements of the Australian Skills Quality Authority (ASQA) and other regulatory bodies.

Storage and Security of your Information

We receive and store personal information you provide through our website, our enrolment forms, our social media pages or other mediums from time to time.

Personal information may include but is not limited to, personal details, place of employment, place of origin, language and cultural diversity indicators, disability indicators, previous education history, training records and results, unique student identifier and any RTO documentation issued, for example, Statement of Attainment.

We may also ask you to complete COVID-19 declaration forms or other non-training related forms to enable us to provide a high standard of customer service as well as meet regulatory guidelines.

Some courses, such as those with a licensing outcome, also require you to provide copies of personal documents (for example, drivers licence, passport) to verify your identity. This is a regulatory body requirement, and the RTO does not have any discretion in relation to these documents. If they are not provided, we are unable to continue with your enrolment.

We keep your information protected at all times. Electronic information you provide is stored on a protected server and/or in databases such as VETtrak that are password protected. Any physical documentation provided

is kept secured in locked storage with access only by authorised personnel and destroyed securely once the mandatory retention period has been reached.

Our data retention policies and procedures have more information about storage, security and destruction of documents with personal information. You view this policy at www.itfe.edu.au.

Disclosure of your information

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

We are also authorised by law (under the NVETR Act) to disclose personal information to the relevant state or territory training authority. From time to time, we may also have to disclose your information as a result of a court order, subpoena, warrant or in the course of a legal proceeding or in response to a law enforcement agency request.

We may supply attendance, progress, and participation information as well as a copy of the outcome of results from training to the parties listed below.

- Schools – if you are a secondary student undertaking VET training as part of a school program.
- Employers – if you are enrolled in training paid for by your employer.
- Workforce Australia Providers – if you are enrolled in training paid for by Workforce Australia

You must complete a Third-Party Release of Information form for results or other information to be released to any other third party not listed above.

iTFE will not supply personal information to any other party without authorisation. Course participants can complete an information release form if they require information about their training to be released to a third party.

iTFE does not provide data to any overseas third parties.

We do not, and will not, sell your personal information to any other party.

Under the NVETR legislation, we must include the Privacy Notice on our enrolment documents.

Other Relevant Organisations

As well as NVETR, we adhere to the privacy and data collection requirements of the following organisation, government bodies and relevant legislation:

- State Training Authorities (STA's) in each state and territory of Australia
- Industry Licensing Authorities in each state and territory of Australia
- Workplace Health & Safety (WHS) Regulators in each State and Territory of Australia
- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS – The Education Services for Overseas Students Act 2000 (ESOS Act)
- Any other organisation identified as a licensing body, regulator or other authority related to the course which you have enrolled in where there is a legislated or licensed requirement to share personal information.

Privacy Officer

The Privacy Act 1988 requires organisations to protect the privacy of individuals by implementing a nationally consistent approach to handling personal information and disclosure. The Act provides for a Privacy Officer, nominated by the organisation, to assist in meeting their privacy obligations. The Privacy Officer is responsible for:

- Providing information and advice on compliance with applicable legal obligations and responsibilities for privacy
- Promoting a consistent approach across the business for the protection of privacy and information management
- Maintaining current knowledge of privacy laws, obligations, and responsibilities
- Assisting the business responding to information requests, inquiries and complaints regarding an individual's privacy

iTFE's Privacy Officer is Deb Defina, Compliance Manager. Contact details: privacy@itfe.edu.au

Why do we collect your personal information.

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

If you do not provide the information required, we will not be able to enrol you as a student into the course.

How we use your personal information

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

How we disclose your personal information

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

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

How the NCVER and other bodies handle your personal information.

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

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

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

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf. The NCVER does not intend to disclose your personal information to any overseas recipients.

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

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

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

Surveys

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

Changing your personal information

You can contact us at any time to have your personal details updated. This includes address, phone number, email address. For change of name requests, we will need a verified copy of the change of name document before we can change your records.

If you need to change your details, please contact the iTFE office by sending an email info@itfe.edu.au. If you are phoning through the request, you will be asked some identity verification questions to ensure we have the right record to change.

Privacy Breaches

If you believe there has been a breach in this policy or legislation in relation to your information, or if you wish to make a complaint about how your personal information has been treated, please contact the iTFE office and request a complaints form. We take privacy seriously and will investigate all complaints in relation to privacy breaches.

National Privacy Principles

Australian Privacy Principle 1 – Open and transparent management of personal information

Purposes for information collection, retention, use and disclosure.

iTFE retains a record of personal information about all individuals with whom we undertake any form of business activity. iTFE must collect, hold, use and disclose information from our clients and stakeholders for a range of purposes, including but not limited to:

- Providing services to clients;
- Managing employee, auspicing arrangements and contractor teams;
- Promoting products and services;
- Conducting internal business functions and activities; and
- Requirements of stakeholders.

As a government registered training organisation, regulated by the Australian Skills Quality Authority, iTFE is required to collect, hold, use and disclose a wide range of personal and sensitive information on participants in nationally recognised training programs. This information requirement is outlined in the National Vocational Education and Training Regulator Act 2011 and associated legislative instruments. In particular, the legislative instruments:

- Standards for NVR Registered Training Organisations 2012; and
- Data Provision Requirements 2012.

It is noted that iTFE is also bound by various State Government Acts requiring similar information collection, use and disclosure (particularly Education Act(s), Vocational Education & Training Act(s) and Traineeship & Apprenticeships Act(s) relevant to state jurisdictions of iTFE operations).

It is further noted that, aligned with these legislative requirements, iTFE delivers services through a range of Commonwealth and State Government funding contract agreement arrangements, which also include various information collection and disclosure requirements.

Individuals are advised that due to these legal requirements, iTFE discloses information held on individuals for valid purposes to a range of entities including:

- Governments (Commonwealth, State or Local);
- Australian Apprenticeships Centres;
- Employers (and their representatives), Job Network Providers, Schools and Guardians.

Kinds of personal information collected and held

The following types of personal information are generally collected, depending on the need for service delivery:

- Contact details;
- Employment details;
- Educational background;
- Demographic Information;
- Course progress and achievement information; and
- Financial billing information.

The following types of sensitive information may also be collected and held:

- Identity details;
- Employee details & HR information;
- Complaint or issue information;
- Disability status & other individual needs;
- Indigenous status; and
- Background checks (such as National Criminal Checks or Working with Children checks).

How personal information is collected

iTFE's usual approach to collecting personal information is to collect any required information directly from the individuals concerned. This may include the use of forms (such as registration forms or enrolment forms) and the use of web-based systems (such as online enquiry forms).

iTFE does receive solicited and unsolicited information from third party sources in undertaking service delivery activities. This may include information from such entities as:

- Governments (Commonwealth, State or Local);
- Australian Apprenticeships Centres;
- Employers (and their representatives), Job Network Providers, Schools and Guardians.

How personal information is held

iTFE's usual approach to holding personal information includes robust storage and security measures at all times. Information on collection is:

- Stored in secure, password protected systems, such as financial system, learning management system and student management system;
- Hard copies are stored in locked filing cabinets and archive facilities; and
- Monitored for appropriate authorised use at all times.

Only authorised personnel are provided with login information or keys to each system, with system access limited to only those relevant to their specific role. iTFE ICT systems are hosted internally with robust internal security to

physical server locations and server systems access. Virus protection, backup procedures and ongoing access monitoring procedures are in place.

Individual information held across systems is linked through an iTFE allocated identification number for each individual. Once implemented, the National Unique Student Identifier will also apply.

Retention and Destruction of Information

iTFE retains information for periods as required. Specifically for our RTO records, in the event of our organisation ceasing to operate the required personal information on record for individuals undertaking nationally recognised training with us would be transferred to the Australian Skills Quality Authority, as required by law.

Accessing and seeking correction of personal information

iTFE confirms all individuals have a right to request access to their personal information held and to request its correction at any time. In order to request access to personal records, individuals are to make contact by phone 1300 659 557 or email info@itfe.edu.au

A number of third parties, other than the individual, may request access to an individual's personal information. Such third parties may include employers, parents or guardians, schools, Australian Apprenticeships Centres, Governments (Commonwealth, State or Local) and various other stakeholders.

In all cases where access is requested, iTFE will ensure that:

- Parties requesting access to personal information are robustly identified and vetted;
- Where legally possible, the individual to whom the information relates will be contacted to confirm consent (if consent not previously provided for the matter); and
- Only appropriately authorised parties, for valid purposes, will be provided access to the information.

Complaints about a breach of the Australian Privacy Principles (APP)

If an individual feels that iTFE may have breached one of the APPs, you can make a complaint or appeal by following iTFE's Complaints and Appeals Policy and Procedure.

Making our APP Privacy Policy available

iTFE provides our APP Privacy Policy available free of charge, with all information being publicly available. In addition, this APP Privacy Policy is:

- Accessible at each of iTFE's premises and auspiced sites.
- Included within our RTO Student Handbook.

Review and Update of this APP Privacy Policy

iTFE reviews this APP Privacy Policy:

- On an ongoing basis, as suggestions or issues are raised and addressed, or as government required changes are identified;
- Through our internal audit processes on at least an annual basis;

- As a part of any external audit of our operations that may be conducted by various government agencies as a part of our registration as an RTO or in normal business activities; and
- As a component of each and every complaint investigation process where the complaint is related to a privacy matter.

Where this policy is updated, changes to the policy are widely communicated to stakeholders through internal personnel communications, meetings, training and documentation, and externally through publishing of the policy on iTFE's website and other relevant documentation (such as our Student Handbook) for clients.

Australian Privacy Principle 2 – Anonymity and pseudonymity

iTFE provides individuals with the option of not identifying themselves, or of using a pseudonym, when dealing with us in relation to a particular matter, whenever practical. This includes providing options for anonymous dealings in cases of general course enquiries or other situations in which an individuals' information is not required to complete a request.

Individuals may deal with us by using a name, term or descriptor that is different to the individual's actual name wherever possible. This includes using generic email addresses that does not contain an individual's actual name, or generic usernames when individuals may access a public component of our website or enquiry forms.

iTFE only stores and links pseudonyms to individual personal information in cases where this is required for service delivery (such as system login information) or once the individual's consent has been received.

Requiring identification

iTFE must require and confirm identification in service delivery to individuals for nationally recognised course programs. We are authorised by Australian law to deal only with individuals who have appropriately identified themselves. That is, it is a Condition of Registration for all RTOs under the National Vocational Education and Training Regulator Act 2011 that we identify individuals and their specific individual needs on commencement of service delivery and, collect and disclose Australian Vocational Education and Training Management of Information Statistical Standard (AVETMISS) data on all individuals enrolled in nationally recognised training programs. Other legal requirements, as noted earlier in this policy, also require considerable identification arrangements.

There are also other occasions within our service delivery where an individual may not have the option of dealing anonymously or by pseudonym, as identification is practically required for us to effectively support an individual's request or need.

Australian Privacy Principle 3 — Collection of solicited personal information

iTFE only collects personal information that is reasonably necessary for our business activities. We only collect sensitive information in cases where the individual consents to the sensitive information being collected, except in cases where we are required to collect this information by law, such as outlined earlier in this policy.

Australian Privacy Principle 4 – Dealing with unsolicited personal information

iTFE may from time to time receive unsolicited personal information. Where this occurs, we promptly review the information to decide whether or not we could have collected the information for the purpose of our business activities. Where this is the case, we may hold, use and disclose the information appropriately as per the

practices outlined in this policy. Where we could not have collected this information (by law or for a valid business purpose) we immediately destroy or de-identify the information (unless it would be unlawful to do so).

Australian Privacy Principle 5 – Notification of the collection of personal information

Whenever iTFE collects personal information about an individual, we take reasonable steps to notify the individual of the details of the information collection or otherwise ensure the individual is aware of those matters. This notification occurs at or before the time of collection, or as soon as practicable afterwards.

Our notifications to individuals on data collection include:

- iTFE's identity and contact details, including the position title, telephone number and email address of a contact who handles enquiries and requests relating to privacy matters;
- The facts and circumstances of collection such as the date, time, place and method of collection, and whether the information was collected from a third party, including the name of that party;
- If the collection is required or authorised by law, including the name of the Australian law or other legal agreement requiring the collection;
- The purpose of collection, including any primary and secondary purposes;
- The consequences for the individual if all or some personal information is not collected; and
- Other organisations or persons to which the information is usually disclosed, including naming those parties.

Where possible, we ensure that the individual confirms their understanding of these details, such as through signed declarations or in person through questioning.

Australian Privacy Principle 6 – Use or disclosure of personal information

iTFE only uses or discloses personal information it holds about an individual for the particular primary purposes for which the information was collected, or secondary purposes in cases where:

- An individual consented to a secondary use or disclosure (such as the Third-Party Release of Information form);
- An individual would reasonably expect the secondary use or disclosure, and that is directly related to the primary purpose of collection; or
- Using or disclosing the information is required or authorised by law.

Requirement to make a written note of use or disclosure for this secondary purpose

If iTFE uses or discloses personal information in accordance with an 'enforcement related activity' we will make a written note of the use or disclosure, including the following details:

- The date of the use or disclosure;
- Details of the personal information that was used or disclosed;
- The enforcement body conducting the enforcement related activity;
- If the organisation used the information, how the information was used by the organisation;
- The basis for our reasonable belief that we were required to disclose the information.

Australian Privacy Principle 7 – Direct marketing

iTFE may use the personal information that it holds about an individual to undertake direct marketing activities to market other internal products and services to them. iTFE does not disclose the personal information that it holds about an individual onto any third-party marketing companies for the purpose of direct marketing without the prior written consent of the individual.

An individual may request us at any stage not to use or disclose their personal information for the purpose of direct marketing, or to facilitate direct marketing by other organisations. We comply with any request by an individual promptly and undertake any required actions for free. We also, on request, notify an individual of our source of their personal information used or disclosed for the purpose of direct marketing unless it is unreasonable or impracticable to do so.

Australian Privacy Principle 8 – Cross-border disclosure of personal information

Before iTFE discloses personal information about an individual to any overseas recipient, we will undertake reasonable steps to ensure that the recipient does not breach any privacy matters in relation to that information.

Australian Privacy Principle 9 – Adoption, use or disclosure of government related identifiers

iTFE does not adopt, use or disclose a government related identifier related to an individual except:

- In situations required by Australian law or other legal requirements;
- Where reasonably necessary to verify the identity of the individual;
- Where reasonably necessary to fulfil obligations to an agency or a State or Territory authority;
- Where required under the Standards for NVR Registered Training Organisations 2012; and
- Data Provision Requirements 2012 or
- As prescribed by regulations.

Australian Privacy Principle 10 – Quality of personal information

iTFE takes reasonable steps to ensure that the personal information it collects is accurate, up-to-date and complete. We also take reasonable steps to ensure that the personal information we use or disclose is, having regard to the purpose of the use or disclosure, accurate, up-to-date, complete and relevant.

This is particularly important where:

- When we initially collect the personal information; and
- When we use or disclose personal information.

Australian Privacy Principle 11 — Security of personal information

iTFE takes active measures to consider whether we are able to retain personal information we hold, and also to ensure the security of personal information we hold. This includes reasonable steps to protect the information from misuse, interference and loss, as well as unauthorised access, modification or disclosure.

We destroy or de-identify personal information held once the information is no longer needed for any purpose for which the information may be legally used or disclosed.

Access to iTFE offices and work areas is limited to our personnel only – visitors to our premises must be authorised by relevant personnel and are accompanied at all times. With regard to any information in a paper-based form, we maintain storage of records in an appropriately secure place to which only authorised individuals have access.

Regular staff training is conducted with iTFE personnel on privacy issues, and how the APPs apply to our practices, procedures and systems. Training is also included in our personnel induction practices.

We conduct ongoing internal audits (at least annually and as needed) of the adequacy and currency of security and access practices, procedures and systems implemented.

Australian Privacy Principle 12 — Access to personal information

Where iTFE holds personal information about an individual, we provide that individual access to the information on their request.

In processing requests:

- You may access your records where necessary at any time. If you wish to access your records, you must first contact the office administrator to obtain permission.
- You will be required to provide sufficient evidence of identification (preferably a driver's licence or passport) before the office administrator will grant you access to your records.
- You will be able to view all records privately and take copies where necessary for a nominal charge.
- No other parties will have access to your records without your prior written permission.
- Should you wish to permit a third-party access to your records, this will need to be clearly indicated.
- You will need to provide the details of the third party seeking to access your records and the third party will have to provide suitable identification prior to any records being released.

Australian Privacy Principle 13 – Correction of personal information

iTFE takes reasonable steps to correct personal information we hold, to ensure it is accurate, up-to-date, complete, relevant and not misleading, having regard to the purpose for which it is held.

Individual Requests

On an individual's request, we:

- Correct personal information held; and

- Notify any third parties of corrections made to personal information if this information was previously provided to these parties.

Correcting at iTFE's initiative

We take reasonable steps to correct personal information we hold in cases where we are satisfied that the personal information held is inaccurate, out-of-date, incomplete, irrelevant or misleading (that is, the information is faulty). This awareness may occur through collection of updated information, in notification from third parties or through other means.

Please do not hesitate to contact our office at any time should you have any questions regarding this policy on 1300 659 557 or email info@itfe.edu.au

Fee, Charges and Refund Policy

Purpose

This policy outlines the approach taken by ITFE on the issuance of fees, charges and refunds concerning Government subsidised and fee for service courses.

Overview

The implementation of this policy ensures that all ITFE students, or parties making payment on the student's behalf, are aware of the fees and charges associated with enrolment in a course and/or service prior to enrolment. This policy also provides the guidelines for eligibility and assessment of refunds.

Scope

This policy applies to the RTO Manager and Administration Manager, Account Managers and Business Development Consultants.

Policy

1. Information about Fees

All potential students/employers enquiring about enrolling in a course at ITFE are advised of all associated fees and charges prior to acceptance for training. Information can be found on the ITFE website.

In addition, information provided to each student/employer includes:

- The total amount of all fees including course fees, administration fees, resource fees, amenities fees and any other charges;
- Any Government subsidies or contributions
- Payment terms, including the timing and amount of fees to be paid and administration fees;

- Any additional services such as Working with Children Checks which may be a pre-requisite for vocational placement and employment in certain occupations;
- Access to this Fees, Charges and Refunds Policy.

Credit transfer evidence must be submitted within 2 weeks of enrolment application.

Proof of concession must be provided on the day of enrolment or prior to the commencement of training otherwise the non-concession tuition rate will apply.

For Traineeship enrolments only: If additional Trainer visits are required, above the allocated number of visits over the duration of training, there may be a $150 fee for each additional visit.

Should a student not attend a prearranged trainer visit, there may be a $150 fee plus travel costs for such a visit.

Full payment is required to receive your qualification/statement of attainment.

Students accessing any government funding entitlement that may reduce their ability to access such funding in the future (such as arrangements that limit funding to one qualification for a person), are provided with this information prior to enrolment.

Students seeking to enrol with ITFE must read and understand this Fees, Charges and Refunds Policy before signing their enrolment form.

iTFE does not accept more than $1500 of pre-paid fees in one payment.

2. Statement of Fees

All students/employers receive a statement of fees at the time of enrolment which outlines the total course fees, payment terms and schedule of fees. The statement of fees is designed to provide clear and concise information to the student about applicable fees and charges and provide options for payment.

The student acceptance declaration provided on the enrolment form is seen to be an acceptance of all fees and charges associated with the student's enrolment.

The actual fee per hour or per unit charged to each eligible participant for government subsidised training will be reported via VETtrak.

NOTE: There may be instances where other parties pay all or some fees and charges, such as an employer. In this case, the student will still receive a Statement of Fees indicating this.

3. Terms and methods of payment

Individuals can elect to make full payment at the time of their enrolment and will be issued with a receipt at the time of payment.

A minimum deposit must be made if the individual has decided to continue with their enrolment. This amount is stipulated in the Statement of Fees.

Individuals electing to make the minimum payment must enter a repayment plan, ensure all fee payments are recorded and agreed to as per the payment terms on the statement of fees.

iTFE accepts the following methods of payment – cheque, money order, credit card, and direct bank transfer.

In circumstances where an employer is responsible for paying an individual student fee, authority to invoice from the employer must be presented at the time of enrolment. For group enrolments when more than one student is enrolling into the program a Service Agreement will be in place and fees and charges will be charged directly to the employer.

4. Full refund

iTFE will refund all course money, less the enrolment fee, if a student withdraws from the course 7 days before a course commences.

In the event of an 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 within a reasonable time; 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
- the student may be offered an alternative course at similar value at iTFE at no extra cost. We will ask the student to sign a document to confirm his/her acceptance of the placement into another course.

5. Partial Refund (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 to a student or intended student within four (4) weeks of receipt of a 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.

6. Enrolment Fee

An enrolment fee of $500 is charged whether the course is Government subsidised or it is Fee for Service.

In the event that a student cancels their enrolment prior to their enrolment being processed by iTFE, no cancellation fee shall apply.

Where a student's enrolment has been processed and finalised, a cancellation fee of $200 applies.

Where a student has commenced their course, the enrolment fee of $500 is not refundable.

7. No Refund

iTFE will not refund course money if;

- a student withdraws from the course after the commencement of course, or

- a student obtained an offer to a course with iTFE on the basis of fraudulent documents. iTFE reserves the right to retain the Tuition Fee paid on commencement.

8. Claiming a Refund

- All requests for refunds must be made in writing and emailed to info@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 affecting a close family member and provide a medical certificate for ongoing illness
- 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 iTFE.
- iTFE pay all refunds by electronic funds transfer in Australian dollars to the student's bank account within Australia.
- iTFE will not make any split payments to two or more parties.

9. Appeals Process

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

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

10.Student Rights

This policy and the availability of complaints and appeals process does not remove the right of the student to take action under Australia's consumer protection laws www.consumerlaw.gov.au

Complaints, Grievance and Appeal Policy and Procedure

Purpose

In a multicultural and complex community such as Institute of Training and Further Education (iTFE), interactions between students and other students and staff are many and varied.

Feedback from students about administrative and academic programs, services and staff is encouraged including situations where students may feel that they have experienced unreasonable treatment, disadvantage or distress.

The following policy outlines the organisations commitment to providing and maintaining training services that are fair and reasonable and making available a mechanism where issues or inadequacies can be resolved and provides clients with a clear process to register a complaint, grievance or appeal ensuring all parties involved are kept informed of the resulting actions and outcomes.

This process provides opportunity for complaints, grievances and appeals to be forwarded to iTFE management in a timely and confidential manner.

Scope

The policy applies to complaints and grievances relating to iTFE's operations, its staff or another iTFE student. It also covers appeals to decisions including assessment decisions that iTFE makes. The policy also applies to any services provided by a third party on iTFE's behalf.

Policy

Responsibilities of Managers, Staff and Students

Managers and other designated staff at iTFE are responsible for responding appropriately to complaints, grievances and appeals and managing the resolution process in keeping with the iTFE's procedural fairness principles and any other relevant policies and procedures.

They are also responsible for ensuring that staff and students involved in the resolution process understand their rights and responsibilities in relation to this policy.

All students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment at iTFE. In particular, students and staff have a responsibility to:

- participate in the complaint, grievance and appeal resolution process in good faith
- cooperate fully in any investigation process
- assist the complaint//grievance/appeal handler in reaching satisfactory resolution wherever possible
- avoid addressing the same matter to several different units or individuals at the same time.

Procedural Fairness

Grievance procedures must take account of the principles of procedural fairness which apply to the complainant, the respondent and the investigating officer. Principles of procedural fairness encompass the following:

- complaint, grievance and procedures should be explicit and known to all
- those with grievances should access the stated grievance procedures
- complaints, grievances or appeals should be made as soon as practicable after the alleged behaviour/incident occurs
- the complaint, grievance or appeal should be clearly defined
- the complaint, grievance or appeal should be dealt with as soon as possible
- the principles of natural justice which include:
    - the right to know the allegations;
    - the right to respond; and
    - the right for any inquiry to be free from bias.

It should be noted that the application of the principles of procedural fairness can vary depending upon the context and nature of the complaint, grievance or appeal and the nature of the proposed response.

Complaints Grievance and Appeals Process

Overview

If a student has a complaint or grievance or believes that they have not received a fair and accurate decision they are encouraged to speak immediately with an iTFE staff member to resolve the issue. If the complainant/appellant is not satisfied that the issue has been resolved they will be asked to complete a Complaints, Grievance and Appeals Form (CGAF) available on the iTFE website.

iTFE will then investigate and advise the complainant/appellant of the outcome. A complaint, grievance or appeal should not take more than 60 days to finalise. Where iTFE believes this timeframe will not be adhered to, iTFE will provide in writing the reasons why and provide regular updates on the progress of the matter until it is resolved. All responses during the process will be provided in writing.

All complaints, grievances and appeals will be handled as Staff-In-Confidence and will not affect or bias the progress of the participant in any current or future training.

Where the matter is unable to be resolved through the iTFE internal process an independent review will be undertaken if requested. Complainants and appellants are able to use their own external party, or the complainant or appellant can directly contact other external agencies listed below including:

- National Training Complaints Hotline
  - National service for consumers to register complaints concerning vocational education and training. The service refers consumers to the appropriate agency/ authority/ jurisdiction to assist with their complaint.
  - Consumers can register a complaint with the National Training Complaints Hotline by:
  - Calling: 13 38 73, Monday–Friday, 8am to 6pm nationally or email: skilling@education.gov.au
- ASQA (Australian Skills Quality Authority)
  - ASQA is iTFE's registering body and will only use the information you provide to inform its regulatory approach and will not contact us on your behalf or act as your advocate.
  - iTFE's complaints and appeals process must be followed before making a complaint about iTFE to the Australian Skills Qualification Authority (ASQA)
  - For more information, refer to the following webpage: http://www.asqa.gov.au/complaints/make-a-complaint—domestic-students/make-a-complaint—domestic-students1.html
- Australian Consumer Law
  - Individuals have the right to take action under the Australian Consumer Law and to pursue other legal remedies. https://consumerlaw.gov.au/

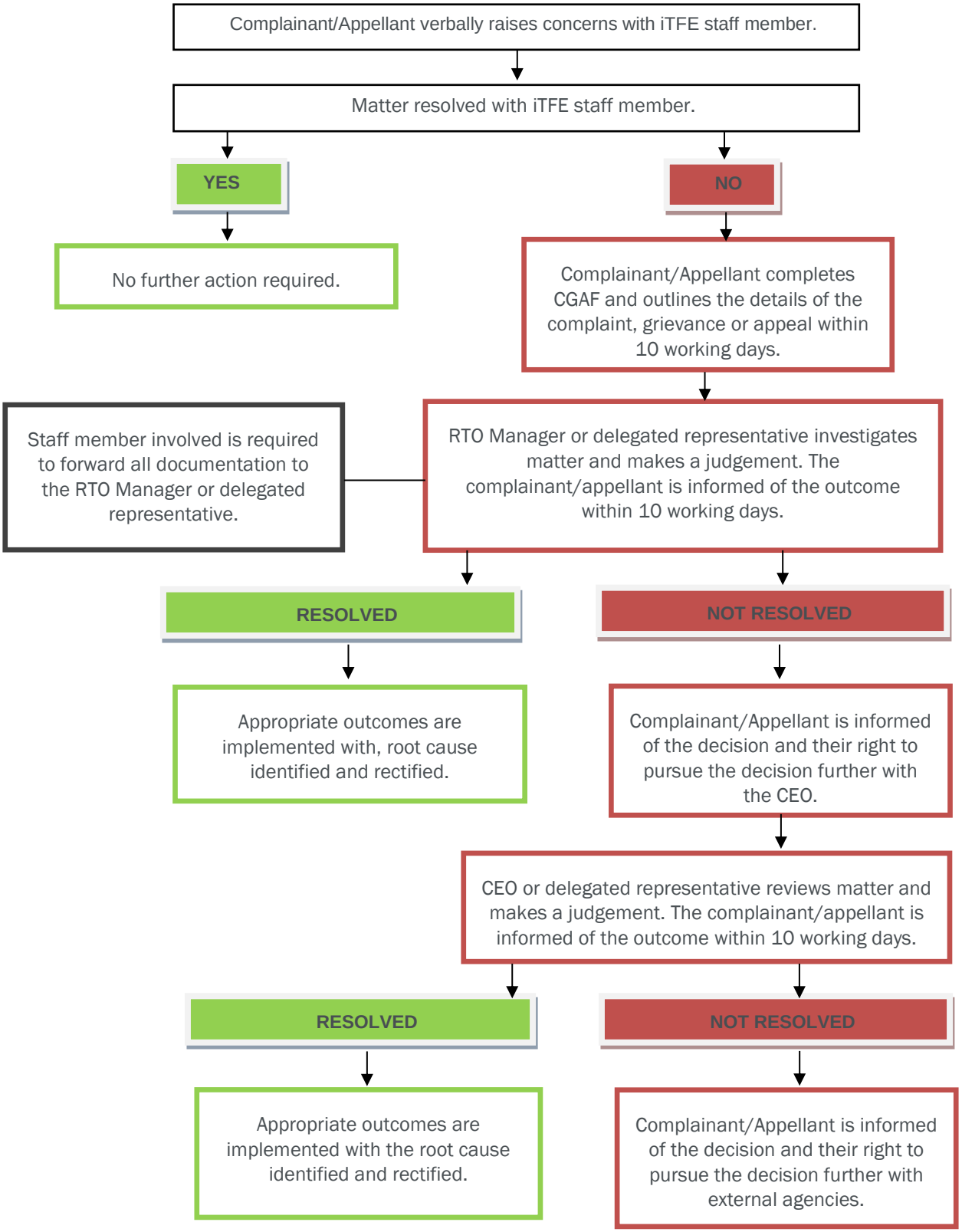
Administration

All complaints, grievances and appeals are to be documented and held securely on file. A complaints register will also be maintained.

The Complaints, Grievance and Appeals Policy and Procedure will be referenced in the Student Handbook and available on the iTFE website: www.itfe.edu.au

The root cause of all complaints, grievances and appeals is to be investigated and appropriate action taken to prevent reoccurrence.

Complaints, Grievance and Appeals Procedure



Complaints and Appeals Form

To be read in conjunction with the Complaints and Appeals Policy and Procedure at itfe.edu.au. Please contact iTFE for an editable copy of this form info@itfe.edu.au

Complainant Name:
_____

Date: _____ / _____ / _____ Qualification (if applicable):
_____

Email: _____Mobile:
_____

Date of the event that led to the complaint (if applicable): _____ / _____ / _____

Please provide details of complaint:

How would you like this to be resolved?

Complainant Signature: _____ Date: _____ / _____ / _____

Staff Member handling the complaint:
_____

Signature:_____ Date: _____ / _____ / _____

Office Use Only. Resolution Details:

Tick	Action Required	Staff Initials	Date
	Form submitted		
	Logged in Complaints and Appeals Register		
	Form received by Administration		
	Attachments to this complaints (where applicable)		
	Improvements logged in CI Register		
	Resolution Achieved		

Disability Supplement

Introduction

The purpose of the Disability supplement is to provide additional information to assist with answering the disability question in the Enrolment Form.

If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

'11 — Hearing/deaf'

Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

'12 — Physical'

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life, for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

'13 — Intellectual'

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

'14 — Learning'

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

'15 — Mental illness'

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

'16 — Acquired brain impairment'.

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional, or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

'17 — Vision'

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

'18 — Medical condition'

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.

19 — Other

A disability, impairment or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders a