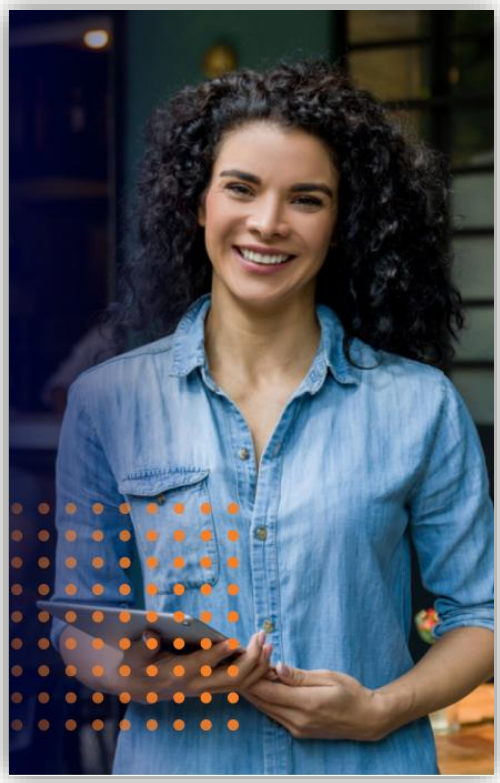
Institute of Training and Further Education

Student Handbook 2026



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Introduction: A Real World of Learning Experience

Institute of Training and Further Education Pty Ltd (iTFE) is a registered not-for-profit, private Registered Training Organisation (RTO) accredited by Australian Skill Quality Authority (ASQA) and complies with the National Vocational Education and Training Regulator Act 2011, the Vocational Education and Training (VET) Quality Framework, and the RTO Outcome Standards 2025.

iTFE was established in 1998 trading as Hospitality Training Australia by Restaurant and 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 and in our years of operation we have developed a team of industry experts, supported by proven training delivery, tools and strategies.

iTFE delivers training across Victoria, Queensland, New South Wales, South Australia, Australian Capital Territory, Tasmania, Northern Territory and Western Australia.

iTFE is funded to deliver courses through the following state funding programs for eligible students.

State	Funding Program Title
Victoria	Skills First
New South Wales	Smart and Skilled
Australian Capital Territory	Skilled Capital
Tasmania	Apprentice and Trainee Training Fund
Queensland	User Choice
South Australia	Skills SA

At iTFE, we provide Fit for Purpose training solutions to Australian businesses and the community. Our services include government-funded and fee-for-service workplace training, short programs, and VDSS (School based vocational training). Our end-to-end service model bridges the gap between industry needs and a skilled workforce, making iTFE a vital link connecting industry, employers, and talent.

Accreditations and Memberships

Accreditation	Code /Number
Australian Skills Quality Authority (ASQA)	**6372**
Memberships	
iTECA - Independent Tertiary Education Council Australia	VELG - Voc Ed Learning Group
SaCSA – Travel Technical Committee	ISA - Industry Skills Australia - TLI Reference Group

Scope of Registration

iTFE is a Registered Training Organisation accredited by Australian Skills Quality Authority (ASQA) to deliver nationally recognised training. We offer a diverse range of courses, from comprehensive qualifications to targeted short courses.

Our programs are designed to meet the specific needs of both individuals and organisation's, ensuring they align perfectly with student's goals and business objectives.

Our offerings include **Business and Leadership, Community and Healthcare, Hospitality, and Transport and Logistics.**

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

https://training.gov.au/organisation/details/6372/qualifications

Purpose of this Student Handbook

This handbook provides essential information about student expectations, our operational procedures, your responsibilities and rights as a student, and the training, assessment, and work placement processes. Reading through the entire handbook and familiarising yourself with all the topics is essential. Please feel free to contact us if you have any questions or need clarification after reviewing the handbook.

Contact Details

Description	Contact Details
General Enquiries	info@itfe.edu.au 1300 659 557 192 High Street, Northcote VIC 3070
Vocational Education and Training Delivered to School Students (VDSS	vdss@itfe.edu.au
Traineeship Program	srto@itfe.edu.au
Child Safety Officer	childsafetyofficer@itfe.edu.au

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 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/ USI Transcript 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 of prior learning 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.

Privacy Policy and Procedure

All iTFE staff members must adhere to confidentiality and privacy legislation. Our privacy policy and procedure outline how we collect, store, and use personal information by Australian privacy principles. You can access the full policy and procedure on our website. https://www.itfe.edu.au/policies-procedures/

A summary is provided in this section

iTFE is legally required to comply with privacy legislation. This includes collecting, using, storing, and disclosing personal information and allowing access to and correction of that information.

All student information is treated as confidential and is used solely for accredited training, related services, and reporting to government agencies as required by regulatory and funding authorities.

iTFE will not disclose student information to any third party except for statistical data collection, reporting to funding bodies and government agencies under AVETMISS, in compliance with the National Vocational Education and Training Regulator Act 2011.
In other cases, students are responsible for providing information to other parties.
We may supply the parties listed below with information on attendance, progress, and participation and a copy of the training outcome results.

- **Schools**: if the student is a secondary student undertaking VET training as part of a school program.
- **Employers:** if the student is enrolled in training paid for by their employer and /or enrolled as a Trainee
- **Workforce Australia Providers:** if the student is enrolled in training paid for by Workforce Australia.

Students must complete an **Information Release Form—FT020**—for results or other information to be released to any third party not listed above.

Accessing and Changing student personal information

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

To change any details or access, please email the iTFE office at srto@itfe.edu.au. If a student phones through the request, they will be asked some identity verification questions to ensure we have the right record to change.

iTFE Privacy Officer

For further information on how we handle student information or to access information, please contact the Compliance Manager. Contact details: privacy@itfe.edu.au

Access and Equity

iTFE follows the principles set out under the Disability Act 2006 (Vic) and the Disability Standards

for Education (2005) formulated under that Act. It is also bound by other states and federal legislation relating to other forms of discrimination, including age, sex, and race. These principles are applied in the development and implementation of all learning and assessment strategies and in supporting students in their enrolment and progression.

1. The student recruitment and admission process is bias-free and non-discriminatory. Admission to courses and programs is based solely on the applicant meeting published entry criteria, completing the pre-training review, and determining the availability of places. Eligible students will not be denied services if iTFE has the resources to provide high-quality support.
2. Students with identified needs are consulted in relation to their study requirements and support throughout their enrolment.
3. The course design is flexible, inclusive of a range of student needs, and avoids non-inclusive and discriminatory language and examples.
4. The assessment process is fair, valid, reliable, and consistent in relation to entry, recognition, and progression through the subject or course. All students are provided with adequate information on the course, including assessment requirements, before enrolment. Students have the right to appeal an assessment decision.
5. iTFE provides support within the learning environment for students with special needs through a range of services, such as reasonable adjustment, special consideration, and physical access to premises. iTFE also provides students with information on access to literacy, numeracy, and counseling services.
6. Complaints, grievances, and appeals are addressed through an appropriate structure in a fair and equitable manner.
7. Adaptive technology is investigated, developed, and made available where possible.

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

Course Information

Course information is available on our website, www.itfe.edu.au , and through phone at 1300 659 557, where one of our friendly staff will discuss all your needs, answer your questions, and share the relevant course information with you by phone and email. This includes course information, course structure, delivery, assessment, workplace requirements, and course Government funding eligibility and entitlement.

Computer Skills and Computer Access



At iTFE, we support students in developing a range of skills and knowledge required in the workplace.

Our courses require technology, as we provide learning materials via our Learning Management System (LMS). Students can work through interactive resources and submit their assessments electronically. We also use Zoom and Teams to deliver our training.

Students undertaking the Training course with iTFE will need the following:

- A personal computer or laptop, either their own or be able to easily access a (a mobile phone is not suitable).
- Access to reliable internet.
- Access to Microsoft Word.
- Be able to scan and submit documents to our LMS.
- Be able to access and navigate YouTube, Google, Teams, and Zoom.

Your Digital skills will be addressed as part of our Pre-Training Review.

Learning Management System/ Zoom and Teams

iTFE utilises learning management systems to enhance student's learning experiences. During your introduction day, your trainer or assessor will provide you with details about access to your online learning platform.

You must attend an online induction session via **Zoom or Teams**, where your Trainer/Assessor will explain the platform, and you can ask Your questions. Your Trainer/Assessor will send you a Teams/Zoom link via email for your course induction.

You will access interactive learning materials and work through each unit based on your training plan. Your trainer/assessor will provide you with a timetable for the online workshops. You are expected to attend all scheduled workshops either in person for face-to-face delivery or via Zoom/Teams for online delivery, as indicated.

You will complete, save, and submit assessments in the learning management system and your trainer/assessor will provide feedback. You are required to complete all eLearning activities and theoretical and simulated assessments before any practical assessments and/or work placement where applicable. Follow your trainer's instructions and submit assessments by the due date to complete your course on time

PLEASE NOTE: Class attendance is required, it is not optional.

VETtrak Student Portal

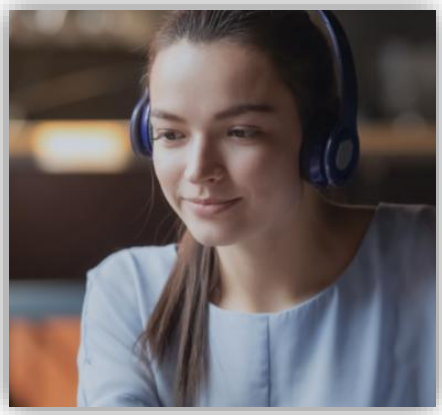
The Student Portal provides students with access to essential documents that support their learning journey with iTFE. Upon logging in, you will see a dashboard displaying various information. The following can be viewed and accessed on this portal:

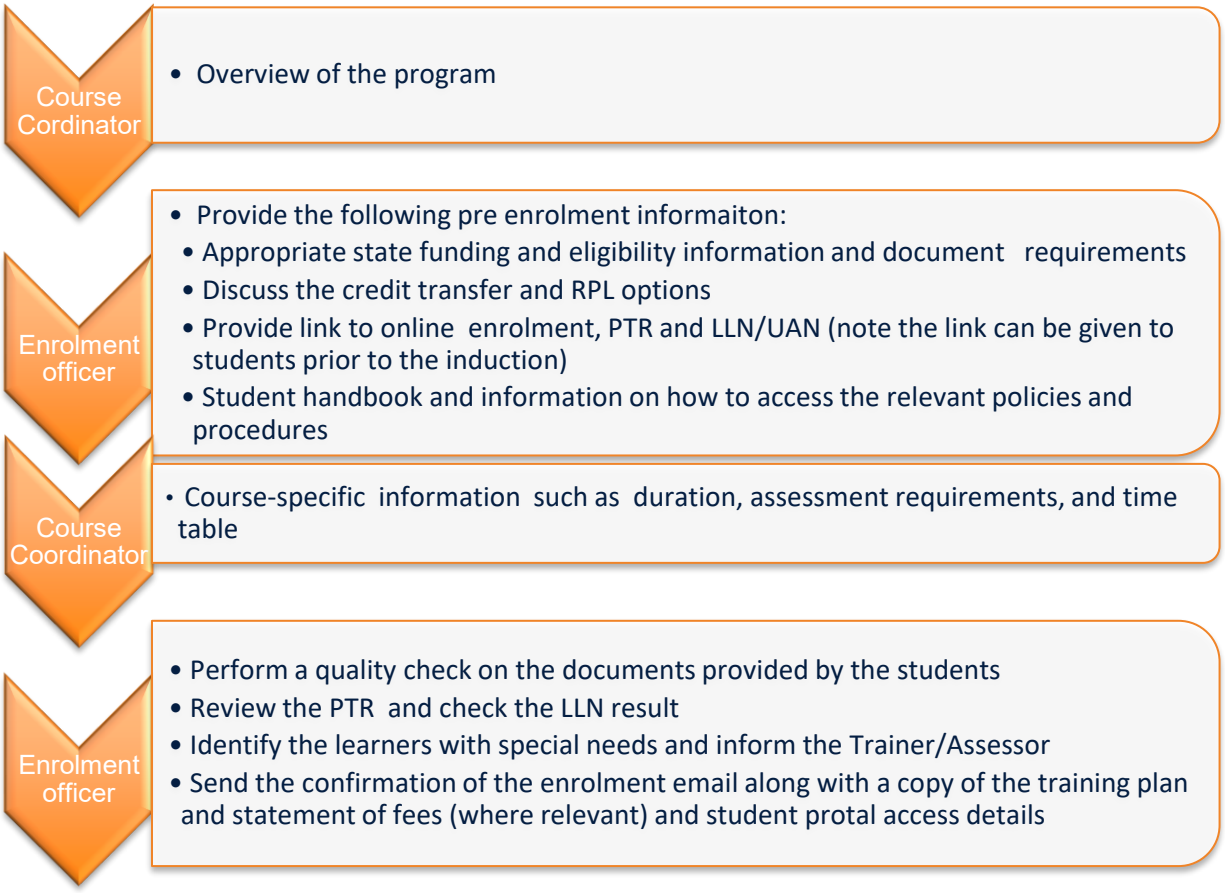
- Student Handbook
- Individualized statement of fees (Please note, if your fees are being paid by an employer or third party, this document is for your information only.)
- Confirmation of your enrollment
- All relevant policies and procedures

The Enrolment Process Chart

Enrolment Officer to provide the following information during the pre-enrolment and Enrolment phases

Phase 1: Pre-Enrolment Information	Phase 2: enrolment information
○ Outline of the enrolment process, ○ Relevant state funding and eligibility criteria, ○ Fee information including a Schedule of Fees, ○ Credit transfer and RPL options, ○ Student handbook and iTFE policies and procedures,	○ Guidelines to complete online enrolment application, ○ Access to online LLN assessment, ○ Pre-training Review (identify any student support required) ○ Training Plan, and ○ Confirmation of Enrolment (includes Student Portal access and Statement of Fees)





Note: Where the induction is conducted online in the absence of enrolment officer the Course Coordinator will provide you with the required pre-enrolment information.

Pre-Enrolment

Prior to enrolment, a Pre-Training Review and Language Literacy and Numeracy (LLN) / Upfront Assessment of Needs will be completed:

Ensuring the Course Selected Is the Most Appropriate and Suitable for the Individual

For each Eligible (all applicants to complete the LLN) Individual, we will conduct a Pre-Training Review of current competencies including LLND skills prior to commencement in training.

The Pre-Training Review forms part of the Participant Enrolment Kit and is designed to:

- Identify any competencies previously acquired (Recognition of Prior Learning (RPL), or Credit Transfer (CT);
- Identify LLND levels are either sufficient for the qualification level, or support will need to be provided
- Ascertain the most appropriate and suitable qualification for that student to enrol in, including consideration of the likely job outcomes from the development of new competencies and skills; and

- ascertain that the proposed learning strategies and materials are appropriate for that individual.

The Language Literacy and Numeracy (LLN) Assessment aims to confirm learners' skills in these areas and identify their learning needs before training begins.

We use the LLN Robot for this assessment, and you will receive a link to access the quiz. Please complete the assessment in a quiet space with your sound on, and take your time to answer each question carefully. It takes about one hour to complete. If you rush, you may be asked to retake the quiz based on your result.

Skill SA Funded Programs: Upfront Assessment of Needs (UAN): Student Suitability and Support Needs Assessment

(including the Core Skills Profile for Adults – CSPA)

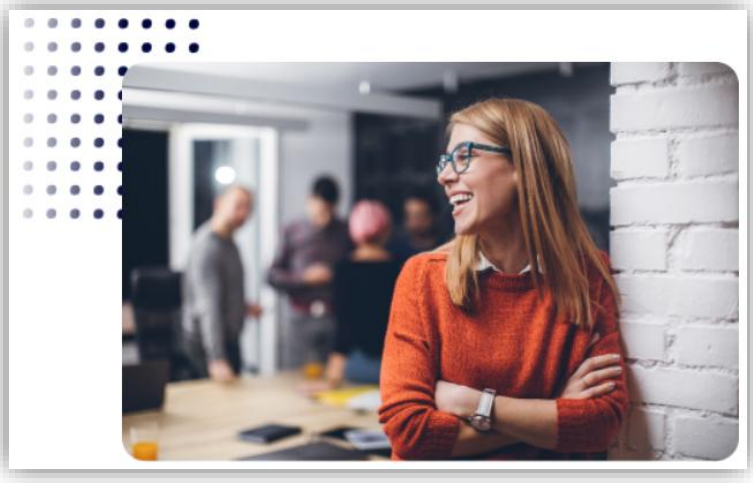
Completing an Upfront Assessment of Need (UAN), which includes the Core Skills Profile for Adults (CSPA) test, is mandatory for all students wishing to enrol in subsidised training through the **Skilling South Australia funding.**

The UAN process consists of three assessments: Suitability and Support Needs and the CSPA, which evaluates reading, numeracy, and writing capabilities.

The CSPA online tool assesses reading, numeracy, and writing skills. The results are compared to the South Australian Government's pre-determined entry-level outcomes (ELOs) for the desired course based on industry requirements. Meeting these ELOs is necessary for entry into a subsidised qualification.

If prospective students do not meet the ELOs, they can complete identified Foundation Skills bridging courses or be referred to an English Language program. Based on your CSPA results, our staff will provide specific information and guidance.

If required, and you choose to accept the offer to complete Foundation Skills bridging units, you will need to complete the necessary Skills SA documents, with our staff will assisting you through the process.



Enrolment

Enrolment form

You will receive your enrolment information via email, which includes a link to an online enrolment form. Please complete this form fully to provide the information required for your accredited training.

If you are applying for a funded qualification during your induction, the appropriate staff will inform you about the relevant state funding contract eligibility requirements.

Ensure all sections of the enrolment form are completed. If the student is under 18, a parent or guardian must also sign the form.

All enrolments for students studying at iTFE through the Vocational Education and Training Delivered to School Students (VDSS) program are managed through the schools. Questions regarding enrolments should be directed to the student's school VET Coordinator.

Once the pre-training review is completed and the application is approved, students will receive their timetable or training schedule in the form of a training plan. The training plan sets out the overall duration of the course, the proposed start and end dates for each unit of competency, the delivery mode and assessment methods.

Students undertaking workplace-based training will be informed about monitoring procedures and scheduled visits.

Evidence of Eligibility

If enrolling in a state-funded qualification, you must provide specific documents and information to prove your eligibility for state funding. These can be uploaded when you complete the enrollment form before submitting your application. Required documents include, but are not limited to, your concession status, USI details, and Citizenship/PR/Visa status.

Completed PTR, LLND / UAN and CSPA

In addition to the completed enrolment form, your completed PTR and LLND /and UAN, and CSPA if applicable will be considered to complete the enrolment process.

Work Placement Requirements

We will discuss the work placement requirements for your course during your initial discussions. Below is a summary of the requirements.

Work Placement Hours: The following qualifications in iTFE's scope require mandatory work placement.

Qualification code and Title	Workplace Hours
CHC33021 Certificate III in Individual Support	120 hours
CHC43015 Certificate IV in Ageing Support	120 hours

HLT33021 Certificate III in Allied Health Assistance	120 hours
CHC30121 Certificate III in Early Childhood Education and Care	160 hours
CHC50121 Diploma of Early Childhood Education and Care	280 hours
Certificate III in Hospitality	min of 36 complete service periods

For all courses that require work placement, you will be required to undertake the minimum hours of placement as mentioned in the above table, which refers directly to the course you are studying. Work placement is compulsory for these courses, and you cannot complete your course without the work placement logbook.

You will be expected to be available to complete your work placement during the period allocated for it.

Heath and community service workplaces may require the following from students when offering work placement such as but not limited to:

- A clear National Police Check (if under 18 years of age, this is not required)
- Evidence of influenza vaccination
- Evidence of COVID vaccination
- Working with Children Checks (WWCC) (if under 18 years of age, this is not required)
    - Applications and renewal of WWCCs in Victoria require the completion of a 45 min mandatory training module prior to the application being submitted. More information is available via: https://service.vic.gov.au/find-services/work-and-volunteering/working-with-children-check
- Completion of training modules or induction training (for example NDIS Worker Orientation Module)
- Flexibility on start times based on shift work
- Other organisation, site or client specific checks or information

iTFE makes all efforts to determine requirements prior to enrolling students, however, terms under which placement is offered to students may change at any time in line with legislative or other external industry factors governing the sectors in which work placements are required.

iTFE will assist you in locating a work placement or the student may wish to organise the placement, in this case iTFE must approve the placement to ensure it can provide the required supervision, and the workplace meets all OH&S standards. The host employer, the student and iTFE are required to complete a **Work Placement Agreement,** and your Trainer/Assessor will be in contact with you and host employer regularly during the work placement to monitor your progress. More information is available in the agreement.

QLD Students – BLUE CARD Requirement

Due to recent changes in QLD, not all facilities require Students to have a blue card.

Students may be required to obtain a Blue Card (QLD only) for work placement and details will be provided to you upon allocation of a work placement facility.

It is the student's responsibility to ensure the Blue Card is applied for and received prior to the commencement of your work placement dates. If you are placed with a facility requiring a mandatory Blue Card, you will require a volunteer / Student Blue Card. The work placement team will guide you through the process of applying and linking your card to the relevant placement facility, so that your Blue Card can be issued.

Fees, Charges and Refunds

Fees are only charged once all enrolment requirements have been met, the Enrolment form and the Pre-Training Review has been completed, and the LLN (UAN) requirements have been met.
Refer to the Fees, Charges and refunds Policy and Procedure and the iTFE website https://www.itfe.edu.au/

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.

The student tuition fees, as published, are subject to change given individual circumstances at enrolment.

If a student changes their enrollment status, such as by withdrawing, iTFE's Fees, charges, and refund policy will determine their eligibility for a refund.

For detailed information on all scenarios where a refund may
apply, please refer to our website's Fees, Charges, and Refunds Policy and Procedure.

You can access the 2025 Fees here: https://www.itfe.edu.au/funding-eligibility-and-fees/

Government Subsidised Training

iTFE delivers VIC, QLD, SA NSW, ACT, and TAS courses with access to Commonwealth and State Government Funding. We discuss eligibility for a government-funded place with students before enrolment to ensure thorough understanding of how accessing Government funding may impact the students' eligibility for future training programs. Please do not hesitate to reach out if you have any questions.

You can access the funding eligibility details here: https://www.itfe.edu.au/funding-eligibility-and-fees/

Unique Student Identifier

All Vocational Education and Training (VET) sector students, whether new or ongoing, are required to have a Unique Student Identifier (USI). A USI is a reference or account code made up of letters and numbers that enables students to access their training information. It is free and available online. It stays with a student for life.

You must have a USI to be issued with a VET qualification or Statement of Attainment. All nationally recognised and accredited training courses a student has undertaken since the USI system was created in 2015 are connected to this national system. This makes it easy for students to find, collate, and authenticate the VET results using a single transcript that will never be lost. iTFE can apply on your behalf or assist you with applying for a USI. Alternatively, you can apply directly online at www.usi.gov.au.

The Victorian Student Number (VSN)

The Victorian Student Number (VSN) is a unique student ID for all Victorian students in school or vocational training from preparatory school to age 24.

Students must provide their VSN when they are under 25 years of age, studying in a Victorian school or participating in vocational training. The question about the VSN number is included on the enrolment form.

iTFE is required to collect this information and may share it with the State VSN team if required.
This process ensures that each student is always allocated the same VSN over time, regardless of the education or training provider attended by the student.

For further information about the VSN, visit the Victorian Education website at:
https://www.vcaa.vic.edu.au/administration/schooladministration/student-numbers/Pages/Index.aspx

Student Support and Wellbeing

iTFE is committed to ensuring that all students have every reasonable opportunity to complete their training program. If you need support, please speak to your trainer first or call 1300 659 557.

Our Student Support and Services include but not limited to:

- Access to additional learning materials and guidance
- Extended time to complete assessments
- On-demand study support sessions will be available in one-on-one or group settings. These sessions can assist with online studies and navigating the online learning platform.

iTFE has a comprehensive Student Support List, which outlines a range of internal and external supports (both academic and non-academic) available for all students.

The list is included within this handbook, refer to the section **Student Support List.**

Skills SA funded students have access to **free, confidential and tailored support** with a Success and Wellbeing Coach. Students will be provided with an information sheet (INFO017) with confirmation of their enrolment to allow students to contact the service directly.

iTFE is committed to providing fair and equitable opportunities for everyone, including individuals with disabilities. Guided by the Disability Standards for Education 2005 (Vic), we ensure that rights and responsibilities related to disability and education are upheld.

These standards cover:

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

If you require reasonable adjustments due to your disability, please speak to your Trainer/Assessor.

For more information, visit the **Disability Standards for Education 2005**: https://www.education.gov.au/disability-standards-education-2005

For more information on the **Wellbeing Principles**: https://www.health.vic.gov.au/mental-health-and-wellbeing-act-handbook/context-of-the-act/mental-health-and-wellbeing-principles

Child Safety

iTFE is committed to providing a safe, inclusive, and respectful learning environment for all students, including children and young people. We implement and maintain clear child-safe policies, including a Child Safety and Wellbeing Policy, Code of Conduct, Working with Children Checks requirements, and Mandatory Reporting procedures. All staff are trained to recognise and respond to signs of harm, maintain appropriate professional boundaries, and act in accordance with child safety legislation.

iTFE have established clear reporting and complaints processes, risk management practices for child-related activities, and supervision requirements to ensure the safety of young people. We promote a culture where students feel safe, listened to, and empowered to raise concerns. Our practices align with relevant state and national child safety standards, ensuring the protection and best interests of every young person in our care.

iTFE Child Safety policy is available via : https://www.itfe.edu.au/wp-content/uploads/2025/10/Child-Safety-and-Wellbeing-Policy-V2025.01-PP025.pdf

Reasonable Adjustment

Under RTO Outcome Standards 2025, the national regulator ASQA (Australian Skills Quality Authority) guidelines, a reasonable adjustment is a modification made to the learning environment, training delivery, or assessment methods. These adjustments allow students with disabilities or ongoing health conditions to participate and succeed on the same basis as other learners, without compromising the integrity of the training.

Key Principles of Reasonable Adjustment

- Equal Opportunity: Adjustments ensure maximum participation and provide equal opportunities to learn, perform, and complete assessments.
- Maintain Standards: Adjustments are applied to the access and method, not the competency standard. Students must still demonstrate the required skills and knowledge for the qualification as detailed in the unit of competency and any noted assessment conditions. The reasonable adjustment applied must not dilute or dimmish the standards of the unit of competency or the outcomes.
- If the unit of competency requires a particular physical task to be demonstrated to determine competency, then the learner must comply.
    - Student A: Is required to meet the standard of typing 50 words per minute, with 98% accuracy. This may not be achievable for a person with a permanently injured hand, however, with adaptive technology, extra time to learn and practice is achievable.

    - The same Student: Is required to demonstrate they can shower, dry and dress an elderly person, in this case, reasonable adjustment cannot be applied due to safety concerns for the student and elderly persons.
- No Unfair Advantage: Reasonable adjustment is not designed to guarantee success or give an unfair edge over other students.
- No Unjustifiable Hardship: A provider is only required to make an adjustment if it does not cause "unjustifiable hardship" to the Registered Training Organisation (RTO).

Common Types of Adjustments

Training providers and assessors may implement adjustments such as:

- Providing additional time to complete assessments or assignments.
- Offering alternative assessment formats (e.g., verbal instead of written).
- Using assistive technology or adaptive equipment without causing financial hardship on the RTO. (Some state governments can assist in providing students with adaptive equipment).
- Providing alternative formats for learning materials (e.g., large print, audio, or braille).
- Modifying physical premises or adjusting room layouts.

Implementing Adjustments

To ensure adjustments are implemented correctly:

1. **Consultation:** Adjustments must be individualized based on the student's specific needs, ideally decided in direct consultation with the student.
2. **Documentation:** The agreed-upon adjustments, the rationale behind them, and regular review points should be documented in the student's support or learning plan.
3. **Communication:** If an RTO determines whether an adjustment is unreasonable or not possible, they must communicate the reasons for this decision to the student as soon as practicable.

Application

Students may apply for reasonable adjustment:

- At the time of their application to enrolment.
- Via their Trainer/Assessor.
- Via the Student Support Officer: PH 1300 659 557

Students applying for reasonable can discuss this at any time with their trainer and assessor or contact the student support office: e: SRTO@itfe.edu.au

Delivery and Assessment

What is Vocational Education and Training?

Vocational Education and Training (VET) provides practical skills and knowledge for rewarding jobs and careers. It prepares individuals for the workforce through hands-on experience and industry-relevant training.

iTFE delivers all training and assessment activities in English, and you are required to complete activities in English, whether verbally or in writing.

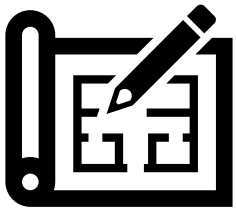
Third party

iTFE may collaborate with third parties to deliver some of its services, such as workplace training through traineeships. In these cases, the employer's staff may **provide the training under iTFE's management and monitoring.** iTFE will inform students about the involvement of third parties before the training begins and provide details on their roles.

What is Competency Based Training and Assessment?

Competency Based Training enables learners to demonstrate their ability to perform specific jobs, tasks, or activities. The key aspects include:

- **Knowledge:** Understanding what is needed for a particular job.
- **Skills:** Knowing how to perform tasks required in the job.
- **Performance Standards:** Meeting the expected industry standards.
- **Observation:** Being observed while practicing skills in simulations and work placements.
- **Assessment:** Demonstrating abilities, skills, and knowledge to the required industry standard, assessed by an iTFE Assessor.



During your course, you will be required to:

- **Attend scheduled classes** (theory and practical).
- **Complete assessments** for each unit, graded as Satisfactory or Not Satisfactory.
- **Achieve Satisfactory outcomes** in all assessments. If not, you'll get another chance.
- **Be deemed Competent** in each unit after satisfactory completion of all assessments.
- **Achieve Overall Competency** by being Competent in all course units

Training plans

Training Plan is a document that outlines the training and assessment you will undertake during your course. It records the actual delivery and assessment details of the program. This plan may be customised based on your Pre-Training Review (PTR) outcomes and requires approval from you and your employer (if applicable). The Training Plan will include all units of competency you are enrolled in. When you enroll in the course, your training plan will follow the structure outlined on our website or specific course flyer. If any adjustments are needed based on the information gathered during the PTR, the administration team will collaborate with you to incorporate these changes into your plan.

Training Plans are living documents that may be altered, added to, and updated regularly through discussions between you, your Trainer/Assessor, and your Employer (if applicable).

Your Training Plan will include, at a minimum, the following information:

- ITFE contact details
- Your name
- Your student number/ Traineeship ID (Where applicable)
- Your employer/workplace supervisor details (if applicable)
- The code and title of the qualification you are undertaking
- Units of competency/modules to be attained
- Nominal hours for units of competency
- Proposed and actual commencement and completion dates of training
- Assessment methods
- Record of Recognition of Prior Learning (RPL) and Credit Transfer (CT), and assessment outcomes
- Mode of delivery

Your Training Plan will outline what training and assessment strategies are proposed to be used in your course.

Assessment can be carried out in a variety of ways and may be contributed to by several people:

- Trainer/Assessors who have the qualifications for training and assessment.
- An Assessment Team, comprising staff who in combination have the competencies (one assessor with the technical competencies/skills and another with the assessor competencies)

Assessment Outcomes

Final assessment for all units will be recorded as:



- C = Competent: Competency achieved
- NYC = Not Yet Competent: Competency not yet achieved.
- CT = Credit Transfer: Where students have achieved competence with another RTO and produce a statement of attainment for the exact same unit of competency.
- RPL = Recognition of Prior Learning

Where students do not complete their studies the student database may record participation as **WD**
Withdrawn: Withdrew from the unit or qualification.

Unless special circumstances apply and have been negotiated and agreed upon by the responsible Trainer/Assessor, the following will apply:

- **Due dates** for all assessment tasks will be set prior to the commencement of training. This information is included in individual training plans
- Students are expected to **submit work by the due date**.
- Extensions may be granted if the student negotiates for an extension with the appropriate Trainer/Assessor prior to the due date and

- Trainers/Assessors may arrange catch-up sessions for students who are running late with assessment tasks submission.

Please note that the content of your Training plan may vary based on each state-specific requirement.

Assessment Methods

The assessment methods included in your training plan may vary depending on the qualification. They can include:

- **Written or Oral Responses to Questions:** Students answer questions in written or oral form.
- **Group and Individual Projects:** Students work alone or collaboratively.
- **Reflective Journal Entries:** Students document their reflections and learning experiences.
- **Presentations:** Students provide information or lead discussions on a topic, engaging other students.
- **Case Study Analysis: Students analyze and discuss case studies.**
- **Reports:** Students prepare written or oral reports on activities, including descriptions and conclusions.
- **Logbook:** Skills demonstrated on and off the job are logged, along with hours worked on those tasks.
- **Observation of Skills:** Skills are demonstrated on and off the job.
- **Third-Party Reports:** Usually provided by a workplace supervisor.
- **Simulation/Role Play:** Students participate in practical skills demonstrations through simulations or role plays.

Recording Work Based Activities for Assessment

Students undertaking a traineeship are provided with a Participant Diary (TRB) for QLD and ACT 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, signed and 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.

Specific units may require a logbook, regardless of whether the student is completing a traineeship or not.

This is determined by the packaging rules of the unit of competency as per www.training.gov.au

Student Attendance and Academic Progress

Student Attendance Requirements



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

If a student is unable to attend 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.

Please note that repeated absence from class may result in an iTFE initiated withdrawal if we have been unable to reach you three (3) times since your last contact with us. This means that you will be required to re-enrol in your course (re-enrol may incur a cost) if you wish to continue with your studies.

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).

Exceptional Circumstances

If you feel special circumstances may hinder your progress through a module or course, please contact the Trainer/Assessor.

Special circumstances could include any of the following:

- Domestic Violence
- Family commitments
- Medical considerations
- Bereavement
- Natural Disasters

Students will not be discriminated against for circumstances beyond their control. When special circumstances are recognised, then the resolution of issues must be negotiated, for example workload, attendance requirements. Students undertaking the studies as part of their employment/ traineeship should also inform their supervisor or manager.

Withdrawal

Withdrawing from a course or unit is a formal process. If you wish to withdraw from your studies, you must notify your Trainer/Assessor. If your studies are part of your employment or traineeship, you should also discuss your withdrawal with your workplace supervisor or manager.

In addition to notifying your Trainer/Assessor, you are encouraged to send an email to SRTO@itfe.edu.au explaining your reasons for withdrawing from the program.

Before making a final decision to withdraw, please discuss your study options with your Trainer/Assessor to determine the best possible solution for your situation.

If you do not attend training for an extended period (e.g., missing two or more classes) and do not notify iTFE, or after unsuccessful attempts to contact you, your withdrawal from the course may be processed.

The administration team will inform your employer of your non-attendance, and you will receive a withdrawal confirmation notification via email.

VDSS

VDSS is Vocational Education and Training (VET) delivered to school students (VDSS) Core Offering is a set of certificates grouped into pathways offered in Victoria.

- Attendance at scheduled training is compulsory unless special arrangements are made in collaboration with your school and the iTFE's VDSS Training Team.
- Attendance will be taken at the beginning of each class, and any absence or lateness will be reported to your school.
- Consistent lateness and lack of attendance may result in a withdrawal from the course.
- Students are not permitted to leave the campus until their Trainer has dismissed them at the end of the class. Any student who leaves early without permission will be reported to their school.
- To leave the host school campus, including during breaks, you need to have the Trainer's permission.

Cancellation of VDSS Classes

- In the event of class cancellations, students will be notified in advance through an appropriate channel.

Deferrals/Suspension

From time to time, other priorities get in the way. iTFE allows up to six (6) months of deferral from your studies. If a student wishes to defer from study, they must notify the Trainer/Assessor as soon as possible. Where studies are undertaken as part of employment/Traineeship, students should also discuss their deferral with their workplace supervisor or manager.

To process your deferral, you will be required to complete a suspension/ deferral form. You will receive this from your Trainer/Assessor or by email from the admin team.

Please note: Taking an extended period of leave from your studies without appropriate notification may result in the cancellation of your enrolment.

Student Responsibilities and Code of Conduct

iTFE is dedicated to helping all students reach their potential through its courses and training programs. To support this, iTFE has established policies, procedures, and guidelines to address student misconduct and maintain a respectful and friendly educational environment. Students are expected to show respect for others throughout their studies.



Misconduct

Misconduct refers to any behavior that hinders the reasonable freedom of others to pursue their studies or work during training or to express their opinions within the training course. It includes:

- Failure to comply with reasonable instructions from an ITFE staff member.
- Failure to comply with instructions relating to safety.
- Willful or negligent damage to ITFE student or staff property.
- Assault upon any person.
- Willful false representation (oral or written) of a matter concerning the student.
- Conduct that is disorderly or interferes with students, staff, or other people.
- Failure to abide by any penalty imposed under these procedures.
- Plagiarism (presenting another person's work as your own without proper acknowledgment).
- Cheating (deceiving the assessor to obtain a competent result in an assessment task).
- Collusion (working with another student without permission and presenting the work as your own).

Each student and staff member are responsible for maintaining acceptable standards of behavior. For students enrolled in training as part of their employment, iTFE is required to provide reports to workplace supervisors or managers regarding participation, progress, and attitudes demonstrated in class.

All student mobile phones and devices must be switched off during training and assessment, unless you are advised by your trainer to use the device for research or other learning-related activities. If you have a unique need for your mobile device to remain on, please advise your trainer and turn the ring tone off.

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.

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, a student's work that involves cheating in any form will not be accepted. For more information including the use of artificial intelligence (AI) review the Plagiarism and Cheating Policy and Procedure – PP038 via this link. https://www.itfe.edu.au/policies-procedures/

Use of Artificial Intelligence

Artificial Intelligence (AI) tools, such as ChatGPT and Microsoft Copilot, can be valuable **learning and workplace tools** when used appropriately. Using AI is not automatically considered cheating or plagiarism.

AI may be used to support your learning by helping you research topics, explore ideas, improve your understanding, or identify useful sources of information. While AI can be a helpful starting point, it is not always accurate or complete. You should not rely solely on AI-generated information, and you are expected to review information from multiple reliable sources to confirm its accuracy and relevance.

You are responsible for ensuring that any work submitted for assessment is your own and accurately reflects your knowledge and skills. Assessments must contain sufficient evidence for an assessor to determine that you have met the requirements of the unit of competency.

If you use content generated by an AI tool in your assessment, you must acknowledge and reference the content. AI-generated material should be treated in the same way as information taken from a book, article, website, or other source. **Only minimal AI generated content may be submitted in your response to assessment questions/tasks, referencing requirements are outlined in Section 5 of the Plagiarism, Collusion and Cheating Policy and Procedure (PP038).**

Student Declaration: "I used (Name of the AI tool) to assist with brainstorming and drafting sections of this assessment. The final submission reflects my own understanding and has been reviewed and edited by me. No more than 10% of the response to this assessment task/question was generated by (name of the AI tool)".

- *Reference example:*
  - *"(name of AI tool), response to "The importance of critical thinking," OpenAI, March 2, 2023".*

iTFE may use AI detection software and other review methods to identify assessment submissions that require further investigation. A detection result alone does not prove inappropriate use of AI and will not, by itself, be considered evidence of cheating, plagiarism, or lack of competency. Where concerns arise, iTFE may discuss the assessment with you and/or ask you to provide additional evidence of your knowledge and skills so that a fair and informed assessment decision can be made.

Complaints and Appeals

If you are dissatisfied with any training services offered by iTFE or have a complaint about any matter related to your training program, please contact your Trainer/Assessor as soon as possible via the Learning Management System chat option or email. If this does not resolve the issue and you would like to make a formal complaint or appeal a decision, please fill out the Complaints and Appeals Form available on our website https://www.itfe.edu.au/policies-procedures/

All complaints and appeals will be acknowledged within ten (10) working days. If a complaint or appeal requires more than sixty (60) calendar days to process, finalise, and resolve, the iTFE CEO or an authorised delegate will inform the individuals in writing about the reasons and provide regular updates on the progress.

If you remain dissatisfied with the outcome, as decided by iTFE, you have the right to seek an independent review via the National Complaints Hotline. This national service allows consumers to register complaints concerning vocational education and training. The service refers consumers to the appropriate agency, authority, or jurisdiction to assist with their complaints.

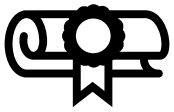
You can register a complaint with the National Training Complaints Hotline by:

- Tel: 13 38 73, Monday–Friday, 8am to 6pm nationally
- Email: skilling@education.gov.au

You can access the full policy and procedure on our website. https://www.itfe.edu.au/policies-procedures/

Certificates and Results

iTFE issues all AQF (Australian Qualifications Framework) Statements of Attainment or Certificates in accordance with the RTO Standards and AQF Certification rules.



- **Certificates:** An official award issued upon successful completion of all course requirements. Certificates do not list individual results.
- **Transcripts:** Provided upon successful completion of a qualification, detailing individual units of competency and the results awarded.

Certificates are issued upon the successful completion of your program and after all parties have signed off on competency.

Should you leave the 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 thirty (30) calendar days of

being assessed as completing the requirements of the qualification you have enrolled in and providing you have paid all due fees.

Additional Information:

- No Statement of Attainment will be issued if competency in a single unit has not been achieved. Retraining and reassessment are available and may incur additional fees.
- Replacement Certificates or Statements of Attainment can be requested for $25.00.

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.

When you are 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 complete the survey, as this data is vital to improving the Vocational Education and Training sector.

In addition, the Commonwealth regulatory body, ASQA, may contact you 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.

iTFE encourages all students to provide informal feedback, whether it's a compliment or a suggestion for improvement. You can do this by completing the Feedback Form available on iTFE's website: https://www.itfe.edu.au/

Australian Apprenticeship/Traineeships

Apprenticeships and traineeships offer a way to gain qualifications while working. This process involves a close collaboration between the worker/student, their employer, and a training organization. Competencies can be achieved on the job, and the training organisation recognises this. Traineeships may include a mix of on-the-job and off-the-job training.

Each trainee has a Training Plan that details all information about the qualification, including the units of competency, training methods, trainers and assessors, and dates for final assessments. The Training Plan must be signed by the employer (supervisor), trainee, and a representative of iTFE.

All trainees are required to attend monthly training sessions at a location designated by iTFE. Employers must allow their employees to attend these sessions. Our Trainers/Assessors will visit the workplace to meet with trainees and supervisors to conduct assessments as needed. When training and/or assessment is planned to be workplace-based, the Trainer/Assessor must make a minimum number of visits to deliver the training and assessment

Depending on the students' course of study and whether they completed all aspects of training and assessment as well as iTFE obtained employer confirmation of competence, the student will receive one of the following:

- Statement of Attainment
- Certificate/ Testamur

Employer Responsibilities and Obligations (Traineeships)

Employers must:

- Fulfill their legal obligations.
- Provide a safe working environment.
- Support the structured training.
- Ensure the trainee is enrolled with a Registered Training Organization (RTO) (e.g., iTFE) and that the Training Plan is established within the prescribed time frame based on enrollment state requirements.
- Allow trainers and assessors to access the trainee for training and assessment.
- Provide appropriate supervision and support to the trainee.
- **Allow the trainee to attend off-the-job training during normal working hours (this is paid time).**
- Advise trainees of their rights and responsibilities.
- Pay the trainee the agreed wage and inform them of the terms and conditions of employment.
- Ensure a Work Cover policy covers the trainee (contact your insurer for details).
- Arrange for the trainee's superannuation payments to be paid into a superannuation fund (contact the Australian Tax Office Superannuation Infoline on 13 10 20 for assistance).
- Notify the Apprentice Connect Provider or relevant department within five working days if the trainee ceases employment.
- Sign the supervisor's report and confirm the trainee's competency.

iTFE Responsibilities:



- Conduct a Pre-Training Review.
- Offer and undertake an appropriate Recognition of Prior Learning (RPL) process/ Credit Transfer (CT).
- Assist the employer and the trainee in developing an appropriate training plan, as specified by the state in which the trainee commences employment, to meet the needs of all parties.
- Complete the enrolment and provide advice on fees and charges.
- Train the trainee and assist in ensuring the training is completed.
- Ensure all trainees undertaking training at Certificate III and above are withdrawn from routine work duties for a minimum of three (3) hours per week, averaged over a four-week cycle, for the purpose of undertaking structured training/learning activities (pro rata for part-time).

- Ensure all trainees undertaking workplace training at Certificates I and II are withdrawn from routine work duties for a minimum of 1.5 hours per week, averaged over a two-month cycle, to undertake structured training/learning activities. This release must occur periodically.
- Visit the trainee's workplace to check progress.
- Provide additional learning support if required.
- Issue Statements of Attainment/Certificates for completed units or qualifications at the completion of the traineeship, subject to iTFE's terms and conditions.
- Advise if a qualification or unit of competency is transitioning to a number version as per www.taining.gov.au. Students will be advised in advanced and provided with an action plan to complete the course before the end date and/or how to transition to the new version.

Trainee Obligations

- Trainees are required to.
- Work in a safe manner and comply with all legal requirements.
- Commit to work and training responsibilities.
- Participate in developing a Training Plan.
- Maintain a record of training.
- Submitting assessments by due date.
- Attending scheduled training.

Structured Training Withdrawal

As part of a traineeship, trainees need to keep track of their training, and the support provided to achieve competency. If the trainee is enrolled in a qualification at AQF Level 3 or above and employed full time, it is expected that the trainee spends a minimum of three hours per week on competency related activities throughout the duration of their traineeship, and pro-rata if employed part-time.

Legislative Requirements

As a Registered Training Organisation (RTO), iTFE must comply with the RTO Outcome Standards 2025. These standards ensure that iTFE maintains quality processes, materials, and facilities and employs appropriately qualified staff to deliver the qualifications listed on our Scope of Registration. iTFE is dedicated to meeting the needs of students and trainees in accordance with Australian and state legislative requirements, Access and Equity Principles, and student/trainee welfare and guidance services.

It is crucial for students to understand the laws and regulations that apply to them. This Student Handbook includes these regulations within the relevant sections. iTFE is committed to keeping students informed of any changes, which will be communicated through updated versions of this Student Handbook.

Commonwealth Legislation includes but is not limited to

- National Vocational Education and Training Regulator Act 2011
- Unique Student Identifier Act 2014
- Work Health and Safety Act 2011
- Equal Employment Opportunity (Commonwealth Authorities) Act 1987
- Age Discrimination Act 2004

- Disability standards for education 2005
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988 and National Privacy Principles 2001
- Workplace Relations Act 1996
- Skilling Australia's Workforce Act 2005
- Children, Youth and Families Act 2005 (VIC)
- Child Protection Act 1999 (Qld)
- Child Protection (Working with Children) Act 2012: (New South Wales)
- Copyright Act 1968
- Trade Practices Act 1974
- National Child Safety Standards

Student Support List

Type of Service	Service provider	State	Description	Cost	Contact number
Language/Literacy/ Numeracy	**The Australian Dyslexia Association Inc**	National	Assistance for people with Dyslexia	Free	ada.preassessments@gmail.com
	Reading Writing Hotline	National	Offers information on nearby classes, connects you with qualified teachers, and recommends helpful websites and books to enhance your learning experience	Free	**1300 655 506**
Digital Literacy	**Good Things**	National	Help seniors with using computers, word processing web use, sending emails	Free	**(02) 9051 9292**
Study Support Skills	**iTFE**	National	On-demand study support sessions will be available in one-on-one or group settings. These sessions can assist with online studies and navigating the online learning platform.	Free	**Cloud Assess login**

			Support may be provided by one of iTFE's trainers and assessors		
	Headspace	National	Work & study online/career mentoring services/Individual placement and support program	Free	**1800 650 890**
Interpreter Services	**Translating and Interpreting Services (TIS)**	National	Government organisation that provides access to interpreters via the phone or pre-booking.	charges incurred by the student	**131 450**
Counselling Services and Crisis support	**Lifeline Crisis Support**	National	a national charity providing all Australians experiencing emotional distress with access to 24-hour crisis support and suicide prevention services	Free	**131 114**
	Beyond Blue	National	Australian non-profit organization that provides support and information to help people manage their mental health.	Free	**1300 22 4636**

Financial Support	**Headspace**	National	Mental Health online Support	Free	**1800 650 890**
	Yarning Safe & Strong-VAHS	VIC	Counselling service for Aboriginal and Torres Strait Islander People	Free	**1800 959 563**
	Indigenous Mental Health and Suicide Prevention Clearinghouse.	National	The Indigenous Mental Health and Suicide Prevention Clearinghouse was established to enhance and improve access to the Indigenous mental health and suicide prevention evidence base	Free	**1800 805 801**
	The Salvation Army	National	Financial Support and emergency relief services. Operates Mon – Fri 9.00am to 5.00pm	Free	**137 258**
	St Vincent de Paul Society	VIC	Financial support and able to provide food and clothing vouchers. Access to emergency relief funds. Operates Mon – Fri 8.30am to 3:00pm.	Free	**1800 305 330**

Domestic Violence	**1800 RESPECT**	National	National Domestic Family and Sexual Violence Counselling Service	Free	**1800 737 732**
Disability Assistance	**Frank Hall-Bentick Education Fund**	National	Fund to assists indigenous and non-indigenous people with disability to participate in both formal and informal education programs through small financial grants.	Free/Application required	**0458 112 258**
	National Disability Insurance Service	National	Operates services for Australians with all types of disabilities.	Free	**1800 800 110**
Legal Aid	**Victorian Legal Aid**	VIC	Victoria Legal Aid: Helping Victorians with their legal issues	Free	**1300 792 387**
	NSW Legal Aid	NSW	Legal Aid NSW is a collective to get legal help, free advice to disadvantaged people	Free	**1300 888 529**

			about legal issues affecting them		
	QLD Legal Aid	QLD	Helping QLD'rs with their legal issues	Free	**1300 65 11 88**
	Australian Capital Territory Legal Aid	ACT	Offer free and confidential **legal advice**, assistance, information and referrals to everyone in the community.	Free	**1300 654 314**
	Tasmania Legal Aid	TAS	Offer free and confidential **legal advice**, assistance, information and referrals to everyone in the community.	Free	**1300 366 611**
	SA Legal Aid,	SA	Offer free and confidential **legal advice**, assistance, information and	Free	**1300 366 424**

			referrals to everyone in the community.		
	WA Legal Aid	WA	Offer free and confidential **legal advice**, assistance, information and referrals to everyone in the community.	Free	**1300 650 579**
	NT Legal Aid	NT	Offer free and confidential **legal advice**, assistance, information and referrals to everyone in the community.	Free	**1800 019 343**
	QLife	National	**QLife** - anonymous and free LGBTIQ+ peer support and referral for people in Australia.	Free	**1800 184 527**
For trainees only) General Support and Enquiries about	**Apprenticeship Network Provider (ANP**	National	For any enquiry about your Training Contract including employment conditions, contact the AASN which	Free	**Australian Apprenticeship Support Network** 1300 363 831 MAS National - 1300 627 628 MEGT - 13 63 48

your Training Contract			arranged your Training Contract. This may be: • MAS National • MEGT • Busy at Work		Busy at Work - 132879
General Student Information	**iTFE**	National	Administration team overseas all stages of student journey from enrolments, course progression, completion	Free	**1300 659 557**
Medical/ Emergency ONLY Assistance	**Police Fire Ambulance**	National	Operates services for Emergency response within Australia	Free	**000**
	Nurse on call	National	24-hour registered nurses are available 7 days a week to provide health advice	Free	**1300 606 024**

A more comprehensive list is available via https://www.itfe.edu.au/wp-content/uploads/2026/03/Support-Services-List-INFO015.pdf