

# STUDENT HANDBOOK 2024-2025

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*STATE INSTITUTE OF TRAINING (SIT)*  
*RTO 45205 CRICOS 03948A*  
*[www.sit.vic.edu.au](http://www.sit.vic.edu.au)*



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## **WELCOME**

Welcome to State Institute of Training (SIT)

The purpose of this Handbook is to provide you with all the information that you need to know about studying with State Institute of Training.

### **Studying through State Institute of Training**

State Institute of Training was established to support the pursuit of quality education. We have a genuine belief that education is the single greatest quality a member of the community can have.

Aligning our capabilities to your learning objectives generates a powerful nexus of ideas and potential solutions that can enhance your career and quality of life, as well as that of the overall community.

### **Our Obligation as your Education Provider**

As a Registered Training Organisation (RTO) registered with Australian Skills Quality Authority (ASQA), we have an obligation to ensure the quality of the nationally recognised training and assessment we deliver.

We must comply at all times with:

- Education Services for Overseas Students Act 2000 (ESOS Act)
- National Code of practice for Registration Authorities and providers of Education and Training to Overseas Students 2018 (the National Code)
- The Standards for RTOs 2015 which are part of the VET Quality Framework.

To ensure compliance we have developed comprehensive internal policies, procedures and systems that guide our compliant operations and we must participate in audits with ASQA upon their request. In addition, we must ensure that any third parties that we work with who have any involvement in your training and assessment comply as well. This includes our training partners, marketing brokers and sales people where applicable.

As your Education Provider we have the responsibility to issue your AQF certification documents in line with our issuance policy as outlined in this Handbook.

If at any time you feel we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy outlined further on in this Handbook.

### **Our Contact Details**

Contact Name: Kesu Basi

Contact Number: 0411025745

Email: [info@sit.vic.edu.au](mailto:info@sit.vic.edu.au)

[www.sit.vic.edu.au](http://www.sit.vic.edu.au)

Level 1, 29 James Street, Pakenham VIC 3810

Level 4, Queen Street, Melbourne VIC 3000

## CAMPUS

State Institute of Training has 2 Campuses:

Campus 1 is located at Level 1, 29 James Street, Pakenham VIC 3810

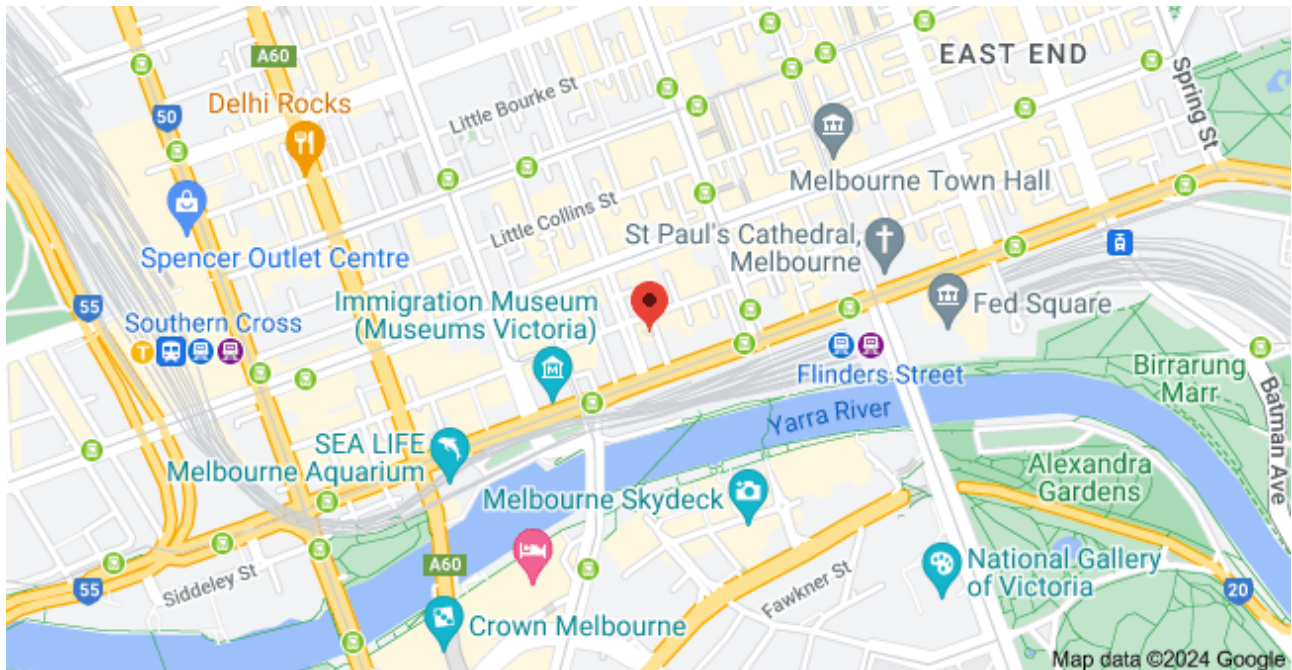


The SIT Campus 1 is centrally located in the Pakenham, which has become a major growth area in Southeastern Melbourne. Pakenham offers a range of Recreation, Sports and Retail facilities.

### Transport options:

- The SIT Campus is a short walk from the Pakenham Train Station. This train station has Metro Trains from Melbourne CBD and V/Line Trains to and from Gippsland.
- The area is also well serviced by Bus Services for different routes.
- Pakenham is also on the Princes Highway. The Pakenham bypass allows road traffic between Melbourne and Gippsland to bypass Pakenham

Campus 2 is located at Level 4, Queen Street, Melbourne VIC 3000.



The SIT Campus 2 is centrally located in the Melbourne CBD.

#### Transport options:

- The SIT Campus is a short walk from the Flinders Street Train Station. It is the busiest train station in Victoria, serving the entire metropolitan rail network, 15 tram routes travelling to and from the city, as well as some country and regional V/Line services to eastern Victoria.
- The area is also well serviced by Tram and Bus Services for different routes.

#### Driving

There is parking availability in car parks in the surrounding streets. These may incur parking fees. It is recommended that when attending classes' students use public transport.

#### Facilities and Resources on Campus

SIT will provide all the required facilities, equipment and learning resources to the students related to their course.

- SIT campus has well equipped training rooms where delivery and assessment of the courses will occur.
- SIT will provide Simulated work environment and related business documentation related to the courses.
- Students will have access to a well-equipped computer lab.
- Students will be provided current and contextualised Learning resources for their course.

## COURSES

**Courses Provided by SIT**

BSB40920 Certificate IV in Project Management Practice (107503K)  
BSB50820 Diploma of Project Management (107504J)  
MEM31922 Certificate III In Engineering - Fabrication Trade (111999B)  
MEM40119 Certificate IV In Engineering (108266K)  
BSB80120 Graduate Diploma Of Management (Learning) (109285K)

See our course outline available through our web site or via email for detailed information.

**INFORM AND PROTECT LEARNERS POLICY**

This policy is in accordance with Standards for RTO's (Clause 5.1 to 5.3) and The National Code (Standard 2, Recruitment of an overseas student).

JMD Business Institute trading as State Institute of Training (SIT) must provide learners with information prior to commencement of services including any third party arrangements affecting the delivery of training and/or assessment in order to ensure that learners are adequately informed about the services they are to receive, their rights and obligations and SIT's responsibilities. This is to occur regardless of the manner in which the learner has been engaged, and whether the learner was initially engaged with SIT itself or a third party.

SIT is to provide or make readily available information to the learner that outlines the services it will provide the learner, along with the rights and obligations of the learner and SIT.

**POLICY**

Prior to enrolment, SIT must make a range of current, comprehensive and plain English information available and easily accessible to assist students in making informed decisions. This information should include:

- The requirements for an overseas student's acceptance into a course, including minimum level of English language proficiency, educational qualifications or work experience required, and course credit if applicable.
- The CRICOS course code, course content, modes of study for the course including compulsory online and/or work based training, placements, other community-based learning and collaborative research training arrangements and assessment methods.
- Course duration and holiday breaks.
- The course qualification, award or other outcomes.
- Campus locations and facilities, equipment and learning resources available to students.
- The details of any arrangements with another provider, person or business who will provide the course or part of the course.
- Indicative tuition and non tuition fees, including advice on the potential for changes to fees over the duration of a course and SIT's cancellation and refund policies.
- The grounds on which the overseas student's enrolment may be deferred, suspended or cancelled.
- The ESOS Framework, including official Australian Government material or links to this material online.

- Where relevant the policy and process SIT has in place for approving the accommodation, support and general welfare arrangements for younger overseas students (in accordance with Standard 5)
- Accommodation options and indicative costs of living in Australia,
- SIT must clearly outline and inform the overseas student before they commence the course of the requirements to achieve satisfactory course progress and where applicable, attendance in each study period.

In accordance with Standards for RTO's (Clause 5.1 to 5.3), Prior to enrolment or the commencement of training and assessment, whichever comes first, SIT will provide advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.

- Prior to enrolment, SIT will provide, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:
  - the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register
  - the training and assessment, and related educational and support services SIT will provide to the learner including the:
    - estimated duration
    - expected locations at which it will be provided
    - expected modes of delivery
    - name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf, and
    - any work placement arrangements.
- SIT's obligations to the learner, including that SIT is responsible for the quality of the training and assessment in compliance with ASQA Standards, and for the issuance of the AQF certification documentation.
- the learner's rights, including:
  - details of the RTO's complaints and appeals process required by Standard 6, and
  - if the RTO, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in
- the learner's obligations:
  - in relation to the repayment of any debt to be incurred under the VET FEE-HELP scheme arising from the provision of services
  - any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product, and
  - any materials and equipment that the learner must provide, and
- Information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.
  - Where SIT collects fees from the individual learner, either directly or through a third party, SIT will provide or direct the learner to information prior to enrolment or the commencement of training and assessment, whichever comes first, specifying:  
All relevant fee information including:



- fees that must be paid to SIT , and
- payment terms and conditions including deposits and refunds
- the learner's rights as a consumer, including but not limited to any statutory cooling-off period, if one applies
- the learner's right to obtain a refund for services not provided by SIT in the event the:
  - arrangement is terminated early, or
  - SIT fails to provide the agreed services.
- Where there are any changes to agreed services, SIT will advise the learner as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements. The following procedure will be followed to inform the learners:
  - If there are any changes to the agreed services that effect the training and assessment of the learners for a short duration of time (2 weeks or less), the CEO of SIT will decide the best course of action to minimise the impact on the provision of agreed services to the learners. This includes but is not limited to making arrangements for Substitute Trainers and Assessors and amending the timetable and proposed delivery schedule of Training and Assessment. The learners will be informed as soon as possible via face to face in class or telephone or via emails and post letters. A record of this will be maintained in the Student Data Management System.
  - If there are any changes to the agreed services that effect the training and assessment of the learners for a short duration of time (More than 2 weeks), the CEO will implement the Provider Default Clause. The learners will be informed as soon as possible via face to face in class or telephone or via emails. Learners will also be informed formally via a written notice sent to them about the changes to the agreed service. A record of this will be maintained in the Student Data Management System.

**SIT must provide clear information to learners about the following:**

**1. Full course code and title**

- To ensure prospective learners can research the course you are offering, state the code and full title of the training product you are offering, as listed on the [National Register](#).
- Include any relevant currency information, such as whether a qualification has been superseded or removed from a training package.

**2. Venue, length and mode/s of delivery and/or assessment**

- Provide the prospective learner with clear information about where the training and/or assessment will be undertaken, how long it will take and mode/s involved.

**3. Third party arrangements (if applicable)**

- Where a third party is involved in the training and/or assessment, learners have a right to know who this is.
- Learners should be able to contact both SIT and the third party at any time.
- SIT must confirm to prospective learners that SIT is responsible for the quality of training and assessment provided and for the issuing of all qualifications and statements of attainment and that any changes to the arrangements will be communicated to them.

- You must also provide information on how learners can lodge a complaint or appeal against either SIT or the third party.

#### **4. Entry requirements**

- To ensure learners fully understand their obligations, SIT must inform prospective learners of any entry requirements and/or specific requirements they need to meet to successfully complete the program.
- SIT must also make it clear if the learner needs to provide any materials and/or equipment.
- Make it clear whether the training includes mandatory work placements. If mandatory work placements are part of the training, learners must be provided with clear information on who will arrange this.

#### **5. Support services**

- Provide information about support services available to learners and any cost associated with them.

#### **6. Fee information**

- Provide fee information prior to enrolment or commencement of training/assessment (whichever is earliest), about:
  - all fees payable to SIT , clearly describing all costs involved with the course
  - how and when fees must be paid
  - how to request a refund, and
  - conditions under which a refund would be provided.

#### **7. Consumer rights**

- Inform prospective learners about their rights as a consumer, in accordance with state/territory laws.

SIT must also notify learners when any change occurs that may affect the services SIT is providing them. This includes:

- a change in ownership of SIT , and/or
- any changes to, or new third-party arrangements SIT puts in place, for the delivery of services to those learners.

## **ENTRY REQUIREMENTS AND SELECTION POLICY**

In accordance with Standard 2: Recruitment of an overseas student of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, JMD Business Institute Pty Ltd trading as State Institute of Training (SIT) has a documented policy and procedure for assessing whether the overseas student's English Language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course.

In accordance with Standards for Registered Training Organisations 2015 (Chapter 2 - Enrolment) SIT will provide accurate information to students about the entry requirements for each course.

**POLICY**

This policy and associated procedure apply to all international student enrolments at State Institute of Training (SIT). This policy will aid students and SIT staff in making fair and informed decisions relating to enrolments. The aim of this policy is

- To ensure that students fully understand their obligations, inform prospective students of any entry requirements and/or specific requirements they need to meet to successfully complete the program.
- To make it clear if students need to provide any materials and/or equipment, such as personal protective equipment
- To make it clear whether the training includes mandatory work placements. If mandatory work placements are part of the training, SIT must provide students with clear information on who will arrange these.

**ENTRY REQUIREMENTS**

SIT will provide the entry requirements for each course by:

- Pre – Enrolment Course Information Sheets for each course
- Brochure
- SIT Website

**SIT Entry Requirements:**

- All students must be 18 years of age or older in order to apply for enrolment into this qualification.
- Students must have completed High School (or equivalent)
- All students must register their USI
- The students must have good computer skills (including WORD, EXCEL, PowerPoint and Internet to search for information)
- All students must complete the Pre Training Review

**English Language Proficiency**

- All courses are delivered and accessed in English. The students must have LLN (Language, Literacy and Numeracy) Skills for the level of this course.
- Students must provide current (test date less than 2 years) and valid proof of English Language Proficiency by any of the following tests:
  - IELTS (International English language testing System) minimum overall score 6.0
  - PTE (Pearson Test of English) minimum overall score 50
  - TOEFL iBT (Test of English as a Foreign Language – Internet based test) minimum overall score 64
  - C1 Advanced (formerly Cambridge English – Advanced CAE) minimum overall score 169

The student can be exempt from English proficiency condition by providing evidence any of the following:

- They are a citizen of United Kingdom, United States of America, Canada, New Zealand, Republic of Ireland.
- They have completed minimum 5 years of study in Australia, Canada, New Zealand, South Africa, Republic of Ireland.

- They have completed (within the past 2 years) in Australia in English – requirements for senior secondary certification of education.
- They have completed (within the past 2 years) in Australia in English – substantial component of AQF Level 4 or higher on a student visa

### **Training Package Requirements**

SIT will implement the entry requirements specified in the Training Package for each course.

### **Pre-Training Review**

For each eligible student, SIT will conduct a Pre-Training Review of their current competencies including literacy and numeracy skills prior to the student commencing training. The Pre-Training Review will:

- Identify any competencies previously acquired (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer);
- Assess the student's Language Literacy and Numeracy (LLN) to determine the student's learning needs and any additional support required so that the student is in the best possible position to complete their course.
- Ascertain the most appropriate qualification for the student to be enrolled in, including taking into consideration the likely job outcome(s) from the development of their new competencies and skills; and
- Ascertain that the proposed learning strategies and teaching and assessment materials are appropriate for that student.

### **Unique Student Identifier (USI) Number**

All students enrolling nationally recognised training will be required to provide SIT with a Unique Student Identifier (USI). The USI is linked to the National Vocational Education and Training (VET) Data Collection.

### **PROCEDURE**

SIT will only enrol students who meet all the entry requirements of the course. SIT's Enrolments Officer will be responsible for this process.

1. Upon receiving an enrolment enquiry from a student, SIT will provide all pre enrolment course information to the student.
2. When a student completes an Application for Enrolment form, SIT's Enrolments Officer will:
  - Verify that the student has provided all supporting documents according to the checklist.
  - Check that the student meets all the entry requirements of the course.
  - Check that all requirements for the Selection for Enrolment Form are completed.
  - Then issue a Letter of Offer and an Enrolment agreement to the student.
3. This is documented on the Selection for Enrolment Form
4. To accept the Offer, the student must sign the Enrolment Agreement and pay the initial deposit.
5. Upon receiving the signed Enrolment Agreement and the initial deposit, a Confirmation of Enrolment (COE) is issued.

## UNIQUE STUDENT IDENTIFIER (USI)

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that creates a lifetime record for an individual of all the nationally recognized training that has been completed. Under the Unique Student Identifiers Act 2014, all RTOs must ensure they have a valid USI for any student that enrolls in nationally recognised training from 2015. This means that as a student you must either:

- Provide us with your USI, or
- Provide us with permission to access or create your USI on your behalf.

If you are providing us with permission to access or create your USI we will need a valid form of identification. The ID that you provide for this purpose will be destroyed once we have used it for this purpose.

If you would like to create your own USI, please visit: <http://www.usi.gov.au/Students/Pages/default.aspx>

We are unable to issue a qualification or a statement of attainment unless we have a valid USI.

## COURSE ORIENTATION

Before the commencement of the course, SIT will provide an age and culturally appropriate Orientation Program for all students which will provide them with information about:

- Emergency Management plan including evacuation procedures
- Student Support Services available to assist overseas students to help them adjust to study and life in Australia.
- Student Support Services Contact person
- All facilities and resources
- Staff Contact for different departments
- English Language Support
- Academic Support
- LLN Support
- Technology Support
- Student Welfare Services
- Other Support Services offered
- Referral Services to external agencies
- Course progress requirements
- Complaints and appeals processes
- Critical Incidents
- Student Safety Information
- Legal Services for international Students
- Emergency and Health services
- Student Rights
- Services students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair work Ombudsman.
- General information about living in Australia.

## CREDITS

- A credit is formal recognition of the previous studies you have completed for the purpose of reducing the units or modules that you are required to complete in the course you are enrolled in with us.
- State Institute of Training can grant you credit towards your course for units of competency or modules that you have already completed with another RTO or authorised issuing organisation. We can also grant you Credit for subjects or units you have completed where equivalence can be established between the unit/ module in your course, and the subject or unit you have completed.
- There is no charge to apply for Credit.
- To apply, fill in the Credit Application Form and submit it as part of your application. You can apply for Credit at any time however it is best you do this as part of your enrolment so that Credits are known upfront and you are not required to do any work that you otherwise may not have needed to do.
- Make sure you attach certified copies of transcripts from your previous study. In some cases, we may ask for additional information about the subject or unit you previously studied so we can determine equivalence. Your Credit Application may be returned to you if you don't provide the required information.
- In some cases, Credits may lead to a reduction in the course fees as there is less work involved in offering your course. This will be advised to you in writing.
- You will be advised in writing of the outcome of your Credit Application.

## RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) means 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).

- The availability of Recognition of Prior Learning (RPL) provides all potential students with access to RPL opportunities.
- The recognition of prior learning pathway is appropriate for potential students who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working.

- As with all assessments, RPL assessment should be undertaken by academic staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.
- Assessment methods used for RPL should provide a range of ways for potential students to demonstrate that they have met the required outcomes and can be granted credit.
- In a Recognition of Prior Learning (RPL) pathway, the enrolled student provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the student and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.
- As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency.
- The onus is on students to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies.

## PROCEDURE

JMD Business Institute trading as State Institute of Training (SIT) will offer Recognition of Prior Learning to individual learners prior to enrolling them at SIT.

All students wishing to enrol in a qualification on SIT's Scope of Registration will be required to follow the RPL process:

### ***Before Step 1***

SIT will provide the prospective candidate with information about the SIT and the RPL processes, and will process the application in line with its policies and procedures before formal RPL assessment processes begin.

- Prior to enrolling a candidate SIT's Admin Officer will ensure that each candidate completes the RPL documentation so that SIT can determine the amount of training they will provide to each candidate with regard to their existing skills, knowledge and the experience.
- This document will provide an overview of the Recognition of Prior Learning (RPL) as an assessment process which assesses the competency/s of a candidate that may have been acquired through **formal, non-formal and/or informal learning** (or a combination of these) to determine the extent to which that candidate meets the requirements specified in the relevant training package or VET accredited course.
- The candidates will also be informed about the cost related to the RPL Process.
- The candidate will be given the *Candidate Guide* and the *Candidate Information Form*. The candidate should complete the form **before Step 1**, the initial interview, so the assessor can consider the form and any initial documentary evidence at the initial interview and planning session.

## **STEP 1: INITIAL INTERVIEW, FOLLOWED BY CANDIDATE SELF-EVALUATION**

## Conducting the initial interview and planning for the RPL

The initial interview is part of the RPL assessment process. Therefore, it assumes that the candidate has been accepted for RPL according to the State Institute of Training's policies and procedures.

The initial interview could be conducted face-to-face, by phone or even on-line depending on individual circumstances and the State Institute of Training's processes—however, the method will be mutually agreed and must be convenient to the candidate.

**This first step is critical.** It provides an opportunity for assessors to put the candidate at ease, and to review some initial candidate information and begin gathering evidence of competence, including suggesting evidence relevant to that particular candidate.

A possible sequence for conducting the initial interview follows. Remember, this could be the candidate's first encounter with an assessor—assessors should be supportive and encouraging.

The Assessor will

1. Introduce themselves and make sure the candidate understands the RPL processes to be undertaken.
2. Ensure the candidate has been provided with, and has a copy of the Candidate Guide. Go through it with them, clarifying any aspects of the RPL process if required.
3. Review the Candidate Information Form, asking the candidate broad questions about their expectations of the RPL process, work history, and relevant personal circumstances.
4. Discuss the core and elective units required for the qualification, using workplace terminology and examples when discussing the candidate's work roles that might relate to electives. (Note that, while candidates should be able to describe workplace roles, they are not expected to understand units of competency—as the assessor)
5. Depending on the candidate's work history and context, outline electives that could be suitable. Where electives are suited to the candidate's work roles, but are not in this RPL Toolkit, use the State Institute of Training's assessment tools for those units (or source them).
6. Provide the candidate with the Candidate Self-evaluation Tools. Discuss how to complete these. Advise that the completed tools will be part of the evidence which will be considered in determining the candidate's competence. Inform the candidate that the RPL process **is not based on documentary evidence only**—that is, while some documents can be attached to the form, they do not need to provide documents as evidence of every skill they claim they hold. Other assessment processes will also be used.
7. Based on work roles and tasks the candidate has undertaken, suggest workplace documents or other evidence they may be able to access—giving them suggestions and showing them how to list evidence on the Candidate Self-evaluation Tools.
8. Advise the candidate that a workplace representative is required to verify their self-evaluation on the tools. This should be someone in a position of responsibility who knows their performance and holds higher qualifications—perhaps their employer or supervisor. The workplace representative needs to complete the Workplace Representative Form, confirm the candidate's self-evaluation of each task (where they have observed it) and provide examples and comments. Give the candidate the form (it's in the Forms and Templates resource).



9. Develop and seek candidate agreement to the RPL Assessment Plan (a template is in the Forms and Templates resource). Include in the RPL Assessment Plan a date for the candidate to return the Candidate Self-evaluation Tools, likely time-frame for the RPL, possible dates for workplace assessment visits, and any other responsibilities or expectations. The RPL Assessment Plan should reflect the initial agreement based on an expected number of workplace visits and RPL assessments. Assessor will progressively monitor and update it through the RPL process.

## After the initial interview

After the initial interview, the candidate should complete and return the Candidate Self-evaluation Tools (also completed by the workplace representative) to the assessor along with the signed Workplace Representative Form and any other agreed documents.

## Reviewing Step 1 documentation

On receipt of all documentation, the assessor should consider all evidence from Step 1 processes—the initial interview notes, the candidate and workplace representative’s responses on the Candidate Self-evaluation Tools, and any documents provided.

**Important note:** Given the specificity of assessment requirements of units, such as specific requirements for volume and frequency, and requirements for workplace assessment, there will not be sufficient evidence to assess candidates as competent at this point. The assessment tools used in the following steps include more specific assessment requirements. Assessors should also consult the training package and associated companion volumes.

The information gathered from the candidate self-evaluation should guide the assessor in determining the focus of the ‘competency conversations’ and workplace assessment tasks to be undertaken.

The assessor should retain a copy of the completed Candidate Self-evaluation Tools, as they will need to be referred to in Step 2.

## Preparing the candidate for the next steps

After recording outcomes on the Candidate Self-evaluation Tools, assessors should advise the candidate of the outcomes of Step 1, update the RPL Assessment Plan, and prepare the candidate for Step 2 as follows:

- refer the candidate to their Candidate Guide, which provides an overview of the competency conversation process and a brief summary of unit requirements
- briefly go over the steps, ensuring the candidate understands the process—explain that the competency conversation interview forms an important part of their assessment, that assessor will be asking a lot of questions, and that assessor is seeking information on their usual or past workplace activities, including the knowledge they apply when performing those activities
- advise which clusters of units will be covered and that assessor will also be confirming the broad information they provided in the Candidate Self-evaluation Tools.

**Note:** Do not provide the candidate with the Competency Conversation Recording Tools during the assessment process.

## **STEP 2: COMPETENCY CONVERSATIONS**

The 'competency conversation' interviews, usually conducted in the workplace, provide an opportunity for the candidate to confirm their knowledge as identified on their Candidate Self-evaluation Tools, and for the assessor to assess the units of competency.

For most candidates, the workplace provides a familiar setting where they may be more comfortable discussing their capabilities, and where natural evidence of workplace competency may also be gathered or demonstrated during the competency conversation. For example, there might be opportunities for the candidate to gather any documents they refer to in the conversation, or to be observed in their workplace setting interacting with others.

The Competency Conversation Recording Tools (in the Forms and Templates resource) include a question bank for the assessor to use in competency conversation with spaces for recording candidate responses.

### **Preparing for the competency conversation interview**

To prepare for the competency conversation interview:

1. determine the venue with the candidate, and make any arrangements
2. determine which Competency Conversation Recording Tools are to be used for the particular interview
3. prepare the correct tools for the interview, for example, by saving the files to a laptop or by printing hard copies, depending on how the assessor will record candidate responses.

Note that the section in the form 'Key points to be addressed by the candidate' and the 'Assessor Comments' box include the key responses assessor will be seeking from the candidate (criteria for assessment). Therefore, don't provide the Competency Conversation Recording Tools to the candidate during the competency conversation interview. These forms are for the assessor to complete during, or perhaps soon after, the interview.

### **Conducting the competency conversation interview**

The following points will assist the assessor, to conduct the competency conversation.

- Remember—this is an assessment process, but it is also a 'conversation'—assessor will elicit the best responses from a candidate who feels comfortable. Use a conversational style and look for any cues of discomfort.
- The questions are prompts and discussion starters, and are not necessarily 'fixed'. The assessor may alter the wording or ask follow-up questions in a conversational style. The Assessor could move on if the candidate runs out of responses to a topic, and come back to it later; short breaks might also be useful.
- Each question provides key points the assessor should look for in the candidate's responses. The assessor may wish to use these points to formulate questions of their own and contextualise or rephrase questions to suit a candidate's particular work role. Follow-up questions, building on candidate responses, could be useful.

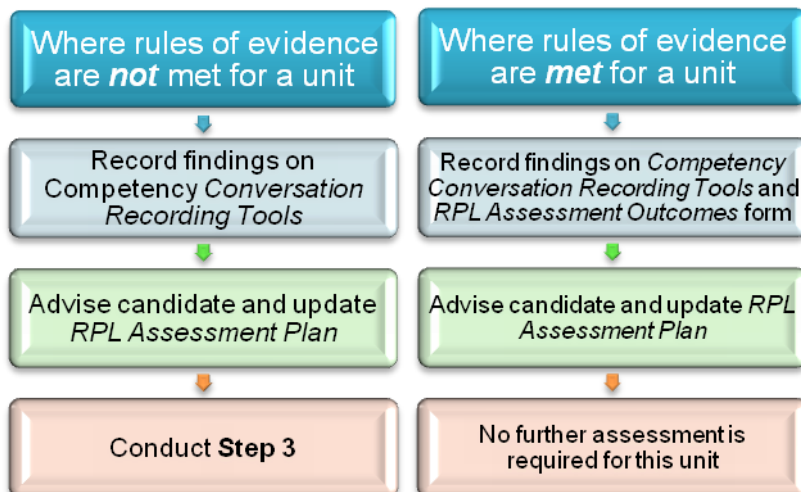
- In rephrasing, use open-ended questions and reflective questioning techniques to encourage responses and draw out the principles that guide the workplace practices being described by the candidate. Include questions that cannot be answered with a 'yes' or 'no'; questions about what the candidate might do in certain situations; questions about how the candidate feels in certain situations; and questions that explore the values and principles that underpin work practices.

The following points will assist the assessor to record the conversation.

- During the conversation, tick points in the 'Key points to be addressed by the candidate' section as the candidate addresses them, and make brief notes in the assessor comments section. Look for any extra criteria in that column. The assessor notes could include further details about the discussion or other points and examples the candidate has discussed.
- While the assessor conducts the conversation, they can colour code, highlight or otherwise flag points they may wish to come back to—for example, if the conversation stalls on a question or further clarification is needed.
- The assessor will be required to add the details to the form after the conversation to reflect on the candidate's responses.

### Considering evidence from Step 2 processes

The assessor should consider all evidence from Step 2—the notes from the competency conversations and any evidence gathered in the workplace—as well as evidence gathered in Step 1, and determine whether or not the rules of evidence are met. Note that the RPL Toolkit target group is candidates who are employed: assessors should conduct some workplace assessment.



### STEP 3: WORKPLACE ASSESSMENT TASKS

The Forms and Templates resource contains assessment tools for a range of workplace assessment tasks, along with instructions for the candidate and assessor, and criteria and conditions for assessment (these are also available in individual Word files). Assessors should select workplace assessment tasks where further demonstration of competence is required to provide sufficient, valid, current or authentic evidence.

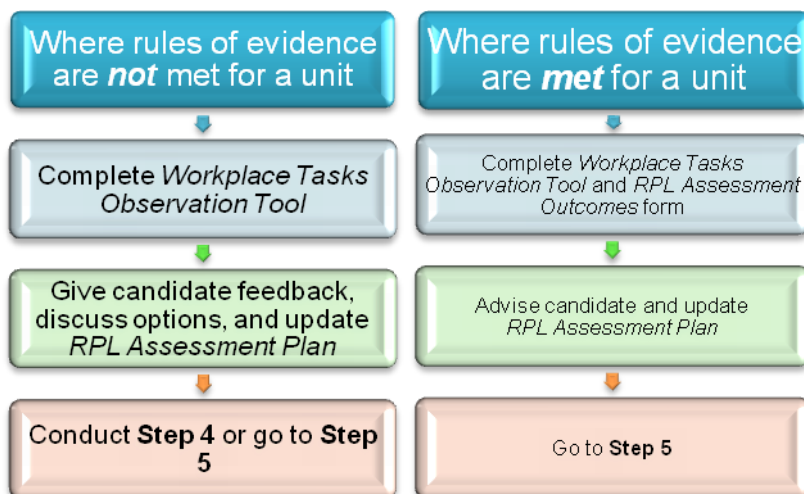
Candidates are not necessarily required to complete the workplace assessment tasks provided in the RPL Toolkit. However, if no other workplace assessment of the candidate has been undertaken, one or more workplace assessment tasks will be required.

Assessors may customise the workplace assessment tasks to meet candidate needs or any State Institute of Training requirements, and may also combine tasks where applicable. Assessors may also devise other appropriate workplace assessment tasks, for example for a more holistic workplace demonstration of workplace skills. There is a blank tool in the Forms and Templates resource that the assessor can adapt if devising other workplace assessment tasks.

In determining whether a workplace assessment task is required for a candidate, assessors should consider not only the candidate's assessment requirements but also whether their workplace is able to accommodate the activity.

Assessors must provide appropriate instructions to the candidate before the task is undertaken, providing reasonable notice of the task. The Forms and Templates resource includes Workplace Assessment Tasks: Instructions for the Candidate for this purpose (and the instructions include assessment criteria and conditions). Where the assessor has devised a workplace assessment task for a candidate, they should add the requirements to the blank candidate instructions tool and provide that to the candidate. Assessors should also record the required activities in the candidate's RPL Assessment Plan.

For each workplace task observed, assessors should record the process and the skills and knowledge demonstrated by the candidate in the Workplace Assessment Tasks: Observation Tools including adapting the blank observation tool template for any assessor-devised assessment tasks.



#### STEP 4: THIRD PARTY REPORTING

Where an assessor considers that additional workplace verification is required for any aspect, this can be gathered with a Third Party Report. This could be useful where there is a particular skill or body of knowledge on which the assessor requires additional verification. (Noting that this is additional to the workplace representative's verification on the Candidate Self-evaluation Tools.)

The blank Third Party Report template is in the Forms and Templates resource. The assessor should develop a suitable report format from the template, setting out details of the workplace tasks, behaviours or skills and knowledge to be demonstrated, before providing it to the workplace representative. Once it is completed, the assessor should consider the evidence provided. The workplace representative completing the Third Party Report should also complete a Workplace Representative Form.

### **STEP 5: FINALISING THE ASSESSMENT DECISION AND RPL PROCESS**

The assessor should come to a professional judgement on whether the candidate is competent or not yet competent in the units being assessed; provide the candidate with feedback on the outcome and their options where required; and complete all RPL- and State Institute of Training-required process documentation.

- Where the candidate is assessed as competent for the units required for the qualification, the State Institute of Training should undertake its processes to issue the qualification.
- Where the candidate has not met the qualification requirements, the State Institute of Training should undertake its processes to issue a Statement of Attainment listing any units attained.
- Options should be canvassed with candidates who are not competent in any units required for the qualification, including training and assessment pathway options.
- The assessor and State Institute of Training should ensure all records of the RPL process and outcomes attained are recorded in line with the State Institute of Training's processes and any regulatory or other requirements.
  - a. Conversation believes that the candidate will not be able to be deemed competent at the conclusion of the conversation, they will terminate the RPL process at this stage. The RPL processing fee must be paid by the candidate irrespective of whether or not RPL is granted or not granted.

### **After RPL Process is completed**

If SIT grants RPL or course credits which results in a reduced duration of the course, SIT must then inform the candidate of the reduced course duration and issue a Confirmation of Enrolment (CoE) for the reduced duration of the course.

SIT will also need to report any change in course duration in Provider Registration and International Student Management System (PRISMS) if RPL or course credits are granted after the overseas candidate's visa is granted.

**Requirements of SIT RPL Assessor**

- SIT assessors who conduct RPL assessments against individual units of competency will hold formal recognition of competence in each unit in which they are conducting a RPL assessment or have the relevant vocational competencies at least to the level being assessed.
- It is their judgement that will certify that a RPL candidate has provided all the required evidence of competency to the standard required.
- The SIT RPL assessor must be confident that the evidence indicates that the RPL candidate is currently competent against the endorsed unit of competency.
- This evidence may take a variety of forms (direct, indirect or supplementary evidence) with the onus being on the candidate **to provide sufficient evidence** to satisfy the SIT RPL assessor that they currently hold the relevant competencies.

**APPEALS**

If a candidate wishes to **appeal** any of the RPL decisions made by their RPL assessor, they have the right to access SIT'S Appeals Procedure within twenty working days of the communication advising them that the RPL has not been granted for any unit of competency.

## STUDENT CODE OF CONDUCT

### Students have the right to:

- Be provided with the Educational and Support Services as outlined in the Enrolment Agreement.
- Be given clear and accurate information about their course, training and assessment arrangements and their progress.
- Receive training, assessment and support services that meet their individual needs.
- Access the support they need to effectively participate in their training program.
- To access all SIT services and facilities related to this course of study during the period of their enrolment.
- Be treated fairly and with respect by all students and staff.
- Learn in a supportive environment which is free from harassment, discrimination and victimisation.
- Learn in a healthy and safe environment where the risks to personal health and safety are minimised.
- Have their personal details and records kept private and secure according to SIT's Privacy Policy.
- Access the information State Institute of Training holds about them.
- To Complain and Appeal about any behaviour or decisions made by SIT that may affect the educational outcomes they are seeking.
- Have their complaints and appeals dealt with fairly, promptly, confidentially and without retribution.
- Make appeals about procedural and assessment decisions.
- To obtain a Refund for services in case of Provider Default and as per Refund Policy.
- Provide feedback to State Institute of Training on the client services, training, assessment and support services they receive.
- Be informed of any changes to agreed services, and how it affects them as soon as practicable.

### Student Obligations

Throughout their training and involvement with SIT students are expected to:

- Treat all SIT staff, students and property with fairness and respect and not do anything that could offend, embarrass or threaten others.
- Follow all safety policies and procedures as directed by staff.
- Report any perceived safety risks as they become known.
- Notify SIT if any of their personal or contact details change.
- Provide relevant and accurate information to State Institute of Training in a timely manner.
- Approach their course with due personal commitment and integrity.
- Complete all assessment tasks, learning activities and assignments honestly and without plagiarism or infringing on copyright laws.
- Hand in all assessment tasks, assignments and other evidence of their work with a completed and signed cover sheet.
- Make regular contact with their Trainer/Assessor.
- Maintain class attendance and course progress requirements

- Make payments for their training within agreed timeframes, where relevant.

If you do not follow the above conduct requirements and housekeeping rules, you may be subject to disciplinary action such as suspension or a requirement to follow a disciplinary action plan.

## **COURSE PROGRESS REQUIREMENTS**

In accordance with The National Code (Standard 8- Overseas student visa requirements), JMD Business Institute trading as State Institute of Training (SIT) must inform overseas students before they begin a course about the requirements to achieve satisfactory course progress and attendance requirements, where applicable.

Overseas students must make satisfactory course progress and, where applicable, attendance as a condition of their student visa.

SIT must:

- monitor the overseas student's course progress and attendance according to the requirements of their sector
- identify and offer support to those at risk of not meeting course progress or attendance requirements
- only extend the duration of an overseas student's enrolment in certain circumstances and advise them of potential impacts on their student visa
- only deliver online learning in accordance with the online learning requirements for their sector.

## **POLICY**

SIT will systematically monitor each individual student's course progress. The purpose of monitoring course progress is to identify students who:

- Are not achieving satisfactory course progress and/or
- Are at risk of not completing the course within the expected duration.

### **Course Duration**

The expected duration of study specified on the overseas student's Confirmation of Enrolment (CoE) must not exceed the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered duration for the course. This means that SIT will need to monitor the progress of overseas students to ensure they are able to complete the course within the expected duration specified on the CoE.

### **Course Progress**

Course progress is achieving a Competent (C) outcome in the Units of Competency of the course.

- At the beginning of each unit the assessor will go through the arrangements for assessment with the students and will provide all the details about the assessment requirements.
- Each assessment task within a Unit of Competency will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS).
- Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for a unit.



- If one or more of your tasks are assessed as Not Satisfactory, student will be given an overall outcome for the unit of Not Yet Competent (NYC).
- Students will be given 2 further attempts to complete the task and achieve a Satisfactory outcome. They will be given a timeframe for the resubmission and advised what must be included in the re-submission.
- If, after the third attempt, they are still assessed as Not Satisfactory for a task, a result of Not Yet Competent (NYC) will be given.
- Students will then need to re enrol in the Unit of Competency.

### **Monitoring Course Progress**

- SIT's Trainers are responsible to continuously monitor, assess and record each student's course progress using the Course Progress Register.
- Student results are recorded in Axcelerate (Student Data Management System).
- At the end of each study period (12 weeks), SIT Trainers are responsible of identifying students who are not achieving satisfactory course progress and are at risk of not completing the course within the expected duration.
- SIT Trainers will notify the Admin department about these students so that Risk Intervention Procedure can be initiated.

### **Monitoring Attendance**

- SIT records and monitors international students' attendance as a key indicator in determining their course progress.
- International students are scheduled for a minimum of 20 hours per week of course study.
- International students are expected and encouraged to 100% of their scheduled hours of training and assessment in their course enrolment.
- Students with attendance below 80% are considered at risk of not meeting the course progress requirements.
- Class attendance is marked by the trainers for each training sessions.
- The Trainer records student attendance and any additional comments in attendance section. This data is stored electronically and used to calculate the student's overall attendance per study period for the entire course.
- In a case where the student is marked absent for 2 consecutive weeks, the trainer must immediately notify the Admin team to initiate the Risk Intervention.
- At the end of each study period, SIT Admin team are responsible of identifying students who are not maintaining satisfactory class attendance and are at risk of not completing the course within the expected duration. Risk Intervention Procedure will be initiated for these students.

### **Risk Intervention Procedure**

- The Risk Intervention Procedure will be initiated when the Trainer establishes that the student is not maintaining satisfactory course progress.

- The Admin Department will issue a written warning to the student notifying them that they are at risk of not meeting the course progress requirements. This communication will also inform the student about the Risk Intervention Meeting involving the Trainer and the student. The Admin department will finalise date and time suitable to both parties for this meeting.
- The purpose of the Risk Intervention Meeting is to identify the reasons behind the unsatisfactory course progress and exploring alternative strategies (such as but not limited to utilising the re assessment and catch up days allocated in the timetable at the end of each term) so that the student is in better position to achieve satisfactory course progress.
- The intervention strategies may include, but are not limited to:
  - academic skills support
  - additional English support
  - additional tutoring/study group
  - increased monitoring
  - personal counselling
  - placement in a more appropriate class; and
  - reduction in course load
  - Timetable adjustments using the new study plan.
  - Reviewing assessment strategies.

**If the student attends the meeting:**

- The outcomes of the Risk Intervention meeting will be recorded and placed on the student's file with a copy provided to the student.
- Following the Risk Intervention meeting, the trainer will monitor the implementation of the agreed strategy to ensure that the student is now able to maintain satisfactory course progress.
- During this monitoring process if the trainer believes that the student has not in good faith implemented the agreed strategy/s the trainer will deem that the student has failed to meet satisfactory course progress.
- If the agreed intervention strategy is breached by the student and at that time the trainer also assesses them as not being able to complete their study within their period of enrolment, the trainer will bring this to the notice of the Administrative Department.
- The Administrative Department will inform the student in writing of SIT's intention to report them via PRISMS for unsatisfactory course progress and allow the student 20 working days to avail SIT's Complaints and Appeals Process.

**If the student does not attend the meeting:**

- SIT Trainer will advise the Admin Department so that a letter (Non Attendance at Intervention Meeting) can be sent to the student advising them that
  - they failed to attend the scheduled meeting,
  - they are unlikely to achieve SIT course progress requirement of completing all units of competency within their enrolment period, and
  - that the student should contact SIT to reschedule the meeting within 7 days.
- If the student has not established any contact at the end of the 7 days, the Administrative Department will inform the student in writing of SIT's intention to report them via PRISMS for unsatisfactory course progress.

- SIT's final written notice (of its intention to report the student for unsatisfactory progress) will inform the student that they can access SIT's Appeals process and that they have 20 working days in which to do so.

## **APPEALS**

Students can appeal any decision made by SIT in relation to this policy and procedure in accordance with the Complaints and Appeals Policy and Procedure.

A student may appeal SIT's decision to report on unsatisfactory course progress on the following grounds:

- SIT's failure to record or assess a student's grade (S- Satisfactory) accurately,
- Compassionate or compelling circumstances, or
- SIT has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the student.

Where a student's appeal is successful, the outcomes may vary according to the findings of the appeals process.

- If the appeal shows that there was SIT error in recording or assessing a student's grade (S- Satisfactory) accurately and as a direct result the student actually made satisfactory course progress, SIT will not report the student, and there will be no further requirement for intervention.
- If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support will be provided to the student through SIT's Student Supports Services, and SIT will not report the student.

Where:

- a student has chosen not to access SIT's appeals process within the 20 working day period, or
- a student withdraws from the process, or the process is completed and results in a decision supporting SIT (i.e. the student's appeal was unsuccessful)

SIT's Administrative Department will notify the Secretary of the Department of Education through PRISMS that the student is not achieving satisfactory course progress. A copy of this notification will be placed on the student's file.

## **REPORTING OVERSEAS STUDENT VISA HOLDERS**

SIT must maintain the overseas student's enrolment by only reporting a breach of course progress or attendance in Provider Registration and International Student Management System (PRISMS) if:

- the internal and external complaints processes have been completed and the breach has been upheld;
- the overseas student has chosen not to access the internal complaints and appeals process within the 20 working day period;
- the overseas student has chosen not to access the external complaints and appeals process;
- or
- the overseas student withdraws from the internal or external appeals process by notifying SIT in writing.

**EXTENDING COURSE DURATION**

- a) SIT may only extend the duration of the student's study where it is clear that the student will not complete the course within the expected duration (as specified on the student's CoE) as the result of one or more of the following circumstances:
- SIT has assessed that there are compassionate or compelling circumstances and there is evidence to support this assessment
  - SIT has implementing its intervention strategy for students who were at risk of not meeting satisfactory course progress
  - An approved deferment or suspension of study has been granted.
- b) Compassionate or compelling circumstances are defined as those which are generally beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:
- Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
  - Bereavement of close family members such as parents or grandparents (where possible, a death certificate should be provided);
  - Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
  - A traumatic experience, which could include:
    - Involvement in, or witnessing of a serious accident; or,
    - Witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports).
  - where SIT was unable to offer a pre-requisite unit, or the overseas student has failed a prerequisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol.
- When determining whether compassionate or compelling circumstances exist, SIT Staff will use their professional judgement to assess each case on its individual merits and should consider documentary evidence provided to support the claim, and should keep copies of these documents in the overseas student's file.
- c) Where a student requests an 'extension' to their CoE because the student or SIT has identified that the student will not be able to complete their course of study by the Proposed Course End Date indicated on the CoE, SIT will select the SCV report option in PRISMS titled 'Student requests change to existing enrolment.'
- d) Where there is a variation in the student's enrolment load which may affect the student's expected duration of study, SIT will record this variation and the reasons for it on the student file. SIT will report the student via PRISMS and/or issue a new CoE.

- e) Except in the circumstances specified in SIT's Deferment, Suspension and Cancellation Policy the expected duration of study specified in the student's CoE will not exceed the CRICOS registered course duration.

## ASSESSMENT ARRANGEMENTS

At the beginning of each unit your assessor will go through the arrangements for assessment with you and you will be given all the details about the assessment requirements.

At this time, you will:

- Be provided with detailed assessment instructions for each task/requirement, which includes the criteria that you'll be assessed against.
- Be informed of relevant due dates or timing of assessments to be conducted

Your assessor will go through all of the arrangements with you and you can ask them any questions you have.

### Submitting your assessments

- Assessments should be submitted directly to the trainer/assessor.
- You must keep a copy of all tasks that you submit as we are not able to return copies because we must keep them as evidence in your file. Additionally, we will not be held responsible for any items that go missing in the post. If this occurs, you will be asked to re-submit the work.
- Written work will be marked within 15 days of receipt. Your assessor will provide you with written feedback (as required) and confirm the outcome of the final assessment result on the Assessment Outcome Form.

### Assessment outcomes

- Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS).
- You must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for a unit.
- If one or more of your tasks are assessed as Not Satisfactory, you will be given an overall outcome for the unit of Not Yet Competent (NYC).
- You can have 2 further attempts to complete the task and achieve a Satisfactory outcome. You will be given a timeframe for your resubmission and advised what you must include in your re-submission.
- If, after the third attempt, you are still assessed as Not Satisfactory for a task, a result of Not Yet Competent (NYC) will be given.
- Students will then need to re enrol in that unit. This will incur an additional fee for self-funded students as identified in the fees and charges information.

### Reasonable adjustment in assessment

Some students may need modifications to assessments due to disability, illness or special considerations – this is called reasonable adjustment.

Reasonable adjustment can involve:

- Making training and assessment resources and methods more accessible e.g. providing learner workbooks in an audio format or on different coloured paper.
- Adapting physical facilities, environment and/or equipment e.g. setting up hearing loops.

- Making changes to the assessment arrangements e.g. more time allowed for assessments.
  - Making changes to the way evidence for assessment is gathered e.g. written questions asked orally
- Please speak to your assessor if you think that you may need an adjustment made. Note these adjustments are made at the discretion of your assessor based on your identified needs.

### **Appealing assessment decisions**

If you do not agree with any assessment decision, you can lodge an assessment appeal. Please refer to the Complaints and Appeals section in this handbook for information about how to lodge an appeal.

### **Strategies for assessing achievement of student outcomes:**

- Student will undertake formative activities, which will not be assessed, so that they will be provided with feedback on these activities by the trainer, prior to commencing the summative assessment activities
- Students will collect evidence as specified in the Summative Skills and Assessment documentation, and will be required to present their evidence to their Assessor so that the evidence can be assessed as either S – Satisfactory or NS – Not Satisfactory (for each piece of assessment)
- If the evidence is assessed as NS – Not Satisfactory the student will be given 2 re – submit opportunities
- In all cases the Assessor will provide feedback to the student (e.g. where a student has been assessed as a NS they will be provided with clear and constructive feedback based on the summative assessment decision so that they can improve their skills / knowledge prior to reassessment)
- Only when all assessments have been assessed as S - Satisfactory will a student be deemed C – Competent; if a student does not satisfactorily complete all the assessment tasks they will be deemed NYC – Not Yet Competent (and will be required to re-enrol in the unit)
- Students will have every opportunity to complete all assessment tasks for a unit of competency during the enrolled period.
- The Assessor will use the checklists (which are part of the Skills and Knowledge documentation) to ensure that all the criteria has been assessed; and make comments where appropriate or necessary
- If a student requires allowable adjustments to any assessment activity/task they will be encouraged to discuss their particular requirement with their assessor at the beginning of the delivery for each unit.
- If a student is dissatisfied with an assessment decision they can appeal the decision (as per RTO Standards 6.2).
- After students have submitted the summative evidence of competence (skill and knowledge), the Assessor will provide individual feedback each student, on a unit by unit basis and provide a summary of their feedback on the front page of the Skill and Knowledge Assessment tool.

### **ASSESSMENT RECORDING**

SIT will record results within 10 working days of the completion of a unit of competency.

### **ASSESSMENT MISCONDUCT**

#### **Identification of misconduct**

If SIT Assessor believes there has been a serious and/or pre-meditated irregularity or act of misconduct during an assessment, a meeting between the Assessor and the relevant Training Coordinator will be

convened to investigate the matter. The student will be advised on the procedures of the investigation. The piece of assessed work in which the irregularity is suspected will be retained by the Assessor until the investigation, including any appeal, is complete or the agreed date for the return of assessed material – but within the student's enrolment period.

**Disciplinary action**

If the SIT Assessor, in consultation with the relevant Training Coordinator, finds that an irregularity has occurred they may, whilst taking into account the seriousness of the occurrence and the circumstances, decide that:

- a) The case against the student will be dismissed
- b) The student will be required to undertake further assessment
- c) The student may be reprimanded by the SIT CEO
- d) An 'NYC' result will be recorded for the Unit of Competency

The student will be informed in writing of the decision, the reason(s) for the decision and the appeal mechanism within two (2) working days of the decision being made. The relevant Training Coordinator will retain copies of all documentation, including any evidence collected.

**GROUNDS FOR APPEAL**

A student who is dissatisfied with the outcome of their assessment review in the first instance should discuss their concerns with the Assessor and/or relevant Training Coordinator. If the issue is not resolved and requires escalation to a higher authority, the student may appeal the decision(s) on one or more of the following grounds according to SIT's Complaints and Appeals process:

- a) That a procedural irregularity has occurred
- b) That evidence was inappropriately assessed



## ASSESSMENT POLICY

This policy has been developed to ensure JMD Business Institute trading as State Institute of Training's compliance with Standards for RTOs 2015

### POLICY

State Institute of Training's (SIT) assessment systems have been developed and implemented in such a way that it ensures that:

- assessment judgements made by SIT's Assessors are consistently made on a sound basis
- SIT will gather evidence from a variety of sources.
- Assessments of evidence and judgements about competency will be undertaken by SIT assessor who meets the specific requirements for an assessor in the Standards for Registered Training Organisations 2015.
- validation of SIT's assessment judgements is carried out with at least 50% of SIT's Training products being validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on SIT's scope of registration (including those risks identified by the VET regulator).
- SIT's assessments will always be based on the performance of the individual learner

SIT's assessment system will ensure that assessment (including Recognition of Prior Learning):

- complies with the assessment requirements of relevant the Training Package or VET Accredited Course; and
- is conducted in accordance with the Principles of Assessment and the Rules of Evidence

For a learner to be assessed as competent, by SIT the learner must demonstrate their:

- ability to perform relevant tasks in a variety of workplace situations, or simulated workplace situations
- understanding of what they are doing, why they are doing it and when they need to perform tasks
- ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

SIT learner will:

- be assessed against the assessment requirements as outlined in the unit of competency
- be assessed in a safe environment where evidence gathered demonstrates consistent performance of typical activities in a workplace (where applicable)

### ASSESSMENT REQUIREMENTS

Each unit of competency contains assessment requirements grouped into three areas:

- performance evidence
- knowledge evidence
- assessment conditions.

Performance and knowledge evidence describe what a learner must demonstrate in order to be considered competent. Assessment conditions describe the conditions under which a learner must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment.

Some training packages and courses may not have been updated to this format. In these cases, 'required skills and knowledge' and 'evidence guide' or similar terms are used.

When planning assessment, SIT will ensure all of the requirements of the unit or module. To achieve a 'competent' result, learners must meet all the requirements of the unit.

## **IMPLEMENTING THE PRINCIPLES OF ASSESSMENT**

No matter what assessment pathway or methods are used, the principles of fairness, flexibility, validity and reliability must be met.

### **8. Fairness**

- At enrolment or prior to commencement of training, make recognition of prior learning available to all learners. SIT will ensure any required adjustments are made to the training and assessment program for each learner.
- SIT will consider the learner's needs in the assessment process and make reasonable adjustments to accommodate the learner (such as providing oral rather than written assessment). However, the rigour of the assessment process won't be compromised.
- SIT will ensure the learner is fully informed of the assessment process and performance expectations before undertaking assessment.
- If a learner is unable to complete the required task to the level described in the assessment requirements, SIT will consider whether they need further training before being reassessed.
- Sound enrolment processes will help to identify the needs of learners and avoid learners being enrolled in a course that they will not be able to complete.
- SIT has an appeals process to provide an avenue for learners to challenge an assessment decision and to have it reviewed objectively.

### **9. Flexibility**

- SIT will at enrolment or prior to commencement of training, make recognition of prior learning available to all learners. SIT will ensure any required adjustments are made to the training and assessment program for that learner.
- SIT will take the learner into account in the assessment process, and recognise that they may already have demonstrated some aspects of the unit through other means. If individual learners have demonstrated current skills and knowledge, they should not be required to be reassessed in those areas, unless the previous demonstration of skills or knowledge is in a significantly different context or environment.
- SIT will use a range of assessment methods to help produce valid decisions and recognise that learners demonstrate competence in a variety of ways.

### **10. Validity**

- As part of assessment, SIT requires learners to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit or module. Assessing in a variety of contexts shows

that the learner is able to apply the skills and knowledge in other situations, and can apply their knowledge in a practical way.

- SIT will ensure that assessment tasks and methods match assessment requirements.

#### **11. Reliability**

- SIT will make assessment decisions consistently across different learners and different assessors in the same unit or module.
- SIT will have a well-designed assessment system that includes measures to minimise variation between assessors. The same evidence presented by different learners or to different assessors should result in the same decision.
- SIT will develop evidence criteria (i.e. decision-making rules) to judge the quality of performance. This will help assessors make consistent judgements about competence. Evidence criteria could include:
  - model answers (where appropriate)
  - descriptions of observations needed to assess skills and application of knowledge in a practical activity.
- Benchmarks for practical activities must necessarily be broad enough to allow for variations in the precise task being undertaken and any variations in the context, but must include 'observable behaviours'—the behaviours which must be exhibited by the learner when carrying out the task.

### **IMPLEMENTING THE RULES OF EVIDENCE**

The evidence used to make a decision about competence must be valid, sufficient, authentic and current.

#### **12. Validity**

- SIT will ensure that evidence is directly related to the competency being assessed.
- SIT will ensure there is a direct relationship between the assessment tasks or activities learners undertake, the evidence presented and the assessment requirements.

#### **13. Sufficiency**

- SIT will gather enough evidence to make a valid judgement of competence or otherwise.
- The quantity of evidence may vary between learners. Some may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.

#### **14. Authenticity**

- SIT will ensure that evidence gathered 'belongs' to the learner being assessed and provides evidence of that person's skills and knowledge.
- SIT will verify that the person you are enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment

#### **15. Currency**

- Decide how valid the evidence is, given the time that has passed since the evidence was generated. Currency is important in determining if a learner is competent. Currency is a particular risk with recognition of prior learning, as you may be presented with a range of evidence gathered over a number of years. This does not mean evidence that is not recent is not valid; there must be sufficient evidence of the person's competence at the time of the assessment decision.

- SIT must determine whether the evidence is recent enough to show the learner is competent at the time of assessment decision.

## INTEGRITY

The academic standards and integrity of SIT will be maintained throughout every aspect of the assessment process. SIT will ensure the integrity of its assessment processes by ensuring that the following principles are adhered to:

- Assessments will be planned and delivered by qualified SIT Assessors
- Assessors will inform students of the assessment requirements and will ensure that the students have every opportunity to complete all assessments for all units of competency (within the period that the student is enrolled at SIT). This clause ensures that:
  - Assessors will only use SIT version controlled documentation
  - All SIT students will be encouraged to undertake formative activities before commencing a summative assessment task.
  - All SIT students will be provided with timely feedback on the evidence that they have provided in order to be deemed competent
  - All SIT assessments that require the student to provide evidence of competency, will be designed to ensure that they are:
    - Valid - the evidence presented demonstrates the learner has the skills, knowledge and attributes as described in the unit of competency and assessment requirements
    - Sufficient - the quality, quantity and relevance of evidence presented enables a judgement to be made of a learner's competency
    - Current - the evidence presented is from either the present or the very recent past, and
    - Authentic - the evidence presented for assessment is the learner's own work.

## SAFEGUARDS

SIT will safeguard its assessment processes by ensuring that:

- All Trainers/Assessors employed by SIT will up-date their Trainer Matrix on an annual basis; which will be maintained on their personal file.
- During the induction of all SIT Trainers, they will be provided with information on the process of assessment at SIT
- All Trainers employed by SIT will have access to a version controlled 'trainers only copy' assessment criteria/model answers for each assessment task
- SIT understands that 'there is no hierarchy of evidence and while training packages describe the outcomes of assessment and provide advice about the scope and context for assessment, neither the Standards nor training package guidelines prescribe exactly what type of evidence, or how much evidence, must be collected, SIT has reached an appropriate balance and will ensure that, overall, the evidence collected meets the rules of evidence.
- SIT recognises that it is the quality of all evidence collected that is important to making a sound judgement about competence—rather than the quantity, type and form of evidence, where it was collected or who collected it.
- All assessments used by SIT will go through a validation process.

## **VALIDATION**

SIT will implement a plan for ongoing systematic validation of its assessment practices and judgements for each training product on the SIT's scope of registration. This plan will identify:

- when assessment validation will occur;
- which training products will be the focus of the validation;
- who will lead and participate in the validation activities; and
- how the outcomes of these activities will be documented and acted upon.

SIT's relevant Training Coordinators will be responsible for developing and implementing a validation plan for the training products on SIT's scope of registration for which they are responsible. In developing this plan the Training Coordinator will ensure:

- that each Training Product will undergo validation at least once every 5 years
- that at least 50% of the Training Products are validated within first three years of that cycle
- that certain Training Products may need to be validated more often where specific risks have been identified e.g. through industry engagement or advised by the VET regulator

In addition SIT's Training Coordinator's will systematically conduct validation activities to confirm assessment judgements. It is not intended to validate every assessment judgement, the relevant Training Coordinator will conduct a valid sampling approach in order to conduct a quality review process and that will allow a reasonable inference to be made that assessment judgement have been valid overall. They will also ensure that the sample chosen is random and that it is representative of all assessment judgements. With this approach SIT can reliably predict the likelihood of any assessment judgement being valid.

SIT's assessment practices and judgements will be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated;
- current knowledge and skills in vocational teaching and learning; and
- the relevant TAE training and assessment qualification

SIT's relevant Training Coordinator will undertake a team approach to this validation activity whereby SIT's Assessors can be involved in this validation activity as long as they were not directly involved in deciding the validation outcome for their assessment decisions.

## **RECOGNITION OF PRIOR LEARNING**

SIT will offer Recognition of Prior Learning to potential learners prior to enrolment, in order that SIT can determine the amount of training it will provide to each learner with regard to their existing skills, knowledge and the experience of the learner. SIT will conduct RPL as an assessment process that assesses the competency(s) of a potential learner that may have been acquired through formal, non-formal and informal learning to determine the extent to which that learner meets the requirements specified in the training package or VET accredited courses. SIT's RPL evidence gathering process will include the RPL

conversation record together with the evidence the student will provide to the RPL Assessor. This will form a pool of evidence that the RPL Assessor will use to assess RPL credit.

Where an RPL Assessor determines that it is appropriate to collect third party evidence SIT will provide sufficient guidance to both the RPL Assessor and the third party by:

- Providing SIT RPL Assessor with comprehensive guidance about how to select the best third party i.e. the most appropriate person to observe or report on the performance of the learner who is in a position to make a valid comment on the learner's performance.
- Providing quality materials for collecting evidence i.e. these materials will seek/solicit/allow for feedback that is directly related to the relevant unit(s) of competency on the learner's performance.
- Providing the third party with comprehensive information about their role in the evidence-gathering process i.e. providing clear guidance and instruction on when, how, how often and over what period of time the evidence is to be collected. The materials will explain the form in which the evidence will be collected—namely observation checklist that clearly identifies what was observed or performed.
- Obtaining confirmation that the third party understands their role in the process i.e. this will include confirmation that the third party has agreed to participate in the evidence-gathering process and that they understand when and how to collect evidence and the conditions under which the work activity is conducted.

## ASSESSMENT ACTIVITIES

SIT Trainers/Assessors will advise students at or prior to the commencement of a unit of competency of the following:

- The context and purpose of the assessment and the assessment process (formative and summative)
- The methods of assessment and evidence requirements, including the skill and knowledge assessment criteria
- Timelines for assessment, including dates by which the assessment is to be finalised
- Timelines for the return of the assessment, where applicable
- Results categories assessment Tasks to be used i.e. either: S - Satisfactory or NYS – Not Yet Satisfactory
- Results categories to be used for units of competencies i.e. either: C - Competent or NYC - Not Yet Competent
- Details of materials and equipment that may or must be used in assessment tasks
- The advisability of retaining a copy of submitted materials where appropriate
- Reassessment and re-sit options. Students will be given 2 chances for resubmission of evidence.

## PLAGIARISM AND ACADEMIC MISCONDUCT POLICY

The purpose of this policy is to maintain the integrity of the assessments and provide a consistent approach in dealing with plagiarism and student misconduct issues in the academic works. The policy applies to all types of student misconduct including general misconduct, academic misconduct and administrative misconduct.

### DEFINITIONS

**Plagiarism:** Plagiarism occurs when a student tries to pass off another person's work or ideas as their own. Plagiarism includes copying of work from internet, books, other student's work or any other published or unpublished source without appropriate citation and acknowledgement. Students commit plagiarism if they do not acknowledge the source of a direct quote, or a specific piece of writing that they have paraphrased, or even if they describe an idea or concept that they have heard or read somewhere without a reference or acknowledgement.

Examples of plagiarism include;

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;
- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc. without changing the basic structure and/or meaning of the text;
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is;
  - A 'cut and paste' of statements from multiple sources;
  - Presenting as independent, work done in collaboration with others;
  - Copying or adapting another student's original work into a submitted assessment item

Enabling plagiarism contributes to plagiarism and therefore will be treated as a form of plagiarism by SIT. Enabling plagiarism means allowing or otherwise assisting another student to copy or otherwise plagiarise work by, for example, allowing access to a draft or completed assignment or other work.

**Collusion:** Collusion occurs when a student collaborates with others to complete the work but presents the same work as their own.

**Misconduct:** Misconduct is an act or omission committed by a student on college property or involves the use of SIT resources including computer resources, or otherwise involves the student's relationship with SIT.

### Academic Misconduct

The following conduct may be treated as Academic Misconduct;

- Any act or omission by a student which attempts to circumvent or pervert SIT's assessment process
- Cheating in an examination or test including speaking or communicating with other candidates, bringing unauthorised material into the examination room including a mechanical or electronic device, or consulting any person or materials outside the confines of the examination room without permission to do so, reading or attempting to read other students' answers, leaving examination or test answer papers exposed to other student's view.
- Plagiarism
- Collusion in the preparation of a response to a piece of assessment
- Tampering with examination or assessment materials

## **POLICY**

- SIT highly values academic honesty and integrity and places a great emphasis on ethical behaviour of its students.
- Academic misconduct by students in examinations or in other forms of assessment is unacceptable.
- SIT will investigate and deal with incidents of misconduct among its student community in a consistent manner, affording natural justice and applying penalties which are appropriate, fair and just.
- SIT treats plagiarism as cheating. Cheating and plagiarism are serious offence and SIT will impose severe penalties on students who cheat and plagiarise.
- All the academic staff must inform the students about plagiarism policy and penalties arising from plagiarism.
- All the academic staff have the responsibility to maintain integrity and fairness of the assessments and try to minimise the instances of plagiarism.
- Any staff member reporting plagiarism must also produce evidences of plagiarism to support the allegation.
- In the first instance when plagiarism is suspected, staff members should first determine if it is intentional or unintentional. Appropriate academic penalty must be applied to unintentional plagiarism. Where it is found that a student has plagiarised with an intention to cheat, the student must be reported for plagiarism.
- Collusion will also be considered as cheating.
- Any student lending his/her work to another student to copy will be considered a party to plagiarism and treated with academic penalty
- Plagiarism offence may have an impact on student visa conditions, and the student, and SIT will exercise utmost care and diligence in determining plagiarism cases with a focus on student welfare and wellbeing.

## **SIT Responsibilities**

It is the responsibility of SIT to:

- Make this policy and procedure available to the staff and students.



- Provide processes for students to appeal decisions arising from plagiarism

SIT Training Staff is responsible to:

- Provide information to students about referencing requirements that are relevant to their course;
- Provide examples to students of appropriate referencing techniques and practice;
- Ensure that students understand the difference between cooperative learning, groupwork and collusion;
- Be vigilant in the detection of plagiarism;
- Be aware of, and respect, the practices of other cultures / cultural backgrounds;
- Provide transparent and consistent feedback to students about issues relating to referencing

### **Student Responsibilities**

It is the responsibility of the students to

- Understand and comply with the legislation, policy and procedures of SIT concerning plagiarism and seek help if unclear about their requirements;
- Be familiar with, and apply, the referencing practices acceptable to SIT;
- Ensure that all sources of information are appropriately acknowledged; and
- Take all reasonable precautions to ensure work cannot be copied

### **Reporting of Plagiarism**

- Where the assessor identifies minor lapses in referencing and/or use of source, whether by text matching, similar software or other means, the assessor shall treat the incident as an assessment matter, and may reduce the overall mark or grade for the assessment task, and/or may permit re-submission.
- Where plagiarism is suspected, the assessor shall document the reasons and evidence for this suspicion and refer the matter to the Academic Manager.
- The Academic Manager, after assessing the evidence of the case, takes one of the following actions:
  - If there is sufficient evidence to warrant it, request the student to attend a formal hearing, the purpose of which shall be to investigate and discuss the matter with the student as a means of deciding what further action, if any, should be taken.
  - If the evidence appears to indicate a very serious breach of discipline, refer the matter to the Academic Manager for appropriate action.

### **Penalties for Plagiarism**

If the student is found guilty of the charge of plagiarism, the Academic Manager shall determine the appropriate penalty taking into account:

- The extent of the plagiarism (e.g. which could range from minor lapses in referencing to copying substantial parts of published work including work from the Internet, or another person's work);
- The seriousness of the plagiarism (e.g. theft of another person's work; paying another person to do the assessment task)
- Whether it is a repeat offence

- Any mitigating circumstances in the case

The Academic Manager may impose one or more of the following penalties;

- Any proven plagiarism case will result in an immediate “Not Competent” (NC) result in the respective unit and the student will need to re-enrol in the unit. No re-assessments will be allowed.
- Student will be placed on the Plagiarism register which will be available to all academic staff members.
- Repeated plagiarism offences may result in cancellation of student’s enrolment

Plagiarism can put you in breach of your visa conditions and may be subject to a DIBP investigation. SIT may exercise the option of reporting the plagiarism to DIBP for review of the student’s visa.

## STUDENT SUPPORT SERVICES

In accordance with The National Code (Standard 6: Student Supports Services) JMD Business Institute trading as State Institute of Training (SIT) must provide support to the overseas student in adjusting to study and life in Australia.

In accordance with the Standards for Registered Training Organisations (RTOs) 2015 - Support learners Clause 1.7, SIT is required to determine the support needs of individual learners; and as a result provide access to educational and support services (such as, but not limited to Language, Literacy and Numeracy (LLN) support and assistive technology) that is necessary for students to meet the requirements of the training product as specified in relevant Training Packages or VET accredited course on its Scope of Registration. The aim of this support is to maximise the chances of students successfully completing their training within their period of enrolment.

## POLICY

This policy has been designed to ensure that SIT will:

- give overseas students information on, or access to, an orientation program about living and studying in Australia, including information about safety on campus and while living in Australia;
- offer reasonable support to overseas students, irrespective of their place or mode of study, at no additional cost to the overseas student;
- have a critical incident management policy; and
- ensure there are sufficient staff, in addition to academic staff, to support and advise overseas students who request assistance.
- identify any support individual students need prior to their enrolment or commencement (whichever is the earliest); and
- provide access to that support throughout their training

### 1. Identifying support requirements

**Enrolment Form**

The Enrolment Form is used to determine if a student has identified themselves as having a disability (physical or learning disability). This will be used to determine any support requirements for the student including reasonable adjustments to be made in the Training and Assessment strategies and materials.

**Pre Training Review**

Prior to enrolment or Course commencement SIT will conduct a Pre-Training Review and LLN Assessment for each student which will:

- Identify any competencies previously acquired (Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) or Credit Transfer);
- Assess the student's Language Literacy and Numeracy (LLN) to determine the student's learning needs and any additional support required so that the student is in the best possible position to complete their course.
- Ascertain the most appropriate qualification for the student to be enrolled in, including taking into consideration the likely job outcome(s) from the development of their new competencies and skills; and
- Ascertain that the proposed learning strategies and teaching and assessment materials are appropriate for that student.

**2. Providing Support**

This policy has been designed to ensure that appropriate support services are available to International students to ease their transition into life and study in Australia and to assist them as needed. These services will be provided at no additional cost to the student.

**English Language Support**

SIT understands that English is a second language for our international students and is an area where more support is required to achieve success for our students.

SIT will provide several formal and informal support services and programs which provide international students with the opportunity to practice, and build confidence in, their English language skills.

The Student Support Services organise regular workshops on:

- Grammar and pronunciation
- Speaking and listening
- Reading and writing

Student Support Services Staff can also provide assistance with finding the right online English Language Improving tools that best suit the individual needs of the student.

**LLN Support**

All students participate in a LLN Assessment which is designed to map with appropriate ACSF levels of the course they are enrolling in. This is assessed by a qualified Assessor.

- A qualified assessor will determine whether or not additional LLN support needs to be provided.
- The student will also be notified of the outcome of the Assessment.
- Where additional support is required the Assessor will discuss the extent and timing of

the support with the Student Support Services Officer and notify the student.

- The outcome of this assessment will be recorded on the LLN Form and will be attached to the students file.
- If additional LLN support is to be provided it will be brought to the attention of the student's course Trainer/Assessor so that it can be addressed throughout the delivery and assessment processes.
- A Student Support Services Officer will also visit each classroom or simulated workplace environment on a planned basis to provide any additional support as well.
- Where a student wishes to discuss any LLN issue they can do this by arranging a meeting with Student Support Services Officer.

### **Orientation Program**

Before the commencement of the course, SIT will provide an age and culturally appropriate Orientation Program for all students which will provide them with information about:

- Emergency Management plan including evacuation procedures
- Student Support Services available to assist overseas students to help them adjust to study and life in Australia.
- Student Support Services Contact person
- All facilities and resources
- Staff Contact for different departments
- English Language Support
- Academic Support
- LLN Support
- Technology Support
- Student Welfare Services
- Other Support Services offered
- Referral Services to external agencies
- Course progress requirements
- Complaints and appeals processes
- Critical Incidents
- Student Safety Information
- Legal Services for international Students
- Emergency and Health services
- Student Rights
- Services students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair work Ombudsman.
- General information about living in Australia.

### **Student Handbook**

All students are provided with a hardcopy / website link to the Student Handbook prior to their course commencement. The Student Handbook provides information related to:

- SIT Introduction
- Courses

- Selection and enrolment
- Unique student identifier (USI)
- Credits
- Recognition of prior learning
- Course locations
- Course orientation
- Student code of conduct
- Course expectations and requirements
- Attendance requirements
- Course progress requirements
- Assessment arrangements
- Student plagiarism, cheating and collusion
- Support services
- External support services
- Your feedback
- Access to your records
- Notifying you if things change
- Legislation and you
- Privacy policy
- Fees, charges and refunds
- Deferral, Suspension or Cancellation
- Complaints and appeals
- Critical Incident Policy
- Issuing of certification documents

### **Academic Support**

SIT will offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of their place of study or mode of study, at no additional cost to the student. Academic support is the responsibility of the trainers. Students are advised to approach their trainers, Course Coordinator, Student Support Officer if they need assistance in meeting course requirements. The academic support could arise from identifying the special learning needs (Pre-Training Review), or the disabilities student might have prior to enrolment or during the course of their enrolment into a course. The Trainers and Student Support Services Officer must assist with the following:

- Study Skills
- Timetables
- Learning Support Strategies
- Academic issues
- Reasonable Adjustment in conducting assessments
- Understanding course content
- Preparing for tests
- Workshops and training sessions with industry representatives.

**Technology Support**

Assistive Technology will be provided in each classroom or simulated workplace environment as specified in the relevant Training Package or VET Accredited Course. If requested by a student, SIT will provide them with technology support in the classroom. Students should initially make contact their trainer with any issues relating to technology support and if their trainer cannot address the matter they will then raise the issue with SIT's IT Services for resolution.

**Other Student Support Services offered**

Students will given the opportunity to participate in a range of student support and social activities organised by SIT. Annual plan will highlight the various proactive student support activities that will be organised for the students. This shall cover the various aspects of LLN support activities, course related content, field trips/excursions, In house workshops, industry event participations/ visits.

- **Job Search workshops** - Workshops are run to assist students with career planning, interview preparation, resume writing, personal development, work experience and market information.
- **Critical Incidents** – SIT has a documented Critical Incident Policy and Procedure that outlines the action to be taken in the event of a critical incident.
- **Complaints and Appeals** - Students have access to Complaints and Appeals Policy. When SIT receives a complaint it is recorded, acknowledged and dealt with fairly, efficiently and effectively under its Complaints and Appeals Policy and Procedure.
- **Student Welfare Services** - This service provides assistance to students experiencing difficulties in any aspect of their lives, including issues of academic or personal nature. Where the Student Support Service Officer feels further support should be gained, a referral to an appropriate support service will be organised. The student support officer is available to students to help them access study support and welfare-related services.
- **Employment rights and conditions** – SIT will provide information to students on their employment rights and conditions and how to resolve workplace issues, such as through Fair Work Ombudsman.
- **Accommodation Services** - If requested by a student SIT will provide advice and/or information about locating affordable, safe and convenient accommodation. SIT's Student Support Service Officer will encourage students to research the options offered and choose an arrangement that best suits their own budget and study requirements. If a student requires temporary accommodation SIT will arrange to book the accommodation on a student's behalf, but VTI needs at least two weeks' notice prior to arrival. Whilst there is no cost for this service, students will have to pay for the accommodation.
- **Airport Reception** - If requested by an International student not less than 5 working days prior to their arrival, SIT will have the student/s met at Melbourne Airport and transported to their accommodation within Melbourne. Students will have to pay the cost of the transportation.

**Referral Services – to External Agencies**

- **Legal Services** – SIT can refer a student who requires to a legal practitioner, the referral is at no cost to the student. Student would be responsible for any cost related to the legal advice provided.

- **Emergency and Health Services** – During orientation students are advised on campus safety and how to access emergency and health services. For non-urgent services students are encouraged to talk with student services. For medical or other emergencies students are instructed to contact the appropriate services, e.g. 000
- **Fair work Ombudsman** – SIT will assist students to access information on how to resolve workplace issues.
- The provision of this support will be at **no cost** to the student unless they are referred to an external support organisation i.e. the costs associated with the initial referral will be borne by SIT, however the student will be responsible for any ongoing costs that may arise as a result of the referral.

#### Accessibility to Student Support Services staff

- Whilst all staff employed by SIT are responsible in providing education and support services to students, SIT will nominate 'Student Support Service Officers' who will be available to all students, on an appointment basis, during standard hours of business (9:00am to 9:00pm, Monday to Friday).
- SIT will have sufficient student support personnel to meet the needs of the students.
- SIT will ensure that student support staff are aware of their obligations under the ESOS Framework
- If students require access outside these hours, an appointment will need to be made with the Student Support Services Manager to arrange a suitable time.
- Students can access the Student Support Officers directly or via email or phone contact.
- In cases of emergency (non-life threatening), the person to be contacted is the CEO (available 24 hours / 7 days per week).

## STUDENT SAFETY

- SIT will take all reasonable steps to provide a safe environment on campus and advise students and staff on actions they can take to enhance their personal security and safety
- SIT will provide information to overseas students about how to seek assistance for and report an incident that significantly impacts on their wellbeing, including critical incidents
- SIT will provide students general information on safety and awareness relevant to life in Australia.

For more information on general Health and Safety advice, please visit

<https://www.studyinaustralia.gov.au/english/live-in-australia/health-and-safety>

## CRITICAL INCIDENT POLICY

In accordance with Standard 6: Student Support of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, JMD Business Institute Pty Ltd trading as State Institute of Training (SIT) has a documented policy and procedure for Critical Incidents.

### Critical Incident

A traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury. Non-life threatening events could still qualify as critical incidents. Critical incidents are not limited to, but could include:

- Missing students
- Severe verbal or psychological aggression
- Death, serious injury or any threat of these
- Natural disaster
- Issues such as domestic violence, sexual assault, drug or alcohol abuse or
- Non-Life threatening events

### POLICY

- SIT will activate the required procedures as soon it becomes aware of a critical incident affecting a staff member, a student or a group of students, contractors or members of the public on SIT premises.
- SIT will take immediate steps to manage the critical incident, the follow-up required after the incident, and record the details of the incident and action taken by SIT during or following the incident.
- SIT will ensure that all appropriate staff that may be involved in a critical incident or management of the incident post the actual incident will have contact information available to them for the police, the Department of Home Affairs and the family of the student, if appropriate or any other organization that may be able to assist in such a situation for example Community/Multicultural organisations or phone – counselling services.

### SIT's Critical Incident Team

- As soon as a critical incident has been brought to the notice of SIT's CEO, it will be the responsibility of the CEO to establish SIT's Critical Incident Team. The composition of the team will be left to the discretion of the CEO.
- Any action taken in regard to a critical incident will be recorded to include outcomes or evidence if the incident is referred to another person or agency but will take into account SIT's Privacy policy.
- Whatever action is taken the major focus will be the care for both the physical and emotional wellbeing of staff, students and their families and if possible to minimise any short and long term disruption to personal and professional functioning of SIT as an educational provider.

### Responsibilities of SIT's Critical Incident Team:



- To oversee the coordination of SIT's response to the critical incident
- To liaise with the media, police, and their families as appropriate
- To monitor staff, students, visitors or contractors throughout the critical incident response and afterwards
- To determine the level of counselling or other support required from external authorities
- To set up and staff a recovery room, where appropriate
- To liaise with relevant external support agencies
- To record the incident and actions taken including post incident actions.

### **EMERGENCY RESOURCES**

The nature of critical incidents is such that resources cannot always be provided in anticipation of events. For this reason, SIT's Critical Incident Team must use their discretion to provide adequate resources, for both physical situations as well as SIT staff members, or to meet the needs of specific situations.

SIT's Critical Incident Team will access any of the following emergency resources, as required:

- Police (Ph: 000)
- Fire Brigade (Ph: 000)
- Ambulance (Ph: 000)
- Phone-counselling services (Care Ring, 24 hours a day, ph: 136 169 OR Lifeline, ph: 131 114)
- Translating and Interpreting Service (ph: 131 450)

### **FOLLOW-UP AFTER A CRITICAL INCIDENT**

- The outcomes of a critical incident response will be evaluated by the Critical Incident Team establish for a specific critical incident in the month following the critical incident
- SIT's Critical Incident Team will continue to monitor staff, student, visitor or contractor needs after the critical incident
- SIT's Critical Incident Team will complete any reporting requirements as soon as practical.

### **DOCUMENTATION OF A CRITICAL INCIDENT**

- Any action taken in regard to a critical incident will be recorded to include outcomes or evidence if the critical incident is referred to another person or agency.
- This documentation will also assist with the evaluation phase of the critical incident.
- This should be completed on SIT's Critical Incident Report Form.
- This record must be maintained for at least 2 years after the student ceases to be an accepted student under the ESOS Act.

## HEALTH WELLBEING AND SAFETY POLICY

In accordance with Standard 6: Student Support of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, JMD Business Institute Pty Ltd trading as State Institute of Training (SIT) has a documented policy and procedure to ensure that a learning and working environment is provided that promotes health, wellbeing and safety.

SIT acknowledges that the health and safety of its students and staff is paramount and has the following goals of:

- Eliminating, or otherwise reducing so far as practicable, the risks of injuries, diseases, and ill health that arise as a result of SIT activities; and
- Continually incorporating and improving upon the management of occupational health and safety for SIT related activities.

This will be achieved by:

- Implementing an OHS management system that provides for the instruction, training, guidance, and tools, to effectively manage health and safety; and
- Applying the requirements of the OHS management system within all aspects of the organisation; and
- Identifying measurable objectives that are monitored and subsequently responded to when the need for further improvements to the OHS management system are identified.

### POLICY

This Policy outlines SIT's commitment to providing a learning and working environment that promotes health, wellbeing and safety.

SIT promotes work and learning environments, so far as is reasonably practicable, that are safe and supportive of the health, wellbeing and safety of students, staff, associates, contractors, and visitors.

This Policy applies to students, staff, contractors, and visitors.

In support of its strategic agenda, SIT will:

- consider health, wellbeing and safety in decisions and activities that may affect SIT community
- promote and provide a safe environment for all with a zero tolerance for abuse and harm
- integrate health, wellbeing and safety into SIT management systems, activities and strategic objectives
- consult with staff on health, wellbeing and safety matters and maintain representative and consultative structures and processes
- identify hazards, assess foreseeable risks and implement appropriate controls or remedial action towards preventing SIT related incidents, including near misses
- maintain risk registers and risk management programs that, consistent with the Risk Management procedures, ensure so far as is reasonably practicable:
  - health and safety hazards are identified and addressed

- ii. incidents and injuries are reported and investigated
- iii. emergency plans and responses are effective.
- g. support and encourage a safe learning and work culture by:
  - i. facilitating active participation in health promoting initiatives
  - ii. enhancing staff knowledge, awareness and skills in health, wellbeing and safety practices
  - iii. enhancing student knowledge, awareness and skills in health, wellbeing and safety practices as they relate to research projects
  - iv. encouraging the use of health support services for students and staff experiencing health, wellbeing and safety issues
  - v. offering reasonable adjustments for students and staff experiencing health, wellbeing and safety issues
- h. enable staff with work-related illnesses and injuries to return to work as soon as is reasonable through prompt return-to-work planning and effective rehabilitation.
- i. provide and disseminate Health, Safety and Wellbeing information, training and supervision for staff, students, contractors and visitors
- j. provide staff and students with intervention and assistance wellbeing programs

### **Responsibilities**

The CEO will:

- a. lead the effective implementation of this policy and exercise due diligence in health and safety matters for their areas of responsibility.
- b. promote a culture that ensures and continues to improve the health, wellbeing and safety of the SIT community.

Staff with management and supervisory responsibilities will, for their local area:

- a. manage operational health, wellbeing and safety matters
- b. develop and implement annual health, wellbeing and safety (HWS) plans
- c. initiate and/or lead early intervention and prevention programs and actions.

All students and staff have responsibility to take reasonable care for their own safety, and are responsible for maintaining, supporting and contributing to a strong health, wellbeing and safety culture, including ensuring that they personally follow safe work practices.

All staff must:

- a. ensure that they are familiar with this policy
- b. comply with this policy while completing work-related duties
- c. take reasonable care for their own health and safety
- d. take reasonable care for the health and safety of persons who may be affected by their acts or omissions within their place of work
- e. support the return to work of staff with work-related illnesses or injuries.

**The effectiveness of the policy and associated programs will be assessed through:**

- a. feedback from, and consultation with, the SIT community, staff and staff Health and Safety representatives, students and their representatives and management
- b. performance focused review by management to determine if SIT health, wellbeing and safety risk mitigation strategies and controls and annual Health, Wellbeing and Safety Plan objectives have been met.
- c. feedback from students via surveys, focus groups and other means.
- d. feedback from staff the Staff Survey.

## DEFERMENT, SUSPENSION OR CANCELLATION POLICY

In accordance with the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Standard 9: Deferring, suspending or cancelling the overseas student's enrolment), JMD Business Institute Pty Ltd trading as State Institute of Training (SIT) must manage the enrolment of overseas students and maintain up-to-date enrolment information in the Provider Registration and International Student Management System (PRISMS) database.

SIT must:

- have a documented process for assessing, approving and recording a deferment, suspension or cancellation of study
- notify the overseas student in writing of the intention to suspend or cancel their enrolment
- tell the overseas student to seek advice from the Department of Home Affairs on the potential impact on their visa if enrolment has been deferred, suspended or cancelled
- not let a suspension or cancellation take effect until the overseas student has been given a chance to complete an internal appeals process, unless their health or wellbeing, or the wellbeing of others, is likely to be at risk.

## DEFINITIONS

**Deferral** means postponement of enrolment in, or the continuation of, a program of study for a period of time, initiated by the student.

**Withdrawal** occurs when discontinuation of a program of study in which the student is enrolled is initiated by the student.

**Suspension:** To put studies on hold for a specific period. It means when a student, who has already started but has not completed his /her study, is given leave of absence so their training plan is suspended with the clear intention that the student will recommence at an agreed date in the future (i.e. temporary suspension).

**Cancellation** is when a student is removed from the current students' register at SIT before he/she has formally completed the planned training and other current qualifications. This student will not be eligible for any subsequent courses for which they may also be registered.

**Compassionate or compelling circumstances** are defined as those which are generally beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- vi. Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
- vii. Bereavement of close family members such as parents or grandparents (where possible, a death certificate should be provided);
- viii. Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
- ix. A traumatic experience, which could include:
  - Involvement in, or witnessing of a serious accident; or,
  - Witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports).
- x. where SIT was unable to offer a pre-requisite unit, or the overseas student has failed a prerequisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol.
- xi. Inability to begin studying on course commencement date due to delay in receiving a student visa.

**Extenuating circumstances:** Relating to welfare of student may include, but are not limited to the following. The student:

- Overseas students health or wellbeing, or the wellbeing of others, is likely to be at risk.
- is missing;
- has medical concerns, severe depression or psychological issues which lead the provider to fear for the student's wellbeing;
- has engaged or threatens to engage in behavior that is reasonably believed to endanger the student or others; or
- is at risk of committing a criminal offence

Any claim of extenuating circumstances are required to be supported by appropriate evidence

## **POLICY**

### **Student-Initiated Deferrals, Suspensions or Cancellations Of Their Enrolment**

SIT is able to defer or suspend the enrolment of an overseas student if there are compassionate or compelling circumstances. SIT must assess the deferral of commencement of study or suspension of study for the overseas student in accordance with its documented procedures for assessing and approving changes to enrolment.

#### **Process**

- Students wishing to defer the commencement of studies, suspend their studies or cancel their enrolment must apply to do so in writing to SIT. This can be done using the student deferral/

suspension form or the cancellation application form available from SIT reception and SIT website [www.sit.vic.edu.au](http://www.sit.vic.edu.au)

- The form can be lodged using any one of the following methods;  
In person – Student administration office  
By Email - [info@sit.vic.edu.au](mailto:info@sit.vic.edu.au)  
By Mail- Campus postal address
- Application must be submitted at least 10 working days prior to the requested deferment/suspension date to enable sufficient time for the assessment process.
- If the application is submitted less than 10 working days prior to the requested deferment/suspension date the processing and response may not be available at the requested time. Therefore, if the student chooses to depart, he/she is at risk of not obtaining approval from the SIT.
- SIT will review the application before making a decision and a written response will be provided within 5 working days after being received by SIT.
- If a deferral, suspension or cancellation is granted then the student will be informed in writing and the request will be processed.
- If the request is denied, the student will be informed in writing and details of the SIT Complaints and Appeals procedure will be provided.
- Requests for suspension will be denied for students who are subject to an intervention strategy, in the process of being cancelled for course progress, in arrears with the payments due (as a result of payment being due under the agreed payment plan) or in breach of the Student Code of Conduct.
- If students have taken unauthorised leave, then they will be recorded as absent. Retrospective deferment or suspension may only be considered in the most exceptional cases. This may be due to medical emergencies and evidence may be required to support the application.
- SIT must maintain record of all Deferments and suspensions.

#### **SIT-initiated deferrals, suspensions or cancellations of enrolment**

- SIT may suspend or cancel an overseas student's enrolment on the basis of, but not limited to:
  - misbehaviour by the overseas student;
  - the overseas student's failure to pay the required amount to undertake or continue the course as stated in the written agreement; or
  - a breach of course progress or attendance requirements by the overseas student.
- For any deferral, suspension or cancellation of enrolment initiated by SIT, the overseas student must be given a notice of intention to report and 20 working days to access SIT's internal complaints and appeals process.
- This applies even if an overseas student's misbehaviour is grounds for immediate expulsion, unless the overseas student's health or wellbeing, or the wellbeing of others, is likely to be at risk (as outlined below).
- SIT may proceed with the deferral, suspension, or cancellation after the internal complaints handling and appeals process has been completed – for example, in cases of misbehaviour and non-payment.

- The only time SIT needs to wait for both the internal and external complaints handling and appeals processes to be completed is for course progress and/or attendance breaches.
- The overseas student does not have to be given the opportunity to appeal a SIT-initiated deferral, suspension or cancellation of enrolment when the overseas student's health or wellbeing, or the wellbeing of others, is likely to be at risk. SIT must keep evidence to support this. This may include, but is not limited to when the overseas student:
  - refuses to maintain approved care arrangements, if they are under 18 years of age;
  - is missing;
  - has medical concerns, severe depression or psychological issues which lead the provider to fear for the overseas student's wellbeing;
  - has engaged or threatens to engage in behaviour that is reasonably believed to endanger the overseas student or others; or
  - is at risk of committing a criminal offence.

**Effect on Student Visa**

SIT must inform overseas students that deferring, suspending or cancelling their enrolment on any grounds may affect their student visa. An international student's visa may be cancelled if the deferral or suspension:

- is due to the conduct of the student
- is for reasons other than compassionate or compelling circumstances
- the compassionate or compelling circumstances which warranted the deferral or suspension of studies cease to exist
- is based on fraudulent evidence or documents given to the registered provider.

**Effect on Confirmation of Enrolment (CoE)**

SIT must maintain a record of any decisions to defer or suspend an overseas student's enrolment. SIT must notify the Department of Education and Training through PRISMS if it defers or suspends an overseas student's enrolment. Under the Standard 9 of the National Code, there are three possible outcomes for an overseas student's CoE:

1. SIT notifies the Department of Education and Training through PRISMS that they are deferring or suspending an overseas student's enrolment for a period without affecting the end date of the CoE. There will be no change to the CoE on PRISMS – the overseas student will still be listed as studying. However, the notice of deferment or suspension will be recorded in PRISMS.
2. SIT notifies the Department of Education and Training through PRISMS that they are deferring or suspending an overseas student's enrolment for a period which will affect the end date of the CoE. PRISMS will cancel the original CoE and immediately offer SIT the opportunity to create a new CoE with a more appropriate end date. If SIT does not know when the overseas student will return, it can choose not to create a new CoE at that point, but to wait until the overseas student has notified it of the intended date of return before creating a new CoE.

3. SIT notifies the Department of Education and Training through PRISMS that it wishes to permanently cancel (terminate) the overseas student's enrolment. Once this process is complete, the overseas student's CoE status will be listed as 'cancelled'.

### Complaints and Appeals

- If the applicant chooses to enact the complaints and appeals process, this must be lodged within 10 working days from the date of issue.
- The decision will be held over until such time as the appeal is heard.
- Students who are already enrolled will thus continue to be enrolled and their course progress will continue to be monitored.
- The suspension or cancellation of the student's enrolment cannot take effect until the appeal process is completed unless there are extenuating circumstances relating the student's welfare.

## COMPLAINTS AND APPEALS POLICY

In accordance with The National Code (Standard 10: Complaints and Appeals) JMD Business Institute trading as State Institute of Training (SIT) must have an internal complaints handling and appeals process in place. Professional, timely, inexpensive and documented complaints handling and appeals processes ensure that grievances between overseas students and registered providers can be heard and addressed. SIT must:

- have and implement a documented internal complaints handling and appeals policy and process;
- advise an overseas student within 10 working days of their right to access an external appeals process and provide contact details, if the overseas student is not satisfied with the outcome of the internal complaints and appeals process; and
- immediately implement any decision or recommendation in favour of the overseas student through the internal or external appeals process.

This policy aligns to the requirements of Standard 6 of the Standards for Registered Training Organisations (RTO's) 2015. This policy ensures that Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively. The purpose of this policy is for State Institute of Training (SIT) to define the system of the principles of natural justice and fairness in place to deal with complaints and appeals involving the conduct of:

- its trainers, assessors or other staff
- Students
- A third party providing services on the SIT's behalf

## DEFINITIONS

**Complaint** – a statement that something is unsatisfactory or unacceptable which requires a systematic or formal resolution. A "Complaint" is where a prospective student, enrolled student or staff registers a formal complaint, in writing, concerning the manner (or behaviour) in which SIT or its staff (including Trainers/Assessors, Administrative Staff or Educational Agents) deals with or provides educational or



marketing services to any of these groups. This also includes student amenities, discrimination, sexual harassment, bullying or any other issue that may arise when enrolling or studying at SIT. Complaints can include but not limited to the following;

- Enrolment process
- Marketing Processes
- The quality of the training delivery
- Assessment outcomes/including recognition of prior learning
- Issuing of results, certificates and /or statements of attainment
- Any other activities associated with the delivery of training and assessment services
- Conduct of the RTO
- Conduct of other students
- Issues arising from third party providers on behalf of the RTO
- Other issues such as; discrimination, sexual harassment, victimisation, disability discrimination and bullying

**Appeal** – to apply to SIT or a higher authority or external body for review of how a complaint process was handled or in relation to an unfavourable decision made against them. An “Appeal” is where prospective student, enrolled student or staff registers a formal appeal, in writing, relating to a decision made by SIT or their staff (including Trainers/Assessors, Administrative Staff or Educational Agents) dealing with, but not limited to, educational or enrolment services, provided to any of these groups and refund applications. This includes requests to challenge an assessment decision.

### **External Appeal**

A request for an independent, external review of a decision and handling of a particular scenario.

### **Australian Skills Quality Authority (ASQA).**

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

- ASQA can investigate complaints about:
- the quality of the training that you receive
- registered training organisations that you believe have breached the [required standards](#)
- training providers delivering [English Language Intensive Courses for Overseas Students \(ELICOS\)](#) that you believe have breached the required standards
- the marketing/advertising practices of organisations claiming to be registered training organisations, or to offer nationally recognised training.

### **Overseas Student Ombudsman (OSO) (Only applicable for International Students)**

The Overseas Students Ombudsman investigates complaints about problems that overseas students or intending overseas students may have with private education and training in Australia. The legal basis for the Ombudsman role is the Education Services for Overseas Students (ESOS) Legislation Amendment Act 2011, passed by the Australian Parliament on 21 March 2011.

The Ombudsman:

- provides a free service
- is independent and impartial, and does not represent either overseas students or private education providers
- can make recommendations arising out of investigations
- is a function of the Commonwealth Ombudsman

**The Ombudsman can only investigate a complaint if:**

- it relates to a private education provider registered with the Australian Government on the Commonwealth Register of Institutions and Courses for Overseas students (CRICOS)
- the problem relates to an overseas student who is already studying in Australia on a student visa or is intending to come to Australia soon.

**The Ombudsman cannot investigate a complaint if:**

- it relates to a public or government education provider. These complaints can be directed to the Ombudsman for your state or territory.

**The Ombudsman may also decide not to investigate complaints if:**

- the complaint has not first been raised with the education provider
- another organisation is better able to help.

In defining these SIT believes that it can ensure that both are addressed in terms of clarity and efficiency; and where appropriate use the outcomes of these processes to continually improve, but not limited to, SIT's training and assessment strategies and practices and the provision of the educational services it provides to the VET Sector as an ASQA registered Educational Provider

**POLICY**

SIT's complaints policy and appeals policy:

- ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process
- are publicly available
- set out the procedure for making a complaint or requesting an appeal
- ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable
- provide for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

Nothing in this policy and procedure limits the rights of an individual to take action under Australia's Consumer Protection laws and it does not circumscribe an individual's rights to pursue other legal remedies.

**Responsibility**

The CEO is responsible for ensuring this policy and procedure is implemented and executed accurately and effectively.

Management Team handles all complaints and appeals relevant to their area of responsibility.

Trainers and Assessors

- Operate in accordance with SIT Complaints and Appeals
- Refer any formal complaints to the relevant management member

**Administration Staff**

- Maintain the complaints and appeals register, in conjunction with the management team

**PROCEDURE****Principles of resolution**

SIT is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, SIT ensures that complaints and appeals:

- Are responded to in a consistent and transparent manner.
- Are responded to promptly, objectively, with sensitivity and confidentiality.
- Are able to be made at no cost to the individual.
- Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.

**Timeframes for resolution**

- The review process of a complaint or appeal is to commence within Five (5) working days of complaint or appeal lodgement.
- Complaints and appeals will be finalised as soon as practicable or at least within 30 calendar days unless there is a significant reason for the matter to take longer.
- Where SIT considers more than 60 calendar days are required to process and finalise the complaint or appeal, it will inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required.
- It will also regularly update the complainant or appellant on the progress of the matter.

**Records of complaints and appeals**

SIT will maintain a record of all complaints and appeals and their outcomes on the Complaints and Appeals Register, which will be securely stored according to the Privacy Policy and Procedures.

**Making a complaint or appeal**

Complaints about a particular incident should be made within ninety (90) calendar days of the incident occurring and appeals must be made within thirty (30) calendar days of the original decision being made.

**Informal Complaint Procedure**

- The initial stage of any complaint or feedback will be when the client directly communicates with the relevant SIT staff member and raises the issue/s at hand.
- The SIT staff member will attempt to provide a solution to the issue presented.
- If the client is dissatisfied with the solution presented, they may initiate the formal complaint process.

**Formal Complaint or Appeal Procedure**

- The informal complaint procedure must be explored first.
- A Formal Complaint or Appeal Form must be completed. This form is available on SIT website and at the SIT reception.
- A formal complaint or appeal will be at zero cost to the complainant/appellant
- When making a complaint or appeal, provide as much information as possible to enable SIT to investigate and determine an appropriate solution. This should include:
  - The issue you are complaining about or the decision you are appealing – describe what happened and how it affected you.
  - Any evidence you have to support your complaint or appeal.
  - Details about the steps you have already taken to resolve the issue.
  - Suggestions about how the matter might be resolved.
- The form can be lodged using any one of the following methods;  
In person on Campus (Reception or relevant Management Member)  
By Email - [info@sit.vic.edu.au](mailto:info@sit.vic.edu.au)  
By Post to the office address

#### **Resolution of complaints and appeals**

- Once the complaint or appeal is received, the CEO will convene an independent panel to hear the complaint; called the (complaint and appeals committee).
- The independent panel shall not have had any previous involvement with the complaint or appeal. This panel will include;
  - The CEO
  - Another SIT staff member
- In the case of an assessment appeal, an assessor who is independent from the original decision will assess the original task again. The outcome of this assessment will be the result granted for the assessment task.
- In all other cases the complainant/appellant will be contacted within Ten (10) working days of the complaint been received and a time will be organised for them to attend a meeting with the complaint committee.
- The CEO will seek approval from the complainant/appellant and member of staff to have both parties present at this meeting.
- If either party objects, both parties will be heard on the same day at different times to ensure the respect and comfort of all parties involved.
- The client will be given the opportunity to present their case to the committee and is welcome to bring a support person to this meeting.
- The complainant/appellant will have appropriate access to his/her records, following SIT Records Management Policy.
- The relevant staff member shall be given the opportunity to present their case to the committee and is welcome to bring a support person to this meeting.
- The complaints and appeals committee will review all evidence presented at the meeting and make a decision regarding the complaint or appeal. The resolution time is 30 days.

- This decision will be communicated in writing to all parties involved within five (5) working days of making the decision. This will include details of the reasons behind the decision.
- SIT will maintain the student's enrolment of the complainant/appellant during the Complaints and Appeals process.
- Decisions or outcomes in the favour of the complainant/appellant shall be implemented immediately.
- Complaints and Appeals will be handled in strict confidence.
- Complaints and appeals will be considered based on procedural fairness and lead to opportunities for improvement as a Continuous Improvement Report.
- Should the complainant or appellant be dissatisfied with the outcome of this process, SIT must advise the overseas student of their right to access an external complaints handling and appeals process at minimal or no cost. This advice must be given to the overseas student within 10 working days of the completion of the internal complaints handling and appeals process.
- SIT must not report the overseas student through Provider Registration and International Student Management System (PRISMS) for unsatisfactory course progress or attendance until the overseas student has accessed the internal and external complaints handling and appeals process, and the decision or recommendation supports the decision of SIT.

#### **Independent parties**

- SIT acknowledges the need for an appropriate independent party to be appointed to review a matter where this is requested by the complainant or appellant and the internal processes have failed to resolve the matter. Costs associated with independent parties to review a matter must be covered by the complainant/appellant unless the decision to include an independent party was made by SIT.
- SIT may also appoint the independent party to be involved in the resolution of a complaint or appeal where it is deemed necessary.
- **SIT will provide complete cooperation with the external mediator investigating the complaint/appeal and will be bound by the recommendations arising out of this process.**
- **The CEO will ensure that any recommendations made are implemented within twenty (20) days of being notified of the recommendations. The complainant or appellant will also be formally notified in writing of the outcome of the mediation.**

#### **External Complaints and Appeals**

In the case where the complainant or appellant be dissatisfied with the outcome of the SIT Complaints and Appeals process, external mediation and resolution is available. In most cases, the purpose of the external appeals process is to consider whether the registered provider has followed its policies and procedures, rather than make a decision in place of the institution.

#### **Overseas Student Ombudsman (For International Students)**

- **Online:** A student can make a complaint online by visiting the website of Ombudsman and completing the online complaint form at <http://www.oso.gov.au>.

- **Telephone:** Students can contact OSO by telephone, 9am to 5pm Monday to Friday, Australian Eastern Standard Time (AEST). In Australia, call: 1300 362 072 (calls from mobile phones at mobile phone rates). Outside Australia, call +61 2 6276 0111
- **Using an interpreter:** If a student wants to make a complaint in his/her own language then they can call the Translating and Interpreting Service (TIS) in Australia on 131 450, outside Australia call +61 3 9203 4027. OSO will pay for the interpreter.
- **If you are deaf, hearing or sight impaired:** Students can contact OSO via the National Relay Service. Teletypewriter (TTY) users phone 133 677 and then ask for 1300 362 072. Speak and Listen users phone 1300 555 727 and then ask for 1300 362 072. Internet Relay users connect to the National Relay Service [www.iprelay.com.au](http://www.iprelay.com.au) and then ask for 1300 362 072
- **Fax:** Students can send a fax to OSO (Within Australia: 02 6276 0123. Outside Australia: +61 2 6276 0123)
- **Mail:** Students can write a letter and post it to: Overseas Students Ombudsman GPO Box 442 Canberra ACT 2601 AUSTRALIA

#### **Australian Skills Quality Authority (ASQA).**

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. ASQA can investigate complaints about:

- the quality of the training that you receive
- registered training organisations that you believe have breached the [required standards](#)
- the marketing/advertising practices of organisations claiming to be registered training organisations, or to offer nationally recognised training.

However, ASQA will only use the information you provide to inform its regulatory approach and will not contact SIT on behalf of the complainant or act as their advocate. 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>

#### **National Complaints Hotline:**

The National Training Complaints Hotline is a 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:

- **Phone:** 13 38 73, Monday–Friday, 8am to 6pm nationally.

For more information about the National Complaints Hotline, refer to the following webpage:

<https://www.education.gov.au/NTCH>

#### **Contact a solicitor; or Legal Aid**

Nothing in this policy or corresponding procedure inhibits the student or staff's right to pursue other legal remedies. Students are entitled to resolve any dispute by exercising their rights to other legal remedies, however these expenses will be borne by the student. Students wishing to take this course of action are advised to:

- Contact a solicitor; or

- Contact Legal Aid [www.legalaid.vic.gov.au](http://www.legalaid.vic.gov.au)
- Contact the Law Institute of Victoria for a referral to a solicitor (470 Bourke St Melbourne, ph: 9602 5000, [www.liv.asn.au](http://www.liv.asn.au)); or

**Publication**

This policy and procedure will be published in the Student Handbook and on SIT's website.

## FEES, CHARGES AND REFUND POLICY

In accordance with The National Code (Standard 2 – Recruitment of an overseas student) and Clause 5.3 of the Standards for RTOs, JMD Business Institute trading as State Institute of Training (SIT) must provide information regarding tuition and non-tuition fee and the Refund Policy. This information must be provided to the student prior to enrolment

### POLICY

#### Information about Fees and Charges

- In accordance with The National Code (Standard 2 – Recruitment of an overseas student) and Clause 5.3 of the Standards for RTOs, SIT provides current Fee information to students prior to enrolment. This is provided via Pre-Enrolment Course Information Sheets, Brochure and the SIT Website. The Tuition Fee and Non- Tuition Fee is also clearly mentioned in the Letter of Offer and the Enrolment Agreement provided to the student.
- Fee information includes:
  - Tuition Fees
  - Non Tuition Fees - All costs for the course including application fees, any materials fees or levies, OSHC charges etc
  - Payment terms
  - Information that this fees does not include the cost of Living in Australia
  - Advice on the potential for changes to the fees over the duration of a course.
- The Enrolment Agreement and the Student Handbook which are provided prior to enrolment, includes this Fees, Charges and Refunds Policy and Procedure and informs the student of their consumer rights. Students are asked to sign the Enrolment Agreement in acknowledgement of the terms and conditions of the enrolment and this policy.

#### Course fee inclusions

- Course and tuition fees include:
  - All of the training and assessment required for students to achieve the qualification or course in which they are enrolling within the attempts allowed. However, in the case of re-assessment, where a student fails to achieve a satisfactory outcome after three attempts at an assessment task, an additional fee may apply for additional training and re-assessment. This fee is outlined on the Enrolment Agreement.
  - One copy of the required Learner Guide for each student unless otherwise stated on the Course Outline.
  - Issuance of one set of certification documents including the testamur (certificate) and record of results and/or a Statement of Attainment (in the case of withdrawal or partial completion). Re-issuance or additional copies of these documents will attract a fee of \$50 per document.



- Course and tuition fees do not include:
  - OSHC charges
  - Cost of living in Australia
  - Any optional textbooks and materials that may be recommended but not required to complete a course.
  - Replacement Learner Guides if original copies are lost or misplaced. Costs for replacements are outlined on the Student and Employer Agreement.
  - Stationery such as paper and pens.
  - Re-assessment if required, as outlined above.
  - Re-issuance of AQF certification documents – a cost of \$50 per document applies.
  - Direct debit setup, transaction and dishonour fees (where applicable).
  - Credit card payment surcharges.
- SIT cannot guarantee that students will successfully complete the course in which they enrol regardless of whether all fees due have been paid.
- Additional fees may apply resulting from any variation to the original Course:  
Other fees applicable include the following;
 

a) ECOE Change Fee	\$200
b) Course Deferment Fee	\$200
c) Late Payment Fee (as per the Payment Plan)	\$50
d) Re – enrolment in a Unit of Competency	\$500 per unit
e) Replacement of Certificate or Statement of Attainment	\$50.00
f) Replacement Student ID Card	\$20.00
g) Assessing RPL Application	\$200 per unit

### Payments

- The Initial deposit payment is required as outlined in the Letter of Offer to issue a COE. This amount must be paid prior to course commencement.
- Payments can be accepted by EFTPOS, electronic transfer, credit card, money order or direct debit.
- Credit card payments may incur a surcharge from the student's Bank.
- Payments for all fees must be in Australian Dollars
- Students who are experiencing difficulty in paying their fees are invited to call our office to make alternative arrangements for payment during their period of difficulty.
- SIT reserves the right to suspend the provision of training and/or other services until fees are brought up to date. Students with long term outstanding accounts may be withdrawn from their course if payments have not been received and no alternative arrangements for payment have been made.
- SIT will not issue any qualification until all fees are paid in full.

**Protecting fees being paid in advance**

- SIT acknowledges that it has a responsibility to protect the fees paid by students in advance of their training and assessment services being delivered.
- SIT will accept payment of no more than \$1,500 from current or prospective students prior to the commencement of the course.
- Once the course commences, SIT will require payment of additional fees in scheduled payments as per the Payment plan from the student but only such that, at any given time, the total amount required to be paid does not exceed \$1,500.
- Tuition Protection Service (TPS), SIT will inform students about the how to access the Tuition Protection Service via SIT's website. This information will also be provided to students prior to enrolment.
- In the case where SIT is not able to deliver the course to the students, the TPS ensures that international students are able to either:
  - complete their studies in another course or with another education provider or
  - receive a refund of their unspent tuition fees.

**Debt Collection**

- The debt for fees payable becomes immediately due when the student fails to honor instalment payments.
- SIT will make all reasonable efforts to contact the students via mail, email or SMS. Failure to return contact will result in referring the matter to a lawyer or debt collector.
- In case the issue is referred to a debt collector or solicitor the student will be liable for all charges including financial charges.
- Non-payment of fee will result in the cancellation of the enrolment. The student will be issued with a statement of attainment in the units of competency completed.

**Cooling Off Period**

- The Australian Consumer Law (ACL) gives consumers who enter into an unsolicited contract, the right to cancel the contract within a 'cooling-off' period.
- The purpose of a cooling-off period is to protect a student from being bound by an unsolicited contract that does not fit their needs, by giving them time to reassess and cancel the contract if necessary.
- The cooling-off period for individuals is 10 business days. This period starts the day after the agreement is signed.
- The student can cancel Enrolment Agreement during the 10 business days by mailing a written cancellation request to SIT.

## REFUND POLICY

- Refunds applications after course commencement is only in relation to Tuition Fees, Enrolment Fee and Material Fee are non-refundable.
- SIT is not able to provide any refunds for fees paid to third parties such as education agents and OSHC
- Students can not apply for a refund where they have defaulted on payment instalment of Tuition and material fees as per the payment plan.

### How to apply

- Refund of the fees will only be granted in accordance with the Refund Policy.
- Student must submit the Refund Request in writing to Student Administration using the Refund Application Form. The Refund application form is available at SIT Reception desk and on our website
- The student will need to supply in writing, the nominated method of reimbursement
- It is student's responsibility to provide correct account details. SIT will not authorise the transfer of fees to any other student's account.
- All refund applications will be processed by SIT within 20 working days of the application and evidence of documentation received.
- SIT will provide the student with a statement detailing the calculation of the refund.
- Payment of a refund application automatically cancels a student's enrolment.
- SIT will only make the refund payments directly to the student's account. This account must be the same account from which the tuition fee was received. If the student wishes to nominate another account to receive refund, they must do so in writing.

### Refund Approvals

All refunds must be approved by the CEO.

## FULL REFUND CONDITIONS

SIT will make a full refund of course fees paid in the following circumstances:

### 1. Visa refused before commencement date

If a student's initial visa is not granted, a full refund of fees received by SIT will be refunded to the student less the Administration Fee of \$500

Please note: Without proof of refusal from the Department of Home Affairs, NO refund will be granted.

### 2. Provider Default - SIT does not commence or ceases delivery of a course

Provider default is under the following circumstances:

- The course does not begin on the agreed commencement date; or,
- The course ceases to be provided at any time after it commences but before it is completed; or,

- The course is not provided in full to the student because a sanction has been imposed on SIT or any other reason.
- If SIT does not commence a course on the due date, a full refund of tuition fees paid will be made within 10 working days of the specified starting date in accordance with the refund provisions of the ESOS Act. Fees may be transferred to an alternative enrolment where the student agrees.
- If SIT is unable to complete the course due to unforeseen circumstances, any 'unused tuition' fees are to be refunded to the student.
- Where there is an instance of provider default in the above circumstances, SIT may arrange for another course, or part of a course, to be provided to students at no (extra) cost to the student as an alternative to refunding course money. Where the student agrees to this arrangement, SIT will not be liable to refund the money owed for the original enrolment.

**Tuition Protection Service**

In case of provider default, student tuition fee is protected under TPS (Tuition Protection Service). The Tuition Protection Service is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. For more information on TPS for international student, please visit: <https://tps.gov.au/>

**PARTIAL REFUND CONDITIONS:****1. Student withdraws within cooling off period or more than 30 days before course commencement date**

If a student withdraws from the course within the cooling off period, all fees paid are refundable, less an Administration fee of \$500.

If written notice of withdrawal is received more than 30 days prior to the initial course commencement, all fees paid are refundable, less an Administration fee of \$500.

**2. Student withdraws less than 30 days but more than 15 days before course commencement date**

If written notice of withdrawal is received less than 30 days but more than 15 days prior to the initial course commencement, 50% tuition fees is refundable, less an Administration fee of \$500.

**3. Unused tuition fee for future courses**

In the case where a student cancels their enrolment and requests a refund after the course commencement date, there will only be refund on unused tuition fee for future courses. An Administration fee of \$500 will be charged.

**NO FEE REFUND CONDITIONS****1. Student withdraws less 15 days before course commencement date**

If written notice of withdrawal is received less than 15 days prior to the initial course commencement, there would be No Refund.

**2. RPL Application Fees**

SIT will not refund any RPL application fees should the student be deemed as unsuccessful in RPL Application. Note that the student may lodge an appeal on RPL decision at no cost – refer to the Complaints and Appeal policy.

**3. Non-tuition-based fees**

Non-tuition-based fees such as Enrolment Fees and Material Fees after course commencement will not be refunded under any circumstances.

**4. Withdrawal from course**

Students who withdraws from their studies after the commencement of their course is required to pay the balance of their tuition fee for the current study period before the date of cancellation of their COE.

**5. Enrolment Cancellation**

Student's enrolment is cancelled because of misconduct of student with Student Code of Conduct Policy or the student breaches SIT Policies and Procedures there is no refund applicable.

**6. Student abandons their course**

Student abandons their course without formally cancelling their enrolment: there will not be any refund.

**7. Transfer to another provider**

In the case where a student seeks and is granted approval by SIT to transfer to another provider prior to completion of six-month study of the principal course, there will only be refund on unused tuition fee for future courses.

**8. Visa cancellation**

If Student's visa is cancelled due to any action of student, there is no refund.

**9. Student's extension of Visa is not granted:**

There will only be refund on unused tuition fee for future courses. Students are advised not to enrol or re-enrol if they are uncertain if their visa will be extended.

**Extenuating Circumstances**

Students may have extenuating circumstances that prevent them from attending scheduled course dates that may include but are not limited to illness, family or personal matters, or other reasons that are out of the ordinary.

Where evidence can be successfully provided to support the student's circumstances, course fees may either be transferred to the next available course where applicable, or a refund of unused course fees will be issued. This decision of assessing the extenuating circumstances rests with the CEO and shall be assessed on a case by case situation.

**COMPLAINTS AND APPEALS**

- Students can choose to appeal any decision made by SIT in relation to refunds or any other issue in accordance with the Complaints and Appeals Policy and Procedures.
- International students can make a complaint to the Overseas Student Ombudsman ([www.oso.gov.au](http://www.oso.gov.au)) if they are not satisfied with SIT's internal complaints and appeals process.
- The availability of complaints and appeals processes, does not remove the right of the student to take action under Australia Consumer Law.

## STUDENT TRANSFER POLICY

The ESOS Act 2000 and The National Code 2018 impose obligations on registered providers of education services to overseas students studying in Australia on a student visa (international students). Under Standard 7 of The National Code 2018, registered providers are restricted from enrolling a student on to a course of study, where that student is transferring from another provider and has not yet studied six months of their principal course of study.

The purpose of this policy is to ensure JMD Business Institute Pty Ltd trading as State Institute of Training (SIT) meets the requirements of the Education Services for Overseas Students (ESOS) Act 2000 and Standard 7 of the National Code of Practice 2018 (The National Code) in respect of managing requests from international students who seek to transfer between CRICOS registered providers of education and training services (registered providers).

### DEFINITION

**The principal course** is the main course of study to be undertaken by an overseas student where the student visa has been issued for multiple courses, and is usually the final course of study. The first six months is calculated as six calendar months from the date an overseas student commences their principal course.

### POLICY

SIT must not knowingly enrol an overseas student wishing to transfer from another registered provider's course prior to the overseas student completing six months of their principal course of study, except in certain circumstances (school sector).

As the principal course of study is generally the final course of study covered by the overseas student's visa, transfer requirements apply to all courses of study prior to the overseas student's principal course.

### STUDENT REQUEST TO TRANSFER TO SIT FROM ANOTHER REGISTERED PROVIDER

As outlined under Standard 7 of the National Code, SIT will not actively recruit or enrol a student wishing to transfer from another registered provider's course prior to the student completing six (6) months of their principal course of study, except in limited circumstances. These are as follows;

- The original registered provider has provided an evidence of release, or
- the releasing registered provider, or the course in which the overseas student is enrolled, has ceased to be registered;
- the releasing registered provider has had a sanction imposed on its registration by the ESOS agency that prevents the overseas student from continuing their course with that registered provider;
- any government sponsor of the overseas student considers the change to be in the overseas student's best interests and has provided written support for the change. This usually applies

where the overseas student's study in Australia is sponsored by the government of another country.

After completing six calendar months of the principal course, an overseas student can transfer without needing to meet one of these conditions.

### **STUDENT REQUEST TO TRANSFER FROM SIT TO ANOTHER REGISTERED PROVIDER**

An international student requesting a transfer from SIT to another registered provider prior to completing six (6) calendar months of their principal course of study, must obtain approval from SIT in the form of a request for a release.

#### **A release will not be required where:**

- An international student has completed six months or more of their principal course of study. Where this is the case SIT will approve the request to study with another registered provider without restriction; and
- The course for which the student has received an eCOE will not be offered by SIT, and/or has been ceased to be registered on CRICOS.

#### **Granting release for student transfer**

In accordance with Standard 7 of The National Code 2018, and recognising student's right to exercise freedom of choice as consumers, as a principle, SIT will grant a student's request to transfer to another provider, where it will not be of detriment to the student.

With a focus on student welfare and support, SIT will grant a release where;

- The student will likely be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after implementing the required intervention strategies to assist the student in accordance with Standard 8 (Overseas student visa requirements);
- There is evidence of compassionate or compelling circumstances;
- There is evidence that the overseas student's reasonable expectations about their current course are not being met;
- There is evidence that the overseas student was misled by the registered provider or an education or migration agent regarding the registered provider or its course and the course is therefore unsuitable to their needs and/or study objectives;
- SIT is not able to deliver the course as outlined in the written agreement; or
- An appeal (internal or external) on another matter results in a decision or recommendation to release the overseas student.

#### **Grounds for refusing a transfer request**

SIT considers the following factors as detrimental to the student, and therefore, as reasonable grounds for refusing a transfer request:

- The request is considered detrimental to the student's wellbeing;
- Where the student is transferring to the same or a similar course with another provider;

- The student has not started studying, or has studied with SIT (attending and participating in the classes) for less than four (4) weeks and has not had an opportunity to experience the program of study, and/or the range of support services available at SIT. In this situation
- SIT will re-visit the issue within a timeframe negotiated with the student;
- The student has requested a transfer to a course with another registered provider that is considered by SIT to be unsuited to student's academic capabilities, study plans or career aspirations. This includes where a student wishes to transfer from a higher-level qualification to a lower level qualification (e.g. from a diploma level courses to a certificate level course);
- The transfer may jeopardise the student's progression through a package of courses;
- The intended course will not provide adequate preparation for further study, and/or is not recognised by higher education or VET providers as meeting their entry requirements;
- SIT forms the view that the student is trying to avoid being reported to the Department of Immigration and Citizenship for failure to meet the academic progress requirements; or
- The student is indebted to SIT (non-payment of fees or college dues) and/or has outstanding disciplinary issues.

SIT may agree to approve a request for a release if the student can demonstrate that the transfer would be in their best interests. If issued, there will be no cost to the student in obtaining the letter. When finalised and accepted, changes to student enrolment will be updated in PRISMS.

Where appropriate SIT will counsel students, to consider their personal or academic reasons for transferring. Outcomes of counselling may include the identification of alternative academic programs within SIT, and/or the recommendation of appropriate student support or study skills support as an alternative to the transfer. Where the student is eligible for a release, this will not affect their right to transfer.

As required by standard 7.2 of The National Code 2018, SIT will only grant a release where the student has provided a letter from another registered provider confirming that a valid enrolment offer has been made (i.e. a letter of offer). In addition to this SIT requires the student to outline in writing their reasons for requesting a transfer to another registered provider.

Where SIT grants a release, a release will be processed at no cost to the student, pursuant to standard 7.4 of The National Code 2018.

Where SIT does not grant a student's request for a release, SIT will provide written reasons for refusing the request. In accordance with Standard 10 of the National Code, the student will be informed of their rights of appeal against the decision. All appeals will be carried out in line with SIT's Complaints and Appeals Policy and Procedure

## **PROCEDURE**

### **FOR STUDENTS WANTING TO TRANSFER INTO SIT**



- If SIT receives an application from a student who is onshore and who has indicated that they are currently studying at another institution, the Student Admissions Officer uses PRISMS to decide if the student has completed 6 months of their principal course. They also use the copy of the student visa in the passport to ascertain when they arrived in Australia.
- If they have completed 6 months, the application process proceeds as for all offshore students.
- If they have not completed 6 months, they are asked to provide an appropriate evidence of release as an evidence in support of their application. They can be provided with a “conditional” offer which clearly states that an offer of a place is contingent on their obtaining a release from their current provider.
- If such an evidence of release is received, it is verified by contacting the relevant institution, if satisfactory, the application proceeds as for all offshore applicants.
- If no satisfactory evidence of release is obtained from such students, the application process is halted, and the student informed that they are unable to transfer at this time. They are welcome to re-activate their application when the six (6) month period has passed.
- Note that in the very rare circumstances where the original institution or course has ceased to be registered, or sanctions have been placed on the original institution by the Australian government which do not allow the student to continue with the course, no release evidence is required.

#### **FOR STUDENTS WANTING TO TRANSFER FROM SIT TO ANOTHER PROVIDER**

- A students wanting to transfer from SIT must make a written request using Request for a Release Form.
- The student must also provide a valid offer of enrolment from the new institution.
- Upon receiving the above documents, the Student Admin Manager will assess the transfer request considering the criteria for granting the release and grounds for refusing release.
- Based on the above, if a decision is made to grant release,
  - The student will be informed about the outcome of the release application
  - the release will be processed on Provider Registration International Student Management System (PRISMS), a ‘How To’ guide is available at <https://prisms.education.gov.au/Information/ShowContent.ashx?Doc=How To Manage Student Transfers in PRISMS.pdf>;
  - The release will be granted at no charge to the student
  - The student will be advised to contact the Department of Home Affairs to check whether a change in enrolment breaches a visa condition.
  - The student can refer to the Department of Home Affairs website at: <https://www.border.gov.au/Trav/Stud/More/Changing-courses>.
- If SIT intends to refuse a release, it must notify the overseas student in writing the reason for refusing the transfer request and the overseas student’s right to access the registered provider’s internal complaints and appeals process (in accordance with Standard 10) within 20 working days.
- If SIT intends to refuse a release, it must not finalise the overseas student’s refusal status in PRISMS until:

- any appeal against the refusal lodged by the overseas student is finalised and upholds SIT's decision not to release the student; or
- the overseas student did not access SIT's complaints and appeals processes within 20 working days of being notified of the refusal; or
- the overseas student withdraws their appeal against the refusal.

**Records** SIT must maintain records of overseas student transfer requests for two years after the student ceases to an accepted student.

## ISSUING OF CERTIFICATION DOCUMENTS

- On completion of your course and payment of all relevant fees, we will issue you with a qualification (testamur/certificate) and record of results within thirty (30) days. The record of results will show the units of competency achieved in the course and corresponding results.
- Where a student withdraws or partially completes a course, a Statement of Attainment will be issued within thirty (30) days of withdrawal as long as all relevant fees have been paid. A record of results will only be provided with a statement of attainment where requested.
- State Institute of Training reserves the right to with-hold the issuance of qualifications and Statements of Attainment until all fees related to the course or qualification have been paid, except where State Institute of Training is not permitted to do so by law.
- State Institute of Training must have a valid USI on file for the student for a qualification or Statement to be issued.

### Re-Issuing Statements and Qualifications

Records of qualifications and unit achievement are kept on record for a period of at least thirty (30) years. Students can request copies of any of these statements or qualifications at any time for an additional charge. Refer to our Fees and Charges section for the current fee.

## YOUR FEEDBACK

- Your feedback is important to us and assists in ensuring that our services meet your needs. We use feedback from students and employers to contribute to our continuous improvement processes so we are always striving to do better.
- All students and employers will be provided with a Quality Indicator Survey issued by the National Centre for Vocational Education and Research (NCVER) that they are required to complete. Please help us by completing the surveys that are provided to you by your trainer/assessor. Some may also be mailed or emailed to you from our office.
- We also welcome feedback from you at any time by email and phone. Describe any other ways students can submit feedback.

## ACCESS TO YOUR RECORDS

You may access or obtain a copy of the records that State Institute of Training holds about you at any time. This includes personal information and records of participation and progress.

If you want to access or obtain a copy of records, you must make a request in writing using the Access to Records Request Form outlining which records you wish to access. There is no charge to access your records.

Access to records may be provided by:

- making copies of the records held in a file
- providing a time for you to review your file
- providing access to the online portal where some records about the course can be viewed.

### **Amendment to records**

If a student considers the information that State Institute of Training holds about them to be incorrect, incomplete, out of date or misleading, they can request that the information be amended.

Where a record is found to be inaccurate, a correction will be made. Where a student requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

## **NOTIFYING YOU IF THINGS CHANGE**

- As an RTO under the VET Quality Framework, we must notify you promptly if there are any changes to our RTO, the course, or the arrangements for training and assessment.
- This would include if there were any changes of ownership, and any new third party arrangements or changes to third party arrangements that relate to your enrolment, or if we were unable to provide the services you agreed to in your Student Agreement because we are no longer able to deliver the course you have enrolled in, or no longer operating as an RTO.
- If this occurs, State Institute of Training will devise a strategy to minimise impact on you and notify you of the changes and how you will be affected as soon as practicable.
- Depending on the type of change, we may send a letter to your home address, send you an email, or an SMS message. Please make sure we always have your most current home address, email address and mobile number on file so we can notify you of any changes if applicable.
- You can let us know of any changes to your details by using the Change of Details Form.

## **ESOS FRAMEWORK AND YOUR RIGHTS**

The Australian Government wants overseas students in Australia to have a safe, enjoyable and rewarding place to study. Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework and they include the Education Services for Overseas Students (ESOS) Act 2000 and the National Code (2018).

### **Protection for overseas students**

As an overseas student on a student visa, you must study with an education provider and in a course, that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at: <http://cricos.det.gov.au/> CRICOS registration guarantees that the course and the education provider at

which you study meet the high standards necessary for overseas students. Please check carefully that the details of your course including its location and match the information on CRICOS.

### **Your rights**

The ESOS framework protects your rights, including:

- Your right to receive, before enrolling, current and accurate information about the courses, fees modes of study and other information from your provider and your provider's agent. If you are under 18, to ensure your safety, you will be granted a visa only if there are arrangements in place for your accommodation, support and welfare.
- Your right to sign a written agreement with your provider before or as you pay fees, setting out the services to be provided, fees payable and information about refunds of course money. You should keep a copy of your written agreement.
- Your right to get the education you paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if your provider is unable to teach your course. Your right to know:
  - How to use your provider's student support services;
  - Who the contact officer or officers are for overseas students;
  - If you can apply for course credit;
  - When your enrolment can be deferred, suspended or cancelled;
  - What your provider's requirements are for satisfactory progress in the courses you study;
  - If attendance will be monitored for those courses;
  - What will happen if you want to change providers; and
  - How to use your provider's complaints and appeals process.

### **Your responsibilities**

As an overseas student on a student visa, you have responsibilities to:

- Satisfy your student visa conditions;
- Maintain your Overseas Student Health Cover (OSHC) for the period of your stay;
- Meet the terms of the written agreement with your provider; Inform your provider if you change your address;
- Maintain satisfactory course progress;
- If attendance is recorded for your course,
- Follow your provider's attendance policy; and
- If you are under 18, maintain your approved accommodation, support and general welfare arrangements.

The ESOS Framework can be found at;

<https://internationaleducation.gov.au/regulatoryinformation/pages/regulatoryinformation.aspx>

The ESOS Act 2000 is an Australian Government Act that controls the delivery of international education in Australia that was introduced to provide a legislative framework to ensure the quality of programs and services provided to international students and to ensure that the rights of international students are

protected. The National Code 2018 of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code) is part of the ESOS legislative framework and it provides nationally consistent standards for the conduct of registered providers of international education and the registration of their courses.

The National Code can be downloaded here; <https://www.legislation.gov.au/Details/F2017L01182/Download>

The ESOS Act only applies to international students studying in Australia on a student visa. It is not applicable to students who are studying in an offshore location who are not studying under a student visa as issued by the DIBP.

The Department of Education and Training has released a new fact sheet for international students containing important information about their rights and responsibilities while studying in Australia. <https://docs.education.gov.au/node/39586>

## LEGISLATION AND YOU

As a student, you have both rights and responsibilities under applicable legislation.

### Workplace Health and Safety

Under the Workplace Health and Safety Act 2011, State Institute of Training must provide a safe environment for both staff and students, as well as providing information to staff and students in relation to health and safety and welfare. State Institute of Training has policies and procedures in place to ensure your safety and on commencement of your course you will be provided with information about health and safety.

As a student you also have a responsibility to follow instructions and rules and to behave in ways that are safe and do not endanger the health and safety of others. Always ensure that you:

- Immediately report hazards to your trainer/assessor.
- Seek assistance from a member of staff if you become ill or injured on campus.
- Only assist another person who is ill or injured if it is safe to do so. If you're not sure, call on a member of staff for assistance.
- Complete an incident report as required.
- Ensure you are familiar with State Institute of Training emergency evacuation procedures and in the case of an emergency, follow the instructions given to you.
- Do not leave bags or personal belongings lying around where someone else could trip over them.
- Do not smoke or drink alcohol on the premises.
- Observe basic hygiene practices such as hand washing before handling and eating food and leaving toilets and wash basins clean and tidy, etc).

### Harassment, victimisation or bullying

- State Institute of Training is committed to providing all people with an environment free from all forms of harassment, victimisation and bullying. State Institute of Training will not tolerate any behaviour that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.
- Anti-discrimination law defines harassment as any form of behaviour that you do not want, that offends, humiliates or intimidates you and that creates a hostile environment. Examples of harassment are making fun of someone, spreading rumours, offensive jokes, ignoring someone, etc.
- Victimisation is where a person is treated unfairly because they have made a discrimination complaint.
- Bullying is verbal, physical, social or psychological abuse by a staff member or student. Bullying falls under health and safety legislation.
- If you at any time feel that you are being harassed, victimised or bullied by a staff member or student, you should follow these steps.
- If you feel that you are being harassed, victimised or bullied, ideally you should tell the person that you don't like the behaviour and ask them to stop. However, if you are not comfortable doing this, you should lodge a complaint as per State Institute of Training Complaints and Appeals procedure and detailed in this Handbook.

### **Equal opportunity**

- The principles and practices adopted by State Institute of Training aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with SIT.
- All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.
- State Institute of Training provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.

### **National VET Regulator Act 2011**

- As a student in Australia's vocational education and training (VET) sector, you should expect high-quality training in your area of interest, leading to a qualification that improves your prospects of gaining the job you want or provides a pathway to further study.
- As a Registered Training Organisation registered with the Australian Skills Quality Authority, we are required to comply with the National VET Regulator Act 2011. This involves meeting a series of Standards that ensure that the training and assessment and support services are provided to you in accordance with nationally mandated standards.

## **PRIVACY POLICY**

In collecting your personal information State Institute of Training will comply with the requirements set out in the Privacy Act 1988, the Privacy Amendment (Private Sector) Act 2001 and the relevant state privacy legislation.

This means that we will:

- Inform you of the purpose for which the information is collected.
- Only use the personal information that you provide to us in relation to your study with us.
- Ensure your personal information is securely handled and stored.
- We will inform you of any organisation and the type of organisation to which we disclose personal information e.g. the Australian Government or the National Centre for Vocational Education Research, as well as the purpose of disclosing this information e.g. for statistical purposes.
- We will not disclose your personal information to another person or organisation unless:
  - We have made you aware that information of that kind is usually passed to that person or organisation.
  - You have given written consent;
  - We believe that the disclosure is necessary to prevent or lessen a serious and imminent threat to your life or health or that of another person;
  - The disclosure is required or authorised by or under law; or
  - The disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

For a full copy of the Policy, contact us at the contact details shown at the front of the Handbook.

In addition, Under the Data Provision Requirements 2012, SIT is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form and your training activity data) may be used or disclosed by [insert RTO name] for statistical, regulatory and research purposes. SIT may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;
- Organisations conducting student surveys; and

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing statements of attainment or qualification, and populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including programme administration, regulation, monitoring and evaluation.

You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third party contractor. You may opt out of the survey at the time of being contacted.

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## CONTACT INFORMATION

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Department of Home Affairs	For visa matters	<a href="https://www.homeaffairs.gov.au/">https://www.homeaffairs.gov.au/</a> Phone 131 881 in Australia Contact the DIBP office in your country.