iTFE

INSTITUTE OF TRAINING + FURTHER EDUCATION

STUDENT HANDBOOK

2019

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Contents

Institute of Training and Further Education

A Real World of Learning Experience

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

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

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

Accreditations and Memberships

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

Pathway to Further Study

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

Telephone 1300 659 557

Email info@itfe.vic.edu.au ; or

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

Contact Details and Locations

Head Office: 192 High Street North Melbourne VIC 3070
T: 1300 659 557   F: 03 9639 5600   E: info@itfe.edu.au

Melbourne City Training Centre: Level 1/289 Flinders Lane, Melbourne VIC 3000
North Melbourne Training Centre: 112 Peel Street North Melbourne VIC 3051

Scope of Registration

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

Refer to the following website for further details of the qualifications on iTFE's scope of registration: http://training.gov.au/Organisation/Details/6372

General Student Information

Team

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

Receptionists for general course, enrolment and administrative enquiries.

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

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

State Team Leader for specific problems or concerns with scheduling/appointments, participation and assessment.

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

Special Assistance

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

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

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

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

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

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

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

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

Victoria

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

Support could also be sought from these organisations:

- Sexual Assault Crisis Support Service ☎ 1800 806 292
- Migrant Resource Centres at –
  - o   Altona Nth ☎ (03) 9391 3355;
  - o   Glenroy ☎ (03) 9306 5611
  - o   Preston ☎ (03) 9977 9000
  - o   St Albans ☎ (03) 9367 6044
- Aboriginal Health Services ☎ (03) 9419 3000
- Aboriginal Victoria ☎ (03) 1800 762 003
- AIDS Council (Thorne Harbour Health) ☎ (03) 9865 6700
- Women's Information Wire ☎1300 134 130
- Gay and Lesbian Switchboard ☎ 1800 184 527

New South Wales

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

Support could also be sought from these organisations:

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

Queensland

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

Support could also be sought from these organisations:

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

Canberra

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

Support could also be sought from these organisations:

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

Tasmania

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

Support could also be sought from these organisations:

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

South Australia

- Equal Opportunity Commission ☎ 1800 188 163
- South Australia Ombudsman ☎ (08) 8226 8699
- Fair Work Australia ☎ 1300 799 675

Support could also be sought from these organisations:

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

Western Australia

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

Support could also be sought from these organisations:

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

Northern Territory

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

Support could also be sought from these organisations:

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

Legal Services

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

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

Emergency Services

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

Consumer Protection

Australian has a strong protection framework to protect the rights of Australian consumers. Visit: www.australia.gov.au or www.consumerlaw.gov.au

Disability support

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

Visit: Human Rights Commission, http://www.humanrights.gov.au/education/students/get-informed

Lifeline

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

- Call 13 11 14

Books and Equipment

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

- Course Specific Textbooks and/or study guides (digital versions);
- Course reference material (digital versions); and
- Training, assessment and certification.

Trainers and Assessors

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

All trainers hold a current Certificate IV in Training and Assessment and a current National Police Check.

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

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

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

- **formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree),

- **non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business), and

- **informal learning** refers to learning that results through experience of work related social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

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

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

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

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

For more information on how to apply for RPL/CT, email your trainer and assessor so that they can book extra time at your next appointment to ensure you have a clear understanding of the process as well as supply you with all the applicable documentation required for the application process.

![iTFE logo](quality training and education from iTFE)

Meeting Our Obligations to You

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

Privacy

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

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

It is a requirement of the National Privacy Principles that students can access personal information held by iTFE and may request corrections to information that is incorrect or out of date. Contact the Data Integrity Team if you wish to view your own records in person or via email on SRTO@itfe.edu.au

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

Confidentiality

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

Fair Treatment

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

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

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

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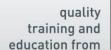
Whatever you do, if you do have a problem:

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

Language, Literacy Numeracy (LLN) Support

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

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

Legislation

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

Commonwealth Legislations:

- National Vocational Education and Training Regulatory Act 2011
- Standards for RTOs 2015 Compilation No 3
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Act 2006
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988 and National Privacy Principles (2001)
- Working with Children Act 2005
- Charter of Human Rights & Responsibilities Act 2006
- Public Records Act 1973
- Practical Placement Guidelines
- Corporations Act 2001

State Based Legislations (Victoria):

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

State Based Legislations (New South Wales):

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

State Based Legislations (Australian Capital Territory):

- Human Rights and Equal Opportunity Bill 1991
- Disability Services Act 1991
- Work Health and Safety Act 2011

State Based Legislations (Tasmania):

- Anti-discrimination Act 1988
- Disability Services Act 2011

- Work Health and Safety Act 2012

State Based Legislations (South Australia):

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

State Based Legislations (Western Australia):

- Equal Opportunity Act 1984
- Disability Services Act 1993
- Occupational Health and Safety Act 1984

State Based Legislations (Northern Territory):

- Anti-discrimination Act 2015
- Disability Inclusion Act 2004
- Work Health and Safety (National Uniform Legislation) Act 2011

The Enrolment Process

Language, Literacy and Numeracy

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

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

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

Process

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

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

This will be conducted face to face by your allocated trainer and assessor.

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

- your previous learning activities

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

In addition:

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

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

Enrolment

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

Unique Student Identifier

What is a USI?

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

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

From 1 January 2015, iTFE can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a USI. In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at http://www.usi.gov.au/create-your-USI/ on computer or mobile device.

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

A USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. There can be a three (3) month delay for results to be on the USI account.

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

Do you need a USI?

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

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

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

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

Where do you obtain your USI?

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

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

State Funded students

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

Please discuss this with the Careers Advisors for further details.

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

Note: Where you receive Government funding to attend iTFE for nationally recognised training, this will impact on your future entitlement for funding. Please discuss this with your trainer and assessor if you have any questions.

Student Attendance and Academic Progress

Student Attendance Requirements

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

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

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

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

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

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

Academic Progress Requirements

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

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

Delivery and Assessment

What is Vocational Education and Training?

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

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

What is Competency Based Training?

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

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

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

Assessment

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

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

Assessment methods used by iTFE are:

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

Assessment Methods

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

- Written assessments
- Class participation
- Discussions
- Project work

- Oral presentations
- One-on-one examinations
- Teacher observations
- Debates
- Role plays
- Performing practical tasks
- Workplace environment observation

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

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

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

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

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

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

Skills-based Assessment

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

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

Knowledge-based Assessment

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

Reassessment

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

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

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

Reliable Assessment: Assessor Responsibilities

Trainers and Assessors are responsible for:

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

Reliable Assessment: Student Responsibilities

Students are responsible for ensuring that:

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

Training methods

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

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

Some of the different teaching methods used:

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

Teaching and Learning Strategies

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

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

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

Learning through involvement

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

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

Group Work

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

Homework

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

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

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

Learning Strategies for each unit of competence

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

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

Recording Work Based Activities for Assessment

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

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

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

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

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

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

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

Plagiarism, Collusion and Cheating

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

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

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

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

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

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

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

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

Issuing of Certificates

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

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

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

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

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

Resolving Problems

Complaints, Grievances and Appeals

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

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

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

Students appeal against assessment results

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

Grievance between the Student and Trainer

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

- Both the student and Trainer may refer the matter to the State Team Leader or the Training Coordinator
- If the Training Coordinator, trainer and student are unable to resolve the issues then the matter can be taken to iTFE's General Manager for resolution.

- Regardless of the outcome, a written statement will be given to the complainant outlining the outcomes and reasons for the outcomes of the grievance.

Grievance between Students

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

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

To commence formal grievance proceedings, speak to your Trainer or the Training Coordinator.

Surveys and Feedback

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

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

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

The National Centre for Vocational Education Research (NCVER) is Australia's principal provider of vocational education, training research and statistics. You may receive a survey from the NCVER if so please take a few minutes to complete the survey as this data is vital to improving Vocational Education and Training sector.

In addition, you may be contacted by the Commonwealth regulatory body, ASQA, to complete a survey regarding training and assessment services provided by iTFE. This is part of ASQA's standard process when conducting ongoing monitoring audits of all RTOs registered with them.

Student Code of Conduct

Student Conduct and Behaviour

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

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

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

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

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

Respect

You are expected to:

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

Respect for the Law and Policies & Procedures of the Institute

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

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

Duty of Care*

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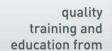
Mobile Phone Usage

All student mobile phones must be switched off during training appointments.

Change of Contact Details

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

Emergency Procedures

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

- Evacuation
- Building Alarms
- Fire Emergency
- Bomb Scare

Student Code of Behaviour

Students at iTFE have:

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

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

1. A staff member of iTFE will contact students in the first instance to discuss the issue or behaviour, ascertain the facts and to determine how the issue might be rectified. This meeting and its outcomes will be documented, signed by all parties and included on the student's personal file.

2. Where the issue or behaviour continues, students will be invited for a personal interview with the State Team Leader or Training Coordinator to discuss this issue further. This meeting and its outcomes will be documented, signed by all parties and included on the student's personal file.

3. If the issue or behaviour continues, the student will be provided with a final warning in writing and a time frame in which to rectify the issue. A copy of this letter will be included on the student's personal file.

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

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

iTFE

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