



**STUDENT  
HANDBOOK**

**2016**

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Every effort has been made to ensure that this workbook is free from error or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. Institute of Training and Further Education is not responsible for any injury, loss or damage as a result of material included or omitted from this resource.

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## A Real World of Learning Experience

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

Institute of Training and Further Education was established in 1998 as Hospitality Training Australia by Restaurant & Catering Victoria, the peak industry body for restaurants, cafes, function and reception centers, and caterers (industrial, corporate, function, venue and the like), in Victoria. As proprietor of the Schön Café and Training Restaurant, Hospitality Training Australia is a registered member of Restaurant & Catering Victoria.

Institute of Training and Further Education was first registered as an RTO (under Hospitality Training Australia) on 3rd March 1999 and has since held a contract with the Department of Education & Training, Victorian Learning and Skills Commission (VLESC), to deliver workplace based Apprenticeship or Traineeships and Traineeships.

## International Student Accreditation

Institute of Training and Further Education:

- Member of the Australian Council for Private Education and Training and agrees to conform to the Memorandums and Articles of Association, the By-Laws and Code of Ethics;
- Registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), Provider Code: 02737J; and
- Registered Training Organisation (RTO) number (code): 6372

## Pathway to Further Study

To learn more about the learning opportunities on offer at Institute of Training and Further Education, contact the Admissions Coordinator on –

Telephone 1300 659 557

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

Visit us at Level 6, 250 Collins Street Melbourne, Victoria, Australia.



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## Quick Reference Guide

# Your Contact Details

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

## Important Contacts

Position	Name	Phone	Email
Training Centre Manager:	.....	(03) 9639 5551	.....
Training Administrator:	.....	(03) 9639 5551	.....
Admissions Coordinator:	.....	(03) 9639 5551	.....
Accounts:	.....	(03) 9639 5551	.....

### Victoria

Melbourne Training Centre: Level 6, 250 Collins Street MELBOURNE 3000 Victoria  
T: 03 9639 5551 F: 03 9639 5600  
E: [info@itfe.edu.au](mailto:info@itfe.edu.au)  
W: [www.itfe.edu.au](http://www.itfe.edu.au)

### New South Wales

Sydney Training Centre: Level 6, 770 George Street SYDNEY 2000 NSW  
T: 02 9281 4111 F: 02 9281 4110  
E: [info@itfe.edu.au](mailto:info@itfe.edu.au)  
W: [www.itfe.edu.au](http://www.itfe.edu.au)

Chatswood Training Centre: Level 7, 1-5 Railway Street CHATSWOOD 2057 NSW  
Parramatta Training Centre: Level 2, 11 Aird Street PARRAMATTA 2150 NSW

### Queensland

Brisbane Training Centre: Level 8, 288 Edward Street Brisbane 4000 QLD  
T: 07 3221 9142 F: 07 3221 9357  
E: [info@itfe.edu.au](mailto:info@itfe.edu.au)  
W: [www.itfe.edu.au](http://www.itfe.edu.au)



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2016 at Institute of Training and Further Education

## A Year of Opportunities!

Dear Student,

Congratulations on your decision to commence study with Institute of Training and Further Education (iTFE) and a very warm welcome to our returning students.

Institute of Training and Further Education is committed to providing you with the best facilities to train and engages the services of industry experts to provide you with industry relevant and current training.

As a student of the institute you can expect to receive tremendous support from our team. It is their job to support you throughout your training and to help achieve your career aspirations.

Within this handbook you will find information relating to:

- What to do when you have a problem and who to speak with;
- Australian Government standards for those studying on a Visa;
- iTFE expectations of you;

We hope you enjoy your time with us and I look forward to watching you establish the foundation skills necessary to support your career.

Yours sincerely

Adam Baldock  
General Manager  
Institute of Training and Further Education





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# Public Holidays 2016

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

Holiday	2016
New Year's Day	Friday 1 January
Australia Day	Tuesday 26 January
Labour Day (Victoria only)	Monday 14 March
Good Friday	Friday 25 March
Easter Saturday	Saturday 26 March
Easter Sunday	Sunday 27 March
Easter Monday	Monday 28 March
Anzac Day	Monday 25 April
Queen's Birthday	Monday 13 June
Labour Day (NSW & QLD only)	Monday 3 October
Grand Final (VIC)	Friday 7 October
Melbourne Cup (Melbourne only)	Tuesday 1 November
Christmas Day	Tuesday 27 December (in lieu of 25 Dec 2016)
Boxing Day	Monday 26 December

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## Other Events

Event	Date	Notes



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## General Student Information

# Orientation Information

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

The orientation program you attend will include information on –

- Student information;
- Student support team;
- Code of Conduct
- Complaints and appeal processes
- Student support Services:
  - Legal Services
  - Emergency and Health Contact information
  - Health services;
- Australian education system and visa requirements;
- Local transport, shopping, banking, entertainment, recreation, climate, police and government services;
- Institute of Training and Further Education expectations of students;
- School Involvement

## Course Entry Requirements

Course entry requirements depend on qualification undertaken. For more information about course requirements, please visit website: [www.training.gov.au](http://www.training.gov.au), talk to our team or call 1300 659 557.

## Facilities

iTFE provides an excellent education and training environment, at these locations –

- Melbourne Training Centre
- Sydney Training Centre
- Parramatta Training Centre
- Chatswood Training Centre
- Brisbane Training Centre
- Northcote Training Centre
- Croydon Training Centre
- Deer Park Training Centre

iTFE computer facilities are also available at our Melbourne and Sydney Training Centres.



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## Scheduled Class Times

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

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

## Careers Advisory Team

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

- Timetables
- Student ID Cards
- Student attendance and academic progress
- Transcripts and/or Certification requests

Email: [studentsupport@itfe.edu.au](mailto:studentsupport@itfe.edu.au)

## Trainers and Assessors

Our Trainers and Assessors are skilled and experienced industry experts with recognised industry qualifications. All trainers hold a current Certificate IV in Training and Assessment and a current 'Working with Children' (WWC) VIC and NSW and Blue card in QLD.

## Continuous Improvement

The team at iTFE is committed to continuous improvement initiatives with the purpose of delivering to you the best possible learning opportunities. Accordingly, iTFE has a Continuous Improvement policy to facilitate this.

To assist us, we ask that you provide feedback on –

- Resources used;
- Trainer skills or knowledge; and
- Learning and assessment strategies.

A feedback form and learner questionnaire is available online and we would appreciate your input.

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

Course credit is defined as follows: 'Exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency current held. This includes academic credit and recognition of prior learning.'

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

Students can enter a qualification without completing earlier qualifications or doing the pre-requisite competencies if they feel they are already competent in those areas. They are however required to undergo a course credit assessment.

Applications for recognition of prior learning and/ or course credit will not result in students being exempt from completing that subject, and receiving course credit. Applications for exemptions should be submitted either at the pre-enrolment, enrolment stages or in the first term of study at iTFE.

Students may apply for **Recognition of Prior Learning (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.

A **Credit Transfer** application must be accompanied by nationally recognised Certificates with detailed Statement of Attainments indicating the units successfully completed including unit codes and titles and dates of completion. Students who have completed a Nationally Recognised qualification / unit that have the exact same code as a unit currently enrolled will be eligible for credit transfer for the particular unit(s), but must provide the original certificate to be sighted for verification of the Credit Transfer.

Students with credit transfers will finish the course in a shorter duration and are advised to consult appropriate authorities/bodies for applicable criteria if they are planning further study.

Exemptions will be granted based on skills and education that a student has already acquired from other appropriate courses. The granting of exemptions is based on the concept of Recognition of Prior Learning (RPL) and/or Credit Transfer.

Students who have completed a qualification, or components/competencies of a qualification, that comes within the Australian Qualification Framework or other qualifications deemed to be acceptable to iTFE, may apply under this same process to have that recognised under the process of Credit Transfer.

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

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## Issuing of Certificates

A certificate is an official award that is issued when you have completed all the requirements for a particular qualification. A certificate does not list your results. On successful completion of all units of competence, you are eligible to apply for your relevant qualification.

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?

If you have not attained competency in any single Performance Criteria of any Unit of Competence, you may not be issued with a Certificate. You will be retrained and reassessed until competency has been gained. Retrieving and Reassessment may attract additional fees.

You can request a replacement Certificate or a Statement of Attainment for \$50.00 +GST.

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## Legislative Requirements

# Meeting Our Obligations to You

Institute of Training and Further Education (iTFE) will meet all legislative requirements of State and Federal Government.

## Access to Personal Information/Information Security

Personal information is collected solely for the purpose of operating as a Registered Training Organisation under the VET Quality Framework administered by the Australian Skills Quality Authority (ASQA) who is the regulatory body for registered training organisations 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 Australian Qualifications Framework that students can access personal information held by Institute of Training and Further Education and may request corrections to information that is incorrect or out of date. Contact Admission Coordinator if you wish to view your own records.

The information includes:

- Full name, gender, date of birth, nationality and country of birth
- Termination of studies by an accepted participant before completion of the course
- Changes to course or duration of study
- Any changes to the participant's enrolment.

In other instances, information collected on this form or during your enrolment can be disclosed without your consent where authorised or required by law.

The Privacy Act 1988 enables iTFE to disclose personal information to third parties in the following circumstances (Section 14, Principle 11):

- You are reasonably likely to have been aware, or made aware by way of a privacy notice, that your personal information is usually passed to the relevant parties
- You have consented to the information being disclosed
- iTFE believes on reasonable grounds 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
- The disclosure is reasonably necessary for the enforcement of criminal law or a law imposing a pecuniary penalty, or for the protection of the public revenue.
- Where personal information is disclosed for the purposes of enforcement of the criminal law of a law imposing a pecuniary penalty, or for the purpose of the protection of the public revenue, iTFE will include in the student record a note of the disclosure.

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## 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, Institute of Training and Further Education 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 Centre Manager.

## Special Assistance

Institute of Training and Further Education seeks to encourage students with physical and/or intellectual disabilities to access and enroll 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 have a workplace and equipment that helps you to do your job properly, if you have a disability.

Your training and assessment should not involve reading or writing that is more difficult than what you need for your job. Your assessor can find ways of assessing your skills that do not involve too much reading and writing. Call the Reading Writing Hotline on 1300 655 506 for further information.

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

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

### Victoria:

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

Support could also be sought from these organisations:

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

### ***New South Wales***

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

Support could also be sought from these organisations:

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

### ***Queensland***

- Anti-Discrimination Commissioner ☎ 1300 130 670
- Commissioner for Public Employment ☎ (07) 3003 2800
- 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; 13 432 584
- Migrant Resource Centre:
  - Southport ☎ (07) 5591 7261
- AIDS Council ☎ (07) 3017 1777
- Aboriginal Health Services ☎ (07) 3328 8500
- Office of Aboriginal Affairs ☎ (07) 3224 2070
- Women's Information Wire ☎ 1300 134 130
- Gay and Lesbian Switchboard ☎ 1800 184 527



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## Legal Services

Students requiring legal guidance and advice can be referred to an appropriate legal professional by the Admission Coordinator.

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

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

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

Students with any medical concerns and requirements of medical attention can contact Admission Coordinator who will be able to provide contact numbers to the appropriate doctor or medical professional.

### **Consumer Protection**

Australian has a strong protection framework to protect the rights of Australian consumers, including international students in Australia.

Visit: [www.australia.gov.au](http://www.australia.gov.au) or [www.consumerlaw.gov.au](http://www.consumerlaw.gov.au)

### **Disability support**

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

Visit: Human Rights and Equal Opportunity Commission,  
[http://www.hreoc.gov.au/disability\\_right](http://www.hreoc.gov.au/disability_right)

### **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

### **Poison Information Centre**

Provides advice on the management, assessment and treatment of poisonous products including non-prescription pharmaceuticals, household and industrial chemicals, and plant and animal venom.

- Call 13 11 26

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# Institute of Training and Further Education

## Code of Practice

### Further Study

Graduates of Institute of Training and Further Education courses may seek credits to the relevant degree programs in Australian Universities. There is no guaranteed entry into University programs however as a general rule student with high marks will have the best chance of being accepted by a University.

### Student Support Services

The Careers Advisory Team is available to support you and discuss any concerns you may have during your studies with us. The Careers Advisory Staff is available to advise students in all aspects of student life. The Training Centre Manager can help:

- With a personal/cultural problem, if you have stressful circumstances or emotional issues which interfere with your studies;
- If you are worried that you may have chosen a programme that may not suit your needs or aptitudes;
- With decision making, and mediating conflict or interpersonal communication problems;
- If you are encountering or worried about harassment or discrimination;
- With attendance problems or adjustment difficulties;
- With administrative problems or complaints; and
- With guidance on further career pathways and academic progress.

Students requiring special or intensive assistance must contact the Trainer Centre Managers who may refer them to appropriate support or counselling services. The Training Centre Managers can be contacted on 1300 659 557. during office hours.

### Student Orientation

Orientation is conducted on the first day of commencement. Its purpose is to fully inform new students of most aspects of life at Institute of Training and Further Education and provide an introduction to studying, Melbourne's costs of living, transportation, facilities and accommodation. In addition, Institute of Training and Further Education staff will be introduced.

Please contact Careers Advisors on 1300 659 557.

### Pathways

Registered Training Organisations and TAFE Colleges must recognise the qualifications and statements of attainment issued by any other Registered Training Organisation. This means that you may be eligible for credit towards courses conducted by other Registered Training Organisations and TAFE Colleges based on what you achieve with Institute of Training and Further Education. It is responsibility of iTFE and all staff to ensure the requirements of relevant legislation is met at all times.

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## Relevant legislation

Institute of Training and Further Education is committed to complying with all relevant commonwealth state and territory legislation and regulatory requirements. This applies to all operations within the iTFE's scope of registration as listed on [www.training.gov.au](http://www.training.gov.au). iTFE maintains current copies of all legislation and regulatory requirements relevant to the scope of its registration and informs its staff and students of access procedures to relevant legislation and regulations that may impact on their duties and or training.

These legislations are continually being updated and our staff members are made aware of any changes to current legislations. Students can download current copies of legislations online at [www.comlaw.gov.au](http://www.comlaw.gov.au) and [www.parliament.vic.gov.au/legislation](http://www.parliament.vic.gov.au/legislation)

Institute of Training and Further Education identified following commonwealth, state or territory legislation and regulatory requirements relevant to its operations:

### **Commonwealth Legislations:**

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

### **State Based Legislations (Victoria):**

- Education and Training Reforms Act 2006
- Amended Education and Training Reforms Act 2010
- Equal Opportunity Act 2010
- Child Employment Act 2003
- Disability Act 2006
- Work Health and Safety Act 2004

Information on relevant legislation can be found at each of these websites –

- OHS, [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au)
- Privacy, [www.privacy.gov.au](http://www.privacy.gov.au);
- ASQA, [www.asqa.gov.au](http://www.asqa.gov.au);

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## Student Code of Behaviour

Students at Institute of Training and Further Education 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; and
- The right to be treated with politeness and courtesy at all times.

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

- Step 1: A member of Institute of Training and Further Education will contact students in the first instance to discuss the issue or behaviour 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.
- Step 2: Where the issue or behaviour continues, students will be invited for a personal interview with the Training Centre Manager or General Manager to discuss this issue further. This meeting and its outcomes will be documented, signed by all parties and included on the student's personal file.
- Step 3: If the issue or behaviour continues, the student would 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.

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

At any stage of this procedure students are able to access the Complaints Grievance and Appeals Policy and Procedure to settle any disputes that may arise. The independent mediator will be provided by the ACPET for Private Education and Training

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## Refund Policy

### Overview: Government Subsidised and Fee for Service Courses

#### 1. Full refund:

- 1.1 New Student: iTFE will refund all course money if a student withdraws from the course 7 days before a course commences.
- 1.2 In the event of iTFE default: iTFE will refund all the course money for that part of the course that has not yet been delivered within a period of fourteen (14) days after the default day if;
  - 1.2.1 The course does not start on the agreed day on the confirmation of enrolment; or
  - 1.2.2 The course ceases to be provided to the student at the location at any time after it starts and before its completion; or
  - 1.2.3 The course is not provided in full because a condition has been imposed on the registration of iTFE and the student has not withdrawn before the occurrence of any one of the events stated above; or
  - 1.2.4 The student may be offered an alternative course at iTFE at no extra cost. We will ask the student to sign a document to confirm his/her acceptance of the placement in another course.

#### 2. Partial Refund: (Fee for Service courses only)

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

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

- 2.1 If a student withdraws from a course after a course commences because of exceptional and extenuating circumstances of a compassionate nature such as death or severe illness in the immediate family.

#### Non Refund:

iTFE will not refund course money if;

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

#### 3. The process for claiming a Refund:

All requests for refunds must be made in writing.

4.1 Students must complete the 'Application for Refund' form, which can be requested at iTFE Reception.

- Students must make a claim for a refund in writing to:  
The General Manager

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Institute of Training and Further Education  
Level 6, 250 Collins Street  
Melbourne VIC 3000 Australia

- The claim must identify the reason for the refund and must include supporting documentation according to the circumstances such as;
- Proof of exceptional and extenuating circumstances; or
- A completed and approved iTFE withdrawal form, available at iTFE Reception.

4.2 iTFE will process refunds within four (4) to eight (8) weeks of receiving a written claim from a student.

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

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

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

#### **4. Appeals Process**

4.1 A student who is refused a refund under iTFE Refund Agreement may appeal within seven (7) days in writing to the General Manager – Institute of Training and Further Education whose decision will be final.

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

#### **5. Legal Services**

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

# 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.

Providers of VET are registered by the Australian Skills Quality Authority (ASQA) and are regularly audited for service quality. This system enables providers to operate anywhere in Australia and to issue nationally recognised qualifications. <http://www.asqa.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 agreed statements called Competency Standards are used to describe the skills and knowledge required for a person to operate effectively in the workplace. They contain descriptors of outcomes to be achieved (Elements) and criteria for performance (Performance Criteria).

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.

# Learning and 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 perform a skill to a specified standard under specific conditions.

**Assessment methods incorporated at Institute of Training and Further Education are:**

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

# Assessment Methods

Assessment methods are 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, during and after training to give the trainer the opportunity to assess all aspects of competence across a range of situations and over a period of time.

## Mode of Study

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

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

Some of the different teaching methods used:

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

## Teaching and Learning Strategies

A range of teaching and learning strategies are used to cater for the difference in learning styles, 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 should also be encouraged with an emphasis on recent or current examples is drawn from the learner's experience, case studies, journals, newspaper and

Experiential activities that integrate theory with practice is used.



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## 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

## Learning through communication

Learning involves a significant component of dialogue and communication activities supplemented by board work, handouts and written exercises.

Discussion through questions and answers with feedback time is provided for in lectures.

## 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

Whilst you are expected to review your lessons daily in your own time, formal homework activities are not a substantive component of your course activity.

Any homework that is required comprises research assignments and study for assessment.

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

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# Workplace Based Training and Work Experience

## Work Experience and Practical Placement Requirements

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

The SIT30813 Certificate III in Commercial Cookery requires:

Prepare, cook and present multiple items for a minimum of 48 complete food service periods (shifts) including:

- Breakfast
- Dinner
- Lunch
- Special function

SIT31113 Certificate III in Patisserie requires:

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

SIT50313 Diploma of Hospitality requires:

- Integrate technical skills and provide quality hospitality service to customers for a minimum of 36 complete service periods (shifts);

CHC33015 Certificate III in Individual Support requires:

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

CHC43015 Certificate IV in Aged Support requires:

- Demonstrate a combination of organisational and service skills in a fully-operational aged care environment. To do this, you must undertake a period of work experience, and provide evidence of that experience on a minimum of one hundred and twenty (150) hours

CHC30113 Certificate III in Early Childhood Education and Care requires:

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

CHC40113 Certificate IV in School Age Education and Care requires:

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

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

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

## Sourcing Practical Placements

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

- Student is placed with a (screened and compliant) willing host organisation; and
- Nominated restaurant is screened for compliance following Institute of Training and Further Education policy and procedure and on successful screening the student is registered against this organisation.

To generate placements, the Institute of Training and Further Education shall liaise with industry to identify potential host organisations. Institute of Training and Further Education will determine suitability of potential host employers, including supervision and occupational health and safety requirements.

A site visit will be conducted by Institute of Training and Further Education for all host organisation workplaces. The site visit shall ensure the workplace is appropriate for the student's placement and there is access to appropriate equipment while maintaining OH&S standards

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

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

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

## Prior to Practical Placements

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

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

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## Undertaking Practical Placements

Students will be required to complete the work placement as specified in the 'Work Placement Agreement'. Any variations to the hours worked and conditions of the work placement must be amended in the agreement by Institute of Training and Further Education and re-issued to all parties for authorisation.

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

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

Institute of Training and Further Education will monitor the work placement through trainers and assessors by completing –

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

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

## Recording Work Based Activities for Assessment

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

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

This document is completed by the student after each shift; this is sighted and signed by the allocated workplace mentor, who is a qualified chef or highly experienced cookery specialist. Comments as to the students' abilities are taken into account and 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 restaurant.

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## Employment and Job Placement Support

Institute of Training and Further Education is committed to assisting its students gain employment within the hospitality and associated industry.

All students are encouraged to monitor the following websites and sources for upcoming employment opportunities –

- [www.seek.com.au](http://www.seek.com.au)
- [www.mycareer.com.au](http://www.mycareer.com.au)
- [www.careerone.com.au](http://www.careerone.com.au)
- [www.jobsjobsjobs.com.au](http://www.jobsjobsjobs.com.au)
- [www.job.com.au](http://www.job.com.au)

Institute of Training and Further Education assists students to strengthen their resume and employability. Personal grooming, interview skills, resume writing and work experience is the methodology used by staff and trainers of the college to assist our students into well paid, meaningful employment within the hospitality industry.

## Language, Literacy and Numeracy

Institute of Training and Further Education recognised 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, Institute of Training and Further Education 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.

### Procedure

We 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 know about. The process used at iTFE is comprising: a review of the contents of the enrolment form.

The purpose of the enrolment form is to obtain any information about previous education, disability and grasp of the English Language. The information obtained in this process is to determine:

- The appropriateness of iTFE's course for the individual's own goals and aspirations
- The individual's grasp of English
- Any relevant disabilities that need to be considered when the individual participates in the course

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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 their needs.

### **Equal Access**

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 levels 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.

### **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.

*Students undertaking iTFE courses require language, literacy and numeracy capacity equivalent to the Australian Core Skills Framework (ACSF).*

In the interests of access and equity, Institute of Training and Further Education is committed to providing assistance to students with reading writing and arithmetic skills to meet standards necessary to successfully complete assessment.

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.

## **Enrolment Requirements**

### **General Entry requirements**

Applicants who meet the selection criteria will be approved for enrolment in Institute of Training and Further Education courses. In line with government policy, students with disabilities are fully encouraged to participate in training. Specific entry requirements for each course are listed in this Guide.

Prospective applicants are strongly advised to carefully read and consider the entry and course requirements before applying for admission at Institute of Training and Further Education.

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## Student Attendance and Academic Progress

# Student Attendance Requirements

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

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

The Training Centre Administrator strictly monitors the attendance of all students each week. Acceptable reasons for nonattendance might include personal illness or carer's responsibility, or another reasonable circumstance beyond the control of the student. Institute of Training and Further Education reserves the right to request evidence supporting the reason for student nonattendance.

Institute of Training and Further Education *Students Attendance Policy* and Procedure states:

*"All students who fall below 80% attendance and has no supporting reasons shall be reported to the Department of Education/Skills for Victoria/Job Network Agency/Centrelink/Employer".*

Reporting of breaches of each relevant Attendance Policy and Procedure is the responsibility of Principle Executive Officer of Institute of Training and Further Education.

## Late Arrival at Sessions

Late students who have not reported their absence prior to the commencement of a scheduled session may not be permitted entry to the first three (3) hours of their scheduled class. The student will be permitted to join their class after the main meal break.

Institute of Training and Further Education Late Arrivals Policy Permits Trainers to refuse late entry to any students that arrive fifteen (15) minutes or more after the scheduled class commencement time. However, Trainer 's may, at their discretion permit late arrivals if no disruption is caused to class activities.

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

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

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## Catching-up After an Absence

Students that are absent from any class are responsible for organising their own catch-up activities. Students should contact their trainer during scheduled class times to collect learning resources, and to complete in their own time, any learning and/or assessment activities they may have missed. If the student has missed a test or other in-class assessment without telling their trainer in advance, or rescheduling the assessment, the student will be assessed as 'Not Yet Competent' due to an outstanding or incomplete assessment.

## Academic Progress Requirements

All students must maintain satisfactory academic progress throughout their course of study. Institute of Training and Further Education Local Students Academic Performance Policy and Procedure states:

*"The following procedures will ensure that all students' academic performance is monitored and students are given every opportunity to achieve the required academic progress for each course they are enrolled in. This required academic progress is identified by the number of units assessed as 'Competent' within one term – that is, a student must be deemed 'Competent' in at least 50% of the total number of units assessed throughout a term".*

A student who does not achieve this fifty percent (50%) competency rate for two consecutive terms shall be considered in breach of this academic progress requirement. The following procedures outline a process to ensure that students are made aware and given opportunities to rectify the situation at the following stages of academic non-progression –

- Notified when close to falling below the required academic performance for a single term;
- 1<sup>st</sup> Warning when falling below the required academic performance for single term; and
- 2<sup>nd</sup> Warning when close to not achieving the required academic performance for a consecutive term.

Where students have been identified as at risk of non-compliance of this requirement, 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 their non-compliance of this requirement must be reported to the Skills for Victoria/Job Network Agency/Centrelink/Employer.

All students who fall below fifty percent (50%) academic progress requirement and have no supporting reasons shall be reported to one or all of the government departments above.



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Students have twenty (20) days from the date the 'Breach Recorded' letter is processed to appeal the decision of their academic non-performance. If they do not choose to use this option, then they shall be reported as indicated.

## Assessment

Each Unit of competence may be assessed both practically and theoretically.

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. 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.

## Practical Assessment

Practical assessments may be conducted –

- as an observation of skills in the workplace (documentation – Practical Assessment Tool);
- as a demonstration of skills in a simulated environment (documentation - Practical Assessment Tool); or
- in role plays (documentation - Role Play Brief)

These assessments are to be documented, and –

- signed by the trainee;
- signed by the employer representative, and
- signed by the assessor and dated.

They should show clearly how a trainee was assessed and if they were assessed as 'Competent' or 'Not Yet Competent'. The student should first mark themselves as competent or not competent and the trainer, in confirming the grade, should provide the final mark and make a comment regarding any discrepancy in the trainee's, employer's or their own opinion.

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## Theoretical Assessment

The theoretical content of the program is to be assessed in writing – however an assessment may be conducted orally with the trainer/mentor recording the trainee’s response.

In a theoretical assessment a trainee must achieve 100% accuracy before being graded as competent. Any area in which the trainee is not competent must be reviewed until competency has been achieved.

## Plagiarism, Collusion and Cheating

Institute of Training and Further Education, 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.

### Reliable Assessment: Assessor Responsibilities

Trainers and Assessors are responsible for –

- identifying and reporting plagiarism, cheating and collusion;
- 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 tests.

### Reliable Assessment: Student Responsibilities

*Note: Refer to the “Procedure for Plagiarism, Collusion and Cheating Policy” for more information regarding this section.*

Institute of Training and Further Education regards most seriously, any acts of dishonesty in assessment such as plagiarism, collusion or cheating including test misconduct and theft of other student’s work.

To ensure that students do not gain an unfair advantage by plagiarising, colluding or cheating at any time during their learning and assessment whilst being a student at Institute of Training and Further Education, this policy will ensure that Institute of Training and Further Education takes responsibility for informing students about what constitutes plagiarism, collusion and cheating in assessment.

This policy applies to all students enrolled in qualifications and courses delivered by Institute of Training and Further Education.

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## Definitions

For the purposes of this section, the following definitions apply –

- Plagiarism; means to take and use another person's ideas or work and pass these off as one's own by failing to give appropriate acknowledgement, that is, not indicating by referencing that the ideas expressed are not your own.
- Collusion; (or unauthorised collaboration) is an understanding or agreement between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include:
  - unauthorised and unacknowledged joint authorship in an assessment task.
  - unauthorised and unacknowledged copying or use of material prepared by another person for use in an assessment.
- Cheating; means seeking to obtain an unfair advantage in a test or in other written or practical work required to be submitted or completed by a student for assessment. Hence, if the passing off was done intentionally, you have cheated.

Students are responsible for ensuring that –

- they are familiar with the college's expectations with regard to the plagiarism, collusion and cheating policy;
- 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
- assessment pieces are submitted with a Institute of Training and Further Education student cover sheet signed by the student to attest that the work submitted is their own, and they are aware of the relevant college's policy and procedure on plagiarism, collusion and cheating.

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 Centre Manager.

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## Resolving Problems

# Complaints, Grievances and Assessment Appeals

Institute of Training and Further Education grievance policies and procedures provide an avenue for your grievances. However, we are aware that in some cases alternative measures need to be explored because of individuals and the merits of each case. Further, Institute of Training and Further Education encourages you and the parties with whom you have a grievance to approach the problem in an honest and open manner and to attempt to resolve problems through discussion first.

Where a grievance cannot be resolved through discussion, Institute of Training and Further Education will coordinate for an appropriate, external and independent agent to mediate between the parties.

Institute of Training and Further Education will guarantee the outcome of the mediation in terms of ensuring the best possible outcome for the student.

(Students Complaints, Grievance and Appeals Policy)

### **Procedural Fairness:**

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

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

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

The above principles are accepted by iTFE as a right of every staff member and consultant who works on behalf of iTFE

## **Students appeal against assessment results**

If a Student be assessed as 'Not Yet Competent' in any performance criteria they are to be provided the opportunity to be reassessed. A time for reassessment is to be set.

In the event that a student is again assessed 'Not Yet Competent' and if a student believes that they have not received a fair and accurate assessment of the performance criteria then the following procedure should be followed.

1. Student to discuss points of concern with their Trainer, with particular regard to assessment activities such as –
  - Project work;
  - Group and individual presentation work;
  - Written Tests;
  - Food Presentation;
  - Class Activity;
  - Assignment; or
  - Presentation.

A record of Appeal against results form is to be submitted to the Institute of Training and Further Education trainer.

If after discussing the problem with the Trainer the student still believes that the matter requires investigation, then the next measure is t –

2. to bring the matter before the Training Centre Manager of Institute of Training and Further Education for further discussion and coordination.

If the matter cannot be resolved by Institute of Training and Further Education Training Centre Manager then the next measure is –

3. to discuss the matter with the student's trainer. If deemed appropriate the parties will review the initial assessment and identify an alternative assessment method against the learning outcomes.

When the appeal has been resolved, a written Statement advising the appellant of the outcome and reasons for the outcome will be given to the appellant.

If at this stage the parties cannot come to an agreement, Institute of Training and Further Education will request that the student formally appeals to:

ACPET (Australian Council for Private Education & Training) PO Box 551, East Melbourne VIC 8002  
Phone: +613 9416 1355  
Email: vic@acpet.edu.au

## Grievance between the Student and Trainer

If the grievance involves Institute of Training and Further Education Trainer and attempts to resolve the matter have been exhausted, then both the student and Trainer are:

- To refer the matter to Institute of Training and Further Education Training Centre Manager or HR Department by recording the grievance on a Grievance Incident Report Form.
- If the parties are unable to resolve the issues, then the matter can be taken to Institute of Training and Further Education Operations Manager for resolution.
- When the matter is resolved, a written statement will be given to the appellant outlining the outcomes and reasons for the outcomes of the complaint.

## Grievance between Students

Institute of Training and Further Education policy is to provide and maintain an effective learning environment for all students. Institute of Training and Further Education will not allow the learning environment to be jeopardised by antisocial behaviour of individuals or groups of students.

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

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

## Surveys and Feedback

ITFE is committed to continuous improvement and use 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 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.

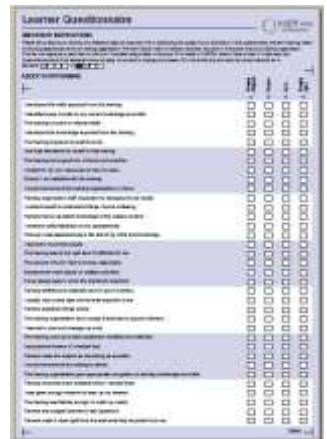
RTOs are required to collect and use data on three Quality Indicators:

- Competency completion
- Learner engagement
- Employer satisfaction

The National Quality Council (NQC) has agreed that Quality Indicator data will be used by RTOs to undertake continuous improvement processes, and by state and territory registering bodies to inform each RTO's risk assessment.

Registering bodies are bound by relevant legislation in their capacity to share data and will not release to other parties any Quality Indicator data provided by RTOs.

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 image shows a screenshot of a 'Learner Questionnaire' form. The form is titled 'Learner Questionnaire' and includes a logo for 'ITFE'. It contains several sections with checkboxes for responses. The sections include: 'General Information', 'About the course', 'Competency completion', 'Learner engagement', and 'Employer satisfaction'. Each section has a list of statements with corresponding checkboxes for 'Yes', 'No', or 'Not sure'. The form is designed to collect data on various aspects of the training experience.

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.

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## General Information for Students

# Meeting the Cost of Study

## Cost of Living

In addition to paying the full cost of their courses, full-fee students must meet all their own travel and living expenses, plus any student association fees or administrative charges made by the institution.

Melbourne is a reasonably priced city providing good quality affordable living and abundant accommodation.

Some tips when searching for accommodation include:

- The costs will vary depending on your chosen state, city, and type of accommodation.
- Always confirm the total cost and any other expenses you may be required to pay, such as a bond and utility fees.
- Consider how far it is from your campus and whether it is easily accessible by public transport, such as bus or train.
- Find out what shopping centres, hospitals and emergency service facilities, and other amenities are nearby.

## Books and Equipment

- The enrolment fee covers the cost of student equipment and books. You will receive the following resources –
- Bag, Pen and Personal Identification Card;
- Student Diary;
- Cooks uniform and knife kit (cookery students only);
- Course Specific Textbooks and/or study guides; and
- Training, assessment and certification.
- Books and Equipment

## Excursions

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

- Queen Victoria Market;
- International Hotels;
- CUB Brewery;
- Museums and galleries;
- Law Courts; and
- Industrial Relations Commission.

## Facilities and services

Institute of Training and Further Education has a range of facilities and services to support learning and to help people get the most out of college life. Free advice, counselling and housing services are available to all Institute of Training and Further Education students. We also provide employment services to help students plan their career prepare for work and find a job.

### North Melbourne Cooking School

Institute of Training and Further Education is proud of the continued support of FAGOR Australasia as the sponsor of the Fagor Cooking School.

FAGOR represents high quality, European made, commercial catering equipment and is available through our distributor network Australia wide. Manufacturers since 1956 and part of the MCC Group, one of the largest corporations in Europe with almost 70,000 direct employees in over 110 companies and a combined annual turnover of AU\$20 Billion.

FAGOR exports 55% of all products to more than 110 countries on all 5 continents. Equipment has been re-labelled and sold here

in Australia for over 23 years and carries the Australian approvals for gas and electricity.

To meet the training, function and restaurant operation needs of Schon and the Fagor Cooking School, Fagor Australasia has supplied –

- 900 Series deep module gas industrial cooking appliances; and
  - Two FAGOR Combi Ovens have been fitted to the kitchen to
- Flame failure safety devices are fitted as standard to all gas appliances.



### Schön Café and Schön Training Restaurant

Schön Café and Schön Training Restaurant are Institute of Training and Further Education food and beverage service facilities located on our Melbourne, North Melbourne and Sydney campuses.

All students undertaking qualifications with ITFE are scheduled to attend classes at Schön venues, where your experience there will form an integral part of your holistic unit assessment.





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## Computer Lab

Computer Lab is located on level 7 of Melbourne Training Centre. It designed to deliver ICT Courses.



## Schön Aged Care Amenities

Schon Aged Care Amenities are located on level 6 of Melbourne Training Centre. It designed for practical activities in Aged Care courses



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# Uniforms, Presentation and Equipment

## Personal Hygiene and Grooming Standards

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

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

- Shower daily.
- Use an effective antiperspirant and deodorant.
- Brush your teeth every morning and evening to avoid bad mouth odour and dental problems.

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

## Cookery Uniforms and Equipment

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

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

The chef uniform comprises –

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

If supplied, each cookery student is required to maintain and bring to every cookery class a cookery tool kit that comprises each of the following items –

- Cooks knife;
- Paring knife;
- Boning knife;
- Filleting knife;
- Bread knife;
- Sharpening steel;
- Tongs;
- Peeler; and
- Whisk.

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## Food Service Uniform Requirements

Students scheduled in to classes at Schön venues are required to maintain the following dress standards –

- Black 'Schön' button shirt (if supplied);
- Enclosed safety shoes;
- Short pants and skirts are not allowed

## Hairdressing Services Uniforms and Tools

Students undertaking studies in Hairdressing are required to wear the Institute of Training and Further Education issued HBTA uniform at all times whilst undertaking practical sessions in the Shon Salon.

The uniform is expected to be clean and neatly pressed before the commencement of each session.

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

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## Student Code of Conduct

# Student Conduct and Behaviour

Institute of Training and Further Education 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.

Institute of Training and Further Education trainers will respect your input and opinion. If you believe that a trainer is not respectful toward you, please contact the Training Centre Manager.

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

- 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 Work Health and Safety requirements.
- Respect property; do not damage or remove property from Institute of Training and Further Education.

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

## Respect

You are expected to:

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

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

1. Staff, Trainers and students have a responsibility to observe and comply with all Victorian state laws, Australia Laws and irrespective State Legislation.
2. Staff and trainers have a responsibility to observe all policies and procedures of the college.

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

### Duty of Care\*

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

## Dress Code

You are required to dress in a manner that is neat and does not offend others.

Beachwear, such as singlets, thongs are considered inappropriate. Teachers have the right to refuse permission to enter a classroom if they consider the students dress to be inappropriate.

## Drugs and Alcohol Policy

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

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

## Smoking Policy

Smoking is not permitted anywhere inside the building. This includes on the stairs, in the toilets or directly outside the Melbourne Training Centre (Collins Street); the North Melbourne Training Centre (Peel Street), the North Melbourne Cooking School (Cathay Lane), Flinders Lane Salon, Sydney Training Centre (George Street), Parramatta Training Centre (Aird Street), Chatswood Training Centre (Railway Street), Brisbane Training Centre.

## Mobile Phone Usage

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

## Change of Address

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.

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## Computer Usage

Computers are provided for student use at the Breakout Area of the Melbourne, New South Wales and Queensland Training Centre. These computers are for the use of all Institute of Training and Further Education students for study purposes only.

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

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

## Printing and Photocopying

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

## Personal and Property Security

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

Should students lose personal items on campus, Institute of Training and Further Education is not liable for any loss of personal property.

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

## Student ID Cards (Student Cards)

Institute of Training and Further Education Student ID Cards are available from the Student Support Team by request.

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

## Emergency Procedures

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

### Fire Emergency

If you can see or smell smoke or flames tell the nearest member of staff immediately. If the alarm sounds, listen and obey the instructions of your Trainer and/or allocated Safety Warden. The allocated Safety Warden for your area will guide you to the exit of the building. The Safety Warden will then mark the attendance register to ensure all students are present at the iTFE are accounted for.

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## Bomb Scare

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

## Building Alarms

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

## Evacuation

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

Designated meeting places (assembly points) are as follows:

- from the Melbourne Training Centre, walk to the City Square (in front of The Westin Hotel) on the corner of Collins and Swanston Streets.
- From the North Melbourne Training Centre, walk to Princess Street on the corner of Peel and Princess Streets, North Melbourne.

## Work Health & Safety

Institute of Training and Further Education is committed to providing and maintaining a safe and secure environment for all students, visitors and employees.

There are signs around the college explaining the use of equipment and facilities including –

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

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





