



HESG Student Handbook 2017

A complete guide for HESG Students

Student name:

Course code:

Course title:

Trainer's name:

Trainer's contact details:

Welcome to Royal Gurkhas Institute of Technology (RGIT) Australia

We would like to take this opportunity to thank you for selecting RGIT as your registered training organisation.

Your trainer or other representatives of RGIT are here to help you understand the contents of this handbook.

This handbook will provide you with all the information you may require – if at any time you have a query that is not answered in this handbook, or would like clarification about any aspect of your course, or you have any suggestions as to how we can improve on the information provided, please contact: The Domestic student services team at skills@rgit.edu.au .

Further copies of this handbook are available on our website www.rgit.edu.au

Our Mission

The RGIT organisation:

- has an ongoing commitment to acting with honesty, integrity and respect towards all participants and funding bodies, whilst pursuing 'best practice' and quality service delivery with various programs to meet the individual needs of participants;
- will provide effective and efficient training programs with the flexibility to meet the individual needs of the participants, and also continue to develop the awareness within the community of the importance of ongoing adult learning;

RGIT Contact Details

Main Campus

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1. Introduction

We are a Registered Training Provider and meet administrative, delivery, staffing, facility, marketing, financial, quality assurance and assessment standards agreed to by Federal, State and Territory Governments in Australia. The State Government registering authority monitors and subjects us to regular external audits to verify adherence to these standards.

1.1 Qualifications

Visit our website for all the Courses / Qualifications we offer: www.rgit.edu.au

1.2 Application processes and selection criteria

Selection for enrolment in the our courses will be approved for applicants who meet the qualification selection criteria which is detailed in individual course brochures

In line with Government policy students with intellectual and physical disabilities are encouraged to participate in training

HESG – Higher Education & Skills Group

Generally, you are eligible for a government-subsidised training place if you are:

- An Australian citizen, a permanent resident of Australia, a New Zealand citizen or more specific visa category holder.

And are any of the following:

- Up to 20 years old, no matter what accredited course you are doing
- Foundation Level course (and do not hold a Diploma or above qualification or are receiving core skills training in other sectors)
- seeking to enrol in an apprenticeship
- 20 years and older and 'upskilling' by seeking to enrol in a course at a higher level than your existing qualification.

If you are enrolled at a school, you will not be able to receive a government-subsidised training place for a course through the Victorian Training Guarantee, unless you are undertaking the course as part of a School-Based Apprenticeship or Traineeship. The Government supports schools in other ways to offer vocational training to their students, so you should discuss all your options with your school.

In accordance with applicable State legislation, RGIT is entitled to charge fees for items or services provided to students undertaking a course of study. These charges are generally for items such as course materials or text books, student services and training and assessment services.

1.3 Fees and refund policy

- **Fees payable**

Fees are payable when the student enrolls in a course. The student will be required to provide a tuition fee and/or material fee deposit prior to commencement. The pre commencement invoice must be paid prior to course commencement. After commencement the employer or student will be invoiced at 30 days from commencement. Please refer to the Statement of Fees for detailed information.

- **Student cancellation**

Students who cancel their enrolment part way through a training program must notify us in writing at the earliest opportunity if consideration of fee reimbursement is required. Once we are notified in writing via a signed variation form the following refund schedule will apply. Please note calculations will be made from the date of the cancellation on the variation form. Non-attendance of classes does not constitute cancellation and the date used will be recorded as the 4th consecutive missed class without notice of cancellation. We are entitled to retain fees for any component of the course completed up until the point of cancellation notification by the student via a signed variation form.

- **Replacement of text and training workbooks**

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement.

Fee Concessions

Who is eligible for a concession (except Diploma and Advanced Diploma level)?

Concessions on tuition fees for government subsidised training places in all course categories except Skills Deepening (Diplomas and above) are available to people in the following groups:

- [Commonwealth Health Care Card](#) holders, and their dependent children and dependent spouses
- [Pensioner Concession Card](#) holders, and their dependant children and dependant spouses
- [Veteran's Gold Card](#) holders (but not their dependants).

The concession fee for all course categories except Diploma and Advanced Diploma is the same as the minimum fee for the relevant [course category](#). Please see the Fees and Charges Schedule

Indigenous students

Under an Indigenous Completions Initiative, Indigenous students pay only the minimum or concession tuition fee for all courses, including courses in the Skills Deepening category.

If fees are being paid by the Australian Government

If the Australian Government is funding your enrolment, the concession fee is not available. If you are referred to a provider by an agency of the Australian Government, for example a Job Network agency, you should pay the standard tuition fee and then seek reimbursement from the agency.

Fee Exemptions

Students who are prisoners, detainees or who are under a court order are exempt from fees.

Payment Plan

If you are experiencing temporary financial difficulties, a Payment Plan is available to assist with your fee payment. Please contact the Skills Vic department if you require assistance with your fees.

Re-issue of Certificate

If for any reason you require an additional Certificate, RGIT will charge an administration fee of \$25 to re-issue your certificate.

Recognition of Prior Learning (RPL)

Students who wish to apply for recognition of skills acquired through work or life experiences, or through qualifications obtained through formal studies or training, must enrol and pay the administration fee of \$599 and a charge calculated on the basis of the course or per unit to be reviewed. If RPL is granted, there is no refund of fees. Please refer to our Recognition of Learning and Credit Transfer Policies.

1.4 Qualifications to be issued

There are a range of pathways to the qualifications, particularly in the vocational education and training sector. Pathways include work-based training, work- and classroom-based training, classroom-based training and recognition of prior learning.

In all circumstances, a qualification will be issued if the candidate can demonstrate suitable competence against relevant units of competence. In the vocational education and training sector, a Statement of Attainment can also be issued by an RTO when an individual has completed one or more units of competency from a nationally recognised qualification or courseⁱ.

At RGIT we recognise our responsibility to comply with this requirement in accordance with the conditions of registration outlined in the Australian Quality Training Framework. Specifically, RGIT will issue a qualification or statement of attainment (as appropriate) to a person it has assessed as competent in accordance with the requirements of the Training Package or accredited course, that: ⁱⁱ

- Meets the AQF requirements;
- Identifies the RTO by its national provider number from the National Training Information Service; and
- Includes the Nationally Recognised Training (NRT) logo in accordance with the current conditions of use.ⁱⁱⁱ

RGIT recognises the AQF qualifications and statements of attainment issued by any other RTOs.¹ Further information relating to recognising awards from other RTOs is provided in the Credit Transfer section later in this manual.

1.5 Assessment procedures

Assessment tools are the media (electronic or hard copy) used to gather evidence about a candidate's competence. We have developed assessment tools, which support the assessment of applicable units of competence in accordance with the requirements of industry Training Packages. It is important for RGIT staff members to acknowledge that these are generic tools, which provide us with a starting point for the development of other supporting tools, which will reflect the needs of our clients or target industry group. RGIT staff members must be satisfied that tools developed for assessment fit with the requirements of the target industry and enterprise requirements. Some units of competence are associated with licensing requirements and whilst this is not always stipulated in the unit of competence, we will need to be informed of the additional requirements this imposes during assessment.

The following are examples of assessment tools which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the rules of evidence and the principles of assessment:

- Direct observation checklist;
- Simulation exercises or role-plays;
- Project outlines and explanation sheets;
- Workplace templates;
- Written questionnaires;
- Verbal questionnaires;
- Portfolios, for example collections of work samples by the candidate;
- Product with supporting documentation or journal/log book;
- Workplace samples/products; and
- Industry/workplace evidence reports.

This list of assessment tools identifies only a small number of assessment tools which are in use in the VET sector today. These are however the more common tools and support holistic assessment methods favoured by RGIT. Tools are developed by RGIT according to the identified training and assessment strategy.

1.6 Language, literacy and numeracy

Language, literacy and numeracy expectations are based on the Australian Core Skills Framework established by the Department of Education and Early Childhood Development (DEECD).

Generally, you are eligible for a government-subsidised training place if you are:

Certificate I and II level vocational qualifications

The learner's language, literacy and numeracy levels are expected to be equivalent to Level 2.

Certificate III, IV and Diploma level vocational qualifications

The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the Australian Core Skills Framework. More details about language, literacy and numeracy requirements are contained in the individual course brochures.

1.7 Recognition of prior learning (RPL)

What is recognition?

Recognition involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competence, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.^{iv} This has benefits for the individual and industry. Most importantly, it should be noted that recognition is just another form of

assessment and requires the same application of policy and procedures outlined in the Assessment section of this manual.

Recognition guidelines

The following guidelines are to be followed when an application for recognition is received:

- Any student is entitled to apply for recognition in a course or qualification in which they are currently enrolled.
- Students may not apply for recognition for units of competence or qualification which are not included in RGIT's scope of registration.
- Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- Students who are currently enrolled in a training program are eligible to apply for recognition in that program at no additional charge.
- Assessment via recognition is to apply the principles of assessment and the rules of evidence.
- Recognition may only be awarded for whole units of competence.

Forms of evidence

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, RGIT applies the following rules of evidence:

- Sufficient,
- Valid,
- Authentic, and
- Current.

Like assessment, recognition is a process whereby evidence is collected and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;

- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient evidence on their own. When combined together with a number of evidence items, the candidate will start to provide a strong case for competence. RGIT reserves the right to require candidates to undertake practical assessment activities of skills and knowledge in order to satisfy itself of a candidate's current competence. (See Recognition (RPL) procedure – section 5.4)

Appealing recognition outcomes - If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome like other assessment decisions. Refer to the appeals policy.

1.8 Credit transfer

National Recognition resulting in Credit transfer

National recognition (formally mutual recognition) is the recognition by an RTO of an Australian Qualifications Framework (AQF) qualification and/or a statement of attainment issued by all other Australian RTOs and is an Australian Quality Training Framework (AQTF) registration requirement. The intention of this is that it should make no difference where a student has completed a particular unit for the purpose of the final award of a qualification. Hence if a unit from another RTO falls under the qualification rules (including transitional arrangements) credit must be granted.

When unit codes and titles are different

If credit transfer is being sought for a unit of competence which has a different title or code, then it is necessary to establish the equivalence between the unit held and the unit being sought. In many cases this information can be found in mapping documents published in the relevant Training Package or by State registering authorities who provide purchasing guidelines or mapping guides. Our administrative staff will obtain this information and validate claims of equivalence.

As a general guide, if there is no such mapping available then we are not obliged to recognise the unit through credit transfer. In these circumstances, the applicant should be referred for recognition in accordance with our Recognition policies and procedures.

Evidence requirements

An applicant will be required to present his or her statement of attainment or qualification for examination by RGIT. These documents will provide the detail of what units of competence the applicant has been previously issued. Applicants must provide satisfactory evidence that the statement of attainment or qualification is theirs and that it has been issued by an Australian RTO. Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework Implementation Handbook. The applicant is required to submit copies which are certified as true copies of the original by a Justice of the Peace (or equivalent) only and counter signed by RGIT staff.

Credit transfer guidelines

The following guidelines are to be followed when an application for credit transfer is received:

- Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
- Students may not apply for credit transfer for units of competence or qualification which are not included in our scope of registration.
- Whilst students may apply for credit transfer at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- The student does not incur any costs or fees for credit transfer and we do not receive any funding for Government funded courses when credit transfer is granted.
- Credit transfer may only be awarded for whole units of competence. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek recognition through RPL.
- Credit transfer will only be issued when the student's enrolment includes at least one other unit of competence for which the student is participating in training or is seeking recognition. Student may not enrol only for credit transfer.

1.9 Dispute resolution procedure and code of behaviour

We have a dispute resolution procedure to provide students with a fair and equitable process for resolving any disputes or complaints they may have. Written copies of the procedure are included in the student handbook.

Students are required to follow the Code of Behaviour at all times. Failure to follow the Code of Conduct may involve the imposing of sanctions including removal from the course. The Code of Behaviour is included in the student handbook.

1.10 Student support services

Students requiring assistance with their training should contact their trainer in the first instance or else contact the Domestic Student Services.

Support Services phone numbers

Centrelink (free call)	13 10 21
Community Connections (free call)	1300 361 680
Domestic Violence Centres 24 Hour HOTLINE	1800 015 188
Lifeline [Also supports counselling – mental Health – Preventing Suicide]	13 11 14
Primary Mental Health Team	5564 6000
Nurse on call	1300 60 60 24

Student Welfare & Support Services

“Students are better prepared for learning when they are healthy, safe and happy; therefore, student welfare is the responsibility of all staff working for RGIT. Student learning cannot be separated from welfare”.

RGIT is committed to supporting the individual development of all our students to help reach their full potential. We understand that students may have study, work and/or social related issues and that holistic approaches to the student’s emotional and physical well being are critical to the successful completions and outcomes of training.

Our Trainers and Assessors are available to support you by providing opportunities to discuss your concerns in a private and confidential setting. The Trainer and Assessor is not a qualified counsellor, but have been provided with training and current information regarding relevant and appropriate referral support services in the local and/or metropolitan region.

RGIT is able to assist you and advice on appropriate referrals with:

- Personal concerns
- Study-related concerns
- Career pathways options
- Information on laws regarding Occupational Health and Safety
- Information on laws regarding Equal Employment Opportunity
- Information on laws regarding Harassment and Bullying
- Information on laws regarding Industrial Relations
- Disability support services referral
- Indigenous support services referral
- Information to access Job Services Australia services
- Financial or budgetary concerns

1.11 Relevant legislation

A range of legislation is applicable to all staff and students. Information on relevant legislation can be found at the following websites:

- Occupational Health & Safety - <http://www.business.gov.au/BusinessTopics/Occupationalhealthandsafety> - integral in understanding the Safe working environment, Prevention of Injury, All people - workers and the general public – should have the highest level of protection against risks to health and safety. Those who manage or control things that create health and safety risks in the workplace are responsible for eliminating those risks. Where they can't be eliminated, they are responsible for reducing those risks so far as is reasonably practicable.
- Equal Opportunity - <http://www.eoc.vic.gov.au/> - helps people resolve complaints of discrimination, sexual harassment and racial or religious vilification by offering a confidential, free and impartial complaint resolution service with the aim of achieving a mutual agreement.
- VET - <http://www.skills.vic.gov.au/> - was established to guide the vocational education and training (VET) system. The Act established the Vocational Education and Training Authority (VETA) as a government agency charged with an overall responsibility of **Coordinating, Regulating, Financing, Providing and Promoting** vocational education and training.
- Work Cover - <http://www.workcover.vic.gov.au> - The Victorian Work Cover Authority (VWA) is the manager of Victoria's workplace safety system. Broadly, the responsibilities of the organisation are to:
 - help avoid workplace injuries occurring
 - enforce Victoria's occupational health and safety laws
 - provide reasonably priced insurance for employers
 - help injured workers back into the workforce
 - manage the workers' compensation scheme by ensuring the prompt delivery of appropriate services and adopting prudent financial practices
- Privacy - <http://www.privacy.gov.au> - provides for information & guidance about the way personal information is provided, protected & handled by Employers & other bodies that gather personal information. The NPP are: Collection, Use & Disclosure, Data Quality, Data Security, Openness, Access & Correction, Identifiers, Anonymity, Transporter Data Flow & Sensitive Information.

It is the responsibility of all staff to ensure the requirements of relevant legislation are met at all times. Use the web sites indicated, or contact the Student Services / Skills Vic Manager if you require further information.

1.12 Access and equity policy

Our Code of Practice includes an access and equity policy. This document is available on request. It is the responsibility of all staff to ensure the requirements of the access and equity policy are met at all times.

1.13 Privacy

Personal information is collected solely for the purpose of operating as a Registered Training Organisation under the Australian Quality Training Framework administered by the Victorian Government who are the registering authority. The requirements of the registering authority may require 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 the college and may request corrections to information that is incorrect or out of date. Please apply to the Student Services if you wish to view your own records.

Code of Conduct

RGIT is committed to protecting the privacy of all personal information. All employees and trainers of RGIT are instructed and aware of the RGIT Privacy Policy Principles and are required to strictly adhere to these principles.

This policy sets out the way:

- Personal information is handled
- Personal information is disclosed
- Personal information is accessed by the individual

Please refer to the back of this handbook for more information.

1.14 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.

1.15 Transition

Training Package transition arrangements policy

RGIT is responsible as a Registered Training Organisation to implement strategies to transition to a new training package within twelve months of the release of a new training package.

During the 12 month transition period RGIT will take action to review the status and progress of existing students to determine which students can complete their studies during the transition. Students who cannot complete their studies within the transition period must be transitioned to the new qualification. Students who have completed less than 50% are encouraged to transfer.

RGIT will advise students and employers about the revised qualification and the requirement to complete studies within the transition period or transition to the new qualification.

RGIT will complete new training plans and all required paperwork to assist in the transition for individual students. RGIT will determine if Credit transfers or RPL (Recognition of Prior Learning) is applicable to individual students during the transition.

RGIT will work together with the employer, student and trainer to ensure the student is not disadvantaged in any way.

Code of practice

This Code of Practice requires the Registered Training Organisation to implement policies and management practices that maintain high professional standards in the delivery of education and training services and which safeguard the educational interests and welfare of staff and students.

1.16 Administration and management

The Registered Training Organisation will meet the following minimum administrative and management standards:

- Ensure a person or persons with relevant qualifications and experience will undertake responsibility for the management and coordination of training delivery, assessment, verification, staff selection and professional development of the Registered Training Organisation.
- Maintain adequate and appropriate insurance including public liability, and Work Cover.
- Advise the Registering Authority in writing within 10 working days of any change to the information contained in its Registration/Endorsement Application.
- Allow the Registering Authority or its agent's access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the Conditions of Registration/Endorsement.
- Pay the Registering Authority all registration fees within 30 days of these fees being due and payable to maintain currency of registration.

- Maintain systems for recording student enrolments, attendance, completion, assessment outcomes (including Recognition of Prior Learning), results, qualifications issued, grievances and the archiving of records.
- Treat all personal records of clients with the strictest confidentiality.
- Provide for staff and students to be able to access their own records.

1.17 Course delivery

The Registered Training Organisation will:

- Provide, prior to course commencement, orientation program containing information about the course curriculum, program of study and availability of learning resources.
- Ensure that a current copy of the accredited course curriculum is available to staff and students.
- Ensure that training and assessment occur in accordance with the requirements of the accredited course.
- Ensure that National guidelines are followed when customising courses to meet the needs of particular clients.
- Obtain written permission from course copyright owners prior to course delivery to use and, if required, customise courses.
- Ensure that all courses in the Scope of Registration remain accredited.

1.18 Staff

Trainers and Assessors of The Registered Training Organisation will have:

- Demonstrated competencies at least to the level of those being delivered.
- For Trainers: demonstrated achievement of at least Certificate IV in Assessment and Workplace Training Competency Standards or their equivalent.
- For Assessors: demonstrated achievement of at least the three assessor competencies from the Certificate IV in Assessment and Workplace Training Competency Standards or their equivalent.
- Industrial experience that is current and relevant to the particular courses or modules that they are involved in delivering.
- Current Working with Children Checks and Police Checks.

1.19 Training environment

The Registered Training Organisation will meet the following minimum training environment standards:

- Comply with all laws relevant to the operation of training premises including occupational health and safety, equal opportunity, anti-harassment, privacy and fire safety regulations.
- Ensure that training premises are of adequate size and have adequate heating, cooling, lighting and ventilation.
- Ensure that training facilities, equipment and other resource materials are adequate for the Scope of Registration and are maintained in good order and repair.

1.20 Certificates and Statements of Attainment

Awards and Statements of Attainment will be issued to students who satisfactorily complete courses or units within the Scope of Registration in the form of certificates containing the following information:

- name and registered number of the provider as shown on the Certificate of Registration;
- name of the person receiving the qualification;
- name of the course or units as shown on the Scope of Registration;
- a certificate number;
- the Nationally Recognised Training Logo;
- the appropriate Australian Qualifications Framework statement;
- identification of the recognition authority;
- date issued; and
- authorised signatory of the Registered Training Organisation.

The Registered Training Organisation will identify units of competency achieved on any certification issued in relation to courses based on national competency standards.

The Registered Training Organisation will accept and nationally recognise the qualifications and Statements of Attainment awarded by any other registered training organisation.

1.21 Marketing and recruitment

- The Registered Training Organisation will market courses within the Scope of Registration with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. No false or misleading comparisons are to be drawn with any other provider or course.
- The Registered Training Organisation will not state or imply that courses other than those within the Scope of Registration are recognised by the registering authority.
- The Registered Training Organisation will recruit students at all times in an ethical and responsible manner consistent with the requirements of courses.

- The Registered Training Organisation will ensure that application and selection processes are explicit and defensible and equity and access principles are observed.

1.22 Student information

The Registered Training Organisation will advise prospective students of:

- its Scope of Registration;
- application processes and selection criteria;
- fees and costs involved in undertaking training;
- fee refund policy (commercial providers only);
- qualifications to be issued on completion or partial completion of courses;
- competencies to be achieved during training;
- assessment procedures including recognition of prior learning;
- literacy and numeracy requirements;
- grievance procedure;
- staff responsibilities
- facilities and equipment; and
- student support services.

1.23 Access and Equity Operating Principles

- The Registered Training Organisation aims to ensure that access to employment and training is available, regardless of gender, socioeconomic background, disability, ethnic origin, age or race.
- The Organisation's training services are delivered in a non-discriminatory, open and respectful manner.
- The Organisation's staffs are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of clients with special needs.
- The Organisation's facilities are updated to provide reasonable access to clients of all levels of mobility, and physical and intellectual capacity.
- Client selection for training opportunities is conducted in a manner that includes and reflects the diverse client population.
- The Organisation actively encourages the participation of clients from traditionally disadvantaged groups and specifically offers assistance to those most disadvantaged.
- The Organisation provides culturally inclusive language, literacy and numeracy advice and assistance that assist clients in meeting personal training goals.
- The Organisation is accountable for its performance in adhering to the principles of this policy, and welcomes feedback as part of its quality improvement system.
- Staff and students of the Registered Training Organisation are required to comply with access and equity requirements at all times.
- If you have any suggestions as to how we can improve our performance with respect to access and equity, or if you would like further information on anything included in this policy, please contact the Student Services.

1.24 Office location & hours

RGIT has 2 campuses in Melbourne and are located near Flinders Street station.

- Address: 28-32 Elizabeth Street, Melbourne, VIC 3000
- Address: 43-53 Elizabeth Street, Melbourne, VIC 3000

Office Hours are Monday to Friday 8:30am – 5:00pm

Access to RGIT

To affirm the commitment of RGIT to provide and maintain, as far as reasonably practicable, an environment that is without risk to the health, safety and security our students during training please make note of the following points:

Car Parking

We encourage all participants to park in the parking bays surrounding the buildings. Please be aware of parking limitations as applied by the local Councils.

Entering and Exiting the Building

Please enter via the buildings front door only.

Facilities and Equipment

Should you identify any Occupational Health & Safety issues during the program, please report these immediately to your trainer.

2. Code of behaviour

The Code of Behaviour requires the following rights to be respected and adhered to at all times by students.

- 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 personal property (including computer files and student work) and the Registered Training Organisation property protected from damage or other misuse
- The right to have any disputes settled in a fair and rational manner (this is accomplished by the Grievance Procedure)
- 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

For non-compliance with the Code of Conduct the following three-step procedure for discipline will be followed:

- A member of the Registered Training Organisation staff will contact students in the first instance to discuss the issue or behaviour & 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 1)
- Where the issue or behaviour continues, students will be invited for a personal interview with the Student Services/ HESG 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 2)
- Should the issue or behaviour continue, the student will be provided with a final warning in writing & a time frame in which to rectify the issue? A copy of this letter will be included on the student's personal file. (Step 3)
- After the three steps in the discipline procedure have been followed, should the issue or behaviour still continue, training services will be withdrawn and the student will be notified in writing that their enrolment has been terminated.
- At any stage of this procedure students are able to access the Grievance Procedure to settle any disputes that may arise.

3. Equal opportunity

(The following information is extracted from the Equal Opportunity Commission's website. All services referred to may be available from the Equal Opportunity Commission. Information is subject to change. Please contact the Equal Opportunity Commission for the most current information.)

A fair go is your right. It doesn't matter how old you are or whether you were born in Australia or overseas, the Equal Opportunity Act 1995 (Vic) and federal anti-discrimination laws protect this right. In Victoria it is against the law for someone to treat you unfairly (discriminate) or harass (hassle or pick on) because of your actual or assumed:

- Age
- Breastfeeding
- Carer status
- Disability/impairment
- Gender identity
- Industrial activity
- Lawful sexual activity
- Marital status
- Physical features
- Political belief of activity
- Pregnancy
- Race
- Religious belief of activity
- Sex
- Sexual orientation
- Personal association with who has, or is assumed to have, one of these personal characteristics

It is also against the law for someone to sexually harass you.

If you make a complaint (or help someone else make a complaint), it is against the law for someone to hassle or victimise you because you have done so.

It is also against the law to authorize or assist another person to discriminate or harass someone.

3.1 Discrimination

Discrimination is unfair treatment based on a personal characteristic protected by the law. It can be direct or indirect.

Direct discrimination: when treating people differently is unfair.

Direct discrimination happens when a person treats someone who has one of the personal characteristics protected by the law less favourably than someone who doesn't have that personal characteristic.

For example, a bakery only hires young women and refuses to give a qualified male applicant a job simply because he is a man.

Even if the behaviour is unintentional, or the person responsible doesn't believe the treatment is less favourable, it will still be discrimination.

Indirect discrimination: when treating everybody the same is unfair

In some cases, treating everybody the same way will be unfair. This is known as indirect discrimination. Under the law it means setting a requirement which:

- Someone with a particular personal characteristic protected by law can't satisfy.
- A higher proportion of people without that characteristic or with different characteristics can satisfy; and
- The requirement is not reasonable in all the relevant circumstances.

For example, requiring all workers on a car assembly line to speak and write fluent English makes it harder for people from non-English speaking backgrounds to work in the factory. The work doesn't require fluent spoken and written English so the requirement isn't reasonable.

3.2 Sexual harassment

Sexual harassment is behaviour of a sexual that is unwelcome, unasked for and unreturned. If a reasonable person would have foreseen that the behaviour would offend, humiliate (put down) or intimidate (threaten or scare) the other person, then the law says it will be sexual harassment.

Sexual harassment can include:

- Asking for sex
- Unwelcome comments about a person's sex life or physical appearance
- Suggestive behaviour such as leering and ogling
- Unnecessary physical contact such as brushing up against a person
- Sexually offensive comments, anecdotes or jokes
- Displaying sexually offensive visuals (such as photos, pin ups or calendars) reading matter or objects.

- Sexual propositions or continued requests for dates
- Physical contact such as touching or fondling
- Indecent assault or rape (also serious crime)

Sexual harassment can be physical, verbal or written. It can include words, statements or visuals that are transmitted by paper, phone, fax, e-mail, office intranets, videoconference or any other means of communication.

3.3 Equal opportunity in employment

Under Victoria's Equal Opportunity Act, it is against the law to treat someone unfairly or harass (hassle) them in employment. This includes sexual harassment.

What does employment cover?

The law covers job applications, employees, co-workers, managers, supervisors, and contract workers. It applies when deciding who to hire, how to treat employees and which employees to dismiss, retire or make redundant. It covers industrial organisations, partnerships and professional qualifying bodies. The law doesn't apply to volunteers or other unpaid workers.

An employer may be legally liable for an employee's acts of discrimination or harassment unless it can show that it took reasonable precautions to prevent discrimination.

How can discrimination in employment happen?

If it is based on a personal characteristics protected by law, discrimination may include:

- Advertisements
- Interview questions
- Refusing to employ someone
- Setting unfair terms of employment
- Denying access to a training program
- Refusing or limiting access to opportunities for promotion, transfer or other employment benefits
- Dismissal or other termination of employment

3.4 Equal opportunity in education

Under Victoria's Equal Opportunity Act, it is against the law to treat someone unfairly or harass (hassle) them in education. This includes sexual harassment.

How is education covered?

Education covers schools, colleges, universities, or other institutions where training or education is provided. It also covers people or bodies that run educational institutions.

How can discrimination in education happen?

If it is based on a personal characteristic protected by law, unlawful discrimination may happen when:

- Deciding who will be admitted as a student
- Refusing to accept a student's application
- Denying or limiting access to benefits
- Expelling a student
- Any other unfair treatment based on a characteristic protected by law.

3.5 When are discrimination and harassment against the law?

Discrimination and harassment are against the law in:

- Accommodation
- Clubs
- Education
- Employment
- Goods and services
- Selling and transferring land
- Sport

3.6 Your responsibilities

Everyone has the right to a fair go. In Victoria, the Equal Opportunity Act 1995 makes it unlawful to treat someone unfairly (discriminate) or harass (pick on or hassle) them because of 17 personal characteristics, including age, sex, sexual orientation, disability/impairment, race, or religious belief, to name just a few. This protection covers:

- Employment
- Accommodation
- Education
- Clubs
- Provision of goods and services
- Sport

It is also against the law to discriminate when selling or transferring land.

What are my responsibilities?

Along with this right comes the responsibility to give everyone else a fair go. This means treating others fairly regardless of their race, age, or other personal characteristics protected by law. Particular responsibilities apply to employers, real estate agents and providers of goods and services, who may be responsible not only for their own actions, but for those of employees

More information is provided in our guidelines for employers and information for real estate agents.

3.7 Are there any exceptions?

There are some common-sense exceptions that apply to each of the areas of life covered above. There are also exemptions from the Act's provisions.

3.8 Where can I get help?

The Equal Opportunity Commission's advice lines offer free, impartial and confidential advice. The advice line is open Monday, Tuesday, Thursday and Friday from 10.00am -2.00pm, and Wednesday from 10.00am-2.00pm only. Tel: (03) 9281 7100 or toll-free 1800 134 142 TTY: (03) 9281 7110.

The Equal Opportunity Commission also offers workplace education programs for employers and consultancy services to help Victorians meet their legal responsibilities. Fees apply to education and consultancy services.

How do you make a complaint?

You have the right to a fair go. If you have been treated unfairly or harassed (hassled or picked on) in Victoria, you can make a complaint to us at the Equal Opportunity Commission if:

- the unfair treatment is based on one of the characteristics protected by law; and
- it happened in one of the areas of public life protected by the law.

At the Equal Opportunity Commission we accept complaints made under the Victorian Equal Opportunity Act as well as complaints made under federal anti-discrimination laws. Complaints should be in writing where possible.

Free, fair and confidential complaint handling

The Equal Opportunity Commission advice and complaint serviced are confidential and free of charge. Our staffs do not take sides or act on anyone's behalf. They treat everyone involved in a complaint as fairly as possible.

The Equal Opportunity Commission try to keep their enquiry and complaint handling processes simple and informal. You don't need to bring a lawyer with you to meetings with Equal Opportunity Commission staff. However, you are generally welcome to have any appropriate support you feel is necessary, including a lawyer.

It is against the law for someone to hassle or pick on you because you have made a complaint or intend to make a complaint or because you help or intend to help someone else make a complaint. This is known as victimisation.

Steps in the complaint resolution process

If you made a complaint you will go through some, if not all, of these steps:

- getting information and advice

- making a complaint
- investigation of your complaint
- complaint is referred to conciliation
- you attend a meeting to resolve the complaint (conciliation)
- hearing at the Victorian Civil and Administrative Tribunal (Anti-Discrimination List)

Is there another organisation that can help?

Not all unfair treatment is protected by equal opportunity law. If we can't help you we may be able to give you contact details for another organisation that can help you.

Do you need an interpreter?

If you need a language interpreter, we can provide one at no cost to you.

4. Privacy

Personal information is collected solely for the purpose of operating as a Registered Training Organisation under the Australian Quality Training Framework administered by the Victorian Government who are the registering authority. The requirements of the registering authority may require 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 the college and may request corrections to information that is incorrect or out of date. Please apply to the Student Services / Skills Vic Manager if you wish to view your own records.

4.1 Information privacy principles

The following information privacy principals are followed by this organisation.

Code of Conduct

RGIT is committed to protecting the privacy of all personal information. All employees and trainers of RGIT are instructed and aware of the RGIT Privacy Policy Principles and are required to strictly adhere to these principles.

This policy sets out the way:

- Personal information is handled
- Personal information is disclosed
- Personal information is accessed by the individual

Collection

- This information is collected solely for the purposes of training or obtaining finance directly from the client or student however, sometimes it will be collected from third parties nominated by you. e.g. employers, auditors.
- Collection will only be by fair and lawful methods.
- A major requirement by RGIT is to obtain a completed and signed Privacy Statement / Consent form.

Use and Disclosure

- RGIT will endeavour to ensure that personal information remains private and used only for the purposes agreed to by the student or client.
- RGIT is required to collect, use and disclose your personal information to provide products and services requested by you on your behalf.

Information Quality and Security

- All hard copy information collected is held in locked facilities and all electronic information held is accessible by password only.
- When personal information is no longer required it is either returned to the client by Express Post (if requested) or destroyed in a safe and secure manner by shredding.

Access

- You can gain access to your information held by RGIT by contacting the Student Services / Skills Vic Manager.
- In order to access personal information, the student or client needs to put a request in writing and a reasonable administration fee may be charged to obtain the information.

5. Procedures

5.1 Student discipline

Purpose

The purpose of this procedure is to outline the system used for ensuring students meet the behaviour requirements of the Registered Training Organisation. [AQTF 6.3 (ix)]

Responsibility

The Student Services / Skills Vic Manager

Requirements

The method section defines the procedure used for dealing with student discipline.

Students are required to adhere to the Registered Training Organisation's Code of Behaviour at all times

The Student Services / Skills Vic Manager must, prior to implementation, approve any discipline actions arising from breaches of the Code of Behaviour

Any decision by the Student Services / Skills Vic Manager in relation to student discipline can be appealed using the Student Complaints and grievance procedure

The Code of Behaviour requires the following rights to be respected and adhered to at all times

- 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 personal property (including computer files and student work) and the Registered Training Organisation property protected from damage or other misuse
- The right to have any disputes settled in a fair and rational manner (this is accomplished by the Grievance Procedure)
- 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 courtesy at all times

5.1.1 Records

Record	Description	Location	Retention
Student discipline record	Record of a student discipline meeting and its outcomes signed by all parties	Student file	Duration of enrolment
Final warning letter	A letter signed by the Student Services / Skills Vic Manager indicating training services will be withdrawn and their enrolment has been terminated	Student file	Duration of enrolment and any subsequent appeals

Method

For non-compliance with the Code of Conduct the following three-step procedure for discipline will be followed:

- A member of the Registered Training Organisation staff will contact students in the first instance to discuss the issue or behaviour & 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 1)
- Where the issue or behaviour continues, students will be invited for a personal interview with the Student Services / Skills Vic 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 2)
- Should the issue or behaviour continue, the student will be provided with a final warning in writing & a time frame in which to rectify the issue. A copy of this letter will be included on the student's personal file. (Step 3)
- After the three steps in the discipline procedure have been followed, should the issue or behaviour still continue, training services will be withdrawn and the student will be notified in writing that their enrolment has been terminated.
- At any stage of this procedure students are able to access the Grievance Procedure to settle any disputes that may arise.

5.2 Student complaints and appeals

Purpose

The purpose of this procedure is to define the system available to students for dealing with student complaints and appeals

Responsibility

The CEO is responsible for implementation of this procedure and ensuring that staff and students are made aware of its application.

Requirements

Students who are concerned about the conduct of RGIT are encouraged to attempt to resolve their concerns using this procedure.

- The procedure will be implemented at no cost to the student.
- The procedure will commence within 5 working days of the formal lodgment of the complaint or appeal and supporting information
- All prospective students will be provided with information about the complaints and appeals procedure before making an agreement to enrol.
- All complaints and appeals will be handled professionally and confidentially in order to achieve a satisfactory resolution that is fair and equitable to all parties.
- Students will be provided with details of external authorities they may approach, if required.
- At any stage in the complaint or appeal process students are entitled to have their own nominee included to accompany and support them.
- Students may raise any matters of concern relating to training delivery and assessment, the quality of the teaching, student amenities, discrimination, sexual harassment and other issues that may arise.

For complaints and appeals:

- The student will have an opportunity to formally present their case, in writing or in person at no cost to the student.
- The student may be accompanied and assisted by a support person at any relevant meetings.
- At the conclusion of the complaint or appeal the student will be given a written statement of the outcome, including details of the reasons for the outcome and the record of the complaint and outcome will be placed in the student file.
- A student's enrolment will normally be maintained whilst a complaint or appeal is in progress and the outcome has not been determined except in cases where RGIT is intending to cancel a student's enrolment.
- RGIT will encourage the parties to approach a complaint with an open view and to attempt to resolve problems through discussion and conciliation. Where a complaint cannot be resolved through discussion and conciliation, we acknowledge the need for an appropriate external and independent agent to review the process implemented by RGIT.
- If there is any matter arising from a student informal complaint, formal complaint or appeal that is a systemic issue which requires improvement action, this will be reported in writing (via email to the CEO) to the Continuous Improvement Group meeting so the matter can be recorded in RGIT Complaints Register and be used as part of the continuous improvement activities of RGIT.
- Nothing in this procedure inhibits student's rights to pursue other legal remedies. Students are entitled to resolve any dispute by exercising their rights to other legal remedies. Students wishing to take this course of action are advised to:-
- Contact the regulatory authority, VRQA, on +61 3 9637 2806 or email <http://www.vrqa.vic.gov.au/StateRegister/Public.aspx/LodgeEnquiry>

- More information is on the VRQA web site
<http://www.vrqa.vic.gov.au/support/default.htm>

Contact a solicitor; or-

Contact the Law Institute of Victoria T: +61 3 9607 9311, E: lawinst@liv.asn.au

Method

Informal Complaint Process

Any student with an issue, question or complaint may raise the matter with staff of RGIT and attempt an informal resolution of the complaint.

Students with an issue, question or complaint can arrange a meeting to discuss the matter with one of the following RGIT staff members who are responsible to try and resolve the issue, question or complaint with the student:

- Trainer
- CEO

If there is any matter arising from a student informal complaint that is a systemic issue which requires improvement action, this will be reported by the staff member, in writing (via email to the CEO) to the Continuous Improvement Group meeting so the matter can be recorded in RGIT Complaints Register and be used as part of the continuous improvement activities of RGIT. The staff member (or any of those listed below) will try and resolve the complaint at the meeting or if required investigate the matter and then arrange another meeting with the student to discuss the outcome of investigation and offer a solution if appropriate.

Students who are not satisfied with the outcome of their discussion of the complaint are encouraged to register a formal complaint by:

- Obtaining a copy of the Student complaint form which can be requested from the CEO;
- Completing the Student complaint form;
- Lodging the Student complaint form with the Administration Manager.
- Students having difficulty completing the Student complaint form should ask a trainer, or the CEO to assist them.
- Once the Student complaint form is lodged with the CEO it will be dealt with as described in the formal complaint process below.

Formal Complaint Process – preamble

The formal complaint process will commence within 5 working days of the formal lodgment of the complaint or appeal and supporting information.

A maximum time of 10 working days from the commencement of the formal complaint process will be allowed for the resolution unless all parties agree in writing to extend this time. This period is called the resolution phase.

Formal complaints must be lodged using the Student complaint form which can be requested from the Administration Manager.

Formal complaints must be recorded in the student's files.

Formal Complaint Process - details

Students who are not satisfied with the outcome of the informal process, or, who want to register a formal complaint may do so at any time by:

- Obtaining a copy of the Student complaint form which can be requested from the Administration Manager or CEO
- Completing the Student complaint form;
- Lodging the Student complaint form with the Administration Manager or CEO.
- Once completed the complaint form is to be lodged with the Administration Manager who will arrange for the complaint to be entered on RGIT complaint register and meet with the student to discuss the complaint.

During the formal complaint process:

- Students will have an opportunity to formally present their case to the CEO, in writing or in person at no cost to the student.
- Students may be accompanied and assisted by a support person at any meetings involving the complaint.
- Complaints can only be dealt with by the Trainer, Administration Manager and/or the subject of the complaint and cannot be involved in subsequent appeal hearing.

The role of the Administration Manager / CEO is to:

- Assist the student register their formal complaint.
- Ensure the resolution phase commences within 5 working days of the written complaint being lodged.
- Provide the student, or the students representative, with an opportunity to present their complaint.
- Ensure they fully understand the students complaint.
- Work with the student to identify how the complaint can be resolved to the satisfaction of the student.
- Consult and negotiate with the all parties involved with the complaint in order to obtain their commitment and agreement to the proposed solution.
- Formally document the resolution to the complaint including reasons for the method of resolution and provide the student with a written copy of the document.
- Arrange for the proposed resolution to be signed off by the student.
- Monitor the implementation of the resolution to ensure that all parties adhere to the agreed resolution.
- Ensure that the details of the complaint are recorded in Administration Manager Complaints Register and reported (via the trainer report) to the Continuous Improvement Group meetings for continuous improvement purposes.
- Advise the student to take the complaint to appeal if a resolution cannot be agreed upon.

Formal Complaint Process – finalisation

At the end of the resolution phase the Administration Manager / CEO will report RGIT's decision in writing to the student within 5 working days. RGIT's decision and reasons for the decision will

be documented by the Administration Manager / CEO and placed in the students file. A copy of this document will be provided to the student.

Following the resolution phase RGIT will implement the decision as conveyed to the student and undertake any improvement actions arising from the complaint.

If there is any matter arising from a student formal complaint that is a systemic issue which requires improvement action this will be reported, by the Administration Manager/CEO, in writing (via email) to the Continuous Improvement Group so the matter can be recorded in RGIT Complaints Register and be used as part of the continuous improvement activities of RGIT. Students who are not satisfied with the outcome of the formal complaint are encouraged to appeal against RGIT decision by:

- Obtaining a copy of the Student appeal form which can be obtained from the Administration Manager / CEO;
- Completing the Student appeal form;
- Lodging the Student appeal form with the Administration Manager / CEO.
- Once the Student appeal form is lodged with the Administration Manager / CEO, it will be dealt with as described in the Internal Appeal Process below.

Internal Appeal Process - preamble

Internal appeals may arise from a number of sources including appeals against assessment, appeals against discipline actions, and appeals against decisions arising from complaints. The essential nature of an appeal is that it is a request by a student to reconsider a decision made by RGIT.

Students who are not satisfied with the outcome of a formal complaint or wish to appeal a decision made by RGIT are encouraged to appeal against the decision by:

- Obtaining a copy of the Student appeal form which can be requested from Administration, the trainer or the CEO.
- Completing the Student appeal form.
- Lodging the Student appeal form with the Student Coordinator or the Training Manager
- A student's enrolment will be maintained whilst an appeal is in progress and the outcome has not been determined.
- The appeal resolution phase must commence within 5 working days of the internal appeal being lodged in writing.
- A maximum time of 10 working days from the commencement of the appeal resolution phase will be allowed for the appeal resolution unless all parties agree in writing to extend this time.

Internal Appeal Process - general

Internal appeals (except assessment appeals) will be heard by a 3 person Appeals Panel selected from RGIT CEO, the Training Manager, compliance and educational consultants, and members of the teaching staff of RGIT or Administrative staff (the Appeals Panel). No member of the Appeals Panel is to have been directly involved in the complaint leading up to the appeal.

The role of the Appeal Panel is to:

- Ensure the appeal phase commences within 5 working days of the written appeal being lodged.

- Provide the student, or the students representative, with an opportunity to present their appeal to the Appeal Panel.
- Ensure they fully understand the students appeal.
- Review the evidence and information provided by the student, or the students representative, and RGIT.
- Make an **independent** decision, based on the evidence to either support the students appeal, and reverse the decision by RGIT that lead to the appeal or to support RGIT's case and proceed with the original decision.
- Arrange for the decision to be signed off by the student and the CEO (this is not agreement by the student but to record that the decision has been transmitted to the student).
- Within 24 hours of making its decision the Appeal Panel must have formally documented the decision of the panel including reasons for the decision and convey the written decision and reasons for the decision to the student.

Internal Appeal Process - assessment

Students appealing an assessment decision (including RPL) will be given the opportunity for reassessment by a different assessor selected by RGIT. Costs of reassessment will met by RGIT. The recorded outcome from the assessment appeal will be the most favourable result for the student from either the original assessment or the reassessment.

Only one assessment appeal will be allowed.

Internal Appeal Process – finalisation

The outcome of an internal appeal and reasons for the outcome will be recorded in writing and signed and dated by the student and RGIT and placed in the student file. A copy of this document will be provided to the student.

Following the internal appeals phase RGIT will implement the decision as conveyed to the student and undertake any improvement actions arising from the complaint through RGIT continuous improvement process.

If there is any matter arising from a student informal complaint, formal complaint or appeal that is a systemic issue which requires improvement action this will be reported in writing (via email to the CEO) to RGIT Continuous Improvement Group so the matter can be recorded in RGIT Complaints Register and be used as part of the continuous improvement activities of RGIT.

There are no further avenues within RGIT for complaints or appeals after the internal appeals process has been completed, however an external appeals process is available.

Students who are not satisfied with the process undertaken for an internal appeal are encouraged to make an external appeal by:

- Obtaining a copy of the Student appeal form which can be requested from the administration.

- Completing the Student appeal form and selecting the External appeal option on the form.
- Lodging the Student appeal form with administration.
- Once the Student appeal form is lodged with the Training Manager or administration it will be dealt with as described in the External Appeal Process below.

External Appeal Process

Students who are not satisfied with the process undertaken for an internal appeal are encouraged to make an external appeal by:

- Obtaining a copy of the Student appeal form which can be requested from the administration.
- Completing the Student appeal form and selecting the External appeal option on the form.
- Lodging the Student appeal form with administration.
- The purpose of the external appeals process is to consider whether RGIT has followed its student complaint and appeals procedure, not to make a decision in place of RGIT. For example, if a student appeals against his or her subject results and goes through RGIT internal appeals process, the external appeals process (if accessed) would look at the way in which the internal appeal was conducted; it would not make a determination as to what the subject result should be.
- For external appeals the independent mediator will be the IAMA ([Institute of Arbitrators and Mediators Australia](#)) phone +613 8648 6578. The cost of mediation is to be shared equally between the parties involved in mediation.
- The external appeals procedure will be determined by the IAMA.
- Following the receipt of the outcome of the external appeal RGIT must immediately implement the decision, convey the outcome to the student, place a copy of the documentation on the student file and undertake any improvement actions arising from the complaint.

5.3 Assessment of competencies

At RGIT we recognise that assessment is a core service offered to our students (candidates) and is at the centre of our operation as a Registered Training Organisation. Quality assessment ensures that the skills and knowledge of candidates are assessed using four principle determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competence drawn from industry Training Packages or State accredited courses.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence.
- That assessment is conducted in accordance with the principles of assessment.

Principles of assessment

In the delivery of assessment services, RGIT applies the principles of assessment. Assessment strategies have been designed to ensure:

Validity: We conduct assessment against the broad range of skills and knowledge identified within each unit of competence and which is integrated with their practical application.

Reliability: We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the candidate and for assessors. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors.

Flexibility: We strive to provide assessment opportunities that reflect a candidate's needs. Our chosen assessment strategies provide for recognition of a candidate's current competence, employ a range of methods appropriate to the context of the industry, the competency and the candidate.

Fairness: Our assessment approach encourages fairness in assessment through consideration of the candidate's needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a candidate to ensure that the candidate is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate.

Benchmarks for assessment

RGIT uses units of competence drawn from nationally endorsed industry Training Packages as our primary benchmark for assessment. Supporting this are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

In order to identify the precise assessment criteria, we apply a methodology of unpacking a unit of competence in order to assess the full scope of the unit including elements of competence and performance criteria, incorporating range statement information and the specific requirements of the evidence guide. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package.

Engagement with industry

RGIT is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competence will be incorporated to ensure our students are well prepared for their workplace duties. Further information on industry engagement can be found in the Industry Engagement Policy and Industry Engagement Tools sections earlier in this manual.

Collecting evidence that counts – the rules of evidence

In collecting evidence, RGIT applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

Sufficiency: We prioritise the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.

Validity: We collect evidence that is specified in the benchmarks for assessment. RGIT places significant emphasis on direct evidence that is gathered in a workplace through observation and compilation of a portfolio of work outcomes. Where this is impractical due to geographic distance, other forms of evidence are used such as industry evidence and detailed assessment of underpinning knowledge.

Authenticity: We seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the candidate's own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge (triangulation). In all instances, where work is submitted external to RGIT (i.e.; electronically, distance assignments, online) this is to include a signed statement by the candidate that they certify the work as their own.

Currency: We must be satisfied that the candidate currently holds the skills and knowledge relating to a particular assessment. This will mostly relate to recognition applications where a candidate has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. We will apply assessment strategies which satisfy currency through the gathering of direct evidence in the workplace.

Assessment context

RGIT recognises the importance of establishing the right context for candidates during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workshop. The non-physical environment refers to things such as workplace policy

and procedure, workplace tempo and culture. Many units of competence may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

It is our responsibility to ensure that candidates are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the simulated workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the candidate's workplace performing real workplace tasks. Simulated tasks are based on real workplace tasks.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to some qualifications.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences.
- Provide a realistic simulated workplace within RGIT facilities.

Recognition of prior learning

RGIT will provide all students the opportunity to seek recognition of their prior learning. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this policy. Further information can be found in the Recognition policy .

Credit transfer

RGIT will recognise and award credit for candidates presenting with current competence. Where a candidate is seeking credit for a unit of competence that is on our scope of registration, the candidate can provide satisfactory evidence that the unit has been previously awarded to the candidate, credit will be awarded. Further information can be found in this manual in the sections on Credit Transfer.

Competence of assessors

In accordance with the Australian Quality Training Framework, assessors are required to hold the minimum competencies for assessment as outlined by the National Quality Council and the vocational competencies at least to the level being assessed. RGIT has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Australian Quality Training Framework. Where an assessor does not hold the required training and assessment competence, but is a recognised industry expert, we will put appropriate

supervision arrangements in place to support the gathering of valid evidence. Refer to the Partnership policy for further information.

Assessment validation

Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. RGIT will facilitate regular assessment validation opportunities to maintain a quality assessment and to continuously improve assessment strategies. Further information can be found in this manual in the sections on Assessment Validation.

Assessment tools

Assessment tools are the media (electronic or hard copy) used to gather evidence about a candidate's competence. We have developed assessment tools which support the assessment of applicable units of competence in accordance with the requirements of industry Training Packages. It is important for RGIT staff members to acknowledge that these are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group. RGIT staff members must be satisfied that tools developed for assessment fit with the requirements of the target industry and enterprise requirements. Some units of competence are associated with licensing requirements and whilst this is not always stipulated in the unit of competence, we will need to be informed of the additional requirements this imposes during assessment.

The following are examples of assessment tools which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the rules of evidence and the principles of assessment:

- Direct observation checklist;
- Simulation exercises or role-plays;
- Project outlines and explanation sheets;
- Workplace templates;
- Written questionnaires;
- Verbal questionnaires;
- Portfolios, for example collections of work samples by the candidate;
- Product with supporting documentation or journal/log book;
- Workplace samples/products; and
- Industry/workplace evidence reports.

This list of assessment tools identifies only a small number of assessment tools which are in use in the VET sector today. These are however the more common tools and support holistic assessment methods favoured by RGIT. Tools are developed by RGIT according the identified training and assessment strategy.

Assessment information

Assessment information is the information provided to both candidates and assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a candidate.

Examples of assessment information include:

- Instructions to set the framework for the activity such as who, what, where, when and how.
- The expected outcomes refer to the 'what' and it is critical that from reading the assessment information, the required (expected) outcome is straight forward and in line with the candidate's preparation during learning or through other competency development pathways.
- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the candidate to exercise their analytical skills and produce viable workplace products and outcomes.
- Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every candidate, they should be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

At RGIT, our assessment activities are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a candidate will be directly affected by the quality of the information provided at the commencement of the activity. RGIT staff is to prepare suitable assessment information for all assessment activities and are to gain approval from the RGIT Chief Executive Officer for the use of assessment resources.

Collecting industry evidence

At RGIT we place a high value on the assessment evidence that is gathered by supervisors or employers in the workplace. This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified assessor. We do not however advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by an assessor.

In addition to this, during the development of assessment tools, assessors are to ensure that the observation criteria used within industry evidence reports is wholly task orientated. These observation criteria should reflect the tasks that the supervisor would issue to an employee and monitor during normal workplace duties. The industry evidence report is not to contain assessment criteria drawn from an industry Training Package as these assessment criteria are suitable only for trained and qualified assessors.

Re-assessment

It is inevitable that some students will not meet the requirements of the assessment evidence and will be judged as not-yet-competent. At RGIT, our approach to these situations is to work with the student in order to address deficiencies and to build their skills and knowledge in preparation for additional assessment. This will be undertaken within the scheduled training plan or may be completed under alternative arrangements agreed between the student and the assessor.

In some circumstances, students may find it difficult to develop the necessary skills and knowledge within the constraints of the scheduled training plan. When this occurs, arrangements may be agreed to that allows the student to undertake additional learning in their own time and return for additional assessment at a time suitable time for RGIT. This may be during a period of reduced training activity or at a time when planned assessments are occurring and it is convenient to facilitate the additional assessment of the student. As a general guide, assessors are to make alternative arrangements to provide opportunities for assessment within the constraints of available time and resources. In all circumstances, the assessment is to be a planned activity that is conducted in accordance with the assessment procedures in the following section.

In some cases, after alternative arrangements have been exhausted, it will be suitable to find a student as not-yet-competent and record this result with their statement of attainment.

Assessment Procedures

The following procedure is to be applied for conducting assessments:

Step 1: Prepare for assessment. The assessor is to:

- Establish the context and purpose of the evidence to be collected;
- Identify and analyse the units of competency, Training Package and the RGIT assessment strategy to identify the evidence requirements; and
- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

Step 2: Prepare the candidate. The assessor meets with the candidate to:

- Explain the context and purpose of the assessment and the assessment process;
- Explain the units of competency to be assessed and the evidence to be collected;
- Outline the assessment procedure and the preparation the candidate should undertake, and answer any questions;
- Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes;
- Seek feedback regarding the candidate's understanding of the units of competency, evidence requirements and assessment process; and
- Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment.

Step 3: Plan and prepare the evidence-gathering process. The assessor must:

- Establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision;
- Source or develop assessment materials to assist the evidence-gathering process;
- Organise equipment or resources required to support the evidence-gathering process; and
- Coordinate and brief other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision. The assessor must:

- Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility;
- Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency;
- Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills;
- Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;

- Consult and work with other staff, assessment panel members or technical experts involved in the assessment process;
- Record details of evidence collected; and
- Make a judgement about the candidate's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide feedback on the assessment. The assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the candidate with:

- Clear and constructive feedback on the assessment decision;
- Information on ways of overcoming any identified gaps in competency revealed by the assessment;
- The opportunity to discuss the assessment process and outcome; and
- Information on reassessment and the appeals process if applicable.

Step 6: Record and report the result. The assessor must:

- Record the assessment outcome according to the policies and procedures of RGIT;
- Maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of RGIT;
- Maintain the confidentiality of the assessment outcome; and
- Organise the issuance of statements of attainment according to the policies and procedures of RGIT.

Step 7: Review the assessment process. On completion of the assessment process, the assessor must:

- Review the assessment process;
- Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and
- If necessary, suggest to appropriate RGIT personnel ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled assessment validation.

Step 8: Participate in the reassessment and appeals process. The assessor must:

- Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options;
- Provide the candidate with information on the reassessment and appeals process;
- Report any assessment decision that is disputed by the candidate to appropriate RGIT personnel; and
- Participate in the reassessment or appeal according to the policies and procedures of RGIT.

5.4 Recognition (RPL) Procedure

The following procedure is to be applied by RGIT upon receipt of an application for recognition:

Step 1 Provide sufficient information to candidates to inform them of opportunities for alternative pathways via recognition and the recognition process.

Step 2 Candidates who request recognition of their current competence are to be invited to carry out a self-assessment to determine their suitability for a recognition application (using the Recognition Self-Assessment Guide). This step is not compulsory but is strongly suggested. The candidate should be provided an electronic version of the RPL application documents.

Step 3 Undertake a recognition assessment planning interview between the assessor and the candidate (using the Recognition Assessment Plan). This is to include where possible:

- Helping the candidate to identify appropriate forms of evidence;
- Guiding the candidate on the use of recognition tools; and
- Informing the candidate about the assessment process.

Step 4 Students to compile their recognition submission (using a Recognition Evidence Report). This form allows students to record their particular documentary evidence against each unit of competence and to attach this evidence as required.

Step 5 The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor may invite the candidate to undertake a recognition interview to answer verbal questions or a practical assessment. At the end of the evidence gathering process the Assessor is to provide the candidate with written feedback regarding the assessment outcomes, including the procedure for the candidate to appeal the assessment outcome.

Step 6 If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome like other assessment decisions. Further information on the appeals process can be found in the Student Handbook or policy and procedure manual.

Step 7 When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the recognition register and issue the candidate with

written advice of the outcome. This may include issuing statements of attainment or qualifications awarded through recognition in accordance with RGIT Qualifications Issuance policies and procedures.

5.5 National recognition resulting in credit transfer Credit Transfer Procedure

The following procedure is to be applied by RGIT upon receipt of an application for credit transfer:

Steps 1: We will provide sufficient information to candidates to inform them of opportunities for alternative pathways via credit transfer and credit transfer policy. Ideally, this information should be provided to candidates prior to enrolment.

Step 2: To apply for credit transfer, the applicant must complete and submit the following documentation to RGIT:

- Credit Transfer Application Form,
- Certified copy of the qualification or statement of attainment must be attached to this application
- Enrolment application for the training program applicable to the units of competence for which credit transfer is requested.

Step 3: On receipt of the application, we will check the qualification or statement of attainment for authenticity and grant credit transfer for the units of competence that have been completed at any other Registered Training Organisation.

Step 4: Where the units of competence do not align with the units of competence requested, further information is to be sought in the form of Training Package mapping guides or purchasing guides.

Step 5: Verified copies of qualifications and statements of attainment used as the basis for granting credit transfer must be kept on the student file.

Step 6: The completed credit transfer application form must be signed by the student and the RGIT Chief Executive Officer (or delegate) and retained on the student's file at RGIT.

Step 7: Students will be notified in writing of the outcome of their application. This may include issuing statements of attainment or qualifications awarded through credit transfer in accordance with our Qualifications Issuance policies and procedures.

5.6 Procedure – Plagiarism and Cheating Policy & Procedure

Purpose:

This policy provides a systematic approach to plagiarism and cheating at RGIT and has been made to complement the AQTF 2010:

- To ensure that students are informed that breaching the plagiarism or cheating codes are unacceptable.
- To minimise the opportunity for students to either plagiarise or cheat.
- To ensure that the approach to both plagiarism and cheating is fair and consistent.
- To ensure that the penalties for both plagiarism and cheating are clear.

Scope

- All students, trainers, assessors, and student service officers at RGIT
- This policy will address both plagiarism and cheating.

Definitions:

Plagiarism is the presentation of the thoughts, ideas or work of another person's as your own. Plagiarism practices include:

- Cheating in an exam by copying other students' work or using unauthorised notes and other aids;
- Submitting work that another student has completed;
- Downloading information, text, computer code, artworks, graphics or other material from the internet and present it as your own work without acknowledging the author;
- Quoting and paraphrasing material from a source without acknowledgement;
- Quoting/using a direct quote is when you copy the exact words of another text (using someone else's words)
- Paraphrasing means taking another person's work or ideas and rewriting them in your own words, keeping the meaning of the original
- Piecing together sections of the work of others into your work and presenting this as your own;
- Preparing a correctly cited and referenced assignment from individual research and then handing part of, or all of that work in twice in different units/subjects;
- Copying material or ideas from other members while working in a group;
- Contributing less, little or nothing to a group assignment and then claiming equal share of the marks.

Note: Encouraging or assisting another person to commit plagiarism is a form of improper collusion and may attract the same penalties which apply to plagiarism.

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. It may involve:

- Copying or attempting to copy from others during an examination or for an assignment;
- Communicating examination information to, or receiving such information from, another person during an examination;
- Pre-programming a calculator or computer to contain answers or other unauthorized information for examinations;
- Using, attempting to use, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment or examination in question, such as: books, websites, prepared answers, written notes, or concealed information;
- Allowing others to do one's assignment or a portion of one's assignment or using a commercial term paper service;
- Altering examination answers after an assignment has been completed or altering recorded grades; and
- Resubmitting a previously written assignment for a new course without the permission of the instructor.

Provisions of this policy

To reduce plagiarism:

- Staff will be trained on plagiarism.
- Training staff shall monitor and review the plagiarism process as part of the RGIT continuous improvement strategy.
- Increase the engagement of the students to gain confidence in their own work.

Plagiarism shall be explained to:

- All new staff.
- Students at orientation and commencement of a unit of competence.

To

- Ensure that students obtain the same information consistently.
- Students in a way that it is understood.

When plagiarism is found, it shall be addressed by:

- Offering a process of stages for management.
- Treating all students in the same way.
- Being consistent against the information that the student provides.
- Ensuring that all incidence of plagiarism is reported and recorded on the student academic file and in the Register.

Trainers and assessors will:

- Remind students that plagiarism is not accepted.
- Refer students to the RGIT handbook – Plagiarism –
- Be clear on what they expect in their assessments, especially the standard expected (the student handout will assist in conveying this).
- Ensure students know that each assignment must have a cover sheet with a signed declaration that the work that they submitted is their own.
- Refer students to the Student Code of Conduct Policy about misbehaviour.
- Ensure students know that plagiarism is misbehaviour that can lead to suspension and finally to cancellation of enrolment.
- Refer students to the academic intervention strategy and student services.

If staff suspect that plagiarism has occurred they will document it on the Student file. The responsibility of the Course coordinator and/ or Director of Studies is to assess and determine what action needs to be taken.

Potential for Student Plagiarism and Cheating to exist

- Opportunities and temptations for plagiarism exist in all training vocations where students seek to offset a lack of desire to complete work, are suffering performance anxiety due to learning difficulties or believe by copying someone else's work they will achieve a potentially better outcome for themselves just to cite a few examples.
- The opportunities for Plagiarism & Cheating have significantly increased with the spread of internet access. Plagiarism is a serious threat to the teaching and accreditation process, and seriously undermines the collegial and ethical principles which underpin the work of a RTO

Detection of Plagiarism

There are many ways in which Plagiarism & Cheating can be detected, a few examples follow; Constant looking at other people's work, using modern mobile phone technology to access the Internet, tweeting / texting between students, presented work reflects responses that are verbatim / significantly the same to that provided by other students.

Procedures that will be followed in cases of suspected plagiarism

- **Software to be used to detect plagiarism** <http://ed.grammarly.com/editor/view/?f=1>
- It is recognised that different kinds of plagiarism take place and require different approaches and procedures. However it is in the interests of natural justice for all parties to have a consistent set of procedures and penalties.
- The level of intent to deceive and the extent of the plagiarism should be the principal criteria for determining penalties. For example, a deliberate intention to deceive and gain unwarranted advantage will attract severe penalties, as will copying essays and assignments in whole from other students or other sources.
- The staff member who suspects an instance of plagiarism will report the situation to the conveyor of the unit involved, or to the Skills Vic Manager / VET Coordinator (if the staff member in question is the convener), or to any other person designated by the Skills Vic Manager / VET Coordinator as appropriate. After discussion, if the Manager agrees that the case warrants more than a warning, the student will be informed in writing of the nature of the complaint and given an opportunity to respond in writing. If the response indicates that there is a case to answer, it will be referred in writing to the Skills Vic Manager / VET Coordinator with a recommendation about a penalty.
- The Skills Vic Manager / VET Coordinator may then call for further discussion, or sign off on the recommended penalty. This should be in writing.
- Where the Skills Vic Manager / VET Coordinator feels the case is particularly serious or requires further investigation, the case may be referred to an independent party. Under all circumstances where the Skills Vic Manager / VET Coordinator finds that plagiarism has occurred, a form will be added to the student's file. The student will be given the opportunity to add a comment to the record and will be asked to sign the form. A copy of the form will also be given to the student.

Procedural Fairness

RGIT is committed to dealing with student plagiarism in accordance with the principles of procedural fairness, including the right of a student to:

- Be informed of the allegations in sufficient detail to be able to respond appropriately;
- Have a reasonable period of time within which to respond to the allegations;
- Have the matter resolved in a timely manner;
- Be informed of their rights under this policy;
- Invite a support person or student representative to attend any meeting regarding alleged plagiarism;
- Impartiality in the investigation and decision-making process.

This does not preclude penalties being imposed if detection occurs at a time after assessments have been returned or after results have been issued.

A Student Will Be Guilty Of Plagiarism: if they do any of the following in an assignment or, in any piece of work which is to be assessed, without clearly acknowledging their source(s) for each quotation or piece of borrowed material:

- copy out part(s) of any document or audio-visual material, including computer-based material;
- use or extract someone else's concepts or experimental results or conclusions, even if they put them in your words;
- copy out or take ideas from the work of another student, even if they put the borrowed material in their own words;
- Submit substantially the same final version of any material as a fellow student. On occasions, a student may be encouraged to prepare their work with someone else, but the final form of the assignment must be their own independent endeavour.

First breach - Negligent Plagiarism

- If the student breaches the Plagiarism code for the first time, the student should be educated about ways to avoid plagiarism. A warning will be given about the penalties for future breaches. The trainer should note the warning, and a note should be placed in the student's file.
- An appropriate grade, determined by the trainer in consultation with the Skills Vic Manager / VET Coordinator, will be given to the student.
- Subsequent negligent breaches will be dealt with as outlined under the next section 'Dishonest Plagiarism'.

Subsequent breach - Dishonest Plagiarism

- Instances of Plagiarism that follow the first warning (refer to 'First Breach') will be considered 'Dishonest Plagiarism' and will be referred to the Skills Vic Manager / VET Coordinator, unless the Skills Vic Manager / VET Coordinator, considers the allegation to be serious enough to warrant formal review by the CEO
- Advising the student within ten working days of receipt of the allegation, the Skills Vic Manager / VET Coordinator will advise the student in writing of the nature of the allegation and the processes that will follow. The CEO or delegate will arrange to meet with the student within twenty working days to discuss the allegation.
- If the student advises in writing that the allegation is accepted, the Skills Vic Manager / VET Coordinator will determine the appropriate penalty, in accordance with this policy. If the student wishes to attend a meeting, he/she must, within ten working days of posting of the letter advising of the allegation, confirm their attendance either in writing or by telephone.
- The Meeting - The student is permitted to invite a support person or student representative to any meeting regarding alleged plagiarism. The CEO or delegate may invite another nominated officer(s) of the RGIT to the meeting.

Penalties

For a first breach involving Dishonest Plagiarism, the following penalties may be applied:

- A warning given and no further action taken;
- The student be required to resubmit the item of work;
- The student be required to complete a new assessment task;
- Award NYC for the assessment item;
- Any combination of the above.

For subsequent breaches involving Dishonest Plagiarism, in addition to the penalties outlined above, the Director of Studies may, with the approval of the General Manager, impose one or more of the following penalties:

- Suspending the student for a period of time (to be determined by Skills Vic Manager / VET Coordinator);
 - Excluding the student permanently.
 - Such other penalty as is deemed appropriate
-
- The staff member who suspects an instance of cheating will report the situation to the convenor of the unit involved, or to the Skills Vic Manager / VET Coordinator (if the staff member in question is the convenor), or to any other person designated by the Skills Vic Manager / VET Coordinator as appropriate. After discussion, if the Manager agrees that the case warrants more than a warning, the student will be informed in writing of the nature of the complaint and given an opportunity to respond in writing. If the response indicates that there is a case to answer, it will be referred in writing to the Skills Vic Manager / VET Coordinator with a recommendation about a penalty.

The Skills Vic Manager / VET Coordinator may then call for further discussion, or sign off on the recommended penalty.

APPEALS

Appeals against decisions regarding either plagiarism or cheating will be handled through the RGIT Complaints and Appeals procedures.

Complaints and Appeals Form

Surname:		Title:	
First Given Name:			
Course title:			
Trainer / Assessor:			
Date of occurrence:			
Reason for your submission:			
Occurrences leading up to this submission:			
What outcomes are you seeking or expect:			
Can we improve our system to avoid these situations in the future:			

By signing this form, I certify that the information provided is true and correct.

Signed: _____ Date: ____ / ____ / ____

6. Campus Facilities

Campus Location

Melbourne Campus

RGIT Australia's campus for domestic students is located in the heart of Melbourne's Central Business District at 51-53 Elizabeth Street. Level 1 reception can be accessed via elevator or stairs. Our second campus, for international and short-course students, is located a short walk away at 28-32 Elizabeth Street.

Training kitchen

The purpose-built training kitchen, which is fully equipped to commercial kitchen standards, is located on Level 1 of the main building 28-32 Elizabeth Street.

Student Cafe

A vegetarian cafe is located on Level 1 of the main building, 28-32 Elizabeth Street, where students can relax and meet with others.

Classrooms

Our classrooms are modern, air-conditioned facilities that are well equipped for effective learning. These are located on both the building and are accessed via elevator or stairs.

Computer rooms

Two computer rooms are located on Level 2 and 3 (51-53 Elizabeth Street). One is a general computer room for use by all students, the other is a dedicated facility for students undertaking Information Technology studies at RGIT. The main campus has two computer rooms located on Level 5. One is a general computer room for use by all students, the other is a dedicated facility for students undertaking Information Technology studies at RGIT. The computer lab provides all the IT facilities that the students require. Students can use the lab to research course materials, complete their assessments or any other personal works. Photocopying and printing facilities are also available here.

Free Wi-Fi

We understand that students also want to work on their personal devices. If you prefer to use your own laptop, tablet or smartphone, you can easily connect to our wireless network on Level 5 or 8 of the main campus and Level 7 in the domestic campus.

Student Lounge

Our main campus has a student lounge in the basement with a kitchen, table tennis table, chairs and tables, televisions, showers and change room. Our domestic campus has a student lunchroom filled with natural light that has basic kitchen facilities.

Student Library

The Student Library, located on Level 8, is equipped with a selection of textbooks, magazines, periodicals, newspapers, self-paced learning CDs, free Wi-Fi internet access, DVDs and offers printing, photocopying and collating facilities for students. This library is maintained and updated regularly with appropriate material. Student noticeboards outside the library offer information on rooms available to rent/share, books to buy/sell and other general information related to campus life.

7. Student Support Services

A Student Administration Officer will provide details about all our services during the orientation program. There is staff available during office hours to provide student with necessary information on relevant areas.

Student support officer: Provide academic and non-academic counselling to students.

Receptionist: Handle all general course, enrolment and administration queries.

Student Administration: Handle specific enrolment and course queries.

Trainers: Handle all specific subject and assessment issues.

Orientation

Orientation is conducted prior to the commencement of the course. Its purpose is to fully inform new students of most aspects of life at the Institute and to provide an introduction to studying at RGIT. Students are provided with detailed information about their course, VTG funding and course progress.

In addition, Institute staff is introduced and you are given a tour of the Institute. There are also plenty of opportunities to ask questions.

If you are an apprentice/trainee, doing your course while on-the-job, then your trainer will provide you all the information about the course.

Following documents are provided for information at the time of pre enrolment and orientation:

- Flyers and brochures for course information
- Statement of fees
- Contact Information
- College Magazine
- Important policies and procedures

Student and study support

Stress, financial difficulties, health, family, relationship issues and social issues can all affect your ability to settle into study. If your studies are being affected by these kinds of issues, please speak with your trainer, or any of our staff members, so that we can assist you. External counselling will be available for students seeking further assistance. Accessing external support services may incur fees.

We carefully monitor student attendance and course progress to ensure student do not fall behind course requirements, because we want our students to succeed. Where a student has

been identified as not attending consecutive classes and has not satisfactorily completed assessments, they will be contacted for explanations and meetings will be conducted where necessary. Intervention strategies are then put in place to assist students to achieve the study goal they initially set out to attain. If you are having any difficulties, we ask that you contact Student Administration at the earliest opportunity so that we can support you in the best way possible.

If you would like information on any of the following areas or issues, ask at reception, and our staff or your trainer, will assist where they can, or refer you to an appropriate staff member for:

- ☐ Learning pathways and possible RPL opportunities
- ☐ Access and equity issues
- ☐ Language, Literacy and Numeracy (LLN) support
- ☐ Complaints and appeals
- ☐ Course progress and attendance
- ☐ Appeals /conflict resolution
- ☐ Provision for special learning needs
- ☐ Provision for special cultural and religious needs
- ☐ Emergency and health services
- ☐ Education and career counselling
- ☐ Assistance when applying for credit transfer and RPL
- ☐ Stress management
- ☐ Any other issues

For a full list of our policies and procedures please visit our website www.rgit.edu.au or ask our Student Administration staff.

Melbourne Campus:

28-32 Elizabeth Street, Melbourne, VIC 3000, Australia
Postal: GPO Box 5466, Melbourne, VIC 3001, Australia.
Phone: (+61 3) 8639 9000 | **Fax:** (+61 3) 8639 9001
Email: study@rgit.edu.au | **Website:** www.rgit.edu.au