



2019

RTO 40548

student handbook

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WELCOME

Welcome to the IVET Group (IVET), we are excited that you have decided to study with us and that we can support you with your learning journey, no matter where your career path leads to.

The IVET Group consists of three registered training organisation (RTO's):

IVET Institute PTY Ltd – RTO ID 40548;
TAE Training Academy – RTO ID 32413 and
IVET Trades – RTO ID 32275.

In 2009, IVET started from humble beginnings of providing high quality training and assessment resources to schools to aid the delivery of their VET programs.

In 2011 IVET became a Registered Training Organisation and started to provide high quality accredited training and assessment services to satisfy our client's requirements.

IVET provides a range of high quality Sport, Fitness & Recreation, Community Services, ICT, Creative industries, Health and Business courses designed to expertly prepare clients for Higher Education or employment.

Our courses are designed by highly qualified staff with extensive industry and teaching experience to enable students every opportunity for success in their course.

We at IVET believe in supporting students towards higher levels of personal achievement in their learning and improving levels of student satisfaction with all aspects of their learning experience.

We draw on our established relationships with business; industry and government stakeholders to ensure our study programs; resources, structures and facilities are appropriate to the demands of our students and consistently meet their expectations.

Quality is maintained in compliance with the National VET Regulator's Standards for RTO's 2015, and improved via our continuous improvement system.

We continually strive to improve our reputation as a premium quality provider of Vocational education at competitive prices and we achieve this through the careful planning and implementation of country specific marketing strategies and ensuring the consistent quality delivery of all services to all stakeholders.

We wish you all the best with your studies and if you need anything, please don't hesitate to get in touch.

Regards,

Matthew Trounce
IVET Group CEO

IVET VALUES

Quality

IVET believes in quality training, delivery, resources and assessment. It is vital to our organisation and our ongoing success as an organisation to ensure that our students are achieving the best possible outcomes through ensuring continuous improvement of all facets of our organisation.

IVET is also committed to assisting the industry to set benchmarks for a skilled, knowledgeable and exciting workforce, through regular industry consultation and feedback.

Connectedness

IVET believes in positive relationships and the importance of developing connections with our entire VET in school's teacher/trainers and students.

Integrity

IVET believes in honesty and having the best interests of our students at the forefront of our organisation.

Learning

IVET is committed to assisting students to achieve their educational best through a range of support services and innovative and engaging course materials and training delivery.

IVET STAFF

Staff at IVET are qualified and experienced VET in school teachers and or VET practitioners who understand the needs of today's learners and the importance of delivering training that is engaging, realistic and relevant to the learner and their future pathway.

IVET understands the demands that many students experience and our trainers and staff are available to assist students over the duration of the course. For any queries, questions or assistance that you may have during your training our staff are always accessible by contacting our office.

Office Contact Details

Address: Office 26/131 HYDE STREET, YARRAVILLE VIC 3013

Phone: 1300 004 838

Email: admin@ivet.edu.au

Hours of Operation

Our office is open from 08:30AM to 18:30PM Monday to Friday (Australian Eastern Standard Time)

PRE-ENROLMENT

Prior to applying to undertake a course, students are encouraged to think about their individual learning needs. Clients should then consider all the information provided in this handbook and decide whether the course, training and assessment methods and support mechanisms are appropriate for addressing their individual learning needs. Learning needs can mean different things to different people. Some examples of individual learning needs may relate to/ be the result of:

- Intellectual, psychological, physical or medical conditions or have vision or hearing impairments.
- Family, work or personal commitments that impact study
- Poor experiences encountered when undertaking previous studies at school
- Why you want to undertake the intended course e.g. to access further study or employment opportunities
- The amount of time you have available to study per week or the duration of time you have to complete a course e.g. 1 year.
- Preferred learning styles. Some people learn best through reading, listening or watching, some through working independently as opposed to in groups with others. Some people learn best when completing practical activities and/ or learning on the job. Some people learn best when undertaking a variety of learning methods identified above.
- Existing knowledge, skills and experience relevant to their intended course of study

Prior to submitting an enrolment application all students should read this handbook in full. Particular attention should be paid to the sections that outline how IVET and the specific course in which you are interested could address your learning needs. e.g. Read the section on the type of academic support that is available to support students who have problems understanding the terminology in a subject and/ or with homework.

Course information pages (which accompany this document) provide details on e.g. course aims, course durations and course demands per week, types of learning and assessment methodologies, and further study and employment opportunities on successful course completion. Clients should think about whether the course and support mechanisms address their learning needs.

Clients should note that course delivery and assessment methodologies, duration and many other aspects of a course can be amended (where feasible) to address individual learning needs.

Clients should consider whether the support mechanisms outlined in this handbook are appropriate for supporting their individual learning needs. e.g. Sometimes being provided access to modified training materials address specific needs or being provided extra time to complete a task allows students to appropriately address the assessment requirements.

During enrolment, students will be asked to identify any individual learning needs that require support during their course. It is recommended that students provide IVET full details that will enable us to identify whether we can appropriately address your individual needs and if so how this can be achieved.

IVET encourage students to contact them and discuss any specific learning needs they may have and if/ how these can be supported during their studies.

Recognition of Prior Learning (RPL)

Students enrolling through IVET Institute are not offered RPL, as it is not generally thought that students in schools will have the required knowledge and skills to successfully apply for RPL for VET in Schools courses.

Credit Transfer (CT)

IVET recognises qualifications and statements of attainment issued by other Registered Training Organisations, or by IVET Institute for other qualifications that you may have previously completed. Students who have successfully completed whole units of competency with another RTO can apply for credit transfer.

Both processes allow the student to reduce the time, study load and cost associated with achieving a qualification.

Students can apply for Credit Transfer by submitting a Credit Transfer application form along with original certificates/ statements of attainment to the Administration staff. The CT application form is available on request from the Administration staff.

Language Literacy and Numeracy

To ensure that we are catering for individual learning needs all students will complete a Language, Literacy and Numeracy (LLN) skills assessment as part of the enrolment process in accordance with regulatory guidelines. This process is completed as part of the Pre-training review. The LLN assessment is included in the Pre-training review form/process.

At IVET we are aware and understand that this can be a delicate matter. Our delivery and assessment methods can be adjusted to accommodate students with LLN needs where feasible.

IVET provides advice, support and help for any student requiring language, literacy and numeracy assistance. We also have relationships with agencies that can assist students who have LLN needs that cannot be accommodated by our staff and where appropriate we will work with school's support systems to assist students in this area.

We welcome students with LLN needs and encourage potential or current students to contact the Administration staff for further information.

All delivery, assessment and instruction are carried out in English unless otherwise stated. There may be the opportunity available for you for "reasonable adjustment" concerning the assessment process, depending on the level of support you require.

Pre-Training Review

To ensure students are placed in a course with an appropriate delivery and assessment strategy we review their existing knowledge, skills, experience and qualifications relevant to the course for which they are applying. Clients are asked to complete this Pre-training review during the application process by providing details of their existing knowledge, skills and experience relevant to the course.

Students' Language, Literacy and Numeracy ability is also assessed in conjunction with their knowledge, skills, experience and qualifications.

The results of the Pre-training review are used to determine if the student possesses the required LLN skills and knowledge, skills and experience to address course requirements and confirm whether the course is suitable for addressing their learning needs.

The Pre-training review and Enrolment forms are used to collect the information that will be analysed to determine if the course is appropriate for addressing the students learning needs.

Students are encouraged to contact the institute if they require clarification of any terminology or information in this document or to discuss their learning needs.

Course information

Course information can be found at www.ivetinstitute.com.au or by speaking directly with IVET or your school. This includes information on content, length, mode of study, entry requirements and pathway information.

ACCESS and EQUITY

IVET is committed to integrating access and equity principles within all the services we provide to our VET in School students. All staff treats all students fairly, equally and without discrimination. Our Code of Conduct guides all staff activities and practice. IVET provides access and equity to students with special learning needs.

We encourage positive outcomes for students of the Vocational Education and Training system by giving them enabling skills to participate successfully in Vocational Education and Training services and programs. IVET trainers and teacher/trainers take special needs into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate.

Regardless of cultural background, gender, sexuality, disability or age all students have the right to learn in an environment that is free from discrimination and harassment and be treated in a fair and considerate manner. IVET has developed quality support services that enhance student's chances to achieve positive outcomes.

If at any time, you feel that any teacher/trainer or staff member is not abiding by our Code of Practice we advise you to report your complaint or grievance to your teacher/trainer or other available support services at your school.

If you feel more comfortable, you can contact IVET directly and we will assist you through our complaints and appeals (if applicable) procedure.

Students' right to access Australian Consumer Protection law and other legal remedies is not affected by the IVET terms and conditions of enrolment

Training & Assessment

Training Guarantee

IVET will take all reasonable steps to ensure we provide a course to a student/s once it has been confirmed. In the unlikely event of IVET being unable to fulfil its commitment to provide a course at the agreed date it will offer the student a full refund or re-schedule the course. IVET takes a collaborative approach with students and provides support to facilitate the successful completion of their course within agreed timeframes.

Transition Arrangements

IVET implements an effective policy and procedure to ensure that it delivers current AQF training packages and accredited courses. This policy and procedure ensures new training package and accredited courses will be implemented within 12 months of their introduction and that students are fully informed of the process and subsequent arrangements. Transition arrangements will also take into account state / territory education department requirements for courses.

If for any reason IVET has to make any changes to the services that we agreed to provide the student pre-enrolment, we will notify the student as soon as possible in writing. The nature of the change/ s along with reason/s will be provided. Students will be notified of the changes and impact on them as soon as practicably possible.

IVET is responsible for complying with the requirements of the VET Quality Framework when delivering Australian Qualification Framework (AQF) courses to students. When delivering Australian Qualification Framework courses to students, IVET will implement decisions and actions to ensure that it complies with the requirements of the VET Quality Framework.

Training

Training is based on competency standards that outline the skills and knowledge to be applied in the workplace. Training is about assessing existing competence, developing the required competence and preparing people for assessment against specified competency standards.

All our nationally recognised courses are designed in compliance with the guidelines of the relevant AQF training package. The course content and delivery methodologies accurately reflect the specifications outlined in the relevant AQF training package unit of competency.

Delivery and learning methodologies are tailored for each particular course to develop candidates' knowledge and skills so they are able to confidently perform associated tasks in the workplace on completion of their course.

Delivery and learning methodologies may include presentations, individual and group work activities, case studies, individual coaching and practical demonstrations. Delivery will take place at an agreed location through consultation between schools and IVET. Delivery will involve a mixture of classroom and simulated work based environments to develop competency.

Assessment

Students' performance is assessed in accordance with the guidelines outlined in the relevant AQF training package unit of competence. This may be in the form of answering questions in writing, verbally, keeping logbooks or through practical demonstrations of knowledge and skills developed.

Each unit of competency will normally involve two or three assessments and after each assessment the students' submission will be marked S – satisfactory or NS – non-satisfactory.

Students are normally given 3 attempts to demonstrate competency at each assessment. If they are still unable to demonstrate competency at this point (NYC) they must re-enrol and undertake the training again. This will incur a fee. This may be negotiated between schools and IVET.

Course progress

IVET monitors student course progress and may provide assistance if the student is experiencing difficulties and not progressing through their course as per the course schedule.

Access to appropriate supports services is provided to assist students to successfully complete their course within the scheduled duration. IVET may refer students to external sources if they or the students' home school are unable to sufficiently provide support for the students' learning needs. IVET may refer students to external organisations if they are experiencing personal/ welfare issues that are affecting their course progress.

IVET takes all reasonable and feasible steps to assist students so they can successfully complete their course within the course schedule.

Student Support Services

Academic Support

Students who are experiencing difficulties with any aspect of their course are encouraged to contact their teacher/trainer or a member of IVET team. Our staff are able to provide academic support to facilitate the successful completion of your course. In certain circumstances, they may refer you to external agencies for support.

Welfare Support

We understand that our students sometimes require extra support to help them cope with their training course. Sometimes there can be personal issues that impact their successful course completion. Our Welfare Officer and relationships with professional welfare services ensures that our students are provided with access to services if required. Students who are experiencing issues that are impacting their studies are encouraged to contact their teacher/trainer or any other member of staff as well as utilise the school support services or IVETs services.

Client feedback

To ensure we continually improve our training services and resources IVET encourages students to give us feedback in an informal and formal way. Please approach any member of staff or your teacher/trainer with informal feedback and we would appreciate if you could please take a few minutes during your course to complete the training evaluation form.

If you wish to complain about any aspect of your training and assessment with us please approach a member of staff or your teacher/trainer with informal complaints or formally by accessing the Complaints and Appeals process. Further information on the Complaints and Appeals policy and procedure is contained on our website.

Certificate Issuance

Certificates/ statements of attainment

IVET is responsible for complying with the requirements of the Australian Qualification Framework (AQF) to issue eligible students a Certificate and Record of results or a Statement of attainment.

IVET will issue students a Certificate and Record of Results or a Statement of Attainment in accordance with its scope of registration within 30 days of receiving results from the trainer / assessor. All Certificates, Record of results and Statements of Attainment will meet the requirements of the Australian Quality Framework (AQF). Certificates, Record of results and Statements of Attainment will only be issued to students once all course related fees due to IVET have been fully paid by the student, and a valid Unique Student Identifier (USI) has been provided.

Upon successful completion of all the units of competency in their course of study, students will be issued a Certificate and Record of results. A student who successfully completes some but not all of the units of competency in their course of study will be issued a Statement of Attainment indicating the units they have successfully completed.

Students who successfully complete a qualification with IVET may be able to access job opportunities. However, students should note that successfully completing a course at IVET does not guarantee that they will gain employment in a job role/ industry.

Certificates are made available electronically through the student portal.

Notifying you if things change

IVET will notify you promptly if there are any changes to IVET, the course, or the arrangements for training and assessment. Please make sure we always have your most current home address, email address and mobile number on file so we can notify you of any changes if applicable.

Depending on the type of change, we may send a letter to your home address; send you an email, or an SMS message.

If there are any changes to agreed services, IVET will advise the learner as soon as practicable, including changes to any new third-party arrangements, a change in IVET ownership or changes to existing third party arrangements.

Currently third party arrangements exist with schools delivering VET in Schools programs in partnership with IVET Institute.

Code of Conduct

IVET practices are directed by our code of conduct. The code of conduct is a guide to ensure we consistently provide the highest possible quality services to all our stakeholders and ensure we act in a manner that respects their rights.

Access & Equity

IVET ensures that:

- all students, teacher/trainers and IVET staff are treated in a fair and equitable manner regardless of age, race, religion, gender, sexuality, disability or origin
- we employ a systematic, fair and equitable approach to enrolling students
- all IVET staff and teacher/trainers will perform their duties in a fair, equitable and respectful manner
- all training and assessment staff and teacher/trainers employ language that facilitates learning and achievement and does not exclude students
- all IVET staff and teacher/trainers are aware of their responsibilities with respect to equity and access
- IVET staff and teacher/trainers' activities are evaluated for continuous improvement purposes
- IVET staff and teacher/trainers are culturally aware and sensitive to differing norms, beliefs and values
- systems are employed to receive feedback
- IVET staff, teacher/trainers and students are required to comply with access and equity requirements at all times.

Management

IVET ensures that:

- the provision of high quality training and assessment is its principal purpose
- all decisions will be informed by appropriate stakeholders to ensure that high quality training and assessment is consistently provided
- we adopt appropriate governance arrangements to guide the implementation of our strategic and business plans
- suitably qualified staff and teacher/trainers contribute to informed decision-making in management, academic and support services
- all staff and teacher/trainers are aware of their responsibilities to students of IVET
- it employs a fair and equitable systematic approach to recruitment, induction and professional development of its staff and teacher/trainers
- a safe learning environment is provided to facilitate student learning
- it maintains appropriate insurance
- it will inform the regulator of any significant changes to the control, senior management and scope of IVET
- it provides the regulator with the required data in soft and hard copy when requested (free of charge).
- it will fully cooperate with all regulators during audits
- courses delivered are current and in accordance with training package requirements
- it will implement new training packages/ accredited courses within 12 months of their introduction
- it communicates all appropriate information relating to academic and support services to students in a timely manner

Administration management

IVET ensures that:

- AVETMISS and academic records are stored for a period of 30 years
- personal records are treated as confidential and stored on and off site
- it maintains appropriate systems to record and store student details relating to attainment, attendance, AVETMISS details, and related correspondence
- it adopts an AVETMISS-compliant Student Management System
- IVET staff, teacher/trainers and students are to be able to access their own records at no cost
- statements of attainment and certificates are awarded to students who successfully complete courses
- statements of attainment and certificates are provided in a timely manner
- statements of attainment and certificates contain the required information
- it uses Unique Student Identifiers where required

Training and assessment

IVET ensures that:

- all learning and assessment materials are their own or permission has been obtained from publishers for use where IVET does not own the copyright of the materials
- courses are delivered in accordance with AQF training package requirements or those prescribed for non-accredited courses
- training and assessment strategies are employed for each course in accordance with regulatory requirements
- suitable learning and support resources are employed to guide staff, teacher/trainers and students
- the opportunity for recognition of prior learning and credit transfer are provided to students where appropriate
- all accredited courses provided are in accordance with its scope of registration
- appropriate academic and personal support services are provided to students
- language, literacy and numeracy needs are assessed and accommodated where appropriate
- all course learning and assessment material is systematically validated internally and externally
- all learning and assessment strategies are systematically validated internally and externally
- course and IVET information is provided to students pre-enrolment and at orientation
- appropriate learning and assessment facilities are provided to facilitate achievement
- learning and assessment facilities comply with appropriate legislation
- agreements and Training Plans are negotiated and implemented for all VET in School students
- all training delivery is conducted within the partnering schools timetable

Staff

IVET ensures that training and assessment staff and teacher/trainers:

- possess relevant current vocational experience for the course/s they deliver
- hold appropriate vocational qualifications
- possess a Certificate IV in Training and Assessment or equivalent
- engage in professional development activities relevant to their teaching
- follow IVET policies and procedures when training and assessing
- treat all students in a fair and equitable manner
- treat students in a non-discriminatory manner
- are fully informed of their roles and responsibilities

Marketing & enrolment

IVET ensures that it:

- provides appropriate pre-enrolment information to students to enable them to make an informed choice of course
- does not provide false or misleading information about IVET or its courses
- performs marketing activities with integrity and accuracy
- identifies all AQF accredited and non-accredited courses in all its materials
- identifies IVET name and number on all its materials
- systematically reviews its marketing materials to ensure currency and accuracy
- employs a systematic, fair and equitable approach to enrolling students

Student support services

IVET ensures that all students will be supplied information pre-enrolment on the following:

- course information
- enrolment process/ requirements
- assessment arrangements
- recognition of prior learning/ credit transfer (where appropriate)
- qualifications issued
- academic support
- personal support
- literacy and numeracy requirements
- staff contacts
- facilities and equipment
- complaints and appeals policy and procedure

In addition, students will be provided access to appropriate academic and personal support services during their course (in consultation with our partnering school).

All students and schools will be continually updated via email and text messages throughout their course on their progress in units of competency.

All enquiries should be directed to Administration staff on 03 9067 0319.

***Please note that all course fees and course withdrawal/ cancellation fees and terms is provided to your school and can be discussed in more detail with your teacher/trainer or school office.*

Students Code of Conduct

All students have the:

- right to be treated in a fair, equitable and respectful manner regardless of age, race, gender, religion, sexuality, disability or origin
- right to learn in an environment free from intimidation and interference from others
- right to access all services and facilities as identified in pre-enrolment information
- right to suitably qualified and experienced trainers and VET in School teacher/trainers
- right to seek academic advice and support from IVET trainers and their teacher/trainer
- right to learn in a safe and clean environment that facilitates achievement
- right to access the Complaints and Appeals policy to resolve disputes/ complaints

All students are expected to:

- approach learning and assessment activities in an ethical manner
- not engage in cheating or plagiarism
- submit work when required
- meet the terms of enrolment
- pay all tuition and other fees when requested by their school
- attend all classes
- participate in course learning and assessment activities
- follow all IVET instructions during learning and assessment activities
- treat other student, staff and teacher/trainers in a fair, equitable and respectful manner regardless of age, race, gender, religion, sexuality, disability or origin

General Information

Support service contacts

Emergency Services	Phone 000 to report any emergencies
Translating and Interpreting Service	Phone 131 450
Life Line <i>24-hour Counselling Services</i>	Phone 13 11 14
Doctor	Speak to your teacher/trainer at your school to find the closest service
Dentist	Speak to your teacher/trainer at your school to find the closest service
Counsellors	<p>Life Resolutions Suite 614, 530 Little Collins Street, Melbourne (03) 9380 4444 or Speak to your teacher/trainer at your school to find the closest service or utilise your schools support services.</p> <p>Anglicare WA Suite 614, 530 Little Collins Street, Melbourne (03) 9380 4444 or Speak to your teacher/trainer at your school to find the closest service or utilise your schools support services.</p>
Legal assistance	<p>Law Institute of Victoria 470 Bourke St, Melbourne, VIC 3000, Hotline: (03) 9602 5000</p> <p>Victorian Legal Aid Phone 9269 0120</p> <p>Legal Aid WA Phone 1300 650 579</p>
Academic support	Phone 1300 004 838 or speak to your school to utilise the services they have on offer
Access to records	Phone 1300 004 838
Academic Director	Phone 1300 004 838
Training staff	Speak to your teacher/trainer at your school or contact IVET on: 1300 004 838
Australian Apprenticeships (Victoria)	GPO BOX 2960, Melbourne VIC 3001 Phone 9651 9999 Speak to your school to utilise the services they have on offer

Occupational / Work Health and Safety

IVET conducts regular Health & Safety reviews covering all IVET operations to ensure our equipment, materials and practices comply with all OHS / WHS legislation. We also ensure that our VET in School's facilities complies with both IVET standards as well as OHS / WHS legislation. Our staff and teacher/trainers will deliver training and assessment activities in a manner that removes or controls any hazard/ risk.

Students must act in a manner that safeguards their own health and safety and that of their fellow classmates. When IVET staff and teacher/trainers are providing OHS / WHS information it is important that this is understood and instructions followed. If a student spots a potential hazard please report this to a member of staff and they will take the appropriate action.

Further information on OHS / WHS can be found at the following websites:

<https://www.australia.gov.au/information-and-services/health/workplace-health-and-safety>

<https://www.safeworkaustralia.gov.au/>

<https://www.worksafe.vic.gov.au/>

Student Safety

We are committed to providing a safe, secure and supportive environment for our students. Security and personal safety is an important issue for everyone, and relies on all of us working together. When you are out and about it is important to be alert and aware of your personal safety.

Attendance

All students are required to attend all classes. If a student is absent they must inform their school of the reason for this absence, which must be recorded in accordance with IVET's policy and procedure and the schools' internal policy.

IVET recognises that sometimes students may be unable to attend due to unforeseen circumstances. If a student is aware that they are going to be absent prior to the day (ie: interschool sports days, medical appointment etc) they are required to inform their teacher/trainer who may give them work or study to complete at home.

Absences on days of assessment tasks being due will require a medical certificate, which must be provided within two days of the student returning to school.

IVET will monitor student attendance and provide appropriate support to facilitate successful completion within the scheduled period.

Privacy

IVET will treat all student personal information confidentially and will not disclose any details to a third party without the student's prior written consent*

*Except where required to provide details under its commitment to provide details to the regulatory body or by Law.

Access to Records

Students may access their personal records free of charge at any time by contacting the Academic Director on admin@ivetinstitute.com.au. Administration staff will arrange an appointment within 5 working days to view the records and ask the student to bring confirmation of identity.

Academic Misconduct

Students are required to adhere to the IVET code of conduct. If a student is found to have acted in a way that IVET deems to be misconduct, it may impact their successful completion of the course.

As outlined in the Code of Conduct students are expected to approach learning and assessment activities in an ethical manner. At IVET our students almost always conduct themselves with integrity and do not engage in plagiarism or cheating. Plagiarism and cheating can occur over confusion about what the definitions of each actually are. The following information is intended to provide guidance.

Cheating

Cheating is the use of any means to gain an unfair advantage during the assessment process. Cheating may be (but not limited to) copying answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments.

Cheating in any form during assessments will result in the students' assessment submission being invalidated.

Plagiarism

Plagiarism is the submission of somebody else's work as your own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism.

If a student copies another student's work and passes this off as their own then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this they are plagiarising. If students are including other people's work in submissions e.g. passages from books or websites, then reference should be made to the source.

For further information on what constitutes plagiarism please refer to: <http://www.plagiarism.org/> or contact Administration staff.

Submitting plagiarised work during assessments will result in the student's assessment submission being invalidated.

Collusion

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Unauthorised collusion during assessments will result in the students' assessment submission being invalidated.

Cheating and/ or plagiarism and/ or collusion during assessments will be treated as a breach of the Code of Conduct and is deemed to be 'Academic Misconduct' and may lead to the student being removed from the course. No refund is available to the student in these circumstances.

All students have access to the Code of Conduct and Academic Misconduct Policy and Procedure. The Code of Conduct is printed in the Student Handbook and a copy of the Academic misconduct policy and procedure is available on request by contacting the Training Manager at any time.

If students have been found to have colluded, cheated or plagiarised, there are penalties and processes that are followed. Students may be penalised by any of the following ways as:

- Be reprimanded
- Be required to repeat the assessment or complete a new assessment task
- Fail all or part of the assessment
- Be suspended from studies
- Have their enrolment cancelled

Complaints and Appeals

If students have an issue with any aspect of their training course they should bring this to the attention of their teacher/trainer or another IVET staff member. IVET staff will attempt to resolve this in an informal manner to the student's satisfaction.

If the student is not satisfied with the outcome of the informal complaint they may lodge a formal complaint by completing the complaints and appeals form contained in appendix one of this handbook and located on our web site. This will be dealt with in accordance with the complaints and appeals policy, also located in appendix one of this handbook.

Students have the right to appeal the outcome of a complaint or the outcome of assessment decisions if they are dissatisfied and feel they have been dealt with unfairly. This can be done by completing the complaints and appeals form located in appendix one of this handbook. The appeal will be dealt with in accordance with the complaints and appeals policy and procedure located in appendix one of this handbook.

When submitting a formal complaint or appeal form, students must provide reasons and supporting evidence justifying their grounds for the complaint or appeal.

If the student is still dissatisfied by the outcome of an internal appeal they have the right to the external complaints or appeals process.

An external party to IVET will review the case to identify if IVET has followed the correct process as stated in the complaints and appeals policy in handling the complaint or appeal. The external party does not review the outcome of the complaint or appeal.

Students have the right to seek advice from and be represented by external parties at any time during the complaints and appeals process. The cost of this will be borne by the student.

If you require any further support and/or clarification on the student handbook or IVET's operations, then you can contact:

Matthew Trounce
CEO