



# STUDENT HANDBOOK



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## Dear students,

Welcome to the Institute of Teacher Aide Courses. We are delighted to have you on board and hope that your time with us is engaging, challenging, and rewarding.

Our primary goal is to help you achieve your goals. We will provide you with the tools, resources, expertise, and support so that you can graduate with the skills and knowledge that your new career demands.

You will also develop metacognitive skills, transferrable skills, and coping strategies. These are the core skills used by independent, self-directed, and life-long learners capable of achieving almost anything.

This is only the beginning of your learning journey. Once you graduate and start working in schools, the learning really begins. We will do our best to prepare you by teaching the most effective research-based teaching strategies, practical behaviour management techniques, and a raft of other professional skills.

Learning is difficult, challenging, and frustrating at times. This applies to all learners whether you are new to studying or have completed multiple degrees in the past. With perseverance, an eye on the end goal, a plan, a solid routine, your personal commitment, and support from your trainer – success is just around the corner.

ITAC's trainers are experienced professionals who have worked in their chosen fields for many years. They undertake regular professional development and utilise the latest research-based teaching strategies and techniques.

We can only help you so much however - you must do the hard work, put in the effort, the time, and overcome your personal barriers. With resilience, persistence, determination, and ITAC's help however, your goals are more than achievable.

This handbook outlines the policies and procedures that form the legal and administrative basis for your course. Please take the time to familiarise yourself with its contents.

From everyone at ITAC, we extend a warm and friendly welcome and hope that you find success, fulfilment, and contentment in your new career.

Happy training,



Adam Green  
Chief Executive Officer

## Customer charter

This charter outlines the standard of service that you can expect from us.

### **We will provide quality training and assessment services. We will do this by:**

- Providing course materials that are well-designed and developed
- Offering flexibility and choice in mode, duration and access
- Ensuring efficient, professional and high-quality support services

### **We will provide services that makes you work-ready. We will do this by:**

- Providing training & assessment that is relevant to the work outcome
- Offering services from supportive and experienced trainers
- Ensuring that workplace relevant resources and tools are available

### **You can expect us to treat you with courtesy and respect. We will do this by:**

- Being friendly, courteous, and fair to all our clients
- Behaving professionally with honesty and respect
- Returning calls, emails and assessments promptly

## Entry requirements

There are a number of entry requirements for each course which are published on ITAC's website and are updated from time to time at the full discretion of ITAC.

Some training packages specify that certain units or qualifications must be completed as a prerequisite. Additional requirements may be set due to other government regulations, requirements and funding rules.

Funded courses often have entry requirements specified by the government such as residing in a certain location.

The program coordinator has full discretion to refuse the entry of a student into a course for any reason or to withdraw a student who has not clearly informed ITAC of a circumstance or issue that would have meant the student may not have otherwise gained entry.

## Fees and charges

Fees are collected as per the terms and conditions signed and agreed to on enrolment.

Students may opt to enter into a payment plan. Withdrawing from the course and/or not completing training and assessment does not exclude a student from paying the full course fee (if due) as agreed to on enrolment (see T&Cs for details).

ITAC reserves the right to forward an account to a collection agency should a student breach the signed Terms and Conditions. ITAC will act professionally and in good faith in regard to the collection of fees however fees will be recovered in accordance with the agreement. If a student does not honour the agreement and negotiations with ITAC fail or the student is unable to make contact with ITAC, all costs involved with referring the student's account to a collections agency is borne by the student.

ITAC systematically apply the refunds policy, withdrawal policy, and terms and conditions. However, students suffering from unexpected hardship can apply to amend a payment plan provided the amendment is reasonable and fair. ITAC has no obligation to accept requests to amend a payment plan.

Students are advised to pay particular attention to the 30-day census period, the enrolment period (12 months), and scheduled payments.

ITAC will comply with all relevant consumer laws and Australian contract law (including common law principles where applicable) such as conscionable conduct and fair contract terms.

## Fee schedule

Extensions	\$150 per month
Reissue of AQF documentation	\$50
Reissue of learner guide	\$25 pick-up (\$40 inc. postage)
Priority printing fee (2 days + postage)	\$50
Direct debit dishonour fee	\$2.75 for each dishonour
Placement re-schedule or reassessment	\$150 each time (additional fees for regional)
Course transfer (if approved)	\$150
Hourly rate for additional services	\$120 (at 15-minute increments)
Reinstatement fee (once withdrawn)	\$75

Fees are subject to change at any time without notice and are in effect when published in this handbook. Additional services beyond the reasonable scope of training and assessment services will be quoted on a case by case basis using the hourly rate above.



## Recognition of Prior Learning

RPL is defined in the Standards for RTOs 2015:

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

- Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Source: Standards for RTOs 2015

RPL or Recognition of Prior Learning is a way for students to have their existing skills and knowledge recognised. In simplistic terms, this means a student demonstrates that they are competent in one or more units. This allows students to be awarded qualifications where they have demonstrated skills and knowledge without having to complete the entire course.

### Case study

Amanda has worked full time as a teacher aide for 12 years and has worked in three schools and under a number of teachers, years and programs. She has completed ongoing professional development every year. She has worked in three different aged care homes. Amanda also holds two other qualifications at AQF level 2 and 3.

In this case, Amanda may consider applying for RPL as it is likely that she already has the skills and knowledge to fulfil the requirements for most or all of the units in the CHC30213 Certificate III in Education Support.

### Entry requirements for RPL

Candidates are generally required to have 3 years or more experience in an Australian school (FTE), be currently employed in a relevant role, and typically (for Certificate IV

especially) have completed a relevant qualification. RPL applications (including for entry) are assessed on a case by case basis at the full discretion of the head trainer.

RPL is offered to all students before and during their course.

### **Evidence requirements**

To enter an RPL program, students are required to provide evidence of their suitability. This may include:

- Evidence of current employment (pay slip or email from teacher etc.)
- Evidence of experience (contract, email from teacher or resume)
- Evidence of previously completed courses (PDs, certificates, units completed)
- ID such as passport or license

### **Assessment procedure**

ITAC use an 'assessment only' approach to RPL. This means that candidates work through the same assessments that full course students complete. From experience ITAC have found that this method is the quickest and easiest way for experienced practitioners to demonstrate their competence. There are no essays or long reports however – most assessments are short answer questions or mini-projects which can be completed in the workplace. All students are assessed in the workplace by an ITAC assessor.

### **Accelerated program**

Many students fall somewhere between RPL and the full course – they have some experience and knowledge, and while a full course would be a waste of time, they are not quite ready for RPL. For these students, the accelerated program is a method of finishing a course much faster, however, unlike RPL, students have access to the full suite of teaching and learning materials, resources, and support of ITAC's trainer (for example students can attend tutorials). Many students enrol in the accelerated program as a 'refresher' course. Students complete the same assessments as full course and RPL students.

## **Credit policy**

All students who intend to apply for credit should discuss their situation with ITAC before enrolling. ITAC will supply you with the Credit Application Form.

Credit transfer occurs when a student has completed the exact same unit with the exact same code and title AND has been issued with verifiable AQF documentation to that effect such as a Statement of Attainment.

ITAC will recognise a qualification and record of results, or statement of attainment, issued by an RTO on the national register, or a record on the USI registry.

The following rules apply to applications for credit transfer:

- Credit is the transfer of AQF certification records from one RTO to another.
- Credit is only available, when transferring the EXACT same unit code and title.
- In some instances, credit may be granted if a previously completed unit has been deemed equivalent by the relevant authority.
- ITAC will recognise any Statement of Attainment, Qualification/Record of Results or USI transcript once authenticated.
- Any student is entitled to apply for credit in a course or qualification in which they are currently enrolled or seeking to enrol.
- Students may not apply for credit for units/qualifications which are not included on ITAC's scope of registration.
- While students may apply for credit at any time, they are encouraged to apply before commencing a program.
- There are no fees for applying for credit.
- Credit can only be granted to enrolled students (although students may apply and receive advice before enrolment)
- Credit can only be awarded for whole units of competency.
- In order for a qualification to be awarded, at least one unit must have been completed at ITAC.
- Depending on the number of units to be credited, the fees charged for remaining units may be set on a case by case basis and will be quoted in advance of the enrolment being approved.
- While ITAC will recognise verifiable AQF documentation, there is no obligation on ITAC to approve an application for entry.
- To apply for credit the following is required:
  - Credit application form
  - Certificated AQF documentation (Certificate, Record of Results, or Statement of Attainment), or USI transcript
  - Enrolment form
  - Payment of fees

- Meeting entry requirements for the course as published on ITAC's website
- Completed and accepted enrolment form
- Photo identification
- Any other evidence required by ITAC

### **Important note about clustering and integrated course structure**

ITAC's courses are designed on an integrated structure. This means that students enrol in all units at the beginning and complete all units at the end. There are no exit points. As such, credited units usually have no effect on the volume of assessments that are required to be completed. This is because all assessment tasks are mapped against multiple units of competency. The exception to this is when students have completed a large number of units (such as 10 or more). Previous study, however, is certainly beneficial and means that the time taken to work through the course materials is significantly reduced.

## Student support

We recognise that our main function is to support students to help them achieve their goals. We go about this in many different ways:

- A range of support services are provided particularly for students who have been identified as having additional needs.
- ITAC provide various learning opportunities to cater for a diverse range of learning needs. This includes face to face tutorials, online webinars, and phone meetings.
- The latest research-based teaching and learning strategies are implemented such as micro-learning, scaffolding, meta-cognitive skills, and mental scripting.
- The latest research-based methods for online delivery are employed.
- The latest strategies, techniques and skills used by industry professionals are made available to students
- The latest research is provided to students to help them improve their practice.
- Staff are experienced, knowledgeable, have a friendly open demeanour, and undertake ongoing professional development.
- Students are contacted on a regular basis to be offered support and guidance.
- ITAC maintain strong links with industry including different types of schools and keep up to date with changes (technology, techniques).
- Questions and enquiries are answered with adequate depth, accuracy and at an appropriate level to support learning and skills development
- Trainers reply to emails and requests for support or assistance within a reasonable period of time.
- Marked assessments are returned promptly with feedback and advice that is practical and relevant.
- Students can easily reach staff to ask questions.
- Learner materials are of a high quality, relevant to today's work environment and are regularly updated

## Reasonable adjustments

**If you have special needs and wish to request or discuss reasonable adjustments, please inform ITAC as soon as possible – preferably before enrolment.**

Reasonable adjustments, also known as accommodations, are modifications to training or assessment practices or resources to allow a person with a disability or disorder to engage in an activity related to a VET course.

The requirements of the training package are set by government and must be achieved by all students. However, the way in which those requirements are met may be subject to adjustments in order to accommodate the needs of the student.

Reasonable adjustments are most commonly used to support people with disabilities and disorders. Other reasons for implementing a reasonable adjustment may include:

- A chronic difficulty or other undiagnosed issue
- Pregnancy
- Location such as working in a remote area
- Cultural, religious or language reasons
- Commitments, lifestyle, or work arrangements
- Specific needs of the area, industry, or workplace
- Specific tasks undertaken in the workplace
- Previous learning, study, and experience
- A combination of the above
- Other relevant factors approved by the head trainer

Examples of reasonable adjustments include:

- Providing additional time for a student to complete assessments
- Chunking or scaffolding tasks into small steps/periods of time
- Offering verbal assessments for students who lack English skills
- Adapting equipment and resources
- Use of assistive technologies, teaching aids and props
- Presenting assessments and other documents in alternative formats
- Assistance of a personal carer, interpreter or translator

Providing reasonable adjustments is just one way that ITAC comply with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. The Disability Standards for Education 2005 requires RTOs to provide enrolment, learning, facility, and

support services to students with disabilities provided those services are not considered unreasonable under the law. The Disability Standards for Education 2005 states that:

### **3.3 Adjustments**

For these Standards, each of the following is an adjustment:

- (a) a measure or action (or a group of measures or actions) taken by an education provider that has the effect of assisting a student with a disability:
  - (i) in relation to an admission or enrolment — to apply for the admission or enrolment; and
  - (ii) in relation to a course or program — to participate in the course or program; and
  - (iii) in relation to facilities or services — to use the facilities or services; on the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability;

### **3.4 Reasonable adjustments**

(2) In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including the following:

- (a) the student's disability;
- (b) the views of the student or the student's associate, given under section 3.5;
- (c) the effect of the adjustment on the student, including the effect on the student's:
  - (i) ability to achieve learning outcomes; and
  - (ii) ability to participate in courses or programs; and
  - (iii) independence;
- (d) the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students;
- (e) the costs and benefits of making the adjustment.

(3) In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

## **5.2 Participation standards**

(1) The education provider must take reasonable steps to ensure that the student is able to participate in the courses or programs provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability, and without experiencing discrimination.

## **6.2 Standards for curriculum development and accreditation and delivery**

(1) The education provider must take reasonable steps to ensure that the course or program is designed in such a way that the student is, or any student with a disability is, able to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability, and without experiencing discrimination.

## **7.2 Standards for support services**

(1) The education provider must take reasonable steps to ensure that the student is able to use support services used by the students of the institution in general on the same basis as a student without a disability, and without experiencing discrimination.

(3) If a specialised support service is necessary for the student to be able to participate in the activities for which he or she is enrolled, and is of a kind that is not provided by the provider, the provider must take reasonable steps to facilitate the provision of the service to the student by another person or agency.

Source: <https://www.education.gov.au/disability-standards-education-2005>



## Access, equity and LLN

According to the Standards for RTOs 2015 “Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.”

ITAC is committed to providing all students with the opportunity to engage in training and assessment regardless of ethnicity, cultural background, gender, sexuality, disability or age.

We uphold and enforce access and equity principles and believe that all students have the right to learn in a safe environment free from harassment, victimisation, abuse, and discrimination.

Our trainers are able to assist students who require additional help due to the language, literacy and/or numeracy requirements of coursework and assessments. LLN requirements are identified on enrolment or during the course and appropriate strategies discussed with the student.

ITAC apply a ‘fair use’ approach when assisting students with additional support needs. If a student requires support that is financially onerous on ITAC or beyond the scope of a trainer’s abilities and availability, ITAC may negotiate in good faith to withdraw the student or may request that the student engages the service of an outside provider such as a disabilities support service, interpreter or translator. ITAC will provide contact details and suitable information about where and how this support can be obtained.

Students with learning difficulties, a disability, disorder, or other complex needs which may affect their performance or ability to access and complete tasks should discuss their overall suitability to enrol in a course with ITAC before enrolment. Physical tasks such sitting on the floor with students, playing ball games and being able to supervise students in the playground are essential tasks required by most schools.

Working as a teacher’s aide requires a high level of maturity, organisation, patience, a growth mindset, tolerance, and an interest and love of working with people from diverse backgrounds – particularly with children. In order to protect children, ITAC’s reputation, and to prevent issues, all students are required to meet these requirements including people with disabilities and disorders.

In addition to this policy, ITAC also comply with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. See the Reasonable Adjustments policy for details and links.

## Behavioural expectations

ITAC take a zero-tolerance approach to the management of student behaviour. Staff and students have the right to work and learn in a safe and comfortable environment that is free from undue stress, improper criticism, harassment, discrimination, or bullying.

All students are expected to behave in a professional, friendly, pleasant, and reasonable manner at all times including treating trainers, admin staff, other students, children and workplace supervisors and colleagues in a mature respectful manner.

Poor behaviour will not be tolerated at any stage including comments on social media, by email, by phone or in any face to face interactions, wherever they occur. This includes all forms of communication by either the student or someone known or suspected to be known by the student such as a partner or relative.

ITAC reserve the right to refuse entry to a class, tutorial, course, workplace, or other event (including online events), on the basis of behaviour, demeanour, or character grounds. This includes undermining the trainer or assessor, making other students feel uncomfortable in a way that is deemed unacceptable such as chronic interrupting and talking over someone, berating other students, chronic mobile phone use, poor body hygiene, failing to follow instructions, racist or discriminatory behaviour, bullying or harassment of any kind, or for other reasons that may be disruptive.

If an enrolment is withdrawn due to behavioural or character grounds, either by ITAC or on a voluntary basis, students may be issued with a Statement of Attainment or participation certificate providing all fees have been paid and the required assessments have been satisfactorily completed and assessed by ITAC. Part refunds may be provided based on the amount of training provided (calculated as the number of months enrolled).

The following guidelines apply to class-based students, tutorials, and any face to face contact including site visits, one-on-one meetings and phone conversations:

- Language is professional and courteous at all times.
- Tone, demeanour, and overall behaviour is pleasant and professional.
- All students feel safe to contribute, make mistakes, and ask questions.
- Students are careful not to interrupt, talk-over or dismiss others.
- All students are expected to be drug and alcohol free (except when prescribed).
- Personal presentation and hygiene is professional, neat, clean and appropriate.
- Students arrive 15 minutes before class and are adequately prepared.
- Mobile phones and other devices are to be turned off or placed on silent – no calls are to be taken inside the classroom during class hours.

- Students arrive with a willingness to learn, contribute, help others and add to a positive classroom environment (vibe).
- Students are expected to stay for the entire scheduled class and are only permitted to leave early for emergencies.

During work placements students:

- are punctual (arrive on time, do not take long breaks)
- are enthusiastic (show an interest in the industry and the work)
- learn as much as possible and have a willingness to learn
- are prepared for work (have read and practiced all assessment tasks)
- are dressed appropriately and have suitable hygiene (shower in the morning)
- follow instructions of colleagues and supervisors (especially for safety reasons)
- are respectful to all staff, students and co-workers (even if you disagree)
- follow all policies and procedures of the school, the department and ITAC
- behave professionally including on breaks, immediately before and after school
- ensure confidentiality and privacy (what you learn and see at school, stays at school)
- inform the workplace as soon as possible if you are not able to attend
- only undertake tasks that are safe and that do not pose a risk to yourself and others
- report regularly to supervisors
- report any issues or events to ITAC (such as major injuries to a child)
- read or watch all materials in the student portal regarding WPL (including the WPL lecture, assessments, information regarding clearances).

Note: It is the student's responsibility to read, understand, organise, complete, and submit all assessments and documentation pertaining to WPL. All information is provided in the student portal and trainers can be contacted for advice and guidance as needed.

## Food and drinks

ITAC supply tea and coffee in some venues. Students with allergies or suspected allergies should bring their own food and drink and are recommended to not consume any food or food related products supplied by ITAC or to use any equipment or surfaces for food preparation or storage.

Unfortunately, ITAC are unable to take individual orders or guarantee catering services and products are free from certain ingredients. This includes tea, coffee, and milk.

Students are asked to ensure that all food preparation areas are kept clean and neat at all times.

Food and other consumables left by students will be disposed of on the same day for hygienic purposes.

Students are not permitted to share food or drink with other students including for the purpose of end of course celebrations. This is for hygienic and food safety reasons.

Similarly, students should not offer drugs such as pain killers to other students for safety reasons unless they are qualified to do so under Australian laws (i.e. hold a Registration Certificate from the Medical Board of Australia).

Illicit, recreational, and mood-altering drugs, including alcohol, are prohibited, unless proscribed and do not pose a risk to other students and staff. Students who are under the effects of recreational drugs or alcohol will be asked to leave the premises.

Smoking is not permitted on or near ITAC premises or on school grounds (including any location in view of student, staff or parents) during work placement. This includes before and after the official school day if on or near school grounds or wearing an item of clothing with the school's logo.

## Assessments

According to the Standards for RTOs “Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.”

ITAC adheres to the Principles of Assessment and Rules of Evidence as set out below (from Standards for RTOs 2015).

<b>Rules of Evidence</b>	
Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner’s own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

<b>Principles of Assessment</b>	
Fairness	<p>The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.</p> <p>The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>reflecting the learner’s needs.</li> <li>assessing competencies held by the learner no matter how or where they have been acquired; and</li> <li>drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.</li> </ul>

Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance.</li> <li>assessment of knowledge and skills is integrated with their practical application.</li> <li>assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.</li> </ul>
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

ITAC prides itself on having a fast assessment turnaround however students should allow up to three weeks during busy periods. Assessors provide a reasonable amount of feedback with the aim of helping students to further develop their skills and knowledge and to improve for future assessments. Most assessments are returned within 3-5 business days (no guarantee provided).

Students who fail to complete all aspects of an assessment task to the required standard are provided with feedback, advice, support and a reasonable opportunity to resubmit the assessment (up to a maximum of 3 resubmissions).

There is a limit to the number of assessment attempts provided as part of the standard course fee (3 for theory assessments, 1 additional observation for WPL assessments provided reassessment is not due to lack of preparation or non-attendance on the student's part in which case reassessment fees apply).

ITAC will endeavour to support a student to complete learning and assessment tasks as far as it is practical and reasonable to do so. If a student is thought to be unsuitable for a course, the additional services of outside providers, such as a disability specialist, may need to be arranged. ITAC will aid students to find such support and provide a range of options such as alternative courses at lower levels.

A student who has been deemed Not Yet Competent for an assessment item more than three times may be deemed unsatisfactory for the course or the relevant unit and may be withdrawn. ITAC will behave professionally and in good faith in such cases and refer the student to suitable support mechanisms and resources. A student may consider re-enrolment if approved by the head trainer – fees may apply.

A student who fails to attend a work placement without satisfactory reasons may receive a NYC outcome for all assessable units and could be withdrawn from the program. The relevant course fee will still apply. A fee to organise a second work placement and/or visit by a trainer to the workplace will apply as per the fee schedule in this handbook or at the discretion of ITAC.

ITAC will manage all NYC outcomes with professionalism and in good faith with the goal to support students in any way that is considered reasonable and as required under law.

All decisions and determinations regarding enrolments, including re-enrolment and withdrawal of enrolment, is at the full discretion of ITAC. Students can appeal a decision regarding any NYC outcome by following the complaints policy in this handbook.



## Plagiarism and collusion

Plagiarism is the intentional use of another person's work or ideas and passing it off as your own. Collusion is when two or more students work together to complete an assessment which should have been completed individually.

All students are expected to adhere to high standards of academic integrity and honesty at all times. Failure to do so may constitute academic misconduct and students may be required to resubmit or undertake additional assessments. In extreme cases of unethical behaviour, students may be asked to complete assessments under the supervision of an approved invigilator or removed from the course completely.

Trainers and assessors need to be certain that a student's work is their own.

Advice for students:

- The main premise of referencing is to show where your information came from in order to avoid potential accusations of plagiarism.
- While not required, we recommend students begin learning how to use APA which is the standard referencing system used in the education industry.
- Well-known facts do not need a reference although you may use one in some instances. For example, you could say that 'a square has 4 sides' without using a reference.
- Direct quotes (using material written or said by someone else) must be encased by quotation marks. Below your answer, tell your trainer where the quote came from (such as a website address or book/author)
- Class discussions and emails do not need to be quoted or referenced in most cases (unless more than 20% of the answer is directly quoting the lecturer).
- If you paraphrase (quote another person's work but without using the exact wording) you must still indicate where you found the original idea.
- Students may work in pairs or groups to prepare for assessments. However, anything submitted for marking must be the work of the student i.e. not copied from someone else including re-wording.
- If in doubt speak to your trainer or use online resources.
- We may re-assess you on placement or at any other time in order to test your knowledge on previously submitted work. Trainers visiting students on placement may be asked selected questions from previously submitted theory assessment to authenticate the work.

Examples (not using APA but acceptable):

Parliament House in Canberra Australia cost approximately 1.1 billion dollars and has been designed to last for 200 years. Source: [www.aph.gov.au](http://www.aph.gov.au)

Parliament house is a busy place. It has more than 4500 rooms because “over 5000 people work in the building when Parliament sits.” Source: [www.aph.gov.au](http://www.aph.gov.au)

Note that in the first example “quotes” were not used as the sentence was not directly copied from the source word for word. A reference was provided to show where the information was sourced from. In the second example, quotes are used as the sentence was copied word for word from a website. Both are acceptable.

## Work placements

Work placements are an integral part of most VET courses and all of ITAC's courses. The purpose of the work placement is to give students the opportunity to practice in a real-world environment under the supervision of a more experienced person. Students are recommended to read all of the WPL information provided in the portal including watching the WPL lecture.

Prospective students should be aware that:

- Students must attend full days except in exceptional circumstances (requires approval).
- Students may be required to travel outside of their residential suburb in order to attend a placement and need access to adequate transport.
- Students need to be aware that they will need to organise carers for children (and pets if necessary) in order to attend the placement.
- Students must attend a placement once it has been approved.
- A placement, including the site visit, cannot be deferred or changed except in special circumstances. Fees generally apply.
- ITAC cannot guarantee that a student will be able to attend the school, class, subject, or year group of their choice. For this reason, we recommend students first ask friends, family, and others who work in schools, or directly approach their preferred school.
- Placements involving younger children and people with disabilities may require students to assist with nappy changing, toileting, feeding, cleaning and other such tasks.
- Working with Children checks or Blue Cards (QLD) need to be provided to ITAC and the school before the first day of placement. It is the student's responsibility to organise and provide clearances.
- ITAC will not approach schools to arrange a placement in the final 5 weeks of the school year or in the first 2-3 weeks of the school year, except in special circumstances at the full discretion of the head trainer.

## Pregnancy policy

This policy has been developed in conjunction with advice from industry and information published by various government departments:

“As an employee you have a duty to take reasonable care of your own safety and health at work. As soon as a female employee knows she is pregnant she should tell her employer and doctor. This is a good opportunity to discuss with both her doctor and employer whether the work she does may affect her pregnancy or whether her pregnancy may restrict the type of work she does. If there are any potential problems, then these can be discussed with her employer at the earliest opportunity.”

Source: WorkSafe WA

Information about risks and preventative measures can be found online such as:

<https://www.commerce.wa.gov.au/worksafe/manual-tasks-pregnant-workers>

<https://www.safework.nsw.gov.au/safety-starts-here/physical-safety-at-work-the-basics/pregnancy>

<https://supportingworkingparents.humanrights.gov.au/employees/working-while-pregnant-or-potentially-pregnant>

Students should be aware that work in schools require long periods of time on your feet as well as participating in physical activities such as games (as part of a play-based learning curriculum). Excursions may require additional physical activity such as walking long distances (a day at a zoo for example).

Given the government advice above, ITAC strongly recommend that students do not complete a placement while pregnant. This is to completely remove any risk of injury to the mother or unborn child. Students are also reminded that work placement, while not usually dangerous in terms of physical injury, is often stressful particularly if the pregnant person is new to the school.

This policy has been developed to ensure that students who are pregnant are not placed at a heightened risk of injury. This policy is in no way intended to discriminate or to create barriers to learning – ITAC take a case-by-case approach to applying this policy. Students who wish to complete a placement while pregnant may do so with doctors and the school’s permission provided the guidelines below are met:

- Students may enrol while pregnant however ITAC should be informed before or during enrolment.
- If a student falls pregnant during an enrolment period, ITAC should be informed as soon as possible.
- A medical certificate must be provided to ITAC and the workplace stating that the mother is fit and able to undertake work in a school (or to a similar effect).
- A student is not permitted to undertake a placement if there are any serious conditions or other known issues that ITAC or the workplace deem as an unacceptable risk.
- While reasonable adjustments can be made (such as assessment in small chunks), all requirements for each assessment must be met in order to be deemed competent as per government requirements.
- After 20 weeks, a certificate must be presented to the workplace on a monthly basis. After 28 weeks, a certificate must be presented weekly. Placement activities after 34 weeks are not recommended by ITAC or schools except in exceptional circumstances.
- Students can return to the workplace within 4 months of giving birth provided a medical certificate is submitted to ITAC and the school.
- CMV infection is a risk if working with children under 3 y/o. To remove all risk, students should not work with children under 4 y/o. Students are not permitted to change nappies while breastfeeding or clean toileting accidents and soiled clothing.
- In no way does ITAC take any responsibility for any injury or issues caused during or after a placement. It is wholly and completely the student's responsibility to ensure that their physical and mental health including stress levels are safe and are free from risk. Appropriate judgement should be taken including professional advice from a medical practitioner. A student completely discharges ITAC's duty of care in any and all matters if they still wish to undertake a placement during or shortly after pregnancy.

### **Note about Cytomegalovirus (CMV)**

Cytomegalovirus (CMV) is a common viral infection. In healthy people, it causes a mild flu-like illness that passes harmlessly within a few days. In certain high-risk groups, including pregnant women, CMV infection can be dangerous. CMV can cause hearing loss and intellectual disability in unborn babies.

Women can catch CMV during pregnancy and pass it on to their baby – this is called congenital CMV. Around one in ten infected babies will have lasting problems. These can include deafness, poor eyesight, intellectual disability, an enlarged liver or spleen, and a small head.

Pregnant women should wash their hands after handling bodily secretions from babies or children, for example, after changing nappies or wiping noses.

Source: [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

## Terms and conditions

See [www.itac.com.au/tc](http://www.itac.com.au/tc) for the Enrolment Terms and Conditions.

See [www.itac.com.au/dd](http://www.itac.com.au/dd) for the Direct Debit Terms and Conditions.

If there are any changes to any agreed services, ITAC will advise the learner as soon as practicable. This includes material changes such as new third-party arrangements and a change of ownership.

## Privacy policy

See <https://www.itac.edu.au/privacy>

## Terms of use

See <https://www.itac.edu.au/terms-of-use>

## Refunds and withdrawals

ITAC will systematically apply the agreed Terms and Conditions signed on enrolment for all refund requests. Students can withdraw by notifying ITAC in email or by completing the master form. A SOA will be issued if all fees have been paid and unit requirements have been met.

Please note the current rules pertaining to the 30-day no obligation period as specified in the Terms and Conditions of enrolment.

If training and assessment services cannot be provided such as due to a forced majeure (e.g. war) or other cancellation by ITAC, course fees will be refunded at a fair and reasonable rate that is proportionate to the length of time enrolled in the course.



## Extensions

Students may apply for extensions to their initial enrolment period. Extensions are for a set period of time; usually no longer than 6 months. Students may be required to provide a valid reason and evidence. All extensions are subject to fees being payable in advance (such as monthly in advance) unless negotiated otherwise.

As adult learners, it is the student's sole responsibility to ensure that all course work is completed well in advance of the 12-month enrolment period ending, and sufficient time is allowed for marking, resubmissions and return of assessments. This includes organising all aspects of WPL including clearances and placement. Students must allow sufficient time for illness, school holidays, and unexpected events or delays. WPL cannot be completed on school holidays which means students need to plan accordingly. Extension fees will not be waived because the student failed to submit assessments, organise clearances, or attend placement before their end date, even if the end date falls on a school holiday.

Courses cannot typically be 'deferred' however students may apply for an extension to their course end date. In some instances, such as serious medical conditions, extension will be granted at no cost (at the discretion of ITAC).

ITAC are not under any legal obligation to extend a course regardless of the circumstance or evidence provided (including workplace issues) that result in students not starting or completing a placement – students should aim to complete their placement well in advance of the end date.

## AQF documentation

Qualifications are issued in accordance with government requirements such as the Standards for RTOs (2015) and the AQF Second Edition. ITAC comply with Standard 3 of the Standards for RTOs 2015:

“AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.”

Testamurs and SOAs are only issued if:

- All fees are paid
- All assessments are completed satisfactorily
- An assessor deems the student to be competent in all required units
- A USI is provided by the student

It is common for students to complete their course before all payments have been made. This happens when students opt for longer payment plans such as over 52 weeks but complete their course in a shorter period of time. In this case, the student may pay the outstanding balance in order to receive their qualification or wait for the final payment to clear.

ITAC cannot issue any document or verbal testimony attesting to a student's achievement except a formal certificate, statement of attainment or statement of results once fees have been paid. The reason for this is that any document issued by an RTO which asserts that a student has completed a qualification, may legally be found to be a non-compliant testamur (non-compliant against the AQF Second Edition).

If a student relocates without informing ITAC and a certificate is posted to the old address, a fee for a duplicate certificate and postage will be charged.

## Exit points

ITAC's courses are designed using an integrated approach. This is also commonly referred to as a holistic approach. An integrated approach means that evidence against each unit of competency is mapped against various tasks found within the course regardless of the cluster. For example, evidence for the WHS unit is taken from multiple clusters. This approach is common in military and emergency services courses. It reduces the time it takes to complete the course due to removing excess repetition found across the training package.

The disadvantage of a holistic or integrated approach is that there are no exit points; no units are completed until EVERY assessment is deemed to have been satisfactorily completed.

In CHC qualifications, students must demonstrate both theory and practical skills and knowledge. Practical skills can ONLY be adequately demonstrated in the workplace. For this reason, even if a student has completed every theory assessment, a SOA will not be issuable if a placement has not been completed.

A minimum 100 hours work experience requirement has been set by government and cannot be negotiated, replaced or appealed in any way. Students must be aware that if they withdraw, even after completing the majority of the course, they will not receive a Statement of Attainment except in very rare instances (for example if they have completed all bar 1 question from a single assessment).

## Government funding (QLD)

Please be advised that QLD government funding is not available for the Teacher Aide combo and is only applicable to individual courses: CHC30213 Certificate III in Education Support and CHC40213 Certificate IV in Education Support.

### Who is eligible to receive QLD funded training?

#### CHC30213 Certificate III in Education Support

To be eligible for government funding for the CHC30213 Certificate III in Education Support under the Certificate 3 Guarantee, applicants must:

- be aged 15 years or older
- be no longer at school (with the exception of school students in Years 10, 11 and 12 undertaking a VET in School (VETiS) program — see the VETiS fact sheet for more information)
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen, and
- not hold, and not be enrolled in, a certificate III or higher-level qualification, not including qualifications completed at school and foundation skills training.

#### CHC40213 Certificate IV in Education Support

To be eligible for government funding for the CHC40213 Certificate IV in Education Support under the Higher Level Skills program, applicants must:

- be aged 15 years or over,
- be no longer at school,
- permanently reside in Queensland,
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen, and
- not hold, and not be enrolled in, a certificate IV or higher-level qualification, not including qualifications completed at school and foundation skills training.
- Year 12 Graduates

To be eligible for Year 12 fee-free training for the CHC30213 Certificate III in Education Support, applicants must:

- meet the above Certificate 3 Guarantee eligibility criteria,
- have evidence of completing Year 12 in Queensland such as a QCE, and
- commence training by the end of the year after completing Year 12.

#### **Concessional status applies when:**

- The student meets the criteria for the co-contribution subsidised fee and
- The student holds a Health Care or Pensioner Concession Card issued under Commonwealth law, or is the partner or a dependant of a person who holds a Health Care or Pensioner Concession Card and is named on the card or
- The student provides ITAC with an official form under Commonwealth law confirming that the student, their partner or the person of whom the student is a dependant is entitled to concessions under a Health Care or Pensioner Concession Card or
- The student is an Aboriginal or Torres Strait Islander or
- The student is a school student and is enrolled in a VETiS program or
- The student has a disability

#### **Funded students are also advised:**

- Students are advised to read the program fact sheets here or refer to the government's website here.
- The student handbook should be read before enrolment as it contains information relevant to your course: fees, refunds, complaints, appeals, TnCs, placement and other information.
- Students are required to complete the Training and Employment Survey within 3 months of completing or discontinuing a subsidised qualification.
- Students will no longer be eligible for a government subsidised training place under the Certificate 3 Guarantee once they complete a certificate level III qualification.
- Students will no longer be eligible for a government subsidised training place under the Higher Level Skills program once they complete a certificate level IV or higher qualification.
- Course fees for funded enrolments are non-refundable once an application is approved (unless ITAC cancel a course).
- Funded students should note the progress requirements and in particular the requirement to meet assessment due dates in order to maintain their position in the course. Students who are withdrawn due to not meeting progress requirements are required to pay a reinstatement fee to be considered for re-

enrolment. See the student handbook (Progress Requirements & Reinstatement) for the full policy and current fees.

- The **invoiced** per unit fee is calculated by dividing the relevant advertised co-contribution fee by 17 (\$2.94 per unit for concession and \$5.88 for non-concession). This calculation is used for all enrolments regardless of the number of units enrolled.



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subsidised training provider

## Progress requirement TnCs (QLD funded)

Students agree to the progress requirements below on enrolment.

As there are limited government funded places available, students who are not progressing will be automatically withdrawn from the course so that their place can be made available to another student.

- Funded students are required to submit a minimum of one (1) assessment every 6 weeks or adhere to an amended Support and Assessment Plan (SAP).
- The SAP is provided to students shortly after enrolment and can be amended in negotiation with their trainer. Assessment targets are specified on the SAP.
- Students who do not meet the progress requirements will receive a failed grade and are automatically withdrawn from the program the day after the due date.
- Students who are withdrawn may be reinstated within 30 days (subject to approval) on a maximum of 3 occasions. A non-refundable admin fee of \$75 applies to each reinstatement to cover the cost of the required reinstatement interview.
- Students may apply for an extension to their due dates on a maximum of 3 occasions and to a maximum of 2 weeks except in exceptional circumstances. There is no fee to extend due dates however an application to extend must be received by ITAC (e.g. an email requesting the extension) with 21 days of the due date being missed or earlier.
- Reinstatements after 30 days past the final due date will not be considered except in exceptional circumstances.
- ITAC may consider extensions or waive fees on reasonable grounds provided evidence can be provided (e.g. major medical operation or military deployment) and the student makes contact with ITAC as soon as they become aware that the progress requirement is not likely to be met.
- It should be noted that Centrelink regularly requests detailed progress information from ITAC.
- A range of support services are made available to students. The student agrees that it is their responsibility to meet the progress requirements and to contact ITAC should they need support or assistance of any kind.
- All course fees are non-refundable once paid unless the student is not accepted into the course or ITAC cancels a course.

## Reinstatement (QLD funded)

**Funded students are withdrawn automatically if they fail to progress** through the course at an acceptable rate. The purpose of this is to free up limited places for students who intend on completing the course and to prevent students from staying enrolled, with no progress, until withdrawn at the end of their enrolment period.

An acceptable rate is specified on the student's individual Support and Assessment Plan which can be amended by negotiation. Before being withdrawn, the student receives several automatic emails over a number of weeks offering additional support and assistance. It is the student's responsibility to ensure that their progress requirements are met including seeking assistance if required and contacting ITAC in order to request an extension to their due date.

Extensions to due dates and fee waivers (of reinstatement fees) will be considered on merit with particular leniency provided for emergency or other situations such as extended hospital stays, chronic illness, domestic violence and military deployments. All requests require evidence of some kind.

**Reinstatement** is at the discretion of ITAC and fees apply unless waived due to exceptional circumstances.

Regardless of the reason, no more than 3 reinstatements are to be applied in any 12 month period to any individual. Requests for a fourth reinstatement will be automatically denied and a final outcome will be provided. The student may then apply for a Fee For Service (FFS) position, pay the full course fee (or a payment plan) in which case the funded progress requirements do not apply.

Students are advised to contact their trainer to request extensions to their due dates instead of allowing their due to date to lapse. There is no fee to extend a due date however there is a maximum of 3 extensions permitted per student per enrolment.

Note also the 90 day non-contact period which applies to all students as well as the 60 day progress requirement for all FFS students. Both of these terms are agreed to on enrolment.



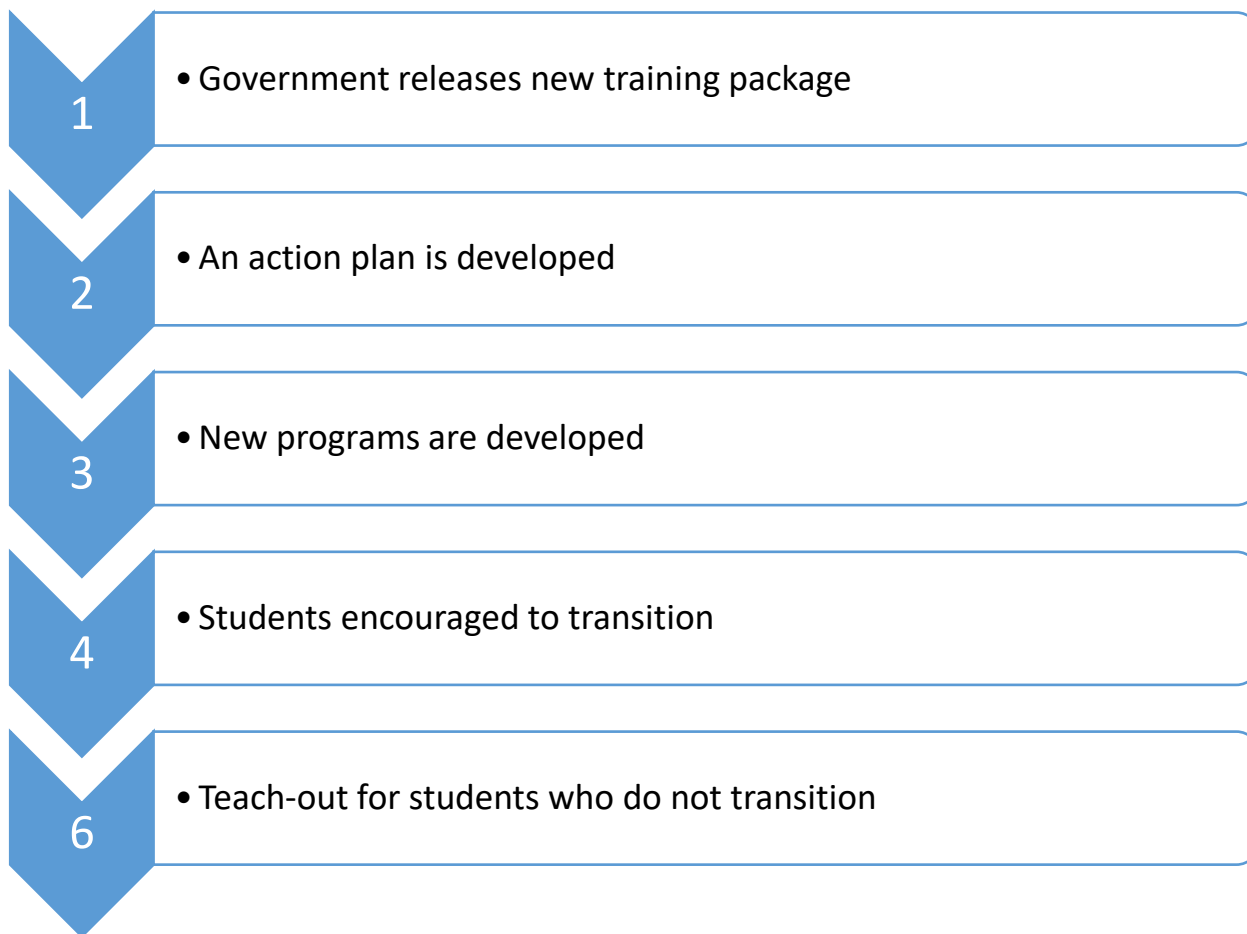
## Transition policy

Training packages are regularly updated by government. This means qualifications, units, rules, and assessment requirements change. When this happens, ITAC's management will develop an action plan to update training and assessment materials and to then transition or 'teach-out' students on existing programs as per the action plan, relevant laws, requirements and advice provided by the VET regulator and the Skills Services Organisation (SSO).

The following guidelines apply to this policy

- All students are transferred to the new qualification with 12 months of a qualification being superseded.
- All students are transferred with 24 months of a qualification being deleted from the national register.
- Students who are not transferred within the required timeframe are issued a final Statement of Attainment (if one unit or more has been completed), a Record or Results, and are withdrawn from the course.
- No AQF certification documents can be issued after 12 months (if superseded) or 24 months (if deleted), except for the re-issue of AQF certification documents.
- All students will be encouraged to transfer to the new qualification as soon as practically possible.
- Unless required by government funding rules, ITAC will not charge students or employers for transitioning from superseded or deleted qualifications to a new qualification.
- ITAC monitor training package for changes in order to provide students with the latest advice. Students will be informed of any changes to units or qualifications that potentially affect them.
- Students will not be permitted to commence training or assessment in a training product that has been removed or deleted from the national register (except for a superseded unit when it is a core unit in a qualification listed as current on the national register), or a qualification, unit or skills set that is not on ITAC's scope of registration.

The simplified transition process is as follows:



## Complaints & appeals

Complaints and appeals are very rare. In fact, ITAC receive on average, less than one formal complaint every five years. If you are experiencing financial stress or have other special needs, please contact ITAC as soon as possible instead of lodging a complaint or appeal. We will do everything that we can to support and assist you to resolve the complaint and help you reach your career goals.

**Student MUST contact ITAC and exhaust all avenues under this policy, before lodging a complaint with any government department – failing to do so will result in your enrolment being immediately suspended or cancelled.**

Before lodging a complaint, please read the TnCs and this handbook. For fairness and equity, ITAC systematically apply the policies set out in this handbook and the TnCs. In addition, ITAC will abide by all laws including the Standards for RTOs.

Complaints and appeals regarding financial issues such as extensions, payments or other matters where the terms and conditions clearly set out the rights and obligations of both parties will not be processed unless a satisfactory reason is given as to why the complainant is requesting ITAC to breach (or allow another party to breach) the terms and conditions of the enrolment agreement.

A person may appeal any decision made by ITAC including decisions made by trainers such as the outcome of an assessment. A person may also lodge a complaint about:

- ITAC (systems, processes, policy, curriculum etc.)
- An ITAC student
- A workplace supervisor or colleague
- A decision made by ITAC
- Action taken by ITAC

### Early resolution contact

Before lodging a complaint or appeal, please contact your trainer or an ITAC student adviser. Almost all issues can be easily and quickly resolved without a formal complaint or appeal. This gives ITAC a larger degree of flexibility in negotiating a satisfactory outcome that both parties are happy with. However, once a formal complaint or appeal is lodged, the outcome/decision is based strictly on the Terms and Conditions and other policies including this handbook. This reduces flexibility and ITAC's ability to negotiate a positive outcome.

## Who can lodge a complaint?

A complaint can be lodged by:

- A current student
- A former student
- A workplace supervisor or manager
- An ITAC staff member
- Other relevant stakeholders

## Who can lodge an appeal?

- A current student
- A former student (with 30 days of the event)

## Cut-off time

Complaints and appeals must be lodged within 30 days of the event or issue occurring. Complaints beyond this time will be accepted at ITAC's discretion.

## Procedure for lodging a complaint or appeal

1. Discuss your complaint with your trainer or other relevant staff member to try to resolve the issue.
2. Email ITAC outlining your complaint or appeal or fill in the Master form. Attach evidence if relevant. We will ask for further details or evidence if required.
3. A senior staff member will assess your lodgement and you will be notified of the outcome within 30 days of submission.
4. If the process fails to resolve the issue, you may request an independent party\* to review the complaint or appeal. ITAC will pay for a maximum of 1 hour of mediation services where it is possible that an outcome could be reached (for example, the student is not requesting ITAC to break the law or a clear term in the TnCs). Mediation is not binding to either party however ITAC will act in good faith to resolve the issue as quickly as possible.
  - \*ITAC will utilise the services of a reputable mediation provider. An alternative mediator may be employed such as a school principal, CPA or CA, VET consultant, government officer, teacher or other person of good standing - provided both parties agree in writing.

## How to lodge

You can lodge a complaint or appeal a decision by:

- Completing the Master Form found at the front of this handbook
- Emailing your details and situation to ITAC (info@ITAC.com.au), presenting it to our office, or via post.
- Posting or dropping off your complaint to ITAC's head office

For students with disabilities, we may accept verbal complaints and appeals, or work with an interpreter as needed.

## Processing times

We will try to resolve all complaints and appeals in the timeframe below:

- Receipt of lodgement provided within 3 business days
- Investigation completed within 21 days
- Final decision communicated within 30 days

If the complaint takes longer than 30 days, ITAC will inform the complainant of the reason and provide an expected completion date. The complainant will be regularly updated.

## Our commitment to you

Complaints and appeals will be diligently and professionally managed by ITAC's management team. We will process the complaint as quickly as possible. We will also manage the complaint in line with the principles of natural justice, procedural fairness, and in the strictest of confidence.

## Your responsibilities

Complainants are expected to behave pleasantly and professionally at all times. Abuse, harassment, threats or intimidation of any kind will not be tolerated. ITAC staff will not communicate (including phone or email) with any person who behaves in such a manner. Staff have the right to work in a safe environment free from bullying and harassment. Any inappropriate behaviour will result in swift action from ITAC's senior management team such as filing a report with the police, notifying the student of their immediate withdrawal from the course, and refusal to process the complaint any further. This applies to communication from friends and family of the student.

## Master form

Enrolled students should submit the relevant form available in their portal.

Full name:		DOB:	
Course:			
Email:			
Phone:		Trainer:	
Extension	<input type="checkbox"/>	<b>Description/Reason:</b> Attach addition pages if more space is required	
Withdraw	<input type="checkbox"/>		
Refund	<input type="checkbox"/>		
Transfer	<input type="checkbox"/>		
Update details	<input type="checkbox"/>		
Appeal	<input type="checkbox"/>		
Complaint	<input type="checkbox"/>		
Reissue	<input type="checkbox"/>		
Suggestion	<input type="checkbox"/>		
Access record	<input type="checkbox"/>		
Permit access	<input type="checkbox"/>		
Injury/health	<input type="checkbox"/>		
Other:			
Signed:		Date:	
<b>Office use only</b>			
Processed by:		Date:	
Outcome:			

Submit this form to [info@itac.com.au](mailto:info@itac.com.au) with any relevant evidence.

## How to use the Master Form

Instead of using dozens of confusing forms, ITAC have simplified the process so students can more easily interact with ITAC in an efficient, simple, and transparent manner. This means quicker processing times and less 'red tape.'

Please read the Student Handbook for information about the relevant policy pertaining to this form and speak to a student adviser or your trainer.

Most forms will be processed within 3 business days however please allow for longer periods if your case is complex or during holiday periods.

ITAC will correspond with you via the supplied email address.

The table below will help you to determine which box(s) are relevant to your situation:

Extension	Used to extend your course. Specify the number of months you are apply for and the reasons for your extension.
Withdraw	Used as official notification that you are withdrawing from the course. Please provide reasons so that ITAC can improve our services.
Refund	Used if you are requesting a refund. Please also read the Terms and Conditions signed on enrolment.
Transfer	Used to transfer to another course. Please state why you wish to transfer.
Update details	Used if your address or other details change. You can also email <a href="mailto:info@ITAC.com.au">info@ITAC.com.au</a>
Appeal	Used if you wish to appeal a decision and have your assessment outcome reviewed. Please read the Complaints and Appeals policy.
Complaint	Used if you wish to lodge a complaint. Please speak to ITAC first to see if the issue can be resolved without a formal complaint.
Reissue	To have a document reissued such as your certificate or Record of Results.
Suggestion	Use this box to suggest improvements.
Access records	Used if you wish to receive a copy of your records.
Permit access	Used if you wish for another person to speak on your behalf or have access to your information.
Injury/ health	Used if you have suffered an injury, been recently diagnosed with a condition of some type that is relevant to your course, or become pregnant.
Other	Any event or situation that you wish to bring to ITAC's attention.