



STUDENT HANDBOOK



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Welcome Message

Dear Student,

Welcome to the Institute of Teacher Aide Courses (ITAC)! We are thrilled to have you join our learning community and embark on a journey of growth and knowledge. Our dedicated team is here to support you every step of the way.

At ITAC, our primary goal is to help you achieve your career aspirations. We are committed to providing you with the tools, resources, and expertise needed to develop the skills and knowledge necessary for success in your new profession. We believe in fostering a learning environment that is engaging, challenging, and rewarding.

Be prepared for challenges along the way, as learning can be difficult and frustrating at times. However, with perseverance, a clear plan, a solid routine, and the support of your trainers, success is within your reach. Remember, learning is a journey that continues even after you graduate and enter the workforce. We are dedicated to preparing you for this exciting phase by equipping you with research-based classroom management strategies and a range of other professional skills.

Our trainers are capable professionals with a wealth of knowledge to share. They are all experienced classroom professionals – either former teachers or support workers with decades of experience. Rest assured – you are in capable hands.

While we are here to guide and support you, your personal commitment and efforts are crucial for your success. Overcoming personal barriers, putting in the hard work, and dedicating time to your studies are vital ingredients for achieving your goals. With resilience, persistence, determination, and the assistance of ITAC, you can surpass your expectations.

To ensure a smooth and successful learning experience, we encourage you to familiarise yourself with the policies and procedures outlined in this handbook.

Best wishes for a fulfilling and successful training journey!

Sincerely,

Adam Green

Chief Executive Officer

Institute of Teacher Aide Courses



About ITAC

Welcome to the Institute of Teacher Aide Courses (ITAC), Australia's leading provider of nationally recognised teacher aide courses. We are dedicated to delivering research-based, best-practice skills to empower you in your journey as a teacher aide. Here's what sets ITAC apart:

- **Comprehensive Course Offerings:** ITAC offers a range of comprehensive teacher aide courses designed to equip you with the skills needed for success in your future career. Our curriculum is research-based and focused on providing practical knowledge relevant to real-world classroom environments.
- **Strong School Connections:** With established links to thousands of schools across Australia, ITAC provides valuable networking opportunities and real-world insights. We understand the evolving needs of the education sector and strive to prepare you for the challenges and demands of working in schools.
- **Expert Trainers:** Our team of expert trainers are registered schoolteachers with high-level qualifications. They bring a wealth of knowledge and practical experience to the training, ensuring you receive the highest quality education and support throughout your journey.
- **Outstanding Student Success:** ITAC is proud of our students' exceptional achievements, with a completion rate that is much higher than the national average, according to government data. Our students have also been recognised with several awards, highlighting their dedication and accomplishments.
- **Accessible Learning Experience:** At ITAC, we prioritise accessibility and offer flexible payment options and a 30-day no-obligation period to make your learning journey hassle-free. You'll have access to various resources, including learner guides, audiobooks, e-books, interactive e-learning modules, and live webinars, to enhance your learning experience.

By choosing ITAC, you join a reputable institution committed to providing high-quality education, practical skills, and unwavering support to help you succeed as a teacher aide. We are thrilled to have you join our learning community and look forward to supporting you in achieving your career goals.

Overview

The ITAC Student Handbook is your go-to guide for important information and policies that will shape your experience as a student at the Institute of Teacher Aide Courses (ITAC). This comprehensive handbook is designed to provide you with the necessary knowledge and resources to navigate your educational journey successfully. Here's an overview of what you will find in this handbook:

1. **Welcome and general information:** Get acquainted with ITAC's methodology and commitment to providing quality education. Learn about the support services available and discover how ITAC is dedicated to helping you achieve your goals.
2. **Policies and procedures:** Gain a clear understanding of the policies and procedures that govern your student experience. This section covers essential topics such as academic integrity, access and inclusion, student code of conduct, complaint procedures, and more. Familiarise yourself with these policies to ensure a positive and respectful learning environment.
3. **Support services:** Explore the various support services available to you at ITAC. From academic support and career guidance to mental health and well-being resources, ITAC is committed to providing a comprehensive support system to help you thrive throughout your studies.
4. **Assessment and grading:** Understand the assessment methods used in your course and the criteria by which your work will be evaluated. Gain insights into the grading system and learn about the feedback process to help you gauge your progress and continuously improve.
5. **Student Rights and Responsibilities:** Learn about your rights and responsibilities as an ITAC student. We outline the expectations for student behaviour, academic honesty, and respecting the rights of others in the ITAC community.

We encourage you to thoroughly read the ITAC Student Handbook to familiarise yourself with the valuable information and resources it offers. It is your companion throughout your educational journey, ensuring that you clearly understand ITAC's expectations and providing the support you need to succeed.

Service Charter

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

Quality educational service

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
- Hiring experienced classroom practitioners who are supportive and friendly

Work-ready training

We will provide services that make you work-ready. We will do this by:

- Providing training, resources and assessment that is relevant to the job role
- Ensuring that trainers have recent work experience in a range of schools
- Working with industry representatives in developing course materials
- Teaching the right balance of practical and theoretical skills

Courtesy and respect

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

- Being friendly, courteous, and fair to all students
- Behaving professionally with honesty and integrity
- Returning calls, emails and assessments promptly
- Building rapport with students and workplaces

Overview of Key Policies

We are dedicated to providing you with a supportive and inclusive learning environment. This section offers an overview of our key policies, ensuring you have access to important information that will guide you through your educational journey.

1. Pre-Admission Interview Policy

This policy outlines the requirements and procedures for conducting interviews with prospective students, setting the stage for a smooth admissions process.

2. Aboriginal and Torres Strait Islander Education Policy

This policy reflects our commitment to supporting Indigenous students and promoting inclusive education practices.

3. Language, Literacy, and Numeracy (LLN) Admissions Policy

Addressing assessment and requirements related to language, literacy, and numeracy skills during the admissions process, this policy ensures that students receive appropriate support.

4. Language, Literacy, and Numeracy (LLN) Support Policy

This policy outlines the range of support services and resources available to students who require assistance developing their language, literacy, and numeracy skills.

5. Application and Admissions Policy

This policy ensures a smooth admissions process by providing guidelines and procedures for submitting applications, including eligibility criteria and required documentation.

6. Credit Transfer Policy

Recognising and transferring credits earned from previous education or training institutions is addressed in this policy.

7. Recognition of Prior Learning (RPL) Policy

This policy outlines the assessment and recognition process for prior learning experiences and qualifications, potentially enabling students to receive credit for their previous achievements.

8. Course Fees Policy

Information on course fees, payment options, refund policies, and financial assistance opportunities can be found in this policy.

9. Course Extension and Adjustment Policy

This policy provides guidelines for requesting course completion deadline extensions or adjusting the course structure.

10. Student Progress Requirements Policy

Outlining academic and performance expectations, this policy sets the criteria for students to progress successfully through their program.

11. Academic Integrity Policy

Maintaining academic integrity is essential. This policy establishes guidelines on plagiarism, cheating, and proper citation practices.

12. Student Code of Conduct Policy

Promoting a respectful and inclusive environment, this policy outlines students' expected behaviour and conduct within our institution.

13. Access and Inclusion Policy for Students

Ensuring equal access and opportunities for all students, this policy promotes diversity, inclusion, and equity.

14. Access and Inclusion Reasonable Adjustments Policy

This policy addresses providing reasonable adjustments and accommodations to support students with disabilities or specific needs.

15. Refund Policy

This policy outlines the guidelines and procedures for requesting refunds of course fees in certain circumstances, such as withdrawal from a course before the 30-day census.

16. Terms of Use Policy

This policy sets out the terms and conditions governing the use of ITAC's online platforms, including the learning management system, website, and other digital resources provided to students.

17. Exit Points Policy

This policy provides information on exit points within integrated learning and assessment program.

18. Student Pregnancy and Maternity Support Policy

This policy outlines the support and accommodations available to pregnant students and those on maternity leave, ensuring their rights are protected, and their educational journey is supported during this period.

19. Student Support Services Policy

We offer a range of support services, including academic advising, career guidance, and personal development programs, as outlined in this policy.

20. Student Complaints and Appeals Policy

This policy provides guidelines and procedures for students to raise complaints or appeal decisions, ensuring a fair and transparent process.

21. Student Data Privacy Policy

Addressing the collection, storage, and use of student data, this policy ensures compliance with privacy laws and regulations.

22. Student Health and Safety Policy

The health, safety, and well-being of our students are paramount. This policy outlines the measures and procedures we have in place to maintain a safe learning environment.

23. Workplace Learning Policy

This policy outlines the guidelines and requirements for students participating in workplace learning or practical placements, providing valuable real-world experience.

24. Transition and Teach-Out Management Policy

This policy details how ITAC will support students when the government updates units of competency or qualifications, requiring students to transition.

The order of these policies reflects the student journey, from initial inquiry and admission to learning, assessment, support, and eventual graduation or placement. We are dedicated to ensuring you have access to the necessary information and support throughout your educational experience at ITAC.

Course Entry Requirements

The entry prerequisites for each of our courses at ITAC are listed on our website and are subject to modifications based on ITAC's discretion. These requirements are designed to ensure that all students are best prepared to succeed in their selected courses.

Certain training packages mandate the completion of specific units or qualifications as prerequisites. Additional requisites may be instated due to prevailing government regulations, requirements, and funding rules. Government-specified entry prerequisites often apply to funded courses, such as students residing in a specific geographical location or progressing at an acceptable rate.

ITAC holds the authority to judiciously assess each student's eligibility and suitability for a course. This includes the power to deny entry to a prospective student or to withdraw an enrolled student who has failed to clearly communicate any circumstance or issue that may have otherwise affected their admission. Our primary objective with this policy is to maintain transparency and fairness in our enrolment process.

See the Application and Admissions Policy for more information.

Student Support Services

At ITAC, we are committed to providing a structured and supportive learning environment that caters to the diverse needs of our adult students. We understand that, as adults, you have multiple commitments, including work and caring for children, and we are here to support you every step of the way. Here's how we go about it:

- **Comprehensive Support Services:** We offer various support services tailored to students with additional needs, ensuring everyone receives the assistance they require to succeed.
- **Diverse Learning Opportunities:** Our learning opportunities are designed to cater to various learning needs, with options such as face-to-face tutorials, online webinars, and phone meetings, providing flexibility and accessibility.
- **Research-Based Teaching Strategies:** We implement the latest research-based teaching and learning strategies, including micro-learning, scaffolding, metacognitive skills, and mental scripting, to enhance your learning experience.
- **Cutting-Edge Online Delivery:** We employ the latest research-based methods for online delivery, utilising technology to create an engaging and interactive virtual learning environment.
- **Industry-Relevant Expertise:** Our experienced staff bring industry knowledge and expertise to the classroom, ensuring you have access to the latest strategies, techniques, and skills professionals use in the field.
- **Current Research Resources:** We provide access to the latest research resources to help you improve your practice and stay up to date with advancements in the field.
- **Ongoing Professional Development:** Our staff regularly engage in professional development to enhance their knowledge and skills, ensuring they are well equipped to support your learning journey.
- **Regular Support and Guidance:** We maintain regular contact with our students, offering support and guidance to address any concerns or challenges you may face.
- **Strong Industry Connections:** We maintain strong links with industry, including different types of schools, to stay informed about changes in technology and techniques, ensuring that our courses are relevant and current.
- **Responsive Communication:** We prioritise prompt and informative responses to your questions and enquiries, providing depth, accuracy, and the appropriate level of support to facilitate your learning and skills development.

- **Timely Assessment Feedback:** Your marked assessments are returned promptly with practical feedback and advice relevant to your learning objectives.
- **Accessible Staff:** Our staff are readily available to answer your questions and provide assistance, ensuring that you can easily reach out for support whenever you need it.
- **High-Quality Learner Materials:** We consistently update and provide high-quality learner materials that are relevant to today's work environment, ensuring that you receive the most up-to-date and practical resources for your studies.

We are dedicated to creating an environment where you can thrive academically and professionally. Our commitment to your success and ongoing support sets us apart, and we look forward to helping you achieve your goals at ITAC.

Note: The above list is not exhaustive and may include additional sections tailored to the specific needs and practices of ITAC.

Refer to the Student Support Services Policy for further details.

Reasonable Adjustments: Supporting Diverse Needs

At ITAC, we are committed to providing a supportive and inclusive learning environment for all our students, including those with special needs. We understand that everyone's learning journey is unique, and we are here to ensure that reasonable adjustments are made to accommodate your specific requirements. Here's what you need to know:

- **Requesting Reasonable Adjustments:** If you have special needs and require reasonable adjustments, please inform ITAC as soon as possible, preferably before enrolling. We are here to listen and discuss how we can best support you.
- **Understanding Reasonable Adjustments:** Reasonable adjustments, also known as accommodations, are modifications to training or assessment practices or resources that enable individuals with disabilities or disorders to engage in activities related to their VET course.
- **Compliance with Disability Standards:** Providing reasonable adjustments is our commitment and a legal requirement under the Disability Standards for Education (2005).
- **Meeting Training Package Requirements:** The requirements of the training package are set by the government and apply to all students. However, we understand that how these requirements are met may vary to accommodate individual needs.
- **Diverse Reasons for Adjustments:** Reasonable adjustments are commonly used to support individuals with disabilities and disorders. Other reasons for implementing adjustments may include chronic difficulties, pregnancy, remote work locations, cultural or language considerations, personal commitments, industry-specific needs, and more.
- **Examples of Reasonable Adjustments:** Some reasonable adjustments include providing additional assessment time, breaking tasks into manageable steps, offering verbal assessments for those with limited English skills, adapting equipment and resources, utilising assistive technologies, and presenting documents in alternative formats.
- **Complying with Disability Legislation:** By providing reasonable adjustments, ITAC ensures compliance with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, promoting equal opportunities and access for all.

The above information provides a general overview of reasonable adjustments at ITAC. We encourage you to contact our support team for personalised assistance and discuss your requirements.

Refer to the Access and Inclusion Reasonable Adjustments Policy for further details.

Professional Conduct Expectations

At ITAC, we are committed to maintaining a safe, respectful, and supportive learning environment for all students. We have established clear behavioural expectations to ensure a professional and pleasant experience. Here's what you need to know:

1. **Zero-Tolerance Approach:** ITAC maintains a zero-tolerance policy towards inappropriate behaviour, including harassment, discrimination, bullying, or any actions that create undue stress or discomfort. We prioritise the safety and well-being of our staff and students.
2. **Professional Conduct:** All students are expected to demonstrate professionalism, friendliness, and reasonableness at all times. This includes treating trainers, admin staff, fellow students, children, workplace supervisors, and colleagues with respect and maturity.
3. **Communication Guidelines:** Poor behaviour, including negative comments or interactions on social media, email, phone, or in-person, is strictly prohibited. This applies to the student and anyone associated with the student, such as partners or relatives.
4. **Right to Refuse Entry:** ITAC reserves the right to refuse entry to a class, tutorial, course, workplace, or any other event based on behaviour, demeanour, or character grounds. This includes actions that undermine trainers, make others feel uncomfortable, exhibit poor hygiene, fail to follow instructions, engage in discriminatory behaviour, or any other disruptive actions.
5. **Withdrawal and Statement of Attainment:** If enrolment is withdrawn due to behavioural or character grounds, ITAC may issue a Statement of Attainment or participation certificate upon completion of required assessments and payment of fees. Refunds, if applicable, are determined based on the Terms and Conditions of Enrolment.

Guidelines for Class-Based Students:

- **Language and Tone:** Maintain professional and courteous language and tone throughout interactions.
- **Respectful Behavior:** Ensure a pleasant and professional demeanour, allowing all students to contribute, ask questions, and learn without interruption or dismissal.
- **Personal Presentation:** Maintain a professional appearance with neat and clean personal hygiene.
- **Punctuality and Preparedness:** Arrive 15 minutes before class, adequately prepared to engage in the learning experience.
- **Mobile Phone Usage:** Mobile phones and other devices must be turned off or placed on silent during class hours, with no calls taken inside the classroom.

Guidelines during Work Placements:

- **Punctuality and Enthusiasm:** Arrive on time, show enthusiasm, and demonstrate a willingness to learn and engage in the industry.
- **Compliance and Respect:** Follow instructions, adhere to policies and procedures, and demonstrate respect towards colleagues, supervisors, and workplace regulations.
- **Safety and Privacy:** Prioritize safety, maintain confidentiality, and respect the privacy of all individuals encountered during work placements.
- **Communication and Reporting:** Report regularly to supervisors, inform the workplace of any absences, and promptly report any issues or events to ITAC.

Note: It is your responsibility to read, understand, organise, complete, and submit all assessments and documentation related to work placements (WPL). Relevant materials and guidance can be found in the student portal, and our trainers are available to provide advice and support as needed.

See the Student Code of Conduct Policy for more information.

Student Code of Conduct

The Student Code of Conduct consists of ten guiding principles designed to foster a respectful, professional, and inclusive learning environment for all students. Adherence to these principles ensures that students contribute to a positive and collaborative experience for themselves, fellow students, ITAC staff, and workplace supervisors and colleagues.

Guiding Principles:

1. **Respect:** Treat everyone with courtesy, politeness, and understanding, recognising the diversity and individual differences of others.
2. **Integrity:** Act honestly, ethically, and responsibly in all interactions and academic pursuits.
3. **Professionalism:** Maintain a high standard of professionalism in all communications, conduct, and personal presentation, in line with the expectations of the profession.
4. **Collaboration:** Engage in constructive collaboration with fellow students, ITAC staff, and workplace supervisors and colleagues, contributing positively to group work and discussions.
5. **Commitment to Learning:** Take responsibility for learning and development, actively participate in classes, seek feedback, and strive for continuous improvement.
6. **Compliance with Policies and Procedures:** Familiarize oneself with and adhere to ITAC policies and procedures, as well as any relevant legislation and regulations.
7. **Academic Integrity:** Uphold academic integrity by avoiding plagiarism, cheating, and other forms of academic misconduct, and by submitting original work for assessment.
8. **Confidentiality:** Respect and maintain the confidentiality of personal and sensitive information encountered during the course or placements, in accordance with relevant privacy legislation.
9. **Health and Safety:** Follow health and safety guidelines, procedures, and instructions to maintain a safe learning and working environment, and to protect oneself and others from harm.
10. **Reporting Concerns:** Report any concerns, incidents, or breaches of the Code of Conduct to the appropriate ITAC staff member or supervisor promptly and honestly.

The Student Code of Conduct is a foundation for creating a positive and supportive learning environment for all ITAC students. By adhering to these guiding principles, students demonstrate their commitment to professional standards, fostering mutual respect and collaboration throughout their educational journey.

See the Student Code of Conduct Policy for more information.

Work Placements: Real-World Learning Opportunities

Work placements are an essential component of ITAC's courses, providing students with valuable hands-on experience in a real-world setting under the guidance of experienced professionals. Here's what you need to know about work placements:

1. **Purpose and Importance:** Work placements allow students to apply their skills and knowledge in a practical environment, gaining valuable industry experience and enhancing their learning outcomes.
2. **WPL Information and Preparation:** It is recommended that students thoroughly read the work placement (WPL) information provided in the student portal, including watching the WPL lecture. This will provide important guidelines and insights to ensure a successful placement experience.
3. **Attendance and Travel:** Students are required to attend full days for their work placement, with exceptions made only in exceptional circumstances and with prior approval. Some placements may require travel outside of your residential area, so access to adequate transportation is necessary.
4. **Caregiver Arrangements:** Students must arrange suitable caregivers for their children (and pets if necessary) to ensure their availability and attendance during the work placement.
5. **Placement Approval and Changes:** Once a work placement has been approved, it cannot be deferred or changed except in special circumstances. Please note that additional fees may apply in such cases.
6. **Placement Preferences:** While ITAC makes every effort to accommodate students' preferences, we cannot guarantee placement in specific schools, classes, subjects, or year groups. We encourage students to consult friends, family, and others working in schools or directly approach their preferred educational institutions for placement opportunities.
7. **Responsibilities during Placements:** Work placements involving younger children and individuals with disabilities may require students to assist with tasks such as nappy changing, toileting, feeding, cleaning, and other related responsibilities.
8. **Working with Children Checks:** Students must provide Working with Children checks or Blue Cards (QLD) to ITAC and the school before the first day of placement. It is the student's responsibility to obtain and provide the necessary clearances.
9. **Placement Timing:** ITAC avoids arranging placements in the final five weeks of the school year and the first 2-3 weeks of the following year, except in special circumstances approved at the discretion of the head trainer.

10. **Physical Tasks and Health Considerations:** Some work placements may involve physical activities, such as getting on the ground and participating in games or physical exercises. If you have any concerns or health conditions that may impact your participation in these activities, seeking medical advice before the placement is advisable. Additionally, feel free to contact ITAC to discuss any specific requirements or accommodations you may need.
11. **Respectful and Appreciative Attitude:** It is essential to keep in mind that schools and teachers generously volunteer their time and resources to provide work placement opportunities. Therefore, students must maintain a respectful, courteous, and grateful attitude towards teachers, staff, and the school community throughout their placement. Show appreciation for their guidance and support during this valuable learning experience.
12. **Professional Networking Opportunities:** Work placements provide practical learning and valuable networking opportunities. Take the initiative to introduce yourself, engage in professional conversations, and build connections with teachers, staff, and industry professionals. These connections benefit future career prospects, references, and ongoing professional development.

Please note that each work placement may have specific requirements and guidelines. Students must adhere to the instructions and expectations the host school or organisation provides throughout their placement.

Work placements offer invaluable opportunities for practical learning and skill development. By actively engaging in the placement process and adhering to the guidelines, students can make the most of this experience and enhance their professional growth.

See the Student Workplace Learning Policy for more information.

Pregnancy and Placement

ITAC is committed to ensuring the safety and well-being of our students, including those who may be pregnant. We have developed the following information in alignment with industry advice and guidance from various government departments:

1. **Pregnancy and Work Considerations:** As soon as a student becomes aware of their pregnancy, it is important to inform ITAC and their healthcare provider. This allows for discussions regarding any potential impacts on the student's ability to participate in certain activities or types of work. The student's safety and health during the placement are of utmost importance.
2. **Work Placement Risks:** Students should be aware that work placements in schools often involve prolonged periods of standing and physical activities, such as games or excursions that may require walking long distances. These activities should be considered when assessing the suitability of placement during pregnancy.
3. **ITAC's Recommendation:** Based on government advice and prioritising the mother's and unborn child's safety, ITAC strongly advises against undertaking a work placement while pregnant. The aim is to eliminate any potential risk of injury or stress. However, ITAC takes a case-by-case approach, and students may still pursue a placement during pregnancy with the permission of their healthcare provider and the school, provided specific guidelines are met.
4. **Guidelines for Placement During Pregnancy:** If a student wishes to proceed with a work placement while pregnant, the following guidelines must be followed:
 - Inform ITAC about the pregnancy before or during enrolment, or as soon as possible if already enrolled.
 - Read the Student Pregnancy and Maternity Support Policy.
 - Provide a medical certificate stating that the student is fit and able to undertake work in a school environment.
 - Assessments must be completed according to government requirements, with reasonable adjustments as necessary.
 - Students are not to work with children under four years old to minimise the risk of CMV infection. Students should avoid changing diapers and cleaning toileting accidents while breastfeeding.
 - ITAC does not take responsibility for any injury or issues that may arise during or after placement. Students should prioritise their physical and mental well-being, seek

professional advice, and make informed decisions regarding placement during and after pregnancy.

5. Cytomegalovirus (CMV) Information: CMV is a common viral infection that poses risks, particularly for pregnant women. It can cause hearing loss and intellectual disabilities in unborn babies. Students should take necessary precautions and avoid high-risk situations where exposure to CMV may occur.

Please note that this policy is designed to ensure the safety and well-being of our students. ITAC is committed to providing a supportive and inclusive learning environment, and we are here to assist and guide students throughout their educational journey.

See the Student Pregnancy and Maternity Support Policy for more information.

Plagiarism and Collusion

At ITAC, we emphasise academic integrity and expect all students to maintain high standards of honesty and originality in their work. Plagiarism involves intentionally using someone else's work or ideas without proper attribution, and collusion, which occurs when students collaborate on individual assessments that should be completed independently, is strictly prohibited.

Failure to uphold these standards may result in academic misconduct, leading to potential consequences such as the requirement to resubmit assessments or undertake additional tasks. In severe cases of unethical behaviour, students may be asked to complete assessments under the supervision of an approved invigilator or, in extreme circumstances, face removal from the course.

Trainers and assessors are responsible for verifying the authenticity of students' work, ensuring that it is their own. To support students in avoiding plagiarism and collusion, we provide the following guidance:

- Referencing: The primary purpose of referencing is to acknowledge the sources of information used in your work, preventing any potential accusations of plagiarism. Although not mandatory, we recommend familiarising yourself with the APA referencing style, which is widely used in the education industry.
- Well-known facts: References are not required for widely accepted information unless necessary in specific cases. For instance, stating that "a square has four sides" does not require a reference.
- Direct quotes: When incorporating material verbatim from another source, enclose the text within quotation marks and provide the source information below the quote, such as the website address or the book/author.
- Class discussions and emails: In most cases, there is no need to quote or reference class discussions or emails, unless the answer extensively quotes the lecturer (exceeding 20% of the response).
- Paraphrasing: When paraphrasing another person's work, which involves restating the ideas without using the exact wording, it is still necessary to indicate the original source.
- Group work: While collaboration and group preparation is encouraged, it is vital that the submitted work for assessment is solely the student's own and not copied from others, including rewording.
- Seeking clarification: If you have any doubts or uncertainties regarding proper referencing or academic integrity, do not hesitate to consult your trainer or utilise online resources.

- Assessment authentication: As part of our commitment to ensuring the authenticity of student work, we may assess your knowledge of previously submitted theory assessments during work placements or at other times.

It is important to note that the examples provided below, although not using APA format, are acceptable as long as a reference is provided. The first example demonstrates the use of sourced information without direct quotes and a reference to the original source. The second example showcases the use of direct quotes from a website, accompanied by the appropriate reference. Both approaches adhere to our standards of academic integrity.

Example 1:

Parliament House in Canberra, Australia, was constructed with an estimated cost of approximately 1.1 billion dollars and was designed to have a lifespan of 200 years (source: www.aph.gov.au).

Note that direct quotes were not used in this example, as the information was paraphrased. However, a reference is provided to indicate the source of the information.

Example 2:

"Parliament House is a bustling hub with over 4500 rooms, accommodating the work of more than 5000 people during parliamentary sessions" (source: www.aph.gov.au).

In this case, quotes are used because the sentence is copied verbatim from the website. Once again, a reference is included to acknowledge the source.

Both examples demonstrate acceptable referencing practices, even though they do not strictly adhere to the APA format. It is important to understand that attributing information correctly is paramount to maintaining academic integrity.

See the Academic Integrity Policy for more information.

Assessment methodology

ITAC, as a leading provider of vocational education and training, is committed to upholding high-quality, ethical, and rigorous assessment practices in alignment with the Standards for Registered Training Organisations (RTOs) 2015. These standards set the benchmark for excellence in the vocational education sector, and we adhere to them diligently.

General Principles

The following principles serve as the foundation of our assessment approach, ensuring that our students receive the highest standard of assessment:

1. **Fast Assessment Turnaround:** We strive to provide prompt assessment results to our students. While we aim to return assessments within 3-5 business days, we do not guarantee this timeframe.
2. **Constructive Feedback:** Our assessors provide valuable feedback to students to support their skill and knowledge development. We believe in offering constructive guidance that helps students improve their performance.
3. **Opportunities for Resubmission:** Students who do not meet the required standard in their initial assessment have the opportunity for resubmission. We allow a maximum of three resubmissions to give students a reasonable chance to demonstrate their competency.
4. **Limits on Assessment Attempts:** It is important to note that the number of assessment attempts provided within the standard course fee is limited. Additional assessment attempts may incur reassessment fees, particularly in cases of non-attendance or lack of preparation.
5. **Support for Alternative Options:** If a student is deemed unsuitable for a particular course, we are committed to assisting them in finding alternative options. We may explore other pathways or provide support in connecting students with external service providers, such as disability specialists, to ensure their specific needs are appropriately addressed.
6. **Reasonable Timeframe:** While we strive to provide timely assessment results, it is essential to allow for a reasonable timeframe for assessment completion. Students should anticipate a turnaround time of up to three weeks during busy periods.

Principles of Assessment

At ITAC, we are committed to upholding the Principles of Assessment as defined in the Standards for Registered Training Organisations (RTOs) 2015. These principles are the foundation of our assessment practices, ensuring that we provide fair, valid, and flexible assessments that accurately measure students' competency. By adhering to these principles, we create a supportive learning

environment that promotes student success and maintains the integrity of our assessment processes.

1. **Fairness:** At ITAC, we prioritise fairness in our assessment practices. We consider the individual learner's needs and circumstances, ensuring reasonable adjustments are made to accommodate diverse learning requirements. We communicate transparently with learners about the assessment process, allowing them to provide input and challenge assessment outcomes if necessary. We are committed to providing a fair and equitable learning experience: Our assessment approach reflects the principle of flexibility, recognising that learners acquire skills and knowledge through various pathways and experiences. We assess competencies regardless of how or where they have been acquired, drawing from a range of assessment methods and techniques suitable for the specific context, unit of competency, and the individual learner. This flexibility enables us to cater to our students' unique learning needs and styles, promoting a personalised and effective learning journey.
2. **Validity:** Validity is a fundamental principle in our assessments. Our assessors ensure that the evidence collected aligns with the unit/s of competency and associated assessment requirements, covering a broad range of essential skills and knowledge necessary for competent performance. By maintaining the integrity and validity of our assessments, we ensure that learners are adequately equipped with the skills and knowledge required in the workplace.
3. **Reliability:** Reliability is a cornerstone of our assessment practices. We strive for consistency in interpreting and judging evidence across assessors, ensuring that assessment results are reliable and comparable regardless of who conducts the assessment. This commitment to reliability guarantees that learners' assessments are assessed fairly and consistently, instilling confidence in the assessment process.

Rules of Evidence

At ITAC, we prioritise the application of the Rules of Evidence in our assessment procedures, as outlined in the Standards for RTOs. These rules are crucial in ensuring the validity, sufficiency, authenticity, and currency of the evidence used to assess students' competency. By adhering to these rules, we maintain the integrity and reliability of our assessment outcomes, providing students with a robust and credible assessment experience. Our commitment to the Rules of Evidence reflects our dedication to high-quality assessment practices and the delivery of excellence in education and training.

1. **Validity:** Assessors verify that the evidence presented by learners covers the essential skills and knowledge required for competent performance. The evidence is aligned with the unit/s of competency and associated assessment requirements and demonstrates the ability to perform in similar situations.
2. **Sufficiency:** We ensure that the quality, quantity, and relevance of the assessment evidence enable a reliable judgement of a learner's competency.
3. **Authenticity:** The evidence presented for assessment is confirmed to be the learner's own work.
4. **Currency:** The assessment evidence demonstrates current competency, reflecting the learner's skills and knowledge in the present or recent past.

Ethical and Quality Assurance Commitment

ITAC is dedicated to maintaining the highest ethical standards and quality assurance in our assessments. We continuously evaluate and enhance our assessment practices to meet the evolving needs of industry and learners. Our assessors undergo rigorous professional development and training to uphold the integrity and quality of our assessments. We have established robust internal quality assurance processes to monitor and review assessment outcomes, ensuring that we consistently deliver assessments of the highest standard.

By adhering to the Standards for Registered Training Organisations (RTOs) 2015 and embracing these assessment principles, ITAC demonstrates its commitment to being a leading provider of vocational education and training. Our focus on high-quality, ethical, and rigorous assessments sets us apart and ensures that our students receive the best possible learning experience and outcomes.

See the Student Progress Requirements Policy for more information.

Certificate Issuance Process

At ITAC, we are committed to delivering your qualifications promptly and efficiently while adhering to government guidelines such as the Standards for Registered Training Organisations (RTOs) 2015 and the Australian Qualifications Framework (AQF) Second Edition.

According to Standard 3 of the Standards for RTOs 2015, AQF certification documentation can be issued to a learner within 30 calendar days provided that:

1. The learner has been assessed as meeting all requirements of the training product.
2. The training program in which the learner is enrolled is complete.
3. All agreed fees owed by the learner to the RTO have been paid.

Therefore, ITAC can only issue Certificates and Statements of Attainment when the following conditions have been met:

1. All fees are fully paid.
2. All assessments have been satisfactorily completed.
3. An assessor deems The student competent in all required units.
4. The student has provided their Unique Student Identifier (USI).

There may be instances where students complete their course before settling all payments, particularly those who opted for longer payment plans (e.g., over 52 weeks). In such cases, students may pay the remaining balance promptly to receive their qualification or wait until the final payment is cleared.

Additionally, students are responsible for updating their contact information with ITAC. If a student relocates without informing ITAC and a certificate is posted to an old address, a fee for a duplicate certificate and postage will apply.

See the Qualification Issuance Policy for more information.

Credit Transfer Explained

Credit transfer occurs when a student has previously completed an identical unit, bearing the same code and title, and holds authentic AQF documentation, such as a Statement of Attainment, to confirm it. We honour qualifications and records of results, or statements of attainment, issued by any RTO listed on the national register, or a record on the USI registry.

Here are a few critical points to remember about credit transfers:

1. Credit can only be transferred for units identical in both code and title. However, there may be instances where credit is granted if a previously completed unit is deemed equivalent by the relevant authority.
2. All students are eligible to apply for credit in a course or qualification for which they are enrolled or seeking to enrol, as long as the units or qualifications are included in ITAC's scope of registration.
3. There are no fees for applying for credit. However, students must be enrolled to be granted credit, although you can apply and receive advice before enrolment.
4. At least one unit must be completed at ITAC for a qualification to be awarded.
5. If a significant number of units are to be credited, fees for the remaining units may be adjusted on a case-by-case basis.

To apply for a credit transfer, you'll need:

1. Documentation (Certificate, Record of Results, or Statement of Attainment) or USI transcript.
2. A completed enrolment form and Credit Transfer Form.
3. Payment of course fees.
4. Photo identification.

Please note that ITAC's courses follow an integrated structure. This means you enrol in all units at the start and complete all units at the end. There are no exit points. Therefore, credited units typically don't impact the volume of assessments to be completed, as our assessments are associated with multiple units of competency. The exception is when many units for a particular qualification (such as 15 or more) have been completed. Nevertheless, past study can be advantageous, reducing the time taken to work through the course materials, even if it doesn't reduce the volume of assessments or cost to the student.

We encourage any student considering applying for credit transfer to discuss with us before enrolment.

See the Credit Transfer Policy for more information.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an option for students to validate their existing skills and knowledge, bypassing the conventional learning and assessment activities of a course. It's ideal for individuals already possessing the necessary competence for each unit.

According to legislation, RPL is a process that evaluates the competencies acquired through formal, non-formal, and informal learning to measure whether they meet the requirements specified in a training package or VET-accredited course:

1. Formal learning links to attaining an AQF qualification or statement (e.g., certificate, diploma).
2. Non-formal learning occurs through a structured program but doesn't lead to AQF attainment (e.g., in-house professional development programs).
3. Informal learning derives from work-related, social, family, hobby, or leisure activities (e.g., skills developed from years as a volunteer).

RPL applicants typically require at least seven years of experience in an Australian school (FTE), are currently in a relevant role such as a teacher aide, and hold a relevant qualification. Acceptance is granted at the program coordinator's discretion and is determined case by case. Students can apply for RPL before or during their course.

To apply, candidates need to provide evidence of their suitability. Evidence could include current employment proof, seven years of experience, and ongoing learning documentation.

At ITAC, we typically use an 'assessment only' approach to RPL. Candidates complete the same assessment tasks as full-course students, without lengthy essays or reports. An ITAC assessor will also evaluate all students in the workplace, usually taking 2-3 hours.

We offer an accelerated program for students with some experience but who are not ready for RPL. These students have access to comprehensive teaching materials, resources, and support, and undertake the same assessments as full course and RPL students. This program often has a higher success rate and is strongly recommended for those not quite ready for RPL.

See the Recognition of Prior Learning (RPL) Policy for more information.

Course Extensions

At ITAC, we recognise that unforeseen circumstances may require additional time to complete your course. For this reason, we offer the opportunity for students to apply for course extensions. These extensions are typically for a set duration, such as 1, 3 or 6 months. Valid reasons and evidence may be required for the application, mainly extensions beyond six months. Please note that fees for extensions are payable upfront unless otherwise arranged.

As mature learners, students are responsible for ensuring the completion of all coursework within the 12-month enrolment period. Adequate time should be set aside for the marking process, potential resubmissions, and the organisation and completion of Work Placement Learning (WPL) requirements. Be mindful of possible disruptions such as illness, school holidays, and other unexpected events.

It's important to remember that WPL cannot be undertaken during school holidays, requiring thoughtful planning on the student's part. Extension fees will not be waived due to a failure to submit assessments, arrange clearances, or attend placements before the end date, even if this date coincides with the school holidays.

While course 'deferrals' are not typically accommodated, students may apply for an extension to their course end date. In specific circumstances, such as severe medical conditions, an extension may be granted free of charge at ITAC's discretion.

Finally, please understand that ITAC is not legally bound to extend a course, regardless of the circumstances or evidence provided. We strongly advise students to aim for early completion of their placements to avoid potential issues with course end dates. See the Course Extension and Adjustment Policy for more information.

Exit Points

At ITAC, our courses employ a comprehensive and integrated strategy for learning, often referred to as a holistic approach. This means evidence from each competency unit is interconnected throughout the course, drawing from various tasks and clusters. An excellent example is how evidence for the WHS unit is garnered from several clusters. This strategy, commonly utilised in military and emergency services training, minimises repetition and accelerates the completion time of the course.

However, this integrated approach results in no intermediary exit points; all assessments must be completed satisfactorily for any unit to be deemed complete.

All CHC qualifications in Australia legally demand a demonstration of both theoretical knowledge and practical skills. The latter can only be adequately exhibited in a workplace setting. Therefore, even if all theory assessments are completed, a Statement of Attainment (SOA) cannot be issued without completing the workplace component.

Government regulations establish the mandatory 100-hour work experience requirement. Students need to understand that withdrawal, even after completing a significant part of the course, will not result in the issuance of an SOA.

See the Exit Points Policy for more information.

Course Transitions

Changes and updates to training packages are a regular occurrence as mandated by the government. This can include alterations to qualifications, units, rules, and assessment requirements. ITAC's management team formulates an action plan to update our training and assessment materials whenever these changes occur. We also ensure students' transition or 'teach-out' on existing programs in compliance with the action plan, applicable laws, regulations, and the guidance provided by the VET regulator.

General information:

- All students will be transferred to the updated qualification within 12 months of a qualification being superseded.
- If a qualification is removed from the national register, all students will be transitioned within 24 months.
- Students who haven't transitioned within the stipulated timeframe will be issued a final Statement of Attainment (provided they've completed at least one unit), and a Record of Results, and will be withdrawn from the course.
- After 12 months (for superseded qualifications) or 24 months (for deleted qualifications), no AQF certification documents can be issued, except for the re-issue such records.
- We strongly encourage all students to transition to the new qualification as soon as possible.
- ITAC will not charge students or employers for transitioning from superseded or deleted qualifications to a new qualification unless required by government funding rules.
- We closely monitor changes to the training package to provide students with the most current advice.
- Students are not permitted to commence training or assessment in a training product 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.

See the Transition and Teach-Out Management Policy for more information.

Fees and Charges

Once the Enrolment Terms and Conditions are signed and approved by ITAC, it confirms the commencement of a respectful partnership between us. The course fee signifies an investment in your education, granting access to ITAC's range of training and assessment services and resources for the agreed enrolment period. These fees are not structured on a per-module, per-assessment, or per-unit basis.

While course fee payments are often made via a periodic direct debit schedule, please note that this system isn't on a pay-as-you-go or pay-as-you-use basis. It's simply an interest-free method, similar to a loan, allowing you to comfortably manage the payment of your due course fee.

We understand that every student's engagement with our resources and services varies. However, similar to a gym or mobile phone contract, the course fee is applicable regardless of the extent of use. This is due to the ongoing costs that ITAC incurs, such as student insurances, maintenance of facilities, resource development, government reporting, administrative overheads, and provision of regular services like live webinars.

Should unforeseen circumstances arise leading to withdrawal from the course, failure of a task or course, or non-completion of training and assessment tasks, it's essential to understand that this does not exempt the payment of the full course fee.

We recognise that life can sometimes present unexpected challenges. In cases of unforeseen hardship, you are welcome to apply for an amendment to your payment plan, provided the change is fair and reasonable. While ITAC is under no obligation to accept these requests, we are committed to understanding and supporting our student's needs wherever possible.

ITAC is devoted to upholding all relevant consumer and Australian contract laws, including principles of conscionable conduct and fair contract terms. We strictly follow the Standards for RTOs, such as not collecting more than \$1500 in course fees before being contractually due.

Please note that in the unlikely event of a breach of the signed terms and conditions, leading to an unpaid account, ITAC reserves the right to involve a collections agency. We consider this step a last resort and will always strive to find mutually beneficial solutions before reaching this stage.

Fee schedule

Fee type	\$	Description
Administration fee	\$60	Non-refundable fee when withdrawing inside the 30-day no-obligation period.
Enrolment Fee	\$180	Waived for most students.
Resource Fee	\$500	Waived for most students. Calculated on a per unit basis.
E-Learning Platform Fee	\$265	Waived for most students. Calculated on a per unit basis.
Class-based Fee (inc. Virtual)	\$650	Waived for most students. This fee covered the additional cost of delivering class-based services, including virtual-mode.
Payment Plan Setup	\$160	Waived for most students. Cost to set up payment plan up to 12 months.
Transaction Fees	\$89	Waived for most students. Estimated total costs of bank fees payable when selecting a 12-month payment plan.
Payment Plan Surcharge	\$800	Waived for most students. Additional amount charged to pay off fees via weekly or other schedule over a period of up to 12 months.
Site Visit Fees	\$625	Waived for most students. Charge for assessor to visit school for assessment purposes.
Priority Printing Fee	\$95	Waived for most students. Print and post of AQF documents generally within 7 business days (exclude shut down periods).
Student Services and Amenities	\$75	Waived for most students. May be charged in certain instances i.e. failed to attend class and re-enrolled at future period.
Course Extension	\$330 pm	Discounted to \$200 pm for students who have paid their full course fee (or mostly paid via payment plan with no outstanding unscheduled and dishonour fees).
Direct debit dishonour	\$3	For each dishonour charged by the financial institution and passed to the student.
Re-issue fee	\$70	Standard postage for both Testamur and Record of Results to Australian address.
Course transfer fee	\$120	Admin and resources fee to transfer from one course to another. Student may be required to pay the second course fee in addition to the first.
Placement re-schedule	\$220	Applied when student fails to attend without 24 hours' notice is not sufficiently prepared. Note that Site Visit Fees (\$625) payable if a student fails to attend a re-scheduled placement without sufficient notice. Travel fees may apply in addition

Refunds and withdrawals

At ITAC, we strive to handle all refund requests fairly and consistently, per the Terms and Conditions agreed upon at enrolment. Students wishing to withdraw from a course can do so by emailing ITAC or filling out the master form. A Statement of Attainment (SOA) will be issued on withdrawal, provided all course fees have been settled and unit requirements have been satisfied.

We advise all students to refer to the Enrolment Terms and Conditions for rules concerning the 30-day no-obligation period.

In the rare event that ITAC cannot deliver training and assessment services due to unforeseen circumstances or cancellation on our part, we commit to issuing a fair and reasonable refund. This will be calculated proportionately to the duration of the student's enrolment. We consider this practice crucial in maintaining the trust and goodwill of our students.

See the Refund Policy for more information.

Complaints and Appeals

ITAC values every feedback and inquiry we receive, including complaints and appeals. These instances, though infrequent, provide us with insights into how we can better serve our community.

If you're grappling with unique circumstances, we encourage you to connect with us before filing a complaint or appeal. Our team is dedicated to supporting you through these hurdles, aiming to help you stay on your path towards your career goals. Often, we can arrive at a resolution without entering the formal process, providing a more flexible and collaborative solution.

Before initiating a complaint, please familiarise yourself with our Enrolment Terms and Conditions, policies, and this handbook. Our commitment is to uphold these policies and guidelines, and abide by all relevant laws, such as the Standards for RTOs, to maintain fairness and consistency.

Current or former students, workplace supervisors, ITAC staff, and other stakeholders may lodge a complaint or appeal. Complaints and appeals must be received within 30 days of the incident or issue.

To submit a complaint or appeal, first discuss your concern with your trainer or relevant ITAC staff. If that fails to resolve your issue, the next step is to email ITAC or fill out the Master form, providing details and evidence.

If our internal process doesn't resolve the issue, an independent mediation can be arranged. ITAC will cover the cost of up to one hour of mediation service if there's a likelihood of resolution.

You can file your complaint or appeal by completing the Master Form, sending us an email, or by post. We also accommodate verbal submissions for students with disabilities, or we can work with an interpreter.

We aim to acknowledge your submission within three business days, conclude investigations within 21 days, and communicate the final decision within 30 days. If it takes longer, we'll ensure you're kept updated.

We commit to handling your complaints and appeals diligently, upholding the principles of fairness, confidentiality, and natural justice. In return, we request respectful and professional communication, fostering a safe working environment for all at ITAC.

See the Complaints and Appeals Policy for more information.

Other resources

[Enrolment Terms and Conditions](#)

[Direct Debit Terms and Conditions](#)

[Policies page](#)

[Article: What is an integrated course?](#)

[Frequently Asked Questions](#)

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V1.0	01/01/2010	Initial release
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