



SELMAR
INSTITUTE OF EDUCATION

Learner Handbook



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1. Who We Are

Selmar Institute of Education is a leading Registered Training Organisation (RTO), with over 18 years of experience educating over 35,000 learners.

As a specialist education provider in the care sector, our human-centered training is designed to enable learners to gain the knowledge, professional skills, and confidence to make a difference in these essential professions. Providing fully accredited courses for both distance and in the workplace, our learners gain sector relevant skills supported by real-life practical and hands-on experience.

Wherever our learners are on their learning journey, our structured yet unique approach supports each learner with their different needs and circumstances, ensuring they become equipped to make a positive, caring, and compassionate impact to their personal and workplace environment.

Our team of passionate, supportive, and knowledgeable trainers, alongside our dedicated learner success team can also help organise practical placement and provide support to our learners from start to finish, helping unlock their potential, achieve their goals, and thrive in their career.



Selmar Institute of Education is a Registered Training Organisation and wholly owned subsidiary of Catalyst Education.



2. Our Purpose, Vision, and Values

Purpose: Equip people and employers with the skills and opportunities to make a difference in society.

Vision: Transform lives through learning.

Our Values



Support others to connect, belong and feel cared for. Be inclusive and a role model for empathy and compassion.



Have the courage to forge a better future. Challenge orthodoxy, foster creativity, ambition and innovation to embrace positive change.



Be transparent and accountable for our actions, while holding ourselves to the highest standards of ethical behaviour.



Together help to shape a new care sector.



3. Getting Started

Welcome!

We created this handbook to give you a head start on your learning. This handbook contains very valuable information that will equip you to deal with matters during your learning with Selmar Institute of Education. Although we aimed to give you a comprehensive list contained herein, you may still have further questions, so please do not hesitate to approach us for clarification.

3.1 Important Contacts and Emergency Information

Head Office

Address: Level 2, 80 Dorcas Street, Southbank, VIC 3006

Reception: 1300 223 040

General Email Enquiries: info@selmar.edu.au

Learner Success: learnersuccess@selmar.edu.au

3.2 Manage Your Enrolment

3.2.1 Variation to Enrolment

This section outlines the circumstances in which your enrolment can be deferred, transferred, withdrawn, or cancelled by yourself or by Selmar Institute of Education.

All variations to enrolments must be submitted to the trainer, Regional Manager, or other RTO representative (i.e., Learner Success Advisor) in writing. Requests for withdrawal should be discussed with your trainer prior to submitting them in writing.

3.2.2 Definitions

- **Deferral:** Temporary postponement of studies at any point throughout the duration of a course.
- **Cancellation:** Withdrawal of course enrolment by Selmar
- **Withdrawal:** Withdrawal of course enrolment by learner
- **Transfer:** To move study mode, location, or funding source during a course.
- **Compassionate or Compelling Circumstances:** Events or situations beyond the control of the learner that could have an impact on the learner's capacity and/or ability to progress through a course.
- **Extenuating Circumstances:** A situation that provides a reasonable explanation for erratic course progress and/or lack of contact.

3.2.3 Policy

Your enrolment can be deferred, transferred, withdrawn, or cancelled in limited circumstances by Selmar Institute of Education or by yourself, as the learner.

- You have the right to appeal a decision made by Selmar Institute of Education, regarding the deferral, transfer, withdrawal, or cancellation of their enrolment. See policy below.

[EN3 Withdrawal and Cancellation Policy](#)

3.2.3.1 Deferral, Transfer, Withdrawal or Cancellation of Enrolment

You may defer your studies during the course in the following limited circumstances:

- On the grounds of compassionate or compelling circumstances (at the discretion of the Institute).
- On medical grounds where a certificate is provided.
- As an intervention strategy for unsatisfactory course progress – this must be discussed with your trainer and/or Regional Manager. LLN Support and Learner Success Advisor assistance is available for all learners.

You must discuss your request with your trainer who will then prepare a variation form with documentation attached to support your claim of compelling or compassionate circumstances. The granting of a deferral of enrolment is at the discretion of the Institute.

You can defer your studies for 3 months at a time, with the maximum length a learner can defer being 12 months. This is at the absolute discretion of the Regional Manager or Head of Training and Learning and will depend on individual circumstances.

If you fail to return to study at the end of an approved deferral period, you may have your enrolment cancelled.

3.2.3.2 Learner Initiated Deferral, Transfer or Withdrawal

Transfer

Once a course has commenced, you may request a transfer to a different study or delivery mode, location, or funding type i.e., virtual campus, workplace, different trainer. If this applies to you, you must discuss this with your trainer or other RTO representative who will then complete a variation form with documentation attached to support their claim of a transfer. The granting of a transfer is at the discretion of Selmar Institute of Education.

A transfer does not entitle you to a refund.



Withdrawal

Should you wish to withdraw your enrolment, you must inform your trainer or other RTO representative in writing via an email; the trainer will then prepare a variation form. Should you request a refund, the Refund Policy will apply.

3.2.3.3 Assessing and Recording Learner Requests to Defer

The Regional Managers are responsible for approving learner-initiated deferrals and withdrawals. In rare cases, the Head of Training and Learning has absolute discretion in these matters.

In assessing the request, the Manager will consider:

- The evidence provided by the learner to demonstrate compelling, compassionate, or extenuating circumstances.
- The impact these circumstances may have on the ability of the learner to continue with their studies.
- The impact these circumstances may have on the learner's ability to complete the course within the expected study duration.
- The duration of the deferral requested.
- The support options available to the learner (e.g., study plan, LLN support, temporary reduction in course load, special arrangements regarding visits or other forms of communications).

You will be advised by phone or email of the outcome of your request for a deferral. If you are dissatisfied with the outcome of a request, you can access the Complaints and Appeals Process.

All documentation relating to the assessment and outcome of your deferral and cancellation applications will be documented on your records. All discussions undertaken with the learner during the processing of the application will be recorded on the Student Management System.

You are advised to retain your original documents (e.g., medical certificates) for your own records and submit copies with applications for deferral or withdrawal. Selmar Institute of Education may ask to see the original documents for verification purposes.

3.2.3.4 RTO initiated Deferral

Selmar Institute of Education can defer a learner's enrolment in the following instances:

- As part of an intervention strategy for unsatisfactory course progress (provided there is evidence of extenuating circumstances).
- In compassionate and compelling circumstances.
- In situations where the safety of the learner may be compromised.

The length of time you can have your enrolment deferred at the initiation of Selmar Institute of Education is at the absolute discretion of the Regional Managers and Head of Training and Learning. Your enrolment cannot be suspended for more than three months without reassessing the circumstances that led to the deferral to determine if you are still applicable.

If you become uncontactable at the point when deferral is due to end, the Re-engagement process will begin and may lead to cancellation from the course.

3.2.3.5 Cancellation

Selmar may cancel a learner's enrolment in the following instances:

- The learner demonstrates serious misconduct.
- Erratic course progress, for example, consistent unsatisfactory engagement or continued non-adherence to deadlines.
- Failure to show ongoing monthly engagement in units of study.
- Lack of consistent contact with trainer and/or support services.
- Non-payment of outstanding fees.
- Failure to return to study after the end of an approved deferral period.
- Failure to achieve a satisfactory result after 3 submission attempts of an assessment task.
- Engagement in cases of plagiarism and collusion
- The passing of the course end date where no contact has been made with their trainer to extend this date.
- Non-adherence to the Code of Conduct, including but not limited to health and safety breaches, abusive or aggressive behaviour towards RTO staff and trainers, sexual harassment, or breach of the principles of equal opportunity and mutual respect.

You will be informed in writing of the cancellation and have 20 working days to appeal. Evidence and supporting documentation will be required for all appeals.

3.2.3.6 Re-enrolment/ Return to training

If you wish to re-enrol with Selmar after officially withdrawing from your course, you will need to contact us through phone or email to inform us of the reason of return.

Your request will be assessed by a Regional Manager, and you may be contacted for further discussions. It is at the discretion of the Regional Manager and Head of Training and Learning to approve the re-enrolment request after considering reason for withdrawal/cancellation, period of absence and qualification updates.

3.2.3.7 Appealing a Cancellation Decision

In cases where deferral or cancellation of your enrolment is initiated by the Institute, you will be notified in writing of the reason for the deferral or cancellation and are given 20 working days to access the Institute's Complaints and Appeals process, unless extenuating circumstances relating to

the welfare of the learner exist. If extenuating circumstances exist, cancellation or deferral can be implemented prior to the 20-working day appeal period passing.

Appeals will be dealt with expeditiously to minimise any disadvantage to you if your appeal is upheld. You are not permitted to return to your studies until the process has been finalised.



3.2.3.8 Re-engagement Process

To support you in your learning journey, we need to ensure you are actively working towards completing your studies and progressing through your course.

If you do fall behind or become disengaged in your studies, your trainer will be in touch to try and get you back on track. If you continue to fall behind, this may be escalated to our Learner Success team who will be in touch and may begin sending letters regarding your course progression. These letters contain a new due date for you to submit work by; if these dates aren't met your enrolment may be cancelled. If dates are met you can continue with your studies, but if you fall behind again the same procedure will occur.

Please inform us if your contact details (email address and phone number) have changed to ensure that we can reach out to you regarding your course progress. By failing to do so, you may miss an important communication regarding your enrolment and your new due dates. It is advisable to regularly check your junk/spam folder to make sure you have not missed an email from us.

Please note - As a learner, you can only go through the re-engagement process three times within your course enrolment; after three times your enrolment will be cancelled in line with the [EN3 Withdrawal and Cancellation Policy](#)

3.2.4 Course Credit/Credit Transfer/Recognition of Prior Learning (RPL)

Selmar Institute of Education offers opportunity for course credit and/or Credit Transfer (CT), and/or Recognition of Current Competencies (RCC) and/or Recognition of Prior Learning (RPL) for all learners at enrolment and ensures that the process is structured to minimise time and cost to learners.

Selmar Institute of Education will provide information and support to help you gather the relevant evidence to support your claim for recognition of the competencies you have acquired. The procedure ensures that there will be written verification of the outcome and that proper records are kept in your file. Please read the relevant rules below.

Credit Transfer

Credit Transfer: is the granting of credit to learners for units of competency achieved through accredited training. These units and their learning outcomes must be equivalent to the units that the learner is applying for and must have been completed under the Australian Qualifications Framework (AQF).

Learners who have achieved competency in the same unit(s) through previous accredited training will be eligible for a credit transfer toward units in the qualification they are enrolling in, or where the units they have previously completed are deemed equivalent to units in chosen qualification.

Learners seeking a credit transfer are required to supply evidence to demonstrate they hold the equivalent unit. Evidence could include:

- A certificate with record of results
- Statement of Attainment
- USI Transcript

Selmar will verify your competencies through USI Registry and will need you to provide access to view your transcript. If the competencies were achieved prior to introduction of USI, Selmar will contact the issuing training provider.

Selmar Institute of Education will only consider credit for qualifications and/or units completed within the Australian Qualifications Framework. Selmar Institute of Education does not offer credit for study completed outside the Australian Qualifications Framework, i.e., non-Australian qualifications. Selmar Institute of Education does not issue a qualification comprising entirely of credit transfers. **This does not include hours of previous placement logged; previously completed placement hours cannot be credited and must be completed during the course of studying with Selmar Institute of Education.**

If the previously held unit is deemed non-equivalent then Credit Transfer cannot be awarded, and the learner may need to apply for Recognition of Prior Learning.



Recognition of Prior Learning

Recognition of Prior Learning: is the acknowledgement of skills and knowledge that have been gained through training, work, or life experiences into formal competencies. The assessment of RPL is carried out by collating evidence against formal competencies as described in the relevant training package.

The RPL process involves the learner gathering evidence and matching it against the specific learning outcomes of individual units of competency. A Selmar Institute of Education Assessor will be appointed to assist the learner with this process.

Where the qualified assessor determines that the evidence is sufficient to demonstrate current competency against the unit requirements, the learner will be awarded the unit. In many cases this will mean the learner can complete all or part of a qualification without needing to attend training – although training may be required where there are gaps in the learner's knowledge and/or skills.

You will need to provide evidence to demonstrate that you are currently competent against the endorsed industry competency standards. The responsibility is on you to provide enough evidence to satisfy the requirements of current competency.

Evidence could include:

- Subject Outlines from previous study
- Resume (Personal)
- Position description that can be verified
- References from contactable former employers
- Testimonials from clients
- Work samples

- Relevant life experience
- Relevant work experience

If you apply for RPL, you will be provided with an RPL kit to provide structure to the application process. There will be a cost associated with this process.

3.2.5 Issuing Certificates and Statement of Attainment

Certificates and Statements of Attainment are issued within 30 days of course completion, providing that all tuition fees have been paid. This is to allow time for assessments to be marked, results to be reviewed, and certificates to be processed.

If you have withdrawn prior to completing a qualification, you are eligible to receive a Statement of Attainment (SOA) for any units completed and deemed competent. A Statement of Attainment will not be issued for units completed via Credit Transfer, or for units wherein only the theory has been completed (i.e., Satisfactory, rather than Competent).

Reprints:

- Additional copies or re-prints of Certificates or Statements of Attainment can be requested online through the website at an additional cost.
- [Request a certificate reprint](#)

3.2.6 Change of Address

Please ensure Selmar Institute of Education always has your current address. You must inform your trainer or other RTO representative of any changes to your personal details in writing. This will ensure that all communications can occur, and your certificate can be posted to your correct address at completion of your course.

If you need to change your details, please use the form below:

- [.Change of personal information form](#)

3.3 Manage Your Finances

3.3.1 Financial Hardship

Should you be unable to pay your tuition fees on time, please discuss your situation with the Finance department directly. In extenuating circumstances re-negotiation of fees may be possible.

To contact the Finance department please email accounts.receivable@selmar.edu.au

3.4 Get Set up for Online Learning

3.4.1 Textbooks and Learner Kit

Learning guides, Assessment Task Booklets, listed textbooks and/or E-books, kits and uniforms are a compulsory requirement of the course and are included in the course fees unless otherwise stated in the course information. Learning Management System (LMS) learners will receive their required textbooks in eBook format; if you wish to purchase a hard copy, this will be at your own discretion and cost.



3.5 Attendance of Classes – Classroom Based Learners

Attendance at scheduled classroom sessions for all classroom or virtual classroom-based learners is a requirement for learners to ensure they gain the knowledge and skills required for the qualification they are studying.

There may be times that you cannot attend a classroom session. You can be absent from 3 classes during your classroom delivery schedule. If you are absent for more than 3 classes, you may be transferred to an alternative delivery model or cancelled from your course enrolment at the discretion of the Regional Manager and Head of Training and Learning.

Prior to you being transferred to an alternative delivery model or cancellation from the course, you will be issued letters after each absent day to inform you of your requirements to attend classes and encourage you to contact your trainer to discuss further.



4. Your Learning

4.1 Assessments

4.1.1 What is an Assessment?

Assessment is an integral part of being awarded a qualification or statement of attainment. It is the process of collecting evidence and making judgements on whether competency has been achieved. Selmar Institute of Education delivers training and assessment using the principles of competency-based training and assessment. Competency based assessment is governed by the assessment standards within the Australian Qualifications Framework (AQF).

Selmar ensures all assessment is conducted according to the Principles of Assessment (assessment must be valid, reliable, fair, and flexible) and Rules of Evidence (evidence collected to demonstrate competency must be valid, authentic, current, and sufficient) as specified in the Standards for RTOs.

Selmar is committed to transparent assessment processes and outcomes that are clearly explained to assessors and learners, in order to minimise the likelihood of assessor error and learner misunderstanding. However, where a learner disagrees with their assessment result, they can access the assessment appeals process.

4.1.2 Assessment Methods

To successfully complete the units of competency in your program, you will be assessed using a variety of assessment methods. Assessment methods vary across our programs and delivery modes, and for each module, cluster, or unit of competency within a program. However, typical assessment methods include:

- Question and answer
- Case studies with associated questions
- Research-based projects
- Videos/Photographic evidence (utilised in some assessment tasks)
- Simulated assessments (completed in a simulated environment set up by your trainer)

- Observation sessions where your assessor will observe you performing a range of tasks in your workplace/placement organisation.

Each assessment associated with a module, cluster or unit of competency is outlined in the relevant assessment booklet or in our online learning portal. These assessments are written very clearly, using step-by-step instructions to explain exactly what you will need to do to complete the task, the resources you'll need, how long it should take and, most importantly, what you'll need to submit to your trainer/assessor as evidence.

To support you in completing your assessments, you will be provided with learning materials and ongoing support from your trainer. Learning materials also vary across our programs and delivery modes and may include:

- Learner guides or eLearning modules and Recommended reading – textbooks or eBooks
- Face-to-face/ZOOM coaching, mentoring and support.



4.1.3 Principles of Assessment

Learners are assessed through a wide range of tasks/activities to ensure reliability and validity of assessment. This ensures that a learner is assessed on their ability to perform the task(s) to industry standards. Assessments used by Selmar are regularly validated to ensure they meet the following principles:

- **Valid** – assess the criteria/outcomes as specified by the unit of competency and Assessment Guidelines within the relevant Training Package.
- **Reliable** – consistent from learner to learner, context to context and assessor to assessor
- **Flexible** – appropriate to a range of delivery modes, sites, and learner needs.
- **Fair** – do not disadvantage any individual or group of learners.

4.1.4 Assessment Evidence

Under the rules of competency-based assessment, evidence is gathered by the trainer in conjunction with the learner and assessed against the criteria of the unit(s).

Evidence gathered in support of competency must be:

- **Valid** – an appropriate form of evidence to assess the requirements of the unit.
- **Authentic** – the genuine work of the learner
- **Sufficient** – enough evidence, gathered on a number of occasions to satisfy the requirements of the unit.
- **Current** – recent enough to reflect the learner’s present knowledge and skill.

Assessment for a whole unit or module or cluster of units is a combination of several of the above methods.

You are advised of assessment methods and requirements in advance and any special needs you may have, are considered.

Assessment criteria is detailed in the course program guide, assessment theory booklets and on the online learner portal. Due dates of assessment are provided to you by your trainer. If you are unable to submit an assessment task on time, this must be discussed with the assessor prior to the due date.

Extensions will only be granted by the trainer in extenuating circumstances.

A marking guide is used by trainers and assessors when marking learner assessments to ensure consistency of assessing.

4.1.5 Assessment Appeals

Assessment appeals are guided by the terms and conditions within the Complaints and Appeals Policy. See link below.

- [SP3 Complaints and Appeals Policy](#)

If you do not agree with a result, you have the right for an assessment decision to be reviewed. Before requesting a formal review, we recommend that you discuss your concerns with your trainer. If this does not resolve the concern, you can lodge a formal appeal request.

You must lodge the formal appeal request in writing or email within two weeks (14 days) of receiving your results, clearly stating the grounds of the appeal. This should then be directed to Head of Training and Learning. If the process is not followed within the required time frame, no appeal process will be entered.

If the Head of Training and Learning believes a review of your result is warranted, a review panel will be formed comprising the trainer, the Manager and one neutral qualified assessor. The review panel may suggest that you sit for a supplementary assessment or exam, depending on the cause of the not-yet-competent result. If the learner fails the supplementary assessment, a not-yet-competent result will be shown for that assessment or unit. You will be notified within 5 days of the result of your appeal by email. If you are not satisfied with the outcome of your appeal then an independent mediator can be requested. Please refer to our Complaints and Appeals Policy for details. The result is final, and no further appeal can be made. This may result in your withdrawal from the course.

4.1.6 Definitions

- **Appeals** - means a request for a decision made by the RTO to be reviewed.
- **Complaint** - means a person's formal expression of dissatisfaction with any product or service provided by the RTO.
- **Complainant** - means a person's formal expression of dissatisfaction with any product or service provided by the RTO.
- **RTO** – means the Selmar Institute of Education (121531)
- **Services** - means training, assessment, related educational and support services and/or activities related to the recruitment of prospective learners.



4.1.7 How to check the due date or ask for extension

Online portal learners

If you are studying via our online learning portal, the due date for each assessment task will appear next to the relevant learning item on your 'My Progress'/Learning Plan page once you have commenced the cluster/module or unit.

Your assessment due date will continue to be displayed (and may appear as 'overdue') after you have submitted your assessment but before your trainer has marked it – don't worry! Your trainer will receive a notification that your work has been submitted and will review your submission within 5 working days.

Paper-based learners

When your trainer sends (via email or post) or hands you each of your assessment booklets, they should clearly write your due date on the front cover or in the body of the email. Please ensure you check this and don't be afraid to ask for the due date if they have not added it for you.

4.1.8 Practical Placement

Practical Placement is a requirement of some of the qualifications delivered by Selmar Institute of Education. Where Practical Placement is applicable, it is set out in practical placement blocks at specific points throughout the course. Practical Placement blocks must be completed within the set timeframe allocated to them within the qualification you are undertaking.

Early Childhood Education and Care

It is recommended that you complete these blocks 2 days per week, 7.5 hours per day. Any adjustments to this recommendation are assessed on a case-by-case basis and are subject to approval by your Trainer and Assessor. A minimum of 5 hours per day (totalling 15 hours per week minimum) applies.

Aged Care

Learners completing our Aged Care qualifications are required to complete their placement blocks 2 days per week, 7.5 hours per day. Any adjustments to this are subject to approval by your Trainer and Assessor.

4.2 Referencing Your Work

Often, when providing responses to assessment questions, you will draw on work from various sources and authors. This information needs to be referenced.

To do this, you need to use the Harvard referencing system. You can find information about the Harvard referencing system by selecting the following link:

http://www.flinders.edu.au/slc_files/Documents/Blue%20Guides/Harvard%20Referencing.pdf

Referencing quotes

Quotes taken directly from a source should be contained within single quotation marks and followed by an in-text reference using the Harvard referencing system.

For example, if you wanted to use the following quote from the National Quality Framework which you have sourced on the internet, you would reference it in the body of your text like this:

'The NQF was the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children.' (ACECQA 2018)

Referencing paraphrased information

At times, you may draw on external sources of information such as textbooks and websites to inform your work. While you may paraphrase this information in your own words, it is still important to provide an in-text reference outlining where you have sourced your information from.

For example, the following statement about the National Quality Framework has been informed by referring to the ACECQA website. You should include an in-text reference providing details of the information source like this:

The NQF came about as an agreement between state and territory governments to collaborate on improving the quality of children's early education experiences. (ACECQA 2008).

Referencing examples

In-text

When using in text references you'll need to include the following:

1. Authors surname
2. Year of publication (if no date use N.D)
3. Page number (where are your referencing this information from? **p** = 1 page **pp.** = more than one page) If you don't have a page number just include the surname and year of the publication.

Examples

Single page - Smith (2005, p. 45) argues that 'the relative seriousness of the two kinds of errors differs from situation to situation'.

No date - Millins (n.d., p. 246) highlights the importance of strategic management for business organisations.

Reference list

A reference list is placed at the end of your work (project or practical task). It's a list of all the sources you've referenced throughout. You'll need to make sure they are listed in alphabetical order, firstly by the authors surnames. If you find that an author has been more than one publication or work, then you'll need to list that author chronologically (what did they do first).

Below are couple of examples of how to complete your refence list for digital sources from the Harvard Referencing guide from Flinders University.

Web pages

You'll need to list in order:

1. The author
2. Site date
3. Name and place of the sponsor of website
4. The date the site was viewed
5. The web address

Example – *World Health Organisation 2014, Global alert, and response (GAR). Geneva viewed 14 November 2014, <http://who.int/csr/outbreaknetwork/en>>.*

If you don't have a date instead of the 2014 replace with n.d.

Documents within a website:

You'll need to list in order:

1. The author
2. Editor or compiler
3. Date of document (last updated, or n.d if no date)
4. Title of document (*in italics*)
5. Version no. (if applicable)
6. The web address

Example – Adelaide City Council 2013, *Digital strategy 2012-16: connect Adelaide*, Adelaide City Council, Adelaide, viewed 30 April 2014, <http://www.adelaidecitycouncil.com/assets/Policies-Papers/docs/STRATEGY-digital-strategy-connect-adelaide-2012-16.pdf>

4.3 How You Receive Feedback

Your trainer will give you feedback on each of your assessment tasks, either in person, or in writing via email or the online learning portal. Feedback is given within 5 working days of submitting an assessment task from your trainer.

If your trainer sees that you have not completed all parts of an assessment satisfactorily, they will provide you with feedback and strategies for improvement, and you will need to resubmit those parts of the assessment. The details of resubmission, including due dates, will be documented, and discussed with you when you are provided with the outcome.

How many attempts do I have?

You have **up to three opportunities** to submit your assessments before a final outcome of 'Not Yet Satisfactory' is assigned to the relevant unit. You may be given a further attempt at the absolute discretion of your trainer.

How will I know the outcome?

Once your trainer/assessor has marked all your assessments and completed any required observations for a particular unit of competency, they will give you a copy of an outcome report which will state whether you have been assessed as 'Competent' or 'Not Yet Competent'.

What happens if I'm given a final outcome of 'Not Yet Competent'?

If you receive a final outcome of 'Not Yet Competent' for a unit of competency, you will be referred to your trainers Regional Manager to discuss whether the program you're enrolled into is still the most suitable and appropriate option for you and if there are learning supports we can offer to help you complete your course.

However, if you do not agree with the outcome and would like to dispute it, you can submit a formal appeal to have the outcome reviewed. Please refer to the complaints and appeal policy.



4.4 How You Provide Feedback /Learner Feedback

Learner feedback is gathered both formally and informally throughout the course. These surveys are confidential and are distributed and collected by Selmar Institute of Education to allow learners free and fair comment. The information collected is used to make decisions about academic issues, staff

training, process improvement and understanding how we can improve. We may ask you for your feedback from time to time.

4.5 Plagiarism

4.5.1 Definition

As a learner completing a nationally accredited qualification, you are expected to act with integrity and professionalism throughout your learning journey.

Plagiarism is defined as the use of someone else's work without acknowledgement. Plagiarism is a form of cheating. It may result in either failure to attain competency in that unit or withdrawal from the course of study.

At Selmar, we treat matters of plagiarism and collusion very seriously and penalties may be applied if our policies are breached.

So, what does this mean exactly?

Plagiarism

Plagiarism refers to the presentation and submission of work produced by others as if it was your own.

Plagiarism can include:

- Copying someone else's assignment work or assessment
- Using information which another learner has collected without acknowledging it
- Copying from the internet or a textbook without using an appropriate form of referencing
- Using the ideas or research which you have found in a textbook without referencing, even if you have written those ideas or research findings into your own words
- Using electronic dictionaries in lectures and tutorials where definition-based knowledge is required
- Using AI technology including but not limited to ChatGPT and presenting that work as your own

Whenever you use the thoughts, ideas, research findings or words of someone else, you must show where those thoughts, ideas, research findings or words come from.

When completing your assessments, you are required to write your own responses in your own words, demonstrating your own knowledge and skills relating to a topic. The only exception to this rule is if you need to use an exact quote from a reputable source to support your response to a question. In this case, you would need to reference the quote.

For assistance with referencing refer to the Harvard Referencing Guide from:
www.usq.edu.au/library/help/referencing/harvard

Collusion

Collusion occurs when two or more learners consciously collaborate in the preparation and production of work which is ultimately submitted by each in an identical, or substantially similar form and/or is represented by each to be the product of their own individual efforts. Collusion also occurs where there is unauthorised cooperation between a learner and another person in the preparation and production of work which is presented as the learner's own.

Ultimately, you are responsible for your own learning experience and outcomes. Remember to always act with honesty, integrity, and professionalism. And if you are ever unsure, please speak with your trainer for advice.

Collusion is a form of plagiarism. Learners should not knowingly allow their work to be copied.

Learners have a responsibility to:

- Familiarise themselves with the type of referencing required for their competency(s) and ask for assistance and guidance
- Avoid all acts which could be considered plagiarism
- Seek assistance from appropriate sources with any academic writing areas where they are aware, they need more knowledge and skills

Intentional Plagiarism is plagiarism which is deliberate with the intention to deceive e.g., copying someone else's assignment and passing it off as your own work; copying large amount of works from other sources without acknowledging those sources.

Unintentional Plagiarism is plagiarism which results from a lack of understanding of the concept of plagiarism, or a lack of skill in referencing / acknowledging sources in your written assessments.

Group-work means a project / assignment which is conducted by several learners, resulting in a single piece of assessment or a number of associated pieces of assessment. Unless authorised or directed by trainer as part of your assessment, 'group-work' is not an acceptable excuse for plagiarism.

Collusion involves working with others without permission to produce work, which is then presented as your own, without acknowledging the input of others. This includes working together on an assignment and handing in identical, or very similar, written assessments.

4.5.2 Penalties for Plagiarism, collusion, and cheating

Each case will be individually assessed.

The level of intent to deceive, the extent of the plagiarism and the learner's history regarding plagiarism will be the principal criteria for determining penalties.

Penalties may include any, or all, of the following:

- A verbal or written warning
- Resubmission of all assessments
- Cancellation of enrolment

4.5.3 Copyright Act

Selmar complies with the relevant copyright legislation. Learners are reminded that the use of copied printed material, software or other intellectual property must be undertaken in compliance with the Copyright Act. Selmar prohibits the use of any software where ownership cannot be proven and prohibits the photocopying of any material which may infringe copyright laws. Photocopying any more than 10% of a document or book is against the law and heavy penalties may apply.





5. Learner Success services and Support

We aspire to teach, motivate, and inspire learners to reach their highest stage of professional development and growth.

Throughout your journey as a learner, you will have the opportunity to be taught and mentored by sector leaders and professionals; having access to their expertise ensures you are empowered to secure your dream career. Our learner success services are available to all learners within business hours no matter what, where and how they study.

Selmar Institute of Education provides the following learner success services:

- Monitoring of learner welfare and assistance resolving issues which could impede your successful completion of the study programs.
- Language, Literacy and Numeracy support for learners who require it (including but not limited to learners who speak English as an additional language or dialect and those with additional educational needs).
- Support and guidance regarding Practical Placement from experienced, sector-leading experts.
- Supported and timely commencement of learning to ensure an efficient and positive experience for learners from enquiry to commencement of their studies.

5.1 Your Trainers and Assessors

All Trainers and Assessors employed to deliver training and assessment on behalf of Selmar maintain their industry currency and professional development for all qualifications they deliver and assess. Trainers/ Assessors also maintain their Vocational Education and Training (VET) currency and professional development.

All Trainers and Assessors involved in online delivery have undertaken and maintain professional development in online delivery.

Your trainer and assessor will be your first point of contact throughout your course. They will provide guidance, motivation, and training, in addition to assessing your work. They will make you aware of their working hours at the start of your course; please allow 5 working days for assessment feedback and one working day for other enquiries. Our trainers are all qualified in training and assessment with significant sector experience. Our trainers undertake annual currency placement to ensure their knowledge is up to date.

5.2 Your Learner Success Advisors

A team of Learner Success Advisors are available alongside your trainers to assist you with any questions you may have. Our Learner Success Advisors provide outreach support for learners at key stages at the beginning of their studies to support learners with their transition into study.

They are able to assist you or direct you to assistance with a wide range of queries, such as questions about your course, technical issues and personal support. Remember, for training and assessment help, your trainer should be your first point of contact. Please note that issues affecting your study progress may need to be shared with your trainer.

Further along in the course, you may be referred to the Learner Success team for additional support if you are found not to be adhering to course progression requirements. In this instance, they will work with you and your trainer to create a plan for you to get back on track. If you would like to speak to a member of the Learner Success team prior to their first outreach, please email learnersuccess@selmar.edu.au

5.3 Language, Literacy and Numeracy (LLN) Support

Learners undertaking our programs will require the appropriate ACSF level associated with language, literacy, and numeracy (LLN) skills relevant to the context of their course and role. Your skills will be assessed during a pre-training review process. This will ensure that you will have the skills to complete all training and assessment in line with the ACSF level of the qualification or can be provided with the additional support required.

If you are identified as needing additional support with language, literacy, and numeracy (LLN) skills, you will be referred to one of our LLN Support Coordinators for specialist assistance. The LLN Support Coordinator will provide additional learning assistance throughout the course by outlining agreed strategies to achieve learner success. Where internal support cannot be provided, you may be referred to an external agency. If the course is not deemed suitable for you as a learner based on ACSF levels, you will be informed by the LLN Support Coordinator.



5.4 Placement Assistance

Should you require attending placement, we have a range of useful services available:

- A dedicated Work Placement Coordinator who can answer any questions you may have and assist learners with finding placement.
- If you are an Aged Care Learner, you will attend a simulation day before commencing placement. During this day, your trainers will cover the following: Manual Handling, Infection Control, Work Health and Safety and Personal Care.

5.5 Commencement support

Our commencement team will support you from enquiry to commencement of your studies. Our commencement coordinators will;

- Engage with you for the completion of your Language, Literacy and Numeracy Assessment and Pre-training review interview prior to the commencement of your studies.
- Assess the results of your Language, Literacy and Numeracy Assessment and Pre-training review interview to confirm that the course that you are enrolling in, is the most suitable and appropriate course for you, based on your existing skills and career aspirations.
- Engage you in commencement of your studies.

5.6 Foundation Skills

Selmar Institute of Education understands the importance of having strong foundation skills. These are non-technical skills that support your participation in the workplace, in the community and in education and training. In our programs, the foundation skills incorporate the learning, language, literacy, and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF).

Throughout our courses we embed 'soft' skills that will improve learners' professional prospects, such as time management, self-awareness, emotional intelligence, and interpersonal communication skills.

5.7 Reasonable Adjustments

Reasonable adjustment is a legislative term that, for Vocational Education and Training, refers to an action taken by an education provider to enable learners with disability to participate in education and training on the same basis.

An assessor must be aware of what adjustments or modifications might be reasonable to expect within a workplace, and what adjustments developed for assessment might be reasonably transferred to the workplace. The extent to which an adjustment can be made is limited by the workplace context of VET competence, the principles of assessment, the rules of evidence and by the assessment requirements of Training Packages.

The process of gathering evidence to be used in the judgement can be varied, ranging from evidence derived from workplaces or realistic simulations, observations made by third parties or assessors. It is in gathering the evidence that 'reasonable adjustments' can be safely made. If there is a reasonable adjustment that does not compromise the competency standard it is a requirement that this alternative assessment be made available to a student with a support plan in place, if there were no reasonable adjustment that would not compromise the competency standard, it is not unlawful to deny the student an alternative assessment.

5.8 Learners Under 18 years of age

Selmar is committed to child safety standards and understands its duty of care toward underage learners. We want to make sure that you and your guardians are aware of important information relevant to your enrolment.

It is a requirement for the parent/guardian of a learner under 18 years of age to complete and sign the parent signature form at the time of application to confirm their understanding of learner obligations. Please make sure that you have provided accurate contact details of your guardian on the application form.

The guardian will also need to sign a Practical Placement Agreement form to provide their consent for the arrangement.

Please note that our course material on the learning management system may contain confronting and sensitive information that is marked with disclaimers and trigger warnings. We encourage you to seek assistance from your guardian or trainer if you need support to undertake such learning or assessment activity.



6. Code of Conduct:

Understanding Your Rights and Responsibilities

Selmar Institute of Education takes the safety and wellbeing of learners and staff alike very seriously. As a compassionate organisation, we are dedicated to the principles of equality and respect and strive to ensure all stakeholders feel safe, supported and seen. Our code of conduct contains non-negotiable behaviors that we expect from our learners.

6.1 Learner Responsibilities

As a learner, it is your responsibility to:

- Engage with training, maintain contact with your trainer and demonstrate satisfactory academic progress. This includes adhering to deadlines.
- Ensure that any personal/medical circumstances that may affect your ability to complete your course are discussed with their trainers and assessors as soon as they become known. Medical conditions, personal circumstances or problems not declared, cannot be considered in assessing course performance.
- To be aware of the correct time, date and location of all work placements, training sessions, simulation days, and assessment dates that they have.
- Ensure that all course work, assessments, and portfolios of evidence are in concise and accurate English and is your own work (see Plagiarism and Collusion below for further details).
- To behave in a way that is respectful of fellow learners and staff. Any abusive or aggressive behavior, or behavior which contravenes any law or principle around respect, hate speech, equality and diversity will be treated with the utmost seriousness by Selmar Institute of Education.

6.2 Dress Standards, General Conduct and Rules

Learners performing their practical work on placement are expected to wear Selmar Institute of Education uniform or appropriate attire as stated in their placement information or as discussed with their trainer.

You are expected to behave professionally at all times. You may be withdrawn or suspended from your training or work placement if you compromise the safety and wellbeing of any stakeholder through unprofessional behaviour or attitude.

You are expected to dress in an appropriate manner and should be mindful you are being prepared for a work environment where a dress code should be expected.

Selmar Institute of Education prepares learners for employment in varied industries. You are reminded that you are representing the RTO when on placement or undertaking work related to your studies.

Health laws prohibit smoking inside buildings anywhere. You must leave the building if you wish to smoke, and smoke in the designated area.

6.3 Diversity

Selmar Institute of Education values diversity. We value staff, learners and clients with different backgrounds and experiences, and aim to ensure equality and competence surrounding diversity and inclusion in the workplace.

We value diversity, inclusion, and equity in connection with the vision and mission for the benefit of staff, learners, and clients.

We recognise that our learners come from very diverse, multicultural backgrounds and identities -- this includes coming from a range of religious, cultural, and socioeconomic backgrounds and embodying a range of ages, ethnicities, disabilities, genders, and sexualities.

We also acknowledge the Traditional Owners of the land on which we live, work and play. You can read about our RAP (Reconciliation Action Plan) on our website.

6.4 Health and Safety

Your health and safety while training is Selmar Institute of Education's highest priority. We aim to provide a safe and healthy environment that minimises the risk of any incident, accident, or injury. While we take every care of the safety of our venues, you also have a role to play.



6.4.1 Responsibility of Learners

- Follow all safety rules.
- Report unsafe conditions and practices to your Trainer and Assessor.
- Learn and study in a way that maintains your safety and that of fellow learners.
- Take care of your mental and physical health.
- Follow and adhere to the organisation's COVID Safe plan and vaccination policy.

6.4.2 Drugs and Alcohol

Selmar Institute of Education provides a learning and training environment which aims to ensure the health, safety, respect, and productivity of all learners. The use of drugs and alcohol may impair an individual's capacity to learn safely, efficiently and with respect for other learners. The use of such substances may result in the risk of injury or a threat to your wellbeing or that of other parties.

Our policy is that no learner is to attend training and assessment while under the influence of drugs and/or alcohol. Every learner, academic and staff member is entitled to enjoy a safe and respectful environment and breaching this policy can result in termination of studies.

6.4.3 Prescription Drugs and Medication

Selmar Institute of Education does not prohibit the use of prescription pharmaceuticals. If you are concerned, you should check with your doctor to see that the prescription does not impair study performance or put yourself or others at risk.

6.4.4 Injury or Illness

A relatively minor incident will be treated by Selmar's First Aid Officer if occurs on Selmar premises. However, if the incident requires immediate medical attention, the First Aid officer may ask you to contact or will contact emergency services.

If you are a learner under 18 years of age, our staff will endeavour to contact a parent or guardian to transport you safely to your place of residence.

Selmar staff member will remain with you until you receive medical attention, or your emergency contact arrives.

Any injury sustained during practical placement must be reported to the host employer and Selmar. Your host employer will assist you if the incident occurs on their premises and organise medical assistance if needed.

6.5 Child Safety

Selmar is committed to child safety standards and fostering a culture where our staff, learners and other stakeholders feel confident to raise child safety concerns within and outside the organisation.

Selmar provides training opportunities to staff, proportionate to their role, to ensure that they provide safe learning environment to children, maintain healthy boundaries, identify child abuse risks, remove, or reduce those risks, and report any child safety concerns.

Selmar strongly believes that all children have a right to be kept safe and has zero-tolerance approach to all forms of child abuse and neglect. All allegations of child abuse will be reported to the appropriate authorities in accordance with the legislative requirements for further investigation.

6.6 Harassment, Bullying and Discrimination

Selmar Institute of Education is committed to ensuring that its work, teaching, learning, and assessment environments are free from harassment, bullying and discrimination. Whether direct or indirect, intentional, or unintentional, harassment, bullying or discriminatory behaviour is not accepted or tolerated at Selmar Institute of Education. Disciplinary action will be taken against any learner found to be engaging in harassment, bullying or discriminatory behaviour. This includes but is not limited to the withdrawal of your enrolment with Selmar Institute of Education. Some forms of harassment, bullying and discrimination may be reported and constitute a criminal offence.

6.6.1 Harassment

Harassment occurs when uninvited or unwelcome behaviour causes someone, or a group of people, to feel intimidated, insulted, or humiliated. Harassment can be against the law when a person is treated less favourably based on certain personal characteristics including, but not limited to: race,

religion, cultural heritage, pregnancy, marital status, breastfeeding, age, disability, sexual orientation, gender identity or intersex status.

6.6.1.1 Sexual Harassment

Sexual harassment is any unwanted, unwelcome, or uninvited behaviour of a sexual nature, which makes a person feel humiliated, intimidated, or offended. Sexual harassment can occur between anyone, regardless of gender identity or sexual orientation.

Conduct can amount to sexual harassment even if the person did not intend to offend, humiliate, or intimidate the other person. Sexual harassment in education is illegal under the *Sex Discrimination Act 1984*. Some forms may be reported and constitute a criminal offence (e.g., indecent exposure, sexual assault, stalking).

Examples of sexual harassment include, but are not limited to:

- Physical contact such as pinching, touching, grabbing, kissing or hugging
- Staring or leering at a person or at parts of their body
- Sexual jokes or comments
- Requests for sexual favours
- Persistent requests for social engagements, where they are refused
- Sexually explicit conversations
- Displays of offensive material such as posters, screen savers, internet material, etc.
- Accessing or downloading sexually explicit material from the internet
- Suggestive comments about a person's body or appearance, and
- Sending rude, explicit, or offensive emails, attachments, or text messages

6.6.2 Bullying

Bullying is repeated and unreasonable behaviour directed towards an individual or group where that behaviour creates a physical or mental health risk to health and safety.

“Unreasonable behaviour” means behaviour that a reasonable person, having regard to all the circumstances, would expect to victimise, humiliate, undermine, or threaten another person.

Bullying can be direct or indirect. Examples can include, but are not limited to:

6.6.2.1 Direct Bullying

- Abusive, insulting, or offensive language or comments
- Spreading misinformation or malicious rumours
- Behaviour or language that frightens, humiliates, belittles, or degrades, including over criticizing, or criticism that is delivered with yelling or screaming
- Displaying offensive material

- Inappropriate comments about a person's appearance, lifestyle, their family, or sexual or romantic preferences
- Teasing or regularly making someone the brunt of pranks or practical jokes
- Interfering with a person's personal property

6.6.2.2 Indirect Bullying

- Deliberately excluding or isolating a person from normal activities
- Withholding information that is necessary for effective learning and assessment
- Deliberately denying access to resources
- Deliberately changing study arrangements to inconvenience a particular person.

6.6.3 Discrimination

Discrimination may occur when distinctions are made between individuals or groups to disadvantage some and advantage others. Discrimination happens when a person, or group of people is treated less favourably than another person or group because of their background or personal characteristics. This is known as 'direct discrimination'.

It is also discrimination when an unreasonable rule or policy applies to everyone but has the effect of disadvantaging some people because of a personal characteristic they share. This is known as 'indirect discrimination.'

It is unlawful to discriminate on the basis of the following characteristics:

- Race
- Ethnicity
- Sex or Gender
- Sexual orientation
- Age
- Physical or mental disability
- Marital status
- Family or carers responsibilities
- Pregnancy
- Religion
- Political opinion
- National extraction or social origin

Further specifics on the prohibited grounds of discrimination are set out in the Federal, State and Territory anti-discrimination laws.



6.6.4 Complaints of Harassment, Bullying and Discrimination

All complaints in relation to harassment, bullying and discrimination are to be directed immediately to the Head of Training and Learning. All complaints of harassment, bullying and discrimination will be treated seriously, investigated promptly, impartially, confidentially and in accordance with the principles of natural justice. If sexual harassment is found to have occurred, action will be taken to stop the behaviour immediately. The complainant and/or offender may be referred to an external agency for counselling and support. Depending on the seriousness of the case, appropriate disciplinary action (which may include withdrawal from study with Selmar Institute of Education) will be undertaken. Sexual harassment or discriminatory practices involving a crime will be reported to the police. This also applies to learners under 18 years of age as Selmar Institute of Education expects everyone to adhere to the code of conduct and not engage in inappropriate and disrespectful behaviours.

Further information regarding Selmar Institute of Education's Complaints and Appeals policy can be found via our website (links on the following page).



7. Links to Learner Policies

[Student Resource Centre · Selmar Institute of Education](#)

[EN1 Fees and Refunds Policy](#)

[EN3 Withdrawal and Cancellation Policy](#)

[SP3 Complaints and Appeals Policy](#)

[SP4 Privacy and Personal Information Policy](#)



Learn More

8. More Information about Selmar Institute of Education

8.1 Accreditation

Selmar Institute of Education is a Registered Training Organisation (RTO #121531) and all qualifications awarded are nationally recognised and in line with the Australian Qualifications Framework (AQF). Selmar Institute of Education is approved and regulated by the Australian Skills Quality Authority (ASQA).

8.2 ITECA (formerly ACPET)

Selmar Institute of Education is a member of the Independent Tertiary Education Council Australia (ITECA) and abides by the Code of Ethics for private education providers. ITECA provides mediation services for learners if required.

8.3 Acts and Regulations

As a Registered Training Organisation (RTO) Selmar Institute of Education is committed to complying with Commonwealth and State legislation as well as all regulatory requirements relevant to its operations.

As a Selmar Institute of Education learner the acts and regulations you should be aware of are listed below. A learner has rights under all legislation and acts but these right carry responsibilities, which include the responsibility to respect other people's rights.

Name	Document Type
Age Discrimination Act 2004	Link
Competition and Consumer Act 2010	Link
Copyright Act 1968	Link
Corporations Act 2001	Link
Disability Discrimination Act 1992	Link
Fair Work Act 2009	Link
Fair Work Amendment (Corrupting Benefits) Act 2017	Link
Fair Work Amendment (Family and Domestic Violence Leave) Act 2018	Link
Fair Work Amendment (Protecting Vulnerable Workers) Act 2017	Link
Human Rights and Equal Opportunity Commission Act 1986	Link
Independent Contractors Act 2006	Link
Privacy Act 1988	Link
Racial Discrimination Act 1975	Link
Sex Discrimination Act 1984	Link
Work Health and Safety Act 2011	Link
VET Quality Framework	
Standards for Registered Training Organisations 2015. Financial viability Risk Assessment Requirements 2011. Data Provision Requirements 2012. Fit and Proper Person Requirements 2011; and The Australian Qualifications Framework (AQF Second Ed 2013).	Link
State legislation	
Australian Consumer Law and Fair-Trading Act 2012 (Vic)	Link
Occupational Health and Safety Act 2004 (Vic)	Link
Occupational Health and Safety Regulations 2017 (Vic)	Link
Health Records Act 2001 (Vic)	Link
Fair Trading Act 1989 (QLD)	Link
Work Health and Safety Regulation 2017 (NSW)	Link
Privacy and Data Protection Act 2014 (Vic)	Link
Charter of Human Rights and Responsibilities Act 2006 (Vic)	Link
Child Wellbeing and Safety Act 2005 (Vic)	Link
National Vocational Education and Training Regulator Act 2011	Link
The Child Safe Standards (Vic)	Link