

# Student Handbook



**SELMAR**  
INSTITUTE OF EDUCATION

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# Who are we?

Since its first institute in 2004 to its present day, state-of-the-art facilities, Selmar have aspired to teach, motivate and inspire students to reach their maximum potential. The only requirement future students need is to be highly motivated and ready to achieve their personal greatness.

Selmar Institute of Education is one of Australia's leading Registered Training Organisations (RTO) delivering dynamic, fully accredited courses in Aged Care, Child Care, Training and Assessment and the Quick Service industry. They offer high quality training both on campus and in the workplace, ensuring future students go on to meet their employers ever-evolving business needs.

Selmar is a vibrant, energetic organisation that cares about clients, provides open and honest communication and aims high. They boast successful business relationships and training partnerships with several major organisations. They also believe in the importance of leading and educating the workforce of tomorrow, and empowering businesses to secure, manage and develop human potential.

Chris Lugg

A handwritten signature in black ink, appearing to read 'Chris Lugg', with a long horizontal line extending to the right.

Chief Executive Officer

# What we do really well

**We care beyond compliance! Our mission is to provide students with learning opportunities, which enable them to grow and fulfil their potential.**

## **This is captured in our Corporate Values:**

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- We are a fun, fast and energetic team
- We are the best at what we do
- We set our sights high and we make it happen
- We are open and honest
- We care about our clients and always do the right thing

## **We are committed to:**

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- Delivering courses that are practical and innovative in their approach
- Focused on industry requirements both in the long and short term
- Offer value for money
- Work with our clients to achieve

outcomes that deliver excellent returns on investment

- Work with our clients to integrate their content, policies, procedures and 'their way' into our training

## **We do this by:**

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- Working closely with industry to develop our courses
- Having the best trainers, facilitators and assessors, who have the relevant course acumen and experience.
- Creating a positive and nurturing learning environment for our students
- Being flexible yet rigorous in our teaching and assessment
- Subjecting ourselves to external quality audits and endorsements
- Acting with integrity and honesty in all that we do.

# Our guiding principles

As pioneers in the RTO industry, our approach to education and assisting businesses and students within Australia is second-to-none, and yet we continue to innovate. In a world where business success is increasingly determined by people's capacity to adapt and evolve, our courses are flexible yet robust, and blend industry requirements with the content, policies and procedures of our clients.

**Selmar students enjoy a positive, nurturing learning environment, with course materials and trainers that are adaptable to suit different student needs. Our practical, innovative programs provide a wealth of opportunities, helping students to unlock their potential and thrive in their chosen career.**

# Student support & assistance

We aspire to teach, motivate and inspire students to reach their highest stage of personal development and growth. Throughout your journey, you'll have the opportunity to be taught and mentored by industry leaders and professionals. Having unrestricted access to their expertise ensures our alumni secure their dream job.

Selmar Institute of Education provides a dedicated computer room for students where they can undertake on-line learning activities or complete research or private study. All Selmar Institute of Education students can utilise the computer lab, regardless of where their course is taking place. A fully equipped kitchen with tea/coffee facilities as well as printing and photocopying services are also accessible for all students who attend the St Kilda Campus.

Selmar Institute of Education provides the following student support services:

- Assistance with your orientation and induction at the campus
- Monitoring of student welfare and with watching for problems/issues that may arise
- Assisting you to resolve any problems which could impede your successful completion of the study programs
- Career counselling with regards to further training and employment pathways

**Support services are available to all students no matter where they study or the delivery mode. Please speak to your trainers and assessors or their manager for more information.**

# Privacy Policy

In the course of its business Selmar may collect information from Learners or potential Learners, either electronically or in hard copy format, including information that personally identifies individual users. Selmar may also record various communications that Learners or potential Learners have with us.

This policy provides the framework and explains how in collecting personal information Selmar will comply with the Australian Privacy Principles set out in the Privacy Act 1988 as amended by the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

## Collection and use of personal information

Selmar Institute of Education will only collect personal information by fair and lawful means which is necessary for the functions of the RTO and is committed to ensuring the confidentiality and security of the information provided to us.

The personal information supplied by individuals to Selmar Institute of Education will only be used to provide information about

study opportunities, program administration, and academic information and to maintain proper academic records. If an individual chooses not to give Selmar Institute of Education certain information then we may be unable to enrol the individual in a program or supply them with appropriate information.

## Disclosure of personal information

Personal information about Learners studying with Selmar may be shared with the Australian and State and Territory Governments and designated authorities, including the Tuition Assurance Scheme and the ESOS Assurance Fund Manager. This information includes personal and contact details, program enrolment details and changes, and the circumstance of any suspected breach of a student visa condition.

Any person or organisation to whom personal information is disclosed as described in this policy will be required to not use or disclose the information for a purpose other than the purpose for which the information was supplied to them.



Selmar will not disclose an individual's personal information to another person or organisation unless:

- The individual concerned is reasonably likely to have been aware, or made aware that information of that kind is usually passed to that person or organisation;
- The individual concerned has given written consent to the disclosure;
- Selmar believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person;
- The disclosure is required or authorised by or under law.
- The disclosure is reasonably necessary for the enforcement of criminal law or of a law imposing a pecuniary penalty.

### Security of personal information

Selmar Institute of Education will take all reasonable steps to ensure that any personal information collected is relevant to the purpose for which it was collected, is up to date and complete.

Selmar Institute of Education will store securely all records containing personal information and take all reasonable security measures to protect, personal information collected by us from unauthorised access, misuse or disclosure.

Where Selmar Institute of Education has no further use for personal information for any purpose disclosed or is no longer required to maintain that personal information. All reasonable steps will be taken to destroy or de-identify the information. See the Records Management Policy for more information.

### Right to access and correct records

Individuals have the right to access or obtain a copy of the personal information that Selmar holds about them. Requests to access or obtain a copy of personal information must be made in writing. There is no charge for an individual to access personal information that Selmar holds about them; however we may charge a fee to make a copy. Individuals will be advised of how they may access or obtain a copy of their personal information and any applicable fees within 10 days of receiving their written request.

If an individual considers their personal information to be incorrect, incomplete, out of date or misleading, they can request that the information be amended. Where a record is found to be inaccurate, a correction will be made. Where an individual requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

Written requests for access to or to obtain a copy of personal information held by Selmar Institute of Education should be sent to:

### **General Manager Quality and Compliance**

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Selmar Institute of Education  
Level 2, 3 Wellington Street,  
St Kilda, Victoria, Australia, 3182.

### **How to complain about a breach in privacy**

If at any time you feel your personal information has not been handled in an appropriate manner, please follow the process outlined in the Student Grievance (academic and non-academic) Policy; please follow the link below

<http://cdn2.hubspot.net/hubfs/2200512/SMPI-Student-Grievance-academic-and-non-academic-policy-v5-Jan-2016.pdf>

# Applying for course credit or RPL

Selmar offers applying for course credit or Credit Transfer (CT) and/or Recognition of Current Competencies (RCC) and / or Recognition of Prior Learning (RPL) for all students on enrolment and ensures that the process is structured to minimise time and cost to students. Selmar will provide information and support to help students gather the relevant evidence to support their claim for recognition of the competencies they have acquired. The procedure ensures that there will be written verification of the outcome and that proper records are kept in the student file.

## Definitions

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

**Currency:** means current unless otherwise

stated in the assessment requirements is evidence being within the last 2 years for critical skills or licencing purposes and up to 5 years if there haven't been changes to the skills or knowledge base and or legislation changes that would affect the competency being assessed.

**Recognition of Current Competencies:** applies if a student has previously successfully completed the requirements of a unit of competency and is now required to be reassessed to ensure competence is maintained. This is relevant for units of competency where licensing or ticket information is included in the skills area i.e. first aid or CPR.

**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.

## Credit transfer

Students who have achieved the exact unit(s) through previous accredited training will be eligible for a credit transfer toward units in the Selmar qualification that they are enrolling in or where the units they have previously completed are deemed equivalent to units in their Selmar course and the student's competency in the unit is considered current.

Selmar will only consider credit for qualifications/units completed within the Australian Qualifications Framework. Selmar does not offer credit for study completed outside the Australian Qualifications Framework (non-Australian Qualifications) as we do not always have the capacity to determine equivalence of non-Australian Qualifications. Selmar does not offer Credit Transfer for all units in a qualification in order to issue a full qualification where all units would be Credit Transfer.

Equivalence is determined by mapping, comparing and evaluating documents in the relevant training packages by a qualified assessor making a judgement that the learning outcomes in the units held by the student are equivalent to those for which credit is being requested. To check unit of competency codes for Credit Transfer, please search on training.gov.au.

Currency is determined by ensuring the qualifications/units held by the student have been achieved in the last 5 years (unless licencing conditions apply). If the

qualification/unit is more than 3 years old the student would need to demonstrate currency through relevant work experience and/or ongoing professional development.

If the previously held unit is deemed non-equivalent then Credit Transfer can't be awarded. The student will need to apply for RPL.

### Evidence to support an application for credit transfer

Students seeking a credit transfer are required to supply evidence to demonstrate they hold the equivalent unit and that their competency against it is current. The onus is on the student to provide this evidence. Evidence could include:

- A certificate with the relevant recognised authority logos
- Certified results from an institution
- Statements of Attainment
- CV & Position descriptions/references (to demonstrate currency)

## Recognition of prior learning

Students who believe they already have the skills and knowledge required by some or all of the units in a qualification may seek to have their existing competency recognised through a formal RPL process. The RPL process involves the student gathering evidence from life, work and both formal and/or informal study experiences and matching it against the specific learning outcomes of individual units of competency. A Selmar Assessor will be appointed to assist the student with this process.

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

## Evidence to support a claim for recognition of prior learning

The student will need to provide evidence to demonstrate that they are currently competent against the endorsed industry competency standards (see also the currency definition current being within the last 2-5 years, 2 years for critical skills or licencing purposes or unless stated otherwise in the unit assessment requirements or changes to skills or knowledge base or legislation). The onus is on the student to

provide sufficient 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 former employers that can be contacted
- Testimonials from clients
- Work samples
- Relevant life experience,
- Relevant work experience

## Assessing prior learning

When assessing prior learning, Selmar shall at all times ensure that the evidence supplied by the student meets the Rules of Evidence:

**Validity** - The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

**Sufficiency** - The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.

**Authenticity** - The assessor is assured that the evidence presented for assessment is the students own work.

**Currency** - The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

## Assessor qualifications

Selmar shall at all times ensure that the Assessor completing assessment for prior learning (CT or RPL) must have completed a TAE40110 Certificate IV in Training and Assessment OR equivalent assessment units, and:

- Have the relevant vocational competencies at the level they are assessing
- Have a current trainer matrix and have the qualification listed
- Have completed additional in-house training on how to use the RPL kits

## Process for credit transfer

Selmar will recognise AQF qualifications and Statements of Attainments awarded by other Registered Training Organisations and provide students with reasonable arrangements for the processing and assessment of these qualifications within the Standards for Registered Training Organisations.

Students are advised of the availability of Credit Transfer prior to enrolment.

Applications for Credit should be lodged prior to commencing study or that unit of competency by providing their Trainer or Assessor with a copy of their evidence.

The evidence is assessed against mapping documents from relevant training packages and the applicant will be advised of the outcome of their application within 10

working days of the application being received.

If granted, a Credit Transfer outcome is entered onto the student training plans by the Trainer or Assessor.

A Credit Transfer outcome is entered into the Student Management System against the student.

Students who are dissatisfied with the outcome of an application for Credit Transfer should access Selmar TAP1 Vocational Assessment Policy.

A student cannot apply for Credit Transfer for all units within a full qualification.

Approved Credit Transfer units will not be printed on Statement of Attainment.

## Process for recognition of prior learning

Selmar will recognise and assess a candidate's skills and knowledge (often gained over many years of work) with formal competencies as outlined in the Training Package and Standards for Registered Training Organisations.

Student indicates during enrolment or the Pre-Training Review process that they would like to apply for RPL use the Selmar RPL Candidate Information Form and Self-Assessment Checklist to assist to make a decision whether RPL is a suitable assessment method for the student.

Enrolment process is finalised and student is informed about the fee to be paid.

Student meets with RPL Assessor to discuss the RPL process and is provided with an RPL kit for relevant qualification. Discussion about the types of evidence required will occur during this meeting, records of the meeting will be kept by the RPL assessor.

During the RPL process the applicant will complete the relevant information in the RPL kit and contact the RPL Assessor as required to clarify and ensure evidence satisfies the competency.

The RPL Assessors will assess the evidence against competency requirements as per the training package and determine whether RPL is granted or whether further evidence is required. Practical tasks or gap training may be scheduled.

If RPL is granted. All students must sign a record of RPL Declaration and a copy will be placed in the student's file. RPL outcome is entered onto a Training Plan by the RPL Assessors and the outcome.

Students are able to re-submit evidence twice, meaning a student is allowed three submissions.

All paperwork is submitted to Administration. The paperwork is audited and the RPL outcome is entered into Student Management System against the student. Qualification or Statement of Attainment issued.

**Students who are dissatisfied with the outcome of an application for RPL should access Selmar TAP 1 Vocational Assessment Policy.**

# Variation to Enrolment

## Deferral, suspension and cancellation of enrolment policy

This policy outlines the circumstances in which a student's enrolment can be deferred, suspended, transferred or cancelled by the student or by Selmar.

All Variations to enrolments must be placed in writing on an (SMF11) Enrolment Variation Form.

## Definitions

**Deferral:** Postponement prior to commencement of course.

**Suspension:** Temporary postponement of enrolment during course.

**Cancellation:** Withdrawal of enrolment in course.

**Transfer:** To move study modes or class during a course.

**Compassionate or compelling circumstances:** Generally those circumstances are beyond the control of the student that

could have an impact on the student's capacity and/or ability to progress through a course. These could include:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes
- Bereavement of close family members such as spouse, children, parents or grandparents (where possible a death certificate should be provided).
- A traumatic experience which could include but is not limited to:
- Involvement in or witnessing of an accident or
- A crime committed against the student

**Extenuating Circumstances:** Extenuating circumstances relating to the welfare of the student may include, but are not limited to the following.

The student:

- refuses to maintain approved care arrangements (only for students under 18 years of age);
- is missing;



- has medical concerns, severe depression or psychological issues which lead the provider to fear for the student's wellbeing;
- has engaged or threatens to engage in behaviour that is reasonably believed to endanger the student or others; or
- is at risk of committing a criminal offence

## Policy

A Student's enrolment can be deferred, suspended, transferred or cancelled in limited circumstances by Selmar or by the student.

**Students have the right to appeal a Selmar decision, regarding the deferral, transfer, suspension or cancellation of their enrolment.**

## Selmar Initiated Suspension or Cancellation

### Suspensions

Selmar can suspend a student's enrolment in the following instances:

- Student misbehaviour as outlined in the Discipline & Termination section of the student handbook.
- As part of an intervention strategy for unsatisfactory course progress
- In compassionate and compelling

circumstances

- The length of time a student can have their enrolment suspended at the initiation of Selmar is at the discretion of the Program / Regional / Training Managers. A student's enrolment cannot be suspended for more than 10 weeks for campus or 3 months for distance and workplace students without re-assessing the circumstances that led to the suspension to determine if they are still applicable.

### Cancellations

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

- Student demonstrates serious misconduct as outlined in the Discipline and Termination section of the student handbook.
- Erratic course progress, for example, consistent unsatisfactory course progress or continuous absence from scheduled course hours.
- In the case of Government Funded students – failure to show ongoing monthly engagement in units of study
- Non-payment of outstanding fees
- Failure to return to study after the end of an approved suspension period.
- The passing of the course end date where no contact has been made with their trainer to extend this date

## Student Initiated Deferral, Suspension, Transfer or Cancellation

### Deferral

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Students may defer prior to commencement of a course in the following limited circumstances:

- on the grounds of compassionate or compelling circumstances (at the discretion of the Institute)
- Students must request a deferral of the commencement of their course prior to the course commencing. The request must be made in writing to the Consultant who enrolled you on an Enrolment Variation Form.
- The length of time a student may have their enrolment deferred is at the discretion of the General Manager but may not exceed 6 months.
- Deferral does not entitle the student to a refund.
- A student can vary their enrolment once (by deferring or transferring) without incurring a fee.

### Suspension

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Once a course has commenced, students may request a suspension of their enrolment on the grounds of compelling or compassionate circumstances. Students must submit an Enrolment Variation Form to their Trainer with documentation attached to support their claim of compelling or compassionate circumstances. The granting of a suspension of enrolment is at the

discretion of the Institute.

The length of time a student may have their enrolment suspended is at the discretion of the Program / Regional / Training Managers and will depend on the individual circumstances. Suspensions of more than 3 months will not be granted without a re-assessment of the circumstances.

Suspension does not entitle the student to a refund.

Students who fail to return to study at the end of an approved suspension period may have their enrolment cancelled.

### Transfer

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Once a course has commenced, a student may request a transfer to a different study mode i.e. distance, campus or workplace or a different class. Students must submit an Enrolment Variation Form to their Trainer with documentation attached to support their claim of a transfer. The granting of a transfer is at the discretion of the Institute.

A transfer does not entitle the student to a refund.

A student can vary their enrolment once (by deferring or transferring) without incurring a fee.

Please note the transfer fee only applies to students changing study modes or classes. It doesn't apply to trainees cancelling or commencing a training contract if they are not changing study modes.

## Cancellation

All students wishing to cancel their enrolment must apply in writing to their Trainer on an Enrolment Variation Form.

If the student requests a refund, the Refund Policy will apply.

### Assessing and recording student requests to defer or suspend

The Program / Regional / Training Managers are responsible for approving student initiated deferrals and suspension.

In assessing the request the Manager will consider:

- the evidence provided by the student to demonstrate compelling or compassionate circumstances
- the impact these circumstances may have on the ability of the student to continue with their studies
- the impact these circumstance may have on the ability of the student to complete the course within the expected duration of study.
- the duration of the suspension requested
- support options available to the student (e.g. counselling, temporary reduction in course load, specialised Trainer to attend workplace)

Students will be advised by phone or email of the outcome of their request for a deferral or suspension. If a student is dissatisfied with the outcome of a request they

can access the complaints and appeals process.

All documentation relating to the assessment and outcome of student deferral, suspension and cancellation applications will be kept in the student's file. All discussions undertaken with the student during the processing of the application must be recorded on the Student Management System (WiseNET).

Students are advised to retain their original documents (e.g. medical certificates, police Statements) for their own records and submit copies with applications for deferment, suspension or cancellation. Selmar may ask to see the original documents.

### Completion within course duration

Students have a maximum of 6 weeks after the completion of all classes and work-placements to submit required assessments. After 6 weeks the student's enrolment will be closed and they will be withdrawn from incomplete units.

Students who require an extension of study time must request this in writing from their Trainer before the 6 week completion time has passed. Request for study extensions should explain the reason the extension is required and the timeline for completing outstanding units. The Trainer will determine whether or not to grant an extension, and for how long, based on the student's academic performance and the information outlined in the request for an extension.

Students who are dissatisfied with a Trainer decision regarding a request for an extension have 20 working days to access the Selmar internal complaints and appeals process.

### **Appealing a deferral, suspension, transfer or cancellation decision**

In cases where cancellation or suspension of the student's enrolment is initiated by the Institute, students will be notified in writing of the reason for the cancellation or suspension and given 20 working days to access the Institute's internal complaints and appeals process unless 'Extenuating Circumstances' relating to the welfare of the student exist. If 'Extenuating Circumstances' exist the cancellation suspension can be implemented prior to the 20 days appeal period passing.

Appeals will be dealt with expeditiously to minimise any disadvantage to the student in the event that their appeal is upheld. Students are not permitted to return to class until the process has been finalised. However, at the discretion of the General Manager, students may be provided with course material and contact with a Trainer to enable them to continue their studies off-campus during the appeal process

# Assessments

Assessment is an integral part of being awarded a qualification or statement of attainment. Vocational based training and assessment uses a competency based model of assessment. Competency based assessment is governed by the assessment standards within the AQF (Australian Qualifications Framework).

Selmar Institute of Education delivers training and assessment using the principles of competency based training and assessment. Selmar Institute of Education ensures all assessment is conducted according to the Principles of Assessment (assessment must be valid, reliable, fair & flexible) and Rules of Evidence (evidence collected to demonstrate competency must be valid, authentic, current & sufficient) as specified in the AQTF.

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

## Principles of assessment

Students are assessed through a wide range of tasks/activities to ensure reliability and validity of assessment. This ensures that a student is assessed on their ability to perform the task(s) to industry standards. Assessments used by Selmar Institute of Education 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

## Assessment methods

To ensure that we cater for a variety of learning styles, student needs and gather sufficient evidence on which to base an assessment decision, a range of assessment methods may be used to gather different assessment evidence.

Assessment methods include but are not limited to:

- Practical demonstration of skills
- Short written tests and exercises
- Observation of processes
- On the job tasks – in the workplace or during work placement
- Projects and written assessments
- Oral questioning
- Log books
- Simulation experiences
- Written assessments

### Assessment evidence

Under the rules of competency based assessment – evidence is gathered by the trainer in conjunction with the student 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 student

**Sufficient** – enough evidence, gathered on a number of occasions to satisfy the requirements of the unit

**Current** – recent enough to reflect the student's present knowledge and skill

Assessment for a whole unit or cluster of units is generally a combination of several of the above methods. Students are advised

of assessment methods and requirements in advance and any special needs a student may have are considered. Assessment criteria are detailed in units, student learning guides and workbooks provided to students. Due dates of assessment are provided to students by their trainer. If a student is 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 student assessments to ensure consistency of assessing.

### Submission of assessments

All written assessments must be submitted in hardcopy to trainers and assessors with an Assessment Coversheet completed or attached if not in the assessment book.

Students must keep a copy of all written assessments that are handed in. Selmar Institute of Education accepts no responsibility for lost written assessments and will not return originals to the students.

Student assessments can be returned no more than three times by the assessor before a final outcome of NOT YET COMPETENT is assigned to that particular unit. Feedback will be provided to the student by the Trainers and assessors when assessments have been marked as competent or not yet competent.

## Assessment appeals

All students have the right to have an assessment decision reviewed if they do not agree with the result. Before requesting a formal review it is recommended that students discuss their concerns with their trainer. If this does not resolve the concern the student can lodge a formal appeal request.

The student must lodge a formal appeal request in writing or email, clearly stating the grounds of the appeal. The appeal should be directed to the National Operations or State Training Manager –Clients and Education and must be made within two weeks of results being posted or no appeal process will be entered into.

If the National Operations Manager or State Training Manager believes a review of a student's result is warranted, a review panel will be formed comprising the trainer, the Manager and one neutral qualified assessors. The student will be notified within 14 days of the result of their appeal by email. The result is final.

The review panel may suggest that a student sit for a supplementary assessment or exam, depending on the cause of not yet competent.

If the student fails the supplementary assessment, a Not Yet Competent result will be shown for that assessment or unit. This result is final and no further appeal process can be entered into.

# Attendance policy

For Vocational Education and Training Courses (VET courses)

- evidence of compassionate and compelling circumstances exist (refer to SMP 8 Monitoring Progress Policy for a definition of what constitutes compassionate and compelling circumstances)
- the student is maintaining satisfactory course progress (refer to policy SMP 8 Monitoring Course Progress Policy for a definition of what constitutes satisfactory progress) and
- the student has not missed more than 20% of the scheduled contact hours for the course.
- A student funded under the Victorian Training Guarantee program is required to maintain attendance at 80% during the course delivery time and engagement of at least monthly after classes have finished.
- If studying in an off campus delivery mode, engagement of at least monthly contact must be maintained with your Trainers and assessors.

## Attendance monitoring procedures - Students

Students are required to carry and display Photo ID cards at all times on campus for se-

curity and to assist with student identification.

The trainer of each class will record the attendance of all students on the Attendance Record within 15 minutes of the class commencing. Students will be required to sign in on the Attendance Record.

Fortnightly, attendance reports will be run through WiseNET by Student Administration to identify any student who has missed 5 consecutive days without approval or who has been marked absent for 15% of the scheduled contact hours for the course. The purpose of this fortnightly monitoring is to identify students at risk of falling below the 80% attendance requirement so that early support and intervention can be put in place.

A student funded under the Victorian Skills First Program is required to maintain attendance at 80% during the course delivery time and engagement of at least monthly after classes have finished.

If studying in an off campus and Workplace delivery mode, engagement of at least monthly contact must be maintained with your trainers and assessors.

If evidence of compassionate and compelling circumstances exists a (see overleaf for definition), please contact your trainers and assessors to discuss further.



# Public holidays

## Holidays

Campus students are provided with a class timetable during orientation which details the course outline. Students are advised not to take holidays that will impact on academic progress or their attendance. This may affect a student's enrolment status.

## Public holidays

Holiday	2017	2018
New Year's Day	1 January 2 January	1 January
Australia Day	26 January	26 January
Labour Day	13 March (VIC)	March (VIC)
Good Friday	14 April	30 March
Easter Saturday	15 April	31 March
Easter Sunday	16 April	1 April
Easter Monday	17 April	2 April
Anzac Day Holiday	25 April	25 April
Queen's Birthday	12 June	11 June
Bank Holiday	7 August (NSW)	6 August (NSW)
Friday before Grand Final	29 September (VIC)	TBC
Labour Day	2 October (NSW)	1 October (NSW)
Melbourne Cup Day	7 November (VIC)	3 November
Christmas Day Holiday	25 December	25 December
Boxing Day Holiday	26 December	26 December

# Health & safety

Your health and safety while studying and training is our highest priority. We aim to provide a safe and healthy environment that minimises the risk of accident. While we take every care with the safety of our venues, you also have a role to play.

## Responsibility of students:

- Follow all safety rules
- Report unsafe conditions and practices to the trainers and assessors and/or Administration staff
- Learn and study in a way that maintains your safety and that of fellow students

## Drugs and alcohol

Selmar Institute of Education provides a learning/training environment which aims to ensure the health, safety, respect and productivity of all students. The use of drugs and alcohol may impair an individual's capacity to learn safely, efficiently and with respect for other students. 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 student is to attend training on campus or offsite while under the influence of alcohol or drugs. Every student, academic and staff member is entitled to enjoy a safe

and respectful environment. Breaching this policy can result in termination of studies.

## Prescription drugs and medication

Nothing within our Drugs and Alcohol policy prohibits the use of prescription pharmaceuticals. You should check with your Doctor that your prescription does not impair your study performance or put you or others at risk.

- A student may be suspended or expelled from their course in the following circumstances:
- Failure to uphold and maintain the Selmar Institute of Education policies and regulations as set out in this Student Handbook
- Breach of the Drug and Alcohol Policy
- Sexual harassment of another student or staff member
- Plagiarism defined as taking and presenting or submitting the thoughts, writings or work of someone else as though it is your own
- Misconduct that may place another student or staff member in fear of his/her safety, e.g. violence and/or abuse, or through continued disruptive behaviour restricting a trainer or class of students from maintaining a learning environment

- Cheating in an exam which has been reported by his/her trainer
- Non-payment of fees – courses are to be paid strictly in accordance with the Selmar Institute of Education enrolment terms and conditions
- A student shall have the right of appeal against a determination of the Head of Department for suspension or expulsion. Such notice must be received in writing within seven days of the determination
- Students performing their practical work in the workplace are expected to wear Selmar Institute of Education uniform or appropriate attire as stated in their placement/work experience handbook. Students are to behave professionally at all times. Any student may be expelled or suspended from his/her training or work placement if he/she compromises the safety and wellbeing of any client through unprofessional behaviour or attitude
- Collusion defined as when two or more students consciously collaborate in their work and pass it off as their own

## Expulsion policy

Selmar Institute of Education reserves the right to expel any student who breaches the policies and rules outlined in this student handbook.

In most cases a warning letter will be issued to a student in breach of rules to provide the student with an opportunity to rectify their behaviour.

Copies of warning letters may be forwarded to parents / guardians / agents if applicable.

In cases of academic misconduct (plagiarism or forms of cheating) or where the welfare and rights of other students and staff is compromised a student may be expelled without a written warning.

Upon expulsion all tuition fees and any other monies paid to the Selmar Institute of Education will be forfeited in full.

# Refunds

Selmar Institute of Education is committed to the fair and transparent application of fees and charges, including the processing of refunds. Learners are provided with details of all fees and charges and copies of the relevant refund policy prior to applying to enrol.

## Definitions

**Tuition fee** – the fee for the delivery of the training.

**Materials fee**-A charge to cover the cost of manuals or other materials required by the student for a specific purpose. These items remain the property of the student.

## Refund policy

This policy outlines the circumstances in which a domestic student may receive a full or partial refund of their tuition fees.

This policy applies to the refund of fees paid for the delivery of courses to local students. Refunds may be provided to students, their employers or any other agency which has paid the course fee on behalf of a student.

## No refund

Students who withdraw after 4 weeks of commencement will not be eligible for a refund.

Where a student's enrolment is cancelled by Selmar Institute of Education due to a breach of the Discipline Policy no refund will be provided. A student has the right to appeal the decision to cancel enrolment due to a breach of the Discipline Policy.

## Full tuition fee refunds

### Selmar Institute of Education cancels a course

Where Selmar cancels a course, a full refund including tuition and material fees will be offered. Selmar will make every effort to reschedule the course and offer an alternative place to the student. The student is not obliged to accept alternative offers and may request a full refund of fees paid instead. The materials must be returned in a re-sellable condition to receive a refund of the materials fee.

### Withdrawal prior to commencements

Where a Skills First Program funded student withdraws from a course prior to the course commencement date by completing and lodging the enrolment variation form and giving at least 24 hours' notice a full refund of the tuition fees paid will be provided.

Where a Fee for Service student withdraws from a course prior to the course commencement date, by completing and lodging the enrolment variation form and giving at least 7 days' notice a full refund of the tuition fees paid will be provided.

### **Notification of withdrawal and requests for refunds**

Withdrawals must be requested in writing on an Enrolment Variation Form available from your consultant, trainer or the administration department, prior to course commencement.

### **Partial refunds**

#### **Withdrawal Prior to course commencement**

Where a Skills First Program funded student withdraws from a course prior to the course commencement date, by completing and lodging the enrolment variation form but with less than 1 days' notice a 90% refund will apply.

Where a Fee for Service student withdraws from a course prior to the course commencement date, by completing and lodging the enrolment variation form but with less than 7 days' notice a 90% refund will apply.

#### **Withdrawal within 4 weeks of commencement**

Where a Skills First Program student withdraws within 4 weeks of course commencement will receive a 60% refund of tuition fees providing no more than 20% of units have

commenced and or been deemed competent.

Where a Certificate 3 Guarantee or Smart and Skilled student withdraws within 4 weeks of commencement, completes and lodges an enrolment variation form no refund will apply.

Where a Fee for Service student withdraw within 4 weeks of course commencement, completes and lodges an enrolment variation form and no more than 20 % of units have commenced and or been deemed competent a 60% refund of fees paid will apply. If more than 20% of units have been commenced or deemed competent the refund of fees will be calculated pro-rata dependant on how much contact they have had with their trainer, the length of time they have been working on the unit and whether the unit due date has been exceeded.

#### **Recognition of Prior Learning.**

No refund of tuition fees available if a student applies and is eligible for Recognition of Prior Learning once their course has commenced for Certificate 3 Guarantee, Fee for Service, User Choice and Skills First Program funded students.

When evidence for Recognition of Prior Learning has been approved for Smart and Skilled funded students and results reported to the department, the department will make adjustments to the subsidy payment and advise the new student fee. Selmar Institute of Education will then issue a credit against the students invoice and refund any monies owing.

## Credit Transfer

Providing no training has commenced, once required documentation has been approved and the Credit Transfer granted, a refund of 100% will be given for the unit/s of competency if the unit was included in the initial tuition fees calculation.

## Exceptional circumstances

In exceptional circumstances the National Operations Manager may authorise a partial refund of the tuition fee for a student who withdraws 4 weeks after the course commencement date. The proportion of fees to be refunded will be at the discretion of the National Operations Manager and take into consideration how much of the course the student has completed.

Exceptional circumstances are defined as those where due to illness or injury a student is unable to continue their studies and would not reasonably be able to continue after a 6 month deferment.

## Statement of VET Tuition Assurance

Under the standards for Registered Training Organisations (SRTTO) regulated by the Australian Skills Quality Authority (ASQA) Selmar Institute of Education must comply with the VET Tuition Assurance requirements. These are to protect students who have paid full tuition fees in the event that Selmar ceases to provide the VET course in which a student is enrolled.

In the event that Selmar ceases to provide the VET Course in which a student is enrolled the student is entitled to a choice of:

- A place in the same or a similar VET Course with another Registered Training Organisation without the requirement to pay the Registered Training Organisation any tuition fees for any of the units of competency you have already paid.

Or

- A refund of the upfront fees you have paid for any units of competency you have not commenced because Selmar Institute of Education ceased providing that VET Course.

Selmar meets its VET Tuition Assurance obligations through membership of the Australian Council for Private Education and Training Australian Students Tuition Assurance Scheme (ACPET ASTAS). The scheme covers students who are Australian Citizens or permanent residents of Australia and have paid full tuition fees in advance of commencing their VET course.

If Selmar ceases to provide the VET course in which a student is enrolled, the student will receive a written VET Tuition Assurance offer from ACPET advising the student of the options available. The offer will include instructions for the student to follow and how the student can inform ACPET of their choice.

# Access & equity issues

Selmar commitment to ensuring the process of recruiting students is non-discriminatory and to provide training services which are accessible to all eligible individuals and meet the diverse needs of our students, irrespective of their age, gender, disability, country of birth, language, race, religion, culture or other background.

## Access and Equity Policy

This policy is designed to ensure:

- perspective students have the opportunity to access Selmar training and assessment services on a fair and equitable basis
- our students achieve their maximum potential and have the opportunity to participate fully in the world of work and society
- The learning environment is free from discrimination, harassment and bullying

## Definitions

**Pre Training Review** - Conducted prior to training commencement to explore

whether the qualification is appropriate, the students' current skills and knowledge for each unit and to assess the students LL&N skills

**Learning Literacy & Numeracy**-Assessments used to identify the students' core language, literacy and numeracy skills of Learning, Reading, Writing, Oral Communication and Numeracy.

## Access & Equity

### Access

In an education environment access relates to entry into a course and includes ensuring a student is not discriminated against by Selmar selection criteria. It also includes working within State and Federal government eligibility criteria, Selmar seeks to make its Training and Assessment Services available to everyone, free from any form of discrimination and irrespective of a person's age, gender, disability, country of birth, language, race, creed, religion, culture or other background.

## Equity

Training and Assessment services will be delivered on the basis of fair treatment for all our students. Equity is not about treating everyone the same, it's about ensuring that all students having an opportunity to reach their potential and gain their qualification no matter which pathway they take or the assistance that they require.

### Responsiveness to individuals facing disadvantage

Selmar recognises that certain individuals face barriers to participation and achievement in training and employment, such as people with disabilities, people from non-English speaking backgrounds, those with low levels of Language, Literacy or Numeracy, Indigenous Australians, rural and remote learners, long term unemployed and other disadvantaged groups.

Wherever possible Selmar seeks to provide training and assessment opportunities to people facing such barriers and will endeavour to provide additional mentoring and support to promote successful outcomes for students. Additional support may be in form of pre-employment job-readiness training, pre-vocational assistance with language literacy and numeracy support and the securing of suitable host workplaces if applicable to the qualification.

### Collaboration with support services

Where appropriate, Selmar shall work in partnership with any organisation or individual with specialist skills to improve outcomes for

students facing barriers to participation and achievement in training and employment.

Selmar support's students throughout their studies this includes a Pre Training Review, Orientation program, learning support, multiple entry and exit points and pathways including Recognition of Prior Learning and Credit Transfer see Credit Transfer and Recognition of Prior Learning Policy for more information.

### Communication with support services

Selmar will ensure that students are informed of their equity and access rights and the support services which are available to support them. This information is provided through the Student Handbook and in one-on-one discussions with the Trainers.

Selmar will ensure that Host Centres for work placement students are aware of our expectation that they provide a work environment that encourages equity, fairness and respect for social and cultural diversity. The Practical Placement Handbook available for all courses with a practical component provides information on Equal Opportunity legislative requirements and the additional support Selmar can provide to assist Hosts centres.

Regular stakeholder feedback is sought from students and Host Centres to identify opportunities to improve equity and access.

All complaints are addresses in a fair and equitable manner see Complaints and Appeals handling Policy for more information.



# Student Grievance (academic and non- academic) Policy

Selmar is committed to providing an effective, efficient, timely, fair and confidential grievance handling procedure for all Students. This policy covers both academic and non-academic grievances and appeals.

Academic matters include those matters which relate to student progress, assessment, course content or awards in a VET course of study.

Non-academic matters include those matters which do not relate to student progress, assessment, course content or awards in a course and include grievances in relation to personal information that the provider holds in relation to a Student. Non-academic grievances tend to arise from events occurring at a provider or from decisions made by a provider.

Complainants are entitled to access the grievance procedures regardless of the

location of the campus at which the grievance has arisen, the Complainant's place of residence or mode of study.

This policy does not replace or modify policies or any other responsibilities which may arise under other policies or under statute or any other law. Also, the dispute resolution procedures outlined below in this document do not circumscribe an individual's rights to pursue other legal remedies.

The policy aims to resolve any issues identified by students internally and provides the best outcome of the complaints and appeals lodged by the students.

If a Student chooses to access this policy and procedure, Selmar will maintain the Student's enrolment while the grievance and appeals process is ongoing.

## Definitions

### Complaint

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A complaint can be defined as a student's expression of dissatisfaction with any aspect of Insert Selmar's services and activities offered to students' academic or non-academic in nature.

### Appeal

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An appeal can be defined as a petition and/or student's expression of dissatisfaction with the decision of Selmar on a variety of different circumstances such as Suspension or Cancellation of studies, Refusal to Release from current enrolment or an assessment decision.

### Student/s

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Refers to all persons enrolled or seeking to enrol in a course with Selmar .

### Complainant

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Refers to Students (as defined above) who have lodged a grievance.

### Principles of Assessment

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Students are assessed through a wide range of tasks and activities to ensure reliability and validity of assessment. This ensures that a student is assessed on their ability to perform the task(s) and to have knowledge relevant to industry standards. Assessments used by Selmar are validated as per the Validation Cycle Calendar to ensure they meet the following principles of assessment:

### Fairness

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The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied to take into account the individual student's needs. The student is informed about the assessment process, and provided with the opportunity to challenge the result of the assessment and be reassessed if necessary.

### Flexibility

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Assessment is flexible by: reflecting the student's needs; assessing competencies held by the students no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual student.

### Validity

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Any assessment decision is justified, based on the evidence of performance of the individual students. Validity requires: assessment against the unit(s) of competency and the associated assessment requirements, covers the broad range of skills and knowledge that are essential to competent performance; assessment of knowledge and skills is integrated with their practical application; assessment to be based on evidence that demonstrates that a student could demonstrate the skills and knowledge in other similar situations; and judgement of competence is based on evidence

of student performance that is aligned to the unit/s of competency and associated assessment requirements.

## Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## Rules of Evidence

Rules of evidence have been identified to ensure that assessment produces evidence that has:

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

## Student Grievances (academic and non-academic)

- Ensure that the views of each complainant and respondent are respected and that any party to a complaint is not discriminated against nor victimised
- Ensure that there is a consistent response to complaints

It is Selmar Institute of Education' policy to respond promptly and effectively to individual cases of dissatisfaction by utilising the procedure set out in this document.

## Definition of complaint

A complaint can be defined as a Student's expression of dissatisfaction with any aspect of Selmar Institute of Education services and activities including, among other things:

- The enrolment, induction/orientation process
- The quality of training or assessment provided
- Access to personal records
- The way someone has been treated

A complaint is not about an assessment result. Students who wish to have an assessment decision reviewed should refer to the assessment appeals section of this Handbook.

## Before an issue becomes a formal complaint

Students are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned informally which means through conversation or adjustments on which both the parties agree.

## Procedure

This procedure is designed to be utilised by students who wish to lodge a formal complaint. Where a Student lodges a formal complaint, their enrolment will be maintained throughout the process, although this does not necessarily mean they must remain in class. There is no cost for a student to lodge a complaint or an internal appeal. All records about the complaint will be retained on the student's file for at least 5 years.

At any stage in the complaints process, the student or other party may be accompanied and assisted by a support person.

### Stage One:

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Formal grievances should be submitted in writing to the General Managers at Selmar Institute of Education, 3 Wellington Street, St Kilda Vic 3182. The Complainant is invited to include suggestions about how the grievance might be resolved.

The General Manager will notify the Complainant of receipt of the grievance within 5 working days.

The General Manager or their nominee will then, if necessary, seek to clarify the outcome that the student hopes to achieve. At this time the student will be provided with an opportunity to formally present his or her case.

The General Manager will then assess the grievance, determine the outcome and advise the Complainant in writing of their decision within 20 working days.

The Complainant will be advised of their right to access Stage Two if they are not satisfied with the outcome of Stage One.

### Stage Two:

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If the Complainant is not satisfied with the outcome of Stage One they may lodge an appeal in writing within 20 working days of receiving the written response with the Chief Executive Officer at Selmar Institute of Education, 3 Wellington Street, St Kilda Vic 3182.

The Complainant's appeal will be determined by the Chief Executive Officer or a member of the Senior Leadership Team who wasn't involved in stage one, who will conduct all necessary consultations with the Complainant and other relevant persons and make a determination of the appeal. The Complainant will be advised in writing of the outcome of their appeal, including the reasons for the decision within 20 working days. The Complainant will be advised of their right to progress to Stage Three of the grievance procedure if they consider the matter unresolved.

### Stage Three:

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If the Complainant is not satisfied with the outcome of their appeal then an independent mediator can be requested through LEADR/ IAMA, the Association of Dispute Resolvers. Complainants can contact LEADR/ IAMA directly as follows:

Address:

Level 1, 13-15 Bridge Street,  
Sydney NSW 2000

Phone: 02 9251 3366

Free call: 1800 651 650

Fax: 02 9251 3733

Email: [infoaus@leadriama.org](mailto:infoaus@leadriama.org)

Costs of such mediation will be shared equally by Selmar Institute of Education and the Complainant. As a guide mediator's costs would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four hour allocation.

Selmar will give due consideration to any recommendations arising from the external review of the grievance within 30 days of receipt of the recommendations and the CEO will ensure that they are fully implemented.

### Further actions:

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If the Complainant has been through all stages of this grievance handling process and remains unsatisfied with the outcome of their grievance, then they may:

- contact the National Training Complaints Hotline on 13 38 73 (Monday–Friday, 8am to 6pm nationally) or by email: [skilling@education.gov.au](mailto:skilling@education.gov.au)
- contact the Australian Skills Quality Authority (ASQA). For contact details and information please see: [www.asqa.gov.au](http://www.asqa.gov.au)

# Sexual harassment

A student may be suspended or expelled from their course in the following circumstances:

- Selmar Institute of Education is committed to ensuring that its work, teaching, learning and assessment environments are free from sexual harassment. Sexual harassment will not be tolerated under any circumstances, and disciplinary action will be taken against any student who breaches this policy. Sexual harassment in education is illegal under The Sex Discrimination Act 1984. Some forms may constitute a criminal offence (e.g. indecent exposure, sexual assault, stalking).
- 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 men and women; women and other women; men and other men.

consensual, welcome and reciprocated, does not constitute sexual harassment. Behaviour may become sexual harassment if these circumstances change.

## Complaints of Sexual Harassment:

All complaints are to be directed immediately to the National Operations Manager. All complaints of sexual harassment 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. Counselling may be offered to the complainant and/or the offender and, depending on the seriousness of the case, appropriate disciplinary action (which may include suspension from classes and/or expulsion from Selmar Institute of Education) will be taken. Sexual harassment involving a crime will be reported to the police.

## Behaviour Which Does Not Constitute Sexual Harassment

Behaviour based on mutual attraction, friendship or respect and that which is

# Plagiarism

## Definition

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 exclusion from the course of study.

Plagiarism can include:

- Copying someone else's assignment or exam paper
- Using information which another student 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

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.

It is therefore essential to learn how to reference your work in an appropriate manner. If you do not reference your work correctly, i.e. if you are found guilty of plagiarism, the penalties are severe. You may be failed in a competency or expelled.

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

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.

Both intentional and unintentional plagiarism are breaches of the policy.

Group-work means a project / assignment which is conducted by a number of students, 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.

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

Students have a responsibility to:

- Read, understand and respect the policy on plagiarism
- Familiarise themselves with the type of referencing required for their competency(s)
- 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

## 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 student's history in regard to plagiarism will be the principle criteria for determining penalties.

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

- A verbal warning
- A written warning
- A permanent note made on the student's academic record
- The exclusion of the student from enrolment in a particular competency and/or course(s)
- The exclusion of the student from Selmar Institute of Education



# Institute requirements

## Accreditation

Selmar Institute of Education is a Registered Training Organisation (RTO121531) – all qualifications awarded are nationally recognised and are in line with the Australian Qualifications Framework (AQF). Selmar Institute of Education is accredited by:

ASQA – Australian Skills Quality Authority

## ACPET

Selmar Institute of Education is a member of ACPET (Australian Council for Private Education & Training), and abides by the Code of Ethics for private education providers. ACPET provides mediation services for students if required.

## Local students course completion

Local students should also finish the course within the original timeframe or may be charged additional fees.

Anything longer than the original timeframe must be agreed in writing by the Program / Regional Manager. Arrangements for longer durations can be made by agreement in exceptional circumstances.

## Fees calculation – normal course duration

Fees for students in government funded courses are based on the government funding guidelines and the number of units completed in the calendar year. Where a course runs into a new calendar year additional fees may be payable which will be determined by government funding guidelines applicable in the year of study.

## Payment of fees

You must pay the arranged fees as per your letter of offer before you start your course and continue to pay your fees in advance. You may not be able to attend class, sit examinations or graduate if you have not paid your fees.

You can pay your fees by:

- Cash
- BPay
- Cheque
- EFTPOS
- Credit Card
- Direct Credit

## Classroom etiquette

We expect a high standard of classroom etiquette that includes mobile phones being turned off whilst in class and speaking respectfully to all. There is no food and drink allowed in classrooms (with the exception of water bottles). Students need to keep the noise down and be respectful of their fellow students by keeping quiet in the hallways when classes are on. Due to the distraction and disturbance to other students, NO children or pets are to be brought to classrooms.

Our policy is that no student may disrupt the learning environment of other students and those who do so will be dealt with promptly. This may constitute discipline measures depending on the incident and severity, refer to the discipline and termination of studies policy.

## Copyright Act

Selmar Institute of Education complies with the relevant copyright legislation. Students are reminded that the use of copied printed material, software or other intellectual property must be undertaken in compliance with the Copyright Act. Selmar Institute of Education prohibits the use of any software where ownership cannot be proven and also 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.

Notices outlining legislation are posted near photocopying machines.

## Security

Students should label all uniform items, text books, and any other equipment that they bring onto the campus. Valuables, wallets etc. must not be left unattended at any time.

## Smoking regulations

For health, safety and environmental reasons, Selmar Institute of Education has a 'No Smoking' policy. It is therefore forbidden to smoke in any area of the campus other than the designated area.

The designated area is along Nelson Street at the end of the building.

No smoking is allowed at the front of the building on Wellington Street.

## Evacuation procedure

Evacuation Floor plans are posted in each room on each floor detailing how to leave the building. Each floor has a Floor Warden (Yellow Helmet) appointed.

### Procedure 24 hrs

- On hearing a '**Whoop...Whoop...Whoop**' alarm, follow instructions of Wardens and
- the trainer and leave the building via the fire exits.
- Assembly areas are marked on the Evacuation Plans – be familiar with them BEFORE a fire alarm goes off!
- DO NOT USE LIFTS.
- Exterior Assembly
- Do not enter the building until the Fire Brigade declares it safe to do so.
- Excavation drills are carried out regularly.

## Dress standards, general conduct and rules

Students are expected to dress in an appropriate manner. Selmar Institute of Education prepares students for employment in varied industries. Students should be mindful that they are being prepared for their work environment and should dress accordingly.

Students must dress in Selmar Institute of Education uniform as requested when undertaking work experience or work placement. If dress is unsatisfactory this will result in a failure for the competence/module.

- Whilst on the premises chewing gum will not be allowed.
- Health laws prohibit smoking in buildings anywhere. Students must leave the building if they wish to smoke and smoke in the designated area. Smoking directly in front of the building is not permitted.
- Mobile phones must be turned off during class. Any phones ringing during class may be confiscated by the trainers and assessors for the duration of the class and returned at the end of the lesson.
- Health laws prohibit spitting in buildings and public places. Spitting is forbidden on campus. Students found spitting will be expelled.
- Food and drink are not allowed in the computer laboratories, simulation laboratories or classrooms. Food and drink may be consumed in the common areas. Do not take food and drink into toilets.

- Alcohol and drugs are prohibited on campus. Students found with alcohol or drugs on campus will be expelled.
- Behaviour: Students should maintain a reasonable standard of conduct at all times. This includes when they are engaged in any activity relating to their study whilst on campus, on excursions or work experience/work placement.

Selmar Institute of Education reserves the right to expel any student who engages in conduct which is improper, which includes cheating.

## Student responsibilities

It is the responsibility of the student to:

- Attend classes regularly and maintain satisfactory academic progress
- Ensure that any personal/ medical circumstances are discussed with their trainers and assessors / Program / Regional Manager as soon as they become known. Medical conditions or personal circumstances or problems which have not been declared, cannot normally be taken into account in assessing performance on the course
- To be aware of the correct time, date and location of all work placements, compulsory excursions, and assessments that he/she is required to attend
- Ensure that all course work, assessments and portfolios of evidence are in concise and accurate English and is his/her own work

- To behave in a way that is respectful of fellow students and the staff
- To take care of the campus by keeping it clean and tidy and being careful of the amenities that are provided for students. In this way the comfortable environment provided can be enjoyed by everyone

## People and Culture overview

Staff employed by Selmar Institute of Education will meet national principles and standards, industry standards and program curriculum.

New staff must undergo an induction process to:

- Familiarise them with the organisation, its goals and structure
- Introduce colleagues and identify other staff members
- Familiarise them with premises and equipment
- Instruct them regarding organisational principles and standards by providing them with a Trainer's handbook
- Instruct them in organisational processes and procedures
- Inform them of their relevant responsibilities under the National Code, the ESOS Act and Standards for Registered Training Organisations and any relevant state requirements.

## Results/grades

The terms 'Competent' and 'Not Yet Competent' are used for assessment results.

## Acts and regulations

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

As a Selmar student the acts and regulations you should be aware of are listed below. You have rights under all legislation and acts but these rights carry responsibilities, which include the responsibility to respect other people's rights.

### Charter of Human Rights and Responsibilities Act 2006 (VIC)

The Victorian Charter of Human Rights and Responsibilities is a law that protects the human rights of all people in Victoria. The Charter contains 20 rights that reflect four basic principles.

#### Freedom

- Freedom from forced work
- Freedom of movement
- Freedom of thought, conscience, religion and belief
- Freedom of expression
- Right to peaceful assembly and freedom of association
- Property rights
- Right to liberty and security of person
- Fair hearing
- Rights in criminal proceedings
- Right not to be tried and punished more than once
- Protection from retrospective criminal laws

## Respect

- Right to life
- Protection of families and children
- Cultural rights, including recognition that human rights have a special importance for the Aboriginal people of Victoria

## Equality

- Recognition and equality before the law
- Entitlement to participate in public life (including voting)

## Dignity

- Protection from torture and cruel, inhuman or degrading treatment
- Protection of privacy and reputation
- Humane treatment when deprived of liberty
- Appropriate treatment of children in the criminal process

## Disability Education Standards 2005

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These standards seek to ensure that students with a disability can access and participate in education on the same basis as other students.

On the same basis means that a student with a disability must have opportunities and choices which are comparable with those offered to students without a disability, this applies to enrolment, participation, facilities and services. Under the standards Selmar has three main obligations to consult, make reasonable adjustments and eliminate harassment and victimisation.

Reasonable adjustment will be discussed

during the enrolment process, an adjustment is reasonable if it achieves the purpose of allowing a student with a disability to participate in education and training, whilst also considering the students learning needs and balancing the needs of other students in the class and the trainer. Reasonable adjustment doesn't need to be made if this would impose unjustifiable hardship on Selmar.

## Privacy Amendment (Enhancing Privacy Protection) Act 2012

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The Privacy Act was created to regulate the handling of personal information about all individuals. This includes the collection, use, storage and disclosure of personal information.

As part of our responsibilities as an RTO, Selmar collects information from students or potential students, either electronically or in hard copy format. We may also record various communications that students or potential students have with us. All students have the right to access the information that we retain about them in regards to their studies with us. They also have a right to know their data is securely stored and not disclosed unlawfully.

## Education and Training Reform Act 2006

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The main purpose of this Act was to reform the law relating to education and training in Victoria by providing for a high standard of education and training for all Victorians, it ensures that Victoria has a robust framework for education and this act updated and replaced twelve separate education Acts.

## **Racial Discrimination Act 2005**

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This act details Australia's obligations under the International Convention on the elimination of all forms of racial discrimination. Its main objectives are to:

- Promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin and
- Make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

## **Sex Discrimination Act 1984**

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This act ensures the elimination of all forms of discrimination against women. Its main objectives are to:

- Promote equality between men and women
- Eliminate discrimination on the basis of sex, marital status or pregnancy and with respect to dismissals, family responsibilities and
- Eliminate sexual harassment at work, in educational institutions, in the provisions of goods, services and accommodation.

## **Multicultural Victoria Act 2011**

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The act recognises that one of the central tenets of multiculturalism is citizenship and that the expression citizenship is not limited to formal Australian citizenship, but refers to the rights and responsibilities of all people in a multicultural society.

## **Age Discrimination Act 2004**

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This act ensures that people are not treated less favourably on the grounds of age in regards to employment, provision of goods and services or education.

## **Copyright Act 1968**

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Defines the legally enforceable rights of creators, creative and artistic works under Australian law.

Use of copyright material for the purpose of research or study will not infringe copyright, provided the use is "fair", copying for research or study of 10 per cent of the number of pages or a single chapter is deemed to be a "reasonable portion" and "fair".

# Student services

## Orientation

Orientation occurs on day one of your class at 9am (unless advised otherwise).

During these sessions a brief overview of Selmar Institute of Education and its requirements will be provided to students.

## Student common room

There are tea rooms, eating areas and common areas for students to sit, relax and eat their lunch. These areas are the only place where food and drink are allowed. These spaces need to be kept tidy and clean and free from rubbish.

The tea room is equipped with kitchen equipment, vending machines, tables and chairs. Please ensure you take the time to clean up after yourself for the next person to use.

## Student identification cards

All campus students are issued on enrolment with a photo identification card showing their student number.

To enable the card to be ready on the first day of classes, Selmar Institute of Educa-

tion will take a photo during orientation.

Students are required to carry their ID card at all times while on the premises. Student without a card must report to reception upon commencement of scheduled classes. For lost or stolen cards a replacement will be issued. For cards left at home a loan card can be issued.

A Deposit of \$20 is required. Replacement cards cost \$20 each.

Student cards also allow access to level 2. Students are allowed to congregate in common areas before class.

## Textbooks and student kit

Learning guides and workbooks (if applicable to the course), listed textbooks, kits and uniforms if applicable are a compulsory requirement of the course and are included in the course fees unless otherwise stated in course information. Students may wish to purchase recommended textbooks to expand their knowledge. The textbooks and recommended reading.

Students may wish to purchase additional items for their kit or uniform. Lost Student kits /uniforms must be replaced by students.

## Computer lab

Timetabled classes have priority in the use of computer lab. The computer labs may be utilised at other times for general use. Computing equipment is provided for use by students. Students are not permitted to install or remove software on any computer.

Students must not attempt to gain entry into any cable casing or remove any devices such as mice, keyboards or monitors.

The attachment of non Selmar Institute of Education supplied equipment to any network point is not allowed.

## Certificates

Students should allow four weeks from the date of completion of their assignments/class for the issue of their certificate. This is to allow time for assessments to be marked, results to be calculated and reviewed.

Students who do not complete their course are still eligible to receive a Statement of Attainment for the competency units they have successfully completed at the time of ceasing studies.

Certificates and Statements of Attainment will only be issued to students whose financial status with Selmar Institute of Education is up-to-date.

Additional copies or re-prints of Certificates or Statement of Attainment are \$20. Transcript of results are available for a fee of \$20.

## Photo copying

A photocopier is provided for students to use through Reception. You will be required to pay for photocopying at the cost of 20c per page. Please see Reception to organise photocopying.

## Messages for Trainers and Assessors

Messages for Selmar Assessment and Training Staff may be left with reception who will then pass them on to your trainer. If you are absent from your class please ring and advise your trainer immediately. If you are absent for longer than 2 days you will require a doctor's certificate.

You will be provide with a contact number for your trainer during orientation.

## Messages for students

Our policy is NOT to interrupt classes for telephone messages. However, urgent messages will be passed on.

N.B. It is Selmar Institute of Education policy that NO private telephone numbers and addresses for students and trainers and assessors will be given out by any Selmar Institute of Education staff.

## Lost property

Administration holds all lost property. Un-collected items will be donated to charity after each term. Please check with Administration if you have left something behind in classrooms.



## Financial hardship

Students unable to pay their tuition fees on time for any reasons should discuss their situation with the Program or Regional Manager.

## Austudy/youth allowance

Full-time and part-time domestic students are recognised by the Commonwealth Government as being eligible for the Austudy/Youth Allowance, provided they fulfil the normal government eligibility criteria that apply to that allowance.

Application forms are available from your local Centrelink office.

Please use your confirmation letter as proof of your study. Please note Austudy is not available for off campus study modes.

## Language, literacy and numeracy support

Should the need arise, language, literacy and numeracy assessment and support can be arranged. If you believe you will require extra assistance, please discuss this with your trainer.

## Employment support

As part of your course we will assist you in finding your work placements. Where applicable your qualification may have a unit called work preparation. This unit covers the following:

- Understanding employer expectations

- Developing a résumé
- Targeting the jobs you want
- Practicing key interviewing and presentation skills for specific industry requirements

At the end of the course we invite employers, recruitment agencies and industry experts to undertake interviews and talk about roles within their industry.

In this way we provide you with an extra advantage in the market place and prepare you to find work!

## Problems: academic and personal

Our staff are on hand to discuss and advise on academic and personal issues. If students are having problems regarding study they may discuss their concerns with their trainer or Program / Regional Manager.

If you are experiencing personal problems, you can speak to your trainer.

If more specialised help is required we can recommend you to an external specialist consultant/organisation to provide such assistance.

## Counselling

If a student is feeling distressed or upset, a trainer, staff member or Program / Regional Manager can be approached by the student. If the student does not wish to do this, s/he can talk to the Human Resource Department who will then organise other forms of support or external counselling.

## Emergencies

Selmar Institute of Education maintains an emergency contact list.

For Ambulance, Fire and Police Tel: 000  
(24 hours a day).

## First aid

First Aid kits are located on each floor – they are clearly marked and located in the reception office.

Please report all accidents to the trainer or reception who will contact the First Aider on duty.

## Health assistance

Reception have a list of medical professionals in the vicinity of the Selmar Institute of Education campus. If students have any medical concerns they should inform their trainer who will assist them in finding a doctor, or appropriate specialist in the field of assistance needed.

If you think you need to see a specialist, you still have to go to a General Practitioner (GP) first to get a referral.

## Student Input and Feedback

Student input and feedback is gathered formally and informally and this is used to evaluate staff, the Selmar Institute of Education facilities and program effectiveness.

Selmar Institute of Education uses evalua-

tion surveys for students and analyses the information collected to make decisions about academic issues, staff employment and training and the facilities. These surveys are confidential and are distributed and collected by Selmar Institute of Education to allow students free and fair comment.

## Change of address

Please ensure Selmar Institute of Education has your current address at all times. Students are required to complete an SMF22A Change of Personal Information Form; for any changes to their personal details; these forms can be completed online or requested from your Trainer and Assessor and then submitted online, posted to Selmar Institute of Education, 3 Wellington Street, St Kilda Vic 3182 or handed to your Trainer and Assessor for processing from our Administration Department.

## Translations & interpreting services

Tel: 131 450 (24 hours)

## Post office

Australia Post Offices are open from 9am – 5pm Monday to Friday. Some are open on Saturday until 12pm.

There are two post offices:

St Kilda South Post Shop  
2-3 Shakespeare Grove, St Kilda or 115  
Fitzroy Street St Kilda.

## Police

The nearest Police station to the campus is: St Kilda Police Station,

92 Chapel St, St Kilda

Telephone (03) 9536 2666.

There is a ‘Victims of Crime and Compensation Services’ telephone hotline you can free call on 1800 819 816.

## Library Services

Selmar Institute of Education provides the following library services: St Kilda public library is located on Carlisle Street.

## Where to eat

There are cafes and local take-away food bars in Wellington Street, St Kilda Road, Punt Road and Fitzroy Street. Selmar Institute of Education has negotiated a student’s discounts with many local businesses. Please ensure you carry your student cards and ask if the business offers a student concession.

Alternatively, students can bring their own food and use the student common areas.

## Transport

Students are encouraged to come each day by Public Transport.

### Trams

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Our campus is only 3 minute walk from the St Kilda junction, trams run approximately every 10 minutes

## Trams to St Kilda Junction

### No. 16

Melbourne University –  
Kew via St Kilda Beach

### No. 3

Melbourne University –  
East Malvern

### No. 64

Melbourne University –  
East Brighton

### No. 67

Melbourne University –  
Carnegie

### No. 5

Melbourne University –  
Malvern

## Trains

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Windsor Train Station. It’s approx. 1 Km to Windsor station, or a 20 min walk.

## Buses

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### No. 246

Elsternwick – La Trobe University via  
Clifton Hill, St Kilda Junction

The following web sites provides useful information on Melbourne transport:

[www.metlinkmelbourne.com.au](http://www.metlinkmelbourne.com.au)

## Taxis

Taxis are frequent in Melbourne, there are three major companies:

### Silvertop Taxis

[www.silvertop.com.au](http://www.silvertop.com.au)  
13 1008

### Melbourne Cabs

[www.melbournecabs.com.au](http://www.melbournecabs.com.au)  
1300 635 222

### Cabs

132 227

Taxis can be expensive; it is often worthwhile to ask the taxi driver approximately how much your journey will cost.

## Bicycle parking

Students are encouraged to ride their bike to campus. Secure bicycle parking is available in the basement level car park and showering facilities are available on campus. Bicycle Victoria provides maps of bike paths to help you plan the safest ride to campus.

[www.bv.com.au](http://www.bv.com.au)

## Parking

Street parking is available however most streets have metered parking. All day parking can be found at:

### Acland Street Car Park

183 Barkley Street, St Kilda,

Time: 6.00am-Midnight Monday- Sunday

### Wilson Car Park

600 St Kilda Rd, St Kilda

Time: 6.00 am – 10.00pm

Monday – Friday

### IGA Car Park

64 Fitzroy Street

## Travel Concession Cards

To obtain a Victorian Public Transport (VPT) Student Concession Card, you must be a student and must fulfil the following eligibility criteria.

All students must be:

- Attending a normal course of full-time study at a school/college/ institution, registered with the Victorian Department of Education and Training as shown in the Victorian Public Transport Approved Schools and Approved Courses in Tertiary Institutions Register
- A citizen or permanent resident of Australia or a student with refugee status, a student studying as part of an approved overseas exchange program (proof required) or a student with an Australian Development Scholarship (proof required)

Students are NOT eligible to obtain a VPT Concession Card if they are:

- Enrolled in a masters, doctorate or other postgraduate courses
- Overseas full fee paying students (primary, secondary, tertiary)
- Enrolled in a tertiary course which is less than 10 weeks duration
- Enrolled in an apprenticeship course

Students who reside in Victoria and cross the border to attend interstate schools within a 50 kilometre radius of the Victorian border will be eligible for a VPT Concession Card. This offers students concession fares anywhere in Victoria and around the border.

The Victorian ISIC (International Student Identity Card) is not accepted for concession travel on V/Line services.

### More information

For more information, contact the Metshop, submit a query via our online feedback form or call Metlink on 1800 800 007.

# Contact us

Selmar Institute of Education

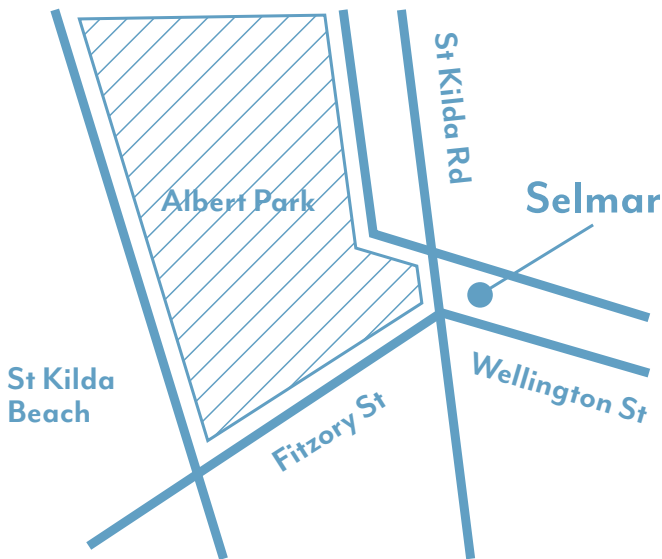
3 Wellington Street,  
St Kilda Vic 3182

Ph: 1300 223 040

fax: 03 9521 1447

email: [info@selmar.edu.au](mailto:info@selmar.edu.au)

[www.selmar.edu.au](http://www.selmar.edu.au)







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