

access and equity

We are committed to access and equity in the provision of vocational education and training and recognise our obligations under a range of legislation. For further information about our Student Access and Equity Policy, please refer to the website under Student Links or speak with your Unit Leader or teacher/teaching team for assistance.

enrolment and entry requirements

Student enrolments are conducted in an ethical and responsible manner, which is consistent with the principles of social justice. Selection decisions are transparent and comply with equal opportunity legislation. We provide a range of training programs with varying entry requirements. Some have specific entry requirements that include educational pre-requisites and/or prior or concurrent work experience.

results

Statements of Results are available on request from relevant Delivery Unit Administration staff, OR you can view your records online. This online service is only available to an enrolled student, as log-in is required. To access your participation and/or progress please speak with your Unit leader or teacher/teaching team.

replacement certificates

For further information about obtaining a replacement Certificate, Statement of Results or Statement of Attainment, please contact your relevant Delivery Unit Administration staff who can arrange for replacement certificates.

assessment

Under the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations, assessment processes will be valid, reliable, flexible and fair. Judgements made by assessors to determine competence includes the assessment of evidence gathered from a range of sources, and using a variety of assessment methods.

Clear information about the assessment process and evidence requirements is provided and students are encouraged to participate in collecting evidence to support their own competence. Assessment processes provide for the recognition of competence no matter how, where or when it was acquired. Some

modules/units of competency require a formal assessment to be completed. If you are unable to complete an assessment at the specified time because of circumstances beyond your control (e.g. illness), you must contact your teacher/teaching team.

appeals

If you are not satisfied with the assessment process, or your assessment result, you may appeal the decision. The steps in the Assessment Appeals Process are outlined on the website under Student Links.

Alternatively, please speak with your Unit leader or teacher/teaching team for assistance. Please note, an assessment appeal must be lodged with your relevant Unit leader within 10 days of being advised the outcome of your assessment, using the Assessment Appeals Form.

confidentiality and personal information protection policy

Information provided to us will be kept in the strictest confidence and only made available to authorised persons such as employers where a contract exists, or to government and research agencies to meet government requirements for research and evaluation purposes.

For further information about our Student Confidentiality Policy and the Personal Information Protection Act, please refer to the website under FOR STUDENTS.

complaints and customer feedback

The Skills Institute values your feedback, whether it is a compliment or a complaint. We can make improvements in what we provide when we hear from you 'our customer'! Suggestions for improvement are welcome.

Who to contact or send my feedback or complaint to:

There are several ways in which you can tell the Skills Institute about your concern or complaint:

- Approach a staff member and discuss.
- Approach your Client Service Centre for a form.
- Phone the Contact Centre on 1300 362 175.

→ Go to: <http://www.skillsinstitute.com.au/for-students/feedback-complaints/>

→ Email to: info@skillsinstitute.tas.edu.au

student feedback process

In respect to training evaluation, we are committed to a process of continuously evaluating and improving the quality of service provided to our customers by listening to, and acting upon your feedback. As part of this process, you may be asked to complete a survey at the completion of an assessment, a single unit or module, a group of units, or a complete qualification. Where there have been opportunities for improvement identified, an action will be put in place to address the particular concerns raised by students.

recognition (RPL) and credit transfer(CT)

The Skills Institute is committed to providing an effective recognition service for all students. Anyone enrolling in a program / course may be eligible for recognition of their prior learning regardless of how or where that learning occurred. You may also be able to apply for Credit Transfer for units/modules that you have completed previously. For more information about RPL and Credit Transfer, please speak with your Unit Leader or teacher/teaching team for assistance.

code of conduct

Our Code of Conduct is based around principles of safety, fairness, respect and legality. Certain student conduct is prohibited.

For example:

- Cheating/plagiarism.
- Inappropriate use of mobile phones.
- Aggressive language or behaviour.
- Harassment and bullying.
- Not following directions related to training activity, Workplace Health and Safety or driving on campus.
- Theft or damage to property.
- Being under the influence of alcohol or drugs.
- The holding of public meetings on premises without permission.
- The conducting or advertising any business for private gain.

student information 2012

→ The possession of any animal other than a guide dog.

→ The hindering or obstructing of others.

For more information please refer to the website under FOR STUDENTS or discuss the matter with your teacher or Unit leader.

discrimination and harassment

We support an environment free from discrimination, harassment and bullying for both students and staff. Discrimination and harassment may arise through a number of circumstances. For example, these may relate to gender, age, race, religion, sexual preference or disability. Unit Leaders are available to provide confidential support and information about options to deal with such situations. Alternatively you may access our complaints management process.

fees, concessions, refund policy

Fees

The completion of an enrolment form and payment of fees is required before student status is granted. Students who do not pay the total fees owing will become a debtor and will have their results withheld until the amount owing is paid in full.

Concessions

We offer a number of payment options including Centrelink direct debit and a range of fee concessions.

Refund

Students who have not commenced study will receive a refund of the enrolment fee on application. The level of refund on the learning materials will depend on their condition when returned.

Students who are enrolled in off campus/open or online learning modes of study are deemed to have commenced study after they have made contact with their designated teacher at least once after having received their learning materials.

For more details on fees, concessions and refunds please contact your Unit leader.

For further information on Client Services see: <http://www.polytechnic.tas.edu.au/campuses-and-contacts.aspx>

flexible delivery

We have a range of learning options available to students around the State which ensures training is adjusted to suit individual learning styles, interests and training needs, with the aim of enhancing accessibility to training.

These include online, workplace, self-paced and evening classes – please speak with your Unit Leader or teacher/teaching team for specific details.

your rights

- Be provided with accurate and sufficient information to assist you to make informed decisions (e.g. your enrolment and learning experience).
- Be treated fairly and with respect.
- Learn in an environment free of discrimination and harassment.
- Pursue your educational goals in a supportive and stimulating environment.
- Have access to various services such as counselling and language support; and
- Be informed of assessment procedures.

your obligations

- Behave in a manner which is safe, fair, respectful and lawful.
- Treat other people with fairness and respect.
- Be punctual and regular in attendance.
- Observe normal safety practices, including no smoking in buildings.
- Participate in scheduled assessment events and submit written assessment items on time.
- Provide authentic original assessment evidence and not engage in plagiarism or cheating in any assessment; and
- Behave in a responsible manner i.e. no littering, harassing or offending fellow students or staff, or damaging property.

support for students

Student support is available to provide you with a range of services and programs.

This support is provided by *OzHelp* and is aimed at all students, trainees and apprentices irrespective of industry background. The model will provide life skills development, personal counselling, disability support, advisory/referral services, financial advice/support and career/pathway counselling to apprentices.

You can access this support by contacting *OzHelp* direct on 1300 694 357 or by asking your teacher or Unit Leader.

learning support

Through the Workforce Learning and Development team, we offer a range of language, literacy and numeracy support to all students experiencing difficulty with their training. Small group courses, in class support, plus limited one-on-one tutoring is available. This support is based on what you need to be able to read, talk about or calculate to do your job. This support may be accessed while you are on campus or in conjunction with your local LINC centre.

Please talk to your teacher or Unit leader if you would like to discuss these options. Please speak with your Unit leader or teacher/teaching team for assistance to access this support.

Every care has been taken to ensure the accuracy of information provided in this guide at the time of publication. However, The Skills Institute reserves the right to change any particulars pertaining to this document at any time and cannot accept responsibility for any inaccuracies or omissions from this publication. January 2012