

STUDENT HANDBOOK 2017



TEACH ENGLISH & SEE THE WORLD

TEACH
INTERNATIONAL
ENGLISH LANGUAGE SCHOOL

WELCOME to TEACH INTERNATIONAL

TEACH INTERNATIONAL (“TEACH”) is a fun and friendly Registered Training Organisation (RTO 31165) preparing individuals for their world of work.

Each and every student of ours is important to us. We will do our very best to train you as an effective Teacher of English to Speakers of Other Languages. Our trainers are highly qualified and skilled at training and assessing and will make sure your educational needs are met at all times during your course.

Life moves very quickly and nationally recognised qualifications and skills are essential for career advancement and personal goals. The faster that you are able to achieve your goals, the faster you can get to do the things you want to do.

At TEACH our focus is on TESOL and not a broad range of unrelated courses, so you can be confident that you are studying with a TESOL Specialist. Many of our Trainers/Assessors also teach English and have up-to-date knowledge in their field as well as solid experience behind them in order to give you the very best learning experience.

The TEACH network of students continues to grow and we will keep in touch with you through periodic newsletters and of course via our Facebook page:

<https://www.facebook.com/teachinternationalpage>

We would also love to hear from you as well!

The outcomes that students achieve through our training make our day, so please feel free to share your stories of success and any needs you have in making your training count towards your life goals. Our goal is to make your goals materialise.

Many of us remember the less than exciting days when we went to school, but that is not what we want for our students or for ourselves as Educator. We want to put the smile AND the enthusiasm back in to learning.



Marcus Xavier

CEO

Contact Details:

Our website address is www.teachinternational.edu.au

Join our social Facebook community and connect with other students studying with TEACH INTERNATIONAL. Just click on the Facebook icon on our website

Contents

WELCOME to TEACH INTERNATIONAL.....	2
1 ENROLMENT.....	5
1.1 Training Guarantee	5
1.2 Hardware	5
1.3 Software.....	5
1.4 Internet	5
1.5. Other browser requirements.....	5
2 CREDIT TRANSFER AND RECOGNITION OF PRIOR LEARNING (RPL)	6
2.1 Credit Transfer	6
2.2 Recognition of Prior Learning (RPL)	6
3 TEACH INTERNATIONAL CODE OF PRACTICE	7
4 EXPECTATIONS OF A STUDENT.....	8
4.1 Extensions	9
4.2 Withdrawals.....	9
5 STUDENT RULES AND GUIDELINES.....	9
5.1 Smoking.....	9
5.2 Alcohol	9
5.3 Drugs	9
5.4 Disrespect or harassment of other students	9
5.5 Disrespect or harassment of training staff	9
5.6 THE GOLDEN RULE	10
6 Refund Policy.....	10
7 COURSE DELIVERY AND YOUR ASSESSMENT	10
7.1 Course Delivery	10
7.2 How is competence assessed?.....	10
7.2 What if you successfully demonstrate competence in some areas and not in others?	11
8 ASSESSMENT STANDARDS	11
9 ASSESSMENT METHODS.....	11
9.1 Resubmissions.....	12
9.2 Results Outcomes	12
10 GETTING HELP WITH ASSESSMENTS	13
11 PLAGIARISM AND COLLUSION.....	13
11.1 Plagiarism.....	13
11.2 Collusion.....	13
12 WORK PLACEMENT	13

12.1 Student Responsibilities.....	14
12.2 Supervisor Responsibilities	15
13 YOUR EDUCATOR’S RESPONSIBILITIES	15
14 ACCESS AND EQUITY	15
15 SPECIAL NEEDS SUPPORT	16
16 COURSE MATERIALS	16
17 LANGUAGE, LITERACY AND NUMERACY (LLN)	17
18 STUDENT FEEDBACK FORM.....	17
19 ACCESS TO RECORDS.....	17
20 CERTIFICATION	17
20.1 Reissuing of Qualifications	18
20.2 Options for students who do not gain successful study outcomes	18
21 COMPLAINTS AND APPEALS.....	18
21.1 Complaints	18
21.2 Appeal	19
21.3 Complaints Process	19
21.4 Complaints and Appeals Form	20
22 ASSESSMENT APPEALS PROCESS.....	20
23 CONTINUOUS IMPROVEMENT STRATEGY.....	20
24 LEGISLATIVE AND REGULATORY REQUIREMENTS.....	21
24.1 Information Privacy Act 2009 (Qld)	21
24.2 Anti-Discrimination	22
24.3 Working with Children Check.....	22
24.4 Sexual Harassment.....	22
24.5 Harassment	22
24.6 Anti Bullying	23
24.7 Copyright Act 1968.....	24
24.8 Anti-Discrimination Act 1991	24
24.9 Australian Consumer Law (ACL) 2011	24
24.10 Commission for Children and Young People and Child Guardian Act 2000	24
25 WORKPLACE HEALTH AND SAFETY	24
25.1 Students	25
25.2 Employees	25
26 FINAL NOTE	25
27 REFERENCES.....	26

1 ENROLMENT

All students are required to complete an enrolment form prior to course commencement to ascertain contact details, course of interest, whether there is any recognition of Credit Transfers for previous studies, and to collect the relevant statistical information required for reporting to our Australian Regulators.

Study in the Vocational Education and Training sector is anything but dull. It is about real learning for the world of work rather than a long theoretical treatment of the subject matter.

To begin a program of study it is important that we make sure you are eligible and also able to have a real chance of achieving your goals. In some cases we may suggest a higher level program for you or a lower level program for you, dependent on what we have available and what your unique learning needs are.

1.1 Training Guarantee

TEACH INTERNATIONAL will guarantee to complete all training and/or assessment once the student has commenced study in their chosen course of study, unless the student defaults on their tuition fees, or, submits a formal withdrawal in writing, notifying TEACH INTERNATIONAL that they wish to withdraw. You should refer to the current Refund & Withdrawal Policy as posted on the Teach International website.

Access to all training and assessment materials by way of the Student Portal will be restricted should payments not be received by TEACH INTERNATIONAL as agreed. Upon receipt of payments commencing as per the agreed schedule of payments, materials will be provisioned to students through the Student Portal within a period of 72 hours, applicable to business days.

Before commencing their course students should ensure they meet the following technology requirements.

1.2 Hardware

- Computer (compatible with Windows, Mac or Android operating systems)
- Reliable internet connection
- Printer / Scanner

1.3 Software

- Operating system: Windows, Mac OS X
- Adobe Acrobat Reader and Flash Player (latest versions available for free download at Adobe website)

1.4 Internet

You will need a reliable internet connection, preferably Broadband (64 Kbit/sec or faster)

1.5. Other browser requirements

Supported browsers include Firefox 3+, Google Chrome 4+, Microsoft Internet Explorer 7 and 8, Opera 9+, Safari 3+ (download latest browser software for free online)

Additionally, some course resources may require software programs from the Microsoft Office suite. If you do not have Microsoft Office, you may wish to install the following viewers:

- Microsoft Word Viewer (free download at <http://www.microsoft.com/en-us/download/details.aspx?id=4>)

- Microsoft PowerPoint Viewer (free download at <http://www.microsoft.com/en-us/download/details.aspx?id=13>)
- Microsoft Excel Viewer (free download at <http://www.microsoft.com/en-us/download/details.aspx?id=10>)

2 CREDIT TRANSFER AND RECOGNITION OF PRIOR LEARNING (RPL)

2.1 Credit Transfer

Students who have successfully completed nationally recognised units of competency and statements of attainment issued by TEACH INTERNATIONAL, or another RTO, may be able to claim a Credit Transfer for those units if they are equivalent to the current unit of competence.

As defined by the Australian Qualifications Framework (AQF), Recognition of Prior Learning (RPL) is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit. This process includes assessing student's skills, knowledge and experience gained through work and life experiences. Your skills will be assessed against industry standards and the training package.

In order to apply for a credit transfer the student should complete the following steps:

- Apply for RPL Credit Transfers via the RPL Self Assessment Guide on the Teach International website;
- Submit:
 - a certified copy of the official transcript or record of results from the previous transcript
 - Verifiable evidence of RPL as suggested in your RPL Self Assessment

Highlight the units you wish to have applied to your current enrolment to the admissions@teachinternational.edu.au , and the Academic Manager may either

- a) directly approve credits for units from your statement of attainment matched directly against identical units in the course program; or
 - b) apply vocational experience towards RPL credits subject to this experience being Sufficient, Current, Authentic and Valid;
- All approved credit transfers will be recorded in the student's record on the Student Management System; and
 - TEACH INTERNATIONAL will then advise the applicant of the outcome of the credit transfer application. This will be done in writing via the Confirmation of Enrolment letter, a copy of which will be emailed to the applicant.

TEACH INTERNATIONAL approved credit transfers units will not affect the total course cost as assessment and work is required to assess and process all claims for credits. Furthermore, students will not be expected to commit to assessment tasks for credit transfer units, unless they provide in sufficient evidence of the students competence in that specific unit of competence.

2.2 Recognition of Prior Learning (RPL)

Should your skills and knowledge meet the requirements of the units of competency you will be awarded a Recognition of Prior Learning (RPL) Credit result on your qualification or statement of attainment.

3 TEACH INTERNATIONAL CODE OF PRACTICE

TEACH INTERNATIONAL RTO #31165

The Directors and Senior Management will ensure that the operations, staff and students of TEACH INTERNATIONAL, comply with the requirements of the VET Quality Framework, which includes the following:

- The Standards for Registered Training Organisations (RTOs) 2015;
- The Australian Qualifications Framework;
- The Fit and Proper Person Requirements;
- The Financial Viability Risk Assessment Requirements; and
- The Data Provision Requirements.

This applies to all of its operations within the National VET Regulator (NVR) registered training organisation's scope of registration, as listed on the National Register (<http://www.training.gov.au>). (Standard 7)

The organisation has policies and procedures in place for ensuring compliance with the VET Quality Framework. These policies and procedures include how TEACH INTERNATIONAL will comply with the following:

Standards for Registered Training Organisations (RTOs) 2015:

- To be responsive to the needs of students, staff and stakeholders, and the environment in which TEACH INTERNATIONAL will operate (Standard 1);
- To transition from superseded training products to ensure currency of training and assessment (Standard 1.26);
- To ensure quality training and assessment across all of its operations (Standard 2);
- To issue, maintain and accept AQF documentation in accordance with the standards, carried out by TEACH and provide access to learner records (Standard 3);
- To ensure and make available accurate and accessible information about RTO services and performance to inform prospective and current learners and clients (Standard 4);
- To ensure each learner is properly informed and protected (Standard 5);
- To ensure complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively (Standard 6);
- To have effective governance arrangements in place to ensure compliance with the VET Quality Framework (Standard 7);
- To ensure financial viability (Standard 7.2);
- To ensure adequate insurance is in place (Standard 7.4); and
- To cooperate with the National VET Regulator and remain legally compliant at all times (Standard 8).

Australian Qualifications Framework:

- Adhere to the requirements of the AQF Qualifications Issuance Policy (Standard 3); and
- Adhere to the requirements of the AQF Qualifications Pathways Policy (Standard 3).

Fit and Proper Person Requirements:

- All senior management, or persons who would have a significant impact on the RTO, are required to complete and submit a Fit and Proper Person form to the National VET Regulator (Standard 7.1b).

Financial Viability:

- Comply with the submission of a Financial Viability Assessment to the National VET Regulator (Standard 7.2); and
- Comply with the Australian Taxation Office requirements by preparing and submitting Australian Company Tax Returns. (Standard 7.2).

Data Provision Requirements:

- Collect and store student and training records within an AVETMISS compliant Student Management System (Standard 7.5);
- Collect data on behalf of the National VET Regulator against the AVETMISS requirements (Standard 7.5);
- Collect data on behalf of the National VET Regulator against the Quality Indicators (Standard 7.5); and
- Submit annual reports to the National VET Regulator on data collected (Standard 7.5).

4 EXPECTATIONS OF A STUDENT

All students are expected to actively participate in their course to successfully complete. All students are provided with information about the course structure and the assessment tasks or evidence required to demonstrate that the student is competent.

When learning activities are conducted within the workplace,(eg: work placement and practicum) you are required to wear clean, neat, appropriate clothes as directed, including any personal protection equipment required by WH&S laws.

You must maintain a high standard of presentation at all times. Use sensible judgment when preparing to enter a workplace. Always remember that impressions last and that positive work placements could lead to good references and possible employment opportunities. A workplace will have their own policies and procedures. Check with the workplace and TEACH INTERNATIONAL if you are unsure.

Participate in all facilitated activities and carry out any tasks that may be asked by your facilitator to the best of your ability.

Complete self-paced learning workbooks, training record books and/or assessments as required.

We expect you to notify your Course Coordinator if you are unable to continue your course for long periods of time, or to request an extension to your close of study.

Advise TEACH INTERNATIONAL of any changes in your personal details via email so that we can update your records on file

Your behaviour must not disrupt or threaten other students or TEACH INTERNATIONAL personnel. Abusive or threatening behaviour may result in instant expulsion from your course or program and forfeit of any remaining tuition fees

4.1 Extensions

Each program of study is allocated a timeframe for completion. This is given to students via the Confirmation of Enrolment letter and via email to confirm enrolment. Students must complete their program of study within this timeframe or apply for an extension.

General Extensions

Under general circumstances, a student may be allowed a twelve (12) week extension from the original close of study on their course at a cost of \$120. This applies to all courses, whether they are one unit or full courses. This is available on request directly through the Course Coordinator.

Please note:

A Request for Extension form must be received by TEACH INTERNATIONAL office before the stipulated close of study date for your course. Extensions will be granted in three (3) month blocks and will attract an Administrative Charge of \$120 for each three month extension.

4.2 Withdrawals

If you find yourself completely unable to continue with your course, you can withdraw from your studies. A withdrawal must be submitted in writing, clearly stating your intention to be withdrawn from the course. A \$250 administrative fee will apply to all withdrawals. Refunds are subject to the TEACH INTERNATIONAL Refund Policy (refer to the TEACH International Website for the current policy) and are considered on a case by case basis.

5 STUDENT RULES AND GUIDELINES

The rules and guidelines for students are all about safety and keeping each person comfortable and included in training experiences. These rules apply to both face to face and virtual classrooms.

5.1 Smoking

No smoking inside Teach Campus buildings or outside of doorways to buildings within four (4) meters.

5.2 Alcohol

No alcoholic beverages are permitted in training sessions. No student will be allowed to enter classes if they are intoxicated.

5.3 Drugs

No student will be permitted to attend training while using illegal drugs. Students are not permitted to bring any illegal drugs on to the training site.

5.4 Disrespect or harassment of other students

As all nationally accredited courses prepare people for the world of work, any disrespectful behavior, discouragement or harassment of other students overt or covert will not be tolerated. Your care and inclusion of other students is an assessable component of the course. Harassment, discrimination etc. are also against Australian Law.

5.5 Disrespect or harassment of training staff

Any disrespectful behavior or harassment of training, or any other TEACH INTERNATIONAL staff, overt or covert, will not be tolerated. Your care and inclusion of staff members is an assessable component of the course.

5.6 THE GOLDEN RULE

Please treat all others in your course in the same way that you would like to be treated.

Please be considerate of all the people in the training facility or online forums. If you find that you have offended someone, even if you have not meant to, please be gracious and apologise for any hurt experienced. Make it easy for others to enjoy and participate in their training experience. If each student has this attitude the training experience for all will be enjoyable.

6 Refund Policy

Students can apply for refunds if their circumstances meet with one of the following conditions:

- TEACH INTERNATIONAL is unable to continue offering the course they are studying.
- The student has not been issued with access to their course materials *and* has advised TEACH International in writing of their wish to withdraw their enrolment.

A full refund is only available for students that have not been provisioned access to course materials.

A partial refund may be available for students that have submitted work for some units in their course, but not all units and have been granted a withdrawal. The refund is calculated as the percentage of the total course cost that no work was submitted for less \$250 administration fee. *(For example: if the course consisted of 10 units and the student submitted work for 5 units, they can receive a 50% refund less \$250 Admin charge.)*

The following additional conditions apply to refunds:

- If the student owes any debts to TEACH INTERNATIONAL, these will be subtracted from any applicable refunds.
- Any refunds will be remitted ONLY to the person or organization that paid for the course.
- If the student received a government subsidy or funding for their course, and the student is eligible for a partial refund, the student will only receive a partial refund of the gap fee that they paid. This is because TEACH INTERNATIONAL only receives the government subsidy for completed units.

Students will receive a statement of attainment when withdrawing from the course, the statement of attainment will show any units that were marked as competent.

7 COURSE DELIVERY AND YOUR ASSESSMENT

7.1 Course Delivery

Students are provided access to course materials, including learning materials and assessments, via the Student Portal. Students receive a secure login to the Student Portal which is an online platform used to deliver training resources to students. Students may also receive materials in printed format if this is requested. Hard Copy resources are an additional cost and will be advised by your Course Coordinator.

7.2 How is competence assessed?

Assessment may attract both direct and indirect assessment methods. This means that you will be required to produce evidence and/or demonstrate your skills and apply related knowledge associated with that unit of competency.

While demonstrable skills can be seen, underpinning skills such as problem solving, working in teams and understanding can only be assessed through indirect and supplementary assessment. This is often undertaken through projects, case studies, third party reports and written and oral questions.

The level of your performance is assessed against national standards. This means that the evidence you provide and the competencies you demonstrate must meet the standard of performance already set.

During assessment your Assessor reviews your evidence and observes the demonstration of your competencies. The Assessor records your evidence and/or demonstrations as “C” - Competent or “NYC” - Not Yet Competent. Competencies are not ‘scaled’. You will be given an opportunity to resubmit any tasks that are deemed NYC.

Broadly it’s simply a matter of whether you are competent (“C”) or not yet competent (“NYC”) to demonstrate your skills and provide supporting evidence to the performance standard unless you have been issued with a Recognition of Current Competencies or Recognition of Prior Learning.

If your evidence fails to demonstrate the level of competency for any unit or performance criteria appropriate to the qualification the Assessor can design a flexible training plan /pathway at the discretion of TEACH INTERNATIONAL.

7.2 What if you successfully demonstrate competence in some areas and not in others?

If you are enrolled in a qualification and can only demonstrate competence in some but not all units of competency, a full qualification cannot be issued. You will, however, receive a **Statement of Attainment** for all units you have achieved a competent result for.

The **Statement of Attainment** will identify the units of competency and national identification code for each unit completed and the qualification that these units form a part of.

If you elect to re-enroll and continue to complete the full qualification or any outstanding units, your Course Coordinator will work with you on a training pathway and develop a plan for completing your course of study at the discretion of TEACH INTERNATIONAL.

8 ASSESSMENT STANDARDS

All assessments conducted by us will comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications we will ensure that the competency assessment is determined by a vocationally competent Educator(Educator) who holds the relevant TAE10 or TAE40110 qualifications, or equivalent qualifications.

We will endeavour to assess student assessments within 14 days of submission via the Student Portal.

9 ASSESSMENT METHODS

Our assessments and assessment methods will ensure that we focus on the application of the skills and knowledge as required in the workplace.

We will ensure that we assess you in sufficient detail to ensure that we can determine that you have attained competency.

All assessment tasks consider any language and literacy issues, cultural issues or any other individual needs related to the assessment. Re-assessment is available on appeal.

9.1 Resubmissions

We will provide students opportunities within their study period to demonstrate competency in the units of competency being assessed. Resubmissions are optional for students to utilise, but this allowance gives students the peace of mind to know that if they do not get the assessment right in the first attempt, they have further opportunities to attempt the assessment and be re-assessed, which hopefully leads to a positive outcome. Resubmissions are a normal part of the process at TEACH INTERNATIONAL.

Students will be allowed a maximum of three attempts to submit assessments after which reassessment may attract an additional fee.

9.2 Results Outcomes

Generally results relate to the following categories:

- *Competent*
The student has demonstrated competency in all learning outcomes for that unit.
- *Satisfactory*
The student has completed the theoretical component of the unit pending completion of the work placement / observation component required to demonstrate competency.
- *Withdrawn – Formally After Some Participation*
The student has withdrawn from units and did not complete the required learning outcomes.
- *Credit Transfer*
The student has been granted exemption from studying the unit due to previous study of an equivalent unit (credit transfer).
- *Recognition of Prior Learning (RPL)*
RPL is achieved where the demonstration and recognition of prior learning or on-the-job experience has been clearly documented and mapped back to the individual unit of competency benchmarks.
- *Discontinued – No Formal Withdrawal After Some Participation*
Indicates that the student has not returned to participation in training in that particular unit or module, and the student has passed their close of study date without being granted an extension.
- *Not Yet Competent*
The student has either been assessed, or not assessed and has not yet demonstrated competency in all of the learning outcomes for an individual unit.
- *Not Competent*
The student has been fully assessed in all learning outcomes, and does not meet the requirements for demonstrating competency. Re-enrolment may be recommended if the Educator believes there is a reasonable basis for doing so.
- *Never Commenced – No Participation*
Indicates that the student has not ever participated in training in that particular unit or module.

All results will initially be awarded as a preliminary result pending a final quality assurance review prior to final results being issued. Once the final quality assurance review has taken place any relevant qualification or statement of attainment will be issued by TEACH International.

10 GETTING HELP WITH ASSESSMENTS

The best person to help you with assessments is your Educator. However, having said this, at times the best thing to do is to take a break and re-read the task at a later time... sometimes fatigue sets in and we cannot understand even simple words in front of us! Plan a good study timetable for yourself.

You can make contact with your Educator through the Messaging System within the Student Portal. This functions just like your email browser, and your queries will go directly to your assigned Educator.

If you are a morning person, set times and days when you will get up with the birds and work away. If you are an evening person, find a special spot where no one will intrude and set up a study centre where you can really have fun with your study!

11 PLAGIARISM AND COLLUSION

11.1 Plagiarism

Plagiarism is the presentation of work from another person as though it was their own, and failing to properly acknowledge that person. If plagiarism is discovered through the process of marking, students will be asked to reattempt the assessment if it is observed to be an issue with correctly referencing.

If plagiarism is found to be more severe and is not an obvious difficulty with referencing, generally the unit is automatically resulted as 'not competent'. In more severe situations where another student's work has been directly copied, an investigation into the event may lead to the student being withdrawn from study and ultimately failing the entire course with TEACH INTERNATIONAL. Refunds do not apply and the student will receive a Statement of Attainment for the units completed up to that point in time, not including units of competency that have been plagiarised.

11.2 Collusion

We encourage collaboration with another person or persons, it is important to your learning and knowledge outcome. However to copy someone's work is prohibited. Your assessment work must be in your own words. Where there are reasonable grounds for believing that intentional collusion has occurred, TEACH INTERNATIONAL may disallow the work concerned by prohibiting assessment, and demand a resubmission, if resubmissions are available to the student.

12 WORK PLACEMENT

Certain TEACH INTERNATIONAL courses require work placements to be undertaken. This is usually due to requirements in the training package that the student must demonstrate knowledge and key skills in a real work environment. Where possible we attempt to structure our courses so that required skills and knowledge can be demonstrated through assessment activities and simulated role play scenarios, however there are courses where work placements are a necessary requirement of the qualification.

Finding an employer or workplace to complete a work placement with is the responsibility of the student. **Before** you start your work placement we will need to converse with the host workplace to establish their suitability and capacity to provide you with the proper observation.

This **MUST** be completed prior to you commencing on site at any work placement provider.

If the student is already working for an organisation relevant to the course they are studying, then the student's current work may be able to assist in completing the requirements of the work placement component of their course. Again, TEACH INTERNATIONAL will need to converse with the host organisation.

12.1 Student Responsibilities

There are two types of work placement requirements. The first is the compulsory work placement that relates to the unit or qualification requirements for skills to be demonstrated in a workplace. The other may be optional work placement where students may be currently working or have recently been working, where some observation checklists or evidence of competency may be provided to the Educator by way of a workplace Supervisor, to provide alternate assessment evidence for the student. For compulsory work placements, students may be required to complete a set number of hours in order to meet the minimum requirements of their selected course according to the training package requirements. In both cases, a work placement Supervisor's third party Practical Training Form (PTF) will need to be completed to record student's demonstration of skills against the relevant unit and/or qualification. This form of assessment method must be verifiable by TEACH INTERNATIONAL.

TEACH INTERNATIONAL has a responsibility to protect members of the public (and the students themselves) from being harmed by taking part in workplace or simulated workplace learning. If there is evidence that your skills or behavior could present a risk to yourself or other people in the workplace, you may not be allowed to participate in a work placement.

You need to take particular care if workplace clients are people who may be in vulnerable circumstances – for example, people who are frail, children, young people, and people with a disability or people who are receiving a type of service which may put them in vulnerable circumstances.

A Working with Children Check must be held by any student required to participate in work placement where they may be required to work with children or young people. TEACH INTERNATIONAL will discuss the eligibility and application process for each student dependent on the State or Territory in which they are completing their work placement. In some circumstances students may be required to undertake a Police Records Check prior to undertaking work placement. This will be assessed when conversing with the host organization, and students will be advised accordingly if this will be required for them to undertake work placement with that organization.

Students who have committed a breach of discipline or who are assessed as presenting a significant risk to themselves or others during work placement may be prevented from undertaking or continuing further work placement. This may mean they will not complete the course. If you are unsure about whether any issue may prevent you from completing a course you should discuss the matter with your Educator or Course Coordinator.

When undertaking work placement, the student acknowledges that they must observe the host organisation's workplace health and safety (WHS) Policies and all workplace practices, as instructed by the organisation, including Equal Rights, Equal Opportunity and the Anti-Discrimination Acts. In consideration of all TEACH INTERNATIONAL students, it is important that adherence to all legislative acts and regulations are observed whilst undertaking training.

The student acknowledges that they must observe TEACH INTERNATIONAL's policies and procedures, according to State and Federal Government legislative and regulatory requirements, as set out in the student handbook.

All students should refer to their Educator or Course Coordinator if they have any questions or require any assistance with regards to their work placement.

12.2 Supervisor Responsibilities

If an employer agrees to take on a student for work placement, the employer is responsible for providing the appropriate facilities and a qualified person to support the supervision of the student in the workplace. Where applicable the Supervisor should hold a current qualification for their role and/or skills and knowledge as deemed appropriate for their industry.

The level of supervision provided should be aimed at facilitating the successful achievement of the relevant competencies for each student. This level of supervision should be reassessed on a regular basis, by taking into account the stage of the student and the knowledge, previous experience and training the student has received in a particular area.

The workplace Supervisor is required to provide opportunities for the student to develop their skills and knowledge and may be involved in coaching or mentoring of the student but does NOT assess the student.

The Supervisor will be required to complete the PTF.

The PTF provides information on what the student is required to demonstrate on the job, including the required skills and knowledge for the qualification that the student is undertaking.

If a Supervisor requires assistance with their responsibilities as a work placement provider, they should contact the Course Coordinator, who can provide further assistance.

13 YOUR EDUCATOR'S RESPONSIBILITIES

Your Educator will provide clear instructions about what is expected from you during your course and will explain the assessment process in further detail. Your course may consist of learning activities and projects, self-paced learning, assignments, case studies, presentations, discussions, workbook activities, research and reports and work placement. Each Unit of Competency is clearly outlined and indicates what is expected of you during the learning phase. Your Educator will ensure a safe learning environment and will ensure they are kept up-to-date with current industry requirements, according to their industry and the training industry.

14 ACCESS AND EQUITY

All training and assessment materials provided by TEACH INTERNATIONAL are to meet the needs of a diverse range of learners including:

- Existing industry or enterprise employees;
- School leavers and/or new entrants to the workplace;
- Individuals learning new skills and knowledge;
- Individuals changing careers;
- Unemployed people;
- Students who have a disability;
- Students who are members of target groups such as Aboriginal and Torres Strait Islander people;

- Recent migrants; and
- Individuals or groups needing to meet licensing or other regulatory requirements.

Training and Assessment materials should:

- use plain English;
- avoid using words that could invoke stereotypes, are culturally inappropriate or create other barriers;
- include culturally specific competencies where required to achieve a workplace outcome;
- ensure range statements are sufficiently flexible to take into consideration differing work environments and individual needs;
- include non-discriminatory wording and requirements in evidence guides; and
- provide advice on reasonable adjustments for people with disabilities.

15 SPECIAL NEEDS SUPPORT

TEACH INTERNATIONAL is committed to the principles of access and equity and will take your particular needs seriously and attempt, with your help, to make your time of study productive and accessible for you so there is equity between students. Disability of course comes in many forms, some disabilities are obvious like individuals requiring wheelchairs or experiencing blindness. Others like bipolar disorder, partial deafness, degenerated spines, or clinical depression are less obvious. We are able to assist with notification in advance, but are less likely to be in a position to assist if notification comes later on during the course of study.

You will not need to provide a doctors certificate to prove a special need, simply let either your Course Coordinator or Educator know what you think you may need with respect to assistance and they will do their best.

Other special needs may include recent bereavement, loss of income for a partner, child in crisis, breastfeeding, child with a disability, marital discord, illness or parent needing care etc. Our lives go on with many challenges right through study periods and so if an event occurs which puts a large stress on you through your study this would constitute a 'special need'. Your Educator and Course Coordinator will try to find ways to work around this time for you and make allowances so that you can complete your studies. Please keep in mind that each training course has an end of study date and extensions are not automatically granted. Applying for an extension on time is your responsibility.

16 COURSE MATERIALS

Course materials are provided for students online through the Student Portal. **PLEASE NOTE** that Course text book is a READ ONLY online resource, however a hard copy is available for purchase through the Course Coordinator. You will need to confirm pricing and shipping costs with the Course Coordinator should you wish to purchase any hard copy learning resources, including the Text Book. Some of the Learning Resources are available to download and print off, and you will have access to them when you login to your Student Portal. Students may also be provided with a course Text Book if one is relevant to your selected course of study.

17 LANGUAGE, LITERACY AND NUMERACY (LLN)

TEACH INTERNATIONAL courses have been designed to grow student's capacity in literacy and numeracy over the length of their course. This helps all our students grow in confidence in their academic capacity. Students who want to continue on to university will feel confident that they can develop their writing and analysis skills during their course and will feel able to step off to tertiary education. This is achieved painlessly through the normal assessment process. In other words while enjoying your course you will grow in your ability to express yourself orally and in writing and your capacity to think clearly about complex issues.

18 STUDENT FEEDBACK FORM

The purpose of the student feedback form is to collect feedback on the delivery of training and assessment, including the TEACH INTERNATIONAL Student Portal, the Educator's student engagement, as well as feedback on the resources utilised for delivery of training, and overall satisfaction ranking with the course.

The student feedback form will be made available via the online TEACH INTERNATIONAL Student Portal course page or website, and is the recommended method to submit student feedback to TEACH INTERNATIONAL. In addition to training evaluation, TEACH INTERNATIONAL may conduct random surveys and interviews with industry leaders, students, and other community bodies to identify future needs in training.

Feedback regarding delivered programs is to be discussed with the Educator who delivered the training, including acknowledgement of positive feedback. These discussions are to assist in the revision and adjustment of training material and delivery methods and to allow for improved training delivery for our students.

Any complaints or issues that are identified from feedback are escalated to the TEACH INTERNATIONAL Academic Director to investigate and address where appropriate.

19 ACCESS TO RECORDS

All student records, such as personal details and records of participation and progress (this includes data collected on the enrolment form and assessment results), are electronically stored on a secure server location. An electronic record of each student's enrolment, participation and results is kept in the student management system for a period of 30 years. This record is password protected and is only accessible by authorised employees of TEACH INTERNATIONAL.

All students have the right to access their record of participation and progress within a timely manner. In order for a student to access their records they are required to forward a request in writing to TEACH INTERNATIONAL. If the student wishes to provide a third party with access to their records, they should state this in their formal request in writing.

TEACH INTERNATIONAL will provide, within 2 business days of receiving the written request, a transcript of the student's participation and progress.

20 CERTIFICATION

In determining whether a student is competent/or not yet competent, the student is assessed against the requirements of the qualification, including the units of competencies and the elements within the units of competency. All AQF documentation will be issued by the RTO, **Teach International**, and incorporate the national provider number.

Students are issued with a VET Statement of Attainment or VET Qualification once competency has been achieved, as outlined within the training package. The testamur or graduation statement for all

AQF qualifications issued will identify the qualification as an AQF qualification with the words “This qualification is recognised within the Australian Qualifications Framework.”

The testamur will contain sufficient information to correctly identify the:

- Issuing organisation;
- Graduate who is entitled to receive the AQF qualification;
- Awarded AQF qualification by its full title;
- Date of issue/award/conferral;
- Person(s) in the organisation authorised to issue the documentation; and
- Authenticity of the document by way of a watermark of the logo, or unique stamp or seal.

All certificates and statements of attainment identify the RTO by its national provider number from the National Register and include the Nationally Recognised Training (NRT) logo, in accordance with the current conditions of use as set by the Australian Quality Framework requirements.

The RTO will endeavor to issue certificates and statements of attainment within 30 days from the final date of competency achieved within that course of study.

Early requests for qualifications and statements of attainment may be processed for \$30 administration fee payable to TEACH INTERNATIONAL.

20.1 Reissuing of Qualifications

If your academic transcript is misplaced or damaged, please contact the RTO’s administration to order a replacement. An administration fee of \$30 will be payable to the RTO. In this case your certificate, statement and transcript will include the original date of issue and the re-issue date.

20.2 Options for students who do not gain successful study outcomes

Students who do not gain a successful outcome from their study within the time frame of the course will be awarded a **Statement of Attainment** for the work that they have already successfully completed. They also have the opportunity to re-enroll in the units of competency or modules that they still require to complete their full qualification. This guarantee exists for the duration of currency of the training package and any ‘teach out’ period in the event that the course is superseded.

21 COMPLAINTS AND APPEALS

TEACH INTERNATIONAL recognises that differences and grievances can arise from time to time and believe that the quick settlement of these matters is in the best interest of all parties concerned. The following steps are implemented to ensure this happens.

21.1 Complaints

Definition: an expression of discontent, regret, pain, censure, resentment, or grief; against another person or against the systems set by TEACH INTERNATIONAL.

Complaints policies and procedures are relevant to all grievances arising in the following areas:

- Student to student grievance;
- Staff to student grievance;
- Student to work placement organisation/supervisor grievance;

- Staff to work placement organisation/supervisor grievance; and

21.2 Appeal

Definition: *an earnest request for an appeal against a result given by a Trainer/Assessor, as the student believes that the result given was unfair or unjustified.*

Appeals policies and procedures are relevant to all appeals arising in the following areas:

- Student disagrees with the result given by their Educator;
- Student wishes to have their result reviewed by another Educator;
- Student wishes to be re-assessed for the same unit;
- Student wishes to change the unit; and
- Student believes that they were discriminated against by the Educator.

21.3 Complaints Process

If a student is experiencing any difficulties, they are encouraged to discuss their concerns with the TEACH INTERNATIONAL Academic Manager. TEACH INTERNATIONAL administrative staff will make themselves available at a mutually convenient time if a student wishes to seek assistance.

If a student wishes to make a formal complaint they are required to complete a complaints and appeals form, which is available via the Course Coordinator. Complaints and appeals are governed by policies on complaints and appeals for academic and complaints and appeals for non-academic matters. Both are available through your Course Coordinator.

The quick settlement of these matters is in the best interest of all parties concerned. The following steps are implemented to ensure this happens.

1. As soon as a grievance arises, it will be raised and discussed with all parties involved in the grievance, in order to find a solution agreeable to all parties;
2. Grievances should be kept confidential, in order to protect the complainants, and documented onto a complaints and appeals form;
3. All Complaints and Appeals are to be logged on the complaints and appeals register, no matter the outcome. Any areas for improvement must be escalated immediately by the TEACH INTERNATIONAL Academic Manager (or a designated officer);
4. Each appellant has an opportunity to formally present his or her case; and
5. Is given a written statement of the appeal outcomes, including reasons for the decision.
6. If a solution cannot be found, the matter is brought before Senior Management for resolution, agreeable to all parties;
7. If Senior Management is party to the grievance, they will not take part in any discussions or decisions made and the matter will be referred to the Director;
8. If a solution is not reached to the benefit of all parties, the complainant can escalate the matter to an agreed third party mediator. It is a condition precedent to the right of either party to commence arbitration or litigation other than for interlocutory relief, that it has first offered to submit the dispute to mediation; and
9. TEACH INTERNATIONAL is responsible for acting upon the subject of any complaint found to be substantiated.

Should the internal process be unsatisfactory, it is possible to lodge a complaint to the Australian Skills Quality Authority (www.asqa.gov.au).

21.4 Complaints and Appeals Form

If a student wishes to make a formal complaint, they are required to complete a complaints and appeals form available via the Course Coordinator. Once the form has been received by TEACH INTERNATIONAL, the TEACH INTERNATIONAL Academic Manager or TEACH INTERNATIONAL Senior Management will respond to it within 14 days.

Complaints and appeals forms are filed into the complaints and appeals register immediately on receipt. Each complaint is reviewed and investigated in detail, and areas of improvement are escalated promptly via the Academic Manager.

22 ASSESSMENT APPEALS PROCESS

All students have the right to appeal any assessment decision made by TEACH INTERNATIONAL if they:

- believe that the assessment decision is invalid; and/or
- feel that the process was invalid, inappropriate or unfair.

Before making an appeal, we ask that you discuss the matter with your Educator or Course Coordinator in an attempt to reach a solution.

If you are still not happy, you are then entitled to lodge a formal complaint by completing the complaints and appeals form within 7 days of the initial discussion. Once a formal appeal is lodged, a new Educator may be appointed in an attempt to resolve the appeal. Any decision recommended by this party is not binding to either party in the dispute. You have the right to a support person to be involved at all times during the appeal process.

23 CONTINUOUS IMPROVEMENT STRATEGY

A key process for managing continuous improvement throughout TEACH INTERNATIONAL is through identifying opportunities for improvement. These can be improvements to training and assessment, student services or management systems. Examples of when opportunities for improvement may be identified include:

Training and Assessment (Standard 1):

- Reviewing a training and assessment strategy;
- Feedback;
- Industry consultation;
- Assessment Validation; and
- Internal audits.

Student Services (Standard 2):

- Opportunities for improvement;
- Learner feedback form;
- Enrolment forms; and
- Complaints and appeals forms.

Management Systems (Standard 8):

- Senior management meetings;
- Weekly team meetings; and
- Internal audits.

Students are encouraged to supply feedback via the student feedback form and/or the complaints and appeals form as outlined above.

Feedback from these mechanisms will be reviewed by TEACH INTERNATIONAL Academic Management and Senior Management if required.

In order to focus on the solution and not the weakness, the person who has identified the improvement is given the opportunity to also identify the action required for improvement. If they are not able to identify a solution, TEACH INTERNATIONAL management will do their best to fairly resolve the matter;

The department head/team leader will review the suggested action required for improvement identified by the person who completed the form, or identify what TEACH INTERNATIONAL believes is the best action required for improvement;

24 LEGISLATIVE AND REGULATORY REQUIREMENTS

24.1 Information Privacy Act 2009 (Qld)

TEACH INTERNATIONAL collects and stores student's personal details for training purposes only. This information is utilised to record progress.

Where State or Commonwealth funding supports training we are obliged to submit personal and progress details for research, statistical analysis, program evaluation, post completion survey and internal management purposes.

We DO NOT share, rent, or sell personal information provided to TEACH INTERNATIONAL. The confidentiality of the information we collect is protected under the Information Privacy Act 2009 (Qld). If we are required to disclose information about any of our students to a third party we will acquire written consent from the student first (e.g., editorials, photos for advertising purposes, etc.).

Requirements when collecting personal information

TEACH INTERNATIONAL will take such steps as are reasonable in the circumstances to ensure that, before any information is collected or as soon as practicable after collection, the individual to whom the information relates is made aware of the following:

- The fact that the information is being collected;
- The purposes for which the information is being collected;
- The intended recipients of the information;
- Whether the supply of the information by the individual is required by law or is voluntary, and any consequences for the individual if the information (or any part of it) is not provided;
- The existence of any right of access to, and correction of, the information; and
- The name and address of the agency that is collecting the information and the agency that is to hold the information.

24.2 Anti-Discrimination

TEACH INTERNATIONAL is committed to ensuring that all of its representatives, students and participants are treated fairly and equally in their employment and training.

All opportunities are determined on the basis of merit without regard to nationality, race, religion, sex, sexuality, marital status, pregnancy, politics or impairment. All students and staff are accountable for the implementation of this policy.

TEACH INTERNATIONAL and its representatives have a responsibility to provide an environment which is free from any form of discrimination, harassment, insult, ridicule, victimisation or bullying, either directly or indirectly.

24.3 Working with Children Check

Passing a Working with Children Check is a prerequisite for anyone in child related work in Australia. All training and administration staff who may come into contact with students under the age of 18 years, this includes the delivery of training and assessment, are required to complete a Working with Children Check before they are able to work with students under the age of 18. This requirement also applies to students who may work with children or those under 18 as part of their course requirement. The Working with Children Check conducted is dependent on the State or Territory of the student or staff.

As a Registered Training Organisation, we have adopted child safe policies and practices to help keep students under the age of 18 safe.

24.4 Sexual Harassment

All representatives of TEACH INTERNATIONAL are required to note and agree to comply fully with regulations and legislation preventing sexual harassment and ensure that all training participants are made aware of and comply with such regulations and legislation requirements.

The guidelines are:

Sexual harassment includes but is not limited to:

- Making unsolicited and unwelcome written, verbal, physical or visual contact with sexual overtones (for example: jokes, slurs, assault, touch or physical gestures);
- Continuing to express sexual interest after being informed that the interest is unwelcome;
- Making reprisals, threats of reprisal or implied threats of reprisals following a negative response (for example, suggesting a poor performance report will be given);
- Engaging in implicit or explicit coercive sexual behaviour which is used to control, influence or affect the career, salary or environment of another; or
- Offering favours or benefits such as promotions, favourable reviews, favourable assigned tasks, or similar incentives, in return for sexual favours.

TEACH INTERNATIONAL strives for an environment free of sexual harassment. These policies against harassment apply to both the training and work environments for participants, students, staff and contractors.

Anyone found to be in violation of this policy will be subject to appropriate disciplinary action, which includes warnings, reprimand, suspension, dismissal or cancellation of contract.

24.5 Harassment

Harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance or of creating an intimidating, hostile, or an offensive learning

environment, will not be tolerated. This includes harassment, victimisation, or bullying because of sex, race, national origin, religion, disability, sexual preference or age.

Harassment is unlawful under Commonwealth and State legislation and all harassment, bullying and victimisation are contrary to the duty of care to provide a safe environment for work and learning. Harassment, victimisation and bullying can take many forms. It can be overt or subtle, direct or indirect.

Examples of harassment may include:

- Unwelcome physical contact;
- Repeated unwelcome invitations;
- Insulting or threatening language or gestures;
- Continual unjustified comments about a student's work or work capacity;
- Jokes and comments about someone's ethnicity, color, race; or
- Pictures, posters, graffiti, electronic images, which are offensive, obscene or objectionable.

Examples of victimisation may include:

- Unfavorable treatment such as aggression;
- Refusing to provide information to someone;
- Ignoring a person;
- Mocking customs or cultures; or
- Lower assessment of student work.

Examples of bullying may include:

- A person who uses strength or power to coerce others by fear;
- Behavior that intimidates, degrades or humiliates a person;
- Aggression, verbal abuse and behavior which is intended to punish;
- Personality clashes and constant 'put-downs';
- Persistent, unreasonable criticism of student work performance; or
- Student violence, both physical and threatened, against teachers.

Staff and students should be aware that differing social and cultural standards may mean behavior that is acceptable to some may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your Educator or the Course Coordinator. All complaints will be promptly investigated.

24.6 Anti Bullying

Violence, harassment and bullying are human rights issues that profoundly affect the lives of many people in Australia.

We all have a right to feel safe and respected. We all have a right to live our lives free from violence. Violence, harassment and bullying can violate these rights. They can also impact on other rights, such as the right to education and the right to health. Violence, harassment and bullying affect wellbeing and quality of life.

Victims can experience significant social isolation and feel unsafe. Bullying can lead to emotional and physical harm, loss of self-esteem, feelings of shame and anxiety, and concentration and learning difficulties. Tragically, violence, harassment and bullying can lead to suicide in extreme cases.

These are not issues that concern only children and young people. Violence, harassment and bullying can occur in a number of different environments, including in workplaces, care facilities and in the community, and can affect people of all ages and backgrounds.

Bullying can also take place in cyberspace, over the internet and on mobile phones. New technologies enable the spread of information, ideas and images to large numbers of people very quickly. There are many challenges in protecting people from violence, harassment and bullying in cyberspace.

We all have a responsibility to create a safe environment by standing up against violence, harassment and bullying. If bystanders take safe and appropriate action to stop bullying, we can all be a part of the solution. In the event of a situation that is considered by students to be in violation of TEACH INTERNATIONAL harassment, victimisation and bullying policy, report the situation to management.

24.7 Copyright Act 1968

The Copyright Act 1968 is an Act relating to copyright and the protection of certain performances, and for other purposes. For more information regarding the Copyright Act 1968 visit:

<http://www.comlaw.gov.au/Series/C1968A00063>

24.8 Anti-Discrimination Act 1991

The Anti-Discrimination Act 1991 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed and offered by TEACH INTERNATIONAL, including their administrative practices and assessment processes, take into account the principles established by this legislation. For more information go to:

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf>

24.9 Australian Consumer Law (ACL) 2011

Australian Consumer Law (ACL) 2011 aims to provide an equitable, competitive, informed and safe market place. It makes provisions in respect to certain unfair or undesirable trade practices, and aims at regulating the supply of goods and services. For more information visit:

<http://consumerlaw.gov.au/the-australian-consumer-law>

24.10 Commission for Children and Young People and Child Guardian Act 2000

The objective for Commission for Children and Young People and Child Guardian Act 2000 is to establish the Commission for Children and Young People and Child Guardian and to promote and protect the rights, interests and wellbeing of children in Queensland. For more information visit:

<https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CommisChildA00.pdf>

25 WORKPLACE HEALTH AND SAFETY

TEACH INTERNATIONAL is committed to providing a safe and healthy environment for all employees, contractors and visitors. We aim to achieve the highest degree of occupational health, safety and security by adhering to government legislation and taking a personal interest in the wellbeing of our staff and visitors.

All employees, contractors and visitors to our organisation are encompassed by our Workplace Health and Safety policy.

TEACH INTERNATIONAL is bound by Workplace Health and Safety legislations in all of the States and Territories in which it operates; including the Work Health and Safety Act 2011 in Queensland. This act can be accessed via www.safeworkaustralia.gov.au.

25.1 Students

Students are not only responsible for their own health and safety, but the health and safety of others within their working environment. Students must report unsafe working conditions, faulty equipment and accidents in the workplace immediately to their Trainer/Assessor. Students must abide by safe working practices and comply with health and safety practices. Students who do not abide by the practices may be subject to suspension or expulsion.

25.2 Employees

Employees are responsible for the implementation and instruction of all company Workplace Health and Safety procedures and are also responsible for ensuring that other staff members are adhering to the procedures set by the company. Employees must report all accidents or near misses to their Course Coordinator immediately and complete an incident report pertaining to the accident within 24 hours. Regulations under the Workplace Health and Safety Act 2011 have the same powers as the Act itself. If the company or employees do not comply with the Regulations or Acts, they may face prosecution; incur a fine, or both.

26 FINAL NOTE

We are very pleased that you have chosen Teach International to provision your course. Ending a course can be a sad time for Educators and students alike. Keep the contacts with those you connect with through your study and enlarge your network. There is much evidence that successful workers are usually great networkers. Use the Facebook page tab on our website to keep your connections in the years to come and also find out about new courses and events that TEACH INTERNATIONAL provides.

27 REFERENCES

National Vocational Education and Training Regulator Act 2011:

<http://www.comlaw.gov.au/Details/C2011A00012>

Standards for NVR Registered Training Organisations 2012:

<http://www.comlaw.gov.au/Details/F2013L00167>

Fit and Proper Person Requirements 2011:

<http://www.comlaw.gov.au/Series/F2011L01341>

Financial Viability Risk Assessment Requirements 2011

<http://www.comlaw.gov.au/Details/F2011L01405>

Data Provision Requirements 2011

<http://www.comlaw.gov.au/Details/F2011L01342>

Australian Qualifications Framework (AQF):

<http://www.aqf.edu.au/>

Higher Education Support Act 2003 (HESA):

<http://www.comlaw.gov.au/Series/C2004A01234>

Federal Privacy Act 1988:

<http://www.comlaw.gov.au/Details/C2012C00414>