Student Handbook

Domestic - 2024

Acknowledgement by the student:
(This acknowledgment to be put in the student file)

I ....
(student full name)

Have received a copy of JTI student handbook (Domestic) and I agree to read and abide by all the policies and procedures found in this booklet.

Date received:..

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About Job Training Institute

Job Training Institute is a Registered Training Organisation that specialise in providing quality training in nationally recognised qualifications through VET Quality Framework.

What distinguishes us from other RTOs?

- At JTI you are an individual and will be treated as such

- Flexible Study Mode
  With JTI, you can choose how you want to study your course:
  1) Online or attend classes at one of our campuses/centres OR
  2) A blended (virtual and face to face)option which combines both(virtual and face to face).

(This is only available for Domestic students).

Work Placement

We know the industry and understand the effort in finding Work Placement – *JTI Work Placement Coordinator, JTI Trainers, and yourself will work collaboratively in securing a work placement.*

^To attain your certificate you must complete the theory part of the course and the Work Placement.

Ongoing Assessment

- Your course has assessments (e.g. short questions, case studies, research activities, tests/quizzes, work placement, etc.) for each unit. You will receive ongoing assistance and coaching/mentoring in the specific areas that you may require.

- Job Training Institute offers students regular live online classes moderated by our trainers.

Please read all the information contained in this book thoroughly. If you require further information not found in this booklet, please ask a JTI staff member.

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JTI Courses

Job Training Institute offers the following courses:

CHC33021 Certificate III in Individual Support (Ageing & Disability)

CHC30121 Certificate III in Early Childhood Education and Care

CHC43121 Certificate IV in Disability Support

CHC43415 Certificate IV in Leisure and Health

CHC50121 Diploma of Early Childhood Education and Care

CHC52021 Diploma of Community Services (Case management)

CHC43215 Certificate IV in Alcohol and Other Drugs

CHC43515 Certificate IV in Mental Health Peer Work

CHC53315 Diploma of Mental Health

BSB50120 Diploma of Business

BSB60120 Advanced Diploma of Business

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Training Product Details:

CHC33021 Certificate III in Individual Support (Ageing & Disability)

CHC33021 Certificate III in Individual Support (Ageing & Disability)	CORE	ELECTIVE	TOTAL
	9	6	15

No	Unit Code & Name	Core/Elective
1	CHCCCS031 Provide individualized support	Core
2	CHCCCS038 Facilitate the empowerment of people receiving support	Core
3	CHCCCS040 Support independence and wellbeing	Core
4	CHCCCS041 Recognize healthy body systems	Core
5	CHCCOM005 Communicate and work in health or community services	Core
6	CHCDIV001 Work with diverse people	Core
7	CHCLEG001 Work legally and ethically	Core
8	HLTINF006 Apply basic principles and practices of infection prevention and control	Core
9	HLTWHS002 Follow safe work practices for direct client care	Core
10	CHCAGE011 Provide support to people living with dementia	Elective
11	CHCAGE013 Work effectively in aged care	Elective
12	CHCPAL003 Deliver care services using a palliative approach	Elective
13	CHCDIS011 Contribute to ongoing skills development using a strengths-based approach	Elective
14	CHCDIS012 Support community participation and social inclusion	Elective
15	CHCDIS020 Work effectively in disability support	Elective

CHC30121 Certificate III in Early Childhood Education and Care	CORE	ELECTIVE	TOTAL
	15	2	17

No	Unit Code & Name	Core/Elective
1	CHCECE030 Support inclusion and diversity	Core
2	CHCECE031 Support children's health, safety and wellbeing	Core
3	CHCECE032 Nurture babies and toddlers	Core
4	CHCECE033 Develop positive and respectful relationships with children	Core
5	CHCECE034 Use an approved learning framework to guide practice	Core
6	CHCECE035 Support the holistic learning and development of children	Core
7	CHCECE036 Provide experiences to support children's play and learning	Core
8	CHCECE037 Support children to connect with the natural environment	Core
9	CHCECE038 Observe children to inform practice	Core
10	CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	Core
11	CHCECE055 Meet legal and ethical obligations in children's education and care	Core
12	CHCECE056 Work effectively in children's education and care	Core
13	CHCPRT001 Identify and respond to children and young people at risk	Core
14	HLTAID012 Provide First Aid in an education and care setting	Core
15	HLTWHS001 Participate in workplace health and safety	Core
Elective Units:		
16	CHCDIV001 Work with diverse people	Elective
17	CHCPRP003 Reflect on and improve own professional practice	Elective

CHC43121 Certificate IV in Disability Support

CHC43121 Certificate IV in Disability Support	CORE	ELECTIVE	TOTAL
	7	3	10

No	Unit Code & Name	Core/Elective
1	CHCCCS044 Follow established person-centered behaviour supports	Core
2	CHCDIS017 Facilitate community participation and social inclusion	Core
3	CHCDIS018 Facilitate ongoing skills development using a person-centred approach	Core
4	CHCDIS019 Provide person-centred services to people with disability with complex needs	Core
5	CHCLEG003 Manage legal and ethical compliance	Core
6	CHCMHS001 Work with people with mental health issues	Core
7	HLTWHS003 Maintain work health and safety	Core
8	CHCCCS007 Develop and implement service programs	Elective
9	CHCCCS004 Assess co-existing needs	Elective
10	CHCDIV003 Manage and promote diversity	Elective

CHC43415 Certificate IV in Leisure and Health

Successful completion of this course requires the fulfilment of 16 Units of Study: listed below

Recommended Textbooks:
"Long - Term Caring 2nd Edition Residential, home and community aged care" Scott, Web, Sorrentino.

"Long-Term Care for Activity Professionals, Social Services Professionals, and Recreational Therapists Sixth Edition" Best-Martini, Weeks, Wirth.

CHC43415 Certificate IV in Leisure and Health	CORE	ELECTIVE	TOTAL
	10	7	17

No	Unit Code & Name	Core/Elective
1	CHCCOM002 Use communication to build relationships	Core
2	CHCDIV001 Work with diverse people	Core
3	CHCLAH001 Work effectively in the leisure and health industries	Core
4	CHCLAH002 Contribute to leisure and health programming	Core
5	CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs	Core
6	CHCLAH004 Participate in planning leisure and health programs for clients with complex needs	Core
7	CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming	Core
8	CHCPRP003 Reflect on and improve own professional practice	Core
9	HLTAAP002 Confirm physical health status	Core
10	HLTWHS002 Follow safe work practices for direct client care	Core
Elective Units		
11	CHCAGE001 Facilitate the empowerment of older people	Elective
12	CHCAGE005 Provide support to people living with dementia	Elective
13	CHCCCS015 Provide individualised support	Elective
14	CHCCCS025 Support relationships with carers and families	Elective
15	CHCDIS003 Support community participation and social inclusion	Elective
16	CHCDIS007 Facilitate the empowerment of people with disability	Elective
17	SISCCRO001 Plan and conduct recreation programs for older persons	Elective

CHC50121 Diploma of Early Childhood Education and Care

Entry Requirements:

Entry to this qualification is open to individuals who:
- hold a CHC30121 Certificate III in Early Childhood Education and Care or
- CHC30113 Certificate III in Early Childhood Education and Care.

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CHC50121 Diploma of Early Childhood Education and Care	CORE	ELECTIVE	TOTAL
	12	3	15

No	Unit Code & Name	Core/Elective
1	BSBTWK502 Manage team effectiveness	Core
2	CHCECE041 Maintain a safe and healthy environment for children	Core
3	CHCECE042 Foster holistic early childhood learning, development and wellbeing	Core
4	CHCECE043 Nurture creativity in children	Core
5	CHCECE044 Facilitate compliance in a children's education and care service	Core
6	CHCECE045 Foster positive and respectful interactions and behaviour in children	Core
7	CHCECE046 Implement strategies for the inclusion of all children	Core
8	CHCECE047 Analyse information to inform children's learning	Core
9	CHCECE048 Plan and implement children's education and care curriculum	Core
10	CHCECE049 Embed environmental responsibility in service operations	Core
11	CHCECE050 Work in partnership with children's families	Core
12	CHCPRP003 Reflect on and improve own professional practice	Core
Elective Units:		
13	CHCMGT003 Lead the work team	Elective
14	CHCPOL002 Develop and implement policy	Elective
15	CHCECE053 Respond to grievances and complaints about the service	Elective

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CHC52021 Diploma of Community Services (Case Management) (Child, Youth and Family Welfare)	CORE	ELECTIVE	TOTAL
	12	8	20

No	Unit Code & Name	Core/Elective
1	CHCCCS004 Assess co-existing needs	Core
2	CHCCCS007 Develop and implement service programs	Core
3	CHCCCS019 Recognise and respond to crisis situations	Core
4	CHCCSM013 Facilitate and review case management	Core
5	CHCDEV005 Analyse impacts of sociological factors on people in community work and services	Core
6	CHCDFV001 Recognise and respond appropriately to domestic and family violence	Core
7	CHCDIV001 Work with diverse people	Core
8	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
9	CHCLEG003 Manage legal and ethical compliance	Core
10	CHCMGT005 Facilitate workplace debriefing and support processes	Core
11	CHCPRP003 Reflect on and improve own professional practice	Core
12	HLTWHS003 Maintain work health and safety	Core
13	CHCCSM009 Facilitate goal-directed planning	Elective
14	CHCCSM014 Provide case management supervision	Elective
15	CHCCSM016 Undertake advanced assessments	Elective
16	CHCCSM015 Undertake case management in a child protection framework	Elective

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17	CHCMHS013 Implement trauma informed care	Elective
18	CHCPRT025 Identify and report children and young people at risk	Elective
19	CHCADV005 Provide systems advocacy services	Elective
20	CHCCCS009 Facilitate responsible behaviour	Elective

CHC43215 Certificate IV in Alcohol and Other Drugs

CHC43215 Certificate IV in Alcohol and Other Drugs	CORE	ELECTIVE	TOTAL
	12	5	17

No	Unit Code & Name	Core/Elective
1	CHCAOD001 Work in an alcohol and other drugs context	Core
2	CHCAOD004 Assess needs of clients with alcohol and other drugs issues	Core
3	CHCAOD006 Provide interventions for people with alcohol and other drugs issues	Core
4	CHCAOD009 Develop and review individual alcohol and other drugs treatment plans	Core
5	CHCCCS004 Assess co-existing needs	Core
6	CHCCCS014 Provide brief interventions	Core
7	CHCCOM002 Use communication to build relationships	Core
8	CHCDIV001 Work with diverse people	Core
9	CHCLEG001 Work legally and ethically	Core
10	CHCMHS001 Work with people with mental health issues	Core
11	CHCPRP001 Develop and maintain networks and collaborative partnerships	Core
12	HLTAID003 Provide first aid	Core
Elective Units:		

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13	CHCDIS008 Facilitate community participation and social inclusion	Elective
14	CHCAGE001 Facilitate the empowerment of older people	Elective
15	HLTAAP001 Recognise healthy body systems	Elective
16	CHCCCS023 Support independence and wellbeing	Elective
17	CHCDIS007 Facilitate the empowerment of people with disability	Elective

CHC43515 Certificate IV in Mental Health Peer Work

CHC43515 Certificate IV in Mental Health Peer Work	CORE	ELECTIVE	TOTAL
	8	7	15

No	Unit Code & Name	Core/Elective
1	CHCDIV001 Work with diverse people	Core
2	CHCMHS007 Work effectively in trauma informed care	Core
3	CHCMHS008 Promote and facilitate self-advocacy	Core
4	CHCMHS011 Assess and promote social, emotional and physical wellbeing	Core
5	CHCPWK001 Apply peer work practices in the mental health sector	Core
6	CHCPWK002 Contribute to the continuous improvement of mental health services	Core
7	CHCPWK003 Apply lived experience in mental health peer work	Core
8	HLTWHS001 Participate in workplace health and safety	Core
Elective Units:		
9	CHCAGE001 Facilitate the empowerment of older people	Elective
10	CHCAGE005 Provide support to people living with dementia	Elective
11	CHCCCS023 Support independence and wellbeing	Elective
12	CHCDIS007 Facilitate the empowerment of people with disability	Elective

13	CHCDIS008 Facilitate community participation and social inclusion	Elective
14	CHCPWK004 Work effectively in consumer mental health peer work	Elective
15	CHCPWK005 Work effectively with carers as a mental health peer work	Elective

CHC53315 Diploma of Mental Health

CHC53315 Diploma of Mental Health	CORE	ELECTIVE	TOTAL
	15	5	20

No	Unit Code & Name	Core/Elective
1	HLTWHS004 Manage work health and safety	Core
2	CHCADV005 Provide systems advocacy services	Core
3	CHCDIV001 Work with diverse people	Core
4	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
5	CHCMHS002 Establish self-directed recovery relationships	Core
6	CHCMHS003 Provide recovery oriented mental health services	Core
7	CHCMHS004 Work collaboratively with the care network and other services	Core
8	CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues	Core
9	CHCMHS009 Provide early intervention, health prevention and promotion programs	Core
10	CHCMHS010 Implement recovery oriented approaches to complexity	Core
11	CHCMHS011 Assess and promote social, emotional and physical wellbeing	Core

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12	CHCMHS012 Provide support to develop wellness plans and advanced directives	Core
13	CHCMHS013 Implement trauma informed care	Core
14	CHCPOL003 Research and apply evidence to practice	Core
15	CHCPRP003 Reflect on and improve own professional practice	Core
Elective Units:		
16	CHCPRP001 Develop and maintain networks and collaborative partnerships	Elective
17	CHCCSL001 Establish and confirm the counselling relationship	Elective
18	HLTENN009 Implement and monitor care for a person with mental health conditions	Elective
19	HLTAAP001 Recognise healthy body systems	Elective
20	CHCMHS006 Facilitate the recovery process with the person, family and carers	Elective

BSB50120 Diploma of Business (Leadership)

BSB50120 Diploma of Business (Leadership)	CORE	ELECTIVE	TOTAL
	5	7	12

No.	Unit Code & Name	Core/Elective
1	BSBCRT511 Develop critical thinking in others	Core
2	BSBFIN501 Manage budgets and financial plans	Core
3	BSBOPS501 Manage business resources	Core
4	BSBSUS511 Develop workplace policies and procedures for sustainability	Core
5	BSBXCM501 Lead communication in the workplace	Core
Elective Units:		
6	BSBPMG430 Undertake project work	Elective
7	BSBOPS504 Manage business risk	Elective

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8	BSBHRM521	Facilitate performance development processes	Elective
9	BSBLDR522	Manage people performance	Elective
10	BSBTWK502	Manage team effectiveness	Elective
11	BSBLDR523	Lead and manage effective workplace relationships	Elective
12	BSBSTR503	Develop organisational policy	Elective

BSB60120 Advanced Diploma of Business

BSB60120 Advanced Diploma of Business	CORE	ELECTIVE	TOTAL
	5	5	10

No	Unit Code & Name	Core/Elective
1	BSBCRT611	Apply critical thinking for complex problem solving	Core
2	BSBFIN601	Manage organisational finances	Core
3	BSBOPS601	Develop and implement business plans	Core
4	BSBSUS601	Lead corporate social responsibility	Core
5	BSBTEC601	Review organisational digital strategy	Core
Elective Units:		
6	BSBWHS521	Ensure a safe workplace for a work area	Elective
7	BSBSTR801	Lead innovative thinking and practice	Elective
8	BSBOPS505	Manage organisational customer service	Elective
9	BSBHRM614	Contribute to strategic workforce planning	Elective
10	BSBLDR601	Lead and manage organisational change	Elective

Student Code of practice, rights and responsibilities

As a Registered Training Organisation, Job Training Institute (JTI) is committed to ensuring that it provides training and assessment that is compliant with VET Quality Framework and all relevant legislations that will lead to nationally recognised qualifications. All staff recognise the rights of our clients and students in line with our code of practice.

Please note, it is mandatory that all students read and acknowledge having understood the code of practice before enrolling to study at Job Training Institute.

The following Code of Practice aims to formalise and assure students of JTI's commitment in terms of:
- Respecting and protecting their rights
- Providing correct information, advice and support
- Providing the most suitable course and pathway
- Optimising learning outcomes
- Promoting principles of access and equity
- Regular evaluation of training and assessment delivery
- Industry engagement to ensure relevance and national recognition of our qualifications
- Assessing learner's current skills and needs prior to enrolment

JTI's promise and commitment to you, the student:
- We shall at all times respect and protect your rights. A complaints process is provided as part of our policies and procedures. Complaints, grievances, appeals and compliment procedures are provided and explained to the student at enrolment.
- We shall be upfront with our students concerning the selection, enrolment and induction process which include: training locations, skills/knowledge required and training pathways. The enrolment process involves completion of an enrolment form in which personal and other relevant information is collected. This information is handled as per our confidentiality and privacy policy, a copy of which you receive before enrolment. The first class is always the induction class where the Code of Practice and other vital information about your study at JTI is discussed plus other business policies and procedures.
- Course information is available in the form of factsheets; from staff and JTI website.
- We shall publish and avail at all times, fees and charges pertaining to your learning at JTI. These fees and charges are also indicated on the factsheets, brochures, website and enrolment form.

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- To ensure a positive learning environment is maintained, any student who engages in disruptive behaviour/activities shall be disciplined by being asked to leave the class and building. Disruptive behaviours include: physical and/or verbal abuse, sexual harassment, continued absence from class, obscene gestures, continuous interruption of the trainer, disrespect to fellow students/trainers/staff and smoking in non-smoking areas.

- We provide support and assistance for Language, Literacy and Numeracy through extra time with the trainer.

- We provide blended(virtual and face to face) support and assistance through email, telephone calls, face to face, online support and staff assistance.

- JTI guarantees you as our student that once you have commenced study with us, you will have the opportunity to complete your study and receive your qualification, if you as a student does all the work as per your training plan.

- We provide support in Recognition of Prior Learning (RPL) if you require this and hold the necessary skills. More information on RPL assessment is on our website (www.jti.edu.au/rpl/)

- JTI conducts pre-course enrolment interviews either on telephone or face-to-face and this enables our career consultants to give guidance on career options. We shall assess your skills and needs prior to your enrolment and provide you with accurate and objective feedback.

- You will be provided with information on course cancellation and refund policy and procedures in this booklet.

- Equal Educational Opportunity exists for all learners and no learner can be hindered from undertaking any course solely on the basis of their gender, race, ethnicity or religion.

- We shall maintain confidentiality and privacy of your personal information, unless authorised by law to disclose.

- You will receive services as detailed in your agreement with us.

- Training and assessment will be delivered by qualified trainers & assessors.

- We shall provide flexible learning and assessment methods.

- Learner resources shall be updated regularly and in line with industry needs.

- Our marketing activities and information shall be ethical and accurate and in line with the Vet Quality Framework.

- Prior to enrolment the student shall be informed of all costs which can be found in this student handbook and on the JTI website.

- All JTI students and staff members must comply with JTI Workplace Health and Safety policies and procedures.

- We shall provide support for learner's special needs (language, culture, religion), where possible, as stipulated in the training plan.

- Your health, safety and general welfare as a student will be our priority.

- JTI reserves the right to change class days at any time during study, but will give at least two weeks' notice to students before this happens)

- JTI reserves the right to change trainers at any time during your time of study.

Classroom behaviour

All JTI students are expected to comply with the following rules of behaviour while enrolled at Job Training Institute:

1. Demonstrate mutual respect for JTI staff, and fellow students;
2. Turn off all mobile and paging devices during class times and examinations;
3. Not eat or drink in classrooms;
4. Prepare for each class by undertaking the required reading and completing all necessary tutorial or laboratory work;
5. Attend all classes except when prevented by illness or exceptional circumstances. This is a courtesy to your fellow students, your trainers and in the best interest of your own academic progress;
6. Arrive at classes at the scheduled time; arriving late is disrespectful to trainers and fellow students;
7. Participate actively in learning activities;
8. Avoid all forms of academic misconduct;
9. Provide constructive feedback when evaluating courses and trainers/assessors;
10. Refrain from activities that might negatively impact on other members of the JTI community;
11. Not write any part of your assessment/ work placement book in pencil;
12. Be aware of your responsibilities within your courses and program of study;
13. Any other rules of classroom behaviour as determined by, and/or negotiated with, your trainer/assessor;
14. Avoid plagiarism, collusion and copying of assessments which will result in disciplinary action;

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Work Placement

Most courses offered at JTI have a work placement component.

- The JTI Work Placement Coordinator, the trainers and JTI students will work collaboratively to obtain work placement for the student.

- For a student to qualify for work placement they will need to comply with the work placement guidelines provided to them and liaise with their trainer. It is the responsibility of the student to organise their time to fit within the working hours offered by the work placement facility. The duration of work placement varies between courses and from state to state; generally, 100-150 hours for Certificate III, 150-200 hours for a Certificate IV 200-400 for a Diploma.

- Students are made aware that every work placement secured for them by JTI is funded by JTI.

- The student is clearly informed that there's no fee attached to the first work placement offered as part of the curriculum.

- Where the student fails to successfully complete the first work placement offered as part of the curriculum due to unforeseen circumstances such as illness, personal circumstances, lack of academic progress, which deems work placement as *Not Yet satisfactory*, the student will be supported and given a second chance to attend another placement.

- If a student needs to repeat work placement for the third time, the student needs to make payment for work placement administration $150.

- Before the student attends work placement, they are required to meet with the JTI Work Placement Coordinator (WPC) or their trainer to ensure all items on the work placement checklist are covered. The WPC/trainer will further explain JTI's expectation when the student is at work placement. Every student must sign acceptance of work placement conditions.

- The work placement books will be issued to the student to take to the work placement facility. The supervisor of the student will sign off the Third-Party report and the Trainer/Assessor/facilitator will sign off the Work Placement book.

- A satisfactory work placement book, third party report together with satisfactory theory assessments will comprise the records required to issue a certificate, once the student has satisfactorily completed all items.

- If a student is unable to attend work placements, student MUST present a medical certificate to the trainer and work placement coordinator and are required to undertake make-up days.

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Work Placement Dress Code

Student appearance must always be professional. Clothing and footwear should be safe, practical and comfortable.

Work placement policies during pregnancy

Pregnancy does not prohibit students from attending work placement however some work placements may be potentially harmful to the developing fetus/baby and to the pregnant student.

Before a student begins work placement, Job Training Institute advises students to be aware of the cautions and risks of participating in work placement and what potential harm that can arise that could be harmful to you as a student and your fetus/baby whilst on placement. The Job Training Institute recommends students to postpone work placement during pregnancy to reduce any harm or risks to you and your fetus/baby.

Pregnant students are expected to notify the work placement coordinator of their pregnancy at their earliest if:

1. Student is assigned to participate in work placement area where there may be certain health and safety hazards/ Risks as below:
   - Radiation
   - Violence
   - aesthetic gases
   - Manual Handling
   - Hazardous Substances e.g. mercury, lead
   - Exposure to infectious agents, blood/ body fluids
   - Violence
   - Shifts or Night Work
   - X-ray / Radioactive Material
   - cytotoxic drugs
   - Driving as part of job
   - Long period of standing / awkward posture

2. Students are in the third Trimester of pregnancy or within the first 8 weeks after birth. Students who want to continue to complete class during the third trimester or within the first 8 weeks of birth are required to produce a Medical certificate stating the student is fit to attend work placement and provide it to the Job Training Institute.

Female students are encouraged to disclose pregnancy in confidence at an early stage and discuss the work placement requirements with the work placement coordinator.

After reading the above information students are confirming they are aware of the potential harm/risks that can arise during pregnancy to the student and the fetus/baby.
If you have any matters or concerns regarding the above information, please kindly contact the nearest Job Training Institute campus or your trainer.

Work placement requirements

Prior to going on work placement, student requires to submit below documents (required documents are subject to Course requirement)

- Valid First Aid Certificate (**subject to industry requirements**)
- Manual handling
- Working with children check Card
- Police Check
- Infection Control

If you do not have all items on the above list, please contact JTI Work placement Coordinator for assistance prior to going on work placement
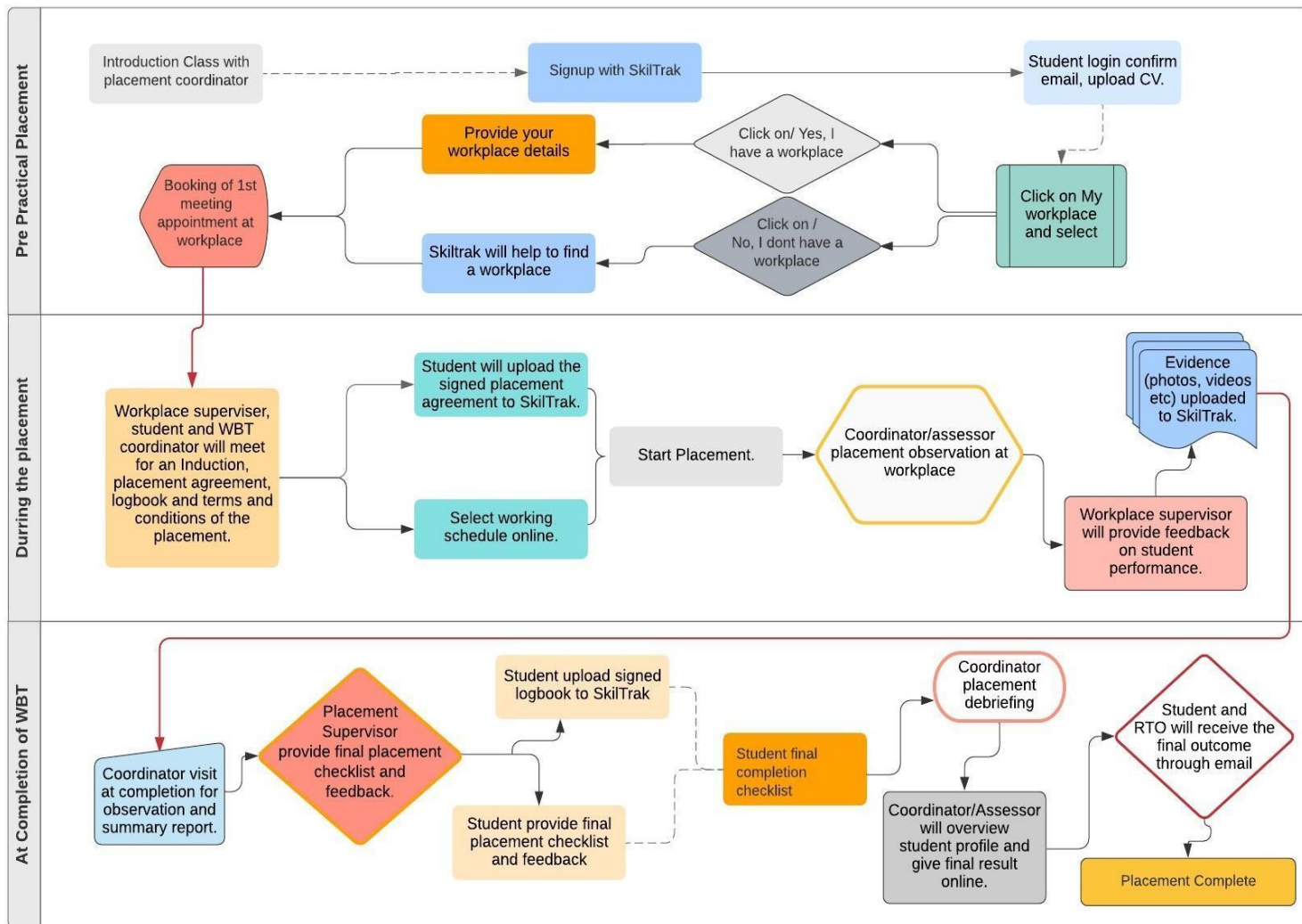
Work placement Books:

Students can find work placement books on Moodle to download.

Before the student starts the work placement, a SkilTrak login detail will be provided to the student via email. SkilTrak portal is where student can upload Agreement, Third Party Report and other supporting documents (eg. Police check, WWCC, etc...)

Students need to take the work placement books to the placement centre each day and ensure the centre's supervisor signs it at the end of each day. When a student has finished the work placement books, ensure student scan, and submit it on Moodle for the trainer to mark.

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SkilTrak work placement flowchart:

JTI Work placement support:

- Phone 9055 5007
- Email workplacement@jti.edu.au

SkilTrak support:

- Phone 9363 6378
- Email info@skilTrak.com.au

Fee and other charges

Main Courses - Fee for Service (Self- Funded Domestic)

NAME OF COURSE & CODE	Self-Funded Student		
	Normal Price		
	Registration Fee	Initial Deposit^	Total Tuition Fee*
CHC33021 Certificate III in Individual Support (Ageing & Disability) **Blended** (virtual and face to face)	$0	$500	**$2,500**
CHC30121 Certificate III in Early Childhood Education and Care **Blended** (virtual and face to face)	$0	$500	**$2,500**
CHC43121 Certificate IV in Disability Support **Blended** (virtual and face to face)	$0	$500	**$2,300**
CHC43415 Certificate IV in Leisure and Health **Blended** (virtual and face to face)	$0	$500	**$2,500**
CHC50121 Diploma of Early Childhood Education and Care **Blended** (virtual and face to face)	$0	$500	**$7,000**
BSB50120 Diploma of Business (Leadership) **Blended** (virtual and face to face)	$0	$500	**$10,000**
CHC52021 Diploma of Community Services (Case Management) (Child, Youth and Family Welfare) **Blended** (virtual and face to face)	$0	$500	**$7,000**
CHC43215 Certificate IV in Alcohol and Other Drugs **Blended** (virtual and face to face)	$0	$500	**$4,000**
CHC43515 Certificate IV in Mental Health Peer Work **Blended** (virtual and face to face)	$0	$500	**$4,000**
CHC53315 Diploma of Mental Health **Blended** (virtual and face to face)	$0	$500	**$7,000**
BSB60120 Advanced Diploma of Business	$0	$500	**$12,000**

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NAME OF COURSE & CODE	Self-Funded Student		
	Normal Price		
	Registration Fee	Initial Deposit^	Total Tuition Fee*
Blended (virtual and face to face)			

Main Courses – Victorian funding programs (Funded Domestic)

If you are eligible for Victorian funding programs (including Skills First program), tuition fee is fully covered. Courses details and eligibility criteria can be found on our website.

- CHC33021 Certificate III in Individual Support (Ageing & Disability)
- CHC30121 Certificate III in Early Childhood Education and Care
- CHC43121 Certificate IV in Disability Support
- CHC43515 Certificate IV in Mental Health Peer Work
- CHC43415 Certificate IV in Leisure and Health
- CHC50121 Diploma of Early Childhood Education and Care
- CHC52021 Diploma of Community Services (Case Management) (Child, Youth and Family Welfare)
- CHC53315 Diploma of Mental Health

Other costs

	Cost $	Compulsory (Yes/No, optional)	
Re-issued (including postage) Certificate & Transcript	$80	Yes	
Re-issued-Certificate OR Transcript - Digital	$50	Yes	
Letters (CRICOS only)	$20	Yes	
Certificate Postage	$10	Yes	
Student Printer (Optional)			
$50 required for card deposit. Note: remaining card balance is non-refundable.	Paper Size	Black & White	Colour
	A4	$0.20	$1.00
	A3	$0.25	$1.70
	Scanning	FREE	

NAME OF COURSE & CODE	Self-Funded Student		
	Initial Deposit^	Tuition Fee*	Total*

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CHC33021 Certificate III in Individual Support (Ageing & Disability) **Blended** (virtual and face to face)	$500	$2,000	$2,500
CHC30121 Certificate III in Early Childhood Education and Care **Blended** (virtual and face to face)	$500	$2,000	$2,500
CHC43121 Certificate IV in Disability Support **Blended** (virtual and face to face)	$500	$1,800	$2,300
CHC43415 Certificate IV in Leisure and Health **Blended** (virtual and face to face)	$500	$2,000	$2,500
CHC50121 Diploma of Early Childhood Education and Care **Blended** (virtual and face to face)	N/A	$7,000	$7,000
BSB50120 Diploma of Business (Leadership) **Blended** (virtual and face to face)	$500	$3,100	$3,600
CHC52015 Diploma of Community Services (Case Management) (Child, Youth and Family Welfare) **Blended** (virtual and face to face)	$500	$6,000	$6,500
CHC43215 Certificate IV in Alcohol and Other drugs **Blended** (virtual and face to face)	$500	$3,500	$4,000
CHC43515 Certificate IV in Mental Health Peer Work **Blended** (virtual and face to face)	$500	$3,500	$4,000
CHC53315 Diploma of Mental Health **Blended** (virtual and face to face)	$500	$6,000	$6,500
BSB60120 Advanced Diploma of Business **Blended** (virtual and face to face)	$500	$6,000	$6,500

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Please note.

(^) Initial Deposit to be paid at the enrolment stage.

(*) The student tuition fee is indicative only and subject to change given individual circumstances at enrolment. Additional fees may apply such as student services and amenities fees.

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- Training for these courses is delivered with Victorian, and Commonwealth Government funding.
- For Skills First program students must meet the eligibility criteria and be able to provide required documents/ evidence.
- Payment plan is available, please contact our Accounts Department.
- Fees are subject to change without notice.

Student Internal Transfer Request

Transfer means the following;

- *Transfer to another qualification;*
- *Transfer to different delivery mode;*
- *Transfer to different intakes;*
- *Transfer to different trainers; or*
- *Transfer to different campuses*

The internal transfer is to be lodged *no later than 30 days* for Current Certificate III/IV students after course commencement date;
The internal transfer is to be lodged *no later than 60 days* for current Diploma/Advanced Diploma students after course commencement date (if you are eligible for VET Student Loans, please check your loan liability before apply transfer)

Policies

Student complaints Policy and Procedure

Policy Statement
The JTI provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.

The JTI considers all complaints and appeals as an opportunity to improve the service that we offer to all stakeholders. In this procedure we consider complaints and appeals (including assessment outcomes) to be specific in their nature.

Complaints and appeals may be dealt with internally and/or externally depending on the individual situation and whether it can or cannot be resolved to the satisfaction of all concerned and specific requests for adjudication.

Nature of complaints

A complaint can be defined as a student's expression of dissatisfaction with any aspect of the services and activities provided by the JTI, including:

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

Some of the sorts of things a student could complain about include:

- Sexual harassment
- Course requirements and costs
- Quality of training and resources
- Fairness of the assessment process
- Timeframes for completion
- Communication breakdown
- Professional etiquette

An appeal is defined as a request for the JTI to reconsider a decision which it has made regarding the student's enrolment or progress. Such decisions may include:

- The decision to suspend, defer or cancel a student's enrolment;
- Decisions regarding an assessment decision.

Complaints process

The JTI is committed to implementing effective complaint resolution procedures where issues are managed quickly, dealt with fairly and confidentially at the local level with a minimum number of people involved. The resolution process will focus on a rapid re-establishment of good educational working relationships and positive outcomes. The procedures for managing complaints and appeals aim to avoid blame and undue investigation

Roles and responsibilities relating to handling complaints

The CEO/Managing Director/Operations Manager is responsible for implementing this policy. The Managing Director/Operations Manager has primary responsibility for responding to complaints, counselling students and advising them about avenues and resources for further counselling or support.

Informal complaint resolution procedure

Students are encouraged to resolve concerns or difficulties directly with the person(s) concerned, wherever possible. Such cases will not normally be documented if they are resolved to the satisfaction of all parties concerned. Students may discuss any issues related to their studies with their Trainer/Assessor, the CEO/Managing Director/Operations Manager as part of the informal complaint resolution process.

- Students should in the first instance refer the complaint to the trainer or person concerned.
- The trainer or person concerned will listen and note the nature of the concern and identify the expected outcome of the complainant.
- The trainer or person concerned may confer with the CEO who will recommend a course of action that specifically addresses the issue.

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- If the complainant is happy with the proposed outcome, appropriate steps need to be taken to implement that outcome by logging a suggestion in the *Continuous Improvement Register.
- If the issue is not resolved, the complainant may lodge a formal complaint.

Formal complaints and appeals resolution procedure

If they cannot resolve a complaint through informal discussions students can lodge a formal complaint or appeal. A formal complaint or appeal and any actions arising and the outcome, will be recorded on a Complaint Resolution Form. The student enrolment will be maintained throughout the process. There is no cost for a student to lodge a complaint or an internal appeal.

Information for Students - Complaints and Appeals Policy

- All prospective students on enrolment will be provided with information about the JTI Complaint's Process.
- All complaints will be handled professionally and confidentially so as not to impede the resolution process.
- All complaints must be initiated within ten (10) days of the issue(s) becoming evident.
- Students will be provided with details of external agencies they may approach if required i.e. Student Support Manager.

All complaints and appeals will be managed fairly, equitably and as efficiently as possible.

- Students may raise any matters of concern relating to training delivery and assessment, the quality of the training, student amenities, discrimination, sexual harassment and any other issues that may arise.
- Before making a formal complaint, the student should approach the person(s) directly involved. This does not lessen his or her right in any way to lodge a formal complaint or appeal.
- Resolution procedures will be in place within fourteen (14) days of receipt of the complaint.
- JTI will encourage the parties to a complaint to approach the problem with an open mind and to attempt to resolve problems through discussion and conciliation. Where a complaint cannot be resolved through discussion and conciliation, it is acknowledged that appropriately qualified external and independent persons may be called to mediate between the parties.
- Resolution not be achieved within four (4) weeks the complainant may lodge a complaint with an outside mediator or Overseas Student Ombudsman.
- all formal complaints and appeals need to be in writing

Appeals process

All students have the right to make an academic appeal. Where a student is dissatisfied with the assessment of any work, assignment and/or an examination result, the student should discuss this informally in the first instance with their Trainer/Assessor.

Where a student is dissatisfied with the assessment of practical work and/or vocational placement assessments performed in the workplace, the student should discuss this informally in the first instance with their workplace mentor/supervisor. If the student remains dissatisfied, the issue should be discussed informally with their Trainer/Assessor.

If the issue cannot be resolved informally, a student may submit a formal academic appeal in writing to the CEO within twenty (20) working days of receiving the reviewed

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academic result. The appeal must outline why the student has requested a formal review of the result. The student will be advised in writing that the appeal has been received.

The CEO will seek to resolve a formal academic appeal through the appointment of an independent and impartial mediator to conduct an investigation and make a recommendation. All parties involved in any formal academic appeal will be advised of the outcome in writing within twenty (20) working days of the date of the appeal.

If a student's formal academic appeal is successful the academic result will be amended. A student whose formal academic appeal is not upheld by the CEO will be advised in writing of the option to either access the appeals procedure or the process for external mediation. Note: The appellant, if still not satisfied with the decision, has rights under the Australian legal system or to contact Ombudsman for advice.

Assessment guidelines

What is a Unit of Competency?

A unit of competency specifies the knowledge and skills and the application of that knowledge and skills, to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognised. Units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment

Assessment is the process of collecting evidence and making judgements on the extent and nature of performance and other requirements, as described in a set of standards, or learning outcomes, resulting in a judgement of whether competency has been demonstrated.

An effective and objective assessment is the key to the successful implementation of competency standards in the workplace and in education. This is the judgement of performance and knowledge against the relevant industry competency standards.

Assessment is carried out by the comparison of a candidate's evidence of skills and knowledge, against the requirements of the standards.

Assessors

The role of an assessor is to objectively assess and judge a candidate's evidence against a set of standards.

To do this effectively, an assessor must have a sound knowledge of, and be skilled in the relevant industry area they are assessing. At JTI, we ensure this is the case by insisting that every trainer has at least 2 years' industry experience in the area they are assessing. Their industry experience is expected to be current at the time of assessing.

In addition, at JTI, every trainer/assessor
- Must have completed Certificate IV in Training and Assessment (TAE40110) from the Training and Assessment Package.
- is expected to remain current in the Industry in which they are training
- must remain current with the VET industry.

    As part of their role, trainers/assessors must:
- Interpret and understand the criteria

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- Ensure that evidence meets the standards with a minimum of 2 forms of evidence
- Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient
- Use expertise to make fair and objective judgements.

The training and ongoing professional development of assessors must include such areas as:
- Roles, responsibilities and ethics
- Procedural and administrative duties
- Performance and knowledge evidence gathering and presentation
- Interpretation and usage of standards
- Selecting and using appropriate methods of assessment
- Requirements regarding processing and recording of results, progress and feedback.

It is crucial that trainers/assessors always understand and practice fair, objective, unbiased and flexible assessment processes.

Students who miss an assessment
Students who miss any class test must sit that test within 48 hours unless unable due to medical reasons. The test, if missed due to a medical condition, will be given on agreement between the assessor, student and JTI.

Flexible Forms of Assessment
JTI has facilities to provide flexible forms of assessment for students in proven extenuating circumstances. The student should indicate their requirements in their training plan on enrolment or must apply in writing to the assessor with details of their circumstances. The assessor will assess the application and the student will be notified accordingly.

Resubmission of Assessments
If a student is not assessed as satisfactory on their first assessment submission they will receive 2 more opportunities to resubmit at Certificate level and one more opportunity at Diploma level. If a student is still not assessed as satisfactory, they will be required to go through the JTI Student at Risk Support Management Process with their Trainer/Assessor.

In the event the student is deemed not yet competent; they will be issued a transcript indicating this.

Training Arrangements
All courses have blended (virtual and face to face)delivery which combines face-to-face classes, workplace training, online learning and self-paced study. Students can choose which of the training modes they would like to utilise to best suit their learning style. The workplace training component is not optional for most courses.
Assessments are submitted via the online learning system, manually in class or at a JTI campus. Support is provided for online sessions through email, chat line, live classes and telephone.

Misplaced or Lost Assessments

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If you are posting your assignments, **take copies prior to posting**. JTI will not take any responsibility for lost assignments sent by post. If you would like a copy of your assignments, take a copy before submitting to JTI. JTI keeps all assignments submitted to us for audit purposes, they cannot be returned to the student.

Fees & charges policy

Policy Statement

The RTO must be able to demonstrate to the National VET Regulator, on request, that it is financially viable at all times during the period of its registration.

Financial Management

The JTI is committed to meeting all of the financial requirements of the SRTO'S Standards and requirements for registration, and will comply with requests and report on financial activity and status as required within our budgetary constraints. In the Financial Plan the organisation has provided financial projections for the first two years of each JTI's operation. These have been prepared and certified by a qualified Accountant (CPA Accountant) to Australian Accounting Standards.

Information for students

The organisation provides the following information to students in the Student Handbook, and will provide the same information on the website:

- The total amount of all fees including course fees, administration fees, materials fees and any other charges – for each qualification
- Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee
- The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment

The organisation describes (in the Student Handbook) the nature of the guarantee given to students regarding completing the training and/or assessment once the student has commenced study in their chosen qualification or course

The organisation has a documented refund policy, which can be sighted in the JTI Student Information. The intention is to make this available to prospective clients on the JTI website.

Where the organisation collects student fees in advance it will comply with the following option for collecting student fees paid in advance:

- The JTI will not accept payment of more than $1000 from each individual student prior to the commencement of the course. Following course commencement, the JTI may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to costs yet to be incurred on behalf of the student for tuition or other services yet to be delivered to the student does not exceed $1,500.

Guarantee to students

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The JTI will ensure that students are provided with the necessary, resources, guidance and support to provide a positive learning experience and the best possible chance of completion of course outcomes in a reasonable timeframe.

Fees Policy

Cost of course and the fee structures are reviewed in response to market feedback, competitors pricing and the CPI.

Information about fees and charges is to be made available to students before course commencement.

Methods of Payment

The EFT or direct bank deposit is the only acceptable method payment. The individual JTI's banking details will be provided on the official enrolment form.

Receipts are issued to the payee to acknowledge payments within 7 days of receipt of payment. Invoices for tax purposes are available on request and details should be completed on the enrolment form as directed.

The JTI cannot furnish copies of receipts on request and students are advised to retain any receipts for their ongoing purposes.

Refunds

JTI has adopted a policy for student refunds that is deemed to be fair and equitable to both the student and our organisation. This refund policy is advised in writing prior to the student enrolment. The refund policy has been designed to enable students to seek a refund where they legitimately believe this to be applicable. The refund policy please see Google drive policy library.

- • Application for refunds need to be emailed to the Accounts Manager accounts@jti.edu.au or support@jti.edu.au or posted by mail to JTI Level 4 259 Collins Street, Melbourne VIC 3000

Language, literacy and numeracy assessment

In relation to LLN, the JTI will:
- Assess a student's language, literacy and numeracy skills during their enrolment to ensure they have adequate skills to complete the training;
- Support students during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered;
- Provide clear information to students about the detail of the language, literacy and numeracy assistance available;
- Provide LLN support for student with low LLN. JTI will recruit external if student willing to get support from JTI. Student will pay the external teacher cost.
- Refer students to external language, literacy and numeracy support services that are beyond the support available within the organisation and where this level of support is assessed as necessary; and
- Negotiate an extension of time to complete training programs if necessary.

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- To assist students with other support requirements, the JTI maintains an active list of agencies that may be a source of assistance.
- Refund the initial deposit if student not able to demonstrate the require entry LLN.

The JTI adheres to the principles of access and equity to maximise outcomes for its clients.

Enrolments requirements

Purpose

JTI clients are provided with accurate and sufficient information to make an informed choice about their enrolment and/or agreement. The agreement between JTI and the clients is clearly defined and accurate improvement to client information services are demonstrated.

Scope

JTI comply with the eligibility criteria under VET funding contract and Follow the SRTOs 2015 clause regarding enrolment.

Policy

After initial interview and prior to the commencement of training all students must;

a) Complete Pre-Training Review (PTR) – Delegate MUST sign
b) Complete Language, Literacy and Numeracy assessment via LLN Robot
c) Complete Student Enrolment via Vetenrol.
d) Sign Training Plan with confirmation of enrolment letter
e) Complete Post enrolment form
f) Sign off orientation checklist.
g) JTI will not recruit student under 18 year of age at the time of commencement.

The above forms can either be completed at an official Student Induction, Online or Face-to-Face with a delegate (enrolment officer/student liaison officer/BD) or Admissions Manager. These forms will be collated and audited by a delegate and saved under the student's file.

At JTI our approach to enrolment and induction/orientation is to provide a pathway for students to make informed decisions about their training and assessment and enter a training pathway that is the right fit and free from discriminatory barriers.

To achieve this, we will:

- Inform prospective students about prerequisite requirements for their desired training program and pathways to obtain these before enrolment;

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- Assess a student's language, literacy and numeracy skill levels to ensure they have adequate skills and abilities to meet the requirements of their desired training program;
- Provide accurate and ethical marketing and pre-enrolment information that enables them to make confident and suitable decisions about selected training programs;
- Determine if the student has any need for reasonable adjustment at the point of enrolment to allow training programs to be suitably adjusted;
- Ensure there are no barriers for people with a disability;
- Provide comprehensive administrative support that allows the student to complete enrolment efficiently and commence training at an agreed time and place; and
- Inform prospective students about alternate pathways to training such as gaining credit for current competence or recognition of prior learning pathways.
- The JTI will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its operations and its scope of registration.
- The JTI will ensure that its staff and clients are fully informed of legislative and regulatory requirements that affect their duties or participation in vocational education and training
- The JTI must provide the following fee information to each client:
- The total amount of all fees including course fees, Enrolment fees and any other charges (refer fee and refund policy).

Procedure

Giving Information on enrolment prior to enrol student.

- Individual or corporate students may enrol online, JTI will provide the assistance during the enrolment process.
- Before enrolment form link send to student, admissions manager/delegate will conduct PTR and LLN assessment MUST be completed with student to identify their needs and support.
- During this PTR process, delegate will go through with students needs and providing the course information and about the funding eligibility.
- Students will be required to complete an enrolment form (vetenrol), after initial Pre-training review and completing the LLN assessments, where JTI delegate advice student suitable for the desire course.
- Student MUST read the JTI policies and procedures, visit JTI website, read the course information before enrolments.
- Student before enrolment needs to understand their rights and obligations as a student before or during PTR/LLN assessment.
- Enrolments are processed as they are received and a Welcome letter (confirmation of ernolment (CoE), training plan of course confirmation, student handbook should be sent electronically to the student before one week of student commencement date. Statement of Tuition Fees need send to student prior to their commencement.
- JTI will not accept fee in advance more than $1500 before the course commencement.

1. Verifying student eligibility for course enrolment and funding availability

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- JTI authorised delegates are to confirm which course/s the student is applying to enrol in.
- JTI authorised delegates are to confirm if the student is able to enrol at level requested by checking if pre-requisites are required to enter the course.
- Student is to fill in all areas and sign the student declaration on the "enrolment eligibility form"
- JTI authorised delegates are then to confirm all student areas are complete correctly on the "enrolment eligibility form" and the declaration has been signed.
- JTI authorised delegates are then to collect and copy appropriate identification from the student to confirm funding eligibility and sign that the original document has been sighted. If the ID is unable to be copied due to the location then the signed declaration is sufficient, but this is not to be considered general practice. If the original documentation has not been sighted by the JTI authorised delegate it must be a certified copy by an authorised person. Students using certified photocopies of their original documents will be required to present or mail them to the RTO. For the purpose of the Evidence of Eligibility and Student Declaration, certified photocopies that are scanned or faxed are not sufficient to meet this requirement and will not be accepted.
- ID's will be verified either using DVS or original sighted. Or sight original.
- JTI authorised delegates are to complete a JSA form with student (if required)
- JTI authorised delegates are to discuss funding eligibility with the student and any student cost involved confirming the cost of the course with the student as per JTI fees and charges service agreement. The service agreement has an allowance for a payment plan if required.
- JTI authorised delegates are then to fill in the "JTI authorised delegates only" area and signed "enrolment eligibility form".
- Whilst this is happening the JTI authorised delegates can be having the student complete a "pre training review" and other feedback form including orientation checklist sign off.

2. Student is enrolled only after the above procedure is completed.
JTI authorised delegates are to:

- Pre enrolment discussion with student carried out as per procedure.
- Confirm with student what course they would like to enrol in
- Confirm if there are any pre-requisites for this course as per JTI as per training and assessment policy and procedure.
- Confirm student has completed the "enrolment eligibility form" correctly.
- Have student sign the "student declaration" and date it.
- Collect and copy all identification requirements sighted as original and signed the document as original sighted. If documents have been mailed in by students they must be signed by an authorised person noted on enrolment form. If location of sign up does not prevail for a copy to be taken then it is sufficient to sight the identification and have the participant sign the declaration
- Complete "JTI authorised delegates area" of the "enrolment eligibility form"
- Sign "enrolment eligibility form" as JTI authorised delegate
- Have student to complete the pre-training review
- Explain the written agreement with the student and complete all documentation with them
- Confirm student signs written agreement/s

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- Sign written agreement as JTI authorised delegate
- Confirm student signs training plan and sign as JTI authorised delegate
- Process payment of invoice with the administration team. – upfront payment or have completed direct debit form completed
- Complete this JTI authorised delegates Check list.
- Give completed "enrolment eligibility form" and identification to administration staff for processing in VETtrak to have "letter of offer and written agreement and invoice/receipt printed and mailed to student.
- Hand over all paperwork to administration team for student file to be made up – student is now enrolled
- Confirmation of enrolment (COE) will be send to the student.
- Confirmation SMS to be sent confirming start date of the course.

Pre-Training Review (PTR).

Purpose
This process has been developed to ensure that JTI has systems in place to ensure that a Pre-Training Review of current competencies, including literacy and numeracy skills prior to training are conducted for each Eligible Individual.

Scope
To comply with the legislative requirement under SRTOs, 2015, identifying the client needs. JTI will ensure the students are aware of the training program, assessed their course suitability, support identified and LLN checked.

Policy

1. For each Eligible Individual (please see eligibility check policy and procedure), JTI must conduct a Pre-Training Review (PTR) of current competencies including literacy and numeracy skills prior to commencement in training. The Pre-Training Review must:
   a. Identify any competencies previously acquired (Recognition of Prior Learning (RPL), or Credit Transfer)
   b. Finding the reason for taking the course (for example, seeking job in the industry)
   c. Ascertain the most appropriate qualification for that student to enrol in, including consideration of the likely job outcomes from the development of new competencies and skills; and
   d. Ascertain that the proposed learning strategies and materials are appropriate for that individual in consideration of Language, Literacy and Numeracy.
   e. Identify the proposed learning strategies where necessary, steps to overcome any barriers
   f. Student must not exceeded two course in one calendar year
   g. Identify the individuals' objectives for enrolling in the course
2. JTI must have a clear documented business process in place for conducting the Pre-Training Review that demonstrates how JTI determines which qualification/s the student enrolled in and why this was the most appropriate training option for that student. Delegate will complete the PTR form and LLN assessment before sending the vetenrol link to complete the enrolment form.

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3. The JTI business process and related documentation use by JTI to conduct the Pre-Training Review must store in student admin file and will be made available to the Department for audit or review processes

4. JTI must not enrol an Eligible Individual in a course or qualification that is at an inappropriate level for that student, including but not limited to enrolling students in courses on the Foundation Skills List that would not provide additional relevant competencies

5. For example, it would be inappropriate to enrol a student assessed at Australian Core Skills Framework Level 3 in all core skills area in either Certificate I in General Education for Adults or Certificate II in Skills for Work and Vocational Pathways

6. Consider the individual's during PTR:
   a. Existing education attainment and capabilities during the Pre-training review
   b. Complete the LLN assessment and delegate will complete the LLN assessment cover sheet
   c. Digital capability, where the individual needs to access the JTI online resources via Moodle or completing the assessment in PDF writable file or attending the Zoom virtual classes or simulation assessments face to face.

7. JTI PTR MUST document why it determined the program each Skill First student enrolled in was suitable, and the most suitable, program for that individual, with consideration all items in VET Funding Contract Clause 4.3 of Schedule 1.

8. JTI will provide information during PTR regarding two course per calendar year for Skills First subsidised training.

The Pre-Training Review must be completed prior to student taking LLN assessment and office only page MUST be completed once LLN assessment completed, and the outcomes known and documented, prior to the student's commencing enrolment.

Procedure

JTI will ensure that the Pre-Training Review is conducted for all Eligible Individuals prior to the commencing enrolment (please check Eligibility criteria policy and procedure)

1. The JTI Delegate or Business Development Consultant (JTI Employee) will complete the PRT form, LLN assessment will be conduct through LLN robot and JTI admissions manager (delegate) will conduct an interview to complete the office use only potion of PTR from.

2. LLN Assessment student needs to complete LLN robot online test, JTI delegate will monitor the test or call to verify the LLN test and Pre-Training Review with the student to:
   a) Determine whether any arrangements for additional language, literacy, numeracy or other support is required. If necessary, this will be discussed, explained and documented on the Pre-Training Review
   b) Identify any competencies previously acquired. Ensure that the student understands the concepts of RPL and CT, and review the student's work / life experience to identify any relevant prior formal / informal learning that may be applied to the course they wish to enrol in. Individuals with prior formal training or relevant experience to the qualification they are enrolling into will be encouraged to apply for RPL or CT.

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c) The JTI delegate will ask each student to advise if they have completed any previous formal training. If so, the individual will be asked to provide documentation of this such as a Statement of Attainment. If applicable the Trainer/Assessor will document on the Training Plan any units that can be applied as a CT or RPL. These would also be documented on a Credit transfer form with the supporting documentation attached to enable JTI's administration team to process this within their Student Management System (SMS).

d) Ensure that the qualification that the student is enrolling into:
   i)   is the most appropriate training option
   ii) determine that the likely job outcomes and development of new skills align to the individual's needs.
   iii) Is the appropriate AQF level in comparison to the level of skills measured against the ACSF graph on the Spiky Profile.

   A brief explanation will be provided on the Pre-Training Review which outlines why the qualification the individual wishes to enrol into is the most suitable option

e) Ascertain that the proposed learning strategies and materials are appropriate for that individual and apply reasonable adjustment where necessary

f) Ensure that the training location has access to required equipment and resources for training and assessment (as per facilities checklist)

g) Discuss and review the Training Plan which must be signed by all applicable parties

h) Ensure that the enrolment form has been completed

i) Fees and charges explained

j) Student handbook discussed

k) Responsibilities of the student in regard to attendance of classroom training

l) Responsibilities of the student and mentor in relation to workplace-based training

m) Assessment centre explained and academic/non – academic support available to student

3. JTI will make available the Pre-Training Review to the Department as requested for audit or review purposes

4. JTI will not enrol an Eligible Individual in a course or qualification that is considered as an inappropriate level for that student.

Student Support Policy

The purpose of this policy and procedure is to determine the support needs of individual learners and to provide access to the educational and support services necessary for individual learners to meet the requirements of the training product, as specified in training packages or VET accredited courses.

JTI is committed to ensuring that all students receive adequate learning support to ensure their full potential is reached. Therefore, JTI ensures that:

- The learning and support needs of all students is assessed upon entry into a program.

- All students are aware of how to access the services they require to successfully complete their training and assessment program.

- Feedback is collected about JTI's provision of support services and the feedback is systematically collated, analysed and used to improve training services.

Procedures

1. Student's needs are identified upon entry into their course of study. Information to make this assessment is gathered through information provided by the student on the application and/or enrolment forms. Also:
   a. Discussion with the student during their induction to the program.
   b. Gathering information about each Learner's prior formal and informal learning and encouraging them to seek recognition for this through the RPL process.
   c. Developing an individual training and assessment record for each learner during the initial stages of a qualification

2. JTI Conducts a pre-training review of each learner's previous education and training and identifies any RPL or National recognition that may be applicable. This is done through pre-training review assessment.

3. Assessment of the formal Language, Literacy and Numeracy Skills Test is given to each student upon commencement of the course.

4. Physical needs, that the learner outlines on their enrolment/application form, will be discussed with the learner to determine a strategy to undertake the course or to out-line grounds for not being accepted into the course.

5. The learner is enrolled in an appropriate course based on the learner training needs and each individual learner's pre-training review and language literacy and numeracy levels, and physical needs, in consultation with each learner.

6. JTI may adjust the learning material to satisfy the needs of any learner, such as converting learning materials in alternative formats, such as to large print, contextualizing learning and assessment programs to the workplace, providing information and communications technology (ICT) support and/or flexible scheduling and delivery of training and assessment.

7. Learning Support

All students are provided with a range of learning support options and resources to help them achieve competency. This includes:

- Support from appropriately qualified trainers including through phone and email contact details.
- Classes, tutorials and workshops. These may be optional depending on the student's course of study.
- A range of short course training programs that may be complementary to full qualification courses.
- Online support and simulations for some courses.
- Computer and technology support from JTI It department
- Reasonable adjustments to assessment materials

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- Referral to external support services such as the Reading Writing Hotline.

8. Student Welfare

To protect the welfare of students and to ensure students have positive living, studying and working experiences, JTI:

- Does not permit or require students to attend scheduled classes (including time allocated for self-paced or online studies) for more than eight (8) hours in any one day, unless there is a reasonable course-related reason to do so.
- Does not permit or require full time students to attend scheduled classes prior to 8.00am and/or after 10.00pm (including time allocated for self-paced or online studies), unless there is a reasonable course-related reason to do so.

9. Additional Support Services

JTI recognises that all people learn differently and acknowledges that some students may require additional support. Additional support will be provided for any students experiencing:

- Disability and access issues;
- Language barriers;
- Language, literacy and numeracy issues; and
- Any other issues that may affect their ability to achieve their training goals

Provision of additional support services will be provided where necessary to enable students to participate in the same way as any other.

Where there is perceived difficulty in achieving learning goals, the trainer will discuss these issues with the student. The student will be provided with information about possible alternative pathways, additional tools and resources available, and options and choices for accessing a supportive network. The information provided will vary depending on the individual needs of the student.

JTI can provide any student with contacts for special needs, such as the following external agencies:

AMES (Adult Multicultural English Service)

AMES is the largest provider of English language and Settlement services in Victoria, in addition to being a major supplier of specialist employment and training services in Melbourne.

Contacts are: http://www.ames.net.au

Enquires contact number: 13 2637

AMEP (Adult Migrant English Program)

The Adult Migrant English Language Program (AMEP) provides up to 510 hours of free English language tuition to eligible migrants from the skilled, family and humanitarian visa streams, to help them learn Basic English to assist with their settlement in Australia.

The Adult Migrant English Program has several support services in place that are available to clients to help facilitate their attendance and participation in the programme. These include:

- Counsellors and Individual Pathways Guides

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- Childcare
- Youth classes
- Settlement course and
- Bilingual support

Check on this link for more information

http://www.industry.gov.au/skills/ProgrammesandAssistance/AdultMigrantEnglishProgram/Pages/default.aspx

Enquiries contact number: 133873 or skilling@education.gov.au

Self-paced e -learning
All migrants who want to improve their English language skills, including those who are not participating in the Adult Migrant English Program, can access free self –paced e - learning modules through the Adult Migrant English Program distance learning website at http://amepdl.net.au/

Reading and Writing Hotline
Telephone: 1300 655 506
Website: http://www.readingwritinghotline.edu.au/
For the price of a local call anywhere in Australia, the Hotline can provide the student with advice and a referral to one of many providers of courses in adult literacy and numeracy.

Centrelink
Website: http://www.humanservices.gov.au
A student may be eligible for funding assistance if they are receiving one of the following:
- Pensioner Supplement Allowance;
- ABSTUDY (course dependent);
- AUSTUDY; or
- Youth Allowance.

Responsibility
The Course Manager or equivalent is responsible for the implementation of this procedure and to ensure that staff are aware of its application and implement its requirements

Student at Risk Performance Management Procedure

Purpose
- This policy and procedure is to ensure that students requiring support will have a plan, showing clear direction for the student during the term of their training at JTI.
- The student and their trainer will sign the Student at Risk Support Form and agree on the parameters to be met during the time of the process. Each party is to adhere to the agreed parameters and timeframes.
- JTI training support service is available for all students who have questions or difficulties regarding their current training and their future career development.
- JTI staff are available to assist and will source information a student requires and thus refer a student to an appropriate internal or external service.
- A student support record in the student file will be maintained during this process.

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- Students can book an appointment with their trainer through office administrators and/or through the trainer's direct email.
- JTI will respect any student's right to privacy. Any information disclosed will remain strictly confidential.
- A student conversation through email and telephone call will be recorded in the student management system.
- Student's documents will be filed and uploaded in the JTI student management system.

Counselling

JTI truly cares for its students and offers the free counselling services to the students who are facing challenging situations during their study period with JTI.

Student Support assists students to make referrals with the other free counselling services offered by the local councils and the non-profit organisations like (both male and female counsellors available if it is required).

· Melbourne counselling services by the Salvation Army
· Beyond Blue
· Dandenong Community Advisory Bureau or Local Council)

Library Policy

Borrowing Books and other Library Materials
a. Students must mention their student ID to the Library admin (receptionist) together with the book name and barcode.
b. Students can borrow books for 14 Days.
c. Students are only allowed to borrow 2 books at a time
d. Students can't renew the book, or borrow the same title within 7 days of the return date.

Returning Borrowed Books
a. Students must present the student ID with the books /materials to be returned to the Library Admin for updating of records.

Handling of Borrowed Books and other Library Materials
a. Students are accountable for any damages that the material/book will acquire under student care. The Library Admin will assess the returned book/ materials and value any necessary charges.
b. Students will be required to pay the full amount of the borrowed book/material if the Library Admin deem that it is no longer usable due to damage incurred under the borrower's care.

Payments and Overdue
a. Students must return the book within the maximum loan period of 14 days
b. Students will be imposed a fine if they fail to return any book by the date required. A fine of $5 will be charged on the first week and a $10 additional will be required

if the delay reaches two weeks. If the book is returned beyond the 2week penalty period, the student will be required to pay the full price of the said title.

Open Hours

JTI Library will be open for borrowing books during office hours (9am -5:00 pm Tuesdays and Fridays). Students can return books from Mondays to Fridays 9am to 5pm.

JTI management has the right to change the Library opening hours.

Smoking

All staff, contractors and visitors shall abide by the provisions of this policy and are expected to report all breaches.

Prohibited Areas

Smoking is prohibited in:

- All JTI controlled buildings;
- Major thoroughfares and pathways;
- Within three metres of access points to buildings such as doors, windows, near air-conditioning vents and ducts;
- Enclosed courtyards;
- All JTI vehicles; and
- Other areas designated as no smoking areas by signage.

Breaches of the Smoking Policy

All staff, contractors and visitors shall have the right to report breaches to JTI management.

Managers and supervisors are encouraged to advise offenders of JTI's Smoking Policy and request that they only smoke in areas where smoking is not prohibited. Managers and supervisors may also, at their discretion, inform offenders of some form of assistance, for example a quit smoking program (Quitline 13 78 48).

Repeated breaches of this policy may result in disciplinary action.

Student Misconduct policy and Procedure

Purpose

- The purpose of this policy is to maintain academic standards that require the award of student grades where the student demonstrates the work submitted for assessment or their participation is in accordance with the guidelines set down for assessments.
- The policy further provides guidance to the trainers to assist them to minimise academic misconduct and manage it in a consistent and equitable manner and

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to manage academic misconduct appropriately for the protection of the institute's reputation and standards for current and future students.

Scope:

This policy applies to all JTI students and staff involved in the assessment of tasks.

Definitions:

Academic Misconduct	Is any type of cheating that occurs in relation to a formal academic exercise? (In our policy Academic Misconduct refers to plagiarism [intentional or unintentional], collusion and cheating
Plagiarism	"To take and use as one's own the thoughts, writings or inventions of another" (Oxford English Dictionary). Plagiarism therefore has two elements: 1. Taking another's work; and 2. Using the work as your own. If you take another's work but do not use it as your own – because you reference it correctly – it is not plagiarism.
Intentional Plagiarism:	Involves the deliberate act of presenting someone else's work/ideas as if you wrote it yourself. Examples of intentional plagiarism include: • Copying problem answers from a classmate. • Copying any assignments from a student in a previous year
Unintentional plagiarism:	Students often do not recognise unintentional plagiarism as plagiarism (Carroll, 2002). However, it is taking another's work and using as your own – because there is no acknowledgement of who has done the work. Unintentional plagiarism usually occurs because of a lack of understanding about what plagiarism is; and poor referencing, citing and quoting skills. Examples of unintentional plagiarism include: • Failing to indicate that some text is a direct quote (quotation marks should be used); • Paraphrasing a chapter and including the source in the reference list, but not acknowledging the source in the text; • Composing a paragraph by joining sentences from a number of sources together and not acknowledging the sources in the text.
Collusion	A secret agreement between two or more parties for a fraudulent, illegal, or deceitful purpose
Cheating	Means wilfully and deliberately using or gaining an unfair advantage over fellow students by flouting the rules and guidelines set down for assessments.

Policy Principles:

The aim of this policy is to:

- Explain the types of activities deemed to be an academic misconduct/ plagiarism/ cheating/ collusion
- Outline the procedures to deal with academic misconduct/plagiarism/cheating/collusion
- Provide a method for recording and monitoring incidents of academic misconduct /plagiarism /cheating /collusion
- Provide strategies to the trainer to reduce or avoid plagiarism

Policy Statements:
- JTI commits to maintain high educational standards. Academic Misconduct/ plagiarism/ cheating /collusion will not be accepted in any form and students caught in this act will be dealt seriously by the Institute.
- Students will be informed of the Academic Misconduct policy during the induction.
- Staff must abide by the approved definitions of Academic Misconduct/ plagiarism/ cheating/ collusion.
- It is the duty of all Staff and the students to understand the Institute Academic Misconduct Policy. It is the trainer's responsibility to ensure that adequate steps are taken to provide information to the students about the policy and also to ensure that the students adhere to the procedures covering Academic Misconduct. Trainers must inform students that the use of the words and/ or ideas of another person, without the proper recognition, is plagiarism, and will not be tolerated by the Institute.
- Trainers will monitor the work submitted by the students to detect any occurrence of Academic Misconduct /plagiarism/cheating/collusion.
- Students who have engaged in Academic Misconduct /plagiarism/cheating/collusion will be given an opportunity to explain their behaviour to the Managing Director/Operations Manager . The Managing Director/Operations Manager will attempt to ascertain if any plagiarism was intentional or unintentional.
- Academic penalties may apply whether or not the Academic Misconduct/ plagiarism /cheating /collusion was intentional. However, the Institute would only suspend a student in exceptional circumstances if the Academic Misconduct was unintentional. An example may be if the student has a history of Academic Misconduct.
- Academic Misconduct /plagiarism/cheating/collusion are regarded as student misbehaviour for the purposes of the Deferral of commencement, Suspension of studies and Cancellation of enrolment Policy.

Provisions
1. Strategies to reduce the opportunities for students to plagiarism shall be:
- Distributing the Harvard referencing handout by all JTI staff;
- Consistently monitored and quality reviewed on all evidence submitted by candidates; and

2. JTI implements a program of information dissemination about plagiarism.

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- Information on this policy is included in the trainer's and student induction;
- Students are advised of the policy of the commencement of each unit throughout the course of study.

3. When plagiarism is detected the process used to address it shall:
- Offer a scale of successive stages for its management;
- Not advantage one group of students over another;
- Be consistent with information provided to all students; and
- Ensure that all incidents of plagiarism are recorded on the JTI Academic Misconduct register

4. Penalties for plagiarism shall be:
- Written warning given and mark as not yet competent for the concern unit;
- When found to repeat plagiarism Cancellation of enrolment will be enforced

The disciplinary penalties for academic misconduct include:
A. A warning and the awarding of a "not yet competent" grade for an assessment (before awarding a 'not yet competent' the student will be given an opportunity to resubmit the assessment'
B. Cancellation of Enrolment.

Procedures to follow in cases of suspected Academic Misconduct:
1. Poor referencing and use of sources:
   Where the assessor identifies minor lapses in referencing and/or use of source, whether by text matching, similar software or other means, the assessor shall treat the incident as an assessment matter, and may reduce the overall mark or grade for the assessment task, and/or may permit re-submission"; and
2. Where plagiarism is suspected, the assessor shall document the reasons and evidence for this suspicion and refer the matter to the Managing Director/Operations Manager . The Managing Director/Operations Manager shall use the form academic misconduct.
3. Where Academic Misconduct has occurred, and a disciplinary penalty has been imposed, a record of that penalty will be added to the student's file. The student will be given the opportunity to add a comment to the record and will be asked to sign it. A copy of the record will also be given to the student.
4. If the Institute intends to suspend or cancel the enrolment of a student for Academic Misconduct, the policy and procedures, as outlined in the Deferral of commencement, Suspension of studies and Cancellation of enrolment Policy apply.
5. Students have rights to compliant and appeal against the decision of Academic misconduct.

Student records

The official student academic record refers to information relating to a student's admission to an academic performance at the Institute. The Official student academic record shall contain:

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a. Student Information
- Personal information which is acquired in the administration of official student academic records such as name, student number, citizenship, address, date of birth etc.
- Registration and enrolment information
- Results for each course and academic period

b. Student Interaction
- Student activities logged throughout the entire lifecycle of the student
- Supportive documentation on admission regarding the basis for any RPL or program credit obtained
- Results of formal grievance or other internal procedures as filed for by the student.
- Medical information that is relevant to a student's academic performance. This is only provided at the request or consent of the student concerned
- Letters of reference and supportive documentation related to formal procedures such as an application relating to a case of special circumstances.

Access by a Student

Under the Commonwealth Privacy Act 1988 an individual has the right to access their personal information unless prohibited by law. If requested, JTI will provide to students' access to and correction of their personal information held by JTI at no charge

A student (current/past) may request to access and if necessary correct their personal information held by JTI. If they wish to receive a copy of their personal information held by JTI they need to lodge a written request to a JTI Campus Manager. They must include in their written request:

- Student ID number

- What personal information they wish to receive a copy of the academic period/s to which their request relates.

There are certain circumstances where JTI is not required to provide access. These circumstances can include:

i. Where personal information other than health information would pose a serious threat to the life or health of an individual
ii. Where health information would pose a serious threat to the life or health of an individual
iii. Where providing, access would have an unreasonable impact upon the privacy of other individuals
iv. Access for frivolous or vexatious use
v. Where the information relates to existing or anticipated legal proceedings between JTI and the individual, and the information would not be accessible by the process of discovery in those proceedings

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vi.   Where providing, access would reveal the intentions of JTI in relation to negotiations with the individual in such a way as to prejudice those negotiations

vii.   Where providing, access would be unlawful.

If an individual considers the personal information to be incorrect, incomplete, out-of-date or misleading, the individual can request that the information be amended. Where an individual request 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:

A student's request to examine a part of his or her official student academic record should be made in writing to the Campus Manager or equivalent. Following receipt of request the manager shall occur within 30 days.

A student has the right to challenge the accuracy of his/her official academic record.

Access by past students

i.   A past student may examine and have copies made of the portion of his or her official student record as per the conditions outlined above for student access.

ii.   A request from a former student shall be made in writing and shall be provided to a JTI Campus Manager. Upon receipt of request compliance will occur within 30 days.

iii.   A former student shall have the right to challenge the accuracy of his/her official academic record.

Access by JTI staff

All Staff members at JTI have access to JTI student management system where student's information reside and are bound by the confidentiality agreement that they sign on acquiring employment at JTI.

Access by others

i.   Any information contained in the official academic record shall be released to other persons and agencies only with the students prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional industry groups and associations, accrediting bodies and regulators and/ or otherwise under compulsion of law as outlined above

ii.   General statistical material drawn from academic records not disclosing identities of students, past students may be released for research and informational purposes as authorised by JTI CEO.

iii.   Personal information about students studying with Job Training Institute may be required to be shared with the Australian Government and designated authorities, such as Australian Apprenticeship Centres (AACs) and the National Centre for Vocational Education Research (NCVER). This information includes personal and contact details, course enrolment details and changes, and circumstances related to funding (if applicable).

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JTI will not disclose students' personal information to another person or organisation unless:

i. The student is reasonably likely to have been aware, or made aware, that information of that kind is usually passed to that person or organisation;
ii. Student has given written consent;
iii. JTI 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 student or of another person;
iv. the disclosure is required or authorised by or under law; or
v. The disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of public revenue.

Refusal of Access

JTI reserves the right to withhold access to the statements of results and transcripts of students and past students who have outstanding debts or obligations to JTI in accordance with JTI's policies. JTI does not release any official documentation to any other persons unless provided with the expressed written consent of the student on record.

Privacy policy

As a registered training organisation, Job Training Institute is required to collect and store certain information about you for the purposes of tracking and administration of your student progress, participation, unit outcomes and for statistical reporting.

We will store securely all student records containing personal information and take all reasonable security measures to protect personal information collected, from unauthorised access, misuse or disclosure.

We will take all reasonable steps to ensure that any personal information we collect is:

a) relevant to the purpose for which it was collected

b) up to date;

c) complete

d) Accurately recorded.

Personal information about students studying with Job Training Institute may be required to be shared with the Australian Government and designated authorities, such as Australian Apprenticeship Centres (AACs) and the National Centre for Vocational Education Research (NCVER). This information includes personal and contact details, course enrolment details and changes and circumstances related to funding (if applicable).

We will not disclose your personal information to another person or organisation unless:

● you are reasonably likely to have been aware, or made aware, that information of that kind is usually passed to that person or organisation

● you have given written consent

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- we believe on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of you or of another person

- the disclosure is required or authorised by or under law

- The disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of public revenue.

All information provided to Job Training Institute is available to all Job Training Institute staff members, who are bound by confidentiality agreements with Job Training Institute.

As a student of Job Training Institute you may be contacted directly by NCVER for a survey, or be invited to participate in a Department endorsed project and/or be contacted by the commission (or persons authorised by the commission) for audit or review purposes, sometime during/after the period of enrolment.

Statement of attainment

A Statement of Attainment indicates that the individual is competent in one or more units of competency, but not in the full range of units required for a qualification. Statements of Attainment stand to show that the individual holds skills, and they can also be used as credit toward full qualifications if the individual wishes to finish a qualification in the future.

Students are entitled at no additional cost, to a formal statement of attainment on withdrawal, cancellation or transfer, prior to completing the qualification, provided the student has paid in full for the tuition of the qualification they were enrolled in.

Any Extra statement of attainment will be charged at the rate of $50 per statement. For example, where first aid is part of the full qualification, if a student requires a separate statement of attainment, they should pay $50 to get this, since First aid will be one of the units listed in the record of results issued at the completion of the qualification.

Retention of training and assessment information

JTI retains all students training and assessment materials as per the guidelines issued in VET Quality Framework and contracts with various funding bodies.

Face to face student assessments are submitted in hardcopy to the trainer. Hard copy student assessments are archived at our campuses, as per ASQA requirements which is: student assessments are to be archived for 6 months and as per State/Commonwealth government funding requirements for a minimum of 2 years.

Recognition of prior learning

RPL is the formal process by which the skills and knowledge gained through work and life experience and outside formal training arrangements are formally recognised.

This process allows competency to be determined without the student being required to complete formal assessment tasks.

JTI has a comprehensive RPL process for all courses and units within its scope of registration. All students are provided with information on RPL prior to enrolment and offered the opportunity to take up this option during the enrolment process.

RPL can occur at any time during a course; however, it is best to commence the process at the start of a course to ensure appropriate arrangements are made for any training that

is required and to avoid repetition. The RPL process used by JTI is designed to minimise the amount of paper-based evidence required and incorporate 'competency conversations' and verification from third parties to form the basis of the evidence used in the RPL process. This ensures the RPL process is an accessible option for candidates who are appropriately skilled and experienced.

RPL Process at a Glance

The following steps need to be followed if a student wants to apply for RPL:

Step one:

The applicant is to receive information from the Career Consultant regarding RPL. The Career Consultant will complete a checklist with the applicant to determine if the applicant is eligible for RPL. If eligible, a non-refundable registration fee will be charged which will be deducted from final fees for RPL or Training. The applicant will be given Book 1 – Self-Evaluation/Third Party booklet to go and complete.

Step two:

Once the applicant has decided on the units they want to apply for RPL, they must complete Book 1 to demonstrate their skills and knowledge for each unit and return it to the JTI Career Consultant with all the evidence to support their application for review by the Training Manager.

Step Three

The evidence a student provides must be verifiable, with recent evidence of work experience, previous training and life experience. Evidence may include but is not limited to:

- Resume
- Position Descriptions
- Performance Reviews
- Job Applications
- Samples of work
- Photos
- Conversations
- Third Party Verification Report
- Informal training certificates
- Statements of attainment and Statements of Participation
- Letters of support from professional referees
- Any other information that may be relevant in demonstrating your competency

Step Four:

The Training Manager will decide if the information sent by the applicant qualifies them for Recognition of Prior Learning. If the Training Manager deems the applicant has enough evidence for RPL, he/she will allocate an assessor who will then contact the applicant to discuss an assessment date, venue and time.

Step Five:

The Assessor **will** interview applicant about **the** self-evaluation documents submitted. This will take the form of a discussion of the documents presented and verification of

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authentication of copies of any qualifications, references, etc. The Assessor will then commence a 'competency conversation' with questions accessed from the RPL tool.

Note: If applicant is unable to meet the standard of answers required and does not address the key points the assessor is to ask secondary questions relating to the key points

Step Six

Once the interview is completed the assessor will review the notes from the interview and make a final decision. A decision should be made on each section of each cluster whether task needs to be undertaken in the work place or simulated at JTI premises.
If an assessment must take place at the work place, the applicant must contact workplace to schedule venue and time.

If there are any areas where the student does not receive RPL for, he/she can participate in training to seal the skills gaps, for the student to achieve a full qualification.

Credit transfer or Provide credit for prior studies

a. To receive recognitions for a qualification or a statement of attainment, a student needs to be enrolled at JTI

b. Student needs to fill the Credit Transfer form.

c. Student needs to provide certified copies of their qualifications and Statements of Attainment to JTI or

d. Student needs to provide JTI with original certificates and JTI staff will take a copy, and JTI staff member will sight the originals and write on the copies 'this is a true copy of the original document', and sign, write full names and date.

e. Before providing credit based on a qualification, statement of attainment or record of results, JTI staff member should authenticate the information in the document (e.g. by contacting the issuing organisation that issued the document and confirming the content is valid) and/or

f. JTI shall verify the registration of the issuing entity, including a TAFE by searching for them on the www.training.gov.au website.

JTI will not issue a qualification or statement of attainment that is achieved wholly through recognition of units and/or modules completed at another RTO or RTOs.

In some cases, licensing or regulatory requirements may prevent a unit or module being awarded through a credit process.

Credit must be granted not only for studies completed at an RTO, but at any authorised issuing organisation, such as a university. In such cases, an analysis as to the equivalence of the study completed with the relevant unit/s or module/s would need to be completed before any credit could be granted.

No fees is charged for a credit transfer where the units completed are identical code by code or equivalent.

But where JTI should undertake an analysis of studies done somewhere else to see if equivalent, fees will be charged for this process.

Discrimination policy

Job Training Institute will ensure that discrimination does not occur, or continue to occur in the workplace, or in the provision of services.

All employees, students and business associates will receive equal treatment regardless of:

- Sex
- Race, colour, nationality, ethnic origin
- Impairment; physical disabilities, intellect, psychological
- Political or religious beliefs
- Being pregnant, a parent or Childress, de-facto spouse
- Age
- Lawful sexual activity/sexual orientation
- Marital status, including de-facto relationships
- Physical features
- Personal association

If any student or staff get discriminated they should file a consultant.

Legislation relating to your studies

As a student at JTI you are required to know your responsibility in relation to various Acts and Regulations that you will operate under.

These are (but not limited to):

- Skilling Australia's Workforce Bill 2005 Act
- Work Health and Safety Act 2011
- NSW Anti-Discrimination Act (1977)
- Workers Compensation Regulation 2003
- Workplace Injury Management and Workers Compensation Regulation 2002
- Affirmative Action (Equal Employment Opportunity for Women) Act (1986)
- Work Cover Legislation Amendment Act (1996 No. 120)
- Dangerous Goods (General) Regulation 1999
- Copyright Act, 1968
- Privacy Act, 1988
- Privacy Act and National Privacy Principles (2001)
- Apprenticeship and Traineeship Act 2001
- Child Protection (Prohibited Employment) Act 1998
- Commission for Children and Young People Act 1998 No 146
- Education Services for Overseas Students Act 2000
- Education Services for Overseas Students Regulations 2001
- Education Services for Overseas Students (Registration Charges) Act 1997. - As amended in 2000
- Education Services for Overseas Students Legislation Amendment (Tuition Protection Service and Other Measures) Bill 2011
- Education Services for Overseas Students (Registration Charges) Amendment (Tuition Protection Service) Bill 2011 and
- Education Services for Overseas Students (TPS Levies) Bill 2011.
- National Code 2018

- National Vocational Education and Training Regulator Act 2011

Alcohol and illegal drugs:

Students found to be under the influence of alcohol and/or drugs will be asked to leave the Institute. Alcohol and illegal drugs are not allowed on Institute premises; and any students found in possession of these substances will be asked to leave immediately. Any illegal activity will be reported to the appropriate authority. Dismissal from the training programme, should these circumstances persist will be at the discretion of the CEO.

Student workplace health and safety procedures

JTI realises its responsibilities to students, academic and other staff members to ensure a safe and healthy academic and working environment. JTI operates per appropriate Workplace Health and Safety Standards and Procedures.

First Aid Kits are located at each campus (please ask campus manager if you cannot locate the First Aid Kits)

Student Conduct and Etiquette (Disciplinary Information)

JTI expects students enrolled in all courses to behave in a professional and dignified manner in regard to fellow students and trainers.
Students guilty of the following will be given a notice of expulsion in writing and fees will not be refunded:

- Cheating in class tests or examinations
- Intimidating other students
- Being disrespectful to staff and other students
- Being rude to a trainer or any other member of Staff or guest trainer
- Causing disruption in a class
- Engaging in misconduct deemed unsuitable or unprofessional
- Any other behaviour that is inappropriate

Malicious damage to equipment and/or stealing materials or products **will result in instant dismissal**.

If a student persists in not abiding by the policies and procedures the Senior Trainers/Training Managers may choose to contact the student's parents if they are under 18. If the matter is not resolved, the Senior Trainer reserves the right to discharge the student from JTI. Under these circumstances a student may have the right of audience or a right of appeal to the CEO. Such right of audience or appeal must be requested in writing to the CEO within seven (7) days of suspension or expulsion. See student Complaints and Appeals Policy.

The decision of the CEO shall be final and binding upon all parties. No refund will be given.

Student personal safety

It is important to enjoy your city and your campus.
JTI ensures the safety of the students by doing the following:

- For evening classes, there is always an administration person at the reception.
- Doors are locked after hours.
- There is proper lighting in the buildings.

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- The lifts have emergency contact numbers in case of failure and
- The police stations are within easy reach to each campus. These can be contacted by calling 000.
- First Aid Kits are in each campus (please ask our staff if you cannot locate the First Aid sign)

The following tips will assist to protect the student from unsafe situations.

Safety on campus for JTI students include:
- Students are to know the layout of JTI's campuses including the emergency exits.
- Students are to move away from any threatening behaviour where possible.
- Students are not to leave valuables such as wallets or mobile phones unattended.
- Students are to avoid isolated areas and move around campus with other students where possible.
- Students are to avoid leaving the campus too late.
- Students are to contact a staff member immediately if they observe anything suspicious occurring in or around the campus.

Safety in Work Placement
- Students are to make themselves aware of all safety procedures in their work placement, including evacuation fire warning procedure.
- If the location of the work placement is unsafe for the student to travel (far from the car park, far from public transport), they are to speak to a JTI Work Placement Coordinator so that an alternative work placement can be arranged.
- If students are to perform any task at their workplace that they think will compromise on safety and health, they are to speak to their Work Placement Supervisor. If this does not resolve the problem, they are to contact the JTI Work Placement Coordinator.

Safety on transport
- Students are to use a timetable to plan their travel and avoid unnecessary delays.
- They are to park their car in busy areas rather than dark quiet spots.
- They are to be aware of who is around.
- Students are not to respond to aggressive behaviour and avoid eye contact with others.
- Students should drive their car with doors locked and windows closed always.
- Where possible they are to use public transport (JTI Campuses are located near to public transport).

Safety on the street
- Student are to stay alert as awareness is their best defence.
- Student are to cross the street if they feel unsafe.
- Students are to be confident and aware of their surroundings.
- Students are to walk on major roads and paths at night; and not take short cuts through parks.
- If approached by a stranger, they should keep a safe distance.
- If approached for money, students are to advise they have no cash, avoid eye contact and move toward other people.
- If an individual feels they are being followed, they are to change direction and seek a safe place.
- Students are to keep personal items such as wallets and bags close to their body or out of sight.
- Students are to have keys ready to quickly enter the home or car.

- Students should take the time to consider where they might be at risk and what steps they can take to make it safe.
- They should program the emergency number 000 into their mobile phone.
- They should tell people where they are going and what time they will return.
  - They should avoid carrying non-essential items such as passport and large amounts of money.

In case of an emergency at JTI premises, the following is to be done:

- Call **000** and inform of the emergency
- If asked to leave the building, students and staff are to follow the instructions of the trainer or warden giving the instructions
- No one should use the lifts if unsafe to do so.
- EXIT signs are to be followed.
- Assist self-first, and then assist fellow students/staff.
- In case anyone has been left in the building, people in charge should be informed.

Student Conduct and Etiquette (Disciplinary Information)

JTI expects students enrolled in all courses to behave in a professional and dignified manner with fellow students and trainers.

Students guilty of the following will be given a notice of expulsion in writing:

- Cheating in class tests or examinations;
- Intimidating other students;
- Being disrespectful to staff and other students;
- Been rude, or discourteous to a trainer or any other member of Staff or guest trainer;
- Causing disruption in class; and/or
- engaging in misconduct deemed unsuitable or unprofessional and
- Any other behaviour that is inappropriate
- Malicious damage to equipment and/or stealing materials or products will result in instant dismissal.

Fees will not be refunded is a student is discontinued due to misconduct.

If a student persists in not abiding by the policies and procedures the Training /Course Manager may choose to contact the student's parents if they are under 18. If the matter is not resolved, the Training/Course Manager reserves the right to discharge the student from JTI. Under these circumstances a student may appeal per JTI complaints and appeals policy

Student withdrawal policy

Purpose

To comply with EOPs and withdrawal claims via SVTS.

Policy

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A student may withdraw from a course or unit of competency by giving notice in writing to the JTI. JTI notify student if he/she missed four classes consecutive. Support officer/delegate email and call student to find the reason of student consecutive absence. If student willing to withdraw or suspend the course, delegate officer add an event on JTI SMS. If student not responding or not replied on the email, Support officer /delegate send an email with notification to suspend or withdraw their enrolment.

A student will be given recognition for any completed units of competence at the time of withdrawal. A statement of attainment will be issued for any completed units at the time of withdrawal. Please note that this would have to include placement hours being taken into consideration if applicable to the training in question.

Depending on the circumstances, if a reasonable (over 3 months) period will have lapsed since the student completing any units, a student who wishes to recommence learning may have to undergo an assessment against the earlier completed units of competencies to ensure knowledge and skill levels remain current.

QA admin/delegate will only claim the attended hours in the monthly reporting or on the bases of their completion as well as second EOP.

➢ JTI will follow the VIC VET statistical guidelines for all withdrawn/discontinued subjects, JTI only claim the hours attended prior to withdrawal. JTI will use code 40 for withdrawn/discontinued from any unit of competency for which payment is being claimed from the Department.

➢ A zero or null hours attended is interpreted as withdrawn/discontinued with no attendance.

➢ Procedure

➢ QA Admin follow the JTI process the withdrawal as per VET Funding contract and EOP fact sheet.

➢ JTI data admin/delegate would send the notification to student if they missed four consecutive class. Appendix B. (initial notification sample)

➢ JTI data admin/student liaison officer/delegate will send the intention to withdraw email/letter to student who did not response JTI call or email after initial letter send (please see flow chat for steps) and also not attending the classes for two

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weeks after initial letter sent to the Skill First Students and not submitted the assessments as well over the period of time.

➢ JTI intention to withdraw notification will send to student to provide the opportunity to contact JTI within 5 working days.

➢ JTI intention to withdraw student on the same day where JTI delegate send the notification to withdraw to student who is not in touch for more than 6 months. No response or activity done in past 6 months (this procedure is for student who are continue students from 2019).

➢ QA team/Student Support Officer will provide opportunity for student to defer or suspend the course if their circumstances changed and willing to complete the course in near future. Maximum 6 months deferment or suspension will be expected from Skill First Student in one calendar year.

➢ Admission manager/QA team/Delegate will check if the deferment or suspension extended over the VET Funding Contract, Student MUST complete the current eligibility form and JTI will follow up the current VET funding Contract requirements.

➢ RTO data consultation will also analysis and data check withdrawal data before finalise the upload via SVTS.

➢ Evidence of participation must be kept in student file on the student engagement from last 30 days before withdraw from the course.

➢ If student attending the regular classes but not submitting the assessment, JTI will send the initial letter and reminder after cluster/unit due date to student students. (Please see assessment withdraw flow chat).

➢ If student not submitted last two cluster he attended the classes, no extension requested and not responded on the initial letter. JTI will send notification to withdraw from the course.

➢ If student did not response or willing to submit or defer the course. JTI withdraw student within 5 working days after sending the notification to withdraw.

➢ If student did not active or submitting assessment, JTI may consider withdrawing student on the same day where they send the notification letter to student. This is applicable for student continue since 2019.

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> Training Coordinator / General Manager /QA Manager or delegate will monitor the JTI withdrawal process.

> JTI will use the 'Withdrawn - Apparent' when a client has stopped their training without fully completing their enrolment but has not officially notified the RTO of their withdrawal. The Client has lost contact with the RTO and the RTO is assuming a withdrawal.

> JTI will us the code 40 - Withdrawn - Official 'Withdrawn - Official' is used when a client has stopped their training without fully completing their enrolment and has notified the RTO of their withdrawal.

JTI internal audit will check the withdraw process and 30 days evidence of last engagement with the withdrawal student. The JTI's management of its operations ensures clients receive the services detailed in their agreement with the JTI.

The JTI ensures that:

- Agreements will be in place with each client (Students will be required to sign that they have read and understand their rights and obligations and those of the JTI prior to enrolment).

- Agreements relevant to Self-based learning will be place if the need arises

- JTI systems and processes are sufficient to support the provision of quality training and assessment and client services.

- Strategies that will be used to monitor the adequacy of systems and processes include

- Regular monitoring of delivery and assessment by trainers and assessors through:

- The review of client/employer feedback (verbal and written)

- Review of client completion rates

- Review of planning documentation

- Meetings (minimum monthly) with CEO to discuss review relevance and effectiveness of training resources and outcomes

- Periodic reviews (minimum six monthly) of information provided to student pre-enrolment to ensure accuracy, and currency of content

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Telephone Number: (03) 9055 5007

Dandenong Campus: Melbourne Office (South-eastern Suburbs)

Physical address: Level 3, 237 Lonsdale Street, Dandenong VIC 3175

Email address: contact@jti.edu.au

Telephone Number: (JTI) | (03) 9212 3535

Mobile Number: 0434 378 860

Administrative contacts

Dandenong students: contact@jti.edu.au

City students: contact@jti.edu.au

Interstate student contacts: contact@jti.edu.au

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