



MENZIES
INSTITUTE OF TECHNOLOGY

Domestic Student Handbook

Menzies Institute of Technology

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LOCATION

Main Office:

Ground floor, 355 Spencer street, West Melbourne VIC 3003

Website: www.menzies.vic.edu.au

Operating Hours: 8.00AM – 5.30PM AEST Monday to Sunday



Spencer Campus:

Level 4, 355 Spencer street, Melbourne, VIC 3003

Adderley Campus

133 Adderley street, Melbourne, VIC 3003

IMPORTANT CONTACT DETAILS

Contacts	Email address	Phone
Reception	info@menzies.vic.edu.au	Phone: +61 1300 244 002, +61 3 9329 8333(International)
Student service and Administration	info@menzies.vic.edu.au	Fax: +61 3 9328 5879
IT support	info@menzies.vic.edu.au	Skype ID: menziesskype
Other information	info@menzies.vic.edu.au	

Emergency matters

- Contact details - 000
- Service details - Life threatening situations, such as a car crash or a fire.

Local police – non urgent matters

- Contact details - Call 131 444 (everywhere except Victoria). In Victoria you need to call your local police station (consult your local Telephone Directory)
- Service details - Police attendance for non-urgent matters.

Lifeline

- Contact details - 13 11 14
- Service details - Lifeline provides crisis support, suicide prevention and mental health support services across Australia. These can include stresses from work, family or society and physical and mental wellbeing. Lifeline offers support services by phone or through their online chat available on their website.

For non-urgent medical or health services, students can visit the QV Medical Centre on Level 3, 292 Swanston Street, Melbourne VIC 3000.

WELCOME

Welcome to Menzies Institute of Technology where you learn today for a better tomorrow. Menzies Institute of Technology has a strong educational presence in Victoria with three campuses located in Melbourne and we are committed to help all students to meet their future goals through education and learning. We are proud to be recognised as a quality provider within the industry. The latter has been achieved by ensuring all students receive the training, support and skills that they deserve for their future.

We pride ourselves on offering a supportive and flexible learning environment with highly dedicated teachers, trainers and assessors to help you reach your goals. In this modern world, you need to have the competitive edge to distinguish yourself from the competition. Our qualified teachers, trainers and assessors will not only provide you with quality education but with practical and life experiences that you can learn from and to help you reach your dreams.

Our students come from different backgrounds and this creates a unique atmosphere where you can experience other cultures and socialise. Our approachable teachers, trainers, assessors and administration staff are happy to share experiences with you and to provide stepping stones for your future ahead.

As many of our graduates already know, a great future starts with education. If you are looking for an exciting new career and future, partnering with Menzies Institute of Technology will provide you with the knowledge and skills to get you there.

We look forward to welcoming you to Menzies Institute of Technology.

STUDYING THROUGH MENZIES INSTITUTE OF TECHNOLOGY

Menzies Institute of Technology is a nationally accredited training organisation that is reputed for its strong focus on education. We aim to uphold this reputation by offering quality training and assessment through a team of highly qualified and experienced trainers, and continuously building on our already impressive training facilities and resources. Menzies strives to educate students and ensure that they are fully equipped to make positive contributions in their chosen industries and workplaces.

OUR OBLIGATION AS YOUR RTO AND CRICOS EDUCATION PROVIDER

As a Registered Training Organisation (RTO: 21834) and CRICOS Education Provider (CRICOS: 02815M) registered with Australian Skills Quality Authority (ASQA), we have an obligation to ensure the quality of the nationally recognised training and assessment we deliver. We must comply at all times with the Standards for RTOs 2015, which are part of the VET Quality Framework, for the issuance of the AQF [Australian Qualifications Framework] certification documentation as well as the Education Services for Overseas Students Act 2000 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code).

To ensure compliance we have developed comprehensive internal policies, procedures and systems that guide our compliant operations and we must participate in audits with ASQA upon their request. In addition, we must ensure that any third parties that we work with who have any involvement in your training and assessment comply as well. This includes our training partners and education agents where applicable. As the RTO we have the responsibility to issue your AQF certification documents in line with our issuance policy as outlined in this Handbook. If at any time you feel we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy outlined further on in this Handbook.

COURSES PROVIDED BY MENZIES INSTITUTE OF TECHNOLOGY

Course code	Course name
AUR30320	Certificate III in Automotive Electrical Technology
AUR30620	Certificate III in Light Vehicle Mechanical Technology
AUR40216	Certificate IV in Automotive Mechanical Diagnosis
AUR40620	Certificate IV in Automotive Electrical Technology
AUR50116	Diploma of Automotive Technology
AUR50216	Diploma of Automotive Management
HLT35021	Certificate III in Dental Assisting
HLT45021	Certificate IV in Dental Assisting
HLT54115	Diploma of Nursing
HLT55118	Diploma of Dental Technology
CHC33015	Certificate III in individual Support
CHC43015	Certificate IV in Ageing Support

For further information about the course structure and fees, please visit www.menzies.vic.edu.au.

ADMISSIONS AND ENROLMENT

Following are the steps of the Admissions and Enrolment Process for Domestic Students.

Step 1: Find out the course you are interested in

- Prospective learner previews information about course and the Institute. Information sources include but not limited to online, print, seminar/exhibition & marketing event.
- Prospective learner makes an enquiry to the Institute. Prospective learners may make the inquiry using online methods (website, Facebook, email), by phone or walk-in to the Institute.
- Discuss with Marketing and Admissions Staff about the training product.

Step 2: Complete the Pre- Training Review (PTR)

- Provide all information and documentation as required. The prospective learner is required to complete Pre-Training Review Form
- Sit for the pre-training interview to determine the suitability to the training product.

Step 3: Submit Student Application Form

- Prospective learner completes the Student Application Form and sign Privacy Notice and Student Declaration – which is the formal application endorsement.

Step 4: Issue the Letter of Offer (LOO)

- Once the applicant is accepted, the letter of offer will be issued.

Step 5: Acceptance of offer and payment

- Sign and accept the Letter of Offer (LOO) which is the final stage for the applicant to understand and agree to all terms and conditions of the LOO. Then make payment as outlined in the LOO and arrange the initial payment required to confirm enrolment.

Step 6: Confirmation of Enrolment (COE)

- Receive Confirmation of Enrolment (COE) by the student and also provide information regarding orientation day.

Step 7: Complete Language, Literacy and Numeracy (LLN) Test

- The applicant will be sent an email to complete the mandatory Language, Literacy and Numeracy (LLN) test. (This step can be completed before or after the Orientation but must be done before the commencement of training)

Step 8: Orientation

- Attend Orientation Session Compulsory session to receive all course and student orientation information, student registration, uniform sizing and student ID cards issuance.

Step 9: Course commencement

- Student to commence the training relevant to the selected course.

Information available before enrolment

The following information is available to all prospective students prior to enrolment via our website to ensure that the student can make a sound decision based on all the relevant aspects of the training they wish to undertake:

- Information about courses, all fees and charges;
- Applicable qualifications/courses by the appropriate code and title;
- Outline the duration of training and the assessment requirements;
- Specify modes of delivery and delivery locations;
- Specify entry/admission requirements into the course;
- Provide information specific to student contributions and responsibilities;
- Student support, facilities and resource; and
- Pre-training review process.

Pre-Training Review

A pre-training review interview ensures that the training and assessment strategy is designed to meet your individual needs and identify any support required. This information will enable institute to understand your training needs, your current competencies that relate to the course, opportunity for Recognition of Prior Learning (RPL) and to ensure that your Language, Literacy and Numeracy skills suit the training and assessment strategies.

Institute will conduct a pre-training review interview for each individual participant. Pre-Training Review includes a documented review of:

- detailed outline of the training program;
- the sufficiency of information provided to the prospective student to ensure s/he can make an informed decision about future enrolment (prior to enrolment);
- the appropriateness of the course and AQF level for the individual student (prior to enrolment);
- the student's prior learning, skills and experience that may result in Recognition of Prior Learning (RPL) or Credit Transfer (CT) in their chosen course (prior to enrolment); and
- a Language, Literacy and Numeracy (LLN) assessment to identify student's language, literacy and numeracy skills for determining future support needs (before or after enrolment but before training commencement); to ensure that participants are provided with high quality training that meets their needs.

Institute will use this review to provide you with the support you require in areas such as language, literacy and learning and assessment, while ensuring you will get the maximum outcomes and benefits from the course you are enrolling in, according to your learning objectives, career aspirations and skill level.

Pre-training reviews will also ensure that all participants are enrolled in an appropriate training program and identify any special needs with their individual learning requirements. Participants who do require assistance or support with any special need, including LLN, can speak confidentially with their Trainer and Assessor. Institute's experienced staff can discuss options for participation in training programs to assist participants in achieving competence.

UNIQUE STUDENT IDENTIFIER (USI)

Unique Student Identifier (USI)

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of all qualifications gained regardless of the provider. This system was implemented by the Australian Government in 2015, so it will show student achievements from 1 January 2015 onwards.

As an RTO, MIT cannot issue Certificates or Statements of Attainment without a USI. Therefore, it is mandatory that all students supply their USI upon enrolment. If you do not have a USI, please visit <https://www.usi.gov.au/students/create-your-usi> for more information, and instructions on how to apply.

Your USI will help keep your training records and results together in an online account controlled by you. Each time you enrol to study with a new training organisation, your USI will be used to store your training records and results.

By having a USI you will be able to access your training records and results (or transcript) whenever you need them. For example, for a new employer or when you enrol to study at a new training organisation. Your USI can be accessed online from your computer, tablet or smart phone and gives you access to your training records and results at your fingertips. For further information about the USI can be found at:
<http://www.usi.gov.au/Pages/default.aspx>

Should a USI exemption apply, the student is made aware prior to enrolment or training that their training results will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar

USI Exemptions apply according to the following criteria:

Exemption categories are:

- An individual who has completed all the requirements for the VET qualification or VET statement of attainment before 1 January 2015.

Students who demonstrate a genuine personal objection to being assigned a USI. This exemption can only be granted by the Student Identifiers Registrar.

For information about exemptions for individuals please review this webpage: <https://www.usi.gov.au/training-organisations/training-organisation-requirements/exemptions-individuals/how-apply>

If you are providing us with permission to access or create your USI we will need a valid form of identification. The ID that you provide for this purpose will be destroyed once we have used it for this purpose.

If you would like to create your own USI, please visit: <http://www.usi.gov.au/Students/Pages/default.aspx>

We are unable to issue a qualification or a statement of attainment unless we have a valid USI or a notice of exemption from the registrar.

CREDITS TRANSFER

A credit transfer is formal recognition of the previous studies you have completed for the purpose of reducing the units or modules that you are required to complete in the course you are enrolled in with us.

The Institute can grant you credit towards your course for units of competency or modules that you have already completed with another RTO or authorised issuing organisation. We can also grant you Credit for subjects or units you have completed where equivalence can be established between the unit/ module in your course, and the subject or unit you have completed.

To apply, fill in the Credit Transfer Form and submit it as part of your application. You can apply for Credit at any time however it is best you do this as part of your enrolment so that Credits are known upfront and you are not required to do any work that you otherwise may not have needed to do.

Make sure you attach/provide certified copies of transcripts from your previous study. In some cases we may ask for additional information about the subject or unit you previously studied so we can determine equivalence. Your Credit Transfer Form may be returned to you if you don't provide the required information.

In some cases, Credits may lead to a reduction in the course fees as there is less work involved in offering your course. This will be advised to you in writing. You will be advised in writing of the outcome of your Credit Application.

Reduction of Course Duration as a result of Credit or RPL

If Credit transfer or RPL is granted after the acceptance of a place in a course or on commencement of studies and will affect the duration of studies, Menzies Institute of Technology will provide you with a new Confirmation of Enrolment Letter (CoE) including the new duration.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is a process where skills and knowledge that you have gained through work and life experience and other unrecognised training can be formally recognised.

The Institute has a process that has been structured to minimise the time and cost to applicants and provides a supportive approach to students wishing to take up this option. You should ideally apply for RPL at the time of enrolment.

If you think RPL is a suitable option for you, the first step is to contact your trainer/assessor or our office and have a conversation about whether or not RPL might be suitable for you. Suitability is often determined on how much experience you have in a certain area, your work history and previous training. If RPL is determined as a possibility for you, you will be provided with a RPL Evidence Portfolio Pack that will guide you in working through each unit to determine relevant skills and experience and identify whether you would be able to provide the required evidence.

A trainer/assessor will be available to assist you throughout this process.

To apply for RPL, you will need to fill in the RPL Evidence Portfolio Pack and return it with an RPL Application Form. Your application will then be assessed for suitability and you will then be contacted by an assessor to progress the RPL process.

From here, usually the RPL process involves gathering evidence to demonstrate skills, knowledge and experience, responding to questions, completing tasks and depending on the area, observation of your work skills in your workplace.

Fees are applicable for Recognition of Prior Learning and you will be advised of these fees upon contacting us. For more information about submitting an application for RPL, contact our office.

COURSE ORIENTATION

At the start of your course will be provided with an orientation. The orientation will provide you with specific details about your course requirements, important dates and will be an opportunity to meet your trainer and the other students in your course.

You will also be provided with information on:

- details of internal and external support services available to assist in the transition into life and study in Australia. Such services include welfare services, accommodation services, academic and career advice, IT support, and student learning assistance, English language support and social inclusion activities.
- legal, emergency and health services
- information on how to see assistance for and report an incident that impacts significantly on your well-being, including critical incidents
- facilities and resources
- organisational policies and procedures including course progress, attendance monitoring, deferral, suspension and cancellation, course transfer and complaints and appeals.

The orientation will also provide you with important information about health and safety requirements including emergency evacuation procedures, critical incidents and incident reporting (see section in this handbook on health and safety), as well as a range of other important matters relating to your rights and responsibilities as a student.

The orientation also provides an opportunity for you to ask any questions you might have about studying with us. During this orientation, we also make sure that we have all the required forms and paperwork filled in.

At your orientation you will receive your first set of learning materials so that you can start on your learning journey. General housekeeping arrangements are also discussed as stated in the section below.

STUDENT CODE OF CONDUCT

Training and Assessment Conduct

All students must:

- Read all official policies, procedures forms of correspondence from the Institute.
- Act ethically and honestly in the preparation, conduct and submission of all forms of assessment, including work placements including rules around plagiarism, collusion and cheating.
- Avoid any behaviour or activity that would unfairly advantage or disadvantage another student.
- Behave professionally, ethically and respectfully in all dealings with training and assessment partners of the Institute where applicable.
- Use Institute resources including information and communication technology resources and library information resources in a lawful and ethical manner and only for Institute purposes.

Personal Conduct

- All students must:
 - Act honestly, ethically and treat all employees, consultants, contractors, volunteers, any members of the public and other students with respect , dignity, impartiality, courtesy, sensitivity and respect their privacy;
 - Maintain a cooperative and collaborative approach to inter-personal relationships.
- All students must not engage in conduct that:
 - Impairs the reasonable freedom of other persons to pursue their studies, training, duties or lawful activities within the Institute;
 - Is harmful to the Institute or causes damage to the Institute property;
 - Is unlawful under the federal, state or local law;
 - Is otherwise deemed to be improper or inappropriate.
- Improper or inappropriate behaviour or misbehaviour includes but is not restricted to:
 - Being on any of the Institute’s premises and consuming alcohol;
 - Persistent disruptive behaviour caused :by having consumed alcohol; by arriving late for classes and/or persistently using mobile phones or moving in and out of classes during normal class times;
 - Verbally abusive or hostile behaviour affecting fellow students and employees, and other members of the Institute community ;
 - Smoking or the use of prohibited or illegal substances at any of the Institute’s premises;
 - Deliberate misuse of the Institute’s property and equipment;
 - Any behaviour that is in any way discriminatory;
 - Theft from staff or students at the Institute;
 - Slander, bullying, discrimination or harassment, (whether verbal, sexual or otherwise) of staff or other students or any member of the Institute community.
 - Misuse of Institute IT resources

Serious misconduct

Serious misconduct is deemed to be behaviour that is illegal, wilful or premeditated, including:

- Carriage, use or being in possession of a prescribed or regulated weapon or dangerous article while on the Institute’s premises;
- Physical assault on any member of the Institute community or members of the public or behaviour which is perceived to be threatening;
- Arson of the Institute’s property
- Theft and/or wilful or malicious damage to the Institute’s property and equipment.

Breaches of training and assessment conduct as well as personal conduct may result in disciplinary action. Serious misconduct behaviour can result in immediate suspension pending investigation and may lead to cancellation of enrolment. Evidence of alleged misconduct of a criminal nature will be reported to the relevant regulatory authorities.

COURSE EXPECTATIONS AND REQUIREMENTS

The training and assessment offered by the Institute focuses on providing you with knowledge and skills required to the standard of performance required in the workplace. This is known as competency based training and assessment. Each of the components of your course is a “unit of competency”. You may either be studying one or a few units of competency or a set of units that make up a total qualification. Each unit of competency is linked to specific skills and knowledge required in the workplace. Our course outlines include the details of how we deliver the training to you as well as the assessment methods that will be used to assess whether you have reached the required standard of performance. Generally our courses are delivered face to face, workplace component, private study and online learning.

Assessment methods vary from course to course but usually include written examination, projects, written assignments, practical observations and work placements (if it is mandatory for the qualification – currently the qualifications with mandatory work placements are HLT35021 Certificate III in Dental Assisting and HLT54115 Diploma of Nursing. More details about the Work Placement hours required for these qualifications be found on <https://menzies.vic.edu.au/dental-health/hlt35021-certificate-iii-in-dental-assisting/> and <https://menzies.vic.edu.au/courses/nursing/hlt54115-diploma-of-nursing/>

ATTENDANCE REQUIREMENTS

The Institute will be proactive in notifying and counselling vocational students who are at risk of failing to meet attendance requirements. The Institute will report vocational students, under the relevant legislation, who have breached the attendance requirements.

ASSESSMENT ARRANGEMENTS

At the beginning of each unit, your assessor will go through the arrangements for assessment with you and you will be given all the details about the assessment requirements.

At this time you will:

- Be provided with detailed assessment instructions for each task/requirement which includes the criteria that you’ll be assessed against.
- Be informed of relevant due dates or timing of assessments to be conducted

Your assessor will go through all of the arrangements with you and you can ask them any questions you have.

Submitting your assessments

. Assessments can be submitted directly to the trainer/assessor or uploaded using the learning management system. You must keep a copy of all tasks that you submit as we are not able to return copies because we must keep them as evidence in your file.

Your assessor will provide you with written feedback and confirm the outcome of the task on the Task Cover Sheet.

Assessment outcomes

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). You must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for a unit. If one or more of your tasks are assessed as Not Satisfactory, you will be given an overall outcome for the unit of Not Yet Competent (NYC). You can have another attempt to complete

the task and achieve a Satisfactory outcome. You will be given a timeframe for your resubmission and advised what you must include in your re-submission.

If, after the second attempt, you are still assessed as Not Satisfactory for a task, you will need to re-enrol for the unit to complete additional training and assessment to support you in achieving a Competent outcome. This may incur an additional fee for students as identified in the fees and charges information.

Appealing assessment decisions

If you do not agree with any assessment decision, you can lodge an assessment appeal. Please refer to the Complaints and Appeals section in this handbook for information about how to lodge an appeal.

STUDENT PLAGIARISM, CHEATING AND COLLUSION

Menzies Institute of Technology has a no tolerance policy for plagiarism, cheating and collusion. Students are expected to act with integrity at all times and only submit work that is their own or that has been appropriately referenced and includes acknowledgements of all resource materials used in the preparing the work.

When you submit your assessments, you will be required to sign a declaration that the work provided is your own and that you have not cheated or plagiarised the work or colluded with any other student/s.

If you are found to have plagiarised, cheated or colluded, you will be given an opportunity to respond to the allegations. If you are found to have plagiarised, cheated or colluded, we will be required to take disciplinary action as per the relevant Institute policy.

SUPPORT SERVICES

The institute identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLN test prior to commencement of training.

During the course of a learner's study, any additional needs of learners are identified and addressed, where possible.

In responding to the learner's needs, the RTO provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to:

- Taking into account language, literacy and numeracy requirements.
- Support to adjust your study and life in Australia
- Making adjustments to the physical environment or venue.
- Considering age, gender; cultural beliefs and background, traditional practices, religious observances.
- Considering learners with disability(ies).
- Deferment of study.
- Help with a Special Consideration application.
- Assistance with study skills through practical advice.
- Monitoring course progress

In addition, support on assessment arrangements are provided as follows, but not limited to:

- Scheduling flexible assessment sessions.
- Providing assessment materials in a variety of formats (large fonts, electronic, symbols).
- Providing LLN support.
- Arranging for or allowing a member of their community to be present at the assessment, if required.

- Revising planned assessment methods and tools including assessment process or context that meet the individual needs of the person with a disability, but do not change or compromise competency outcomes.
- Provision of additional support, coaching or tutoring and the opportunity to re-submit the work where a learner's work is assessed to be 'not satisfactory' on a given assessment task or may have been deemed 'Not Yet Competent' on a unit of competency.
- Learners are given adequate time to work on assessments and projects.
- Additional training and tutorials, if required.

Trainer/Assessors are mindful of any ongoing requirements to make reasonable adjustments based on individual learner circumstances as they arise.

Reasonable Adjustment requirements will be recorded on the assessments and/or learner's file.

The reasonable adjustments provided must not compromise the quality of training and the requirements of the unit of competency or the qualification.

Staff available to learners to provide support services are trainers/assessors, RTO administration staff and management.

Assistance is available to learners via telephone, email and/or face-to-face.

The RTO reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the RTO.

We are committed to ensuring that you get all the support you need to be successful in your studies. You may not have studied for a while and or you might need help with study skills. You may also need assistance with skills such as reading, writing and maths.

Contact us at 1300 244 002 or email to info@menzies.vic.edu.au to discuss your support needs.

Staff available to students with learning needs

- Student Support Officer
- Trainers and assessors
- Institute administration and management

WELFARE SERVICES

We can also offer you a range of welfare services to help with the mental, physical, social and spiritual well-being of students. These services may include, through direct provision or referral, information/advice about: accommodation, counselling, crisis services, disabilities and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programs promoting social interaction, religious and spiritual matters, and stress-management. It may also include advice on academic and study issues.

Internal welfare services will be provided at no additional cost to the student. However, where a student is referred to an external provider, the student will be responsible for meeting the costs of the provider. The Institute does not charge for such referrals to the provider

Contact us at 1300 244 002 or email to info@menzies.vic.edu.au for details about welfare services we can offer.

EXTERNAL SUPPORT SERVICES

For students requiring additional support with their studies, work or life, the Institute provides the following referrals to community organisations who may be able to assist you. Please note that some of these services may attract a fee which is payable by you.

Healing Minds Psychology

Phone: 1300 732 725

Web: www.healingmindspsychology.com.au

For counselling, assessment and treatment for individuals who may be experiencing strain in their everyday functioning and mental wellbeing.

Reading and Writing Hotline

Telephone: 1300 655 506

Website: <http://www.literacyline.edu.au/index.html>

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Legal Aid Victoria

Telephone: 1800 677 402

Website: <http://www.legalaid.vic.gov.au>

Victoria Legal Aid helps people with their legal problems and focuses on helping and protecting the rights of socially and economically disadvantaged Victorians. It can provide assistance in the areas criminal law, family law and some civil law matters. Legal representation is subject to policy guidelines and means tests in most cases. They have lawyers in offices in most major metropolitan and country regions.

Disability Rights Victoria

Telephone: 1800 462 480

Disability Rights Victoria is an advocacy organisation directed by people with a disability. They work with and on behalf of adults with a disability. They provide individual advocacy, information and support to people with a disability via our network of advocates located across Victoria. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.

Lifeline

Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Fair Work Australia

Telephone: 1300 799 675

Website: www.fwa.gov.au/index.cfm

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

MAINTAINING YOUR ENROLMENT AND COURSE PROGRESS

You must meet course progress requirements. These course progress requirements will be clearly explained to you during the orientation program.

The Institute will assist you to meet course progress requirements by monitoring your progress and providing you with the relevant support at an early stage. The Institute uses a range of methods to monitor course progress including review of participation in training activities and assessment tasks. During the semester, where we consider you are at risk not meeting course progress requirements, we

will send you an email to meet our Student support officer (SSO) and discuss the intervention or support required. We can provide you with a range of support from extra time to complete tasks or a reduced study load to study skills programs to meet course progress requirements. Agreed support will be documented in an intervention strategy form that you will sign.

End of the semester, if your progress is still unsatisfactory, you will be sent a first warning letter and again inviting you to a meeting to discuss why you are not still not meeting satisfactory course progress requirements and to discuss new or revised support arrangements.

Where you continue not to meet course progress requirements, your enrolment may be cancelled for not meeting course progress requirements.

You may appeal the Institute's decision to cancel your enrolment. However, an appeal will only be considered if the Institute has not recorded or calculated the student's marks correctly, has not provided appropriate support as set out in this policy, has not implemented other policies such as assessment and feedback which could impact on the student's results or there are compassionate or compelling reasons which have contributed to the unsatisfactory progress. Circumstances that are considered to be compassionate or compelling circumstances include (but are not limited to):

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
- Bereavement of close family members such as parents or grandparents
- Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies.
- A traumatic experience which has impacted on the student and which could include involvement in, or witnessing of a serious accident; and witnessing or being the victim of a serious crime. These cases should be supported by police or psychologists' reports); or
- Where the Institute is unable to offer a pre-requisite unit.
- Where the student is unable to begin studying on the course commencement date

Refer Vocational Course Progress Recording Monitoring and Reporting Policy and Procedure on Menzies website - <https://menzies.vic.edu.au/students/policies-and-forms/>

Attendance

As well as meeting course progress requirements, you must also meet attendance requirements. It is expected that you will attend all classes; however, we understand that in some cases you may not be able to get to a class because of your personal circumstances such as illness or family matters. To maintain satisfactory attendance, you must attend at least 80% of your classes.

Where you are at risk of not meeting attendance requirements, we will contact you to arrange a meeting to discuss your attendance and any support we can offer you to meet requirements. Once the process for warning you that you are not meeting attendance requirements and we have provided you with assistance, if you do not or cannot meet attendance requirements, we will be required to cancel your enrolment.

You may also not be reported in the case of compassionate or compelling circumstance i.e. those beyond your control and which have an impact on your course progress or wellbeing.

Refer Vocational Attendance Recording, Monitoring and Reporting Policy and Procedure on Menzies website - <https://menzies.vic.edu.au/students/policies-and-forms/>

CRITICAL INCIDENT

Menzies Institute of Technology recognises that an incident critical or of lesser impact, may take place on operational campuses and may occur at any time, day or night.

The Institute is committed to protecting staff and students in the event of a critical incident and will take appropriate actions timetable to maximise the safety of all staff and students and any other persons involved in the critical incident.

The Institute ensures that as far as possible risk reduction measures are in place to reduce the likelihood of a critical incident. This is specified in the Institute MITP20 Health and Safety Policy and Procedure.

A designated officer and/or critical incident team will manage critical incidents.

All staff will receive induction into their role which will include information about health and safety, as well as critical incidents. Training and updates to information will be provided to staff on a regular basis.

Students will receive information about health and safety, including critical incidents, in the Student Handbook, as well during their orientation. This will include information on safety and awareness relevant to life in Australia and how to see assistance for and report an incident that significantly impacts on their well-being, including critical incidents. Updates to information will be provided to students as required.

The Institute will ensure that appropriate post-incident support is provided as required.

The Institute response to critical incidents will always be evaluated and improvements identified and implemented as required.

Please refer critical incident policy and procedure available on Menzies website for further information.

COURSE TRANSFER

Transferring to another course offered by the Institute

- Students may transfer to another course offered by the Institute in the following circumstances:
 - Where it is considered that the course that the student wishes to transfer to;
 - better meets the study capabilities of the student; and/or
 - better meets the long term goals of the student, whether these relate to future work, education or personal aspirations; and/or
 - Or, where the student claims or can provide evidence that his or her reasonable expectations about the current course are not being met.

In order for a request for transfer to be considered, students must complete an *Internal Course Transfer Application Form*. The outcome of the student's application for course transfer will be provided in writing within 10 working days of receipt of application. Cost involved in transferring to another course plus any refund of course fees paid for the student's current course in unspent fees will be in accordance with the Institute's refund policy.

DEFERRAL, SUSPENSION AND CANCELLATION

Deferral and Suspension of Studies

Requests from students for deferral and suspension of studies will only be granted in compassionate or compelling circumstances which are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. When determining whether compassionate or compelling circumstances exist, the Institute considers documentary evidence provided to support the claim.

Where a student initiated deferral or suspension of enrolment is granted, the Institute will suspend an enrolment for an agreed period of time - to a maximum of 6 months. If the deferral is required for longer than 6 months, the student's application will be re-assessed on its individual merits. Verification and authentication processes must be followed to clarify that the circumstances are genuine. If the suspension period has expired and the student does not return, the student's enrolment will be cancelled.

Provider Initiated Suspension or Cancellation

The Institute may suspend or cancel a student's enrolment including, but not limited to, on the basis of:

- misbehaviour by the student (including plagiarism, collusion and cheating)
- student's failure to pay an amount he or she was required to pay the Institute
- a breach of course progress or attendance requirements by the overseas student

Where the Institute suspends or cancels a student's enrolment, before imposing a suspension or cancellation the Institute will inform the student in writing of that intention and the reasons for doing so and advise the overseas student of their right to appeal through the provider's internal complaints and appeals process, within 20 working days. Under no circumstances will the suspension or cancellation of the overseas student's enrolment will take effect until the internal appeals process is completed, unless the overseas student's health or wellbeing, or the wellbeing of others, is likely to be at risk.

Student Initiated Cancellation of Studies

Students may initiate cancellation of their studies at any time during their course. Students who wish to withdraw within six months of their course to transfer to another provider will be processed as per Course Transfer Policy and Procedure.

YOUR FEEDBACK

Your feedback is important to us and assists in ensuring that our services meet your needs. We use feedback from students and trainers and assessors to contribute to our continuous improvement processes so we are always striving to do better.

All students and employers will be provided with a Quality Indicator Survey issued by the National Centre for Vocational Education and Research (NCVER) that they are required to complete. Please help us by completing the surveys that are provided to you by your trainer/assessor. Some may also be mailed or emailed to you from our office.

We also welcome feedback from you at any time by email and phone.

ACCESS TO YOUR RECORDS

You may access or obtain a copy of the records that the Institute holds about you at any time. This includes personal information and records of participation and progress.

If you want to access or obtain a copy of records, you must make a request in writing to the Student Services Officer using the Request to Access Student Records Form outlining which records you wish to access. There is no charge to access your records however there is a cost for photocopying.

Access to records may be provided by:

- making copies of the records held in a file
- providing a time for you to review your file

Amendment to records

If a student considers the information that the Institute holds about them to be incorrect, incomplete, out of date or misleading, they can request that the information be amended.

Where a record is found to be inaccurate, a correction will be made. Where a student requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

NOTIFYING CHANGES

As an RTO under the VET Quality Framework and CRICOS Education Provider under the National Code, we must notify you promptly if there are any changes to our RTO, the course, or the arrangements for training and assessment.

This would include if there were any changes of ownership, and any new third party arrangements or changes to third party arrangements that relate to your enrolment, or if we were unable to provide the services you agreed to in your Student Agreement because we are no longer able to deliver the course you have enrolled in, or no longer operating as an RTO.

If this occurs, the Institute will devise a strategy to minimise impact on you and notify you of the changes and how you will be affected as soon as practicable.

Depending on the type of change, we may send a letter to your home address; send you an email, or an SMS message.

Please make sure we always have your most current home address, email address, mobile number and emergency contact on file so we can notify you of any changes if applicable.

You can let us know of any changes to your details by using the Change of Student Details Form.

LEGISLATION AND YOU

As a student, you have both rights and responsibilities under applicable legislation.

Workplace Health and Safety

Under the Workplace Health and Safety Act 2011, the Institute must provide a safe environment for both staff and students, as well as providing information to staff and students in relation to health and safety and welfare. The Institute has policies and procedures in place to ensure your safety and on commencement of your course you will be provided with information about health and safety.

As a student you also have a responsibility to follow instructions and rules and to behave in ways that are safe and do not endanger the health and safety of others. Always ensure that you:

- Immediately report hazards to your trainer/assessor.
- Seek assistance from a member of staff if you become ill or injured on campus.
- Only assist another person who is ill or injured if it is safe to do so. If you're not sure, call on a member of staff for assistance.
- Complete an incident report as required.
- Ensure you are familiar with the Institute's emergency evacuation procedures and in the case of an emergency, follow the instructions given to you.
- Do not leave bags or personal belongings lying around where someone else could trip over them.
- Do not smoke or drink alcohol on the premises.
- Observe basic hygiene practices such as hand washing before handling and eating food and leaving toilets and wash basins clean and tidy, etc).

Harassment, victimisation or bullying

The Institute is committed to providing all people with an environment free from all forms of harassment, victimisation and bullying. The Institute will not tolerate any behaviour that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

Anti-discrimination law defines harassment as any form of behaviour that you do not want, that offends, humiliates or intimidates you and that creates a hostile environment. Examples of harassment are making fun of someone, spreading rumours, offensive jokes, ignoring someone, etc.

Victimisation is where a person is treated unfairly because they have made a discrimination complaint.

Bullying is verbal, physical, social or psychological abuse by a staff member or student. Bullying falls under health and safety legislation.

If you at any time feel that you are being harassed, victimised or bullied by a staff member or student, you should follow these steps.

If you feel that you are being harassed, victimised or bullied, ideally you should tell the person that you don't like the behaviour and ask them to stop. However, if you are not comfortable doing this, you should lodge a complaint as per the Institute's Complaints and Appeals procedure and detailed in this Handbook.

Equal opportunity

The principles and practices adopted by the Institute aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with the Institute.

All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

The Institute provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.

National VET Regulator Act 2011

As a student in Australia's vocational education and training (VET) sector, you should expect high-quality training in your area of interest, leading to a qualification that improves your prospects of gaining the job you want or provides a pathway to further study.

As a Registered Training Organisation registered with the Australian Skills Quality Authority, we are required to comply with the National VET Regulator Act 2011. This involves meeting a series of Standards that ensure that the training and assessment and support services are provided to you in accordance with nationally mandated standards.

Student Identifiers Act 2014

Under this Act, we are required to ensure that all students have a USI. We are unable to issue a qualification or a statement of attainment for any student if we don't have a USI on file.

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards. Your results from 2015 will be available in your USI account in 2016.

For students and training organisations, the main benefits of the USI are:

- Students will be able to get a complete record of their Australian-wide VET achievements from a single, secure and accurate online source.
- There will be immediate access to VET records. This means they can be quickly given to employers, other training organisations etc as proof of VET achievements.
- It will be easier for training organisations to assess students' pre-requisites, credit transfers and Recognition of Prior Learning (RPL).

For more information about the USI please refer to <http://www.usi.gov.au/About/Pages/default.aspx>

PRIVACY POLICY

In collecting your personal information the Institute will comply with the requirements set out in the Privacy Act 1988, the Privacy Amendment (Private Sector) Act 2001 and the relevant state privacy legislation.

This means that we will:

- Inform you of the purpose for which the information is collected.
- Only use the personal information that you provide to us in relation to your study with us.
- Ensure your personal information is securely handled and stored.
- We will inform you of any organisation and the type of organisation to which we disclose personal information e.g. the Australian Government or the National Centre for Vocational Education Research, as well as the purpose of disclosing this information e.g. for statistical purposes..
- We will not disclose your personal information to another person or organisation unless:
 - We have made you aware that information of that kind is usually passed to that person or organisation.

- You have given written consent;
- We believe that the disclosure is necessary to prevent or lessen a serious and imminent threat to your life or health or that of another person;
- The disclosure is required or authorised by or under law; or
- 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 the public revenue.

A full copy of our Privacy Policy is available at www.menzies.vic.edu.au.

FEES, CHARGES AND REFUNDS

Student Fees and Payments

Student fees and other information relating to fees and charges will be made available to students, on the Institute's website, course brochures and other official printed materials. The information published on the website will be current and up to date and accurate. Students are required to visit the Institute's website regularly for important information and updates relating to fees. All prospective learners and current students must pay their fees on or before the due date. Late payment penalties may apply for students paying fees past the due date.

Payment of Fees

Students will be able to pay their fees using a variety of methods. The Institute will accept payments in person of cash, personal cheques, money orders, and credit cards (except DINERS). Students are able to send or deposit money into the Institute's bank account: Details are as below:

Account Name: Menzies Institute of Technology

Bank Name: National Australia Bank

BSB No: 083 166

Account No: 847 927 557

SWIFT code: NATAAU3303M

Branch Address: 500 Bourke Street, Melbourne, VIC, 3000, Australia.

Students must notify the Institute immediately, once they have made a payment to the Institute's bank account.

Any student who has an overdue debt to the Institute and does not fully settle this debt shall cease to be entitled to any privileges of the Institute. The Institute may at its discretion cancel enrolment (automatically withdrawing access to the Institute services including classes, email, LMS, insurance, etc.), and refuse access to official documentation (assessment results, graduation, etc.). The Institute will take appropriate legal debt recovery action where students default on their payments.

Additional Fees and Charges

Refer Menzies Institute website for additional fees and charges - <https://menzies.vic.edu.au/students/fees/>

Fee Refunds and Consumer Rights

Students applying for a refund must complete and provide a refund application and relevant supporting documentation. Relevant forms and documentation should be submitted in hard copy to Institute or by email to info@menzies.vic.edu.au. Requests for refunds should normally be made within 14 calendar days of an event which qualifies the student for a refund.

Please refer to the Refund Policy outlined in Menzies website - <https://menzies.vic.edu.au/students/policies-and-forms/>

For any queries related to refund, please contact Menzies on 1300244002 or by email to info@menzies.vic.edu.au

The Institute's Policies and Procedures, does not remove the right of a student to take action under Australia's consumer protection laws.

COMPLAINTS AND APPEALS

The Institute provide the opportunity to students enrolled in an Institute program to register a complaint against another party. This could include:

- Student-student complaints
- Student-staff member complaints
- Student-Institute complaints
- Student- trainer/Assessor complaints
- Student-third party complaints including complaints against education agents

A complaint may be filed for any grievance or expressed dissatisfaction of the complainant. Complaints may include, but are not limited to:

- Application or misapplication of the Institute policy — especially if the policy or the result of the policy is seen to interfere or undermine the rights of the complainant
- Discrimination or perceived discrimination
- Harassment or perceived harassment
- Sexual harassment or perceived sexual harassment
- Assault or threat of assault — including sexual assault
- Intimidation or threats against a student
- Conditions not conducive to the Institute’s establishment of a safe learning environment
- Training delivery, assessment and quality of training
- Student services and administration
- Marketing information and other information
- Fees and finance related matters
- Student welfare and related activities
- Education agent activities
- Work placement issues
- Reasonable adjustment
- Special consideration

An appeal is a request for a decision made by the Institute to be reviewed. Decisions may have been about:

- Refund assessments
- Response to a complaint
- Assessment outcomes / results
- Other general decisions made by the Institute

The complaints and appeals process is made up of four stages:

- Stage 1 - Informal Complaint
- Stage 2 - Formal Complaint
- Stage 3 - Internal Appeal
- Stage 4 - External Appeal

The Institute is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. The Institute ensures that complaints and appeals:

- Are acknowledged in writing
- Are responded to in a professional, consistent and transparent manner.
- Are responded to promptly, fairly, objectively, with sensitivity and confidentiality.
- Are able to be made at no cost to the individual.
- Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.

Nothing in Institute's policies inhibits student's rights to pursue other legal remedies. Students are entitled to resolve any dispute by exercising their rights to other legal remedies.

Students, if after following internal appeal process, still believe that the Institute is breaching or have breached its legal requirements or are not satisfied with the decision reached; they may seek assistance from a formal external authority including:

National Training Complaints Hotline

The National Training Complaints Hotline is a national service for consumers to register complaints concerning vocational education and training. The service refers consumers to the appropriate agency/authority/jurisdiction to assist with their complaint. Consumers can register a complaint with the National Training Complaints Hotline by: Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally. Email: ntch@education.gov.au

Australian Skills Quality Authority (ASQA)

Complainants may also complain to the Institute's registering body, Australian Skills Quality Authority (ASQA). ASQA can investigate complaints about the Institute in relation to:

- the quality of our training and assessment
- our marketing and advertising practices

ASQA may not be able to investigate complaint if you do not include evidence that you have already exhausted our formal internal complaints process as above. If your complaint does not fall within ASQA's jurisdiction, it may be resolved more quickly if you directly contact the agency responsible as listed on the relevant webpage below. Please refer to the relevant webpage below before making a complaint to ASQA: <https://www.asqa.gov.au/complaints/make-complaint-overseas-students/before-you-submit-complaint>

ISSUING OF CERTIFICATION DOCUMENTS

On completion of your course and payment of all relevant fees, we will issue you with a qualification (testamur/certificate) and record of results within thirty (30) days. The record of results will show the units of competency achieved in the course and corresponding results.

Where a student withdraws or partially completes a course, a Statement of Attainment will be issued within thirty (30) days of withdrawal as long as all relevant fees have been paid. A record of results will only be provided with a statement of attainment where requested.

The Institute reserves the right to with-hold the issuance of qualifications and Statements of Attainment until all fees related to the course or qualification have been paid, except where the Institute is not permitted to do so by law.

The Institute must have a valid USI on file for the student for a qualification or Statement to be issued.

Re-Issuing Statements and Qualifications

Records of qualifications and unit achievement are kept on record for a period of at least thirty (30) years. Students can request copies of any of these statements or qualifications at any time for an additional charge. Refer to our Fees section on institute website - <https://menzies.vic.edu.au/students/fees/>

STUDENT FORMS

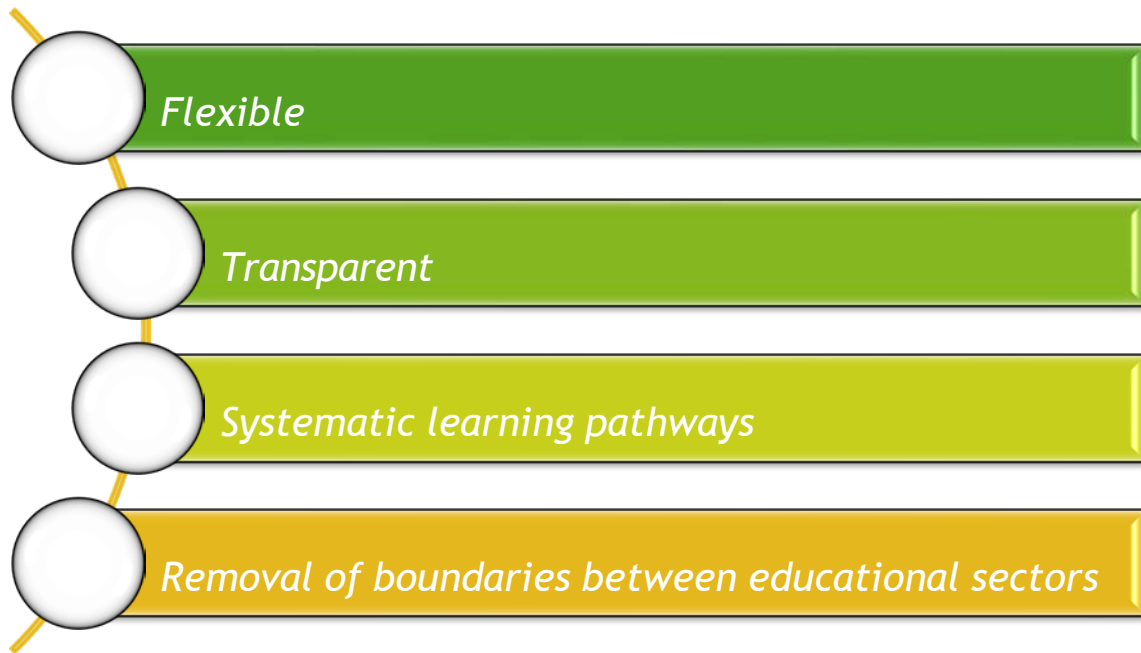
- MFS00 Student Application Form
- MFS03 Application for Refund of Fees Form
- MFS04 Complaints and Appeals Form
- MFS06 Application for Withdrawal

- MFS07A Credit Transfer Form
- MFS07B RPL Application Form
- MFS09 Change of Student Details Form
- MFS13 Submission of Documentation Form
- MFS15 USI Consent Form
- MFS16 Request to Access Student Records Form
- MFS17 Amendment to Records Request Form
- MFS20 Application for Deferral Form - Student
- MFS22 Application for Leave of Absence - Student
- MFS23 Assessment Extension or Exam Deferral – Medical Reasons Form
- MFS24 Assessment Extension or Exam Deferral – Non-Medical Reasons Form
- MFS25 Internal Course Transfer Application Form
- MFS26 Request for Special Consideration Form

GENERAL INFORMATION - THE AUSTRALIAN QUALIFICATIONS FRAMEWORK AND LIFELONG LEARNING

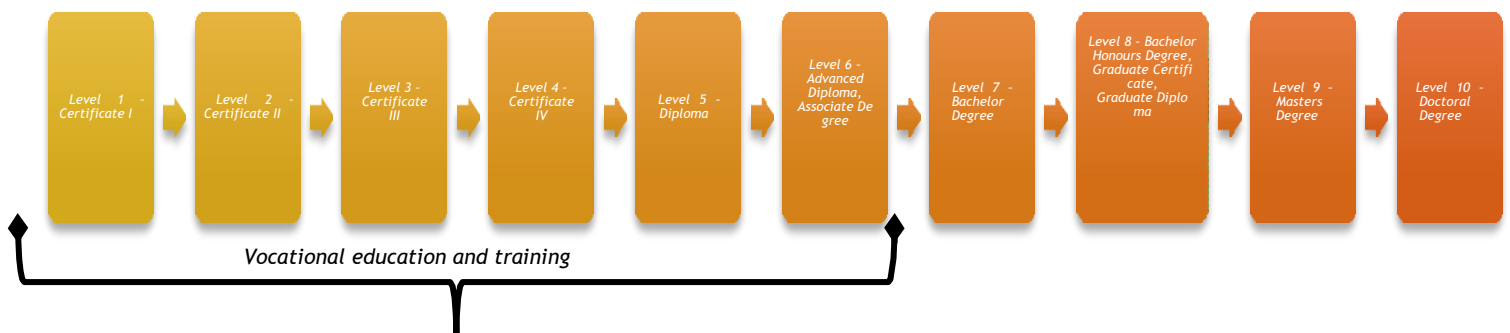
The purpose of Australian Qualifications Framework (AQF) is to provide a comprehensive, consistent framework for all qualifications offered on a national basis in post compulsory education and training. The framework aims to encourage lifelong learning.

The Australian Qualifications Framework (AQF) attempts to do so by providing individuals with better scope to progress through the levels of education and training by improving access to qualifications, by more clearly defining avenues for achievement and by promoting national and international recognition of qualifications offered in Australia.



AQF COMMITMENT

The AQF makes a specific commitment to flexible, transparent and systematic learning pathways and to the removal of boundaries between educational sectors. This diagram shows the interlinking and pathways that relate to the various qualification levels.



Lifelong learning implies a dynamic view of education and training, building strong linkages between learning at different stages of life and in a wide range of settings and partnerships rather than just looking at various forms of education and training provision in isolation from each other. The departures from existing views of education and learning are substantial. They involve recognition of a wide range of learning modes, strengthening the motivation to learn (wide range of learning opportunities, opportunity to combine classroom learning with learning in work settings etc.), and providing a wide variety of pathways not constrained by rigid notions of formal education and training.

Many of the goals of the AQF support such an alternative view of education and learning needed to promote lifelong learning. These goals include:

- bringing together the qualifications issued by the schools, VET and higher education sectors into a single comprehensive system of titles and standards
- supporting flexible education and training pathways between sectors and lifelong learning
- encouraging parity of esteem between academic and vocational qualifications
- offering flexibility to suit the diversity of purposes of education and training and provide for the differences in the constitution of the sectors
- encouraging cross-sectoral partnerships
- Underpinning national policies, in particular on quality assurance and articulation and credit transfer.

Graduating from MIT or another Australian Qualification Framework (AQF) provider can qualify you for entry to University, therefore many Students who did not successfully complete the year 12 use it as a stepping stone to a University qualification.

AQF Framework – Comparison between all levels			
AQF Level	Description summaries	Qualifications	Time
Level 10	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.	<ul style="list-style-type: none"> • Doctoral degree 	<ul style="list-style-type: none"> • 3 to 4 years
Level 9	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.	<ul style="list-style-type: none"> • Masters degree (extended) • Masters degree (coursework) • Masters degree (research) 	<ul style="list-style-type: none"> • 3 to 4 years • 1 to 2 years • 1 to 2 years
Level 8	Graduates at this level will have advanced knowledge and skills for professional/highly skilled work and/or further learning.	<ul style="list-style-type: none"> • Graduate Diploma • Graduate Certificate • Bachelor Honours degree 	<ul style="list-style-type: none"> • 1 to 2 years • 6 months to 1 year • 1 year
Level 7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.	<ul style="list-style-type: none"> • Bachelor Degree 	<ul style="list-style-type: none"> • 3 to 4 years
Level 6	Graduates at this level will have broad knowledge and skills for	<ul style="list-style-type: none"> • Associate Degree • Advanced Diploma 	<ul style="list-style-type: none"> • 1.5 to 2 years • 1.5 to 2 years

	paraprofessional/highly skilled work and/or further learning.		
Level 5	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.	• Diploma	• 1 to 2 years
Level 4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.	• Certificate IV	• 0.5 to 2 years
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.	• Certificate III	• 1 to 2 years
Level 2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.	• Certificate II	• 0.5 to 1 year
Level 1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	• Certificate I	• 0.5 to 1 year

BENEFITS OF OBTAINING AN AQF NATIONALLY ACCREDITED TRAINING QUALIFICATION

- Obtaining a qualification is the first step to a rewarding career or to advancement in your existing career or workplace;
- Students receive a nationally recognised industry qualification;
- Students are provided with knowledge and skills enabling them to develop a career path;
- Each training program is tailored to your training and personal development requirements;