ZARAH
INSTITUTE OF EDUCATION

Zie.edu.au

Student Handbook

Welcome to the Zarah Institute of Education – your Registered Training Organisation (RTO)

Congratulations on undertaking an educational journey with Zarah Institute of Education...

Dear Student,

On behalf of all the staff at Zarah Institute of Education, we send you a warm welcome and thank you for choosing Zarah Institute of Education for your career and academic development.

Your enrolment is an important step in further developing and/or form ally recognising your skills and knowledge to assist you in your career aspirations.

We will strive to provide you with a first-class experience that is based on up-to-date practices and skills as used in the workplace and community.

Our vision is to enable Students to achieve their chosen career goals by providing flexibility in accessing training. To provide excellence in the training and support provided to assist you in your path to career satisfaction.

Our goals are to:

- Provide accessible training for everyone;
- Allow Students to choose their learning pathway and method of assessment to prove competence;
- Make training enjoyable, supportive and ensure we encourage continued search for knowledge and up-skilling.

This Student handbook will provide you with information about Zarah Institute, as well as the services we provide and how to enrol.

At any time, if you require additional information, please do not hesitate to contact us on 03 9640 0301 or 03 9640 0302.

We also welcome your comments. Tell us about things we have done well, or could have done better, so we can continue to improve our services to our Students.

Course Evaluation Form is available at our reception as well as via our website.

Once again, on behalf of the Zarah Institute of Education team we welcome you and look forward to working with you.

Kind regards,

Wenting Li (PEO)

Contents

Registered Training Organisation (ZIE) Details:

Main Campus:

Zarah Institute of Education Pty Ltd
Level 5, 259 Collins Street, Melbourne, VIC 3000
Tel: 03 9640 0301   03 9640 0302
Email: admissions@zie.edu.au

The other Campus: -

Zarah Institute of Education Pty Ltd
Level 2, 459 Little Collins Street, Melbourne, VIC 3000
Tel: 03 9640 0301   03 9640 0302
Email: admissions@zie.edu.au

General Information about Zarah Institute of Education

Introduction

Zarah Institute of Education is passionate about measuring successful learning outcomes for you. This has meant that we have had to develop robust processes to ensure the success of each Student's education goals. Our approach to providing you a safe, fair, and supported environment to participate in training and assessment. This handbook does not provide you with specific information about a course offered by the Zarah Institute of Education. This information is provided separately, on our website www.zie.edu.au or by contacting the Zarah Institute of Education.

About Zarah Institute of Education

Zarah Institute of Education has modern, up-to-date facilities, and boasts a team of qualified and dedicated Trainers and Assessors.

You the Student

Zarah Institute of Education is responsible for the quality of the nationally recognised training and assessment we deliver. This means that we will always comply with the regulations that govern RTOs, being the VET Quality Framework, including the Standards for RTOs 2015 , ESOS/National Code and ELICOS requirements.

To ensure our compliance with the framework and standards above, we implement rigorous internal policies, procedures and systems that ensure that our operations are compliant. In addition, we participate in audits with ASQA and other national and state regulatory bodies upon their request.

As an RTO, Zarah Institute of Education is also responsible for issuing your AQF certification documents in line with the procedures 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.

This handbook is designed to give you some relevant information about your studies and answer any queries you may have in relation to your training.

Please take some time to read this handbook and if you require any further information, check out our website or give us a call.

We look forward to celebrating your achievements with you. Good luck!

Mission Statement

At the Zarah Institute of Education, our mission is to develop people's skills, while keeping them current and introducing new skills.

Our values

- Deliver what we promise
- Celebrate achievement
- Promote a culture of continuous improvement
- Be remarkable
- Share ideas
- Work hard, have fun

At Zarah Institute of Education, we live by these values and we hope you will too.

Our Objectives

In recognition of our mission, our objectives are:

- Industry Engagement: We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations.
- People: We strive to attract, recruit and retain talented, competent and committed trainers and assessors. We promote excellent performance through leadership and ongoing targeted professional development.
- Safety and Equality: We are committed to providing an environment which is safe, equitable, and promotes a confident and productive training and assessment environment.
- Integrity and Ethics: We conduct ourselves in accordance with shared and agreed standards of behaviour, which holds ethical conduct and integrity as our highest priorities.
- Quality Committed: We aspire to deliver consistent, high quality services, and apply quality systems that support training and assessment superiority.
- Student Focused: We thrive on providing training and assessment that is Student focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high quality training and assessment experiences.

Information available before enrolment

The following information is available to all prospective students prior to enrolment via our website and marketing materials 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, amongst other things, all fees and charges.
- Applicable qualifications/courses by the appropriate code and title;
- Outline the currency of the qualifications/courses in question;
- Outline the duration of training and the assessment requirements;
- Specify modes of delivery and delivery locations;
- Specify entry requirements into the course;
- Provide information specific to student contributions and responsibilities;
- Student support, facilities and resources
- Pre-training review process

Getting started at Zarah Institute of Education

Once we process your enrolment, you will be provided with an outline of your training (known as a Timetable) which will include:

- the units/competencies to be obtained;
- the time-frame for achieving these units/competencies;
- the training to be undertaken;
- Information about your trainer and assessors;
- the name of the qualification to be issued;

Unit dates may change over time – your trainer will keep you and your timetable updated.

You will also undertake a Language, literacy and numeracy (LLN) assessment relevant to your course. This is to identify whether you need additional support to successfully complete your course. More details are provider later in this handbook.

Zarah Institute of Education provides Student-centric training

- We offer innovative, responsive and Student-centric training that reflects the learning styles and needs of our Students and industry.
- We consult with industry and incorporate feedback into our training and business operations.
- We create innovative methods of training delivery and skills development that improve people performance, productivity and employment opportunities and are responsive to the needs of our Students.

Zarah Institute of Education therefore provides:

- Learning that is professionally and workplace relevant and improves career opportunities
- Flexible training options, recognising the needs of each individual Student
- Training Consultants/Trainers with recent and relevant industry expertise who are required to maintain currency in their industry experience
- Innovative and responsive training delivery
- Expertise to identify and clarify training needs and delivering training that meets those needs
- Learning programs that make sense in the work environment
- Students with the required skills for the present and future
- Where appropriate, practical, hands-on skills linked to underpinning knowledge
- Learning environments that adapt to change
- Learning that leads to career advancement

Education and Training Delivery by Zarah Institute of Education

Zarah Institute of Education incorporates adult learning principles into the training and assessment strategies of all its training programs. Zarah Institute of Education will, prior to the training program commencement, give participants all relevant information about the program of study, availability of learning resources and appropriate support services.

A pre-training review will also be conducted to identify any specific needs, including skills recognition or Recognition of Prior Learning (RPL) that individuals may have and other aspects of the training.

Zarah Institute of Education will ensure that training and assessment occurs in accordance with the requirements of the training program and the endorsed Training Package and where appropriate, the Training Package guidelines for customising. Zarah Institute of Education customises its education and training programs to meet the needs of the individual.

Participants are encouraged to take responsibility for their own learning and to actively participate in the learning and assessment process.

Your Trainers and Assessors

Zarah Institute of Education will ensure that the responsibility for the management and coordination of training delivery and assessment (including the recognition of prior learning and recognition of current competencies), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

Zarah Institute of Education will ensure that all Trainers and Assessors have:

- the necessary training and assessment competencies as determined by the National Quality Council (Currently, Australian Industry and Skills Committee) or its successors;
- have the relevant vocational competencies at least to the level being delivered or assessed;

- can demonstrate current industry skills directly relevant to the training program being trained/assessed; and
- will continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

Your Trainer and Assessor can provide you with assistance on any aspect of the course content, resources or assessment activities.

Pre-Training Review

A pre-training review interview ensures that the training and assessment strategy is designed to meet your individual needs and your workplace requirements. This information will enable Zarah Institute of Education 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.

Zarah Institute of Education (or its education agent) 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);
- 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.

Zarah Institute of Education 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. Zarah Institute of Education's experienced staff can discuss options for participation in training programs to assist participants in achieving competence.

Educational Standards

Zarah Institute of Education strictly follows policies and management practices that maintain high professional standards in the delivery of education and training services and which safeguard the interests and welfare of its Students and, where relevant, their employers.

Zarah Institute of Education maintains a learning environment that is conducive to the learning and professional development of Students. Zarah Institute of Education has the capacity to deliver the Education and Training programs on its scope of registration and will ensure that the facilities, methods and materials used in the provision of training will be appropriate to the needs of the Student and outcomes to be achieved.

Zarah Institute of Education maintains compliant systems for recording and archiving Student enrolments, attendance, completion, assessment outcomes, and recognition of prior learning, complaints, qualifications and statements of attainment issued.

Zarah Institute of Education will treat all personal records of Students confidentially and complies with the national privacy standards.

General Information – Student Support, Facilities, Resources and Equipment's provided to the students

Student Support Services

Zarah Institute of Education will comply with all laws relevant to the operation of the training premises, including workplace health and safety and fire safety regulations.

Zarah Institute of Education will ensure that training facilities, equipment and other resource materials are adequate for the Training Programs being delivered and are maintained in good order and repair.

Zarah Institute of Education has clearly documented procedures for managing and monitoring all Education and Training operations and reviewing Student /employer satisfaction.

How student needs are proactively identified

Zarah Institute of Education will ensure that student needs are proactively identified, prior to enrolment, via:

- Pre-enrolment test/LLN

How student needs are systematically monitored and responded to

If student needs are identified, Zarah Institute of Education will create individual learning plan to ensure:

- The learning goals to be achieved

- The contingency plans

- The logistics of the learning relationship, e.g.: duration

- Frequency of meetings and the length of meetings

- Locations of meetings

- The nature of contacts (i.e., what are they for?)

- The structure of the learning relationship, e.g.: the activities that we will do

- How progress will be monitored

- The equipment and/or resources that are needed

- WHS considerations

All individual learning plans will be monitored by the Student Support Officer with respective trainers/ assessors and management.

Support for positive learning outcomes

Zarah Institute of Education provides support to all students to ensure positive learning outcomes:

- Students facing personal difficulties that may affect their learning should approach Counsellor or PEO for personal/career advice and counsel.

- Assistance may include a deferment of study, help with a Special Consideration application, or referral to further student support service or external counsellor.

- Students who specifically require assistance with study skills can obtain practical advice on assignment writing; course-specific language and learning skills; and assistance with any language, literacy or numeracy problems.

- Students will be given adequate time to work on assessments and projects.

- All assessments/projects will be assessed at the completion of each unit.

- Zarah Institute of Education can organise information and assistance regarding any disability related matters as per Commonwealth Disability Discrimination Act 1992.

Staff available to students with learning needs

- Student Support Officer

- Trainers and assessors

- Zarah Institute of Education administration and management

How assistance is available to students

Assistance is available to all students via numerous modes:

- Telephone Zarah Institute of Education 24/7 Emergency line 0468 352 981 to speak with student support officer;

- Discussion with trainer/assessor in class or after the class hours

- Email a specific query to their trainer/assessor or

- Telephone Zarah Institute of Education helpdesk at 03 9640 0302 or email admissions@zie.edu.au for all other queries.

Student: Trainer Ratio

25 (students): 1 (trainer)

Students at risk

- Zarah Institute of Education has intervention strategies, including student support services available to enable students to complete qualifications in expected time frames.

- Students at risk of not completing within this time frame are identified as early as possible.

- Students failing to progress in line with the Zarah Institute of Education 's course progression policy and procedure and/or any provisions implemented for any unit of competency assessment are automatically regarded as being "students at risk" and supported via an appropriate intervention strategy.

Student resources, facilities and equipment's

- Assessment pack (student)

- PowerPoint presentation

- Student handbook

- Class activities book

- Self-study guide

- Staff available to students to address their learning needs

- All students will be provided with training resources and assessment materials for all units of competency and additional training documents as required.

- Administrative Support Required

- Case studies (Real workplace based scenarios)

- Role playing activities for interaction with others as a part of assessments.

- Templates and additional resources to complete the assessment tasks.

- Access to a number of free Student tutorials, tools and videos

Additional resources available to students

- https://training.gov.au/ Government Website Updates

- Meeting Individual Student Needs Reference

- Learning and Assessment Resources

- Updates from the Industry skills councils/SSOs

- Updates from the VELG news

- Please refer to self-study guides (unit level) for more information

External Support Services

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

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.

Centrelink

Telephone: 131021 Website: www.centrelink.gov.au

If you are completing a full-time course you may be eligible for benefits through Centrelink.

Australian Human Rights Commission

Telephone: (03) 9281 7100 Website: https://www.humanrights.gov.au/

The Commission can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

You can also discuss disability rights and direct you to a network of advocates. 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.

24-hour Counselling Hotlines

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.

Suicide Helpline

Telephone:131 114

Aidsline

Telephone: 1800 133 392

Beyond Blue (depression)

Telephone: 1300 224 636

Quit Line (to stop smoking)

Telephone: 137 848

Kids Help Line

Telephone: 1800 55 1800 Website: www.kidshelpline.com.au

If you're under 18 years of age you may consider contacting who provide access to telephone, web and email counselling.

Other Counselling Services

Gay and Lesbian Switchboard Victoria: 03 9663 2939

Road Trauma Support Team (Confidential service for people affected by road trauma): 1300 367 797

SANE Mental Illness Helpline (9am-5pm Monday-Friday): 1800 187 263

Mental Illness Fellowship Victoria(helpline): 03 8486 4200

MensLine Australia (for men with family and relationship concerns): 1300 789 978

Men's Referral Service (for men concerned about their anger or violence): 1300 766 491

Interpreting Service: 131 450

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.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

Legal Aid

Victoria https://www.legalaid.vic.gov.au/

NSW http://www.legalaid.nsw.gov.au/get-legal-help/advice

Queensland http://www.legalaid.qld.gov.au/Home

NT http://www.ntlac.nt.gov.au/

WA http://www.legalaid.wa.gov.au/Pages/Default.aspx

Australian Search and Rescue

Aviation Search & Rescue: 1800 8150257

Coast Guard Search & Rescue: 9598 7003

Maritime Rescue: 1800 627 484

Centre Against Sexual Assault: 1800 806 292

Health Information Services

Eating Disorders Foundation of Victoria: 1300 550 236

Women's Domestic Violence Crisis Service of Victoria: 1800 015 188

Alcohol & Drug Information: 1800 811 994

Poisons Information Centre: 131 126

Maternal & Children Health Line(24hrs): 132 229

Nurse-On-Call (24-hour health advice and information from a registered nurse): 1300 606 024

Family Drug Help: 1300 660 068

Medical Centres around Zarah Institute

QV Medical Centre: Level 7, 1 Elizabeth Street. Tel: 03 9662 2256

Collins Street Medical Centre: 267 Collins Street. Tel: 03 9654 6088

Swanston Street Medical Centre: Level 3, 255 Bourke Street. Tel: 03 9205 7500

National Home Doctor-DOCTOR TO YOUR DOOR Tel: 03 9429 5677 Fees: No gap fee. Bulk billed

Hours: Mon-Fri 4pm to 8am, Sat 10am onwards, 24hours on Sun & Public holidays

LIVING IN MELBOURNE

Melbourne is the capital of the State of Victoria and Australia's second largest city. It is famous for its parks and gardens, historic buildings, theatres, galleries, restaurants, multicultural precincts, festivals and internationally recognized sporting events.

Melbourne is a well-planned city and very easy to get around. There is always plenty to do in Melbourne: please check www.whatsoninmelbourne.vic.gov.au

General help for international students

If you have a problem, the first place you should go for help is the reception at Level 5, 259 Collins Street Melbourne 3000 and Level2, 459, Little Collins Street, Melbourne 3000. ZIE staff will be able to assist you or refer you to a person who can help you. If you have money problems, personal problems, problems with school or anything else, the staff will be able to assist you with advice and put you in touch with the right people.

Climate

Melbourne has four distinct seasons. Summer is dry with warm to hot daytime temperatures averaging 28 degrees C (82 degrees F). Winter is cold, crisp and wet with daytime temperatures averaging 14 degrees C (57 degrees F).

Weather can affect you and your family while settling into Melbourne or Australia. Some may be used to a much warmer climate. Some may be used to colder weather. Getting to know what the weather is like in Melbourne can help you prepare and feel more settled.

Melbourne's weather is highly unpredictable and is known to occasionally provide 'four seasons in one day'. A range of clothing for all conditions is recommended for anyone planning to study in or visit Melbourne. A really warm coat is essential for the winter months. The following table provides the lowest, average and highest temperature in Melbourne.

Source: Web Climate, Data Services, National Climate Centre

Month	Extreme Lowest °C	Average °C (Min)	Usual Average °C (Max)	Extreme Highest °C
January	6	14	26	46
February	5	15	26	43
March	3	13	24	42
April	2	11	20	35
May	-1	9	17	29
June	-2	7	14	22
July	-3	6	13	23
August	-2	7	15	27
September	-1	8	17	31
October	0	9	20	37
November	3	11	22	41
December	4	13	24	44

Accommodation

The first decision to consider is deciding what type of place you want to live in and where you want to live. You can rent your own apartment, flat or house; you can share a flat or house with other people (an arrangement called "shared accommodation").

When you make a decision about where to live, you need to balance the cost of higher rents in the city areas with the lower rents and higher transport costs of living in the suburbs.

There are some vacancies that you can check on the Domain website: http://www.domain.com.au/. Please click on "property", then click on either "rent" or "share" for more information.

Another useful site for renting a place of your own is to visit the Victoria Real Estate Agent website on http://www.realestateview.com.au.

ZIE will assist the international students for the accommodation, support and general welfare arrangements.

Renting your own apartment, flat or house

Renting your own apartment, flat or house means you can choose who lives with you and may be a good choice for students who prefer their independence. It also means that you may need to buy (or rent) all your own furniture. The estate agent will ask you to sign a contract (tenancy agreement or

lease) with the owner, agreeing that you will stay in the place for a minimum period of time (usually 6 or 12 months). Make certain that the accommodation is suitable for your needs and that you can afford it. Always check that there are smoke alarms installed. Contact real estate agents close to the area in which you want to live to check availability and prices.

The average apartment, house or flat ranges from $200 -$300 per week (one bedroom) or $250 - $400 per week (two bedrooms). You will also pay a bond or security deposit equal to one month's rent. A bond is a security deposit that is held until the end of your tenancy by the landlord or real estate agent in case you don't fulfil your responsibilities. It is refundable after you move out of the flat or house, provided you leave the property in reasonable condition and fulfil your obligations under the lease.

Renting through a real estate agent may appear more expensive but this will offer you the security and civil rights that cannot be guaranteed when renting privately.

Student apartment complexes

These are fully furnished and allow students to live independently in a secure and supportive residential environment. As these complexes are very popular there is a high demand when vacancies are advertised. Some places will provide meals for an additional cost. Utility costs are not usually included in the rental price. Rental can vary from AU$150–AU$300 per week.

Sharing an apartment, flat or house

This type of rental accommodation is usually only arranged after you arrive in Melbourne. In a shared apartment, flat or house each person usually has his or her own bedroom and shares the bathroom, kitchen and living areas with other people.

Costs depend on the size of the residence and the number of people sharing. Your budget should allow for food, electricity and other bills, plus transport and other personal costs. Food costs can be shared, with everyone paying an agreed amount per week, or each person buying his or her own food (approximately $85 to $130 per week). In most households the cost of electricity, telephone rental and other bills are shared equally (approximately $70 per week). You will normally record and pay for your own telephone calls. Long distance and international calls are itemized on the telephone bill that is they are listed individually with the number called and the cost of the call.

The average price of a room ranges from $140 to $220 per week. You will also be asked to pay a bond or security deposit.

Hostel accommodation

Hostels usually have bathroom, living and leisure areas that are shared with other residents. Some hostels include meals in their fees, while at others kitchen facilities are provided and you cook for yourself. You can have you own room at most hostels but this is more expensive than if you are sharing a room with another student. There may be other charges, such as a bond (security deposit) and appliance charges.

There are many private hostels in Melbourne, offering a furnished bedroom, shared bathroom, living and leisure areas. Computer facilities may also be available weekly prices range from AU$220– AU$350. Extra costs may include payment of a bond.

Other accommodation issues

If you are under 18 years of age it is ZIE's responsibility to ensure that appropriate accommodation and welfare arrangements have been made for you. These are usually in place before you start your studies. If you have any queries about your accommodation or carer/guardian arrangements, please speak to the Student Welfare Officer.

However, at present ZIE does not enrol any students under 18 years of age.

If you choose to rent or live in share accommodation or organize a shared accommodation house you should be aware of your legal rights and responsibilities.

You can get most of this information from a booklet called Renting: Your Rights and Responsibilities. http://www.findlaw.com.au/article/4534.htm this booklet will give you information about your rights as a tenant in rental accommodation and your responsibilities, such as household maintenance and paying your rent on time.

Another useful information website is www.realestate.com.au click on Rent then, left hand side click on

Rental Information

You may be responsible for paying for the cost of the reconnection of the utilities that is to have gas, electricity, water and telephone connected. When you leave a rental property it is your responsibility to notify the electricity, telephone water and gas companies that you have left and are no longer responsible for the bills.

When you move into a place you need to make sure that you understand all of the papers that you sign.

Do not sign anything unless you are fully aware of all terms and conditions, and you are sure you understand them clearly. If you would like clarification of any documents you have to sign you can ask the Welfare Officer for help.

Living costs

When calculating your budget, you must remember to include your:

•   Annual tuition fees

•   Textbooks, study excursions and study equipment

•   Expenses for any dependents that accompany you (e.g. full school fees for any children, child care etc.)

•   Overseas Student Health Cover (OSHC)

•   Accommodation costs

•   Living expenses including food, gas, electricity, telephone and transport

•   Entertainment

•   Airfares

•   Emergency expenses

Note: The following information has been compiled based on a single student with no dependents. Should a husband/wife and/or child accompany you to Australia you must be realistic about the additional expenses they will incur.

Typical living costs for an individual student

Sample of Expenses	Apartment/Flat/House (Unfurnished, 2 people sharing)		Home Stay (Some meals included)		Hostel (Some meals included)	
Establishment Costs (A$):	Per week	Per year	Per week	Per year	Per week	Per year
Placement/ arrangement fee				$ 160*		
Accommodation establishment costs (rental bond, furniture, etc.)		$ 1,802*				$ 825*
Recurrent Costs (A$):						
Rent for accommodation	$155	$ 8,060	$ 230	$ 11,960	$ 230	$ 11,960
Overseas Student Health Cover (OSHC)		$ 345		$ 345		$ 345
Telephone, gas, electricity, water	$ 60	$ 3,120	$ 30	$ 1,560	$ 30	$ 1,560
Travel (up to 10km from city)	$ 30	$ 1,560	$ 30	$ 1,560	$ 30	$ 1,560
Books and stationery		$ 400		$ 400		$ 400
Food	$100	$ 5,200	$ 50	$ 2,600	$ 50	$ 2,600
Personal expenses	$ 80	$ 4,160	$ 80	$ 4,160	$ 80	$ 4,160
Total Estimated Costs		A$24,654		A$22,752		A$23,417

These figures are strictly estimates only, based on average situations for an individual student

Communications

A private telephone can be connected quickly and local calls are not metered and cost between 25 – 40 cents per call. Cheap phone cards for overseas calls can be purchased in newsagents or corner stores. Mobile (cell) phones are easily available and networks are extensive. Internet access is convenient and easily available. Overseas and local language newspapers are also readily available. At post offices you can post letters, make international phone calls and send faxes.

Part-time work

If you are holding a student visa and thinking of looking for part-time work, helpful websites are: www.seek.com.au www.mycareer.com.au www.careerone.com.au

Your visa allows you to work for up to 40 hours fortnightly during study periods and full-time during semester breaks. You should not rely on income earned in Australia during your studies as sometimes jobs may be difficult to find.

There is a range of external agencies where you can ask for assistance with employment related issues. Here is a listing of agencies where you can get help:

1) Work Cover Authority & Occupational Health

The Victorian Work Cover Authority is the manager of Victoria's workplace safety system and provides information on Work cover and workplace occupational health & safety issues. For more information, please visit the website:

http://www.workcover.vic.gov.au/ or contact Victoria Work Cover Authority: Level 24, 222 Exhibition Street, Melbourne. 1800 136 089 or (03) 9641 1444

2) Equal Opportunity Commission

Receives complaints from people who feel they have been treated unfairly, have been discriminated against or are experiencing sexual harassment. For more information, please visit: http://www.eoc.vic.gov.au/ or contact:

Enquiries line:

Phone: 9281 7111 Toll Free: 1800 134 142 TTY (Telephone Typewriter): 9281 7110

Commission Offices

Address: Level 3, 380 Lonsdale Street, Melbourne Phone: 9281 7111 Fax : 9281 7171 Email : eoc@vicnet.au

Public Resource Centre

Address: 3rd floor, 380 Lonsdale Street, Melbourne 3000 Phone: 9281 7111

3) Australian Taxation Office

Provides information on taxation and superannuation issues. For more details, please visit: http://www.ato.gov.au/ or contact these Victorian Taxation Offices: Phone 13 2861 for an appointment

4) Wage line

Provides information on rates of pay and conditions of employment, award information, and employee entitlements regarding annual leave, sick leave, redundancy pay, superannuation and related issues. For more information, please visit http://www.wagenet.gov.au/default.asp or contact Office of Workplace services – Department of Employment, Workplace Relations and Small Business.

Melbourne Branch 8th Floor Customs House, 414 La Trobe Street, Melbourne, 3000 Phone: 1300 363 264

5) Job Watch

Investigates exploitation in employment and training. It also handles complaints and inquiries from the general public regarding annual leave, notice pay, sick leave, redundancy pay and related issues. For further detail information, please visit:

http://www.job-watch.org.au/ or contact Job Watch: Telephone Advice: (03) 9662 1933 Email: jobwatch@job-watch.org.au

6) Legal Aid Commission

Offers free telephone advice service and can assist with applications for legal assistance. Please visit http://www.legalaid.vic.gov.au for more information or contact any of the following Victoria Legal Aid Offices: Melbourne Branch 350 Queen Street, Melbourne 3000 Phone: 9269 0234

7) Australian Industrial Relations Commission

AIRC functions broadly, to facilitate agreement making between employers and employees or Organisations of employees about wages and conditions of employment and to ensure that a safety net of fair minimum wages and conditions is established and maintained. For more information, please visit: http://www.airc.gov.au/ or contact the Commission and registry: Level 4, 11 Exhibition St, Melbourne Phone: 8661 7777 Fax: 9654 6812

Opening a bank account

In Australia there are two types of Banking organizations; banks and credit unions. Credit unions are co-operative banks. Each person who has an account with a credit union also has shares in the credit union.

When you open a bank or credit union account in Australia you need to provide identification. You will need to bring your passport and some other forms of identification (for example your student identification card, birth certificate or driver's license or identity card from your home country).

If you apply for a bank account within six weeks of arriving in the county, you need only supply your passport. There are two basic types of accounts:

•   -an everyday account which provides you with a cash card for use with 24-hour automatic cash dispensers (ATM Machines) and "EFTPOS" (Electronic Funds Transfer at Point Of Sale) facilities at stores. Some everyday accounts also have cheque book facilities. Accounts with cheque books are subject to a special government tax.

•   -Investment accounts -these are designed for people who have a large amount of money to deposit in the bank. Investment accounts pay interest at higher rates than everyday accounts and do not usually have cash card access. Investment accounts are a good place to put your tuition fees.

It is best to shop around for a bank that suits you. Find a bank that has offices near your home and ZIE for convenience. Almost all banks charge fees on their accounts. You should make sure you know what the fees are and when they will be charged. Banks operating in Victoria include:

•   ANZ

•   Bank of China

•   Bank of Melbourne

- Bendigo Bank

- CitiBank

- Colonial State Bank

- The Commonwealth Bank

- Hong Kong and Shanghai Bank of China

- National Australia Bank

- St George Bank

- Westpac

When you open your bank account the bank will ask you for your Tax File Number.

Australian banks such as ANZ, Bank of Melbourne, Commonwealth, National Australia Bank and Westpac Bank and others have services located in both the city and suburban centres.

Applying for a tax file number

Tax file numbers are used by the Australian Tax Office to identify people when they pay tax. You do not have to have a Tax File Number if you do not want one. However, if you do not give your bank or employer your Tax File Number, any income you earn (including interest on your bank account) will be taxed at a higher rate than if you had given your Tax File Number to your bank or employer.

You can apply for a Tax File Number by going to the local post office and asking for an application form.

Follow the instructions on the form and you will be issued with a Tax File Number. Remember to keep your Tax File Number in a safe place and do not disclose it to anyone other than your employer or bank.

In Australia you will be required to submit a taxation return showing the amount you have earned each year. Tax file numbers (TFNs) are issued to each taxpayer and this must show on your taxation return. To find out more about the Australian taxation system, employment, payment and tax file numbers see the section for individuals, including families, on the Australian Taxation Office website.

Entertainment

Many international events are held in Melbourne and Victoria including comedy festivals, Antipodes (Greek) Festival, Indian Festivals, Chinese Festivals the Australian Tennis Open, World Series Cricket, Melbourne Fashion Festival, and the Formula 1 Grand Prix. There are many more such events.

Use www.thatsmelbourne.com.au and follow the links to find out what events including sports are on in Melbourne. You can purchase tickets to events through Ticket Master www.ticketmaster.com.au

Port Phillip Bay

Melbourne is also close to Port Phillip Bay – take the No 15 tram to St Kilda – so it is easy to enjoy the beach and water sports too. Be careful while at the beach. Some Victorian beaches can be quite dangerous for inexperienced swimmers. Always swim between the flags at beaches that are patrolled by Lifesavers. For helpful hints on water safeties visit the www.watersafety.vic.gov.au.

Sport and Recreation

There are many places to play and watch all sorts of sport in Melbourne and Melbourne hosts many local, national and international sporting competitions.

The Melbourne Sport and Aquatic Centre in Albert Park is only a short tram ride away from ZIE and for a reasonable fee, you can play basketball, volleyball, table tennis, badminton and swim in the pool. www.msac.com.au

Out of Town

There are many tourist attractions a few hours' drive from the city – The Yarra Valley, Mt Buller snow fields, Torquay surf beach, Healesville Sanctuary, The Grampians. See www.visitvictoria.com Day tour buses are easily accessed on Swanston Street between Little Bourke and Bourke Street and ZIE is close to major transportation hubs.

In the city, some places to visit:

Bourke St Mall: the heart of Melbourne's shopping area with large department stores, Myer, David Jones and many shopping arcades. DFO: at Southern Cross Station and Docklands for a range of designer factory outlets and seconds shops.

QV: a new shopping complex in central Melbourne (Elizabeth St, Latrobe St, Russell St block) super market, food court, restaurants and many top-quality shops and designer outlets. GPO – the old post office building has been redeveloped, to include shopping, cafes and night clubs – corner of Bourke and Elizabeth Streets Bridge Rd., Richmond: also, for a range of designer factory outlets and seconds shops.

Chapel St., South Yarra: a marvelous shopping strip with shops selling all the fashion labels, good food, bookshops etc. Brunswick Street, Fitzroy an eclectic mix of shopping and eating opportunities. Camber well Markets Clarendon Street shops in South Melbourne Coventry Street shops, also in South Melbourne http://www.visitvictoria.com/index.cfm

Transport

Melbourne has an extensive public transport system and ZIE is ideally located. The Box Hill campus is close to major bus and tram routes. Before you use any public transport, whether it is a train, tram or bus, you are required to purchase a Myki (stored value travel card). These can be purchased at all train stations and at some newsagents. Please be aware that on trams, you are only able to use coins to purchase your ticket as the machines do not accept notes. Similarly, often buses are unable to cater to large notes such as $20 or $50 notes. It is recommended that you purchase your tickets in advance. There are many types of tickets available including weekly, monthly and 10 ticket packs. Unfortunately at this stage International students are not eligible for concessions. On trains it is important to validate your ticket before you board the train. If you are found without a valid ticket, you may be required to pay a transport infringement fine.

As Melbourne is a well-planned city it is easy to travel in by car. Cars travel on the left side of the road. Drivers can use their home country license for three months from the date of entry to Australia. An international license can be used providing the license from the country of origin is also valid.

Food

Markets and supermarkets sell a variety of fresh meat, fruit and vegetables as well as rice, breads, spices and other ingredients. Melbourne's restaurants and cafes offer a wide variety of foods from around the world, including Chinese, Italian, Japanese, Korean, Ethiopian, Brazilian, Malaysian, Greek, Indian, Thai, Vietnamese, Lebanese, French and Indonesian.

Clothing

Australian students dress casually. Australians are generally relaxed when it comes to clothes, but they do tend to dress up at night. If you are planning to buy warm clothing, shopping in Melbourne will provide you with a large range at a very competitive price.

Computers & Laptops

If you intend to bring your laptop or PC to Melbourne, you need to ensure that it is compatible with Australia's power supply (240W, 220W, 50HZ). Your modem will also need to be compatible with Australia's telephone system (Austell certified).

Mobile Phones

If you intend to use your existing handset and service provider in Australia ('international roaming'), you will need to contact your home provider to determine the necessary steps in making this arrangement. Alternatively, you may wish to use your current handset whilst in Australia, but connect to a local service provider. There are a variety of mobile phone services operating in Australia which offer short-term (pre-paid) or long-term (contract) plans.

You should be aware, however, that because different countries operate under different cellular systems it is possible that your existing handset may not be compatible locally. In this instance you may be required to purchase a local handset.

Adjusting to Your New Campus & City

1.   Plan to arrive early before the Orientation and Enrolment period. This will allow you to explore the campus location and new city or town.

2.   Choose a good housing option that suits your budget, needs and lifestyle.

3.   Consider physical aspects like location and travel time to your campus and household amenities.

4.   Talk to ZIE if you have questions or concerns.

Student Safety

Melbourne is a multicultural and tolerant society and although a relatively safe city it is not immune to crime. However, there are some common-sense steps you can take to ensure a safe and enjoyable stay. The ZIE Welfare Officer is available to give advice and address any concerns you may have.

Be aware of what is happening around you. Should you feel alarmed or suspicious head to a well-lit area or an area where there are other people.

Do not use ATM's alone in isolated areas.

Choose to walk in well-lit areas and be especially vigilant at night, where possible stick to main roads and avoid parks and dark laneways.

Do not wear headphones when walking alone at night as this will restrict your awareness.

At train stations stay in well-lit areas and stand near security cameras.

Call 000 for police, fire brigade or ambulance.

Cultural Adjustment

International students and their families may experience a wide range of feelings and moods when studying or living in Australia. Some may feel excited to see and learn new things or meet new people. Some may feel lonely, stressed, frustrated and homesick. These are all very normal feelings. However, it is very important that you seek help if you find that the process of cultural adjustment is adversely affecting you. ZIE staff including the Welfare Officer are available to assist and discuss any concerns.

Culture

Learning more about Australian Culture can help you feel more settled.

It is common in Australia to call a person by their first name when meeting and addressing new people. Depending on the situation, you do not need to preface it with Mr., Miss, Dr or Professor (i.e. John instead of Mr. John's Surname);

Punctuality is very important in Australia. If you are delayed for your appointment, for example 10-15 minutes, apologies for being late at the first convenience. However if you feel that you will be significantly late, 30 minutes or more, it is recommend that you get in touch to apologise and let the other person know as soon as possible. However, punctuality is more relaxed when it comes to social occasions including parties and dinners;

Australians believe in equality and that all people deserve respect regardless of their gender, ethnic and racial background, occupation or economic circumstances. A casual "thank you" to a shop assistant, ticket seller and the like when you are served, is all that is required.

Miscellaneous Social Customs

If an Australian is invited to a meal, he or she may take a small gift, chocolates or a bottle of wine, to the host. As a student you are not expected to do this. If Australians tell you to "bring your own plate", they mean bring a plate with some food to share;

Do not push ahead of others who are waiting in a queue and always wait for people to exit lifts or trains before entering.

It is not polite to ask a person who you have recently met about his or her income, marital status or religion, however after you have formed a friendship this may be acceptable as part of the friendship building process.

Australians generally stand about an arm's length from each other when in conversation. In general people will feel uncomfortable if you invade this "personal space"

You are not generally expected to tip for services. If the service has been very good, especially in a restaurant, you may wish to do so;

Goods in retail shops are sold at a fixed price, though it is becoming common to ask if a discount is available on large and expensive items, like electrical goods. A little bargaining is commonly used in the open-air markets.

Clearing your throat or blowing your nose noisily in front of others, and not using a handkerchief or a tissue paper are not considered acceptable public behavior.

Appropriate and Inappropriate Behaviour

Unacceptable behaviour – in many places there are laws against unacceptable behaviour including spitting in public, swearing, talking indecently, behaving in a sexually indecent way, sexual harassment, urinating in public and drinking excessively.

Alcohol – alcohol can be legally served to any person aged 18 or over. It is also a common part of Australian students' parties. Do not feel pressured to drink if you do not want to. Driving under the influence of alcohol in Australia is a crime, and drinking excessively is considered socially unacceptable;

Gifts – Gifts are not usually given to trainers/teachers or others in official positions. Offering gifts in these situations can be interpreted as an effort to gain favorable consideration;

Humour – Australians value a person's ability to laugh at him or herself. Comments that might seem disrespectful or inappropriate are usually intended to be humorous icebreakers. These are signs that the person feels comfortable with you, rather than intended to hurt you.

Developing Independent Living Skills

Manage your time effectively. Plan ahead what you have to do and what you want to do in a week or a month.

Balance your study and social life. Studying and living overseas generally happens only once in a life time. Learn how to achieve your academic goals and enjoy your experience in Melbourne at the same time.

Do not be afraid to ask questions.

Discuss your concerns within your peer support network.

Keep records of your expenses to manage your budget.

Think about your future. Work out what you want to achieve (both professionally and personally), and how you are going to achieve this.

Consider developing additional skills that you do not have or want to further develop (i.e. joining a cooking class, a time management workshop etc.).

Be familiar with as many support services and facilities as possible.

Come and talk to us, you do not need to come with a problem. We are happy to simply listen to your experience or share our experience with you.

Support

Student Administration – provides support with settling in to ZIE and Melbourne and provides advice and assistance on meeting people in the community, cross-cultural adjustment, study progress, visa concerns and social activities, personal issues, your rights and responsibilities, accommodation needs, issues related to sexual harassment and equal opportunity, and is generally there to listen when you need to talk to someone.

General Information – Courses we deliver

Courses we deliver

We deliver different types of qualification according to industry and Student requirements.

Please visit http://www.zie.edu.au/   for the list of courses, duration, entry requirements,

Admission requirements and other information.

- *Trainer availability*
- *Student Support officer availability*

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                    │ Training session│
                    └─────────────────┘
        ↗                                    ↘
┌──────────────┐                    ┌──────────────────┐
│   Guided     │                    │ Training support │
│   Learning   │                    │ (After the       │
│              │                    │ training session │
│              │                    │ and on request)  │
└──────────────┘                    └──────────────────┘
        ↖                                    ↙
                ┌──────────────────┐
                │    Individual    │
                │  learning and    │
                │   reflection     │
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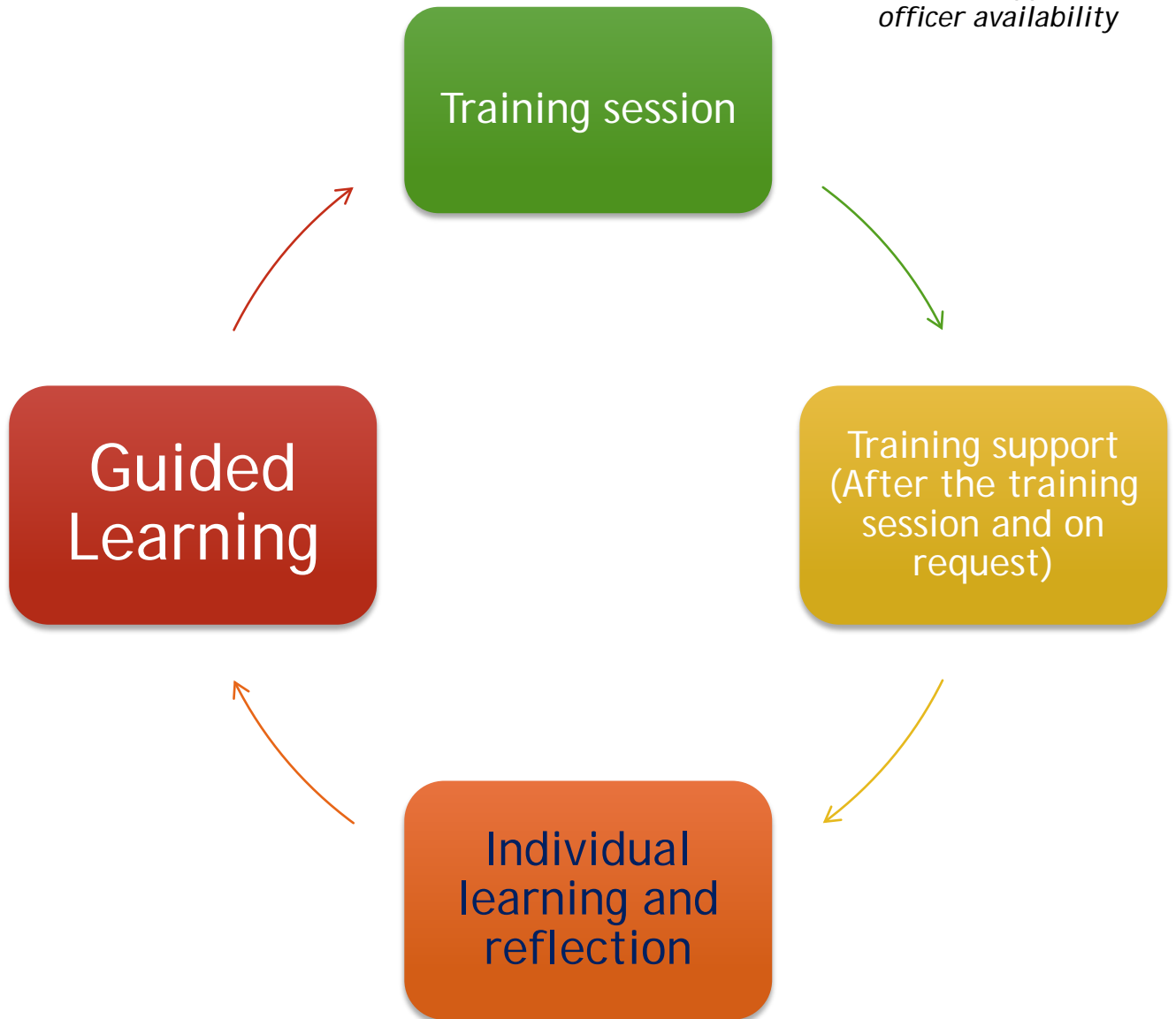
Training Sessions:

- A trainer will be available during this time to deliver the training session.
- Morning 9.00 AM to 6.00 PM weekdays learning support will be provided to all Students through support officers.

Training support after training sessions

- A trainer will be available to assist students with training support immediately following the session or students may make individual appointments.
- Training support can also be provided to Individual students via telephone and email after the training sessions or on request from the students.
- Generic Student support such as study skills, employability skills, etc. will be provided during support workshops upon request.
- Students will be provided training support after the training sessions for the course or on their request.

Individual learning and reflection

- Students are required to process what they have learnt during their reading and research, contemplate on their future professional career and apply the learning to their own life and work experience.
- All students will be provided self-study guides and list of recommended books and resources to complete their individual learning and reflection.
- Individual student reflection is designed to fulfil two purposes:
  - Personal growth
  - Personal application

Individual learning and reflection may or may not include:

- Study undertaken by the Student in their own time
- Completing supplementary activities
- Additional resources
- Web links/ references
- Real life case scenarios and decision-making processes
- Additional resources
- Journals, newsletters and magazines

Guided learning

- The trainer provides learning activities; the Student takes responsibility for completing all mandated tasks and activities.
- The trainer is available for consultation and feedback as required.

- All students will be provided with resources for Guided learning activities and tasks.

Guided learning may or may not include:

- Student Handbook activities
- Learning activities
- Research
- Induction specific to the course/ unit requirements and content
- Projects
- Case studies

General Information – Zarah Institute of Education Policies, Procedures, Legislative and Regulatory requirements and obligations

Quality Assurance and Improvement - Education and Training operations

Zarah Institute of Education will comply with all laws relevant to the operation of the training premises, including workplace health and safety and fire safety regulations and ensure that the training premises are of adequate size and have adequate heating, cooling, lighting and ventilation.

Zarah Institute of Education will ensure that training facilities, equipment and other resource materials are adequate for the Training Programs being delivered and are maintained in good order and repair.

Zarah Institute of Education has clearly documented procedures for managing and monitoring all Education and Training operations and reviewing Student /employer satisfaction.

Education and Training Guarantee

Zarah Institute of Education guarantees that it will deliver education, training and assessment and support services to each enrolled Student in order to complete the course or qualification into which they are enrolled and for which the appropriate fee has been paid.

In the unlikely event that unforeseen circumstances prevent Zarah Institute of Education from honouring this commitment, Zarah Institute of Education will take all necessary steps to ensure that training is completed in accordance with its contractual obligations to the enrolled Student.

Should the ZIE cease delivery of any training and assessment, a refund for the unassessed work of the course will be provided to the student or student will be transferred to other training provider.

Legislative Requirements

Zarah Institute of Education will comply with all relevant Commonwealth and State legislation and legislative requirements relevant to its operation and its Scope of Registration.

Key legislation with which Zarah Institute of Education must comply:

• National Vocational Education and Training Regulator Act 2011
• Equal Opportunity Act 1995 and Racial and Religious Tolerance Act 2001
• The Disability Act 2006, Disability Discrimination Act 1992, Racial Discrimination Act 1975 and the Disability Regulations 2007 (the Act)
• The Working with Children Act 2005 (the Act)
• The Privacy Act 1988 (Cth) and National Privacy Principles
• Workplace Health and Safety Act 2011
• Work, Health and Safety Regulation 2011
• Public Records Act 1973
• Commonwealth Safe Work Australia Act 2008
• Commonwealth Taxation and Superannuation Legislation
• Fairwork Act 2009 and Fairwork Regulations 2009
• Children, Youth and Families Act 2005
• Community Services Act 1970
• Health Records Act 2001
• Commonwealth Anti-Money Laundering and Counter-Terrorism Act 2006 and associated legislation

• Commonwealth Corporations Act 2001 and associated legislation
• Commonwealth Competition and Consumer Act 2010
• Competition Policy Reform (Victoria) Act 1995
• Fundraising Act 1998
• Health Professions Registration Act 2005
• Health Services Act 1988
• Mental Health Act 1986 and regulations
• Guardianship and Administration Act 1986
• Gambling Regulation Act 2003
• Alcoholics and Drug-dependent Persons Act 1968
• Alcoholics and Drug-Dependent Persons Regulations 2002
• Drugs, Poisons and Controlled Substances Act 1981 and regulations
• Food Act 1984
• Liquor Control Reform Act 1998
• Do Not Call Register Act 2006
• Independent Contractors Act 2006
• The Copyright Act 1968
• Age Discrimination Act 2004
• The Victorian Equal Opportunity Act 2010 and the relevant Acts relating to discrimination in the various States in which RTO delivers training.
• Victorian Qualifications Authority Act 2000
• Anti-discrimination Act 1991
• Human Rights and Equal Opportunity Commission Act 1986
• Disability Discrimination Act 1992
• Racial Discrimination Act 1992
• Racial Discrimination Act 1975
• Freedom of Information Act 1982
• Student Identifiers Act 2014
• Australian Privacy Principles (APP) – Schedule 1 of the Privacy Amendments (Enhancing Privacy Protection Act 2012)

All staff and Students at ZIE must also meet the following regulatory requirements:

- ASQA (Australian Skills Quality Authority)
- VET Quality Framework (VQF)
- The Australian Qualifications Framework (AQF requirements)
- Other applicable legislation and regulation as relevant to the courses being delivered.

In addition, staff and Students at Zarah Institute of Education must also meet various particular legislative requirements, mentioned in the training packages and legislation register.

Tuition Assurance

Zarah Institute of Education protects the fees that are paid in advance by international students. For international student fee protection is ensured as follows:

Zarah Institute of Education pays all pre-paid fees collected by the student in advance into Tuition Protection Scheme (TPS) provided by the Australian Government

Where Zarah Institute of Education requires a prospective or current student, either directly to Zarah Institute of Education or through an Education Agent, to prepay fees in excess of a total of $1500 (being the threshold prepaid fee amount), Zarah Institute of Education will meet the requirements set out in the Requirements for Fee Protection in Schedule 6 of the Standards for Registered Training Organisations 2015. Zarah Institute of Education will take action to protect the

prepaid fees by utilising its Tuition Protection Scheme as its protection measures for these students. The requirements for protection of prepaid fees will apply no matter how the fees are collected. ⍰

Any fees collected by a third party on behalf of Zarah Institute of Education (including its Education agent) they will be subject to the same conditions. These requirements will apply to fees prepaid by students, regardless of when Zarah Institute of Education actually receives the payment. ⍰

Regardless of the method/s used for protection of Student prepaid fees, Zarah Institute of Education will retain evidence of how Students have been advised of: ⍰

- all payment terms ⍰
- the circumstances under which refunds may be issued ⍰

All course fees will be held in a separate bank account that can only be drawn down when the student commences. The course fees are held separately from the day-to-day operating expense accounts, so that if a refund is payable before the student commences, the refund can be made in according to the refund policy and procedure and in a timely way without impact on the financial operations of the business or recourse to the tuition protection system. ⍰

Zarah Institute of Education does not require international students to pay more than 50% of course fees prior to course commencement. Students and their sponsors can now choose to pay more than 50% of tuition fees up front if they wish to do so. Note, however, that where a course is less than 24 weeks and is delivered over more than one study period Zarah Institute of Education will require students to pay the full cost of the course prior to course commencement. ⍰

Zarah Institute of Education will show evidence that students have exercised their choice in how much of their tuition fees are paid up front if they choose to pay more than 50% of the course fees. This is evidenced by Zarah Institute of Education through the student acceptance on the Enrolment application form and Student Agreement. ⍰

Zarah Institute of Education will offer a flexible payment plan for the student where the student wishes to choose when to start paying their remaining fees.

Principles of Training and Assessment

Training and assessment strategies developed by Zarah Institute of Education will adhere to the following principles:

- Training and assessment strategies are developed for each qualification / unit of competency that will be delivered and assessed;
- All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification;
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders;
- Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups;
- Training and assessment strategies will be validated annually through the internal review procedures.

Principles of assessment

To ensure quality outcomes, assessment should be:

- Fair
- Flexible

- Valid
- Reliable

Fair

Fairness in assessment requires consideration of the individual Student's needs and characteristics, and any reasonable adjustments that needs to be applied to take account of them. It requires clear communication between the Trainer & Assessor and the Student to ensure that the Student is fully informed, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.

Flexible

To be flexible, assessments should reflect the Student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the Student; and support continuous competency development.

Valid

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- Knowledge that is essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliable

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- Valid
- Sufficient
- Authentic
- Current

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

<u>Authentic</u>

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the Student's own work.

<u>Current</u>

In assessment, currency relates to the age of the evidence presented by a Student to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Preparation and Submission of Assessment

Zarah Institute of Education may use the following assessment methods to evaluate the Student competency:

- Written/Oral tests
- Workplace Assessment
- Observations
- Role-plays
- Work books
- Written Tasks
- Demonstration
- Third party reports and observations
- Projects
- Other assessment methodologies which align with the qualification and Student requirements

In keeping with the principles of competency-based assessment, the determination of competence will be based on the evidence gathered on at least three occasions, rather than on isolated assessment activities or events.

Trainers and Assessors will gather evidence of competencies over the duration of the Training Program. Throughout each unit of competency there will be a variety of assessment tasks and you will be consulted during this process to ensure that your individual learning style is taken into consideration.

Don't be hesitant about assessment tasks, as they are designed to find out how you are progressing with your learning and what progress you have made towards achieving the required competence. More formal assessment strategies are used to consolidate the evidence bank that you have been developing.

Allowed attempts to demonstrate competency/ Reassessment

Zarah Institute of Education allows Students two opportunities to be assessed as competent. Should a Student not achieve competence after two attempts, then they have to repeat the unit of study and $350 will be charged for additional training and assessment. For details please refer to Assessment Policy & Procedure on ZIE website.

Evidence of competence

Evidence may include:

- Work station and fact sheet tests
- Written answers
- Trainers & Assessors observation notes
- Project work
- Workplace mentor evaluations
- Checklists
- Demonstration of skills
- In-house tests

Work placement

You need to do the work placements according to the requirement of the following qualifications.

Certificate III in Commercial Cookery

Students will undertake 200 hours of work placement. Students will commence the work placement in the 2nd half of the course and will finish before the course end date.

Certificate IV in Commercial Cookery

Students will undertake 270 hours of work placement. Students will commence the work placement in the 2nd half of the course and will finish before the course end date.

Diploma of Hospitality Management

Students will undertake 160 hours of work placement. Students will commence the work placement in the 2nd half of the course and will finish before the course end date.

Assessment Submission

Your trainer will suggest a suitable timeframe/deadline to submit your assessment unless otherwise not specifically mentioned on your Student assessment tool. You will be charged a late submission fee of $200 per unit.

You must ensure that you complete all details on the Assessment Cover Sheet including your Name, Student ID, Course Code and Course Name, and sign and date at the bottom of the cover sheet.

You must always keep a copy of your completed assessments.

Assessment Extensions

It is expected that Students will submit assessments by the due date however we understand that where special circumstances exist, an extension of time may be required. If you do require an extension of time for an assessment, you will need to complete an Assessment Extension Form and send to admissions@zie.edu.au together with appropriate supporting documentation, at least 48 hours before the due date. The form will be available to contact with the ZIE student support department.

The following factors will not be regarded as suitable grounds for granting of an assessment extension:

a. Normal/routine demands of employment and employment-related travel;
b. Scheduled anticipated changes of address, moving to a new house, etc.;
c. Demands of sport or extra-curricular activity (other than to represent in state, national or international sporting or cultural events);
d. Recreational travel (domestic or international);
e. Planned events, such as wedding.

f. You need to contact your Trainer/Assessor to discuss any personal/academic issues that may be impacting on your ability to study effectively.

Course Monitoring

All Students are appointed a Trainer/Assessor, who is responsible for the delivery and monitoring of their nationally recognised qualification.

Students who feel that they may require additional support in the learning environment as a result of disability, language, culture, gender, age or other perceived barriers should discuss this with their Trainer/Assessor.

Should you experience any difficulty that may be affecting your progress please discuss this with your Trainer/Assessor.

Review and evaluation processes will occur at regular intervals over the duration of your training program. You are encouraged to provide feedback regarding training delivery and assessment strategies to improve the quality of the learning you receive.

National Recognition - Recognition of Prior Learning (RPL) and Credit Transfers (CT)

All Students will be offered the opportunity to apply for Recognition of Prior Learning (RPL) and Credit Transfer. Students can apply for RPL or Credit Transfer prior to commencement of the course and delivery of the relevant unit(s). RPL and Credit Transfer will be offered and processed according to Zarah Institute of Education's Assessment Policy & Procedure.

Recognition of Prior Learning (RPL)

Prospective Students will be made aware of the RPL policy and process prior to enrolment in to the program, via discussions, orientation, Pre-Enrolment and Post Enrolment student information through student handbooks and Zarah Institute of Education's website.

Students can demonstrate competency through formal, non-formal and informal learning:

1. formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
2. non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
3. informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Students are encouraged to apply for RPL immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any learning opportunities offered should they be unsuccessful in the RPL process.

Credit Transfer

Zarah Institute of Education recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

The Zarah Institute of Education Recognition of Prior Learning Policy outlines in detail the specific Zarah Institute of Education process to be followed for granting Recognition of Prior Learning and

Credit Transfer. RPL tools, applications and documentation are available for all units of competency.

Transitioning to New Qualifications

Where a qualification or unit of competency has undergone changes, according to the transition arrangements from the industry you may be transferred to the replacement qualification as soon as practicable. The Zarah Institute of Education will inform you of any potential changes to ensure you are not in any way disadvantaged.

Access and Equity

Zarah Institute of Education is an equal opportunity employer and is committed to developing policies and practices that eliminate discrimination and harassment in the workplace and also its education and training programs, and in the provision of its services. Zarah Institute of Education has a legal responsibility to ensure that all reasonable steps have been taken to prevent discrimination and harassment from occurring in the workplace and training environment.

We are committed to providing a fair and equitable learning and working environment for all Students and staff. In offering education program(s) as part of our Registered Training Organisation (RTO) status we aim to provide learning programs and pathways where program design, course content and all aspects of the training and assessment process are available in a way that allows equality of educational opportunity to all Students.

We promote fair and equal access, for all Students and potential Students, regardless of characteristics such as their gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment.

We seek to create a training and education environment free from all forms of discrimination and harassment, including sexual harassment, and which enables all Students to understand the education program in which they are enrolled/wishing to enrol to their full potential.

Access and equity covers three broad areas: Discrimination, Harassment and Affirmative Action. Each of these areas is supported by legislation at the State or Federal level; this includes but is not limited to the following:

Federal Legislation:

- Age Discrimination Act 2004 (Cth);
- Australian Human Rights Commission Act 1986) (Cth);
- Disability Discrimination Act 1992 (Cth);
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth);
- Work Place Gender Equality Act 2012 (Cth); and
- Fair Work Act 2009 (Cth).

State Legislation:

- Australian Capital Territory Discrimination Act 1991 (ACT);
- New South Wales Anti-Discrimination Act 1977 (NSW);
- Northern Territory Anti-Discrimination Act 1996 (NT);
- Queensland Anti-Discrimination Act 1991 (QLD);
- South Australia Equal Opportunity Act 1984 (SA);
- Tasmania Anti-Discrimination Act 1998 (TAS);
- Victoria Equal Opportunity Act 1995 (VIC); and
- Western Australia Equal Opportunity Act 1984 (WA).

Sexual Harassment

Zarah Institute of Education is firmly committed to providing equal employment opportunities and educational outcomes for all staff and Students. We recognise that these achievements are dependent on the elimination of sexual harassment from the working and learning environment.

Zarah Institute of Education recognises that it is the legal responsibility of management to take all reasonable steps to ensure that staff and Students are not subject to sexual harassment.

Racism

Zarah Institute of Education is firmly committed to providing a working, teaching and learning environment that is free from racism. Racism not only denies a person's fundamental human right to respect, it reduces their opportunity to gain a fair share of society's valued resources, such as education and employment.

Zarah Institute of Education recognises that the achievement of equal employment opportunities and equal educational outcomes is dependent on the provision of a discrimination and harassment free environment.

Zarah Institute of Education understands the community's racial and ethnic diversity and acknowledges that people from a non-English speaking background and indigenous people, in particular, have experienced and continue to experience institutional disadvantage, racial prejudice and discrimination.

Zarah Institute of Education expresses unconditional rejection of racist behaviour and its commitment to eliminate racism in its organisational structure through the provision of training programs that are equitable, accessible and culturally inclusive.

Privacy

Zarah Institute of Education staff and contractors collect, store, use and disclose personal information in accordance with the thirteen (13) Australian Privacy Principles of the Privacy Act 1988, thereby safeguarding confidential information in accordance with the Standards for Registered Training Organisations (2015).

Open and Transparent Management of Personal Information	RTO will manage personal information in an open and transparent way. This includes having a clearly expressed up to date Australian Privacy Principles Privacy Policy.
Anonymity and Pseudonymity	The APPs give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.
Collection of Solicited Personal Information	Australian Privacy Principles 3, outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.
Dealing with Unsolicited Personal Information	How RTO deals with unsolicited personal Information is covered by APP4.
Notification of the Collection of Personal Information	Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.
Use or Disclosure of Personal Information	Outlines the circumstances in which RTO may use or disclose personal information that it holds.
Integrity of Personal Information	An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.
Cross-border Disclosure of Information	Outlines the steps RTO must take to protect personal information before it is disclosed overseas.
Adoption, use or disclosure of Government related identifiers	Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier, or use or disclose a government related identifier of an individual.
Quality of Personal Information	RTO must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. The organisation must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.
Security of Personal Information	RTO must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. RTO has obligations to destroy or de-identify personal information in certain circumstances.
Access to Personal Information	Outlines RTO's obligations when an individual requests to be given access to personal information held about them by the organisation. This includes a requirement to provide access unless a specific exception applies.
Correction of Personal Information	Australian Privacy Principle 13 outlines the obligations in relation to correcting the personal information it holds about individuals.

Disability

Zarah Institute of Education Staff and Students should be mindful of the following principles:

- Persons with a disability have the same rights and responsibilities as other members of the community and should be empowered to exercise those rights and responsibilities.
- Persons with a disability have the same right as other members of the community to:
    - respect for their human worth and dignity as individuals
    - live free from abuse, neglect or exploitation
    - realise their individual capacity for physical, social, emotional and intellectual development
    - exercise control over their own lives
    - participate actively in the decisions that affect their lives and have information and be supported where necessary, to enable this to occur
    - access information and communicate in a manner appropriate to their communication and cultural needs
    - services that support their quality of life

Charter of Human Rights and Responsibilities Act 2006

The following rights need to be protected and can be implied into staff responsibilities:

- Privacy and reputation

  A person has the right:

    - not to have his or her privacy, family, home or correspondence unlawfully or arbitrarily interfered with; and
    - Not to have his or her reputation unlawfully attacked.

- Freedom of thought, conscience, religion and belief

  Every person has the right to freedom of thought, conscience, religion and belief, including:

    - the freedom to have or to adopt a religion or belief of his or her choice; and
    - The freedom to demonstrate his or her religion or belief in worship, observance, practice and teaching, either individually or as part of a community, in public or in private.

  A person must not be coerced or restrained in a way that limits his or her freedom to have or adopt a religion or belief in worship, observance, practice or teaching.

- Freedom of expression

  I.   Every person has the right to hold an opinion without interference.

  II.   Every person has the right to freedom of expression which includes the freedom to seek, receive and impart information and ideas of all kinds, whether within or outside Victoria and whether:

    - orally; or
    - in writing; or
    - in print; or
    - by way of art; or
    - In another medium chosen by him or her.

III.   Special duties and responsibilities are attached to the right of freedom of expression, and the right may be subject to lawful restrictions reasonably necessary:

- to respect the rights and reputation of other persons; or
- For the protection of national security, public order, public health or public morality.
- Peaceful assembly and freedom of association
- Every person has the right of peaceful assembly.

Police Check

Zarah Institute of Education policy requires all trainers and other relevant staff members to obtain current and valid police check and provide the National Police Certificate for employment.

Consumer Rights and Consumer protection

On 1 January 2011, the Australian Consumer Law commenced and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair-trading laws
- Enhanced enforcement powers and redress mechanisms
- A national unfair contract terms law
- A new national product safety regime
- A new national consumer guarantees law

Training Evaluation/ Feedback – Quality Indicators

ZIE surveys its Students and employers using the Quality Indicators.

Three Quality Indicators have been endorsed by the National Quality Council (NQC):

Student Engagement,   **Employer Satisfaction and**   **Competency Completion.**

Student engagement

The 'Student Questionnaire' form is completed by all students upon completion of their course of study. The 'Student Engagement Questionnaire' will be provided to students at the completion of their studies. Student Administration will issue a copy of the survey to each student when issuing a Statement of Attainment or Qualification.

All completed and returned surveys will be reviewed by the Compliance and Quality Assurance Department. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year the Compliance and Quality Assurance Department is required to collate all data for the year using the 'ASQA Quality Indicator Annual Summary' form.

A copy of all completed Student Engagement surveys will be maintained for a period of 24 months as evidence of the data collection process.

Employer Satisfaction

Zarah Institute of Education must gain feedback from employers using the 'Employer Questionnaire' available from the Department of Industry (http://industry.gov.au/skills/NationalStandards/Documents/AQTFEmployerQuestionnaire.pdf).

The 'Employer Questionnaire' form is completed by all employers once per year. At a set date each year (currently the 1st September) all employers currently engaged with Zarah Institute of Education shall be sent the Employer Satisfaction Survey. These surveys will be collected and collated by the Compliance and Quality Assurance Department.

All completed and returned surveys will be reviewed by the management. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year the Compliance and Quality Assurance Department is required to collate all data for the year using the 'ASQA Quality Indicator Annual Summary' form.

A copy of all completed Employer Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

Competency Completion

Zarah Institute of Education is required to provide ASQA details on the competency completion data. This data is to capture the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year. This data from the previous calendar year includes:

- The number of enrolments for each qualification code
- The number of enrolments completed for each qualification code
- The number of enrolments for each unit of competency
- The number of units completed for each unit of competency

The Competency Completion Online System (CCOS) is required to be used to report this data and it is the responsibility of the Compliance and Quality Assurance Department to enter the data as required.

This information will be used by Zarah Institute of Education to gauge how well Student needs are being met and to identify areas for improvement on training and assessment services. The results will be discussed and reviewed at the first ZIE Meeting of each calendar year.

Reporting Quality Indicators Data

All data must be reported to ASQA by the 28th Feb of the following calendar year and the Compliance and Quality Assurance Department will be responsible for this reporting process.

Data must be submitted using the required forms as listed on the ASQA website – Data Provision

The Compliance and Quality Assurance Department must submit their quality indicator data reports in full to qidata@asqa.gov.au by close of business on 30 June.

A copy of all reports and e-mails shall be maintained in the 'Quality Indicators Folder'.

The Student Outcomes Survey (SOS)

If your training is funded by the Higher Education and Skills Group, you will be invited to participate in the National Students Outcome Survey/ The Student Outcomes Survey (SOS).

The Student Student Outcomes Survey (SOS) is an annual survey of Students who successfully completed some vocational training in Australia. The survey has been conducted annually by the NCVER since 1997.

The survey is funded by the Australian Government Department of Education, and Training (DET).

NCVER manages the research, analysis and reporting of the survey.

Why is the survey conducted?

The aim of the Student Student Outcomes Survey is to improve the economic and social outcomes of Students who undertake vocational education and training (VET). This is achieved by providing the VET sector with information on the:

- Outcomes from training (e.g. employment and further study outcomes)
- Relevance of the training
- Benefits of the training
- Satisfaction with the training
- Reasons for not continuing the training (where applicable)

The information is used by national and state/territory bodies, along with local training providers to ensure vocational training is of high quality and relevant to Australian workplaces. The survey highlights both the positive and negative outcomes from training and monitors the effectiveness of VET system. The information collected assists in administering, planning and evaluating the VET system.

More information about this survey can be found at http://www.ncver.edu.au/sos/faq.html.

Individual Rights to Access Personal Information

Individuals may access their personal information by contacting Zarah Institute of Education in writing. Access is generally granted within 30 days of receiving the written request.

Storage and Security of Personal Information

Zarah Institute of Education stores Personal Information in both paper and electronic form.

Hard copy information is kept under locked security. Personal Information stored on computers is, where practical, password protected.

Zarah Institute of Education's policy is to dispose of personal records that are no longer in use unless they are required to be stored for accountability, liability or other policy reasons. Where this is the case, such records are stored separately from the operational information.

Updating Personal Information

Zarah Institute of Education monitors the quality and accuracy of personal information that it maintains and where practical, updates that information on a regular basis.

Individuals can update their personal information at any time by contacting Zarah Institute of Education.

Marketing

Zarah Institute of Education will market its Vocational Education and Training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other provider or Training Program.

Zarah Institute of Education will not state or imply that the nationally accredited Training Programs other than those on their scope of registration are recognised by the Australian Skills Quality Authority

Zarah Institute of Education has in place policies and procedures to ensure that advertising and marketing meets both the ZIE Guidelines, as well as the national guidelines and protocols for Advertising and Marketing, as required by the Australian Quality Training Framework.

This ensures that all advertising and marketing strategies are:

- True and honest
- Accurate
- A part of the approved scope of registration
- Approved by the ZIE Training Management Team

Workplace Health and Safety

Zarah Institute of Education has in place policies and procedures to ensure that staff, visitors and guests are provided with a safe environment in accordance with the Work Health and Safety Act 2011.

Complaints & Appeals

Despite all efforts of Zarah Institute of Education to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution or students may appeal against a complaint outcome or educational determination (e.g. assessment result).

Staff also has the right to avail themselves of this process.

ZIE will approach all complaints and appeals with an open view and attempt to resolve issues through discussion and conciliation. Where a complaint cannot be resolved through discussion and mediation, ZIE acknowledges the need for an appropriate external and independent agent to mediate between the parties.

ZIE understands individuals' concerns regarding confidentiality and is totally committed to fair treatment respecting and upholding individuals' rights to privacy protection under the Australian Privacy Principles (APPs) contained in The Privacy Act amended 1988 (Cth). ZIE respects the privacy rights of all individuals in the workplace. ZIE has implemented a program to ensure compliance with the APPs.

ZIE understands that despite all its efforts to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution. Students have the opportunity to have any complaint or appeal resolved and resolutions reached that attempt to satisfy all parties. There is no cost to the student unless the referral is made to a third party.

Complaints and appeals may be made in relation to any of the following:

- ZIE, its trainers, assessors or other staff;
- Any third party providing services on ZIE's behalf, its trainers, assessors or other staff;
- Assessment/RPL outcome;
- Fees and refunds/re-crediting or
- A student of ZIE.

Complaints may be made in relation to any of ZIE's services and activities such as:

- The application and enrolment process
- Marketing information
- The quality of training and assessment provided
- Training and assessment matters, including student progress, student support and assessment requirements
- The way someone has been treated
- The actions of another student

Appeals should be made to request that a decision made by ZIE is reviewed. Decisions may have been about:

- Course admissions
- Refund assessments
- Response to a complaint
- Assessment outcomes / results
- Other general decisions made by ZIE

ZIE is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, ZIE ensures that complaints and appeals:

- Are responded to in a consistent and transparent manner.
- Are responded to promptly, 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.

The complaints and appeals policy and complaints and appeals form are made available to all students and potential students by directly contacting ZIE, through the ZIE's website, Student handbooks.

Where possible, all informal attempts shall be made to resolve the issue (Informal Compliant) this may include advice, discussions, meeting with the student, emails and general mediation in relation to the issue and the student's issue. Any staff member can be involved in this informal process to resolve issues, but once a student has placed a formal complaint / appeal, the following procedures must be followed.

If a student is uncomfortable with speaking directly to the person involved or the informal process does not resolve the issue to the student's satisfaction, the formal process should be followed as described below.

Where a student is unhappy with the outcome of an assessment decision, this will be dealt with under assessment appeals.

Informal complaints

Students or potential students or stakeholders are encouraged, wherever possible, to resolve grievances directly with the person(s) concerned. For example: if the issue concerns an academic matter, the complainant should talk honestly to the trainer about his/her concerns, issues about fees should be discussed in the first instance with the PEO.

If the student or potential student or stakeholder has attempted to resolve the issue directly, but is not satisfied with the outcome or does not wish to approach the person(s) concerned directly, then he/she may discuss the issue with the Compliance Manager (CM). He/she may be accompanied or assisted by a support person during this process.

The PEO will consider the issue and may either suggest a course of action to resolve the issue, or attempt to mediate between the complainant and the person(s) concerned.

Within ten (10) days of receiving the grievance, ZIE will provide the complainant and any other person(s) directly concerned with a written report summarizing the actions that were taken, or will be taken, to resolve the issue.

If the complainant is not satisfied with the outcome, a formal complaint can be lodged.

Formal Complaints

Students or any other stakeholders who are not satisfied with the outcome of the informal process, or, who want to register a formal complaint may do so. There is no cost for the complaints process unless it is referred to a third party. Complainants have the right to access advice and support from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorized by the PEO.

Any person wishing to submit a formal complaint can do so by completing the Complaints and Appeals Form and state their case, providing as many details as possible. This form can be obtained by contacting Administration staff at ZIE, or through the ZIE website.

All formally submitted complaints are submitted to the PEO.

Once a formal complaint is received it will be entered the Complaints and Appeals Register and written acknowledgment will send to complainant which is monitored by the Compliance Executive (**CE**) regularly. The information to be contained and updated within the register is as follows:

- The name of the complainant

- Date of the complaint

- Type of complaint

- Name of investigating officer/business unit assigned to deal with the complaint

- Response from those involved in the allegations

- Analysis of the matter

- Outcome of complaint

- Action recommended addressing systemic issues (if any)

- Time taken to investigate complaint

- Complainant satisfaction with the outcome.

A student may be assisted or accompanied by a support person at any face to face meetings regardless of the nature of the issue or complaint throughout the process at all times.

The PEO will then refer the matter to the appropriate staff members to resolve, or make a decision on the complaint within 10 working days and keep the complainant informed of any decisions or outcomes concluded, or processes in place to deal with the complaint.

Where a decision is expected to take longer than 60 days, ZIE will advise the student in writing of the delay and including the reasons for the delay. Thereafter the student will be provided with weekly updates in writing of the progress of the complaint or appeal. Weekly updates to both complainant and appellant will be provided by the PEO. If decision is taking more than 60 days' matter can be forwarded to an external complaints resolution organisation as well for resolution.

Once a decision has been reached, the PEO will inform all parties involved in writing. Where the complaint process does not find in favour of the complainant, s/he will be notified that they have the right of appeal. To appeal a decision, the ZIE must receive, in writing, grounds of the appeal within 20 days of the date of the notice of the decision.

The PEO ensures that ZIE will act immediately on any complaint where the complaints process results in a decision that supports the complainant. ZIE will immediately implement any decision and/or corrective and preventative action that are required, and advise the student of the outcome.

Copies of all documentation, outcomes and further action required will be placed on the Complaints and Appeals Register by the PEO or representative and in the student's file, in case of student as complainant.

Nothing in this procedure 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 wishing to take this course of action are advised to:

- Contact a solicitor; or

- Contact the Law Institute of Victoria, 470 Bourke St., Melbourne 3000, and telephone 03 9602 5000 for a referral to a solicitor.

Appealing

All students and stakeholders have the right to appeal decisions made by ZIE where reasonable grounds can be established. The areas in which a student or stakeholder may appeal a decision made by ZIE may include:

• Any other conclusion/decision that is made after a complaint has been dealt with ZIE in the first instance as described in the complaints process above. This is referred to as a general appeals)

• Assessments decisions as set out below (assessment appeals).

To activate the appeals process, the complainant must complete a Complaints and Appeals Form that is to include a summary of the grounds the appeal is based upon. The reason the student feels the decision is unfair is to be clearly explained and help and support with this process can be gained from ZIE staff.

About general appeals, Compliance Executive (**CE**) determines the validity of the appeal and organizes a meeting with all parties involved in the matter and attempts to seek resolution where appropriate.

The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged.

CE ensures ZIE acts on any substantiated appeal.

General Appeals

Where a student has appealed a decision or outcome of a formal complaint, they are required to notify ZIE in writing within 20 working days of the grounds of their appeal. Any supporting documentation should also be attached to the appeal

The appeal shall be lodged through CE or a nominee appointed by CE. An ZIE representative must record the details in the Complaints and Appeals Register.

The CE or a nominee appointed by CE will be notified and will seek details regarding the initial documentation of the complaint and decide based on the grounds of the appeal.

The appellant will be notified in writing of the outcome with reasons for the decisions, and the Complaints and Appeals Register updated particularly the student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify ZIE within **20** working days if they wish to proceed with the external appeals process.

Assessment Appeals

Where a student wishes to appeal an assessment, they are required to notify their Trainer in the first instance. Where appropriate their Trainer may decide to re-assess the student to ensure a fair and equitable decision is gained. The Trainer shall complete a written report regarding the re-assessment outlining the reasons why assessment was - or was not - granted.

If this is still not to the student's satisfaction, the student may formally lodge an appeal within **10** working days. They will lodge this with the CE or a nominee appointed by the CE and the appeal will be entered in the Complaints and Appeals Register.

The CE will be notified and will seek details from the Trainer involved and any other relevant parties. A decision will be made regarding the appeal either indicating the assessment decision stands or

details of a possible re-assessment by a third party. The third party will be another Trainer/Assessor appointed by ZIE.

The student will be notified in writing of the outcome with reasons for the decision, and the Complaints and Appeals Register will be updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify ZIE if they wish to proceed with the external appeals process.

External Appeals

If not satisfied with the decision in stage 2, the complainant may request that the matter be further reviewed by an external dispute resolution process, by the body appointed by ZIE for that purpose.

The details of these external bodies are as follows:

Resolution Institute, previously as LEADR and IAMA, has been accrediting mediators since the mid-1990s. https://www.resolution.institute/

Or

The Dispute Settlement Centre of Victoria (DSCV)

Dispute Assessment Officer

Level 4, 456 Lonsdale Street

Melbourne VIC 3000 Tel: 9603 8370 http://www.disputes.vic.gov.au

Or Overseas Students Ombudsman (For International students only) at Website: http://www.oso.gov.au

The division of the expenses associated with the mediation e.g. mediator's fee, room hire and possibly travel expenses are to be shared equally between ZIE and the complainant.

The ZIE will immediately implement recommendations arising from the external review within at least 10 working days of the receipt of the recommendations.

Further information

If a client (student or other client) is still dissatisfied with the decision of ZIE, they may wish to seek advice or make a complaint about ZIE to ASQA directly. If, after ZIE's internal complaints and appeals processes have been completed, you still believe ZIE is breaching or has breached its legal requirements, you can submit a complaint to ASQA by completing the "The Complaint about a training organisation operating under ASQA's jurisdiction" form. While ASQA will not be able to act as your advocate the lodgement of your complaint will inform ASQA's risk assessment of ZIE and a complaint audit may be conducted.

Contact details for ASQA are:

Australian Skills Quality Authority

Melbourne - Level 6, 595 Collins Street

Brisbane - Level 7, 215 Adelaide Street

Sydney - Level 10, 255 Elizabeth Street

Canberra - Ground Floor, 64 Northbourne Avenue

Perth - Level 11, 250 St Georges Terrace Adelaide - Level 5, 115 Grenfell Street Hobart - Level 11, 188 Collins Street Telephone: 1300 701 801

Email: complaintsteam@asqa.gov.au Website: www.asqa.gov.au

ZIE Staff may also use this complaints and appeals process. ZIE will use all complaints as an opportunity for continuous improvement.

This policy and procedure is compliant with VQF and National Code Standards in providing a process for complaints and appeals to be heard and actioned where necessary.

The ZIE Complaints and Appeals policy - principles of natural justice and procedural fairness

• All parties to a complaint or appeal have the opportunity to put their case and have this properly considered

• Any allegation against a ZIE staff member or member of a subcontractor party is made known to that person

• Investigations and decisions are made by persons who do not exercise bias

• A complainant should feel confident that they will not suffer any discrimination as a result of using the complaint or appeal process

• Confidentiality shall be maintained to the extent of the people that need to be directly involved in the complaint or appeal process.

• All the information regarding this policy can be found:

On the ZIE website;

In the Student Handbook;

In the Staff Handbook;

In the Letter of Offer and Acceptance Agreement;

During Orientation;

• The student can be supported or accompanied by an independent person during the complaints and appeals process.

• It is normal ZIE policy that whilst a student is going through any formal complaint or appeals process that the student remains enrolled at ZIE and continues their studies and assessments in the normal way. It should be noted that if the complaint or appeal has resulted in the student being suspended or excluded due to a breach of the Student Code of Conduct, then the suspension or exclusion shall continue until either it has expired, or the result of the complaint or appeal is decided in the students favour.

• ZIE has a fair and transparent informal and formal complaints and appeals process, but should the student require it, access is available to an independent mediator who can review the compliant and/or appeals process.

Important: see notes at beginning of section on External Appeals Procedure below.

NOTE: If the outcome is in the appellant's favour then ZIE will implement any changes recommended by the adjudicator immediately and advise the appellant of the outcome and actions taken.

General Process to lodge a complaint or internal appeal

The process to be followed for an external appeal is documented by Compliance Executive for Students.

The following actions must be completed for a complaint or internal appeal:

Topic	Process
Availability of Complaints and appeals policy and Complaints and appeals form	The complaints and appeals policy and Complaints and appeals form are made available to all students and other stakeholders by directly contacting ZIE, through the ZIE's website and Student handbook.
Informal Complaints	Where possible all informal attempts shall be made to resolve the issue (Informal Compliant).
	This may include advice, discussions, meeting with the student or stakeholder, emails and general mediation in relation to the issue and the student/stakeholder issue.
	Any staff member can be involved in this informal process to resolve issues but once a student has placed a formal complaint / appeal the following procedures must be followed.
Receive and acknowledge the Formal complaint	**Complaints**
	Any student, potential student, employee or third party may submit a formal complaint to ZIE with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for the complaints process unless it is referred to a third party.
	Complainants have the right to access advice and support from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorized by the Principal Executive Officer (PEO).
	Any person wishing to submit a formal complaint or appeal can do so by completing the Complaints and Appeals Form and state their case providing as many details as possible. This form can be obtained by contacting Administration staff at ZIE, or through the ZIE website.
	a. As per policy, complaints are to be made in writing by the complainant.
	b. The ZIE should review all complaints upon receipt.
	c. Acknowledge receipt of complaint in writing by sending a letter to complainant or email.
	d. Record details of the complaint on the Complaints and Appeals Register.
Review of Complaint or Appeal	Once a complaint or appeal is received and checked for it should be forwarded to the appropriate person for review.
Cost	There will be no charge to the complainant or appellant for the lodgment or presentation of their case. Incidental expenses for attending ZIE offices to lodge the document or attend a meeting or any charges incurred (e.g. telephone) will Not be reimbursed.
Presentation of case	ALL complainants and appellants must be given the opportunity to formally present their case and to be accompanied by a friend or third

	party to support them (and if language is an issue to help them present their case). The cost to accompany that friend/third party will be at their own cost.
Determination	The Review Person may gather evidence and constitute a review committee as they see fit.

This process must be commenced within 10 working days of the lodgment of the complaint or appeal (and receipt of all supporting evidence) and complete the process within a reasonable time period usually 10- 15 working days.

If further evidence is requested, then the Review Person must communicate with the complainant or appellant as soon as possible and within 5 working days asking for evidence.

The process will be put on hold until the evidence is received.
How a decision is reached will be advised in the written response to the complainant or appellant. |
| Timescale | The complaint or appeal should normally be commenced within 10 working days of the receipt of the completed form and associated supporting material. See "Determination" above in relation to request of supplementary information. |
| Appeal following a complaint | If the complainant is not satisfied with the decision, they may appeal. That appeal is on the fairness and objectivity of the decision. |
| Formal response to a complaint | A template for a formal written response has been developed for when the complaint is accepted or rejected.
This included the complainant's right to access the Internal Appeals process. |
| Formal response to an appeal | A template for a formal written response has been developed for when the appeal is accepted or rejected. This includes the complainant's right to access the External Appeal process. |
| Documentation | ALL documentation relating to a formal complaint or appeal MUST be recorded on the student file.

This must include the initial form, supporting evidence, meeting minutes, copy of correspondence with all concerned parties. This information will be kept confidently and stored securely for 7 years.

Documentation of all complaints and appeals and their outcomes is securely maintained. Potential causes of complaints and appeals are identified and ZIE takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence. |
| Complaints and Appeals Register | All formal complaints or appeals must be logged in the Complaints and Appeals Register |
| Learning | A complaint or appeal is a learning opportunity for ZIE. The outcome will be seen as an input to the continuous improvement process. Any decisions that support students will be immediately implemented. |
| Standards for Registered Training Organisations 2015 | Subject to Clause 6.6, to be compliant with Standard 6 ZIE has the following procedures in place:
1. ZIE has a complaints policy to manage and respond to allegations involving the conduct of:
      a)   ZIE, its trainers, assessors or other staff; |

	b) a third party providing services on ZIE's behalf, its trainers, assessors or other staff; or
	c) a student of ZIE.
	2. ZIE has an appeals policy to manage requests for a review of decisions, including assessment decisions, made by ZIE or a third party providing services on the ZIE's behalf.
	3. ZIE's complaints policy and appeals policy ensure:
	   a) the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process;
	   b) are publicly available;
	   c) set out the procedure for making a complaint or requesting an appeal;
	   d) complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and
	   e) provide for review by an appropriate party independent of ZIE and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.
	4. Where ZIE considers more than 60 calendar days are required to process and finalise the complaint or appeal, ZIE:
	   a) informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
	   b) Regularly updates the complainant or appellant on the progress of the matter.

Categorisation of complaint or appeal

The nature of the complaint or appeal will be categorised as follows:	Matter referred to the following:
Administrative Complaint. Complaints against the delivery of administrative and support services and facilities	*Compliance Executive*
Academic Complaint. Complaints against teachers/trainers, training delivery and assessment and the like.	*Compliance Executive*
Student Conduct Complaint. Complaints against misconduct/ misbehaviour of students.	*Compliance Executive*
Appeal	*PEO of ZIE*

Continuous Improvement

A summary of all complaints and appeals received in the Complaints and Appeals Register will be presented as a part of the Continuous Improvement policy and procedure at the Management Meeting for review. The purpose of this is to ensure management become aware of:

• repeat issues

• Students that may be being vexatious in using the process

• Common threads relating to the general management and or safety of the staff and students and the services being provided.

(When viewed collectively) any general adverse trend that needs correcting

Confidentiality and Privacy Statement

ZIE values and is committed to protecting the privacy of its students. We collect and use student's personal information provided on the Complaints Form to address their complaint. Access to the complaint details are restricted to authorised staff that assist in addressing the complaint. The student will receive written notification of the final outcome/resolution of the complaint. Students may have the right to access the personal information we held on them subject to any exemptions in relevant laws, by contacting us on admissions@zie.edu.au.

Publication

This policy, once approved, will be available to all students and staff by accessing it from the ZIE website.

This policy and procedure will form part of the information distributed and communicated during staff orientation.

Fees, Charges and Refund Policy

The proposed fees and charges for the delivery of nationally accredited training and assessment services are checked for compliance with the relevant performance agreement.

Zarah Institute of Education will provide the following fee information, to each Student:

   a. The total amount of all fees including course fees, administration fees, materials fees, and any other charges;
   b. Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
   c. The nature of the guarantee given by Zarah Institute of Education to complete the training and / or assessment once the Student has commenced study in their chosen qualification or course;
   d. 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; and
   e. The refund policy.

All applicable fees and charges

Fees	Total Amount	Frequency
Course fees	Please refer to the website http://www.zie.edu.au/	Your fees are protected under tuition protection scheme (TPS). If you are experiencing financial hardship, you may select the option of payment plan
Material fees	Please refer to the Letter of Offer and Acceptance Agreement	At commencement of course
Deferment Fee	$100.00	
Application fees	$200.00	At enrolment
Change of CoE	$100.00	At application

Extend of Course Duration	$200 per week	At application
Supplementary Assessment	1 free re-assessment	
Unit Repeat cost	$350	
Replacement Student ID	$15.00	
Credit Transfer	No Charge	N/A
RPL fees	$500 each unit for Certificate Courses $1250 each unit for Diploma Courses $1500 each unit for Advanced Diploma Courses	
Certificate re-issue fee	$50 for certificate re-issue	
Student Photocopying	10c per page	
Overseas Health Cover	$609.00 per year for single $2138.00 per year for dual family $3300.00 per user for multi-family	
Interim academic transcript	No Charge	N/A

Financial hardship

If you are experiencing severe financial hardship, contact Zarah Institute of Education to make an appointment to further discuss your tuition fee options.

Fee for Service

All qualifications and courses offered by Zarah Institute of Education are available on a Fee for Service (FFS) basis. Details of the cost of each course are available on Zarah Institute of Education's website. http://www.zie.edu.au/.

FFS qualifications must be paid for in accordance with the payment plan arranged, if any, prior to commencement of the qualification. Payment can be made by Cheque, Credit Card or EFT. Enrolments will not be processed without payment of an enrolment fee or notification of an agreed payment plan. Please note that Students are not officially enrolled until they have paid their fees or received written documentation stating they are exempt from payment or a payment plan has been entered into.

Payment by Instalments

Where a Student enrols for a Fee for Service course or qualification, an initial payment for tuition fees should not exceed 50% of the total payment shall be paid on enrolment. The balance of the fee will be paid in accordance with a payment plan negotiated and agreed upon between Zarah Institute of Education and the Student.

The amount and frequency of payments will depend on the amount payable for the course and the length of the course and shall reflect the value of training delivered within a specified period. At no time shall the Student be required to make any payment more than statutory guidelines which regulate the amount Zarah Institute of Education is permitted to require a Student to pay, at any time.

Where a Student faces financial hardship, Zarah Institute of Education shall make every effort to propose a payment plan, acceptable to the Student that reflects the individual Student's circumstances.

As with all relationships between Zarah Institute of Education and its Students, all discussions and arrangements entered remain strictly confidential.

Paying by instalments must be arranged with the Zarah Institute of Education office within two weeks of being notified of acceptance into the qualification.

Re-Issue of Statement of Attainments and or Certificates

If you request that a qualification Testamur or Statement of Attainment be re-issued, then the Zarah Institute of Education may charge a re-issue fee of $50.00. This charge may be waived at the discretion of the PEO. If levied, the fee must be paid prior to the re-issue.

Material Fee

The material fees and charges are subject to change from time to time. For the most recent information, please refer to Zarah Institute of Education's website https://www.zie.edu.au or contact Zarah Institute of Education's office.

Refunds

Refunds will be paid direct to the Student. To claim a refund, the Student must complete a refund application form available from ZIE administration.

The refund amount in the table below is based on fees collected from a Student

No.	Situation	ZIE Refund fee
1	ZIE does not deliver the program for which the student has paid for the following reasons: The course does not begin on the agreed commencement date The offer is withdrawn by the Institute and incomplete information is provided by the student The course ceases to be provided, before any training and/or assessment The course is not provided in full to the student because a sanction has been imposed on the registered provider Visa refused (before commencement)	Full Refund on tuition fees
2	Withdrawal notified in writing and received by the Institute 28 days or more prior to course commencement	70% refund of tuition fees
3	Withdrawal notified in writing and received by the Institute after the course commencement	No refund
4	Visa Refused (After Commencement)	Charged according to the study period

Payment of refund

Application rejected by ZIE	Full refund of tuition fee NOT including application fee ($200)
Visa refused prior to course commencement OR withdraw at least 10 weeks prior to agreed start date	Full refund of tuition fee NOT including application fee ($200) The amount of unspent pre-paid fees that the provider must refund the student for the purpose of subsection 47E (2) of the Act is the total amount of the pre-paid fees the provider received for the course in respect of the student *less* the following amount: the lesser of: (a) 5% of the total amount of pre-paid fees that the provider received in respect of the student for the course before the default day; or (b) the sum of $500
Withdrawal more than 4 weeks and up to 10 weeks prior to agreed start date	70% refund of tuition fees NOT including application fee ($200)
Withdrawal less than 4 weeks prior to agreed start date	25% refund of tuition fees NOT including application fee ($200)
Withdraw after the agreed start date	No refund
Enrolment is cancelled due to student's misconduct or non-compliance with the rules and regulations set by the Australian Government	No refund
Course withdraw by ZIE (Before the agreed start date)	Full refund including application fee
Course withdraw by ZIE (ZIE is unable to deliver the course after the agreed start date)	Refund of unused tuition fees. Pre-paid fees may be transferred to an alternative enrolment where the student agrees
The course is not provided fully to the student because the ZIE has a sanction imposed by a government regulator	Return of unused tuition fees
Recognition of Prior Learning (RPL) fees	No refund if Statement of Attainment provided
Abandons the course during the study period	No refund and the balance of all outstanding fees for the course to be invoiced to the student
Visa extension is refused	Once the term starts, fee is not refundable Students have their own responsibilities to ensure they have valid visa(s).
Withdrawal from study - current students (not including English Language Studies' students) with confirmed extenuating circumstances) *	Refund of unused tuition fees (of the following term/s) *(Notification of Withdrawal from Studies)* Form

	must be received 2 weeks prior to term commencement by the Administration Officer*)
Compulsory Health Insurance (Student visa holders only)	Refer to Overseas Student Health Cover provider
Home stay Fees and accommodation booking fee (if applicable)	Full Refund of unused fees if two (2) weeks' notice is given (it also subjects to the service providers' terms and conditions)
Airport Pick-up (if applicable)	Full Refund if service cancelled prior to flight arrival
EFTPOS and/or credit card payment surcharge and any transaction fees	No refund
Visa cancelled due to actions of the student	No refund
Where a student applies and is granted approval by the ZIE to transfer to another registered provider prior to completion of six months study of the principal course.	No refund

Notes:

a. Refunds identified above are for the Tuition Fees ONLY (Tuition Fees are those identified in the marketing brochure/website or on the agreement as course fees).

b. Incidental fees are all other fees apart from Tuition Fees and Enrolment Fees E.g. Material Fees. ONLY the "unspent" amount will be returned. If the cost of the service or material has already been incurred this will NOT be refunded.

c. Fee refunds for special circumstances (illness, family circumstances) may be agreed upon, on an individual basis, at the discretion of the accounts department of Zarah Institute of Education.

d. Where the student has paid for other fees, including material fees, then only the "unspent" portion will be returned.

e. For RPL, the minimum fee is $500 each unit for Certificate IV courses, $1250 each unit for Diploma courses and $1500 each unit for Advanced Diploma courses will cover most situations, however, where extra work is required by Zarah Institute of Education to validate your prior learning, Zarah Institute of Education reserves the right to apply additional charges (see policy), these will be agreed with the applicant and are non-refundable.

f. All date calculations are based on the date the form is received by Zarah Institute of Education, not the date the student completed the form (if different).

g. An LLN assessment will be conducted prior to the enrolment at no charges to the prospective student.

* The fees and charges are subject to change from time to time. For the most recent information, please visit Zarah Institute of Education's website www.zie.edu.au or contact Zarah Institute of Education's office.

Victorian Student Number (VSN) for Victorian Students

The VSN is a Student identification number that is assigned by the Department of Education and Early Childhood Development to all Students in Government and non-Government schools, and Students in Vocational Education and Training institutes. The number, which is unique to each

Student, will be used as a key identifier on a Student's school records, and will remain with the Student throughout his or her education, until reaching the age of 25 or their first enrolment within a VET training provider from 2011.

The VSN is nine digits long, randomly assigned, and tied to identifying information about the Student (name, gender and date of birth).

This information will only be used for educational purposes and the ways in which the VSN can be used is prescribed by legislation. The VSN is restricted to use in the Victorian education and training system sector only, and legislation prohibits its use, as an identifier outside the sector.

For further information about the VSN can be found on the VCAA website at: www.vcaa.vic.edu.au/schooladmin/vsn/index.html

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, Zarah Institute of Education 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 enroll 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:

•   International students who complete all requirements for their VET qualification or VET statement of attainment outside Australia.

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

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

General Information – Student Rights, Obligations and Responsibilities

Zarah Institute of Education Students have the following responsibilities:

- To become familiar with relevant Policies and the Student Handbook and comply with any Student requirements contained therein including relevant legislated requirements;
- To respect the working environment of others at organisation and to follow related Policies and Procedures;
- To conduct themselves in a responsible, polite and safe manner and refrain from abuse towards Zarah Institute of Education employees or other Students;
- To follow all reasonable instructions provided by Zarah Institute of Education Employees;
- To respect the right of Zarah Institute of Education to express the opinions of their Trainer/Assessor;
- To conduct themselves in a courteous, polite and ethical manner and in a manner which demonstrates tolerance and respect for others and supports the principles of equal opportunity, anti-discrimination and occupational health safety and environment;
- To undertake their studies to the best of their abilities;
- To meet deadlines for work to be submitted;
- To submit authentic documentation (NOTE: where the authenticity of the evidence submitted is in question Zarah Institute of Education reserves the right to conduct further investigation by way of interview and other appropriate means as required);
- To submit work without plagiarising or cheating;
- To consult with Zarah Institute of Education in a timely manner if problems/issues arise;
- To accept joint responsibility for their own learning;
- To provide feedback to Zarah Institute of Education on its courses and services;
- Undertake all study in the manner and formats required and in the specified course timeframes;
- To adhere to Zarah Institute of Education 's code of practice;
- To seek approval from authorised Zarah Institute of Education Employees for the use of Zarah Institute of Education IT equipment, assets, stationery, et.;
- To encourage equal opportunity;
- To promote an effective learning environment through good personal behaviour;
- To respect the rights of others; and
- To cooperate with Zarah Institute of Education with requests for further evidence including reasonable adjustments made to assessment process, confirmation of authenticity of documentation submitted for assessment and overall confirmation of competency.

Referencing

Assessments must be your own original work. If you use another person's ideas, writing or work and do not acknowledge the original source, you are committing plagiarism. Referencing is a way of showing that you are engaging with the literature in your subject area without plagiarising.

Referencing serves several important purposes:

- Acknowledges sources of information so you are not accused of plagiarism
- Demonstrates the depth and quality of the research you have done
- Allows others to locate sources you have used if they wish to know more

A guide to referencing

SOURCE OF INFORMATION	SHOULD YOU PROVIDE A REFERENCE?
Books, newspapers, journals, magazines, theses, conference papers, reports, pamphlets (published or online)	Yes
Case law, legislation, parliamentary debates, treaties	Yes
The internet	Yes. It is a common misunderstanding that information on the internet does not need acknowledgement. You should use material found on the internet with caution, as it may be unreliable or out of date.
TV, radio, scripts	Yes. While you are listening, you should note the program name and the date of broadcast. Sometimes it is possible to obtain a transcript to check that you have heard correctly.
Videos, films, DVDs	Yes. There are specific conventions for referencing visual media.
Lectures	It depends. There are three possibilities: 1. If the lecturer mentions something which is general knowledge, there is no need for the lecturer, or you, to provide a reference. 2. If the lecturer presents her/his own idea, you should reference this as the lecturer's idea. 3. If the lecturer presents another author's idea, you should refer to both sources: the original author, and the lecturer who presents the idea. *However, in most cases, instead of relying upon your lecturer's reference, it would be more valuable for you to read the original author yourself.*
Illustrations, images, artwork, tables, graphs, programming codes	Yes. You need to acknowledge the source of drawings, photographs, graphs, designs, tables, programming codes and all other examples of non-verbal information that you use in your work.
Quotations	Yes. In referencing quotes, be careful to use quotation marks, and be careful not to change any words.
Paraphrases, summaries	Yes. When expressing the information or ideas of someone else in different words or in a briefer form, you must still acknowledge the source of the information or ideas.
Common knowledge	You don't need to provide a reference for common knowledge - that is, information shared by many people. It is sometimes difficult to know what is and what is not common knowledge in your field of study. If you read or hear the same information many times from different

> sources, it is probably common knowledge. Common knowledge usually includes major historical events, famous people and geographic areas that are known about by educated people throughout the world, not just in the country in which they occurred.
>
> If the information is not common knowledge, you should provide a reference. This shows your reader that the idea is held by an expert in the field. It also demonstrates to your lecturer that you have been reading academic texts.

Plagiarism

Plagiarism is taking the words, theories, creations or ideas of another person and passing them off as your own.

Plagiarism can be deliberate – copying a passage from a book or journal or pasting something from the internet into an assignment without referencing the original source.

You can also commit inadvertent plagiarism which is where you unintentionally repeat some of the information you have read in the course of your research. You must ensure you do reference ALL material that comes from another source so question yourself as to whether you have read the information elsewhere and go back to your sources to locate the reference.

Plagiarism can also result from not referencing correctly. You must ensure you know how to reference your work using the style advised by your trainer/assessor.

Consequences of Plagiarism

All forms of plagiarism will be taken seriously - deliberate or not!

Plagiarism is a serious issue that can result in failing an assignment, or even having to leave the course.

For more detail, please contact your trainer, student administration or access ZIE website.

Student Code of Conduct

The Student Code of Conduct outlines the rights and responsibilities of all Students. The Code of Conduct is in place to ensure an atmosphere of respect, understanding, and professionalism for all students. Zarah Institute of Education celebrates diversity and embraces equal opportunity and promotes a supportive adult learning environment.

Student Rights

All students have the right to:

- Feel safe and welcome at Zarah Institute of Education;
- Be treated with respect and dignity;
- Privacy (as per the Privacy Act and Australian Privacy Principles): only information necessary to the core functions of Zarah Institute of Education can be shared without the Student's prior consent;
- Be free from bullying and harassment (including sexual harassment) online or during any Zarah Institute of Education training activity;
- Receive fair and equitable training and assessment;
- Receive services without discrimination;
- Complain without fear or recrimination;

- Be provided with, and have access to, Zarah Institute of Education policies, procedures and Student rights.
-

Responsibilities

In general, it is expected that as a Student you will:

- Be responsible for your own study program;
- Treat staff and fellow Students respectfully, courteously and with consideration at all times, whilst respecting their privacy and safety;
- Respect Zarah Institute of Education's equipment, resources and facilities;
- Actively participate in the learning process;
- Respect the rights of other Students and staff to have their own opinions;
- Be open to, and welcoming of, the diversity of Students in your course.

Sanctions, such as suspension or expulsion from the Institute, may be applied where Students fail to conduct themselves in an appropriate manner.

For more information please access ZIE's website or via email to admissions@zie.edu.au

Unacceptable and Inappropriate behaviours

Zarah Institute of Education is committed to promoting an atmosphere of respect, understanding, professionalism, equity and access for all Students.

Harassment

Is any form of behaviour that:

- Is not asked for
- Is not wanted
- Is not returned and is likely to create a hostile or uncomfortable place to be
- Is humiliating, intimidating or offending.

Sexual harassment

Is illegal and will not be tolerated by Zarah Institute of Education.

Bullying
Includes:
- Intimidation
- Physical harm, emotional distress
- Threats/name calling/derogatory comments regarding age, gender, race, religion or sexual orientation
- Failure to acknowledge good work
- Deliberate isolation from groups/information/opportunities
- Undue pressure and impossible deadlines
- Emotional hurt to another person through electronic devices such as email, phone, and text message.

Certificates and Statements of Attainment

Students who successfully complete all the requirements of their training program will receive a Nationally Accredited Certificate or Student who does not complete the full requirements of the training program will be issued a Statement of attainment according to the following requirements specified in.

- https://www.aqf.edu.au/sites/aqf/files/aqf_issuance_jan2013.pdf
- Schedule 5 of the *https://www.asqa.gov.au/standards/appendices2/appendix-2*

Zarah Institute of Education will issue Certificates and Statements of Attainment that are within its scope of registration, and that certify achievement of:

- Qualifications or industry / enterprise competency standards from nationally Endorsed Training Packages; or
- Qualifications, competency standards or modules specified in accredited courses.
- Moreover, that:
- Meet the requirements in the current AQF Implementation Handbook, including the national codes.
- Identify the units of competency from Training Packages, or competencies or modules from accredited courses, that the Student has attained.
- Identify the RTO by its national provider number.

Zarah Institute of Education will issue all AQF certification within 30 calendar days of a Student being assessed as competent in the qualification, skill set or unit of competency in which they are enrolled and providing all agreed fees have been paid to Zarah Institute of Education.

Qualification Completion Timeframe

Zarah Institute of Education has provided the following timeframes for course completion:

Qualification Timeframe

Please note:

a. Zarah Institute of Education reserves the right to cancel an enrolment without notice (withdraw the Student), if after allocated timeframe a Student has not completed and achieved their Qualification of Individual Unit of Competency.
b. If the Qualification has partially successfully been completed, a Statement of Attainment will be issued for those units completed the Student has been deemed competent.
c. Your Student File and Student Management System records will be updated to reflect changes with your qualification timeframe and completion.

Exit Point

- Unit by unit delivery allows students to exit at any point with full credit for all successfully completed units.

- At any point before the completion of the program, a participant may request a Statement of Attainment for an individual unit or units where he/she has been assessed competent.

- At the successful completion of the program, a certificate and record of results for the qualification will be issued.

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
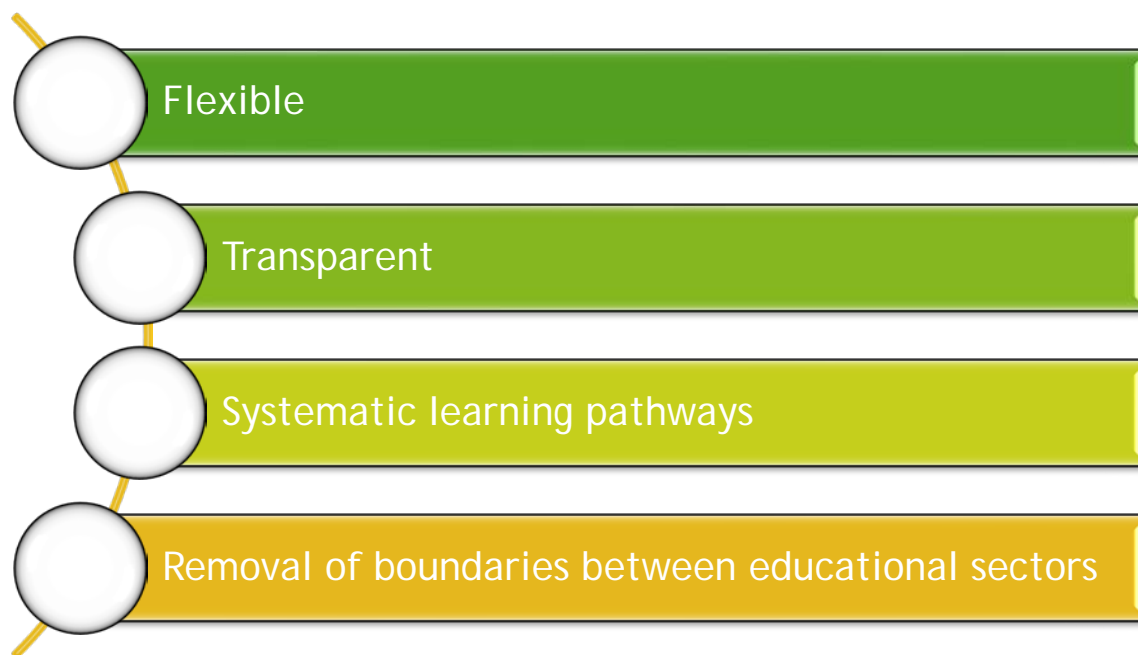
The AQF makes a specific commitment to flexible, transparent and systematic learning pathways and to the removal of boundaries between educational sectors. This diagram shows the interlinking and pathways that relate to the various qualification levels.
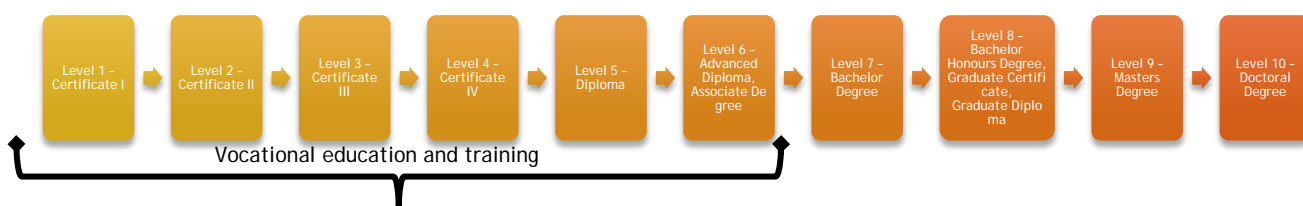
Lifelong learning implies a dynamic view of education and training, building strong linkages between learning at different stages of life and in a wide range of settings and partnerships rather than just looking at various forms of education and training provision in isolation from each other. The departures 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 Zarah Institute of Education 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.	• Doctoral degree	• 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.	• Masters degree (extended) • Masters degree (coursework) • Masters degree (research)	• 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.	• Graduate diploma • Graduate certificate • Bachelor honours degree	• 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.	• Bachelor degree	• 3 to 4 years
Level 6	Graduates at this level will have broad knowledge and skills for	• Associate degree • Advanced diploma	• 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;
- Students have a personal Training Plan which reflects their skill development needs.

Student declaration

I, the under named, declare that I have received, read, and understood with the contents of this Student handbook, which also outlines the following conditions as a student of Zarah Institute of Education.

Student Name:	
Student Signatures;	
Date;	

Student obligations

- I understand my obligation responsibilities as a student

Student support

- I have been offered the opportunity to access learning support
- I have been provided with a course outline for the course in which I have been accepted

National recognition

- I understand the options for national recognition and recognition of prior learning
- I have been advised of the nationally recognised qualification to be issued on successful completion of the course.

Fees and Refunds

- I have been advised of all applicable fees and charges
- I have been advised of all refund and reimbursement guidelines

Complaints and appeals

- I have been advised about the Complaints and Appeals processes and procedures

Work Health and Safety

- I have read and understand my rights and responsibilities as a student. This includes my rights and responsibilities regarding Workplace Health and Safety. I agree to abide by the rules of this organisation and to report any WHS issues to ensure a safe learning environment.