WHITEHOUSE INTERNATIONAL COLLEGE

RTO 45927 | CRICOS 04067D

LEARNER INFORMATION HANDBOOK

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1. WELCOME MESSAGE FROM THE CEO

Welcome to Whitehouse International College (WIC)! I am thrilled to have you join us as you embark on this exciting journey toward achieving your career aspirations.

As someone who has lived, trained, and worked in Newcastle, I can personally attest to the vibrant and welcoming community you are now a part of. My passion for helping international students thrive in a new culture and city is at the heart of our mission here at WIC. Our college is more than just a place of learning; it is a modern institution with a family atmosphere where lifelong friendships and connections are made.

From the very beginning, when WIC was just an idea, I believed in its potential to become a beacon of high-quality vocational education and training. Today, I am proud to see how it has blossomed into a thriving community dedicated to igniting a passion for lifelong learning. Our vision is to provide an environment that mirrors the conditions you will encounter in your future industry, ensuring you gain practical, hands-on experience.
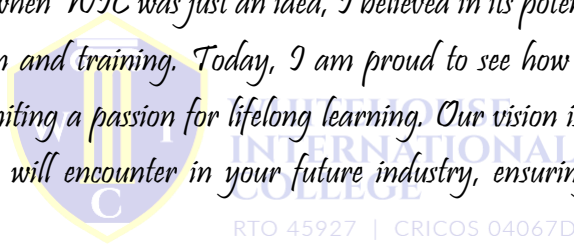
Our dedicated staff is here to support you every step of the way, tailoring the training to meet your individual needs and helping you unlock your full potential. This handbook will be your guide, offering valuable information about our policies, procedures, forms, and documents. Keep it handy as you progress through your studies, and do not hesitate to reach out if you need assistance.

I sincerely hope your time at WIC is not only a productive learning experience but also a memorable chapter in your life. Embrace the opportunities, immerse yourself in the stunning surroundings of Newcastle, and let us help you build the skills and confidence for a successful future.

Yvonne Wilson
Chief Executive Officer

2. INTRODUCTION

2.1 What's in this Handbook?

As a Learner of WIC there is information you will want to know now, as well as information you may wish to refer to while you are doing your course of vocational education and training (your VET course). There is also information we are required to give to Learners – before you enrol, when you apply to enrol and sign the application/enrolment form and, if relevant, pay any course fees.

We have divided the handbook into numbered sections, so it is easier for you to find and refer to specific information.

Because there is a lot to remember, we have included the significant information we gave you before you enrolled, and information you were given at your initial interview and during your induction. This includes WIC's policies and procedures so that you can complete your course successfully and on time. So, in addition to general information about WIC and the services we provide to Learners, the handbook covers your rights and responsibilities as a Learner and our rights and responsibilities as a Registered Training Organisation (RTO) and a CRICOS provider.

2.2 About WIC
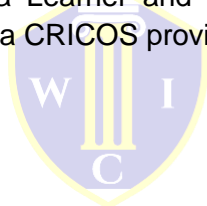
2.2.1 *Our Mission Statement*

At Whitehouse International College (WIC), our mission is to empower international students through innovative and immersive education.

We focus on practical, real-world skills in a supportive, family-like environment. Our goal is to ignite your passion for lifelong learning and prepare you to excel in a global workforce.

2.2.2 *WIC is a Registered Training Organisation (RTO)*

WIC is registered by the Commonwealth Government's National Vocational Education and Training (VET) Regulator, the Australian Skills Quality Authority (ASQA).

To be registered, WIC is required to operate in accordance with national standards established by the Commonwealth Government under the *National Vocational Education and Training Regulator Act 2012*.

As an RTO, WIC is:

- Listed on the National Register, www.training.gov.au

- Able to issue qualifications and Statements of Attainment that are recognised nationally under the Australian Qualifications Framework (AQF)
- Able to use the Nationally Recognised Training (NRT) logo on the qualifications it issues to Learners.
- Able to tender for government funding to provide vocational education and training.

WIC's RTO number is 4592. You can use this number on the National Register to find out about our registration by ASQA and the qualifications we are registered to provide.

Our CRICOS Number is 04067D.

As an RTO, WIC also adheres to standards set by respective State and Territory government's educational departments and funding agencies.

2.2.3 *WIC provides nationally recognised VET qualifications.*

The nationally recognised vocational education and training (VET) qualifications an RTO is registered to provide from what is known as its "scope of registration". All the qualifications WIC provides come from nationally endorsed documents known as Training Packages:

2.2.4 *Our Code of Practice*

As an RTO, it is our policy at WIC to provide equal training opportunities to all eligible Learners regardless of their gender, cultural or ethnic background, marital status, physical disability, or sexual preference.
We undertake to:

- Provide high-quality vocational education
- Have policies and procedures that meet the requirements of Commonwealth and State legislation
- Use qualified, experienced, and committed education, training, and support personnel.
- Provide a learning environment and the necessary resources
- Provide a supportive and stimulating learning environment where Learners may pursue their educational and training goals.
- Provide quality student service and a focus on continuous improvement, where we value feedback from Learners, staff and from industry representatives.
- Have a plain-English complaints and appeals procedure
- Have a fair assessment process that includes recognition of a person's current skills and experience by providing recognition of prior learning (RPL) assessment.
- Use marketing and advertising material that is clear, accurate and professional
- Use an open, supportive enrolment process that includes fair and reasonable refund arrangements.
- Maintain the accuracy, integrity and privacy of our Learners' records and other documents containing personal or sensitive information.
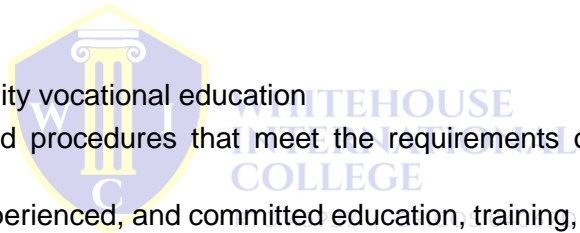
3. TRAINING AND ASSESSMENT

3.1 How will you be trained?

3.1.1 *Your training is competency based.*

Within the national vocational education and training (VET) system, competency standards form the basis of nationally recognised qualifications and the benchmarks for assessment. In each Training Package, each qualification is made up of a number of units of competency (i.e., competency standards). Each one explains the skills, knowledge and attitudes a learner needs to be deemed competent, as well as information about the assessment requirements.

Competency-based training is an approach to vocational education and training that places emphasis on what a person can do in the Work because of completing a program of training. In other words, the emphasis is on "performing" rather than just "knowing".

The VET sector defines "competency" as the *possession* and *application* of both *knowledge* and *skills* to defined standards (the competency standards), expressed as outcomes, that correspond to relevant Work requirements and other vocational needs. Therefore, vocational training focuses on what is expected of a person in applying in the Work the skills they have learned while being trained off the job, in a classroom and/or on the job in a Work. It also embodies the ability to transfer and apply those skills and that knowledge to new situations and work environments.

Therefore, at WIC, your training will focus on what you are expected to be able to do in the workplace and how to do it (the skills) as well as why it needs to be done and why in a particular way (the knowledge) as opposed to just providing you with theoretical knowledge.

Demonstration of competency includes the ability to:

- Collect, analyse, and organise information.
- Communicate ideas and information.
- Plan and organise activities and tasks.
- Working with others in teams
- Lead teams
- Use mathematical ideas and technological tools.
- Solve problems.
- Demonstrate understanding.

Because the training focuses on Work requirements, competency-based training programs comprise competency standards set by industry that each Learner must be assessed against to ensure they have achieved all the outcomes required.

Competency-based training recognises that people learn new information and skills at different rates, and they can acquire information and skills in different ways. Consequently, people can achieve the competencies they require by being taught and by studying in a classroom (on campus), or by working in a job, or by a combination of study and employment experiences.

The definition of competency in the Australian context of competency-based training includes four aspects of work performance. These are known as the "dimensions of competency":

- Task Skills – the ability to perform individual tasks.
- Task Management Skills – the ability to manage a number of different tasks within the particular job.
- Contingency Management Skills – the ability to respond appropriately and deal with irregularities and breakdowns in routine.
- Environment Skills – the ability to deal effectively with the responsibilities and expectations of the work environment.

Your Trainer/assessor will provide clear instructions about what is expected from you during your training and will explain the assessments you are required to complete.

3.1.2 *Classroom-based training*

If you are enrolled in a course that is provided at the WIC Newcastle Campus, your training will be conducted 'face to face' by qualified trainer/assessors in a classroom and you are required to attend each scheduled class.

Your trainer/assessor will modify the pace of the training, the training methods and the sequence of training and assessment to suit Learners' needs and the requirements of the particular qualification and units of competency that make up the qualification.

Depending on the qualification and the unit(s) you are doing, the training and learning methods will vary. They may include:

- Classroom discussions
- Practical exercises
- Demonstrations
- Simulated meetings
- Team activities
- Class presentations
- Case studies
- Role plays
- Field trips

Some courses that are classroom-based require Learners to complete a certain amount of work placement with an employer in a organisation. In these cases, WIC has qualified staff who are committed to locating and engaging a suitable work-placement

The mandatory assessment of this work placement training is conducted by WIC Trainer/Assessor. The supervision is arranged by employers who have offered to provide the Work training.

If you are required to undertake work placement as part of your course, while you are doing it you are covered by WIC's work-placement insurance.

3.2 How will you be assessed?

3.2.1 *Assessment is competency-based.*

Each VET qualification is made up of a number of competency standards or "units of competency". Assessment against these national competency standards means that Work practices have been agreed to by the major stakeholders in an industry or industry sector.

The assessment methods we use at WIC and the assessments you compete will focus on the application of the skills and knowledge required in the Work, including:

- Task skills – the skills and knowledge you need to perform specific tasks.
- Task management skills – the skills and knowledge you need to manage the various tasks required of the job.
- Contingency management skills – the skills and knowledge you need to deal with irregularities and breakdowns in routine.
- Job role environment skills – the skills and knowledge you need to deal effectively with the responsibilities and expectations of the work environment (working with colleagues, clients and suppliers and taking account of their roles and responsibilities, complying with policies and operating procedures)

These aspects of work performance are known as the "dimensions of competency".

We will ensure that we assess you in sufficient detail to determine if you have attained the required level of competency and, regardless of the methods we use, we will ensure they are *valid*, *reliable*, *fair* and *flexible*. These are the four key features of competency-based assessment.

- Valid – The assessment process will be sound, it will assess what it claims to assess, it will be based on sufficient evidence, and it will assess what is stipulated in the relevant Training Package.
- Reliable – The assessment process will result in consistent interpretation of evidence that all Learners provide as it will be based on all assessors involved agreeing on the assessment requirements and context of assessment.
- Fair – The assessment process will be equitable for all groups being assessed. The methods used will take account of a Learner's individual needs and any reasonable adjustments that need to be made to the assessment methods without disadvantaging any other Learner.
- Flexible – The assessment process will involve a variety of methods appropriate to the requirements of the competency standard, the context of the assessment and each Learner's needs.

3.2.2 *The assessment methods used.*

Evidence of your competence will not be limited to a narrow set of methods. For example, it will not be based only on "exercises" or "activities" that you might be required to complete as a part of your course. In the VET sector, evidence must be collected and evaluated from a variety of sources. The assessment strategies and tasks ("assessment tools") used will depend on the requirements of the particular qualification and units you are doing. Those commonly used in the VET sector to enable a person to demonstrate their competence include:

- Practical demonstrations (which may be combined with oral questioning)
- Oral questioning (where the trainer/assessor asks you questions, and you answer them)
- Discussion activities (group discussions in class)
- Oral presentations (where you do a presentation in class)
- Written tests (including short answer questions, multiple-choice questions)
- Written assignments, essays, and reports
- Projects, both individual and team projects
- Small and large group tasks
- Case studies (where you are given written information, analyse it and provide written responses to questions)
- Role plays (where you and other members of the class each take a particular role and act out a situation set up by your trainer/assessor)
- Simulations (where you do something under simulated work conditions)
- Observations in the work (where your work supervisor and/or trainer/assessor watch you performing tasks in the work)
- Reports from work supervisors

Generally, the assessment requirements for each unit (or group of units) will involve the completion of a number of different assessment tasks over a period of time.

An assessment method may be direct or indirect. Direct methods ("show and tell") include observation of you doing something, where the assessor might also ask you questions, or where you are required to do a written test of your knowledge or prepare a written report. Indirect methods (some involving "show, tell and apply") are based on an analysis of reported perceptions of competence, such as your own self-assessment of your knowledge and skills, a report from your Work supervisor, a portfolio of documents that includes work you have done.

What this means is that, to show you are competent, you will be required to produce evidence and/or demonstrate your skills and apply the related knowledge.

3.2.3 *The assessment procedures*

At the start of your course, you will be given information about the course structure, the training and assessment requirements and the assessment tasks and evidence required to demonstrate competence. For each unit of competency (or group of units), you will be provided with information about the particular assessment processes involved, the number of assessments required, and any particular weighting given to each assessment.

Your competencies – your knowledge and skills – will be assessed against national competency standards agreed by the relevant industry, as defined in the units of competency that make up the particular qualification you are doing. This means that the evidence you provide and the competencies you demonstrate must meet a set standard of performance.

Assessment of competency is not about passing or failing someone or about grading someone's competence (by using A, B and C, or Distinction, Credit and Pass). In the VET system, a Learner is judged by an assessor to be either "competent" or "not (yet) competent".

Your assessor is not an examiner in the traditional sense. Their role is to work with you to ensure there is sufficient evidence to demonstrate you meet the required standard and your competence can be established.

After you complete an assessment task, you assessor will review the evidence and decide whether your performance has been satisfactory or not satisfactory. After you have completed all the assessments required by a unit of competency, the assessor will record whether you are "competent" (C) or "not yet competent" (NYC).

Learners completing a VET course should play an active role in the assessment process. This means that, generally, you should know when you are ready for the final assessment of your competence.

Before each formal assessment, you will be told the date and time of the assessment in advance by your trainer/assessor.

You will be provided with information about the assessment – the purpose, the method that will be used, alternative assessment methods (if you required them to accommodate your special needs or circumstances), and the criteria that are being used to judge your performance or results. Each assessment will include written instructions about what you have to do and, if it is an assessment task with a due date (such as an assignment or project), the deadline for submitting it to your assessor.

After each formal assessment, you will be given the results and your assessor (generally your trainer/assessor) will provide you with comments about the assessment, and whether you have completed it satisfactorily.

The following conditions apply to assessments:

1. If you do not believe you are ready to be assessed (e.g., you think you need more training or time to learn), you need to discuss this with your trainer/assessor before the assessment date, and preferably send them an email or written note about it.

2. If your assessment result is deemed not yet competent, your trainer/assessor will arrange a time for you to be reassessed. Generally, this will be after you have completed additional learning/training. If after a 3rd attempt, the result is still not satisfactory, students will be required to repeat the subject and pay the associated enrolment fee for that unit again.

3. If you are absent on the day of a class assessment, you must notify WIC of your inability to attend **before the scheduled** assessment time.

4. If you know in advance that you cannot complete an assessment task by the due date, you must inform the trainer/assessor who set you that task.

5. If you miss an assessment or an assessment deadline, you must apply to have that assessment rescheduled with your trainer/assessor.

6. Students must submit their assessments using the WIC portal https://whic.com.au/ and they must ensure they have completed all sections of the assessment and have signed the declaration of authenticity when submitting the work. If the student is unable to use the portal for a technical reason the date of the deadline, they must take a screenshot of the issue they

are experiencing, and they must email their trainer **attaching the submission** that they had planned to upload and attach the screenshot of the error or issue.

Students must be aware that the "three attempts" principle will only apply where students have submitted their 1st Submission **on time** and have honoured the terms of each resubmission meeting the deadlines set by the trainer or securing a formal extension in writing from their Trainer and providing evidence for the need of any extension.

The principle of equity means that students who submit work late have had the benefit of additional time to work on their assessments over those students who have submitted on time.

WIC strongly believes in the principle of fairness and that maximum advantage should be given to students who have followed all the submission requirements and have uploaded their work on time. Trainers and assessors are allocating specific times to assess students work and we want this to be an efficient process for all parties and to uphold fairness.

To address this equity imbalance, WIC will reduce the number of attempts students are given in line with the following guidelines:

Attempts will be reduced from **3 to 2** for students who submit work later than 48 hours after the final deadline. This will take place within the WIC portal and students will be notified that they have lost an attempt.

Students will then lose a second attempt after 7 days from the established deadline

If no submission is made within 14 days from the published deadline the student will automatically receive an NYC grade and there will be no further attempts permitted. Access to the unit will then be closed within the WIC portal.

The student will then be required to re-enrol in the unit, repeat the assessment tasks and pay the full tuition fee associated with the unit again at a future agreed time.

Student Assessment Policy Flowchart

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                        ┌─────────────┐
                        │ 1st Attempt │
                        └──────┬──────┘
                               │
                        ┌──────┴───────┐
                        │ Submit On Time│
                        └──────┬───────┘
              Competent    ╱        ╲    Not Competent
                        ╱            ╲
          ┌──────────────┐      ┌──────────────────┐
          │  Competent   │      │ Not Yet Competent │
          │(End of Result)│     └────────┬─────────┘
          └──────────────┘               │
                                ┌─────────┴──────────┐
                                │Progress to 2nd Attempt│
                                └────────────────────┘

          ┌──────────────────────┐
          │Submit Later than 48 Hours│
          └──────────────────────┘
          ┌──────────────────────┐
          │ NYC Grade for 1st Attempt│
          │   (2 Attempts Left)   │
          └──────────────────────┘
          ┌──────────────────────┐
          │No Submission After 7 Days│
          │  (Lose Second Attempt) │
          └──────────────────────┘
          ┌──────────────────────┐
          │No Submission After 14 Days│
          │ (NYC Grade, Unit Closed)│
          └──────────────────────┘

          ┌──────────────────────┐
          │ Repeat Unit in Future │
          └──────────────────────┘
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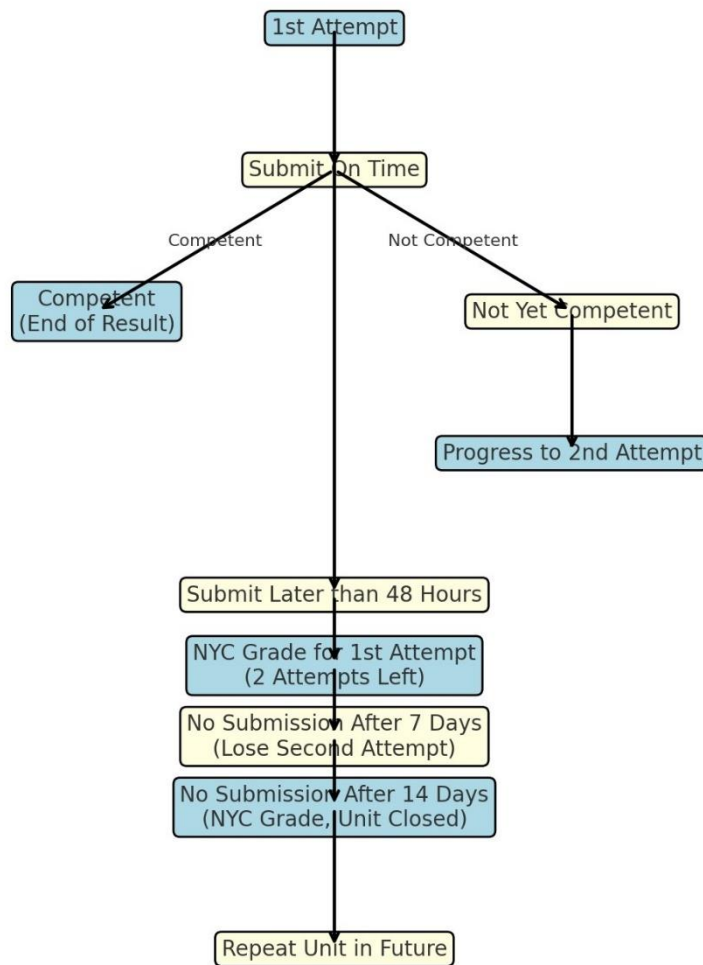
If students have a genuine need for extra time and have discussed this with their trainer, then an extension can be granted in the WIC portal. Students will see a new deadline published next to their assessment.

We want our students to treat their study like a full-time job. In the workplace you will have deadlines and you will need to meet these. Submitting work late has a consequence and we want students to build healthy time management habits and communication skills.

Students must **always meet the technology requirements** and responsibilities of WIC. Students are responsible for ensuring they have the appropriate hardware, software and internet connection to complete their studies and students must bring their electronic devices with them to each scheduled activity.

3.2.4 *The assessment appeals process*

As a Learner you have the right to appeal any assessment decision made by WIC if you believe either the assessment was invalid, or the process was invalid, inappropriate, or unfair.

Before appealing against an assessment decision, we ask that you consider the feedback about your assessment given to you by your trainer/assessor and discuss the matter with them.

If you are still not happy, you are then entitled to lodge a formal complaint by completing the Appeal Form within 7 days of the discussion you have had with the assessor.

Once you have submitted a formal appeal, we will have another qualified assessor review the assessment you completed to see if they agree or disagree with the first assessor. The final assessment decision will then be made by the Training manager. This decision will be discussed with you, and you will be given the reasons for the decision in writing.

If you are not satisfied with the decision we make, you may contact the Australian Skills Quality Authority (ASQA).

At every stage of the process, you have the right to have a support person with you during any discussions you have with WIC.

3.2.5 *The qualification you receive when you complete your course.*

All training undertaken at WIC is competency based. Assessments determine whether a Learner is competent or not yet competent.

WIC endeavours to issue qualifications and Statements of Attainment within three weeks of course completion and processing of all the required documentation.

After you have met all the requirements of a qualification, you will be issued the relevant Certificate or Diploma with a transcript listing all the units of competency that make up that qualification.

If you are enrolled in a qualification and, at the conclusion of the course, you can only demonstrate competency in some units rather than all those units required, we cannot issue the relevant Certificate or Diploma. However, you will still receive recognition for the units you have successfully completed, and we will issue you a Statement of Attainment listing the relevant units.

You may also elect to continue training for the remaining units, in which case your assessor will work with you on an appropriate training plan. You will need to ensure that you have secured the appropriate extension on any visa needed and you will need to pay the fees associated with repeating any previous units.

Please note that you will not be issued your qualification or Statement of Attainment until all enrolment documents and relevant course fees have been received.

4. LEARNER SUPPORT SERVICES

At WIC we do all we can to help our Learners complete their training and assessment program. If you experience difficulties with your studies, you should talk to your trainer/assessor as soon as possible and, if necessary, make an appointment with the student counsellor, head of student services, the Work Placement Coordinator or the training manager depending on what area you need support in.

Students are eligible for free counselling sessions subject to availability on campus on allocated days. Please contact studentservice@whitehousecollege.edu.au

Personal counselling services are treated in the strictest confidence and may involve advice about, or referral to, other services. Personal counselling services include:

- Complaint/conflict resolution
- Stress management
- Access and equity issues
- Welfare and support

We will ensure that all possible resources are made available to help you achieve the standard of competency required.

If we are not able to help you resolve any problems you have, we will provide you with advice about external agencies that may be able to help you.

4.2 Access and equity

WIC is committed to access and equity principles and processes in the delivery of its services and in the working environment, and we aim to ensure we offer training opportunities to all people on an equal and fair basis, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation, or carer's responsibilities. All who meet our entry requirements will be accepted for enrolment. If you have any questions about access and equity issues, please make an appointment with the Training manager.

Programs are designed and, wherever possible, facilities are set up to enhance the flexibility of delivery in order to maximise the opportunity for access and participation by disadvantaged people.

4.3 Language, literacy, and numeracy support

Language, literacy, and numeracy (LLN) support is available to provide Learners with advice and assistance, including LLN assessment. It is important that you provide relevant information on the Application/Enrolment Form so we can assist you. All students will be invited to complete an LLN test when the enrol in a course at WIC and the information gained from this will help inform the training plan for you as an individual.

Students will be made aware of the LLN profile of the course they are studying when the sit the LLN assessment.

Whilst WIC are committed to assisting students, we do stress that students are responsible for building and maintaining their LLN levels whilst in Australia.

Students who need additional support for their LLN needs are able to book individual appointments with their trainer directly before and after the scheduled classes and can request additional sessions during the semester breaks where there is availability.

Students will be given regular updates about suitable volunteer opportunities that may arise within the fields they are studying and the details of any low cost of free conversational English classes that are operating locally.

We encourage all students to take the chance to integrate in the multicultural environment within the classrooms and within Newcastle as a city and to find openings to be able to use and master English through social groups, sports teams and volunteering.

4.4 Learners with special needs

WIC's policy on assessment is to give all Learners an equal opportunity to demonstrate their knowledge and skills.

Because nationally recognized qualifications are based on national competency standards (specified knowledge and skill requirements), the assessments you are required to do to achieve your qualification are designed to ensure the relevant standards are met. Nevertheless, where necessary and possible, we will decide to take account of a Learner's special needs by making reasonable adjustments to the training and/or assessment requirements. This does not mean that a Learner gains any unfair advantage over other Learners.

If you have any special needs, including a disability or learning difficulty, you must disclose it on your Application Form and discuss it with the Training manager.

In some cases, we may ask you to provide a relevant certificate from your doctor. We need to know if you have any special needs so that we can make any adjustments to your training and assessment program and because we are required to collect statistical information about our Learners and report it to the Commonwealth Government. (Note it is statistical data only; it does not include the names and contact details of any Learners.)

Examples of variations to assessment tasks may include allowing additional time to complete an assignment or test, providing special equipment, substituting one form of assessment task for another, and providing support personnel (e.g. a writer).

At all times WIC strives to fulfil its obligations under Equal Opportunity and Anti-Discrimination legislation, including the Commonwealth *Disability Discrimination Act 1992*.

5. YOUR RIGHTS AND RESPONSIBILITIES

This section of the handbook covers all the things you need to be aware of as a Learner. It includes information you are told before enrolling, information that is provided in the terms and conditions of the Application /Enrolment Form, and what you are told during your induction.

Although we have provided as much information as possible, please ask if you need anything explained. The points of contact that you should use are:

1. Your Trainer/Assessor
2. Student services
3. Training Manager

5.1 Your contract with WIC

By signing the Application Form and paying your fees, you entered a formal contract with WIC under which you agreed to the terms and conditions of enrolment specified and agreed to abide by the Code of Conduct (See section 5.4.) in this handbook.

5.2 Enrolment and Selection

1. Classes are open to all adults 18 years and over
2. Please notify our staff if you have a medical condition or disability or require assistance in attending a class.
3. A deposit must accompany your enrolment to secure a placement.
4. It is your responsibility to note the date, time and location of the course as advertised.
5. Courses with low enrolments may be cancelled. If this occurs, every effort will be made to contact the prospective Learners; so please ensure your contact phone numbers and email address are correct.
6. Requests to transfer or credit your course placement because of a change in personal circumstances before a course commences will be considered and every effort will be made to ensure a placement in another course.
7. If you are unable to complete your course as a result of a change in personal circumstances, we will make every effort to ensure you are placed in another scheduled course.
8. After a course commences, a Learner will only be permitted to enrol in that course if they can provide evidence that they can satisfy the requirements of topics/units that have been completed as a prerequisite to joining the class. Full course fees are still payable for late enrolments.

9. WIC reserves the right to terminate a Learner's enrolment due to breach of any of WIC policies and procedures.
10. WIC reserves the right to alter the course dates, times, venue and trainer/assessor should circumstances arise warranting this. If this occurs, every effort will be made to minimise disruption to the Learner.
11. Some courses may involve participation in physical activity, field trips, practical demonstrations, etc. Learners enrolled in such courses do so at their own risk, however everyone has a duty of care for themselves and each other. WIC Learners are covered by appropriate insurance while working within the classroom and while on work placement.

5.3 Course Fees, Payments, technology policy and Refund Policy

WIC for Training - Fees and Refund Policy

In accordance with applicable Commonwealth & State legislation, WIC for Training (WIC) is entitled to charge fees for items or services provided to Learners undertaking a course of study. These charges are generally for items such as course materials or textbooks, Learner services and training and assessment services.

Fees payable

1. Minimum deposits must be paid prior to course commencement. The remainder of the course fee can be completed through a WIC flexible payment plan (see Form in section 8 Appendix).

2. Fees are payable when the Learner has received notification of enrolment.

3. Fees may be paid in instalments, but the learner must follow the plan they have been given otherwise access to units and materials will be put on hold until fees are paid

4. Fees may vary for different training programs. For a full list of current fees and charges please refer to the WIC schedule of fees and charges on flyers and WIC for Training website

5. An administration fee may be charged if the Learner withdraws from a course after the cooling-off period.

6. A fee will be applied if a Learner requires extra support and re-assessment. The fee will be set up by our Training manager on an individual basis based on how much of a unit or units require re-assessment

7. Students who do not complete a unit on time, or are disqualified from a unit due to an Academic Integrity ruling and are deemed to be a "fail and repeat" student will need to pay that unit fee again at the end of their course.

Technology Policy

Students are required to possess modern computer skills to succeed in their courses. This includes the ability to perform multiple operations and use the full Microsoft Office suite confidently (Word, Excel, PowerPoint). Additionally, students must be adept at uploading and downloading documents, conducting internet research, and utilizing online collaboration tools such as Microsoft Teams. These skills are essential for creating reports, presentations, and effectively participating in course activities. Proficiency in these areas ensures students can meet the demands of their academic responsibilities and collaborate efficiently in a digital environment.

Students must purchase and maintain technology that can allow them to engage in a modern learning environment. They should have a portable device such as a laptop or tablet and bring their device to each and every scheduled class and use their device to complete the assessment tasks. As a guideline students should have the following

Laptop / Tablet

Processor: Intel i5 or AMD equivalent or higher.
RAM: Minimum of 8GB (16GB recommended for better performance).
Storage: At least 256GB SSD for fast access and storage of documents.
Operating System: Windows 10 or higher, or macOS 10.13 or higher.
Software:

Microsoft Office Suite: Access to Microsoft Word, Excel, and PowerPoint. Students should have an active subscription to Office 365 or a similar productivity suite that includes these applications.
Web Browser: Latest versions of Google Chrome, Mozilla Firefox, Safari, or Microsoft Edge.
PDF Reader: Adobe Acrobat Reader or similar software for reading PDF documents.
Collaboration Tools: Microsoft Teams (part of Office 365) for online collaboration, meetings, and document sharing.
Internet Connection:

Speed: A stable broadband connection with a minimum speed of 10 Mbps. Higher speeds are recommended for smooth video conferencing and downloading/uploading large files.
Peripherals:

Webcam: Integrated or external webcam for participating in video conferences and online classes.
Microphone: Integrated or external microphone for clear audio communication during online meetings.
Headphones: Over-ear or in-ear headphones with a built-in microphone to minimize background noise and enhance audio quality during virtual classes.
Printer/Scanner (optional): For printing and scanning documents if required for assignments.
Additional Tools:

Cloud Storage: Access to cloud storage solutions like OneDrive, Google Drive, or Dropbox for storing and sharing documents and assignments.
Antivirus Software: A reputable antivirus program to protect against malware and ensure the security of your computer.

Re-issue of / Statement of Attainment / Qualification testamur

- Learners are responsible for the safe storage of their Qualification testamur and Statements of Attainment. If a Learner requires re-issue of their Qualification testamur or Statement of Attainment, an administration for Qualification certificates and for Statement of Attainment accordingly

Refunds

1) Refunds may be made in the following circumstances:
    - The Learner has overpaid the administration charge
    - The Learner has enrolled in training that has been cancelled by WIC
    - The Learner advises WIC prior to cooling-off period that they are withdrawing from the course. Admin charges may be applicable.
    - The Learners are forced to withdraw from the course or program due to extenuating circumstances

2) Learners, who cancel their enrolment or leave during the course tenure, must notify WIC in writing at the earliest opportunity for a possible refund request.

3) All the "Requests for refunds" should be completed and signed using "Refund request form" available at campus reception or WIC website. Note from YW - We need to add this form into forms as a section in our website

4) Once notified by writing, a refund may be issued for the component of the training not delivered. We are entitled to retain fees for any component that was commenced or delivered.

5) Requests for refunds will be acknowledged through email within 48 hours and WIC will endeavour to process and transact within 14 working days of the acknowledged date

5.4 Code of Conduct

5.4.1 General Principles

Today's Work requires Learners to use their initiative, work as a team member and be honest, loyal, tactful and courteous. All Learners are required to treat their fellow Learners and staff with respect. At WIC we strive to maintain the following "basic principles" of interpersonal behaviour:

- Focus on the situation, issue or behaviour, not on the person
- Maintain the self-confidence and esteem of others
- Maintain constructive relationships with staff and fellow learners
- Take the initiative to make things better
- Lead by example

It is the responsibility of all Learners to ensure that these principles are adhered to at all times.

5.4.2 Learners' rights

Learners have a right to:

- Learn in a safe, secure, and clean environment.
- Be treated fairly and equitably and with respect by other learners and staff.
- Learn in an environment free of discrimination, harassment, bullying or victimisation.
- Receive encouragement and support during the course of their training.
- Have their personal information and privacy protected.
- Have the results of their progress stored securely and maintained accurately.
- Be able to access their personal learner records on request.
- Obtain information about assessments and the assessment process in advance of an assessment.
- Receive adequate comment from trainer/assessors about their performance in class and

after an assessment, and about their progress in the course.

- Appeal any assessment decision and ask for it to be reviewed.
- Make a complaint by using the proper procedure and have it treated confidentially and dealt with fairly and quickly.
- Have the right to appeal against any decision made in relation to a complaint they make.
- Discuss their concerns or problems confidentially with staff.

5.4.3   *Learners' responsibilities*

Learners are required to:

- Be courteous and polite to, and respectful of, each other and staff.
- Cooperate with each other and staff.
- Take all steps to improve teamwork and interpersonal communication.
- Always Adhere to all health and safety requirements (whether written or spoken)
- Behave in an appropriate and acceptable way and not do anything that may cause anyone else offence or embarrassment
- Not do anything that disrupts a class or the learning of other learners.
- Be punctual, regular, and committed, and take responsibility and ownership for their learning and their actions.
- Sign the attendance register twice daily – students who do not return from break and sign in for the second session will be awarded a 50% attendance for that date
- Maintain satisfactory course progress.
- Meet the technology requirements of being a student at WIC and maintain this standard throughout the period of study
- Provide accurate information about themselves and promptly inform WIC of any change in their details.
- Pay relevant fees when they are due.
- Not smoke, consume alcohol or drugs in the college premises; not enter the college under the influence of alcohol or illegal drugs; not bring alcohol, illegal drugs, or weapons to the college
- Obey rules about mobile phone use during assessment tasks
- Prepare adequately for assessment, submit assessment tasks (such as assignments) by the due date, and ask for an extension of time if exceptional circumstances require it.
- Honour the detailed policy regarding plagiarism, collusion, cheating and the use of Artificial Intelligence.
- Dress suitably at all times and wear enclosed shoes when on campus
- Not steal, damage, or misuse any WIC equipment or resources or anyone else's property.

5.4.4 *Privacy*

WIC recognises every Learner's right to privacy.

WIC collects information on all our Learners through enrolment forms; assessment tasks; surveys; and personal interviews. Any information collected is stored within our training database. We use this information in many different ways; for example, to assess our Learners' competencies; to analyse our marketing activities; and for promotional purposes. We sometimes contact our Learners and former Learners to let them know about future products and services.

We do not share, rent or sell any personal information our Learners or corporate clients provide to

us. The confidentiality of the information we collect is protected under the Commonwealth *Privacy ACT 1988* and local State & Territories' current privacy protection acts and regulations.

All WIC Learners are required to follow the Privacy Act. All Learners are required to observe verbal or written discretion in their dealings with Learners, clients and other stakeholders.

If we decide we would like to use any information collected for statistical or promotional purposes, we will request the person's written consent first (i.e., editorial, photos for advertising purposes, etc). WIC will not disclose any information unless written permission has first been obtained. (See Media release form in Section 8 Appendix)

5.4.5 *Management of Learners' Training Records*

WIC is committed to maintaining and safeguarding the accuracy, integrity, and currency of our records and to ensuring their confidentiality and our Learner's privacy. This is a key requirement of the National Standards for RTOs.

All Learner records, such as your personal details and records of training and assessment are kept in a secure area. Our electronic records are stored in our database, are protected by password access and up-to-date virus, firewall and spyware protection software, and are backed up off-site. The only people who will have access to your records, apart from you, are our staff and any government officials that may access them under specific legislation (as explained below).

As required by the National Standards, all Learner results are retained for 30 years.

Under particular circumstances, RTOs are also required to report statistical information to the National Centre for Vocational Education Research (NCVER). This is only statistical information that meets the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) requirements. When we report this information, it is only statistical data: your personal details are not revealed.

As an RTO, we undergo audits by the Australian Skills Quality Authority at regular intervals. This involves a sampling of our Learner records by ASQA. Therefore, you need to be aware that ASQA and some other government authorities have a right at law to access our Learner records. This includes respective State and Territory government's educational departments and funding agencies.

5.4.6 *Accessing your Learner records*

If you wish to check your own Learner records, you can do so within the WIC Portal which clearly shows students how they are progressing in each unit and when a unit has been completed. Students may also check official results through the USI register using their USI number. However if a student wishes to access their full records in any official capacity you will need to request this in writing. Likewise, if you want to provide access to your records by someone else acting on your behalf, you need to request that in writing. A form, Access to Personal Learner Records, is provided for this purpose. Access will be provided as soon as possible, usually within five working days.

5.4.7 *Client Feedback and Quality Improvement*

As an RTO, WIC is required to report statistical data such as enrolment numbers, and Learners' perceptions of the quality of the training, assessment, and support services we provide. This is why we regularly ask for information on the application/enrolment form and ask you to complete evaluation forms at various times throughout your training.

The statistical information we collect helps us monitor, maintain, and improve the quality of vocational

education and training. Indeed, we value and welcome constructive feedback from all our corporate clients, Learners, and staff.

So, we can provide management with relevant feedback you will be asked periodically to complete a Course Evaluation Form about the services you receive.

If you want to provide additional feedback or suggest an improvement, please complete an Opportunity for Improvement Form.

5.4.8 *Health*

It is in the interest of all staff and Learners that each person takes responsibility for their own health. Anyone suffering from a temporary illness that is contagious (e.g.
COVID-19, gastroenteritis, influenza, or a viral infection) should not come into the premises or attend class until they have recovered. Learners need to notify the office of their absence.

It is your responsibility to ensure you keep up to date with your work. If you miss a day of training, you should ask your trainer/assessor what you need to do to catch up. If you miss more than 2 days of class and you are on an international student visa, you will need to provide a doctors certificate or Pharmacy sick note as proof of absence.

5.4.9 *Drugs and Alcohol*

WIC is a drug and alcohol-free RTO. To ensure the integrity of WIC, the consumption and use of alcohol and/or prohibited drugs by any Learner during training is strictly forbidden.

Any Learner who is affected by alcohol or illicit drugs while attending training may be in breach of the WIC discipline policy and appropriate action will be taken.

5.4.10 *Work Health and Safety*

WIC is committed to providing and maintaining a safe and healthy environment for the benefit of all Learners, staff, and visitors.

WIC is responsible for ensuring that the work health and safety of staff and Learners is not compromised and recognises its obligations under *Commonwealth WHS Act 2011* and local State and Territories' WHS laws and regulations.

Everyone is responsible for identifying and reporting hazards. If you notice a hazard or potential hazard, or a condition or practice that seems unsafe, please report it immediately to either your trainer/assessor or to the administration officer so that a WHS Hazard Report Form can be completed.

If an injury occurs, it is important that it is reported immediately and a WHS Injury Report Form is completed. The form is available from trainer/assessors and from administration and help is available to complete the form if necessary.

Harassment and Discrimination

WIC is committed to complying with the requirements of the Commonwealth *Sex Discrimination Act 1984*, the *Human Rights and Equal Opportunity Act 1986*, the *Racial Discrimination Act 1975*, the *Disability Discrimination Act 1992* and local State & Territories' laws & regulations and expects all Learners and staff to treat each other with respect. We will not tolerate any form of harassment, discrimination, bullying or victimisation.

Under Australian law, WIC must provide a Work and learning environment that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and Learners feel valued, respected and are treated fairly. If informed of any harassment or discrimination, we are required by law to take immediate and appropriate action to deal with it.

Harassment should not be confused with legitimate comment, criticism or advice that is given appropriately by WIC's management or trainer/assessors, or by Learners to each other during formal classroom discussions.

WIC will not tolerate any form of discrimination towards any group or individual on the grounds of

their:

- Sex, sexual preference, marital status, or pregnancy
- Race, colour, nationality, ethnic or national origin
- Age
- Disability
- Family or carer responsibilities

If a Learner considers that discrimination, harassment, or bullying has occurred, they should report it immediately to the Chief Executive Officer.

Harassment, victimisation, and bullying can take many forms. It can be overt or subtle, direct or indirect.

Examples of harassment include:

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

objectionable Examples of victimization include:

- Unfavourable treatment like aggression
- Refusing to provide information to someone.
- Ignoring a person
- Mocking a person's customs or culture

Examples of bullying include:

- Coercing someone through the use of strength or fear
- Behaviour that intimidates, degrades, or humiliates a person.
- Aggression, both verbal and physical, violence or threatening behaviour
- Constant 'put-downs'
- Persistent, unreasonable criticism of a person's work performance

Learners should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your trainer/assessor or the Chief Executive Officer. All complaints will be promptly investigated; actions will be taken according to the intervention strategy as outlined in section 5.4.14.

The privacy of anyone filing a report and the individual under investigation shall be respected at all times consistent with the obligation to conduct a fair and thorough investigation.

All Learners are expected to work in an atmosphere based on mutual respect for the rights and differences of each individual.

5.4.11 *Continuous Improvement*

WIC is committed to providing a quality training and learning environment. We appreciate any suggestions you care to make to improve our training, assessment or Learner support services on an Opportunity for Improvement Form. (See Section 8 Appendix)

5.4.12 Complaints and Appeal

Complaints Procedure

WIC recognises that differences and complaints can arise from time to time. The quick settlement of these matters is in the best interest of all concerned. We have a Complaints and Appeals Procedure that Learners are required to use if they wish to make a formal complaint. It explains the steps in the process; including the opportunity to formally present their case in person and in writing and to bring a support person with them to any meeting they have with a member of WIC staff or the Training manager to discuss the matter.

At all times, WIC's aim will be to discuss any complaint made with all relevant parties and resolve the matter by attempting to find a solution that is agreeable to all concerned.

All complaints and their outcomes, as well as any decisions WIC makes or action we take in response to a complaint will be recorded in writing. Also, once we make a decision we will discuss it with the Learner, explain the reasons, and provide them with the decision and the reasons in writing.

If a Learner submits a formal complaint, the following procedure is to be followed.

Step 1	Learner advises they wish to make a formal complaint
Step 2	Learner completes a Complaints Form (available from reception) We need to change this – Learners need to have much more access to complaints
Step 3	The complaint is received (at reception) and entered into the Complaints Appeal Register.
Step 4	The complaint is referred to the Training manager
Step 5	The Training manager meets with the Learner to discuss their complaint. The Learner has the right to have someone else accompany them at all meetings held to discuss their complaint.
Step 6	The Training manager discusses the complaint with all relevant parties in an attempt to resolve the matter.
Step 7	The Training manager discusses the complaint with the CEO if relevant.
Step 8	The Training manager (with the CEO, where relevant) makes a decision about the complaint.
Step 9	The Training manager communicates the decision to the Learner in person and in writing.
Step 10	The Training manager advises the Learner that they have the right to appeal the decision if they are not satisfied with the decision.
Step 11	All relevant documents (the form submitted and copies of correspondence) will be placed on the Learner's file.
Step 12	If necessary, the Training manager will complete an Opportunity for Improvement Form to identify any improvements that need to be considered by senior management at the next available Quality Management Meeting.

Complaint Appeal Procedure

If a Learner disagrees with the decision we make in response to their complaint, they have the right to appeal that decision and have the appeal heard by an independent person or panel (a qualified trainer (external) or a training consultant or a representative from ACPET (Australian Council for Private Education and Training) or a representative of a relevant ITAB or Skills Council). The result of any appeal and the reasons for that decision will then be discussed with the Learner and provided to them in writing. The following steps will be taken (in principle), noting that the appeals panel (a mediation service, the Office of Fair Trading, etc) may have particular procedures it is required to follow.

Step 1	Learner appeals a decision WIC makes about their complaint by completing a Complaint Appeal form (available at reception)
Step 2	The appeal is received (at reception) and entered into the Complaints Appeals Register.
Step 3	The Training manager is advised of the appeal.
Step 4	The Training manager and CEO meet to discuss the appeal and agree on an independent person to hear the appeal.
Step 5	The Training manager and CEO meet with the Learner to discuss the appeal and ascertain if the Learner agrees on the use of the independent person to hear the appeal.
Step 6	The appeal hearing is conducted
Step 7	The result of the appeal is communicated to the CEO and the Learner by the independent person.
Step 8	All relevant documents (the form submitted and copies of correspondence) will be placed on the Learner's file.
Step 9	If necessary, the Training manager will complete an Opportunity for Improvement Form to identify any improvements that need to be considered by senior management at the next available Quality Management Meeting.

At the conclusion of the process, any Learner not satisfied with the outcome may obtain advice and assistance from the Australian Skills Quality Authority (www.asqa.gov.au), respective State & Territories' Fair trading, ombudsman and Anti-discrimination government agencies. (See Section 7 for more details)

As an RTO, WIC is required to take corrective and preventative action to address any matter raised in a complaint that is found to be substantiated.

Assessment Appeal Procedure

Trainer/assessors must ensure that all assessments are conducted in accordance with National VET Regulator and Training Package requirements, and that they satisfy the principles of assessment and the rules of evidence.

If a Learner disputes the result of an assessment, the following procedure is to be followed. WIC aims to deal with all appeals against assessment decisions within 14 working days.

Step 1	The trainer/assessor discusses the assessment with the Learner, provides relevant feedback about the assessment and advises them whether the result is satisfactory or not satisfactory. If the result is not satisfactory, the assessor must: • provide the Learner with specific information about the gaps in their knowledge and/or skills and what they need to do to deal with those gaps • inform the Learner that they have the right to be reassessed at a later time, and • inform the Learner that they have the right to appeal the assessment decision
Step 2	A Learner who decides to appeal the result of an assessment must do so within7days of the discussion with the assessor.
Step 3	The receipt of the appeal must be acknowledged within 2 working days.

Step 4	The Training manager will review the assessment tool and assessment process to ascertain if the assessment was fair, valid and reliable.
Step 5	The Training manager may also consult with the trainer/assessor and the Learner individually.
Step 6	The Training manager will decide whether the grounds for the Learner's appeal are justified or not.
Step 7	The Training manager will inform the Learner in writing (letter or email) within 7 working days of the appeal being received, unless circumstances prevent this.
Step 8	If the Training manager decides there is a case for review, a suitably qualified, independent assessor will be asked to review the assessment independently.
Step 9	The result of that review will be provided to the Training manager, who will make the final assessment decision.
Step 10	The Training manager will inform the Learner of the result of the review, within 14 days of the appeal being received, unless circumstances prevent this.
Step 11	If the Learner is not satisfied with the outcome of the appeals process, they may lodge a formal complaint with WIC. The complaints procedure will then be followed.
Step 12	If necessary, the Training manager, the assessor or the reviewing assessor will complete an Opportunity for Improvement Form to identify any improvements that need to be considered.
Step 13	All relevant documents (the form submitted and copies of correspondence) will be placed on the Learner's file.
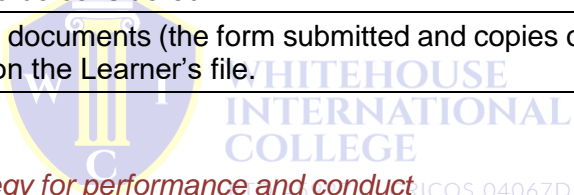
5.4.13 *Intervention Strategy for performance and conduct*

Any Learner who disrupts a class or other learning environment and does not respond to a request from their trainer/assessor or any other staff member to behave and consider others will be referred to the Training manager.

Intervention action will be taken against any Learner who acts in disregard of WIC policies and procedures. Depending on the severity of the matter, this may result in suspension or cancellation of enrolment.

Step One — Spoken Warning

If a trainer/assessor has concerns about a Learner's performance, attendance rate or conduct (with the exception of serious misconduct), the trainer/assessor will explain to the Learner the manner in which their conduct or performance or attendance rate is not acceptable. The trainer/assessor will counsel the Learner by informing them of the area(s) in which they are not meeting the required standard of rate of attendance, performance or conduct expected, and the Learner will be given the opportunity to respond to the trainer/assessor's concerns and to improve their rate of attendance, performance or behaviour within a reasonable period of time. The trainer/assessor will make a written note of the warning in the Learner's file.

Step Two — Written Warning

If the Learner fails to improve their rate of attendance, conduct or performance within the required period, the trainer/assessor will require the Learner to attend a meeting with the Training manager and the Learner will be given a warning in writing. The Learner will be permitted to have a person of their choice accompany them to this meeting. At the meeting, the trainer/assessor will outline the nature of the problem(s) and the Learner will have the opportunity to respond.

Any written warning given to a Learner will:

- Explain the problem.
- Refer to all previous oral warning(s) and the relevant dates.
- Refer to the corrective action(s) expected of the learner.
- Explain the action that will be taken if the learner does not remedy the problem (when issuing a first warning, the warning will state that, if the problem is not remedied within a specified time, the learner will be issued with a further warning and may ultimately be dismissed);
- State that the written warning will be filed in the learner's personal file

The Trainer/assessor should then monitor the Learner's rate of attendance, performance or conduct to determine whether he or she is making the required improvement.

Step 3—Second Official Written Warning

If the Learner fails to meet the appropriate standard within the time allowed, the Trainer/assessor should then have a second official meeting with the Learner. The second official meeting should replicate the first meeting. However, if the Learner has not adequately explained their failure to remedy their poor rate of attendance, performance or conduct, that continuing poor attendance, performance or conduct may lead to dismissal.

Note that it is not a legal requirement that a third written warning be issued—it is just very safe practice. However, if the Trainer/assessor follows the above steps closely and listens objectively to the Learner responses at each stage, two written warnings will usually be justified, except where the transgression is minor in nature. In such a case it may be appropriate to give a third warning.

Step 4—Leading to Dismissal of Enrolment

Following the issuing of the second warning, if the Learner fails to remedy the fault within the allotted time, or it would be unreasonable for the Trainer/assessor to allow the Learner to continue working out the allotted time, the Trainer/assessor should then initiate dismissal proceedings by referring the Learner to the Training manager. That will involve requesting by letter that the Learner attend an official meeting. That letter should state:

- That the Learner's rate of attendance, conduct or performance has not improved.
- The steps the Trainer/assessor has taken to remedy the problem in the past.
- The fact that the Learner is entitled to be accompanied by a person of their choice; and
- The fact that, unless the Learner can adequately explain his or her conduct or performance, then the Learner may be dismissed.

Again, the Learner may have the person of their choice with them at the meeting. The Training manager should start by outlining the concerns he or she has with the Learners' attendance, performance or conduct. It is then very important that the Training manager listens to the Learner responses as objectively as possible. The Training manager should then ask the Learner to step outside while they consider what he or she will do.

If the Learner response is considered to be adequate, the Training manager should inform the Learner that they would remain a Learner but the Learner's performance and/or conduct will continue to be closely monitored for the remainder of the course. If the Learner's response is considered inadequate, the Training manager has two options:

1. Issue the Learner with a third and final written notice; or
2. Verbally inform the Learner that he or she is to be terminated and then follow up with a written notice of dismissal. That notice should state the reasons for the expulsion, i.e. Attendance, Performance or conduct, and the history of warnings given previously.

The Training manager should consult with the Chief Executive Officer prior to dismissal of the Learner.

Dismissal for serious misconduct

The Training manager, in consultation with the CEO, is entitled to instantly dismiss a Learner in circumstances where that Learner has committed an act of serious misconduct. Serious misconduct can include:

- Fighting.
- Breaches of the drug and alcohol policy.
- Deliberately spoiling or damaging plant or equipment.

5.4.14 *Plagiarism, Collusion, Cheating integrity and the use of AI technology*

Academic integrity, honesty, and respect for knowledge, truth and ethical practices are fundamental to WIC's business and the services we provide.

Learners found to be dishonest, guilty of plagiarism or any other unethical practice may have their enrolment suspended. For serious or continued breaches, they may have their enrolment cancelled.

Taking an idea from any source without properly acknowledging it is plagiarism. It is the use of someone else's work without proper recognition that determines that the body of work has been plagiarised. Examples of plagiarism include:

- Using someone else's argument, even if the exact words are not used.
- Using a quote without referencing it correctly
- Changing another author's sentences to present them as your own.
- Copying other learners work or sharing your workbook with another student- this is known as collusion

All of these can be avoided with correct referencing procedures and ensuring that students are responsible for their assessment books and do not share these or leave them for others to access.

Most often plagiarism is the result of poor study and note-taking methods. Remember to write down the exact references for all the material that you use as you take your notes.

Your trainer/assessor will advise you of the ways to avoid plagiarism, and you need to be aware that plagiarism will be punishable by failure in assessment and may lead to suspension or cancellation of enrolment.

In the case of collusion – all parties involved in sharing responses with one another will receive equal consequences and the assessment will be made null and void for all students.

The integrity of the assessment will be compromised in the event of collusion and that means students will need to sit a variation of the original assessment and all students will need to fail and repeat the subject and pay full tuition fees to achieve this outcome.

Chat GPT and AI use – Important information for all students

We recognise that technology is always changing and therefore as a college we must evolve with what is happening in the sector. We have seen in the recent submissions for the last unit, a number of students using and referring to Chat GPT in their responses. We wish to clarify our stance on this tool going forward.

At Whitehouse College we strive for authentic and engaging learning. Our students need to have absorbed knowledge that will then be applied in the workplace and our goal at all times is to support students and to enforce fairness and authenticity in each students learning journey.

What is ChatGPT?

ChatGPT generates convincingly human-sounding text and engages in realistic conversation. It currently generates its responses based on a large language model trained on huge amounts of text from books and the internet. Similar to autocomplete, it predicts the next words in a response based on previous ones using the probability of words appearing after other words that it learned from its training.

While the content ChatGPT produces seems impressive on the surface, the reality is not all

responses are worded well or are even correct. This becomes apparent if you ask ChatGPT highly conceptual questions or pose difficult or complex calculations.

On ChatGPT's FAQ page, OpenAI confirms that the tool's "outputs may be inaccurate, untruthful, and otherwise misleading at times".

Additionally, it's important to remember that the content ChatGPT produces reflects biases, opinions and views of the humans that informed the text it has been trained on, which may not align with your own values.

Policy on Chat GPT and AI

Whitehouse International College wish to make it clear that Chat GPT cannot be used as a referencing tool and students should not insert questions from assessment tasks and blindly copy the responses into their workbooks and reference this website.

The information generated by this website is not stored and cannot be verified and can lead to inaccurate responses that do not reflect the written style of the student. Often the responses are written about general jurisdictions and do not apply to Australian law or the industries that you are learning about.

It is not an official academic source of information and does not qualify as material that can be used in assessment tasks.

Students should use these new technologies only as a tool to further their learning. It can not replace learning and therefore we will not accept this as a reference within any assessment task.

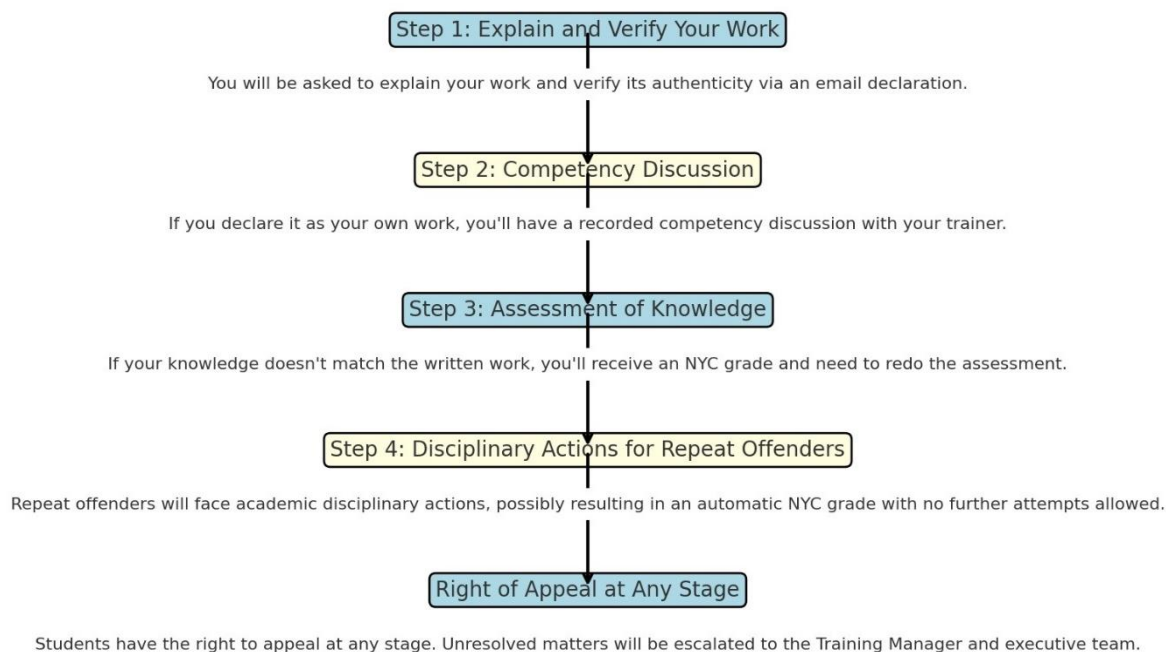### What will happen if I continue to use Chat GPT?

Training staff will become familiar with your writing and speaking style. They will conduct exercises in class and review your learning capacity through your LLN and other practical tasks.

They will flag if they suspect that you have used Chat GPT or another AI program. Staff have access to scanning tools which can indicate where AI is suspected. This will become especially evident where:

•   The student has written in advanced language not common in other written work.

•   The answers given do not meet the expectations of the learner guide or teaching materials.

•   The spelling and grammar do not reflect the student's usual work.

•   The answer given refers to other countries, industries or situations and is not in the context of the course.

•   The student has completed an assessment within a very short amount of time

Procedure for any suspected use of AI within students work

Academic Integrity Policy Flowchart

Step 1: Explain and Verify Your Work

You will be asked to explain your work and verify its authenticity via an email declaration.

Step 2: Competency Discussion

If you declare it as your own work, you'll have a recorded competency discussion with your trainer.

Step 3: Assessment of Knowledge

If your knowledge doesn't match the written work, you'll receive an NYC grade and need to redo the assessment.

Step 4: Disciplinary Actions for Repeat Offenders

Repeat offenders will face academic disciplinary actions, possibly resulting in an automatic NYC grade with no further attempts allowed.

Right of Appeal at Any Stage

Students have the right to appeal at any stage. Unresolved matters will be escalated to the Training Manager and executive team.

5.4.15 *Recognition of Prior Learning (RPL) and Credit Transfer*

Recognition of Prior Learning (RPL) is an assessment process designed to identify and assess a Learner's previous and current formal and informal education and training, work and life experience and knowledge. The evidence the Learner provides is assessed against the competency standards and must show that they are still currently competent.

If you intend applying for RPL or credit transfer, including credit transfer under national recognition, you should indicate this on your Application/Enrolment Form as early as possible, and complete the Application for Recognition Form.

You may apply for RPL on the basis of your experience (work experience or other experience, including qualifications completed). To apply for RPL, you need to provide sufficient evidence that you have already met the requirements of the competency standards set by industry; that is to say, the requirements of specific units of competency in which you are enrolled.

You may be required to complete some assessment tasks as part of the RPL process. If you provide appropriate evidence, you may be granted credit for the relevant units or, if relevant, a whole qualification.

RPL is subject to the fees published by Whitehouse International College per unit.

To prepare for RPL assessment you should indicate your intention to apply either on the application/enrolment form or as soon as possible after induction. The following outlines the process.

In consultation with your trainer/assessor:

- Decide which units(s) you want recognition for
- Provide an evidence portfolio in line with and agreed evidence plan.
- Seek peer assessment.
- Be prepared to "show, tell and apply" your skills and knowledge.

Evidence for recognition of prior learning may include:

- Performance, demonstration, or skills test/assessment
- Work or other pertinent observation
- Oral presentation
- Portfolio (including work references and statements of duties), logbook, task book, projects or assignments.
- Written presentation
- Interview and questions
- Simulations

RPL candidates must document their claim for competency in sufficient detail to enable the assessor to make clear judgements. If you require further information, please ask your trainer/assessor.

Learners are required to complete the application form for recognition, which outlines the requirements of the evidence required for proof of competency. Your trainer/assessor will develop an Assessment Plan to enable you to develop a portfolio.

We encourage Learners to self-assess themselves, with guidance from their trainer/assessor, against the performance criteria and critical aspects of evidence for each unit of competency.

Recognition will only be granted if you can provide evidence that you are currently competent.

Credit Transfer (CT) is a process in the Vocational Education and Training (VET) sector where students are recognized for previously completed formal training. At Whitehouse International College, a Credit Transfer allows students to have their prior learning, based on identical course codes and training context, credited towards their current course of study. For a CT to be considered, the prior learning must be from the same level of training and context that matches the current course requirements.

Students must submit an academic transcript, certificate, and a copy of their USI (Unique Student Identifier) transcript, along with a completed Credit Transfer application form. The process includes verifying the qualifications by contacting the issuing college to confirm the student's enrolment. If the issuing college is no longer operational and records can not be obtained, students may need to show their competency through an interview process with a trainer.

If the units being transferred are older than five years, students may need to demonstrate current and relevant knowledge through work experience, ongoing training and development, or by demonstrating competency via a knowledge discussion with a trainer.

Whitehouse International College reserves the right to decline a Credit Transfer request. Students also have the right to choose not to apply for a Credit Transfer if they prefer to undertake the course units anew, which can be beneficial for reinforcing knowledge and skills.

If credits are granted and result in a reduced overall study duration, this will be reflected in the student's Confirmation of Enrolment (CoE), potentially leading to a reduction in the visa term.

5.4.16 *National Recognition of AQF Qualifications and Statements of Attainment*

Under the National Standards for RTOs, WIC recognises the qualifications and Statements of Attainment issued by all other RTOs provided they are valid and can be verified.

If you can provide evidence that you have completed any of the units of competency that comprise the qualification you enrol in at WIC, you may be awarded credit for those units.

5.4.17 *Credit Transfer based on the recognition of non-AQF Qualifications*

WIC will recognize any non-accredited (non-AQF) qualifications you have completed and grant you credit for relevant AQF units of competency where it can be verified and validated that the content and learning outcomes of the non-accredited qualification (subject, unit, etc) you have completed are the same as, and meet the requirements of, AQF unit(s).

5.4.18 *Attendance*

All Learners are required to:

- Ensure they arrive for class prior to course commencement.
- Return from morning tea and lunch breaks as requested.
- Participate in class activities.
- Finish the training at the set time.
- Notify the college if they are unable to attend due to illness or personal reasons.
- **Attendance is recorded twice per day** and entered digitally for students into the system. We expect students to adhere to a minimum attendance rate of 80% across their classes for the semester.

5.4.19 *Dress Code*

You are expected to always dress suitably, in a manner that will not cause offence to your trainer/assessors, mentors, or colleagues. Closed-in shoes are required on campus as a WHS compliance.

5.4.20 *Legislative requirements*

As an RTO, WIC is required to comply with various pieces of Commonwealth and State legislation relating to the provision of vocational education and training and to business enterprises. Some of this legislation governs an RTO's obligations to Learners. Our employees and trainer/assessors are kept aware of relevant legislation that affects an RTO, that affects them and that affects Learners.

During your induction we will tell you about various pieces of legislation (Acts and Regulations) that affect you. Some is explained in relevant sections of this Learner Information Handbook. In addition, throughout your course, when relevant, you will learn about legislation that is relevant to the particular industry and the qualification you are doing. NSW (State) legislation is available on the internet at www.legislation.nsw.gov.au.

5.4.21 *Change of personal details & Visa conditions*

It is a condition of enrolment that you notify WIC of any change in your address, phone numbers and email address or any change in your visa code or conditions. Please ensure you inform us of any changes within 5 working days. Students are reminded that they are responsible for ensuring that they have the appropriate visa to cover the duration of their study and that they follow all conditions attached to that visa.

5.4.22 *Email*

While you are enrolled, you need to check your Whitehouse email account regularly as we send important communications and course updates to your Whitehouse email.

5.4.23 *Books and materials*

Please do not buy any books or equipment until your trainer/assessor advises you to. You will receive advice about this at your induction.

There is a library of books available to borrow from within the student resource area – these can be

signed out for 2 weeks for academic texts and 4 weeks for English language, self-development and general reference books. Students are responsible for looking after library books and returning them in good condition. Any lost books will be charged for with the students next fee instalment.

5.4.24 *WIC's Learning Materials*

During your term of enrolment, you may be issued with resources to help you with your training and studies. These may include recording devices, simulation equipment, stationary and creative arts materials for example. These resources remain the property of WIC and are lent to Learners for a specific period of time. Therefore, you are required to look after anything that we lend you and return it to the issuing staff member by the due date, or you will be required to pay for a replacement.

6. How to Contact WIC

By Phone: **+61 2 6190 7902**
By Email: studentservice@whitehousecollege.edu.au

6.1 *Quick Guide to Key Personnel in WIC*

WHO TO SEE	How they can help
Trainers / Assessors	Questions about content of units, training, assessment, timetable, Help with reading, writing, note taking, preparation for assessments
Training Manager	difficulties and questions with study that have not been able to be solved by the trainer /assessor- complaints & appeals – requests for reasonable adjustment or leave.
Training coordinator	Questions about resources, timetables, catch up sessions or other needs connecting to your academic needs
Student services	Change of Address or Personal Details, Referral Letters, Opportunity for Improvement And Request Letter or Request For Appointments. Connection to counselling services
Work Placement coordinator	Help with finding and managing your work placement, wellbeing support whilst on placement and dealing with difficulties or complains during your work placement
Student counsellor	Help with emotional support, referrals and wellbeing during your time at Whitehouse International College

7. Support Services

At Whitehouse International College, we understand that our students may need various forms of support during their studies. Below is a list of essential support services, including national helplines, local Newcastle resources, and important contact information for health insurance providers for international students.

National Helplines and Emergency Services
Emergency Services (Police, Fire, Ambulance): 000
Lifeline (Crisis Support and Suicide Prevention): 13 11 14
Beyond Blue (Mental Health Support): 1300 22 4636
Kids Helpline (Support for young people aged 5 to 25): 1800 55 1800
National Sexual Assault, Domestic and Family Violence Counselling Service: 1800 RESPECT (1800 737 732)
Healthdirect (24-hour health advice and information): 1800 022 222
Local Newcastle Services

Newcastle Community Health Services: (02) 4924 6477
Hunter Homeless Connect (Support for the homeless): (02) 4032 4810
Newcastle Family Support Services: (02) 4926 3577
Food Bank NSW/ACT (Newcastle Distribution): (02) 9756 3099

Health Insurance Providers for International Students
Bupa: 134 135
Medibank: 134 190
Allianz Care Australia: 1300 727 193
nib OSHC: 1800 775 204

Food Banks

OzHarvest Newcastle: (02) 9516 3877
The Salvation Army - Newcastle: (02) 4929 6000
St Vincent de Paul Society - Newcastle: (02) 4967 6277

English Language Lessons

Adult Migrant English Program (AMEP): (02) 4979 2300
TAFE NSW Newcastle: (02) 4923 7111
University of Newcastle Language Centre: (02) 4921 5000

Housing and Accommodation Services

NSW Housing Contact Centre: 1800 422 322
Link2home (Homelessness Services): 1800 152 152
Newcastle Youth Accommodation Service: (02) 4969 3399
Hunter Tenants Advice and Advocacy Service: (02) 4969 7666
YHA Newcastle Beach - (02) 4925 3544

Health and Wellbeing Services

Hunter New England Health: (02) 4921 3000
Headspace Newcastle (Youth Mental Health): (02) 4929 8555

At Whitehouse International College, we provide our students with the support they need to thrive both academically and personally. If you require any assistance, please do not hesitate to reach out to our student support team for guidance and support.