



MONTFORD
INTERNATIONAL COLLEGE

Student Handbook

International Students

Welcome to Montford International College (MIC)

Congratulations on undertaking an educational journey with MIC

Dear Student,

On behalf of all the staff at MIC, we send you a warm welcome and thank you for choosing our College for your education and academic development.

Your enrolment is an important step to further develop your skills and knowledge and to assist you in your career aspirations.

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

Our vision is to enable our learners to achieve their chosen career goals by providing excellence in training and supporting them in their path to career satisfaction.

Our goals are to:

- Provide accessible training for all students;
- Allow learners to choose their learning pathway and method of assessment to prove competence;
- Make training enjoyable and ensure we encourage a continued search for knowledge and learning.

This Student Handbook will provide you with information about our Nationally Recognised Training Organisation, as well as the services we provide and how to enrol.

If at any time you require additional information, please do not hesitate to contact us at info@montford.edu.au

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

Feedback forms are available in each of our courses as well as via our website.

Once again, on behalf of our Nationally Recognised Training Organisation, we welcome you and look forward to working with you.

Kind regards,

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Registered Training Organisation (RTO) Details: Montford International College

Head office: 61 Riggall Street, Broadmeadows, VIC 3047

Phone no: 03 7048 4870

Website: www.montford.edu.au

RTO No - 46346

CRICOS No - 04334A

General Information about Montford International College (MIC)

Introduction

MIC is passionate about measuring successful learning outcomes for you. This means that we have developed robust processes to ensure the success of each student's education goals. Our approach is to provide you with 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 MIC. This information is provided separately on our website www.montford.edu.au.

About Montford International College (MIC)

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

You the Student

MIC 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 2025, and ESOS/National Code 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, MIC 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

To provide quality and industry-specific education to international student so they will be successful in their chosen field.

Our values

- Deliver what we promise

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

At MIC, we live by these values, and we hope you will too.

Goals and Objectives

- Provide quality services including training,
- Connect with the industry for up-to-date
- Attract and retain skilled people
- Implement innovative, flexible training models
- Implement new technologies to improve the quality of training

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 for the course;
- Provide information specific to student contributions and responsibilities;
- Student support, facilities, and resources; and
- Pre-training review process.

Getting started at MIC

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; and
- 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, Numeracy and Digital (LLND) assessment relevant to your course. This is to identify whether you need additional support to successfully complete your course. More details are provided later in this handbook.

MIC 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's performance, productivity, and employment opportunities and are responsive to the needs of our students.

MIC 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 deliver 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; and
- Learning that leads to career advancement.

Education and Training Delivery by MIC

MIC incorporates adult learning principles into the training and assessment strategies of all its training programs. MIC 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.

MIC will ensure that training and assessment occur in accordance with the requirements of the training program and the endorsed Training Package and, where appropriate, the Training Package guidelines for customising. MIC 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

MIC 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.

MIC 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 MIC to understand your training needs, your current competencies that relate to the course, the opportunity for Recognition of Prior Learning (RPL), and ensure that your Language, Literacy, Numeracy, and Digital (LLND) skills suit the training and assessment strategies.

MIC (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); and
- A Language, Literacy, Numeracy and Digital (LLND) assessment to identify students' 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.

MIC 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 LLND, can speak confidentially with their Trainer and Assessor. MIC's experienced staff can discuss options for participation in training programs to assist participants in achieving competence.

Educational Standards

MIC 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.

MIC maintains a learning environment that is conducive to the learning and professional development of students. MIC has the capacity to deliver the Education and Training programs within 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.

MIC maintains compliant systems for recording and archiving student enrolments, attendance, completion, assessment outcomes, recognition of prior learning, complaints, qualifications, and statements of attainment issued.

MIC will treat all personal records of students confidentially and will comply with national privacy standards.

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

Students are required to invest 4-10 hours a week of self-directed learning to complete self-study and assessments.

You need to have the following resources to conduct self-study and assessments:

- Internet
- Computer/laptop
- MS Office
- All the students will get Wi-Fi access within the campus.

Student Support Services

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

MIC 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.

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

How student needs are proactively identified

MIC will ensure that student needs are proactively identified, prior to enrolment, via:

- Pre-enrolment test/LLND

How student needs are systematically monitored and responded to

If student needs are identified, MIC will create an individual learning plan that will include:

- Learning goals to be achieved;
- Contingency plans;
- 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; and
- 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

MIC provides support to all students to ensure positive learning outcomes via a range of strategies:

- Students facing personal difficulties that may affect their learning should approach the 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 services or an 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; and
- MIC can organise information and assistance regarding any disability related matters as per the Commonwealth Disability Discrimination Act 1992.

Staff available to students with learning needs

- Student Support Officer
- PEO
- Trainers and assessors
- MIC administration and management

How assistance is available to students

Assistance is available to all students via numerous modes:

- Telephone MIC Emergency line 3 7048 4870 to speak with a student support officer;
- Discussion with trainer/assessor in class or after class hours;
- Email a specific query to their trainer/assessor; or
- Telephone MIC helpdesk at 3 7048 4870 or email enrolment@montford.edu.au for all other queries.

Student: Trainer Ratio

Student ratio will depend on the class size and approvals.

LLND support

Language, Literacy, Numeracy, and Digital (LLND) support will be identified through pre-training review, LLND test, orientation session, and/or trainer/assessor recommendation.

The institute will analyse the information collected and prepare a strategy to support the students. The strategy may include providing one-on-one support after class hours, providing extra reading or tasks to complete related to the areas identified.

Student Welfare Services

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

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

You can telephone the Office to make an appointment and ask to speak with the Student Support Officer, or email studentsupport@montford.edu.au

Students at risk

- MIC 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 MIC'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.

Resources, facilities, and equipment

- Classroom including chairs, projector
- Internet
- Breakout areas
- Online library (Additional books and resources related to the course)
- 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
- Please refer to self-study guides (unit level) for more information

ESOS Framework

Australia's laws promote quality education and consumer protection for international students. These laws are known as the ESOS Framework, and they include the Education Services for Overseas Students Act 2000 and the National Code 2018. You can find more information on the ESOS Framework here - <https://internationaleducation.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx>

External Support Services

For students requiring additional support with their studies, work, or life, MIC 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 the student:

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 representations 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

AIDS line

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 those 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 (9 am-5 pm Monday-Friday): 1800 187 263

Mental Illness Fellowship Victoria (helpline): 03 8486 4200

Men's Line 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 the 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 MIC Institute

Yarra Medical The Hive Shopping Centre

25/313 Victoria St, Abbotsford, 3067 VIC

Abbotsford Maternal & Child Health Centre

188 Park Street, Abbotsford, 3067 VIC

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 in. 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. MIC 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 the institute, 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).

The 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 temperatures in Melbourne.

Source: Web Climate, Data Services, National Climate Centre

Month	Lowest °C	Average °C (Min)	Highest °C
January	6	14	46
February	5	15	43
March	13	24	
April	11	20	
May	9	17	
June	7	14	
July	6	13	
August	7	15	
September	-1	8	31
October	0	9	37
November	3	11	41
December	4	13	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>.

MIC will assist the international students with 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 is shared equally (approximately \$70 per week). You will normally record and pay for your own telephone calls. Long-distance and international calls are itemised on the telephone bill, which lists 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 bathrooms, 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 your own room at most hostels, but this is more expensive than if you share 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 at weekly prices ranging 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 MIC'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, MIC does not enrol any students under 18 years of age.

If you choose to rent or live in shared accommodation or organise 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.html>) 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.

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, 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

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

Sample of Expenses	Apartment/Flat/Ho use (Unfurnished, 2 people sharing)		Home Stay (Some meals included)		Hostel (Some meals included)	
	Per week	Per year	Per week	Per year	Per week	Per year
Establishment Costs (A\$):						
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)		\$ 645		\$ 645		\$ 645

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		\$ 0		\$ 0		\$ 0
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\$23,317

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

1) Safe Work Australia

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:

<https://www.safeworkaustralia.gov.au/> or contact Victoria Work Cover Authority: Level 24, 222 Exhibition Street, Melbourne. 1800 136 089 or (03) 9641 1444

2) Victorian Equal Opportunity & Human Rights 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:

<https://www.humanrights.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 a 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 organisations: 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 country, 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 MIC 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:

- Bank of Melbourne
- Westpac
- Bendigo Bank
- Citibank
- Colonial State Bank
- The Commonwealth Bank
- 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 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 be shown 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 safety, visit www.watersafety.vic.gov.au

Sport and Recreation

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

The Melbourne Sport and Aquatic Centre in Albert Park, 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, and The Grampians. See www.visitvictoria.com. Day tour buses are easily accessed on Swanston Street between Little Bourke and Bourke Street.

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), supermarket, 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 nightclubs – 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 marvellous shopping strip with shops selling all the fashion labels, good food, bookshops etc. Brunswick Street, Fitzroy an eclectic mix of shopping and eating opportunities. Camberwell 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 MIC is conveniently located close to a train station (Tottenham Station). 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.

Visit <https://www.ptv.vic.gov.au/> or download the PTV web application to plan your journey.

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 that 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 the 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 MIC 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 MIC 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. MIC 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)

Being on time is very important in Australia. If you are delayed for your appointment, for example, 10- 15 minutes, apologies for being late at your first convenience. However, if you feel that you will be significantly late, 30 minutes or more, it is recommended 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, ethnicity, or 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 whom 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 behaviour.

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 favourable 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 lifetime. 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 MIC 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 qualifications according to industry and Student requirements.

Please visit <http://www.montford.edu.au> for the list of courses, duration, entry requirements, Admission requirements, and other information on 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 with 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 with self-study guides and a 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 – MIC Policies, Procedures, Legislative and Regulatory requirements and obligations

Quality Assurance and Improvement - Education and Training operations

MIC 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.

MIC 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.

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

Education and Training Guarantee

MIC 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 MIC from honouring this commitment, MIC will take all necessary steps to ensure that training is completed in accordance with its contractual obligations to the enrolled Student.

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

Legislative Requirements

MIC will comply with all relevant Commonwealth and State legislation and legislative requirements relevant to its operation and its Scope of Registration and will ensure that staff and clients are informed of any changes that may affect the services delivered.

Key legislation with which MIC 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
• Fair work Act 2009 and Fair work 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 MIC must also meet the following regulatory requirements:

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

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

Tuition Assurance

MIC protects the fees that are paid in advance by international students. For international students, fee protection is ensured as follows:

- MIC pays all pre-paid fees collected by the student in advance into the Tuition Protection Scheme (TPS) provided by the Australian Government;
- Where MIC requires a prospective or current student, either directly to MIC or through an Education Agent, to prepay fees in excess of a total of \$1500 (being the threshold prepaid fee amount), MIC will meet the requirements set out in the Requirements for Fee Protection in Schedule 6 of the Standards for Registered Training Organisations 2025. MIC 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; and
- Any fees collected by a third party on behalf of MIC (including its Education agent) will be subject to the same conditions. These requirements will apply to fees prepaid by students, regardless of when MIC actually receives the payment.

Regardless of the method/s used for the protection of student prepaid fees, MIC will retain evidence of how students have been advised of:

- all payment terms; and
- 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 accordance with 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.

MIC 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, MIC will require students to pay the full cost of the course prior to course commencement.

MIC 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 MIC through the student acceptance of the Enrolment application form and Student Agreement.

MIC will offer a flexible payment plan for the student, where the student wishes to choose when to start paying their remaining fees.

The payment plan will be divided into four instalments in the first year. For example, every three months from the course start date. The first instalment will be paid prior to the start date of the course.

Principles of Training and Assessment

Training and assessment strategies developed by MIC 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; and
- 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 need to be applied to take account of them. It requires clear communication between the trainer and 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 a broad range of skills;
- Knowledge that is essential to competent performance;
- Assessment of knowledge and skills must be integrated with their practical application; and
- 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 the 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.

Authentic

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

Current

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

MIC may use the following assessment methods to evaluate the student's competency:

- Written/Oral tests
- Workplace Assessment
- Observations
- Role-plays
- Workbooks
- Written Tasks
- Demonstration
- Third-party reports and observations
- Projects
- Other assessment methodologies that 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 ascertain 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

MIC allows students two opportunities to be assessed as competent. Should students not achieve competence after two attempts, then they have to repeat the unit of study, and \$350 will be charged for re-assessment after two attempts. For details, please refer to the Assessment Policy & Procedure on the MIC website.

Evidence of competence

Evidence may include:

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

Assessment Submission

You are permitted to resubmit MIC, but if you are still not deemed competent, you will be charged an admin fee of \$350 for the 3rd resubmission. 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 it to enrolment@montford.edu.au together with appropriate supporting documentation, at least 48 hours before the due date. The form will be available to contact the MIC student support department.

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

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

For any personal/academic issues that may be impacting your ability to study effectively, contact your Trainer/Assessor for support.

Course Monitoring and attendance

All the students are required to achieve a minimum 80% attendance requirement. If a student is unable to achieve the minimum attendance requirements, then they will receive a warning letter. Please refer to the attendance monitoring policy for further information.

Satisfactory Course Progress

Every effort will be made to proactively assist students to achieve satisfactory course progress and complete the course within the expected duration. All students are expected to adhere to the requirements of course progress. The satisfactory course progress is deemed to be 50% or more competence in the number of units of study attempted within a study period of 6 months.

Monitoring Course Progress

Requirements for monitoring and progress

- Formal monitoring, recording, and assessment of student performance
- Develop an intervention strategy
- Determining the points at which the student has failed to meet satisfactory course progress

The Institute must monitor the progress of each international student to ensure the international student is in a position to complete the course within the expected duration specified on the student's CoE.

Student performance and course progress will be monitored by trainers, assessors, and student support officers. Trainers are required to keep appropriate records and to undertake assessments in a timely fashion to enable effective monitoring of student academic performance and the implementation of all procedures.

The Institute must identify, notify, and assist an international student at risk of not meeting course progress or attendance requirements where there is evidence from the student's assessment tasks, participation in tuition activities, or other indicators of academic progress that the student is at risk of not meeting those requirements.

All students are expected to study at least one unit (not by distance or online learning) during each study period. International students may not study more than one-third of their course online or by distance learning.

The Institute may only extend the duration of the student's study as a result of compassionate and compelling circumstances, where an intervention strategy is being implemented or where an approved deferment has been granted. For International Students, except in these circumstances, the student's course duration will not exceed the CRICOS-registered duration. Any variations are recorded on the student file and reported correctly in PRISMS.

The Institute must ensure that in each compulsory study period for a course, the international student is studying at least one unit that is not by distance or online learning, unless the student is completing the last unit of their course.

Where the registered provider has assessed the overseas student as not meeting course progress or attendance requirements, the registered provider must give the overseas student a written notice as soon as practicable, which:

- notifies the overseas student that the registered provider intends to report the overseas student for unsatisfactory course progress or unsatisfactory course attendance
- informs the overseas student of the reasons for the intention to report
- advises the overseas student of their right to access the registered provider's complaints and appeals process, in accordance with Standard 10 (Complaints and appeals), within 20 working days.
- If you do not meet the course progress requirements, then your enrolment will be cancelled according to the Student Progress and Course Progress Policy & Procedure and Deferral, Suspension or Cancellation of Student, Policy and Procedure. The policies are available on the institute's website.

If the registered provider extends the duration of the student's enrolment, the provider must advise the student to contact Immigration to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

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 MIC's Assessment Policy & Procedure.

Recognition of Prior Learning (RPL)

Prospective Students will be made aware of the RPL policy and process prior to enrolment into the program, via discussions, orientation, Pre-Enrolment and post-enrolment student information through student handbooks and MIC'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 from 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

MIC recognises the AQF Qualifications and Statements of Attainment issued by any other Registered Training Organisation.

The MIC Recognition of Prior Learning Policy outlines in detail the specific MIC 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 a New Qualification

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

Access and Equity

MIC 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. MIC 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/wish to enrol and to achieve their 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, and 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);
- Workplace 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

MIC 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.

MIC 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

MIC 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, but it also reduces their opportunity to gain a fair share of society's valued resources, such as education and employment.

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

MIC 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.

MIC 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

MIC 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 (2025).

Open and Transparent Management of Personal Information	<ul style="list-style-type: none"> The APPs give individuals the option of not identifying themselves or of using a pseudonym. Limited exceptions apply.
Anonymity and Pseudonymity	<ul style="list-style-type: none"> Australian Privacy Principles 3 outline when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.
Collection of Solicited Personal Information	<ul style="list-style-type: none"> How RTO deals with unsolicited personal Information is covered by APP4.
Dealing with Unsolicited Personal Information	<ul style="list-style-type: none"> Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.
Notification of the Collection of Personal Information	<ul style="list-style-type: none"> Outlines the circumstances in which RTO may use or disclose personal information that it holds.
Use or Disclosure of Personal Information	<ul style="list-style-type: none"> An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.
Integrity of Personal Information	<ul style="list-style-type: none"> Outlines the steps RTO must take to protect personal information before it is disclosed overseas.
Cross-border Disclosure of Information	<ul style="list-style-type: none"> 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.
Adoption, use, or disclosure of government-related identifiers	<ul style="list-style-type: none"> 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.
Quality of Personal Information	<ul style="list-style-type: none"> 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.
Security of Personal Information	<ul style="list-style-type: none"> 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. Australian Privacy Principle 13 outlines the obligations in relation to correcting the personal information it holds about individuals.
Access to Personal Information	
Correction of Personal Information	

Disability

MIC 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 rights as other members of the community to:
 - expect 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; and
 - 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 to peaceful assembly.

Police Check

MIC policy requires all trainers and other relevant staff members to obtain a current and valid police check and to provide the National Police Certificate to HR to enable their employment with MIC.

Critical incident

If any incident happens during or after the institute hours, you need to contact the student support officer via face-to-face or phone call. You also need to report if any incident happens during the class time to other students or trainers.

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

MIC surveys its students and employers using the Quality Indicators.

Student engagement

The 'Student Questionnaire' form is completed by all students upon completion of their course of study. 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, and recommendations arising from discussions regarding the survey will be acted upon as required.

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

MIC 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 MIC 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, and recommendations arising from discussions regarding the surveys will be acted upon as required.

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.

Reporting Quality Indicators Data

All data must be reported to ASQA by the 28th February 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 its quality indicator data reports in full to qidata@asqa.gov.au by the 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)

The Student Outcomes Survey (SOS) is an annual survey of students who 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, Training (DET). NCVER manages the research, analysis, and reporting of the survey.

Why is the survey conducted?

The aim of the 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 the 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 MIC in writing. Access is generally granted within 30 days of receiving the written request.

Storage and Security of Personal Information

MIC 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.

MIC'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

MIC 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 MIC.

Marketing

MIC 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.

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

MIC has in place policies and procedures to ensure that advertising and marketing meet both the MIC 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 MIC Training Management Team

Workplace Health and Safety

MIC 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 MIC 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 have the right to avail themselves of this process.

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

MIC 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). MIC respects the privacy rights of all individuals in

the workplace. MIC has implemented a program to ensure compliance with the APPs.

MIC 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:

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

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

- The application and enrolment process;
- Marketing information;
- Education agent
- 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; or
- The actions of another student.

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

- Course admissions;
- Refund assessments;
- Response to a complaint;
- Assessment outcomes/results; or
- Other general decisions made by MIC.

MIC 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, MIC ensures that complaints and appeals:

- Are responded to in a consistent and transparent manner;
- Are responded to promptly, objectively, with sensitivity and confidentiality;
- Can be made at no cost to the individual; and
- They 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 identify 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 MIC, through MIC's website, and student handbooks.

Where possible, all informal attempts shall be made to resolve the issue (Informal Complaint). This may include advice, discussions, meetings 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. 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, MIC will provide the complainant and any other person(s) directly concerned with a written report summarising 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 in 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 stating their case, providing as many details as possible. This form can be obtained by contacting the Administration staff at MIC or through the MIC website.

All formally submitted complaints are submitted to the PEO.

Once a formal complaint is received, it will be entered into the Complaints and Appeals Register, and a written acknowledgment will be sent to the complainant, which is monitored by the Compliance Manager 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 the 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, MIC will advise the student in writing of the delay and include 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 the decision is taking more than 60 days, the 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 MIC must receive, in writing, grounds of the appeal within 20 days of the date of the notice of the decision.

The PEO ensures that MIC will act immediately on any complaint where the complaint process results in a decision that supports the complainant. MIC will immediately implement any decision and/or corrective and preventative action that is 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 the student as complainant.

Nothing in this procedure inhibits students' 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 MIC where reasonable grounds can be established. The areas in which a student or stakeholder may appeal a decision made by MIC may include:

- Any other conclusion/decision that is made after a complaint has been dealt with MIC in the first instance as described in the complaints process above. This is referred to as a general appeal.
- Assessment decisions as set out below (assessment appeals).

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

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

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

CM ensures MIC 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 MIC 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 the Compliance Manager or a nominee appointed by the Compliance Manager. An MIC representative must record the details in the Complaints and Appeals Register.

The Compliance Manager or a nominee appointed by the Compliance Manager 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 decision, 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 MIC 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 the 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 Compliance Manager or a nominee appointed by the Compliance Manager, and the appeal will be entered in the Complaints and Appeals Register.

The Compliance Manager 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 MIC.

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 MIC 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 MIC for that purpose.

The details of these external bodies are as follows:

Resolution Institute, previously known 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, is to be shared equally between MIC and the complainant.

The MIC 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 MIC, they may wish to seek advice or make a complaint about MIC to ASQA directly. If, after MIC's internal complaints and appeals processes have been completed, you still believe MIC 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 MIC, 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

MIC Staff may also use this complaints and appeals process. MIC 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 MIC 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 MIC 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 who need to be directly involved in the complaint or appeal process.
- All the information regarding this policy can be found:

On the MIC 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 MIC policy that whilst a student is going through any formal complaint or appeals process that the student remains enrolled at MIC 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 student's favour.
- MIC 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 complaint and/or appeals process.

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

NOTE: If the outcome is in the appellant's favour, then MIC 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 the 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 MIC, through the MIC's website, and the Student handbook.

Informal Complaints	<p>Where possible, all informal attempts shall be made to resolve the issue (Informal Complaint).</p> <p>This may include advice, discussions, meetings with the student or stakeholder, emails, and general mediation in relation to the issue and the student/stakeholder issue.</p> <p>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.</p>
Receive and acknowledge the Formal complaint	<p>Complaints</p> <p>Any student, potential student, employee, or third party may submit a formal complaint to MIC 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.</p> <p>Complainants have the right to access advice and support from independent external agencies/persons at any point in the complaint and appeals process. Use of external services will be at the complainant's costs unless authorized by the Principal Executive Officer (PEO).</p> <p>Any person wishing to submit a formal complaint or appeal can do so by completing the Complaints and Appeals Form and stating their case, providing as many details as possible. This form can be obtained by contacting the Administration staff at MIC or through the MIC website.</p> <ol style="list-style-type: none"> As per policy, complaints are to be made in writing by the complainant. The MIC should review all complaints upon receipt. Acknowledge receipt of the complaint in writing by sending a letter to the complainant or by email. 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 lodgement or presentation of their case. Incidental expenses for attending MIC offices to lodge the document or attend a meeting or any charges incurred (e.g., telephone) will not be reimbursed.
Presentation of the 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
	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	<p>The Review Person may gather evidence and constitute a review committee as they see fit.</p> <p>This process must be commenced within 10 working days of the lodgement of the complaint or appeal (and receipt of all supporting evidence) and completed the process within a reasonable time period, usually 10- 15 working days.</p> <p>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.</p> <p>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.</p>
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 the request for 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	<p>A template for a formal written response has been developed for when the complaint is accepted or rejected.</p> <p>This included the complainant’s right to access the Internal Appeals process.</p>
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	<p>ALL documentation relating to a formal complaint or appeal MUST be recorded in the student's file.</p> <p>This must include the initial form, supporting evidence, meeting minutes, copy of correspondence with all concerned parties. This information will be kept confidential and stored securely for 7 years.</p> <p>Documentation of all complaints and appeals, and their outcomes, is securely maintained. Potential causes of complaints and appeals are identified, and MIC takes appropriate corrective action to eliminate or mitigate the likelihood of recurrence.</p>
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 MIC. 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 2025	<p>Subject to Clause 6.6, to be compliant with Standard 6 MIC has the following procedures in place:</p> <p>1. MIC has a complaints policy to manage and respond to allegations involving the conduct of:</p> <p>a) MIC, its trainers, assessors or other staff;</p>

	<ul style="list-style-type: none"> b) a third-party providing services on MIC's behalf, its trainers, assessors, or other staff; or c) a student of MIC. <p>2. MIC has an appeals policy to manage requests for a review of decisions, including assessment decisions, made by MIC or a third-party providing services on the MIC's behalf.</p> <p>3. MIC's complaints policy and appeals policy ensure:</p> <ul style="list-style-type: none"> 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 MIC 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. <p>4. Where MIC considers more than 60 calendar days are required to process and finalise the complaint or appeal, MIC:</p> <ul style="list-style-type: none"> 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.
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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, assessment, and the like.	Compliance Executive
Student Conduct Complaint. Complaints against the misconduct/ misbehaviour of students.	Compliance Executive
Appeal	PEO of MIC

Continuous Improvement

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

- repeat issues
- Students who may be 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

MIC values and is committed to protecting the privacy of its students. We collect and use students' personal information provided on the Complaints Form to address their complaint. Access to the complaint details is restricted to authorised staff who 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 hold on them, subject to any exemptions in relevant laws, by contacting us on enrolment@montford.edu.au.

Publication

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

MIC will provide the following fee information to each Student:

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

All applicable fees and charges

Fees	Total Amount	Frequency
Course fees	Please refer to the website www.montford.edu.au	Your fees are protected under the tuition protection scheme (TPS). If you are experiencing financial hardship, you may select the option of a payment plan
Material fees	Please refer to the Letter of Offer and Acceptance Agreement	At the commencement of the course
Deferment Fee	\$100.00	
Application fees	\$300.00	At enrolment
Change of CoE	\$100.00	At application

Supplementary Assessment	2 free re-assessment attempts	
Supplementary Assessment	\$350/after two free resubmission attempts	
Unit Repeat cost	\$350	
Replacement Student ID	\$15.00	
Credit Transfer	No Charge	N/A
RPL fees	\$150 per unit	
Certificate re-issue fee	\$50 for certificate re-issue	
Student Photocopying	10c per page	
Overseas Health Cover	Please refer to the cost of living section.	
Interim academic transcript	No Charge	N/A
Late payment fees	\$50	Weekly
Airport Pickup	\$100	

Financial hardship

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

Fee for Service

All qualifications and courses offered by MIC are available on a Fee for Service (FFS) basis. Details of the cost of each course are available on MIC's website. <http://www.montford.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 enrolls in 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 MIC 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 the statutory guidelines that regulate the amount MIC is permitted to require a student to pay, at any time.

Where a student faces financial hardship, MIC 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 MIC and its students, all discussions and arrangements entered remain strictly confidential.

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

Re-Issue of Statement of Attainments and or Certificates

If a student requests that a qualification Testamur or Statement of Attainment be re-issued, then the MIC 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 MIC's website www.montford.edu.au or contact MIC's office.

Refunds

Refunds will be paid directly to the student. To claim a refund, the student must complete a refund application form available from the MIC administration.

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

No.	Situation	MIC Refund fee
1	MIC 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, and Visa refused (before commencement)	Full Refund on tuition fees
2	Withdrawal is notified in writing and received by the Institute 28 days or more prior to course commencement	70% refund of tuition fees
3	Withdrawal is 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

Application rejected by MIC	Full refund of tuition fee, NOT including application fee
Visa refused prior to course commencement, OR withdraw at least 10 weeks prior to the agreed start date	Full refund of tuition fee, NOT including the application fee The amount of unspent prepaid fees that the provider must refund the student for the purpose of subsection 47E (2) of the Act is the total amount of the prepaid fees the provider received for the course in respect of the student, <i>less</i> the following amount: the lesser of: (a) 5% of the total amount of prepaid 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 the agreed start date	70% refund of tuition fees, NOT including the application fee
Withdrawal less than 4 weeks prior to the agreed start date	25% refund of tuition fees, NOT including the application fee
Withdraw after the agreed start date	No refund
Enrolment is cancelled due to the student's misconduct or non-compliance with the rules and regulations set by the Australian Government	No refund
Course withdrawal by MIC (Before the agreed start date)	Full refund, including application fee
Course withdrawal by MIC (MIC 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 MIC 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 is to be invoiced to the student
The visa extension is refused	Once the term starts, the 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) (<i>Notification of Withdrawal from Studies</i>) Form

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

Notes:

- Students to required to complete the Application for Refund of Fees Form with relevant documents.
- 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).
- 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.
- Fee refunds for special circumstances (illness, family circumstances) may be agreed upon, on an individual basis, at the discretion of the accounts department of MIC.
- Where the student has paid for other fees, including material fees, then only the "unspent" portion will be returned.
- For RPL, the fee is \$150 each unit
- All date calculations are based on the date the form is received by MIC, not the date the student completed the form (if different).
- An LLND assessment will be conducted prior to the enrolment or commencement at no charge to the prospective student.
- All approved refund requests will be paid in 14 working days, and the CEO is responsible for refund approval.

* The fees and charges are subject to change from time to time. For the most recent information, please visit MIC's website www.montford.edu.au or contact MIC'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 are 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, MIC cannot issue Certificates or Statements of Attainment without a USI. Therefore, it is mandatory that all students supply their USI upon enrolment. If you do not have a USI, please visit <https://www.usi.gov.au/students/create-your-usi> for more information and instructions on how to apply.

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

By having a USI, you will be able to access your training records and results (or transcript) whenever you need them. For example, for a new employer or when you enrol to study at a new training organisation. Your USI can be accessed online from your computer, tablet, or smartphone 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 1 January 2015.
- Students who demonstrate a genuine personal objection to being assigned a USI. This exemption can only be granted by the Student Identifiers Registrar.

General Information – Student Rights, Obligations, and Responsibilities

MIC 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 the organisation and to follow all related Policies and Procedures;
- To conduct themselves in a responsible, polite, and safe manner and refrain from abuse towards MIC employees or other students;
- To follow all reasonable instructions provided by MIC Employees;
- To respect the right of MIC to express the opinions of their Trainer/Assessor;
- To conduct themselves in a courteous, polite, and ethical manner and in a manner that 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, MIC 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 MIC in a timely manner if problems/issues arise;
- To accept joint responsibility for their own learning;
- To provide feedback to MIC on its courses and services;
- To undertake all studies in the manner and formats required and in the specified course timeframes;
- To adhere to MIC's code of conduct.
- To seek approval from authorised MIC Employees for the use of MIC IT equipment, assets, stationery;
- To encourage equal opportunity;
- To promote an effective learning environment through good personal behaviour;
- To respect the rights of others; and
- To cooperate with MIC on requests for further evidence, including reasonable adjustments made to the 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: <ol style="list-style-type: none"> 1. If the lecturer mentions something that 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 (accidental) plagiarism, which is where you unintentionally repeat some of the information you have read in the course of your research. You must ensure you 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 details, please contact your trainer, student administration, or access MIC's 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. MIC

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 MIC;
- Be treated with respect and dignity;
- Privacy (as per the Privacy Act and Australian Privacy Principles): only information necessary to the core functions of MIC can be shared without the Student's prior consent;
- Be free from bullying and harassment (including sexual harassment) online or during any MIC 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, MIC 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 MIC'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 MIC's website or email enrolment@montford.edu.au

Unacceptable and Inappropriate Behaviours

MIC 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 offensive.

Sexual harassment

Is illegal and will not be tolerated by MIC.

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.

General Information – Qualifications

Certificates and Statements of Attainment

Students who successfully complete all the requirements of their training program will receive a Nationally Accredited Certificate, and students who do not complete the full requirements of the training program will be issued a Statement of Attainment according to the 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](https://www.asqa.gov.au/standards/appendices2/appendix-2)

MIC 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.

MIC will issue all AQF certifications 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 MIC.

Qualification Completion Timeframe

MIC has provided the following timeframes for course completion:

Qualification Timeframe

Please note:

- a. MIC reserves the right to cancel an enrolment without notice (withdraw the Student), if, after the allocated timeframe, a Student has not completed and achieved their Qualification of Individual Unit of Competency.
- b. If the Qualification has been partially successfully 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 to your qualification timeframe and completion.

Exit Point

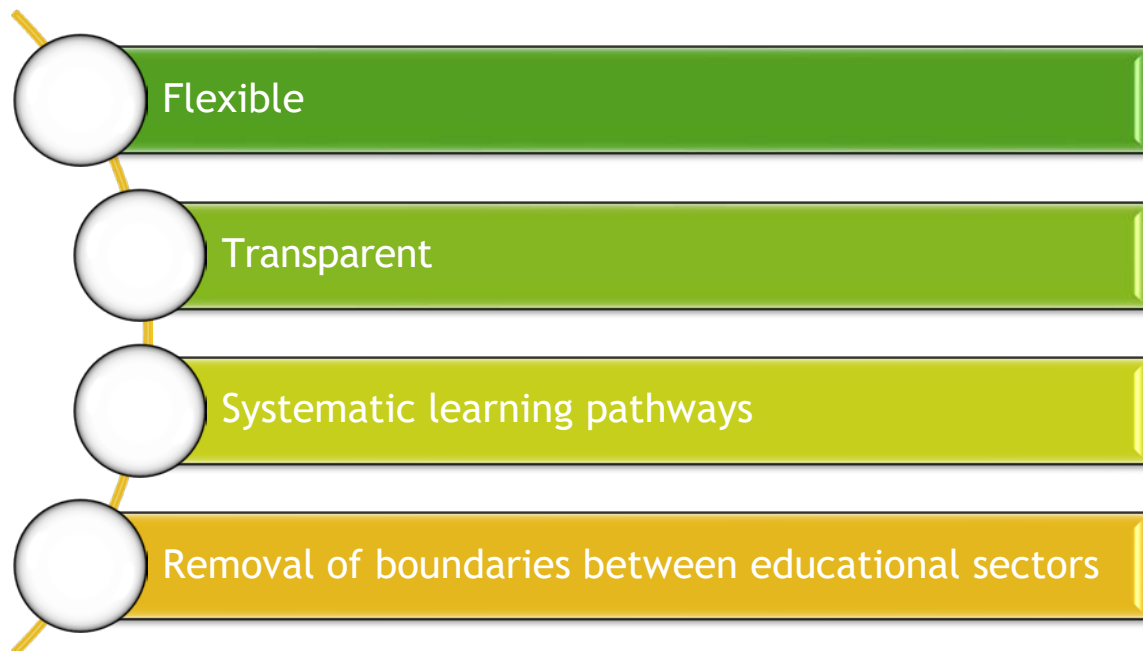
- Unit-by-unit delivery allows students to exit at any point with full credit for all successfully completed units.
- At any point before the completion of the program, a participant may request a Statement of Attainment for an individual unit or units where he/she has been assessed competent.
- At the 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

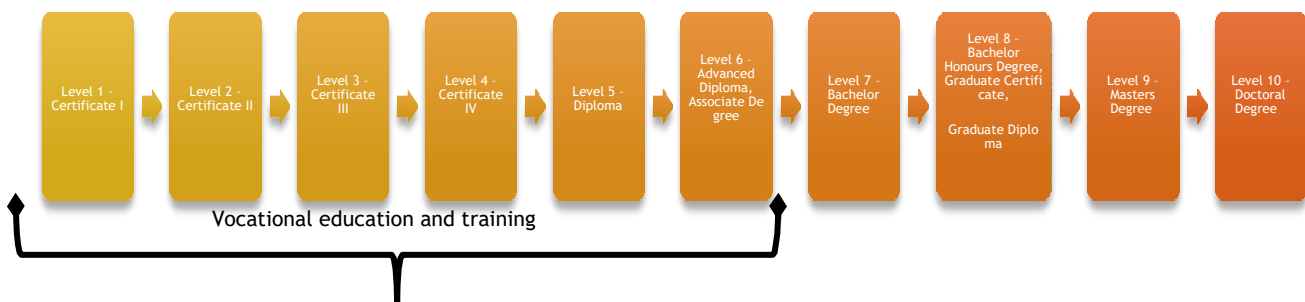
The purpose of the Australian Qualifications Framework (AQF) is to provide a comprehensive, consistent framework for all qualifications offered on a national basis in post-compulsory education and training. The framework aims to encourage lifelong learning.

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 (a 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 providing for the differences in the composition of the sectors
- encouraging cross-sectoral partnerships
- Underpinning national policies, in particular on quality assurance and articulation, and credit transfer.

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

AQF Framework – Comparison between all levels			
AQF Level	Description summaries	Qualifications	Time
Level 10	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.	<ul style="list-style-type: none"> • Doctoral degree 	<ul style="list-style-type: none"> • 3 to 4 years
Level 9	Graduates at this level will have specialised knowledge and skills for research/professional practice, and/or further learning.	<ul style="list-style-type: none"> • Master's degree (extended) • Master's degree (coursework) • Masters degree (research) 	<ul style="list-style-type: none"> • 3 to 4 years • 1 to 2 years • 1 to 2 years

Level 8	Graduates at this level will have advanced knowledge and skills for professional/highly skilled work and/or further learning.	<ul style="list-style-type: none"> • Graduate Diploma • Graduate Certificate • Bachelor's Honours degree 	<ul style="list-style-type: none"> • 1 to 2 years • 6 months to 1 year • 1 year
Level 7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.	<ul style="list-style-type: none"> • Bachelor's degree 	<ul style="list-style-type: none"> • 3 to 4 years
Level 6	Graduates at this level will have broad knowledge and skills for	<ul style="list-style-type: none"> • Associate degree • Advanced Diploma 	<ul style="list-style-type: none"> • 1.5 to 2 years • 1.5 to 2 years
	paraprofessional/highly skilled work and/or further learning.		
Level 5	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.	<ul style="list-style-type: none"> • Diploma 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Certificate IV 	<ul style="list-style-type: none"> • 0.5 to 2 years
Level 3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further study learning.	<ul style="list-style-type: none"> • Certificate III 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Certificate II 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Certificate I 	<ul style="list-style-type: none"> • 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 undersigned, declare that I have received, read, and understood the contents of this Student handbook, which also outlines the following conditions as a student of MIC.

Student Name:	
Student Signatures;	
Date;	

Student obligations

- I understand my obligations and 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.