MONTFORD
INTERNATIONAL COLLEGE
RTO 46346 | CRICOS 04334A

STUDENT HANDBOOK

Your guide to studying at Montford International College

Version 3.2 — October 2026

Montford International College

RTO 46346 | CRICOS 04334A

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Welcome to Montford International College

Dear Learner, on behalf of all our staff, a warm welcome — and thank you for choosing Montford International College (MIC) for your career and academic development. Your enrolment is an important step in developing and formally recognising your skills and knowledge. We will strive to give you a first-class learning experience based on up-to-date workplace practices, and our vision is to help you achieve your chosen career goals through flexible, well-supported training.

Our goals are to:

- Provide accessible training for everyone
- Allow learners to choose their learning pathway and method of assessment to prove competence
- Make training enjoyable, and encourage a continued search for knowledge and learning

This handbook gives you information about MIC, the services we provide, your rights and obligations, our fees and rules, and how to enrol. It works together with your Letter of Offer (your written agreement) and the policies published on our website — where this handbook summarises a policy, the full policy prevails. If you need anything further at any time, contact us on +61 3 7048 4870 or info@montford.edu.au.

Who to contact at MIC

- General enquiries — info@montford.edu.au | +61 3 7048 4870
- Enrolment and admissions (offers, CoEs, deferrals, transfers) — enrolment@montford.edu.au
- Student support and welfare (attendance, course progress, personal support, complaints, feedback) — studentsupport@montford.edu.au
- Academic matters (trainers, assessments, results) — academics@montford.edu.au
- Fees and payments — accounts@montford.edu.au
- IT help (MIC Microsoft 365 account, aXcelerate access) — itsupport@montford.edu.au

Student Management System (aXcelerate)

MIC uses aXcelerate as its student management system. You access it with your MIC Microsoft 365 student account, issued at orientation — use it to view your timetable, results, attendance and invoices, keep your contact details up to date, and download your letters and receipts. For help, including password resets, raise a support ticket from the aXcelerate app, email itsupport@montford.edu.au, or ask any staff member at reception.

Campus: Building AB, Ground Floor, 61 Riggall Street, Broadmeadows VIC 3047 | www.montford.edu.au

We also welcome your comments — tell us what we have done well and what we can improve. Feedback forms are available in each of our courses and on our website. Once again, welcome: we look forward to working with you and celebrating your achievements. — The MIC Team

General Information about MIC

Introduction

MIC is passionate about successful learning outcomes. We have developed robust processes to support each learner's education goals, and our approach is to provide you with a safe, fair and supported training and assessment environment. MIC has modern, up-to-date facilities and a team of qualified, dedicated trainers and assessors.

You the Learner

MIC is responsible for the quality of the nationally recognised training and assessment we deliver and for issuing your AQF certification documents. We comply with the VET Quality Framework, including the Standards for RTOs 2025, through rigorous internal policies, procedures and systems, and we participate in audits by ASQA (the national regulator) and other regulatory bodies on request. If you ever feel we have not met our obligations as an RTO, you have the right to complain under the Feedback, Complaint and Appeal Policy outlined in this handbook. Take some time to read this handbook; if you need more information, check our website or give us a call.

Mission, Values and Objectives

Our mission: Right training, right place, right now

MIC's mission is to connect relevant, meaningful training with industry need, creating a highly skilled environment that responds to the social and economic development requirements of diverse regions and their communities.

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.

Our objectives

- Industry engagement: our training and assessment strategies are founded on industry needs and expectations
- People: we attract, recruit and retain talented trainers and assessors, and develop them through leadership and targeted professional development
- Safety and equality: we provide an environment that is safe, equitable and productive for training and assessment
- Integrity and ethics: we hold ethical conduct and integrity as our highest priorities
- Quality: we deliver consistent, high-quality services backed by quality systems
- Learner-focused: we provide learner-focused training that supports lifelong learning and respects every student

Information available before enrolment

So you can make a sound decision before enrolling, the following is available to all prospective students via our website, this handbook and the pre-training review:

- Course details: the code, title and currency of the qualification as published on training.gov.au, the CRICOS course code, training location(s), and work placement details if relevant
- Fees and charges: tuition fees, non-tuition fees and potential additional costs (e.g. materials), and refund policies including visa refusal and provider default
- Duration and structure: total course duration in weeks as registered on CRICOS, with the breakdown of study periods, holidays and critical dates

- Assessment, RPL and Credit Transfer: assessment methods and opportunities for Recognition of Prior Learning and Credit Transfer
- Entry requirements: academic prerequisites and English language proficiency levels (e.g. IELTS, TOEFL), plus language, literacy, numeracy and digital (LLND) support
- Modes of delivery: face-to-face, online or blended (as permitted under the ESOS framework), and the campus address for training and assessment
- Student responsibilities: maintaining satisfactory attendance and academic progress, holding Overseas Student Health Cover (OSHC), and complying with student visa conditions
- Student support services: counselling, LLND support, welfare services and accommodation assistance
- Facilities and resources: classrooms, learning resources and IT access available to support your learning
- Pre-Training Review (PTR): an evaluation of your learning needs, goals, support needs and course suitability
- Third-party arrangements: notification of any delivery or assessment conducted by a third party on our behalf

Getting started at MIC

At enrolment, all international students receive comprehensive information that supports informed participation and complies with the ESOS framework and National Code 2018. Your enrolment documentation includes:

Written Agreement (Letter of Offer)

- CRICOS course name and code, duration and scheduled course hours, campus location
- Tuition and non-tuition fees, refund policies and cancellation terms
- Visa-related obligations and complaints and appeals procedures
- Other relevant course and MIC-specific information (refer to your Letter of Offer)

Important: keep a copy of your written agreement (Letter of Offer) and receipts of all fee payments for the duration of your enrolment — and afterwards. You may need them for visa matters, Tuition Protection Service claims, or refund requests.

Training Plan / Course Outline / Timetable

- Units of competency to be obtained: the full list of unit codes and titles from training.gov.au
- Timeframe for each unit: weekly delivery and expected completion timeframe for each unit or cluster
- Training to be undertaken: content, learning outcomes and structured learning activities
- Delivery modes: face-to-face, practical or blended, in line with CRICOS permissions

Trainer, assessment and award information

- Trainer and assessor information for your course
- Assessment methods (practical demonstrations, written tasks, projects and/or exams) and the assessment schedule and submission process for each unit
- A record of any RPL or Credit Transfer granted before commencement — credit granted may reduce your course duration and is reflected on your CoE and PRISMS
- The name of the qualification to be awarded on successful completion

MIC provides learner-centric training

We offer innovative, responsive, learner-centric training that reflects the learning styles and needs of our learners and industry. We consult with industry and build the feedback into our training and operations. MIC therefore provides:

- Learning that is professionally and workplace relevant and improves career opportunities
- Flexible training options recognising the needs of each learner
- Trainers and assessors with recent, relevant industry experience who maintain industry currency
- Innovative, responsive training delivery with the expertise to identify and meet training needs

- Learning programs that make sense in the work environment and build 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 programs. Before your program commences we give you all relevant information about the program, learning resources and support services, and conduct a pre-training review to identify any specific needs — including language, literacy, numeracy and digital (LLND) assessment and RPL opportunities. Training and assessment occurs in accordance with the endorsed Training Package requirements, customised where appropriate to meet individual needs. You are encouraged to take responsibility for your own learning and participate actively in learning and assessment.

Your Trainers and Assessors

Management and coordination of training delivery, assessment (including recognition), staff selection and professional development is undertaken by people with relevant qualifications and experience. MIC ensures all trainers and assessors:

- Hold the necessary training and assessment credentials (section 1a of the Credential Policy) to deliver and assess independently
- Hold relevant vocational competencies at least to the level being delivered or assessed
- Demonstrate current industry skills directly relevant to the training they deliver
- Continue to develop their VET knowledge and skills through annual professional development in both VET and industry competency

Your trainer/assessor can help you with any aspect of the course content, resources or assessment activities.

Pre-Training Review

The Pre-Training Review (PTR) lets MIC understand your training needs, current competencies, RPL opportunities and whether your LLND skills suit the training and assessment strategies. It is conducted at the time of your application to MIC or immediately after that, and it includes a documented review of:

- The student handbook (on our website) and a detailed outline of the training program
- The sufficiency of information provided so you can make an informed enrolment decision, and the appropriateness of the course and AQF level for you (before enrolment)
- Your prior learning, skills and experience that may lead to RPL or Credit Transfer (before enrolment)
- An LLND skills assessment to determine future support needs (before training commences)
- A training plan/timetable to ensure high-quality training that meets your needs

We use this review to plan the support you need — such as LLND support — so you get the maximum benefit from your course, and to ensure you are enrolled in an appropriate program. If you need assistance with any special need, speak confidentially with your trainer/assessor.

Educational Standards

MIC follows policies and management practices that maintain high professional standards in delivering education and training and that safeguard the interests and welfare of learners and, where relevant, their employers. We maintain a learning environment conducive to learning and professional development, facilities and materials appropriate to learner needs, and compliant systems for recording enrolments, attendance, completion, assessment outcomes, recognition, complaints and certification. All personal records are treated confidentially in line with national privacy standards.

Student Support, Facilities, Resources and Equipment

As a CRICOS-registered provider, MIC supports international students through services tailored to their needs — helping you settle into life in Australia, thrive academically, and maintain your health and wellbeing throughout your studies.

Support Commitments

MIC will ensure every student receives clear, up-to-date information about their training product code and title; course duration, delivery mode and training location; start dates, timetables and any course-specific entry or assessment requirements; licensing or occupational outcomes (if applicable); and any third-party arrangements. We inform you of all fees, charges and payment terms in writing before enrolment and before issuing your Confirmation of Enrolment (CoE). Our dedicated support services include:

- Mental health and wellbeing: counselling referrals and emotional support through internal and external providers
- Academic support: LLND support, individual mentoring and feedback opportunities
- Physical health and safety: guidance on medical services, Overseas Student Health Cover (OSHC) and emergency contacts
- Cultural adjustment and personal support: help with accommodation, transport, financial management and life in Australia
- Crisis and emergency assistance: 24/7 contact numbers for urgent support or critical incidents

Additional assurance

All facilities, training equipment and resource materials are fit for purpose, compliant with training product requirements, and regularly inspected and maintained. MIC maintains clear, documented procedures for monitoring education and training delivery, managing student feedback and complaints, and measuring learner and employer satisfaction to drive continuous improvement.

How student needs are identified, monitored and responded to

Student needs are proactively identified before enrolment through the Pre-Training Review form and the LLND proficiency assessment. Where needs are identified, MIC creates an Individual Learning Plan to ensure support is provided; all plans are monitored by the Student Support Officer with the relevant trainers/assessors and management.

Support for Student Wellbeing and Training Support Services

MIC provides support to all students to ensure positive learning outcomes:

Physical wellbeing

- Ergonomic classroom furniture, safe training environments and first aid kits on site
- Regular safety briefings for practical training (e.g. kitchen), referral to local medical clinics, and healthy-lifestyle information (nutrition, sleep, exercise)

Mental health

- Access to free or low-cost counselling services and mental health awareness workshops
- Referral pathways to external psychologists and agencies (e.g. Lifeline, Beyond Blue) and stress/anxiety management tools

Emotional wellbeing

- Private, culturally sensitive one-on-one consultations with Student Support Officers

- Regular check-ins during study periods and placements, and support during crisis or critical incidents (e.g. trauma, bereavement)

Training support

- Help understanding course requirements, assessments and feedback, with one-on-one learning support from trainers
- Study skills workshops, additional tutoring, Individual Learning Plans, and LLND support

Technology and online learning

- Assistance with learning platforms, plus computers, internet and printing on campus and basic IT helpdesk support

Learning materials and resources

- Textbooks, digital resources and training equipment; guided learning plans and study guides; customised materials for students with learning difficulties or disabilities

Placement support (if applicable)

- Help arranging work placement and guidance on workplace expectations and assessment tasks

If personal difficulties are affecting your learning, you can also approach management for personal or career advice and counsel.

Staff available to students for support

- Student Support Officer (SSO) — your first point of contact for personal, academic or financial issues
- Trainer or Assessor — for help understanding course content or assessments
- Administration or Accounts team — for enrolment, payments or documentation
- Management team — for information on your rights, or complaints and appeals

Accessing student support services

Assistance is available in many ways: phone MIC on 03 7048 4870 and ask for the Student Support Officer; visit reception during office hours; talk to your trainer/assessor in or after class; email your query or raise a support request from your aXcelerate web or mobile app.

Student : trainer ratio

The student ratio depends on the class size and approvals.

LLND support

Language, Literacy, Numeracy and Digital skills support needs are identified through the pre-training review, LLND test and/or trainer recommendation. MIC analyses this information and prepares a support strategy — for example one-on-one support after class hours or extra reading and practice tasks in the identified areas.

Students at risk

MIC is committed to helping you complete your course within the expected duration on your CoE. We monitor academic progress regularly and identify students at risk of falling behind as early as possible. If you are not meeting course progress requirements we implement a tailored intervention strategy — academic support, counselling referrals or adjusted study plans — so you stay on track and meet visa conditions. Refer to the Course Progress Policy.

Accurate and Transparent Information

MIC is committed to giving you information that is clear (plain language), accurate (consistent with our approved course documents and national standards) and current (regularly reviewed and updated). This applies to everything

you receive from us or from third parties acting on our behalf, such as education agents — course brochures, this handbook, enrolment forms and written agreements, our website and social media, and verbal advice at orientation or from staff.

Learner resources, facilities and equipment

- Classrooms with chairs and projector, internet, and breakout areas
- Student assessment pack, PowerPoint presentations, student handbook, unit activities book and self-study guide
- Training resources and assessment materials for all units of competency, plus additional training documents as required
- Staff available to address your learning needs, and administrative support as required
- Case studies (real workplace-based scenarios), role-play activities, templates and additional resources for assessment tasks
- Access to free learner tutorials, tools and videos

Additional resources

- training.gov.au — government updates on your qualification and units
- Learning and assessment resources, industry skills council updates, and the self-study guides issued per unit

ESOS Framework

The Education Services for Overseas Students (ESOS) Framework is the legal framework protecting the rights of international students studying in Australia. It ensures education providers meet nationally consistent standards and deliver quality training and education services. For more information search "ESOS legislative framework" at education.gov.au.

External Support Services

If you need additional support with your studies, work or life, MIC refers you to these community organisations. Some services may charge a fee, payable by you.

- Reading and Writing Hotline — 1300 655 506, readingwritinghotline.edu.au. Advice and referral to over 1,200 providers of adult literacy and numeracy courses
- Australian Human Rights Commission — 1300 369 711, humanrights.gov.au. Resolves complaints about discrimination, sexual harassment and racial or religious vilification through free, confidential, impartial conciliation; also advises on disability rights and advocacy
- Lifeline — 13 11 14, lifeline.org.au. 24/7 crisis support and suicide prevention counselling for anyone, about anything troubling you
- Fair Work Ombudsman — fairwork.gov.au. The national workplace regulator: minimum wages, employment conditions, termination and other workplace matters
- Reach Out — reachout.com.au. Web-based mental health and wellbeing support, information and referrals for young people
- Study Australia — studyaustralia.gov.au. Australian Government resources for international students
- Beyond Blue — 1300 224 636, beyondblue.org.au. 24/7 support for anxiety, depression and suicide prevention
- Headspace — headspace.org.au. Youth mental health services
- Legal Aid — Victoria: legalaid.vic.gov.au (equivalent bodies operate in every state and territory)
- Australian Search and Rescue (AMSA) — maritime rescue 1800 627 484
- Centre Against Sexual Assault (CASA) — 1800 806 292
- Health information — Nurse-On-Call 24-hour health advice: 1300 606 024; National Alcohol & Other Drug Hotline: 1800 250 015; Suicide Call Back Service: 1300 659 467; Australian Institute of Health and Welfare (family

and domestic violence information): (02) 6244 1000

Living in Australia

Australia offers a safe, diverse and vibrant environment for international students, combining world-class education with an exciting lifestyle.

Culture and Lifestyle

- Diverse and inclusive: Australia is home to people from over 190 countries, making it easier to feel at home and find communities that share your background or interests
- Friendly and relaxed: Australians are known for their casual, open nature and love of the outdoors — beach days, barbecues and local sport. The laid-back attitude extends to classroom and workplace culture, where open discussion and mutual respect are encouraged
- English language: daily interactions at school, work and in the community are a great opportunity to improve your English — watch local TV, join clubs or volunteer. Australia also respects freedom of expression, religion and lifestyle choices

Accommodation Options

- Homestay — live with an Australian host family in a supportive, family-style environment, often including meals, utilities and basic furniture. Ideal if you are younger or new to Australia. Estimated cost: AUD $250–$350 per week including meals and bills
- Student accommodation — purpose-built housing near campuses with furnished rooms, shared kitchens, laundry and social areas; modern, secure, with on-site support. Estimated cost: AUD $250–$450 per week including utilities and Wi-Fi
- Private rental — rent a room in a shared house or lease an apartment; you pay rent, electricity, water, internet and food separately. Flexible and often more economical when shared. Find options on Flatmates.com.au, Realestate.com.au or Unilodge. Estimated costs: shared room $150–$250/week; studio or one-bedroom $300–$500+/week; utilities and internet an extra $25–$50/week

Always factor in the bond (typically 4 weeks' rent) and initial setup costs when budgeting for your move.

Living Costs and Budgeting

Approximate weekly living costs (varying by city and lifestyle):

Expense category	Cost per week (AUD)
Rent	$150–$350
Food	$80–$200
Transport	$15–$50
Phone/Internet	$20–$50
Entertainment	$50–$100

When calculating your budget, remember to also include: annual tuition fees; textbooks, study excursions and equipment; expenses for any dependents who accompany you (including school fees and child care); Overseas Student Health Cover (OSHC); accommodation; food, gas, electricity, telephone and transport; entertainment; airfares; and emergency expenses. These figures assume a single student with no dependents — be realistic about the additional costs a partner or child will incur.

Safety and support

- In any emergency dial 000 for police, ambulance or fire — free from any phone in Australia
- Australia is considered one of the safest countries for students

- Access support through MIC, including counselling and welfare assistance

Work rights

- During study: up to 48 hours per fortnight. During scheduled course breaks: unlimited work rights
- Common student jobs: retail, hospitality, administration, tutoring, internships

General help for international students

If you have a problem, your first stop is reception. MIC staff will assist you or refer you to someone who can — whether it is money problems, personal problems, problems with the college or anything else.

Communications

- Mobile phones: most students choose prepaid SIMs or month-to-month plans with providers such as Telstra, Optus, Vodafone or Amaysim — around AUD $15–$40 per month depending on inclusions
- Internet: high-speed internet is available in most student accommodation and rentals; many phone plans include hotspot data, and free Wi-Fi is common in libraries, campuses and cafes. Home internet: about $60–$90 per month, shared among housemates
- International calls: most students use free apps (WhatsApp, Messenger); calling cards are still sold at convenience stores
- Post: Australia Post handles letters and parcels, identity verification and passport photos — domestic postage from about $1.50, international letters from about $3.50
- News and media: global and local news is available online and via apps; newspapers and multilingual publications at major newsstands and libraries

Employment Rights and Protections

If you work while studying, you have the same workplace rights as any Australian worker: at least the minimum wage, correct payslips, a safe workplace, and protection from being taken advantage of because of your visa status. Agencies that can help:

- Fair Work Ombudsman (fairwork.gov.au) — free advice on pay rates, conditions and leave; help resolving underpayment, unfair dismissal or unsafe work; information in multiple languages
- WorkSafe Victoria (worksafe.vic.gov.au, 1800 136 089) — workplace safety, compensation and occupational health in Victoria
- JobWatch (jobwatch.org.au) — independent, not-for-profit legal centre for workers in Victoria, Queensland and Tasmania: free, confidential legal advice on pay, leave, redundancy, termination, discrimination and unfair treatment — including issues connected to your visa status
- Australian Taxation Office (ato.gov.au) — tax and superannuation guidance and obligations

Human rights and student protections

Australia is committed to protecting human rights. The Australian Human Rights Commission (humanrights.gov.au, 1300 369 711) is an independent body upholding the rights of all individuals. As an international student you are protected under Australian law and have the right to study, live and work in a safe, respectful, inclusive environment free from discrimination, harassment or unfair treatment. If you believe your rights have been violated, seek help through MIC, support services, or the Commission directly.

Opening a bank account

Australia has banks and credit unions (cooperative banks). To open an account you need identification — bring your passport plus other ID (student ID card, birth certificate, driver's licence or national identity card). If you apply within six weeks of arriving in Australia, your passport alone is usually enough. There are two basic account types: an everyday transaction account with a debit card for ATMs and EFTPOS, and savings/investment accounts that pay

higher interest — a good place for tuition fee money. Shop around: find a bank with branches near your home and MIC, and check the account fees. Major banks operating in Victoria include Commonwealth Bank, Westpac, NAB, ANZ, Bank of Melbourne and Bendigo Bank, with branches in the city and suburban centres. The bank will ask for your Tax File Number when you open your account.

Applying for a Tax File Number

A Tax File Number (TFN) is your personal reference number for the Australian tax and superannuation systems. It is not mandatory, but without one you may be taxed at the highest rate and miss superannuation entitlements.

- Apply online at ato.gov.au ("Apply for a TFN") once you hold your student visa — your identity is verified through your passport and visa details, with no paper documents required for most student visa holders
- Your TFN is mailed to your Australian postal address within 28 days. Keep it secure and share it only with trusted organisations: your employer, bank, super fund or the ATO
- Your TFN enables correct tax deductions from your salary, is required for your annual tax return (lodged 1 July–31 October), and is needed to start a job or claim your superannuation refund when leaving Australia

Entertainment

- Movies: chains like HOYTS, Event and Palace offer student discounts — look for Student Tuesdays; independent and outdoor cinemas are popular in summer
- Music and festivals: international concerts, local gigs, and annual events such as Laneway Festival and Vivid Sydney; most cities host free cultural festivals, food markets and seasonal celebrations
- Outdoors: iconic beaches, bushwalking, coastal hikes, snorkelling and surfing; national parks offer great weekend escapes, many with student-priced tours
- Indoors: art galleries, museums, escape rooms, bowling, arcades and gaming lounges

Transport

Australia has a reliable, well-connected transport system. Each state has its own network of buses, trains, trams and ferries:

State/Territory	System and travel card
Victoria (Melbourne)	Myki card — trains, trams, buses
New South Wales (Sydney)	Opal card — trains, buses, ferries, light rail
Queensland (Brisbane)	Go card — trains, buses, ferries
South Australia (Adelaide)	MetroCARD — trains, trams, buses
Western Australia (Perth)	SmartRider — trains, buses, ferries
Tasmania, ACT, NT	Paper tickets or local apps

- Student discounts: many states offer international student concessions, especially for full-time study at a CRICOS-registered institution — always carry your student ID or concession card
- Biking and walking: Melbourne, Adelaide and Canberra are bike-friendly with dedicated paths and public bike hire; walking is often best for short distances around campus and the city centre

Food

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

Clothing

Australian students dress casually, though people tend to dress up at night. If you plan to buy warm clothing, Melbourne offers a large range at competitive prices.

Computers and Laptops

If you are buying a device after arrival, major retailers include JB Hi-Fi, Harvey Norman, Officeworks and The Good Guys — look for student discounts or refurbished devices. Expect to pay roughly AUD $600–$1,500+ for a laptop or $400–$1,000 for a tablet.

Adjusting to your new campus and city

- Arrive early, before orientation and enrolment, to explore the campus location and your new city
- Choose housing that suits your budget, needs and lifestyle — consider location, travel time to campus and household amenities
- Talk to MIC if you have questions or concerns

Student Safety

Personal safety

- Australia has low crime rates, but stay aware of your surroundings, especially at night — walk in well-lit, busy areas and avoid isolated shortcuts
- Carry a charged phone and let someone know where you are going if out late

Emergency services

- In any emergency dial 000 for police, ambulance or fire — free from any phone

Housing safety

- Ensure doors and windows lock securely; don't share your address or entry codes with strangers; report suspicious activity to your landlord or local authorities

Online safety

- Never share personal or financial information on unsecured websites; beware of scams, phishing emails and fake job offers; use antivirus software and secure Wi-Fi

Travel and transport safety

- Follow road rules; on late-night public transport sit near the driver or in well-lit areas; only use ride-share or taxi services booked through official apps

Cultural Adjustment

Studying and living in a new country brings a wide range of feelings — excitement about new people and experiences, but sometimes loneliness, stress, frustration or homesickness. These are all normal. It is important to seek help if cultural adjustment is adversely affecting you: MIC staff, including the Student Support Officer, are available to assist and discuss any concerns.

Social Customs

- If invited to a meal, Australians may bring a small gift (chocolates or wine) — as a student you are not expected to. “Bring a plate” means bring some food to share
- Queue politely and wait for people to exit lifts or trains before entering

- Avoid asking someone you have just met about their income, marital status or religion — these topics may become acceptable as a friendship develops
- Australians generally keep about an arm's length of personal space in conversation
- Tipping is not generally expected; you may tip for very good restaurant service if you wish
- Retail prices are fixed, though it is common to ask for a discount on large purchases; bargaining happens at open-air markets
- Clearing your throat or blowing your nose noisily in public without a tissue is considered impolite

Appropriate and inappropriate behaviour

- Many places have laws against unacceptable behaviour, including spitting in public, swearing, indecent behaviour, sexual harassment, urinating in public and drinking excessively
- Alcohol can legally be served to anyone 18 or over. Never feel pressured to drink. Drink-driving is a crime, and excessive drinking is socially unacceptable
- Gifts are not usually given to trainers or officials — they can be interpreted as seeking favourable treatment
- Australians value the ability to laugh at yourself: comments that may seem disrespectful are usually intended as friendly humour, not to hurt you

Developing Independent Living Skills

- Manage your time: plan each week and month ahead, and balance study with social life
- Do not be afraid to ask questions, and discuss 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 professionally and personally, and how
- Consider developing extra skills (a cooking class, a time-management workshop)
- Get to know as many support services and facilities as possible — and come and talk to us. You don't need to come with a problem; we are happy to listen and share experiences

Courses We Deliver and Entry Requirements

Courses we deliver

MIC delivers the following CRICOS-registered qualifications. Visit www.montford.edu.au for current durations, entry requirements, admission requirements, fees and other information:

- SIT30821 Certificate III in Commercial Cookery (CRICOS 117482E)
- SIT40521 Certificate IV in Kitchen Management (CRICOS 117483D)
- SIT50422 Diploma of Hospitality Management (CRICOS 117484C)
- CHC33021 Certificate III in Individual Support — Ageing and Disability (CRICOS 117479M)
- CHC43121 Certificate IV in Disability Support (CRICOS 117480G)
- CHC52025 Diploma of Community Services (CRICOS 118865D)

MIC does not enrol students under 18 years of age.

Admission requirements and information sessions

- A trainer is available during scheduled class times to deliver training sessions
- Learning support is provided to all students through support officers, weekdays 9.00 am to 5.00 pm
- All queries and questions are answered within 2–4 business days

Updating Contact Details

It is a condition of your enrolment (and of student visa condition 8533) that your contact details stay accurate and up to date. You must notify MIC of any change to your residential address, mobile number or email — and of who to contact in emergency situations — within 7 days of the change. MIC then updates your information in our student management system and on PRISMS.

Training support after training sessions

A trainer is available to assist you immediately after each session, or you can make an individual appointment. Training support is also available by telephone and email after sessions or on request, including generic support such as study skills and employability skills in one-to-one sessions.

Individual learning and reflection

You are required to process what you learn through reading and research, reflect on your future professional career, and apply the learning to your own life and work experience. All students receive self-study guides and a list of recommended books and resources. Reflection serves two purposes — personal growth and personal application — and may include study in your own time, supplementary activities, additional resources, web links and references, real-life case scenarios and decision-making, and journals, newsletters and magazines.

Guided learning

Your trainer provides learning activities; you are responsible for completing all mandated tasks, with the trainer available for consultation and feedback. Resources are provided for all guided learning activities, which may include learner handbook activities, learning activities, research, induction specific to the course or unit, projects and case studies.

MIC Policies, Procedures, Legislative and Regulatory Requirements

MIC complies with all applicable legislation and frameworks, including but not limited to:

- Education Services for Overseas Students Act 2000 (ESOS Act) and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)
- National Vocational Education and Training Regulator Act 2011
- Standards for RTOs 2025 — Outcome Standards, Compliance Requirements and Credential Policy
- Data Provision Requirements 2020 and Fit and Proper Person Requirements 2025
- Occupational Health and Safety Act 2004 (Vic) and Fair Work Act 2009
- Privacy Act 1988 (Cth)
- Equal Opportunity and Anti-Discrimination Acts (state-based), Racial Discrimination Act 1975, Sex Discrimination Act 1984, Disability Discrimination Act 1992
- National Principles for Child Safe Organisations
- Student Identifiers Act 2014 and Australian Consumer Law

All staff, third parties (if applicable) and learners must also meet the requirements of ASQA, the VET Quality Framework, the Australian Qualifications Framework (AQF), and other legislation relevant to the courses delivered — including specific requirements in training packages and MIC's legislation register.

Quality Assurance — Education and Training Operations

MIC complies with all laws relevant to the operation of its training premises, including workplace health and safety and fire safety regulations, and ensures premises are of adequate size with adequate heating, cooling, lighting and ventilation.

Education and Training Guarantee

MIC guarantees it will deliver the education, training, assessment and support services needed for each enrolled learner to complete their course once the appropriate fee has been paid. In the unlikely event that unforeseen circumstances prevent this, MIC will take all necessary steps to ensure training is completed in line with its contractual obligations — if MIC ceases delivery of any training, you will receive a refund for the unused portion of the course or be transferred to an equivalent course with another provider.

Ceasing operation

If MIC ceases to operate, its records are transferred to ASQA in the format and detail specified at the time. The CEO must notify ASQA within 10 business days (and, for a provider default, ASQA and the TPS Director within 3 business days), facilitate the transfer of enrolled learners to another RTO with the least disruption, issue appropriate refunds under the Fee Management and Refund Policy, and issue certificates for completed units. Confidential information remains securely stored.

Principles of Training and Assessment

- A training and assessment strategy (TAS) is developed for every qualification and unit delivered, for full and partial completion
- Each TAS is developed in consultation with industry representatives, trainers, assessors and key stakeholders
- Each TAS reflects the training package requirements, identifies target groups, and is validated annually through internal review

Principles of Assessment

Assessments at MIC give every student a fair and equal chance to demonstrate their skills and knowledge:

- Fair — clear instructions and expectations before your assessment; reasonable adjustments available for special needs or personal circumstances
- Flexible — assessment can be adapted to your learning style or background: written work, practical tasks or verbal questions, and recognition of prior learning where applicable
- Valid — assessment tests exactly the skills and knowledge described in your unit of study
- Reliable — results are consistent regardless of who assesses you or when

Rules of Evidence

- Valid — your work must show the skills and knowledge required for the unit being assessed
- Sufficient — you must provide enough evidence to prove competence in all parts of the unit; one piece of work is usually not enough
- Authentic — the work must be your own, not copied or completed by someone else
- Current — your evidence must show your skills and knowledge are up to date

Assessment Policy

Assessment plays a critical role in determining competency. For each qualification and unit (including RPL), MIC ensures: compliance with the training package assessment guidelines; assessment leads to an AQF qualification or statement of attainment; assessment complies with competency-based assessment principles and informs you of its purpose and context; the rules of evidence guide evidence collection; the application of knowledge and skills matches workplace standards (including managing work tasks, contingencies and the job environment); timely and appropriate feedback is given; and every student has access to reassessment on appeal. Each unit's assessment addresses its performance evidence, knowledge evidence and assessment conditions.

Preparation and Submission of Assessment

MIC may use these methods to evaluate competency: written and oral tests, workplace assessment, observations, role-plays, workbooks, written tasks, demonstrations, third-party reports, projects, and other methodologies aligned to the qualification. Competency is determined from evidence gathered on more than one occasion, not from isolated events. Work placement may apply to your course — check our website and course materials. Trainers gather evidence across the duration of the program using a variety of tasks, and you will be consulted so your learning style is taken into account. Don't be hesitant about assessment — it is designed to show how you are progressing toward competence.

Allowed Attempts and Reassessment

MIC allows three (3) attempts at each assessment task at no additional cost. If you remain Not Yet Competent (NYC) after three attempts, you may access up to three (3) supplementary attempts, subject to a one-off Supplementary Assessment Fee of $350 for that unit (see the Fee Schedule). If you remain NYC after the supplementary attempts, you will need to repeat the unit, and course progress implications may apply. Assessment tasks are due by the dates in your training timetable; work submitted after your course end date is marked only under an approved completion arrangement and attracts the Late Submission Marking Fee. Refer to the Fee Management and Refund Policy (PP32) and Assessment Tools and Systems Policy (PP3).

To ask for supplementary attempts, email studentsupport@montford.edu.au within 10 working days of receiving your third NYC result. Student Support will arrange a meeting with you and your trainer/assessor to discuss the barriers to competency and the support available. Your supplementary attempts are scheduled once that meeting has taken place and the Supplementary Assessment Fee has been paid. If you do not request supplementary attempts within that timeframe, you will need to repeat the unit.

Evidence of competence may include:

Knowledge tests, trainer/assessor observation notes, project work, practical observation, workplace mentor evaluations, checklists and demonstration of skills.

Work Placement (if applicable)

- Some courses include mandatory Work-Based Training (WBT), letting you apply your skills in a real industry setting and meet practical assessment outcomes
- You must satisfactorily complete all theoretical components and simulated practical tasks of a unit before commencing the placement component for that unit
- MIC helps arrange a suitable placement with an approved workplace, formalised through a signed Work Placement Agreement, and supports you throughout
- All placement sites are checked to be safe, supportive and meeting Work Health and Safety requirements; you receive placement documents, tools and instructions tailored to your qualification and units
- Your trainer/assessor visits you during placement (generally one visit per 50 hours) and assesses your practical skills by direct observation and discussion with your workplace supervisor
- WBT is unpaid, and you are responsible for your own travel to and from the placement venue. You must attend all scheduled placements and maintain professional conduct at all times

Placement hours by course

- CHC33021 Certificate III in Individual Support — 120 hours
- CHC43121 Certificate IV in Disability Support — 80 hours
- CHC52025 Diploma of Community Services — 160 hours
- SIT30821 Certificate III in Commercial Cookery and SIT40521 Certificate IV in Kitchen Management — 192 Hours
- SIT50422 Diploma of Hospitality Management — no work placement

Placement timing is set out in your training timetable. Before placement commences you must have a signed placement agreement, hold any required screening checks (police check, Working With Children Check, NDIS Worker Screening as applicable), and be Placement-Ready — all theory assessments for your placement units completed. Your hours are recorded in a logbook signed by your workplace supervisor.

Work-Based Training and completion

Where WBT attaches to certain units, you must complete the full required hours and all tasks at your assigned workplace. You are only marked Competent for the related units after successfully completing both the WBT and the required assessment tasks, and a certificate or Statement of Attainment for those units is issued only once the placement is complete and all competency criteria are met. Refer to the Work Placement Policy.

Assessment Submission

- Your trainer will set a suitable submission timeframe unless one is stated in your assessment tool
- Complete all details on the Assessment Cover Sheet — name, learner ID, course code and name, signature and date — or the equivalent details in the LMS
- Always keep a copy of your completed assessments during your course

Assessment Extensions

You are expected to submit assessments by the scheduled due dates. In genuine, unforeseen circumstances an extension may be granted; to ensure fairness and visa compliance, every request is assessed carefully.

How to request an extension

- Submit your request in writing (email the Student Support Officer)
- Provide supporting documentation (e.g. medical certificate, legal notice, death certificate)

- Submit at least 48 hours before the due date, except in emergencies

Unsuitable grounds for extension

Routine employment demands or work travel; moving house; sporting or extra-curricular activities (except state, national or international representation); holidays or recreational travel; and planned events such as weddings or celebrations.

Support and contact

If personal or academic issues are affecting your ability to meet deadlines, contact your trainer/assessor immediately, or speak confidentially with the Student Support Officer. Repeated extensions, delays or poor progress can affect your ability to complete within your CoE duration and may breach your visa conditions.

Trainer and assessor support

Every international student is assigned a qualified trainer/assessor responsible for delivering course content, monitoring progress, providing regular feedback and supporting your learning goals. Your trainer is your first point of contact for course questions or difficulties.

Additional learning support

If you may need extra support due to disability or a medical condition, language/literacy/numeracy challenges, cultural background or personal circumstances, or any other learning barrier — speak with your trainer/assessor or the Student Support Officer. We will implement reasonable adjustments or a personalised support plan.

Ongoing review and feedback

Your course progress is monitored regularly in line with your CoE, review and evaluation continue throughout your course, and you are encouraged to give feedback on training delivery, assessment strategies, learning resources and support services.

Course Progress and Attendance Monitoring

As an international student you must maintain satisfactory academic progress and attendance as part of your visa conditions. MIC helps you stay on track through regular monitoring, early intervention and personalised support.

Course progress

- You are making satisfactory progress in a term when you satisfactorily complete at least 50% of the units scheduled for that term on your training timetable
- Your progress is checked monthly by your trainer and support staff, and each term is formally reviewed at the start of the term that follows
- You are flagged as At Risk if, for any unit scheduled that term, you do not complete it within the study period, you receive a Not Yet Competent result, or you do not submit required assessments
- For units that include work placement, you are also At Risk if the theory assessment is not finished before placement starts, you are not placement-ready, placement does not begin as scheduled, or the workplace practical assessment is not completed afterwards. A placement unit counts as complete only when both the theory and the practical are marked Competent

Support for at-risk students

If you are identified as at risk, you receive a written warning and are invited to an intervention meeting where we create an Individual Intervention Plan together. This may include additional tutorials or study support, English language or LLND support classes, one-on-one mentoring or academic counselling, a revised study timetable or reduced load, reassessment tasks, or referral to personal counselling and external support. We monitor your progress and adjust support as needed.

Unsatisfactory progress

- If you do not improve over two consecutive study periods while under intervention, you may receive a Notice of Intention to Report (NOIR)

- You have 28 calendar days (or 20 working days, whichever is longer) to appeal through our Complaints and Appeals process
- If no appeal is made or your appeal is unsuccessful, the unsatisfactory progress is reported to the Department of Home Affairs via PRISMS, which may affect your visa

Attendance requirements — stay on track, your attendance matters

- You must maintain at least 80% attendance. Attendance is recorded daily by trainers and reviewed regularly to identify students needing support, with a formal review each term
- If your attendance falls, MIC contacts you early with warnings and support before matters escalate; if attendance cannot reach the required level, a Notice of Intention to Report is issued with the same appeal rights as above
- If attendance falls below 70%, MIC must proceed directly to a Notice of Intention to Report

Compassionate or compelling circumstances

If your attendance or progress is affected by serious illness or injury, family bereavement, natural disaster, legal issues or trauma, speak with Student Support and provide supporting documents. We may allow exceptions and delay reporting where you are engaging and making progress. Refer to the Monitoring Student Attendance Policy and Course Progress Policy.

Keeping Records

All intervention meetings, support plans and communication are documented and kept in your student file for at least two years after you finish or leave the course.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

MIC's RPL position: MIC does not offer RPL as a standard enrolment or completion pathway, reflecting the real-workplace assessment requirements of its courses. You are always entitled to apply: every RPL application received is considered and assessed on its evidence with full rigour, and where appropriate you may be advised — before enrolment and without disadvantage — that another RTO may be better placed to assess RPL for your course. Credit Transfer for identical units you have already completed is always available. See the RPL Policy (PP8) and Credit Transfer Policy (PP5).

You are informed of your right to apply for RPL and CT at pre-enrolment, enrolment and course commencement, and can apply before the delivery of the relevant units. Applications are processed under MIC's RPL and Credit Transfer Policies.

Recognition of Prior Learning

RPL recognises competency achieved through formal learning (structured programs leading to an AQF qualification or statement of attainment), non-formal learning (structured programs that do not lead to AQF certification, such as in-house professional development), and informal learning (experience gained through work, social, family, hobby or leisure activities). Apply before or immediately after enrolment — and before facilitated delivery of the units — so you do not miss learning opportunities if the application is unsuccessful.

Important for international students

If RPL or CT shortens your course, MIC issues a revised CoE and reports the updated course length via PRISMS. You receive a written outcome letter, and the signed outcome is kept on file for two years after your enrolment ends.

Credit Transfer

MIC recognises AQF qualifications and statements of attainment issued by any other RTO. CT gives you credit for previously completed units that are the same as — or officially marked equivalent to, on training.gov.au — units in your current course, reducing your study load and possibly your course duration. Provide a valid AQF Statement of Attainment or testamur, and/or an authenticated USI transcript.

How to apply for Credit Transfer

- Request the Credit Transfer form from Student Support or at orientation (also on our website)
- Submit the form with your official documents (AQF certificate or USI transcript)
- We verify your documents and unit equivalence and notify you of the outcome; if approved, your training plan and CoE are updated

Transitioning to New Qualifications

Training packages are updated by industry from time to time, and qualifications or units may be superseded, deleted or replaced. If your course is affected, MIC will inform you as soon as practicable, clearly explain the impact on your study plan, and manage the transition in line with national requirements so you are not disadvantaged. You may be transferred to the new qualification or unit as soon as practicable, advised of any new requirements, or offered a teach-out period or alternatives. Notifications come by email or student portal announcement, direct contact from the Student Support Officer or your trainer, and updated course documentation.

Student Transfer Between Providers

As an international student you have the right to transfer between providers or courses under certain conditions. MIC handles all transfer requests fairly, transparently and in line with government regulations. Note: changing providers may affect your visa — always contact the Department of Home Affairs before making changes to your enrolment. Refer to the Student Transfer Policy or speak to the Student Support Officer.

The Transfer Restriction Period is the time at the start of your principal course during which another provider cannot enrol you unless MIC releases you, or another exception allowed by the National Code applies. It is normally six months — but it is temporarily twelve months until 30 June 2027 (see the notice below).

TEMPORARY ADDENDUM — Transfer Restriction Period (2 October 2026 to 30 June 2027)

Under a temporary change to the National Code (F2026L01351), from 2 October 2026 until 30 June 2027 the Transfer Restriction Period is the first 12 months of your principal course. From 1 July 2027 it returns to 6 months.

If you had already completed more than 6 but fewer than 12 months of your principal course on 2 October 2026, you are again inside the restriction period until you reach 12 months, or until 1 July 2027 if that comes first.

This notice will be removed on 1 July 2027.

A. Transfer to another provider — within the Transfer Restriction Period

Step	Action	Who	Details
1	Obtain a Letter of Offer from the new provider	Student	Must be a CRICOS-registered provider
2	Complete the Transfer Request Form	Student	Available at Reception
3	Attach documents and submit	Student	Letter of Offer, academic transcript, medical/support documents if applicable
4	Acknowledge receipt	MIC	In writing within 2 working days
5	Assess and decide	MIC	Academic, health, personal or compassionate grounds considered; decision within 10 working days
6	Outcome notified	MIC	If approved: PRISMS updated. If refused: written notice with appeal information
7	Appeal (if needed)	Student	Within 28 calendar days (or 20 working days, whichever is longer); records kept for 2 years

B. Transfer to another provider — after the Transfer Restriction Period

The same steps apply: obtain a Letter of Offer from the receiving institution, complete the Transfer Request Form with supporting documents, and submit. MIC assesses the application against attendance, academic progress and your reasons, decides within 10 working days, notifies you in writing, updates PRISMS if approved, and retains all records. Appeal rights under the Feedback, Complaint and Appeal Policy apply.

C. Transferring from another provider to MIC

Apply to MIC with all required documents (transcripts, reason for transfer, identification). If you are still within the Transfer Restriction Period at your current provider, a release recorded in PRISMS is mandatory. MIC confirms eligibility and evaluates your academic history; if accepted, we issue a CoE to finalise the transfer and enable your visa update, and notify you of the outcome. Appeals follow the Feedback, Complaint and Appeal Policy.

D. Internal course transfer — within MIC

Complete the Course Transfer Form (at Reception) with your academic transcript, attendance report and reasons. The receiving course coordinator signs off; MIC checks course suitability, availability and visa implications and finalises the outcome within 10 working days. A new CoE is issued if required, you are informed in writing, and records are updated. Appeals use the internal grievance process.

E. Concurrent enrolment — an additional course

Complete the Concurrent Enrolment Declaration, explaining why you want to study both courses and confirming that you are committed to attendance and progression in your principal course. MIC checks the new course does not conflict with your visa or principal course requirements; if compliant, a CoE is issued for the additional course and your principal course progression is monitored.

Your rights

You can appeal any transfer decision through our Complaints and Appeals process.

Access and Equity

MIC is an equal opportunity organisation committed to eliminating discrimination and harassment in its workplace, its education and training programs, and its services. We provide a fair and equitable learning and working environment and promote equal access for all learners and potential learners regardless of gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment. We seek a training environment free from all forms of discrimination and harassment, including sexual harassment.

MIC has zero tolerance for antisemitism, and for racial or religious vilification of any kind, whether on campus, on placement or online. Such conduct is treated as serious misconduct and may also breach the Racial Discrimination Act 1975 (Cth) and the Racial and Religious Tolerance Act 2001 (Vic).

Access and equity covers discrimination, harassment and affirmative action, supported by legislation including:

- Federal: Age Discrimination Act 2004; Australian Human Rights Commission Act 1986; Disability Discrimination Act 1992; Racial Discrimination Act 1975; Sex Discrimination Act 1984; Workplace Gender Equality Act 2012; Fair Work Act 2009
- State and territory: the Equal Opportunity / Anti-Discrimination Acts of each jurisdiction, including the Victorian Equal Opportunity Act 2010

MIC is committed to fostering a safe, inclusive and culturally safe learning environment; promoting respect for all individuals and cultural backgrounds; ensuring staff have cultural competence and uphold inclusive practices; identifying student wellbeing needs through training product requirements and student profiles; and offering wellbeing support suited to the cohort and actively informing students how to access it.

Sexual Harassment

MIC is firmly committed to equal opportunity and recognises that this depends on eliminating sexual harassment from the working and learning environment. Management takes all reasonable steps to ensure staff and learners

are not subjected to sexual harassment.

Racism

MIC provides a working, teaching and learning environment free from racism. Racism denies people fundamental respect and reduces their opportunity to a fair share of education and employment. MIC acknowledges that people from non-English-speaking backgrounds and Indigenous people in particular have experienced institutional disadvantage, racial prejudice and discrimination. We unconditionally reject racist behaviour and are committed to eliminating racism through 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 Australian Privacy Principles of the Privacy Act 1988, safeguarding confidential information in line with the Standards for RTOs 2025. Refer to the Privacy Policy.

Disability

Staff and learners should be mindful that people with a disability have the same rights and responsibilities as other members of the community and should be empowered to exercise them — including the right to respect for their human worth and dignity; to live free from abuse, neglect or exploitation; to realise their capacity for physical, social, emotional and intellectual development; to exercise control over their own lives and participate in decisions affecting them, with information and support where needed; to access information and communicate in a manner appropriate to their communication and cultural needs; and to services that support their quality of life.

Charter of Human Rights and Responsibilities

The following rights are protected and inform staff responsibilities:

- Privacy and reputation — not to have privacy, family, home or correspondence unlawfully or arbitrarily interfered with, nor reputation unlawfully attacked
- Freedom of thought, conscience, religion and belief — including the freedom to adopt and demonstrate a religion or belief of your choice, individually or with others, in public or private, without coercion or restraint
- Freedom of expression — to hold opinions without interference and to seek, receive and impart information and ideas orally, in writing, in print, by art or any other medium, subject only to lawful restrictions necessary to respect others' rights and reputation or to protect national security, public order, health or morality
- Peaceful assembly and freedom of association

Consumer Rights and Protection

The Australian Consumer Law (in force since 1 January 2011 under the Competition and Consumer Act 2010) provides national consumer protection and fair-trading laws, enhanced enforcement powers and redress, a national unfair contract terms law, a national product safety regime and national consumer guarantees.

Training Evaluation and Quality Indicators

As part of continuous improvement, MIC collects and reviews feedback each year through the national Quality Indicators.

Learner engagement

Your feedback on the quality of teaching, learning materials and resources, assessment processes, support services, the learning environment, and opportunities to participate. All students complete the ACER Learner Questionnaire at course completion — issued with your Statement of Attainment or qualification. Completed surveys are reviewed by the Compliance and Quality Assurance team, collated into reports for management meetings, and acted on;

survey records are kept for 24 months.

Employer satisfaction

Feedback from employers who host or employ our students tells us whether students are job-ready, how relevant the training is, the quality of student performance, and how well we support workplace learning. It is collected using the ACER Employer Questionnaire, usually after work placement, and annually for the Quality Indicator summary.

Survey review and reporting

The Compliance and Quality Assurance team collates all responses into a Quality Indicator Summary Report with key recommendations, reviewed at management meetings. Data for each calendar year is reported to ASQA through the Quality Indicator annual summary web form by 30 June the following year, and copies of all reports are retained.

Your Personal Information

- Access: you may access your personal information by contacting MIC in writing; access is generally granted within 30 days
- Storage and security: personal information is stored in hard copy under locked security and electronically with password protection where practical. Records no longer in use are disposed of unless required for accountability or other policy reasons, in which case they are stored separately from operational information
- Updating: MIC monitors the quality and accuracy of the personal information it holds and updates it regularly; you can update your personal information at any time by contacting MIC

Marketing

MIC markets its VET products with integrity, accuracy and professionalism, avoiding vague or ambiguous statements and drawing no false or misleading comparisons with other providers. We never state or imply that programs outside our scope of registration are recognised by ASQA. Our advertising and marketing must be true and honest, accurate, within our approved scope, and approved by the compliance team.

Critical Incidents

A critical incident is a sudden, serious event that can affect a student's wellbeing or safety — a medical emergency, serious injury, natural disaster, or the death of a close family member. If a critical incident occurs, MIC takes immediate action to ensure student safety and provides support, including counselling and communication with relevant authorities and family where needed. MIC takes all reasonable steps to provide a safe environment, identify and assess risks to student wellbeing, respond effectively to incidents, support students during and after any incident, and comply with national and state reporting obligations. Refer to the Critical Incident Management Policy.

Workplace Health and Safety

MIC's policies and procedures ensure staff, students, visitors and guests are provided with a safe environment in accordance with the Occupational Health and Safety Act 2004 (Vic). Refer to the Workplace Health and Safety Policy.

Feedback, Complaints and Appeals — Our Commitment

We encourage you to share your experiences, raise concerns and appeal decisions in a respectful, safe environment. MIC handles all matters fairly and transparently, confidentially, and without disadvantaging you for speaking up.

Giving feedback

You can give feedback at any time — verbally to your trainer or the Student Support Officer, using a Feedback Form (at reception or on the website), or by email to student support. Feedback is recorded in the Feedback, Complaint and Appeal Register, reviewed for improvement opportunities, and acknowledged (where contact details are provided) within 2 working days.

How to Lodge a Complaint or Appeal

Making a Complaint

If you have a serious concern — course delivery, facilities, staff conduct — you can submit a formal complaint:

- Complete a Complaints & Appeals Feedback Form (at reception or on the MIC website) and submit it by email or in person
- You receive written acknowledgment within 2 working days
- MIC investigates, consults all parties involved, and invites you to present your case — you may bring a support person
- Assessment of your complaint commences within 10 working days of lodgement and is finalised as soon as practicable
- If the outcome does not satisfy you, you may proceed to an appeal

Every formal complaint is entered into the Complaint, Appeal and Feedback Register, monitored regularly by management. The register records: date received; request number and type; mode of complaint; your ID, name and contact details; course and campus; a summary of the issue; the policy under which the matter is handled; the response due date; the investigating staff member; status and outcome; whether resolved or escalated; the date finalised; and corrective and preventive action taken.

Lodging an Appeal

If you disagree with a decision made by MIC — an assessment result, a complaint outcome, or a decision such as a transfer refusal or an intention to report:

- Complete a Complaints & Appeals Feedback Form within 28 calendar days (or 20 working days, whichever is longer) of the decision and submit it the same way as a complaint
- Your appeal is acknowledged within 2 working days
- Your case is reviewed fairly; if you request it, an independent party with no conflict of interest will review the decision at no or low cost to you
- A written outcome is issued as soon as practicable; if the internal process does not resolve the matter, we advise you of available external options within 10 working days

External review

If you are still not satisfied, we will refer you to an external body: the Overseas Students Ombudsman (for international students) or ASQA (for domestic students). If an appeal is resolved in your favour, MIC implements the outcome immediately.

Your rights are protected

- You will never be penalised for making a complaint or appeal
- Your privacy is protected and all decisions are made with procedural fairness
- All records are kept securely for at least 2 years after your enrolment ends

Categorisation of Complaints and Appeals

What complaints and appeals may relate to

Complaints and appeals may be made in relation to MIC, its trainers, assessors or other staff; any third party providing services on MIC's behalf; an assessment or RPL outcome; fees and refunds or re-crediting; or another student of MIC.

What complaints may be about

Any of MIC's services and activities, such as: the application and enrolment process; marketing information; the quality of training and assessment; training and assessment matters including student progress, support and assessment requirements; the way someone has been treated; the actions of another student; personal safety; customer service and administration; issue of results, certificates and statements of attainment; learning resources; fees and charges; student amenities and facilities; discrimination; sexual harassment; and other issues that may arise.

MIC's complaints and appeals process is procedurally fair, free from bias, and follows the principles of natural justice. Complaints and appeals are responded to consistently and transparently; promptly and objectively, with sensitivity and confidentiality; at no cost to you; and used as an opportunity to identify causes, prevent recurrence and improve. The policy, procedure and form are available to all students and potential students by contacting MIC.

Further information — ASQA

If you remain dissatisfied after MIC's internal processes are complete and believe MIC is breaching its legal requirements, you can complain to ASQA using its "Complaint about a training organisation" form or the VET Tip-off line via asqa.gov.au. ASQA cannot act as your advocate, but your complaint informs ASQA's risk assessment of MIC and may trigger a compliance audit. MIC staff may also use this complaints process, and MIC uses every complaint as an opportunity for continuous improvement. This process complies with the Standards for RTOs 2025 (Outcome Standards 2.7 and 2.8), the NVR Act 2011, ASQA practice guides and the Australian Privacy Principles. Refer to the Feedback, Complaint and Appeal Policy.

Continuous Improvement

MIC constantly improves the quality of its training, support services and operations. This keeps your training relevant to real-world skills, improves student support, resolves issues quickly and fairly, keeps MIC compliant with VET regulations, and supports better outcomes for current and future students.

How feedback is collected and used

We collect feedback through student surveys and course evaluations, feedback forms (reception or website), informal conversations with trainers and Student Support Officers, and written complaints or appeals. All feedback is reviewed by the compliance and management team, patterns are identified, and improvement actions are recorded in the Continuous Improvement Register. Concerns are investigated fairly within set timeframes, changes are tracked to make sure they work, and we follow up with you where contact details are available.

Stakeholder engagement — and how you can help

We regularly engage students, trainers, employers and industry bodies to monitor course relevance and quality, understand industry expectations and student needs, and keep training up to date. You can help by completing course surveys and sharing feedback through a Feedback Form.

Confidentiality and Privacy

MIC protects the privacy of its students. Personal information provided on a complaint form is used to address the complaint, with access restricted to the authorised staff assisting. You receive written notification of the outcome, and you may access the personal information we hold about you, subject to any legal exemptions, by contacting us.

Publication

This policy is available to all students and staff on the MIC website, and forms part of the information communicated during staff orientation.

Fees and Charges Policy

Fee Management and Charges

MIC is transparent about all fees, charges and refund conditions — you will know exactly what to expect before you enrol, and prepaid tuition fees are protected. You receive full fee details in your Letter of Offer, this handbook, and our website and brochures. Your fees may include an enrolment/application fee (non-refundable), tuition fees (per course or term), and other costs such as RPL fees, late payments, reassessment, material kits and airport pickup. A detailed fee schedule is available on our website and in your enrolment documents.

Tuition Assurance — the Tuition Protection Service

As an international student in Australia, your tuition fees are protected by the Tuition Protection Service (TPS), a government-backed scheme. If MIC closes unexpectedly or stops delivering your course, you will be offered a place in a comparable course with another provider at no additional cost, or a refund of the unused portion of your prepaid tuition fees. It applies when you study on a student visa with a CRICOS-registered provider and the provider (not you) cancels or ceases the course. Keep copies of your CoE and payment receipts, and if notified that your provider has stopped operating, contact the TPS at tps.gov.au and follow its instructions to transfer or claim a refund.

Fee Transparency

Before you enrol we provide clear written information about the course code and title; delivery mode and duration; all fees including enrolment, tuition, materials and any additional charges (e.g. uniforms or placement); and payment terms and refund conditions — in this handbook, on our website, and during your Pre-Training Review.

All Applicable Fees and Charges

Fee Type	Amount	Frequency/Conditions
Enrolment/Application Fee	$300	At enrolment — non-refundable (except where MIC cancels the course before it starts — see the refund table)
Course Tuition Fee	Refer website	Per course/term — see your Letter of Offer
RPL Fee	$150 per unit	Non-refundable if a statement of attainment is issued
Supplementary Assessment	$350 (one-off)	3 free attempts, then up to 3 supplementary attempts subject to a one-off supplementary fee
Late Submission Marking Fee	$350 (one-off)	Assessment submitted for marking after the course end date; payable before marking commences. Not charged where the delay was caused by MIC or verified compassionate or compelling circumstances
Unit Repeat	$1,500	Full unit retake
Certificate Reissue	$50	On request
Change of CoE	$100	On application
Deferment Fee	$100	On application
Late Payment Fee	$50	Weekly charge per overdue invoice/instalment
Re-enrolment Fee	$400	After CoE cancellation
Placement Fee	Course-specific	Where applicable; charged only where set out in your Letter of Offer

Fee Type	Amount	Frequency/Conditions
Kitchen Kit	$550 (optional purchase from MIC)	Cookery courses only. You may instead supply your own compatible kit. MIC provides your chef's jacket, hat and apron
Airport Pickup	$350	Refundable if cancelled pre-arrival
Debt Recovery Costs	Actual third-party costs	Only where an unpaid debt is referred for recovery after MIC's late payment process is completed, and your written agreement provides for cost recovery

Note: where a full qualification cannot be achieved through RPL and gap training is required, a training plan and costing will be mutually agreed, priced pro-rata per unit from the scheduled course fee.

Fee for Service

All MIC qualifications and courses are offered on a fee-for-service basis, with course costs published on our website. Fees must be paid in accordance with the arranged payment plan before the qualification commences; payment may be made by cheque, credit card or EFT. Enrolments are not processed without payment of the enrolment fee or an agreed payment plan — you are not officially enrolled until fees are paid, an exemption is documented, or a payment plan is in place.

Payment by Instalments

The amount and frequency of instalments depend on the course fee and length, and reflect the value of training delivered in each period. You will never be required to prepay more than statutory guidelines permit. If you face financial hardship, MIC will make every effort to propose a payment plan acceptable to you that reflects your circumstances — all such discussions remain strictly confidential. Instalment arrangements must be made with the MIC office within two weeks of notification of acceptance.

Re-Issue of Certificates and Statements of Attainment

If you request re-issue of a testamur or Statement of Attainment, MIC may charge the re-issue fee in the Fee Management and Refund Policy (waivable at the PEO's discretion). Any fee must be paid before re-issue.

Material Fees

Material fees and charges may change from time to time — check MIC's website or contact the office for current details.

Refunds

Refunds are paid directly to the student (to the original payer's account). To claim a refund, complete the Refund Request Form available from MIC administration, attaching supporting documents (e.g. a visa refusal letter):

Situation	Refund
Course cancelled by MIC (before start)	100% (including enrolment fee)
MIC cannot finish delivering the course	Refund of unused tuition fees
Visa refused (before course start)	100% tuition refund (excluding enrolment fee)
Visa refused (after course start)	Pro-rata refund for unused weeks
Withdrawal 10 or more weeks before start	Full tuition refund less 5% or $500, whichever is less
Withdrawal 4–10 weeks before start	70% refund (excluding enrolment fee)
Withdrawal less than 4 weeks before start	25% refund (excluding enrolment fee)

Situation	Refund
Withdrawal after course starts	No refund
Misconduct or abandonment	No refund

Note: refunds are calculated from your original CoE start date, so deferring does not restart these timeframes.

Refund process

- Complete the Refund Request Form with supporting documents
- We review your request and make a decision within 20 working days
- If approved, the refund is paid to the original payer's account; if declined, you receive written reasons and can appeal

Late payment and CoE cancellation

Invoices are issued under the payment plan in your Letter of Offer and are due within 7 calendar days. If your fees are late: a reminder is sent around day 3 after the due date, a warning around day 5, and support options are offered throughout — if you are facing hardship, contact accounts@montford.edu.au early to discuss a payment arrangement. If fees remain unpaid at day 15, MIC issues a Notice of Intention to Report, and you have 28 calendar days (or 20 working days, whichever is longer) to appeal before your CoE is cancelled via PRISMS.

Unpaid fees: if your fees remain unpaid after this process is completed (including the appeal period), MIC may issue a final written demand and, with the approval of the Principal Executive Officer, refer the debt to a licensed debt collection agency; reasonable recovery costs actually incurred may be added where your written agreement provides. Cancellation of your enrolment does not remove your liability for services already delivered, and certificates are withheld until all agreed fees are paid.

Cooling-Off Period

If you enrolled through unsolicited contact (such as a phone call or door-to-door approach), the Australian Consumer Law gives you a 10-business-day cooling-off period: you can cancel without penalty, and we will not accept payment or start training during this time unless you waive the right in writing. Refer to the Fee Management and Refund Policy.

Deferral, Suspension and Cancellation of Enrolment

Your enrolment may need to be deferred, suspended or cancelled — at your request, or by MIC's decision for serious issues. All changes are handled fairly, clearly, and in line with the ESOS Act 2000 and National Code 2018 (Standard 9).

Student-initiated deferral or suspension

You may ask to pause your studies for compassionate or compelling circumstances such as medical illness (with a certificate), bereavement of a close family member, natural disaster or political unrest, or visa delays. Submit the Deferral, Suspension or Cancellation Form with supporting documents (deferment fee: $100); we respond in writing within 10 working days. If approved, your CoE and PRISMS record are updated — contact the Department of Home Affairs to check whether a new visa is required.

Important. If you defer, any later refund is worked out from your original CoE start date, not the new one. Deferring does not restart the refund timeframes, and neither does withdrawing and applying again for the same or a similar course.

Student-initiated cancellation (withdrawal)

Submit a cancellation form with your reason. We finalise your records, report the change to PRISMS, advise you to contact Immigration about visa implications, and handle any refund under the Refund Policy.

MIC-initiated suspension or cancellation

MIC may suspend or cancel your enrolment for misconduct or behavioural issues, non-payment of fees, or unsatisfactory attendance or academic progress. You will be notified in writing with reasons and evidence, have 28 calendar days (or 20 working days, whichever is longer) to appeal before any action is finalised, and be supported throughout the appeal. No action is reported to PRISMS until your appeal process is complete — except in cases of immediate risk.

Immediate suspension (health or safety risk)

In rare cases of serious risk to your wellbeing or others', MIC may temporarily suspend your enrolment immediately, while still offering you the right to appeal.

Visa implications, records and appeals

Any change to your enrolment may affect your visa — you are responsible for contacting the Department of Home Affairs for advice and maintaining compliance during any suspension or cancellation process. All decisions are documented and stored securely for 2 years. Refer to the Deferral, Suspension and Cancellation of Enrolment Policy.

Unique Student Identifier (USI)

A USI is required for all nationally recognised training in Australia. It links you to a secure online record of every qualification you gain from 1 January 2015 onwards, regardless of provider, accessible any time from your computer, tablet or phone — for example when starting a new job or enrolling with a new provider. MIC cannot issue certificates or statements of attainment without a USI, so you must supply yours at enrolment. To create one, visit usi.gov.au/students/create-your-usi.

USI exemptions

If an exemption applies, you are made aware before enrolment that your results will not be accessible through the Commonwealth and will not appear on an authenticated VET transcript. Exemption categories: international students who complete all requirements for their VET qualification outside Australia; individuals who completed all requirements before 1 January 2015; and students with a genuine personal objection to being assigned a USI (grantable only by the Student Identifiers Registrar).

Learner Rights, Obligations and Responsibilities

Your responsibilities as an MIC learner

- Become familiar with the Student Handbook and relevant policies, and comply with them and with legislated requirements
- Respect the working environment of others, follow related policies and procedures, and follow all reasonable instructions from MIC employees
- Conduct yourself responsibly, politely, safely and ethically — with tolerance and respect for others, supporting equal opportunity, anti-discrimination and health and safety principles — and refrain from abuse towards MIC employees or other learners
- Undertake your studies to the best of your ability, meet submission deadlines, and complete all study in the required manner, format and timeframes
- Submit authentic documentation and your own work, without plagiarising or cheating — where authenticity is in question, MIC may investigate further by interview or other appropriate means
- Cooperate with requests for further evidence, including reasonable adjustments to assessment, confirmation of document authenticity, and overall confirmation of competency
- Consult MIC promptly if problems arise, accept joint responsibility for your own learning, and provide feedback on courses and services
- Adhere to MIC's code of practice, seek approval before using MIC IT equipment, assets or stationery, encourage equal opportunity, promote an effective learning environment through good personal behaviour, and respect the rights of others

Referencing

Assessments must be your own original work. Using another person's ideas, writing or work without acknowledging the source is plagiarism. Referencing shows you are engaging with the literature in your subject area without plagiarising. It acknowledges your sources, demonstrates the depth and quality of your research, and lets others locate the sources you used.

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 misunderstanding that internet material needs no acknowledgement. Use it with caution: it may be unreliable or out of date
TV, radio, scripts	Yes — note the program name and broadcast date; a transcript can confirm what you heard
Videos, films, DVDs	Yes — specific conventions exist for visual media
Lectures	Depends — general knowledge needs no reference; a lecturer's own idea is referenced to the lecturer; another author's idea presented in a lecture should be referenced to both (better still, read the original author)
Illustrations, images, artwork, tables, graphs, programming code	Yes — acknowledge the source of all non-verbal information you use
Quotations	Yes — use quotation marks and do not change any words

Source of information	Should you provide a reference?
Paraphrases and summaries	Yes — expressing someone else's ideas in different words still requires acknowledgement
Common knowledge	No — information shared by many people (major historical events, famous people, well-known facts) needs no reference. If you are unsure whether something is common knowledge in your field, provide a reference

Plagiarism

Plagiarism is taking the words, theories, creations or ideas of another person and passing them off as your own. It can be deliberate — copying a passage from a book or pasting from the internet without referencing — or inadvertent, where you unintentionally repeat information you have read. Always ask yourself whether you have read the information elsewhere, go back to your sources to locate the reference, and use the referencing style advised by your trainer/assessor.

Consequences of Plagiarism — Academic Integrity and AI

Academic integrity is taken very seriously at MIC — including how you use Artificial Intelligence tools such as ChatGPT, Grammarly or QuillBot. All submitted work must reflect your own understanding, skills and knowledge. All forms of plagiarism are taken seriously, deliberate or not: plagiarism can result in failing an assessment or even having to leave the course. As a student you must submit your own original work, not use AI tools unless approved, and always acknowledge help you receive from tools, people or websites. Refer to the Academic Integrity and Plagiarism Policy (Including AI).

Learner Code of Conduct

The Learner Code of Conduct ensures an atmosphere of respect, understanding and professionalism. MIC celebrates diversity, embraces equal opportunity, and promotes a supportive adult learning environment.

Learner rights — all learners have the right to:

- Feel safe and welcome at MIC, and be treated with respect and dignity
- Privacy under the Privacy Act and Australian Privacy Principles — only information necessary to MIC's core functions is shared without your 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, and services without discrimination
- Complain without fear or recrimination
- Be provided with, and have access to, MIC policies, procedures and learner rights

Learner responsibilities — as a learner you will:

- Be responsible for your own study program and actively participate in the learning process
- Treat staff and fellow learners respectfully, courteously and with consideration, respecting their privacy and safety
- Respect MIC equipment, resources and facilities
- Respect the right of other learners and staff to hold their own opinions, and welcome the diversity of learners in your course

Sanctions, including suspension or expulsion, may apply where learners fail to conduct themselves appropriately. For more information, contact the Compliance and Quality Assurance team or visit campus.

Unacceptable and Inappropriate Behaviour

MIC promotes respect, understanding, professionalism, equity and access for all learners.

- Harassment is any behaviour that is not asked for, not wanted, not returned, and likely to create a hostile or uncomfortable environment — humiliating, intimidating or offending
- Sexual harassment is illegal and will not be tolerated by MIC
- Bullying includes intimidation; physical harm or emotional distress; threats, name-calling or derogatory comments about age, gender, race, religion or sexual orientation; failure to acknowledge good work; deliberate isolation from groups, information or opportunities; undue pressure and impossible deadlines; and emotional hurt inflicted through email, phone or text

Discrimination and Harassment

MIC has zero tolerance for any form of discrimination or harassment. We foster an environment where all VET students feel safe and valued regardless of background, disability, gender or beliefs; First Nations learners are supported through culturally appropriate, inclusive training practices; all students have equitable access to support and complaint resolution; and reports of discrimination or harassment are addressed swiftly, fairly and confidentially.

Qualifications, Certificates and Completion

Certificates and Statements of Attainment

Learners who complete all requirements of their training program receive a nationally accredited certificate; learners who complete part of the program receive a Statement of Attainment for the units achieved. MIC issues AQF certification only to individuals who have been formally assessed as competent under the training package rules; have completed either the full qualification or one or more units before withdrawing; have met all agreed fee payment requirements; and whose student and assessment records have been verified. Certification is issued within 30 calendar days of completion of assessment, subject to these conditions.

Qualification Completion Timeframe and Exit Points

Each course has an allocated completion timeframe, discussed at enrolment and set out in your training plan. If you do not complete your qualification or units within the allowed timeframe and have partially completed it, you receive a Statement of Attainment for the units in which you are competent, and your records are updated accordingly.

Exit point and certification

You may exit your course at any time. If you have been assessed Competent in one or more units, you can request a Statement of Attainment at any point before completing the full qualification. On successful completion of the entire qualification you receive the certificate for the qualification and a Record of Results listing all units achieved. For help understanding your completion timeframe or current progress, contact your Student Support Officer or trainer.

The Australian Qualifications Framework and Lifelong Learning

The Australian Qualifications Framework (AQF) provides a comprehensive, consistent framework for all qualifications offered nationally in post-compulsory education and training, and aims to encourage lifelong learning. It gives individuals better scope to progress through levels of education and training by improving access to qualifications, clearly defining avenues for achievement, and promoting national and international recognition of Australian qualifications.

AQF Commitment

The AQF commits to flexible, transparent and systematic learning pathways and to removing boundaries between educational sectors. Lifelong learning takes a dynamic view of education — building strong links between learning at different stages of life and in a wide range of settings, recognising many learning modes, strengthening motivation to learn, and providing varied pathways unconstrained by rigid notions of formal education. The AQF's goals supporting this include:

- Bringing school, VET and higher education qualifications 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 diverse purposes of education and training
- Encouraging cross-sectoral partnerships, and underpinning national policies on quality assurance, articulation and credit transfer

Graduating from MIC or another AQF provider can qualify you for entry to university.

Benefits of an AQF Nationally Accredited Qualification

- A qualification is the first step to a rewarding career, or advancement in your existing career or workplace
- You receive a nationally recognised industry qualification
- You gain knowledge and skills that let you develop a career path
- Each training program is tailored to your training and personal development requirements, with a personal training plan reflecting your skill development needs