



Student Enrolment Information Handbook

2014

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Pre-Enrolment Information Handbook

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General Information

Introduction

Welcome to Australian College of Health and Fitness (also known as Melbourne Institute of Massage Therapy).

Australian College of Health and Fitness (ACHF) is a Recognised Training Organisation (RTO), delivering Nationally Accredited, specialised industry training for people considering employment within the Massage and Fitness Industries.

ACHF has the following nationally accredited courses on its Scope of Registration:

- HLT40312 - Certificate IV in Massage Therapy Practice
- HLT50307 - Diploma of Remedial Massage
- SIS30310 - Certificate III in Fitness
- SIS40210 - Certificate IV in Fitness
- 22248VIC - Advanced Diploma of Myotherapy

We acknowledge the importance of adult learning principles in the delivery of effective training. We believe that all students should be encouraged to take responsibility for their own learning and to understand that as learners, they have an active role to play in their training/learning and assessment process.

We want to make you feel as comfortable as possible whilst you undertake your training, so we keep our class sizes at a comfortable level to ensure optimum learning environments. We ensure that all our students receive the in-depth learning and unlimited support they deserve.

The purpose of this Student Information Handbook is to introduce you to the services available to you at ACHF.

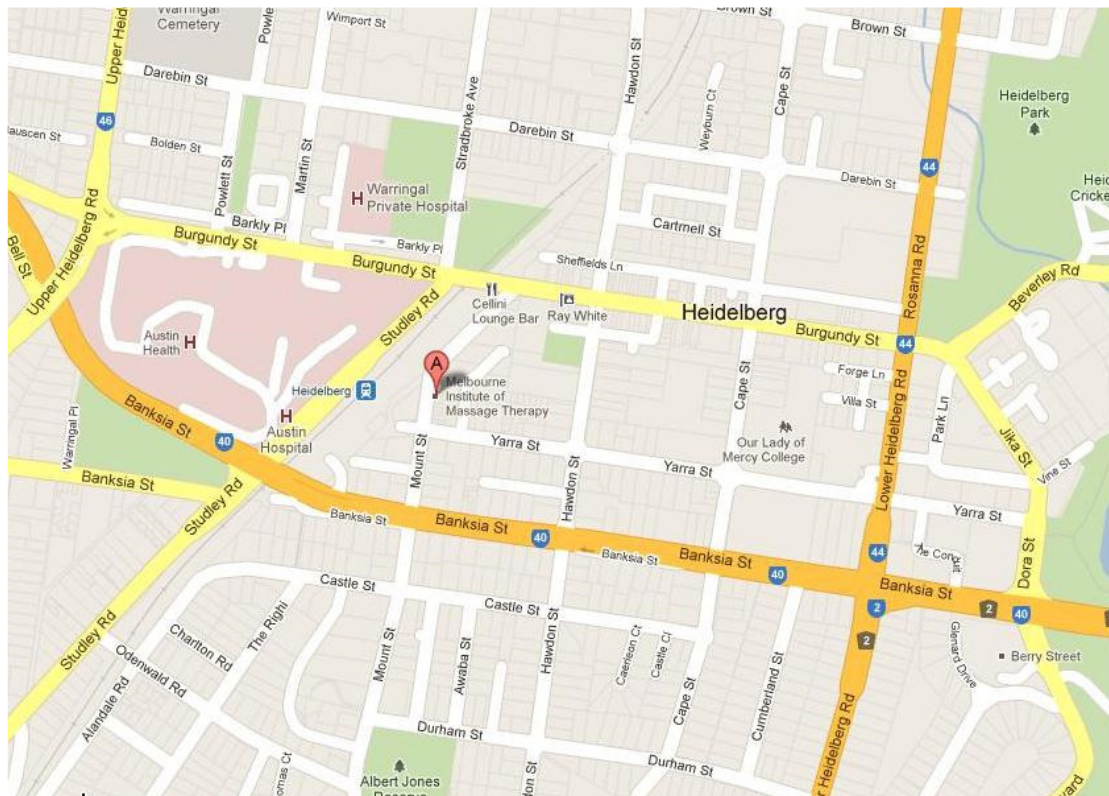
All Trainers have relevant and exceptional industry knowledge and experience and are professional, friendly and supportive. Please visit our website (www.mimt.com.au) to read about Our Trainers under the Institute Profile tab on the Homepage.

Training Guarantee

Once a student has commenced a training program, we agree to work together with them to produce a unified approach in the achieving of the relevant qualification they are undertaking.

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Location and Public Transport



ACHF classrooms and administration offices are located at 72 Mount St, Heidelberg, Victoria, 3084.

Office hours are: 9am – 5.30pm Monday to Thursday; 9am – 4.45pm Friday.

Adjacent to ACHF is the Heidelberg train station on the Hurstbridge line and the Heidelberg Railway Station/Yarra St (Heidelberg) bus stop.

Parking is available in Mount Street, Hawdon Street, Yarra Street and surrounding areas. Please observe parking restrictions at all time. We encourage the use of public transport as we are very close to trains and buses.

Free all day parking is available at Heidelberg Park at the bottom of Burgundy Street (across Rosanna/Lower Heidelberg Rd. See top right corner of map above) – 10 minute walk from MIMT.

Paid all day parking is available at the Mercy Hospital on Studley Rd on the opposite side of the Heidelberg train station to MIMT.

Student Attendance and Behaviour

Students are required to follow all ACHF rules and instructions from staff representing the organisation, act in a non-discriminatory manner at all times, and respect the rights of other students, staff and visitors.

Attendance at scheduled courses classes is paramount in ensuring students gain the maximum benefits associated with their training and fulfil the attendance requirements of their course. Students are responsible for notifying their Trainer (or the Student Administration Department) if they are unable to attend a training session for whatever reason.

Students are also required to adhere to ACHF academic rules and regulations. If a student is found to have acted in a way that ACHF deems to be misconduct, they may implement disciplinary action in the form of suspension or cancellation of the student's enrolment.

Complaints and Appeals

Process:

Informal process:

Where possible all non-formal attempts shall be made to resolve the complaint. ACHF encourages open communication and an environment of trust. Therefore, any student with a complaint is encouraged to raise the matter directly with the other party concerned to attempt to resolve the issue mutually. All informal complaints must be emailed to the Campus Manager who will update the Complaints and Appeals Register accordingly. The Campus Manager will determine and ensure that the appropriate action will be taken if necessary. Any staff member can be involved in this informal process to resolve issues but if the student wishes to place a formal complaint, then the following process must be followed;

Formal Complaints:

- 1) Any student, potential student or 3rd party may submit a formal complaint to ACHF with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for the complaints process unless it is referred to a 3rd party.
- 2) A student who wishes to submit a formal complaint can do so by completing the 'Complaints and Appeals Form' located in the Student Information Manual or they can obtain a copy by calling ACHF on 9455 1926.
- 3) All formal complaints must be submitted to the Campus Manager and contain as many details as possible:
 - a. Date complaint was submitted
 - b. Name of complainant
 - c. Nature of complaint
 - d. Date of the event which led to the complaint
 - e. Attachments (if applicable)
- 4) Once a complaint has been received, the information will be inserted into the 'Complaints and Appeals Register' spreadsheet which is monitored daily by the Campus Manager. The information to be inserted and retained on the register includes:
 - a. Date the complaint was submitted
 - b. Name of complainant
 - c. Description of complaint
 - d. Determined resolution
 - e. Date of resolution
- 5) The student has the right to be accompanied by any person of their choice during the complaints or appeals process
- 6) Once a complaint has been logged in the 'Complaints and Appeals Register' by the Campus Manager, the Director will be notified of the complaint and will be provided with all relevant documentation related to the matter
- 7) The Campus Manager and Director shall then refer the matter to the appropriate staff member/s to resolve or make a decision regarding the complaint within 10 working days

- 8) Once a decision has been reached, the Campus Manager is required to notify all of the relevant parties involved of the decision and outcome which is to be concluded in writing within 14 working days from the date the complaint was first received. Within the notification of the outcome, the student will be advised that they have the right to appeal the decision made by ACHF. Students will be referred to the appeals procedure as outlined below
- 9) The Campus Manager will ensure that ACHF will act immediately on any substantiated complaint. If the internal or external complaint handling or appeal process results in a decision that supports the student, ACHF must immediately implement any decision and/or corrective and preventative action that is required and advise the student of the outcome
- 10) Copies of all documentation, outcomes and further action required will be placed on the 'Complaints and Appeals Register' by the Campus Manager and on the students file

Appeal Process

- 1) If the student is not satisfied with the outcome from the formal complaint, then they have the right to appeal the decision made by ACHF where reasonable grounds can be established
- 2) The areas in which a student may appeal a decision made by ACHF may include:
 - Assessment conducted
 - Deferral, suspension or cancellation decisions made in relation to a student's enrolment
 - Or any other conclusion/decision that is made after a complaint has been dealt with by ACHF in the first instance
- 3) To activate the appeals process, the student must submit an 'appeal application' by completing the 'Complaints and Appeals Form' located in the Student Guide or they can obtain a copy from ACHF by calling 9455 1926
- 4) The student needs to provide a summary of the grounds that the appeal is based on and the reason why they feel that initial decision made is unfair within 20 working days from the time they received the outcome for their initial complaint. Help and support with this process can be gained from the Student Administration Manager
- 5) Once the appeal has been received, the Campus Manager and Director will then determine the validity of the appeal and where necessary organise a meeting with all parties involved in the matter and attempt to seek resolution where appropriate.
- 6) The process for all formally lodged appeals will begin within 10 working days from the date that the appeal was lodged
- 7) The Campus Manager will ensure that ACHF acts on any substantiated appeal
- 8) Where an appeal has been lodged it will be defined into one of the following categories and processed accordingly:

General Appeals

- 1) Where a student has appealed a decision or outcome of a formal complaint they are required to notify ACHF of their appeal within 20 working days from the time they received their initial outcome of their complaint
- 2) The appeal should be lodged through the Campus Manager who will ensure that the details of the appeal are documented on the 'Complaints and Appeals Register'
- 3) The Director and Campus Manager will review the initial documentation of the complaint and shall make a decision based on the grounds of the appeal
- 4) The student shall be notified in writing within 20 working days from the initial lodgement of the appeal of the outcome with reasons for the decision, and the 'Complaints and Appeals Register' updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome

Assessment Appeals

- 1) If a student wishes to appeal an assessment they are required to notify their assessor in the first instance. Where appropriate the assessor may decide to re-assess the student to ensure a fair and equitable decision is made. The assessor will be required to complete a written report regarding the re-assessment outlining the reasons why assessment was or was not granted
- 2) If this is still not to the students satisfaction the individual can formally lodge an appeal by completing and submitting the 'Complaints and Appeals Form' to the Campus Manager who will document the information in the Complaints and Appeals Register
- 3) The Campus Manager shall seek details from the assessor involved and any other parties. A decision shall be made regarding the appeal either indicating that the assessment decision stands or details of a possible re-assessment by a 'third party'. The third party will be another assessor appointed by ACHF
- 4) The student will be notified by writing within 20 working days from the initial lodgement of their appeal regarding the outcome with reasons for the decisions, and the 'Complaints and Appeals Register' updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome

External Appeals

- 1) If the student is still dissatisfied regarding the outcome of the appeal that ACHF has provided, they may wish to refer the matter to an external/independent/third party mediator
- 2) Appeals can relate to assessment decisions and they can also relate to other decisions such as the decision to exclude a student from a program. Students should be encouraged to resolve complaints and appeals through ACHF complaint mechanism
- 3) If the student is not satisfied by the complaints and appeal outcome, they can contact:

Dispute Settlement Centre of Victoria (DSCV)

4/456 Lonsdale Street

Melbourne Vic 3000

Telephone: 03 9603 8370

Toll free: 1800 658 528

Email: dscv@justice.vic.gov.au

This final stage will be addressed within 30 days.

Outcomes from the DSCV mediation in relation to a grievance will be implemented immediately.

Equity Commitment

All ACHF staff will adhere to the principles and practices of equity in education and training; they will treat every student fairly and without discrimination. ACHF has procedures in place to ensure any student concerns are dealt with immediately and appropriately (refer to Complaints and Appeals above).

ACHF acknowledges its legal obligations under State and Federal equal opportunity law, including:

- The Racial Discrimination Act, 1975 (Commonwealth)
- The Sex Discrimination Act, 1975 (Commonwealth)
- Disability Discrimination Act, 1992 (Commonwealth)
- The Equal Opportunity Act, 1995 (Victoria)

All legislation can be accessed at: www.comlaw.gov.au

ACHF fosters equality and access in a training environment that is fair and conducive to learning at all levels. Our training services are available to all participants regardless of ethnicity, gender, age, marital status, sexual orientation, physical or intellectual impairment.

All ACHF staff are required to have an awareness and understanding of access and equity issues and are required to demonstrate access and equity principles in all dealings with students and other staff.

If you believe you have been treated unfairly by an ACHF Representative, please contact the Campus Manager on (03) 9455 1926.

Occupational Health and Safety

ACHF complies with all relevant Occupational Health and Safety legislation. Trainers will actively take steps to identify hazards that could cause harm to participants in the classroom and learning environment. Where possible, the trainers will take action to remove or control these hazards and will report the hazard to the appropriate on site personnel.

Where practicable, students must take responsibility for their own health and safety and that of their fellow students or employees. This means students must follow all safety rules, procedures and the instructions of their trainer while in attendance at ACHF premises.

Privacy

In accordance with our Privacy Policy, we are committed to protecting the privacy and personal information of all of our students. Except as required under the VET Quality Framework, Government Contracts or by law, information about a participant will not be disclosed to a third party without the consent of the participant.

A copy of the Privacy Policy Statement is available upon request.

Training and Assessment Information

What is Competency Based Assessment?

Competency Based Assessment is the process of collecting evidence and making judgments on whether competence has been achieved. It confirms that an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed industry/enterprise competency standards (or outcomes of accredited programs if there are no competency standards for an industry). The Competency Based Assessment process will be conducted in an open, transparent and accountable manner emphasising the aspects of equality for all.

Evidence gathering

ACHF's academic staff has selected suitable tasks to ensure methods are best suited for assessing practical skills and others are better for assessing theory or underpinning knowledge.

Typical assessment methods include:

- Observation – trainer/assessor observation of student performing a task or producing a product;
- Workbooks or Reports – used to provide evidence of understanding in a particular context. Reports may be combined with oral or written questioning to validate understanding;
- Simulation/Role-play – simulation of workplace activities to gauge performance;
- Logbooks – provision of a collection of evidence and samples that prove competence against the specified criteria;
- Practical exercise or task – the student undertakes a task or exercise that demonstrates competency performed against the specified criteria;
- Knowledge based tests – written or oral questioning.

Where appropriate, assessment methods will take into account and have flexibility to incorporate the equity needs of students (eg. alternative methods of assessment for students with a disability).

Assessment readiness

When commencing study, the RTO will provide an overview of planned assessments and will negotiate assessment timeframes and requirements to ensure the student's readiness to undertake assessments. Assessments should be submitted or completed by the specified time for a result to be recorded. However, if necessary, extensions of assessment timeframes will be negotiated and/or considered in specific or exceptional circumstances.

If a student is unsuccessful in passing an assessment they are given the opportunity to attempt a Supplementary Assessment (additional fee may apply). If the student is unsuccessful in the supplementary assessment it will be recommended that they repeat the subject as the Skills and/or Knowledge has not been learnt (additional fees may apply).

Access to Student Records

Students wishing to access their own records must complete the 'Access to Records Application' form (available on request) and submit it to the office. Once the application has been received, the Campus Manager will contact the student to arrange a suitable time for him/her to come into the office to view their file within 5 working days. The student will be informed that they must produce photo identification when they arrive at the office to confirm identity.

Student Support Services

Being a student is exciting, but it can also be challenging. All staff can be approached to gain advice on academic and personal issues. Staff at ACHF will offer professional and confidential advice in areas where they can help and will ensure that all efforts are taken to ensure a positive learning experience is achieved.

Whilst all staff employed by ACHF has the responsibility to provide support to all students, ACHF has nominated a 'Student Welfare Officer' who is available to all students. The Welfare Officer can be contacted on (03) 9455 - 1926 between the RTO business hours of 9:00 - 5:30 and an appointment will be arranged with the Student Welfare Officer and the student to discuss any support required.

ACHF can provide a referral service to organisations that may assist students with some of their needs. The services that ACHF can refer students to are:

- Workplace English Language and Literacy Program (WELL): Phone: 133 873
- Adult Migrant English Program (AMEP): Phone: 131 881
- Adult Multicultural Education Services, Australia (AMES): Phone: 13 26 37
- Relationships Australia Employee Assistance Programs: Phone: 1300 364 277
- Lifeline: Phone: 13 11 14
- Beyond Blue: 1300 22 46 36
- The Victorian Foundation for survivors of torture (VFST): PH: 9388 0022
- Migrant resource centre (The student will be provided the details of the organisation that is close to their residential area)

In the case of an emergency the student must contact '000' via telephone to report the emergency to appropriate authorities.

We provide relevant learning support to students through a combination of:

- mentoring by the trainer
- assistance with language, literacy and numeracy issues (e.g. help student to find an appropriate course of study, or see whether the government can provide learning assistance to the student)
- disability support (e.g. specialist trainers or training scheduling)
- telephone and email support for students engaged in flexible delivery programs

The extent of the support services that we provide will depend on our clients' needs and our capacity to provide these services.

Student Safety

The RTO has a number of processes to provide a safe and secure learning environment to all students. These include hours of operation and access to staff to assist students where required.

When travelling to and from ACHF it is important to ensure your own safety at all times. The following are some tips to follow to ensure your safety and all staff are able to assist you with strategies to improve your safety.

Student Safety Tips

- Don't openly carry valuables, including iPods, mobile phones, laptops, etc.
- Find suitable and safe routes to petrol stations, shops and your local police station. Try to find routes that are well lit and busy.
- Avoid confrontation - it is better and safer to walk away if you are being provoked.
- If you feel you are being followed, cross the street, and if you are still worried, move as quickly as possible to a public area (such as a restaurant) and then telephone for help.
- At night, walk in pairs in well-lit areas and on busier streets, not dark alleyways and side-streets.
- Have your keys ready well before you reach the door of your car or house.
- If you are going away, tell someone you trust where you are going and when you will be back.
- If travelling by bus or tram at night, try not to wait alone at the bus or tram stops. Arrange for others to meet you at your home stop if you are returning late and have a long way to walk home.
- If you are travelling by train at night, do not sit in an empty carriage. Try to sit near groups of people in a well-lit area.
- Check the time of the last train, bus or tram home to avoid being stranded at night.
- Avoid walking alone after getting off public transport at night. If you can, walk close to a group of people or arrange for someone to meet you.

Academic Misconduct

Students at ACHF are expected to maintain the highest standards of academic conduct. We know that most students conduct themselves with integrity and are disturbed when they observe others cheating. The following information should help you avoid unintentional academic misconduct and clarify the consequences of plagiarism and/or cheating.

Definitions:

Plagiarism:

It is the act of presenting another person's work as your own, and failing to acknowledging that the thought, ideas or writings are of another person.

Specifically it occurs when:

- other people's work and/or ideas are paraphrased and presented without a reference;
- other students' work is copied or partly copied;
- phrases and passages are used verbatim without quotation marks and/or without a reference to the author or a web page;

Cheating:

To act dishonestly or unfairly in connection to an assessment conducted by the RTO.

Academic misconduct is considered a serious offence at ACHF. For students who have been deemed to intentionally plagiarise/cheat, it may result in being suspended, or permanently removed from the course.

To avoid plagiarism and/or cheating and its penalties, students are advised to note the following:

- You may quote from someone else's work (for example from textbooks, journals or other published materials) but you must always indicate the author and source of the material.
- You should name sources for any graphs, tables or specific data, which you include in your assignment.
- You must not copy someone else's work and present it as your own

If the student does not agree with the RTO's decision, then they are able access the Complaints and Appeals Policy and Procedure.

All students have access to the Academic Misconduct Policy and Procedure and a copy can be produced by the Student Administration Department at any time upon request.

National Centre for Vocational Education and Research (NCVER)

Please be advised that you may be contacted by the National Centre for Vocational Education and Research (NCVER) for the purpose of completing a survey and/or an invitation to participate in a Department endorsed project and/or being contacted by the Commission (or persons authorised by the Commission) for audit purposes.

Relevant Legislation

LEGISLATION/REGULATIONS	PURPOSE	WEBSITE ADDRESS
Higher Education and Skills	<p>Higher Education and Skills is an office of the Department of Education and Early Childhood Development (DEECD). Our Deputy Secretary reports to the Secretary of DEECD, and primarily supports the Minister for Higher Education and Skills.</p> <p>Our role is to support and facilitate access to training and tertiary education opportunities so that Victorians can acquire higher skills that are utilised by, and contribute to the success of, Victorian businesses.</p>	http://www.skills.vic.gov.au/
ASQA	<p>The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector.</p> <p>ASQA regulates courses and training providers to ensure nationally approved quality standards are met.</p>	http://www.asqa.gov.au

<p>Education Reform Act</p>	<p>The main purpose of this Act is to reform the law relating to education and training in Victoria by providing for a high standard of education and training for all Victorians.</p>	<p>http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx</p>
<p>Apprenticeships and Traineeships</p>	<p>Training.gov.au provides a single point of access to the vast range of vocational education and training information, products and services in Australia. The portal was developed in conjunction with state and territory training authorities and the Australian National Training Authority (ANTA)*. It is a gateway to many different websites and services</p>	<p>http://www.training.gov.au/</p>
<p>Privacy</p>	<p>The Office of the Australian Information Commissioner has three sets of functions. They are:</p> <ul style="list-style-type: none"> • freedom of information functions, in particular, oversight of the operation of the <i>Freedom of Information Act 1982</i> and review of decisions made by agencies and ministers under that Act. See the Freedom of information section of this site. • privacy functions, conferred by the <i>Privacy Act 1988 and other laws</i>. See the Privacy section of this site and the former Office of the Privacy Commissioner website which stills holds the majority of the information about our privacy functions. • government information policy functions, conferred on the Australian Information Commissioner under the <i>Australian Information Commissioner Act 2010</i>. See the Information policy section of this site. 	<p>http://www.privacy.gov.au/</p>

Planning for training

Competency-Based Training and Assessment Process

Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a training program. The aim of CBT is to ensure that vocational education and training programs better meet the needs of Australia's industries and enterprises.

Outcomes from CBT reflect workplace duties, working environments and performance requirements. This should include performing higher level duties such as planning, problem solving and managing tasks through to completion. CBT programs are often comprised of Units of Competency that contain specific learning outcomes, which are based on standards set by the particular industry. Delivery of training may occur in a variety of forms (classroom, work based) to ensure an overall understanding of all skills and knowledge is available.

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards. Assessments through this course will require students to complete a variety of written work, oral questions, practical demonstrations and assignment/portfolio presentations.

Where a student has undertaken an assessment and it has been marked as NYC (Not Yet Competent), they will be allowed to re-sit the test/or have a re-assessment. If they are deemed NYC for a second time they are to re-enrol into that unit/subject. This will include re-training and therefore a re-enrolment fee for the unit will apply.

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

Competency-based training places emphasis on the workplace application of attained knowledge and skills, not the amount of time spent in training or the amount of knowledge acquired in a formal learning environment.

Australian Qualifications and Statements of Attainments that have been issued by any other Registered Training Organisation (RTO) will be recognised by ACHF. To apply for a Credit Transfer, students must be able to present their original Qualification or Statement of Attainment with National codes and titles that match the current course in which they are enrolled.

Recognition of Prior Learning (RPL) is the acknowledgment of skills and knowledge obtained through formal training, work experience and/or life experience. The purpose of this process is to identify and assess previously acquired skills and knowledge against the required competency standards.

Course participants applying for RPL must provide evidence to the satisfaction of ACHF. This evidence must clearly indicate that the applicant is able to demonstrate all the required skills and knowledge.

Other information and documentation regarding the application procedure for RPL and/or Credit Transfers will be made available to all participants upon request.

Language Literacy and Numeracy

ACHF recognises that reading, writing, listening, speaking and understanding mathematical concepts and processes are integral skills required for work and are therefore an important component of training. As all students are individuals with different life experiences, literacy and numeracy skills vary.

As part of the enrolment process, the student will need to complete a language, literacy and numeracy (LLN) exercise which will be used to assess the LLN ability of the student. Some students may be referred on for special help as required.

We encourage students with Language Literacy or Numeracy concerns to undertake training. A range of support services can be provided for the student upon request.

If you have a Language Literacy or Numeracy concern that is affecting your training program, we encourage you to raise the matter directly with your Trainer.

Training Evaluation

ACHF fully appreciates and acts accordingly to any feedback that you give us. A feedback form will be forwarded to you on completion of your training course. Please be assured that feedback forms remain confidential and are only used for the purpose of improving the quality of our service to students.

Course information

Prior to enrolment, we will provide all participants with course information, including content and vocational outcomes.

Please refer to individual Course Outline Brochures for course details, entry requirements, tuition fees, and related information.

Enrolment Process

The enrolment process is completed by following the steps outlined below:

1. Read and understand the information contained in this booklet
2. Select the course of study you wish to undertake and complete an Enrolment Form
3. Sign the Enrolment Form to declare that you understand all of the information provided
4. Return the Enrolment Form to the Student Administration Department with the tuition payment with proper forms of ID
5. Complete the Language, Literacy and Numeracy exercise (Pre-Training Review)

Please Note: The information collected on the Enrolment Form is used for administrative and statistical purposes and will remain confidential.

Issuing Qualifications & Statements of Attainment

To receive full qualification:

1. Students must have successfully completed all relevant assessment tasks relating to their course.
2. All training and assessment documentation must be forwarded to ACHF to be verified, recorded and filed accordingly;
3. The Administration Staff will confirm successful completion and generate the qualification/certificate and relevant statement of attainment;
4. Qualifications and Statements of Attainment to be signed by the Director or Campus Manager;
5. Qualifications and Statements of Attainment to be prepared for collection or forwarded by post (whichever is the student preference).
6. Timeframe for receiving the qualification is between 4 – 6 weeks after the student has been marked as competent

To receive Statement of Attainment:

1. Students must have successfully completed all relevant assessments for each Unit of Competency to be included on Statement of Attainment;
2. All relevant documentation must be forwarded to ACHF to be verified, recorded and filed accordingly;
3. The Administration Staff will confirm successful completion and generate the qualification/certificate and relevant transcripts;
4. Statements of Attainment to be signed by the Director or Campus Manager;
5. Statements of Attainment to be prepared for collection or forwarded by post (whichever is the student preference).
6. Timeframe for receiving the statement of attainment is between 4 – 6 weeks after the student has been marked as competent

Fees, Charges and Refunds

For up to date information relating to course dates and fee schedules please refer to our Course Timetable and Course Outline Brochures.

After commencement no more than \$1500 is required to be paid which is attributable to tuition yet to be delivered.

Fees (other)

Written test re-schedule fee	\$ 80
Practical re-sit or re-schedule fee	\$ 80
Written assignment late submission fee	\$ 80
Course transfer fee	\$ 150
Re-enroll fee	\$ 359
Manual re-print fee	\$ 20
Mailing of certificate	\$ 15

Replacement of Documentation

Statement of Attainment and/or	
Academic Transcript	\$15
Certificate re print	\$60

Course Fee Refunds

All applications for refunds must be made in writing by way of the 'Student Deferral/Withdrawal' form and submitted to Student Administration. Approved applications will be processed within 4 Weeks from the date of application.

The assessment of refund applications shall be granted as indicated below:

For Skills Victoria funded students:

Tuition Fee: When applying for the course you must include payment of the Tuition Fee – this secures your place in the course. Standard concession does not apply to courses in the Skills Deepening category (Diploma, Advanced Diploma).

Refund Policy: If you lodge a withdrawal application (form FOR~094) at any time up until 2 weeks (Full Time courses) or 4 weeks (Part Time courses) after the scheduled commencement date of the course, you are entitled to a refund of the tuition fee paid minus the minimum fee of \$359. You are not entitled to any refund if you withdraw later than 2 weeks (Full Time courses) or 4 weeks (Part Time courses) after the scheduled commencement date of the course. Refunds will be provided no more than four weeks after notification is received by Administration.

If a student has paid a fee for tuition which is no longer required because of Recognition of Prior Learning, the student will be refunded an amount equal to the difference between the tuition fee paid, and the tuition fee payable for the adjusted hours of tuition that are to be undertaken.

For Fee For Service students:

Application Fee: An Application Fee of \$495 must accompany your enrolment form to secure your place in the course. A minimum fee of \$359 is non-refundable if the student withdraws prior to the course commencing.

Refund Policy: Students must give notice of their intention to withdraw from a course in writing (use form FOR~094). The student will receive a full refund (minus the minimum fee of \$359) for any modules for which they have paid but not yet commenced. A student will not be refunded or credited for any incomplete modules from which they withdraw. Refunds will be provided no more than four weeks after notification is received by Administration.

Please note that ACHF may update fees and charges from time to time and it is recommended potential students contact the College to ensure the most up to date information is obtained.

Course cancellation: Should MIMT cancel any course at any time during the period of the student's enrolment, the student is entitled to a full refund of the tuition fee.

Reservation: MIMT reserves the right to: amend or change any of its courses, prices, terms, conditions and policies; accept, reject or defer any application or student. Re-schedule courses for whatever reason. **Please note: where the Student breaches ACHF Policies and Procedures no refund is payable.**

Extenuating circumstances

Students may have extenuating circumstances that prevent them from attending scheduled course dates. These circumstances may include (but are not limited to):

- Illness
- Family or personal matters
- Other extraordinary reasons

Where evidence can be successfully provided to support the Student's circumstances, course fees may either be transferred to the next available course where applicable, or a refund of unused course fees will be issued. This decision of assessing the extenuating circumstances rests with the Director and shall be assessed on a case by case situation.