

Student Handbook



**Vocational
Training**

Vocational Training is delivered through a training partnership with RTO (Registered Training Organisation) Inspiritive 21178

Student Handbook for All
Vocational Training Courses

**The Dispute Resolution
Training Specialists**

Mediation Institute Student Handbook

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How to get in touch

Name	Role	Contact Methods
General Enquiries		1300 781 533 office@mediationinstitute.edu.au
Joanne Law	Director	0401 293 500 Joanne.law@mediationinstitute.edu.au
Paul Kenna Law	Legal and Technical Advisor	0419 130 129 Paul.kenna.law@mediationinstitute.edu.au
Trainers	Course Trainers and Mentors	The contact details for your course trainers will be available from the home page of your course.

E - learning Access

To log into your course go to <https://mi.study247.online>

When you enroll you will receive an email with the link and log in information which will usually be the email address you supplied to Mediation Institute when you enrolled.

Click on the *I do not know my password* link to set or reset your password.

You can write down your password hint and login name below.

Login name (usually your email):

Password hint:

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Congratulations on your decision to study with Mediation Institute

Our goal is to provide you with an accessible, safe, fair, and supported environment within which to learn.

This handbook provides general information about our systems and processes, your rights and obligations when undertaking vocational training with Mediation Institute.

It does not provide you with specific information about the particular courses offered by Mi.

That information is available on our website www.mediationsintitute.edu.au and is contained within individual Course Brochures which are available separately. This document provides information about overall policies and procedures that apply to all vocational training courses which we deliver in collaboration under a training partnership with Inspiritive.

See our Student Handbook – Mediation Courses for our non-VET Courses.

About Mediation Institute

Mediation Institute Pty Ltd (Mi) is a specialist provider of dispute resolution and related interpersonal skills training. Our courses include training in negotiation, mediation, family dispute resolution, family group conferencing and more.

We are a Recognized Mediator Accreditation Body (RMAB) able to accredit mediators under National Mediator Accreditation System (NMAS)

We provide ongoing support to dispute resolution professionals through member services and hosting the Dispute Resolution Agency in Australasia.

We approach the delivery of all our services guided by an appreciation for innovation, flexibility and accessibility which encourages us to make a deliberate use of technology to improve training effectiveness.

This approach has maximized the use of technology without sacrificing a human touch and saw Mi awarded the eLearning Excellence Award for the VET sector in 2014 and achieve finalist status in the Victorian Telstra Best of Business Awards in 2013.



We work in partnership with Registered Training Organisations to deliver Vocational Education and Training (VET).



If you are undertaking a course that leads to a vocational qualification you will be enrolled with our RTO partner Inspiritive Pty Ltd Provider Code 21178.

About Inspiritive Pty Ltd

Inspiritive Pty Ltd has been an RTO since 2002.

They provide high-quality training in the specialist area of Neuro-Linguistic Programming to students in Australia.

To find out more about the courses offered by Inspiritive visit www.inspiritive.com.au

Under our agreement Mediation Institute provides marketing, administration, training, and assessment for your course and Inspiritive validates the courses and issues any vocational qualifications.



Vocational Training and Education (VET)



Australian Government

Australian Skills Quality Authority



The Australian VET System relates to qualifications on the Australian Qualification Framework(AQF) and is regulated by the Australian Skills Quality Authority (ASQA).

All VET training is delivered as part of a third-party agreement with our Registered training Organisation Partner. Mediation Institute is not an RTO.

Full course details for any of the vocational qualifications or units we train are published on the national registration of VET website www.training.gov.au

Personalised Student Support

Our training and support services are individualized. That means that we are keen to provide you with the level of support you need, as an individual. If you need any help at all, just ask. If we see that you need some extra support we'll offer it as well.

Our aim is to get to know all our students and your goals for your career.

We are available to discuss any issues you are having either with the course or externally that are affecting your studies. Each course has recommended completion times however they are flexible to a degree.

If an application for suspension is approved, we can suspend your enrollment for a period so if you have a major disruption to your ability to study, please get in touch to discuss your options.

The Mi offers support to all students to increase access to training and achieve successful completion of the work needed to complete your qualification.

This includes flexible training and assessment practices, opportunities to discuss difficulties with the course coordinator and assistance with understanding course materials.

We are responsible for the maintenance of a safe learning environment for all students, and this may mean that individual requirements are balanced against the wellbeing of the other students.

Acknowledgement of Country

Acknowledgement of Country is a way for both indigenous and non-indigenous people to bring to front of mind the continuing and ongoing role that indigenous peoples have in Australia.

We are proud to provide training and support to a significant number of first nations people as many are attracted to mediation as a culturally appropriate way to resolve disputes and conflict.

Mediation Institute acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of Australia and pay our respect to elder's past, present and emerging. We recognize the continuing connection to the lands, waters, and communities within which we live, work and learn.

To find out more visit - <https://www.mediationinstitute.edu.au/general-information/acknowledgement-of-country/>

Our values and approaches

Innovation

We believe in continuous improvement and constantly seek ways to improve our systems, processes, and student outcomes. We believe that if it is broken, fix it. If it is not broken, improve it.

The downside of innovation is that you will no doubt experience changes to processes and practices during your learning journey with Mi.



Support

Support is part of the respect we provide for students. That means we value what is important to you, not just to us.

Support is central to all activities. As educators, we promise to support you on your learning journey. Tell us your goals and aspirations so that we can tailor your learning journey to your needs. We value your prior learning and knowledge so talk to us about recognition of prior learning.



We encourage you to share your expertise with others through regular webinars, discussions, and peer feedback during role plays.

As you advance through your course, we encourage you to mentor those who are new to the course. Be proactive about giving and receiving constructive feedback, with staff and other students in a way that is both respectful and valuable to the recipient.

That means recognising strengths and highlighting opportunities to improve. If you are unsure about how they can improve just be descriptive about the impact on yourself to help them to learn and calibrate the effect of their facilitation.

Quality

Quality learning outcomes are very important to us. We want you to gain the skills and knowledge you need to be a valued member of the workplace that your qualification allows you to work in.

Whether that is with a government funded or private business or independently as a registered practitioner. We don't cut corners or shortchange you.



One of the things we want to achieve is that every student who signs up for a course with Mediation Institute successfully completes their studies and gains the corresponding knowledge and skills.

Please tell us if you are encountering any barriers to successfully completing your course so that we can be aware and assist you as much as we can. Get to know the other students. You may find that there is a way for you to collaborate with them during and after the completion of your studies.

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Flexibility

We provide flexible and assessable remote delivery of high-quality training. Not always the easiest thing to do when we have a student body of busy professionals with active family lives and interests.

The downside of flexibility is that it can make us less demanding than other calls on your time. If you have a problem with procrastination or progress at any time during your course talk to one of our team.

We are permitted to make reasonable adjustments to assessment tasks and processes to help our students who have any specific barriers to learning.

You will ultimately need to reach the level of competence required but your journey may be slightly different to another student's. So never be afraid to ask if something isn't working for you.



Accessible

Mediation Institute was established to be accessible to people in regional areas and those who have any form of impediment or disability to attending classroom style training.

If your disability will not prevent you from being able to perform the work that the course is training you to do, then we will make sure that our processes are not a barrier to you learning the new skills!



Our course is accessible for those who are vision impaired or have physical disabilities. If you have any type of disability, please discuss your challenges with our staff to help us to understand how we can assist you.

If you have concerns relating to trauma and triggering please contact us to discuss your concerns. The course deals with issues such as family violence and the workplace requires you to work with both victims and perpetrators of abuse. If this may be triggering for you please get in touch.

Access to quality education

Mi offers programs and services, which are relevant, accessible, fair, and inclusive.

We aim to redress past disadvantage and improve the position of groups in society which include:

- Aboriginal and Torres Strait Islander people
- People of non-English speaking backgrounds
- People with disabilities
- Geographically isolated people.

Students requiring assistance with your learning and participation in our programs may be supported through:

- Language, literacy, and numeracy support (or referral to specialist support)
- One on one tuition
- One on one intensive student support
- Email and telephone contact
- Use of adaptive technology. Our course is fully accessible to the vision impaired.

If you require further information about these or other support services, contact us to arrange for a confidential discussion of your needs with our Director, Joanne Law.

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Our learning philosophy

These principals guide our approach to education and learning.

Learner Focused

The value of training can only be evaluated against how well it supports a student's ability to learn. Our focus is on student satisfaction and completion rates. We consider that a failure to learn is a failure to teach. If you are enrolled in the course with a true desire to succeed, we will do everything we can to ensure your success. We don't encourage enrolments from people who are not intending on using the skills being acquired. There are other courses more suited to your needs if you have a purely academic interest in the studies.

Recognising and valuing life experience

Learning and skills development occurs in many situations and contexts, formal training, information training, on the job and through other relevant activities. Our courses are structured to allow you to move through your studies based on your learning needs. See the section on recognition of prior learning for more information about requesting alternative assessment or recognition of prior studies. Talk to us if you think that a specific task will not add to your learning due to prior experience as we may be able to collect alternative evidence of your knowledge or skills.

Leveraging technology to support people

We live in a wonderful time where technology provides significant support for learning through online learning management systems but the humans learning them still have the same needs in terms of the ability to ask questions and discuss ideas. Our course designers recognize that individual students have different learning styles, learning requirements and demands on their time. For this reason, we offer the theory element of our courses through online learning which can be completed at your own pace and have frequent webinars and role plays where you can ask questions and discuss ideas.

Due dates, where they are provided, are advisory. You can finish faster or slower than these advisory dates. We also offer many ways to interact with other students and currently accredited practitioners, but you do have to be proactive and attend. We will not force you to participate in webinars, however most courses require role plays and/or attendance at a workshop.

Trainers who care about student success

We define student success as being able to complete their studies and apply what they learn in practice. That is why we provide ongoing support through our membership services.

Our trainers see their job as being to train, coach, mentor, and support learners. We will provide detailed feedback to help you to calibrate and develop your skills. We know that learning skills is an interactive process not a passive transmission of knowledge.

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Our trainers and assessors are qualified to train in whatever course they are teaching and have current experience in their field or area of expertise. Their industry experience is kept up to date by participating in professional development activities and client work wherever possible.

They coach and mentor in addition to training which ensures that our students benefit from their skills and experience in the field. Your trainers will work with you to establish a supportive learning environment to enable you to achieve competence in your area of study.

At Mi we deliver theory via eLearning and skills development through role plays. Role plays may be via video meeting or at workshops.

Phone and email support is always available, individual and group coaching and webinars occur on a scheduled and ad hoc basis as required.

Our Expectation of Students

Mi requires that all students agree to contribute to a safe and collaborative learning environment.

By entering training with Mi you agree to the following Agreement to Learn Principles.

The learner and Mi Staff agree:

- To work together with an intention to learn and facilitate learning with a willingness to actively listen, to ask questions to confirm understanding and to communicate openly.
- Learners and staff have the right to be treated with respect during this process and not to experience discrimination or denigration.
- To contribute to learning in a harmonious and positive manner irrespective of gender, race, sexual preference, political affiliation, marital status, disability, or religious belief.
- To be honest and respectful, which includes not committing plagiarism, falsifying work or information and not conducting yourself in any way that may cause injury or offence to others.

Roleplays

- It is understood that Roleplays are provided online except when we are delivering a specialist in-house program. They are designed to give the learner the opportunity to practice new skills in a safe environment. This requires honesty and sincerity from all participants.
- It is expected that those playing the “client” character in a role play provide the learner with a sufficiently realistic experience to enable them to calibrate and learn. Please remain mindful of your role and do not get carried away.

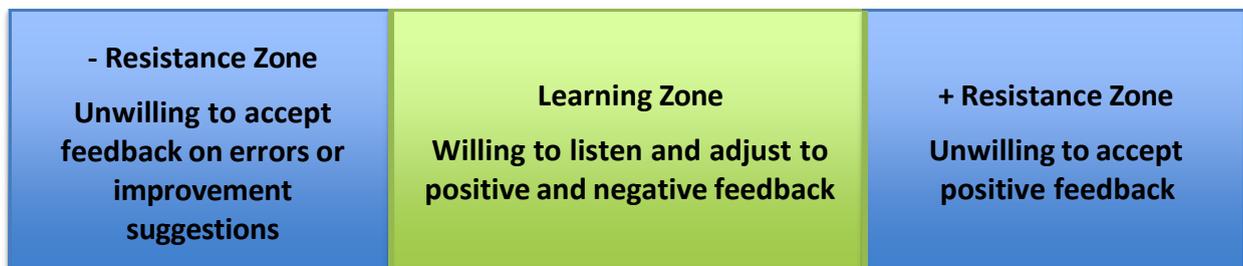
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- When participating in roleplays you will be expected to be respectful towards other learners and trainers and conduct yourself appropriately to a workplace environment.
- Disrespectful language towards mentors or outrageous behaviours in role plays are not acceptable. You may be asked to leave the session and if the behaviour were to continue suspend your studies until you have dealt with the issues you are experiencing.
- The trainer or coach may elect to pause or stop the role play at their discretion.

Feedback

- Learning new skills requires practice and feedback on your performance. Self-reflection and self-awareness are supported by encouraging learners to evaluate your own performance in role plays.
- Feedback is done in a group to maximise learning for all participants. A learner may request the trainer or coach provide a private feedback session. Unless you do so all feedback from role plays will be by default, group feedback.
- You will be given constructive feedback following role plays and other assessment. This may include live feedback during role play and may be in the presence of other staff, learners or observers.
- Mi uses the Feedback Sandwich approach to improve the effectiveness of feedback. You will be provided with:
 - specific examples of what you have done well,
 - specific information about errors or improvement opportunities,
 - strategies to improve performance and
 - overall feedback on your progress.

Feedback is intended to support, encourage and develop skills and understanding. Please put aside your ego and any negative self-belief and listen openly to both the positive feedback and improvement opportunities. Being overly critical of yourself or resisting feedback both inhibit learning. Aim to be in the learning zone!



Mi Supervision and Webinars

Discussion and exploration of topics with others is helpful to your learning process.

- Participating in Group Supervision sessions or Webinars may be part of your course. Learners are encouraged to maximise their learning opportunities by participating when possible. Various times and dates are made available.
- Mi Supervision is modelled on positive supervision principles. Supervision should be an enjoyable and constructive experience.
- Any disagreements between supervision group members' beliefs, values, opinions or any other matter should be discussed in a respectful and thoughtful manner with respect for diversity and the value of difference.
- Personal attacks, insults, aggressive language or other behaviour that is intended to intimidate or impose upon other people is completely unacceptable.
- The confidentiality of client information must be protected. Do not use client names during supervision and descriptions of their circumstances should be kept sufficiently vague or modified to avoid their identity being apparent.

Workshops

In person workshops are not a standard offering at Mediation Institute. Where offered, workshops extend course content and allow for face-to-face skills development.

In general participation in workshops is online rather than at a venue but they enhance learning and engagement. In some courses, e.g., our Family Group Conferencing course, participation in the workshop is compulsory. You will be advised in your course enrolment and information if there is a compulsory workshop.

If you are unable to attend a workshop you must apply for an exemption and in some cases, participate in additional online activities or a workshop later, depending on the course requirements.

Learners are fully responsible for any costs associated with traveling to or attending workshops associated with their course.

Work Placements

Some courses require a mandatory work placement. Should a work placement be required in the course you have enrolled in a work placement guide will be provided to you.

- Your work placement may not begin until a work placement agreement is in place.
- You will be covered by Mediation Institute's Insurance during your work placement only if a work placement agreement is in place,
- You may arrange your own work placement, or the work placement may be arranged by Mi with the not-for-profit Interact Support (an additional fee applies),
- If you do not participate in a work placement for a unit of competence that requires mandatory work placement you will not be awarded a statement of attainment for that unit and / or be ineligible for the full qualification,
- It is your responsibility to complete all assessable activities, maintain all required records, work placement logs and journals during your work placement,
- It is your responsibility to request and schedule supervision meetings with your workplace supervisor during your work placement,
- You should be provided with an indication into the workplace including safety instructions. Should this not occur it is your responsibility to request information about safety and emergency procedures in the workplace,
- You have the right to be treated with respect and for your welfare and safety to be always considered. If you feel unsafe at any time in your work placement or believe that you are asked to perform functions without adequate supervision, please discuss your concerns with your workplace supervisor and/or Mi trainer,
- You must treat all clients, staff, fellow students, and colleagues from other services during your work placement with respect and contribute to a safe and harmonious workplace.

Privacy

Mi takes the privacy of students very seriously and complies with all legislative requirements. These include the Privacy Act 1988 and Australian Privacy Principles.

- Your name will be visible to other students in your course and on a shared google document called the Role Play Scheduler or similar. Other students can email you through the course inbox and if you provide your contact details in your profile on the course, they will be able to see that as well. If you have concerns about privacy speak with a Mi team member.
- We ask you to provide a photograph which you can upload to your course profile. In most cases this will be a photo of you. If you are not comfortable with that it is perfectly acceptable to upload another image you would like to use on your profile.

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- Any learner with privacy concerns is responsible for contacting Mi to discuss their concerns about the sharing of your contact information.
- Mi may take video recordings or photographs of learning activities. These media files may be used in a variety of ways such as in creating learning resources or for marketing purposes. They may be stored or shared on websites open to public viewing such as Facebook, Vimeo, and You Tube.
- ***You can ask us not to do that with your image or voice on an opt out basis. If you have cultural or privacy concerns about the use of your image it is your responsibility to contact Mi to discuss your concerns.***
- By enrolling in a course with Mediation Institute you agree to these terms by default and the onus is on you to tell us if there is any problem for you.

Vocational Training Privacy

- Mi and/or Inspiritive will retain personal information about you relating to your enrolment with us. This includes your personal details, your ethnicity, individual needs and your educational background. We will also retain records of your training activity and are required to do this in accordance with the *National Vocational Education and Training Regulator Act 2011* and the *Standards for Registered Training Organisations (RTOs) 2015* if you are enrolled in a VET course.
- Your personal information may be retained within our hard copy filing system and our computer systems. Your information is collected via the enrolment form and through your completion of administrative related forms and based on your training outcomes. Mediation Institute works digitally and does not normally keep physical copies of files with student information. Any documents with your information that are printed from time to time will be digitized and shredded when no longer needed. Digital records are kept in secure computer systems to the best of our ability. Necessary documents are provided electronically to Inspiritive. Electronic data retained on our computer systems is protected via virus protection software and firewall protection. Our data is backed up to our secure server.
- Inspiritive is required to securely retain your personal details for a period of 30 years from the date your enrolment has completed. The purpose of this is to enable your participation in accredited training to be recorded for future reference and to allow you to obtain a record of your outcome if required.
- In some cases, we are required by law to make student information available to Government agencies such as the National Centre for Vocational Education and Research or the Australian Skills Quality Authority.
- In all other cases Inspiritive and/or Mi will seek the written permission of the student for such disclosure. We will not disclose your information to any person or organisation unless we have written instructions from you to do so. If you require your records to be accessed by other persons, you need to authorise this access otherwise this access will be denied.

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- You have the right to access information that Inspiritive and/or Mi is retaining that relates to you. Further instructions are provided on how to access records within the section titled “Access to your records”.
- If you have concerns about how Inspiritive or Mi is managing your personal information, we encourage you to inform our staff and discuss your concerns. You are also encouraged to make a complaint directly to us using our internal complaint handling arrangements outlined in this handbook.
- Under the Privacy Act 1988 (Privacy Act) you also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information. You can find more information about making a privacy complaint at the website of the OAIC located at: <http://www.oaic.gov.au/privacy/privacy-complaints>.

Student Safety

Mi is committed to providing a safe environment for our Students and Staff in compliance with our legal *Work Health and Safety Act 2011* and ethical obligations.

The following guidelines are provided as a basis for safe practice in the training environment:

- If you participate in a workshop or work placement know and observe details of emergency response and evacuation plans.
- Do not undertake activities which may cause injury to yourself or others, even if directed by someone in authority to do so.
- Be responsible for your own actions.
- No smoking inside the training and assessment facilities or offices.
- Report all potential hazards, accidents and near misses to the training staff.
- No consumption of alcohol within training and assessment facilities or during the conduct of training and assessment.
- Keep training and assessment areas neat and tidy at all times.
- Seek assistance if you volunteer to lift items e.g. move furniture in a training area.
- Observe hygiene standards particularly in eating and bathroom areas.

First Aid

- Provision for first aid facilities should be available where training is delivered in a face-to-face environment. All accidents must be reported to staff.
- The accident and any aid administered must be recorded by staff involved, in the injury register.

Electrical Equipment

- Electrical equipment that is not working should be reported to training staff.
- Electrical work should only be performed by appropriately licensed or trained personnel. Students, trainers and assessors should not undertake any task related to fixing electrical equipment such as lighting or electrical training aids.

Fire Safety

- Trainers will undertake to communicate the procedures involved in evacuation and the location of fire equipment to students at each facility for each training and assessment event.
- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers. Where appropriate, users will consult available maps to determine location.
- It is the user's responsibility to understand fire drill procedures displayed around the premises and attend any sessions on the use of fire safety devices and procedures.

Lifting

- Students, trainers and assessors are encouraged not to lift anything related to the training and assessment provided unless they do so voluntarily and take all responsibility for any injury caused.
- Never attempt to lift anything that may be beyond your capacity.
- Always bend the knees and keep the back straight when picking up items.
- If you have experienced back problems in the past do not attempt to lift heavy objects at all. Ask someone else to do it for you.

Work & Study Areas

- Always ensure that all work areas are clean and clear of clutter so as to avoid the danger of accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that bench spaces are left clean and tidy. Do not sit or climb on any desks or tables.

Enrolment

Pre-Enrolment Procedures.

Depending on the course you are interested in enrolling in you may have a pre-enrolment meeting with one of the training team. This discussion will cover your pre-requisite qualifications, language, literacy, and numeracy concerns (if relevant) and career goals prior to acceptance of your enrolment.

You can request a meeting even if it is not mandated for the course you are seeking to enroll in. We suggest that you do this if you have lower-level skills in using computers as the need to access the internet, log into a learning management system and work with documents is required in all of our courses.

Student Orientation Sessions

Once you are enrolled you will receive an email inviting you to log into the course. Depending on your course you may also receive a request to book in for an individual or group video orientation session with a staff member.

In all cases you can also request an individual orientation session if it is not included as automatic in the course you have enrolled in.

Language, Literacy and Numeracy

It is recommended that students have good English language, literacy, communication, and interpersonal skills.

Language, literacy, and numeracy skills are critical to almost all areas of work that our courses prepare you for.

You must have the ability to verbally communicate with other people in English to complete the required course assessment activities.

Students needing language, literacy, and numeracy (LLN) support should indicate this during your enrolment application. Where only a low level of support is needed, the Director of Studies may arrange for the student to receive extra-curricular assistance from the trainer or another staff member.

Otherwise, the student is advised to obtain LLN support from a specialist organization such as TAFE and enroll in the Mediation Institute program later once you have mastered these core communication skills.

If your communication level is not sufficient for the level of studies you would like to do and you decline language, literacy or numeracy support, enrolment may not be offered.

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To determine if your LLN level is sufficient and to support you to successfully complete your studies we will:

- Consider previously awarded qualifications and/or assess a student's language, literacy and numeracy skills during their enrolment to ensure they have adequate skills to complete the training;
- Support students during their study with training and assessment materials and strategies that are suitable to the level of the qualification and workplace skills being delivered;
- Provide clear information to students about the details of the language, literacy and numeracy assistance available. We generally recommend the LLN training courses provided by the TAFE sector. These institutes have specialist teachers to support the student's development.
- Refer students to external language, literacy and numeracy support services that are beyond the support available within Mi where this level of support is considered necessary; and
- Negotiate an extension of time to complete the training programs if necessary.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an alternative assessment process for people who have previously had formal or informal learning opportunities and workplace experience that demonstrates competence.

If you are awarded RPL, specific assessment tasks may be exempted or a statement of attainment for an entire unit of competence may be awarded.

RPL is a way of acknowledging skills and knowledge previously acquired through formal, informal, or non-formal learning and means students may not need to participate in training or complete all assessment tasks.

- Recognition of Prior Learning (RPL) means you do not have a VET qualification.
- Recognition of Current Competency (RCC) and Credit Transfer mean that you have completed an equivalent unit of competence. All training providers must recognize and give full credits at no cost for a completed unit of competence that you hold if they are equivalent.
- Additional assessment tasks or evidence may be required if the unit of competence or qualification is superseded and non-equivalent.

We recognize competency regardless of how, when or where the learning occurred. For example, students may wish to apply for recognition on the basis of life and work experience, or as a result of having completed other formal or informal learning.

Mi offers recognition of prior learning assessment-only processes in addition to our full training and assessment option. For further information contact the Director of Studies.

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To receive RPL credits you must provide evidence of competence which is:

- Authentic
- Valid
- Reliable
- Current (not more than a year or two old)
- Sufficient

We must be flexible in assessment of competence and evidence of competence may take a variety of forms and could include references from current or past employers, testimonials from clients and work samples.

Students seeking recognition for all or part of a qualification must first complete the Recognition Application Kit and forward it to the Institute.

Like assessment, recognition is a process whereby evidence is collected, and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learned through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

- Work records.
- Records of workplace training.
- Assessments of current skills.
- Assessments of current knowledge.
- Third party reports from current and previous supervisors or managers.
- Evidence of relevant unpaid or volunteer experience.
- Examples of work products.
- Observation by an assessor in the workplace.
- Performance appraisal; or Duty statements.

Many of these forms of evidence would not be sufficient on their own. When combined, with a number of evidence items, the candidate will start to provide a strong case for competence.

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Mi and Inspiritive reserve the right to require candidates to undertake practical assessment activities of skills and knowledge to be satisfied of a candidate's current competence.

Any student is entitled to apply for recognition in a course or qualification in which they are currently enrolled.

Students may not apply for recognition for units of competence or a qualification which are not included in Inspiritive's scope of registration.

Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.

Students who are currently enrolled in a training program are eligible to apply for recognition in that program at no additional charge.

Assessment via recognition is to apply the principles of assessment and the rules of evidence.

Recognition may only be awarded for whole Units of Competence.

National Recognition

National recognition is the recognition of learning achieved through formal education and training. Under the Standards for NVR Registered Training Organisations, qualifications and statements of attainment issued by any RTO are to be accepted and recognized by all other RTOs.

National recognition allows a student to be awarded a Unit of Competency/Module based on successful completion of the unit which has been previously awarded.

The following guidelines are to be followed in relation to national recognition:

- Any student is entitled to apply for national recognition in a course or qualification in which they are currently enrolled.
- Students may not apply to Inspiritive Pty Ltd for national recognition for units of competence or qualification which are not included in Inspiritive Pty Ltd scope of registration.
- Whilst students may apply for national recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- The student does not incur any fees for national recognition and Inspiritive Pty Ltd does not receive any funding when national recognition is granted.
- National recognition may only be awarded for whole units of competence. Where a mapping guide identifies a partial credit, this will not be considered for national recognition and applicants will be advised to seek recognition.

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Deferral of Study

Students may defer studies for up to 12 months; this must be requested in writing.

You can complete a deferral application here - [Study Deferral Request Form](#)

- If appropriate, a Statement of Attainment will be issued to students for units of competency that have been completed prior to deferring.
- If a Statement of Attainment has been issued students seeking to re-enroll after deferring may be required to provide evidence that demonstrates currency of skills and knowledge for previous modules completed in a discussion with the course coordinator before commencing.
- Fees might not be maintained at the level of the initial enrolment for longer than 24 months and will be at the current course cost at the time of re-enrolment.

Fees and Refunds

Refer to the course information on our website for full information about course fees.

In most cases if the course fee is more than \$1,500 students pay for their course in instalments of up to \$1,500 per month unless the course is being purchased by a business.

There are no restrictions on paying in full upfront on a business.

Fees are payable when a student has received confirmation of enrolment. As students get immediate access to all units on our courses the payment is not on a unit-by-unit basis.

Fees are paid in advance. The initial fee payment must be paid prior to commencing training.

Mi may suspend access to your course if training fees are not paid as required.

For a full list of current fees and charges please request a copy of Mi's schedule of fees and charges.

Tuition Fees are a GST-free supply in some of our courses.

Fees will be invoiced and may be paid by credit card (if paying by instalments) or electronic transfer. Account details are located at the bottom of each invoice.

Education Finance

If you are employed and earn over a certain amount you may be eligible for education finance which will allow you to pay for your course over a longer time frame, and reducing the size of your monthly instalments. We do not have access to government student loans.

Please refer to our website for more information about education finance. [Study Now, Pay Later](#)

Mediation Institute Student Handbook

Fees for RPL Assessment Only

Recognition of Prior Learning (RPL) provides an assessment only option if you can provide sufficient evidence of competence acquired in a work role that is still current. (Usually within the past four years).

That means that RPL applicants may apply for assessment only without attending training as part of the Recognition of Prior Learning process.

If the assessment indicates a need for further training in that unit, students may attend and complete the unit for the current fee minus the fees already paid for RPL.

The RPL assessment fee varies depending on the course / unit you are applying for.

Replacement of text & training workbooks

In most cases all learning resources are provided through our Learning Management System and can be downloaded when required. Additional Text Books are generally not required.

Should a textbook be supplied, students who require the replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement.

If this is required the fees will be published on the Mi schedule of fees and charges.

Substitutions

Requests for student substitutions are to be made in writing and can be made at any time up to 2 working days before the program commencement date.

The substitute must meet all entry criteria to enroll in the program in question.

Student Cancellations

Students who cancel their enrolment part way through a training program must notify Mi by email or letter. You may also be required to provide a written cancellation notice for Inspiritive.

- FDR Studies Cancellation Request form - <https://share.hsforms.com/1GPbGNHdJQZCQzH3uo1YvVwck5jz>

Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees unless they have been paid in advance of the time you have been on the course. This does not depend on whether you have applied yourself to your studies and made acceptable progress.

Students are advised to consider alternative options such as requesting to suspend their enrolment for up to twelve months if you are unable to study for a period of time. [Study Deferral Request Form](#)

Mediation Institute Student Handbook

Refunds

As a general principal payment for your course fees are not refundable.

You will be able to begin your studies within a day or two of your first payment being received.

If you pay for your course in advance i.e., pay more than one monthly payment per month or pay for the course in full, upfront requests will be considered in the following way.

- a) Refund requests must be via the [Cancellation Request Form](#) or in writing, signed and dated by the student, and emailed to office@mediationinstitute.edu.au
- b) The first payment is not refundable unless the refund request is received before the student is enrolled in the course and course materials are dispatched or log in to the course is set up,
- c) The monthly instalment payment is not refundable if the month has commenced, and the student has been provided access to training materials.
- d) Future instalments can be voided or refunded if paid in advance i.e. if the cancellation occurs within 6 months for a Core Units Course student or within 8 months for a full Graduate Diploma student.

Mi will refund the course fees paid by a student for upcoming Units if the course they are enrolled in is cancelled or unable to be provided in an accessible format.

Mi will refund the course fees paid by a student if the commencement date of their program is postponed for more than four (4) weeks from the advertised date at the time of enrolment unless alternative arrangements acceptable to the student are made.

Transfers between courses or units

Requests for transfers to alternate programs or units can be arranged if Mi is advised in writing more than 10 working days prior to the program commencement date and there is availability on the selected program.

One transfer will be accepted without charge where Mi has been notified in writing at least 10 working days prior to the scheduled commencement date.

All subsequent transfers will attract an administration charge of \$55.00 (incl. GST).

Non-delivery

In the unlikely event that the Mi is unable to deliver the course or the Recognised Training Organisation (RTO) we partner with is unable to continue you're your enrolment you will be informed of your available options.

Options would include a refund of any tuition fees you have paid in advance of the current instalments you were required to pay or transfer to an alternative RTO.

The refund amount will be a pro rata amount based on the number of months you have been enrolled in the course. Due to the self-paced nature of the course this is not dependent on the progress that you have made in your course.

The refund will be paid to you within 2 weeks of the day on which the course ceased being provided. A statement of attainment for any completed units will be provided.

If you are offered enrolment with an alternative RTO this will be done at no extra cost to you. You have the right to choose whether you would prefer a refund of course fees, or to accept the transfer to an alternative RTO. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement in another course without payment of a refund.

You will also be required to complete a new enrolment form with the new RTO.

Missed payments.

If a direct debit payment fails, Mi may attempt to re-debit the account. Any bank fees or charges incurred by the student are the student's responsibility.

Students who cannot make instalment payments by the due date are requested to urgently contact Mi to discuss your circumstances to avoid any additional costs.

Non-payment of student fees gives Mi the right to suspend your enrolment on your course. Failure to suspend your enrolment does not remove Mi's right to do so.

We generally would only suspend enrolment if you did not respond to statements and contact requests regarding your overdue student fees. We are happy to work with you to discuss your circumstances and make an alternative payment arrangement.

If payments to bring your account up to date or alternative payment arrangements are not made within 60 days Mediation Institute may cancel your enrolment. Failure to cancel your enrolment does not remove Mi's right to do so.

Students are encouraged to discuss any payment issues with the student liaison prior to any impending issues.

Our desire is to work with you to succeed in your studies.

Mediation Institute Student Handbook

Fee changes

Prior to enrolment fees may be altered without notice.

Once a student has completed enrolment, fees will not be subject to change for the normal duration of the course.

If you take longer than 24 months to complete your studies Mediation Institute may request additional fees should the course costs have increased.

Other information & conditions

Students are entitled, at no additional cost, to a formal Statement of Attainment on course withdrawal or cancellation, prior to completing the qualification on any units that they have been assessed as competent in. This is provided the student has paid in full for the tuition related to the units of competency to be shown on the Statement of Attainment.

Course credentials, awards, statements of attainment, transcripts, will not be issued to students who are in breach of any part of this agreement.

Mi does not guarantee employment or job placement for students after completion of the course.

This written agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.

Assessment

Assessment is based on the collection of evidence of your skills, knowledge, and attributes, as they relate to the requirements of the qualification. Mi uses multiple techniques for gathering different types of evidence.

This may include written questions, direct observation, structured activities, third party feedback, portfolios and the review of documents or products created as part of the course work. Such processes ensure that evidence is gathered from direct, indirect and supplementary sources to confirm competence. Each program will generally use a combination of each of these methods.

Equity

Mi is committed to ensuring that the training and assessment environment is free from discrimination and harassment.

All staff members (including contractors) are aware that discrimination and harassment will not be tolerated under any circumstances. If discrimination and harassment is found to have occurred, disciplinary action will be taken against any staff member who breaches this policy.

Suspected criminal behavior will be reported to police immediately.

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Students should expect fair and friendly behavior from Mi staff members, and we apply complaint handling procedures advocated by the Australian Human Rights and Equal Opportunity Commission (HREOC).

Students who feel that they have been discriminated against or harassed should report this information to a staff member that they feel they can trust. This will initiate a complaint handling procedure which will be fair and transparent and will protect your rights as a complainant.

If you do not feel that your complaint has been dealt with in an appropriate manner you may contact Inspiritive and will be provided with access to their external complaints handling service should you be enrolled in a course with Inspiritive as the Registered Training Organisation.

Alternatively, if a student wishes to report an instance of discrimination or harassment to an agency external to Mi, they are advised to contact the HREOC Complaints Info-line on 1300 656 419.

Information about the specific assessment tasks required for your course is available in the Learning Management System (LMS). The forms of assessment used in our courses are a combination of Written Knowledge Assessment, Activities such as Research Tasks, Case Studies and Projects, Observation of Practical Tasks, a workplace Journal of Practical Tasks with Third Party Sign off.

The following provides a brief explanation of the primary assessment methods:

- **Written Knowledge Assessment:** The student is required to provide a written response to a range of questions relating to required knowledge of the units of competency. These would generally be medium answer (100 - 500 words each) response activities and may include other questioning methods including multiple-choice.
- **Research Tasks:** The student is required to undertake research into industry publications, authoritative websites, published research and/or within their own workplace. These assessment activities are usually short to medium answer response activities. The responses provided by the student will largely be specific to their topic of learning.
- **Case Study Response:** The student is required to provide a written response to a situation presented in a case study scenario. This will usually require the student to consider carefully the situation presented, undertake some research to inform their response and then to propose their recommended actions.
- **Discussions:** The student is required to provide a written response to an online discussion feed on the course website on a topic that required reflection and a personal response based on the student's beliefs, values or experience.
- **Activities:** The student will undertake activities that demonstrate their ability to perform a function in a simulated environment or workplace. This will usually require the student to undertake some form of activity and provide a copy of the output of that process or action rather than being observed completing the task as in the Observation of Practical Tasks assessment activities.

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- **Observation of Practical Tasks:** The student will be observed performing specific tasks and activities in a simulated environment. The assessor will attend and observe the student performing tasks relevant to the units of competency being assessed. The student will be briefed on these observation activities and events and is required to make arrangements to undertake these activities when the assessor is in attendance at a simulated environment.
- **Workplace Journal of Practical Tasks with Third Party Sign off:** The student may be required to undertake the practical tasks itemised in the journal in a working context with a workplace supervisor. If the workplace supervisor is not an approved VET assessor, they are required to sign the journal to indicate completion of the task and will be required to participate in a co-assessment review of the student's placement with a qualified assessor.

Re-Assessment

Students who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/ or skills and prepare them for additional assessment.

It is the policy of Mi to provide two opportunities for additional training and reassessment at no further cost to the student. Students who require additional training and reassessment after they have exhausted their original opportunity will be required to pay a fee for additional training and reassessment. Please refer to the current fee schedule to identify the re-assessment fee.

Students requiring additional learning support are to be brought to the attention of Mi management, so the progress of the student can be monitored closely, and additional support services can be applied before it becomes necessary to impose an additional fee for re-assessment. Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be ended through mutual agreement.

Issuing qualifications

Successful completion of all course requirements will trigger a request to the RTO you were enrolled with to issue your qualification.

Students who only enroll in or complete specific units from a course will be issued with a statement of attainment.

These documents are issued and meet the requirements of the Australian Qualification Framework (AQF) and are formal certification in recognition that a person has achieved the learning outcomes relevant to nationally endorsed units of competency, qualifications, accredited courses, and industry requirements.

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Individuals issued with a certificate or diploma will also receive a Transcript of Results that identifies the units of competency that have been achieved.

If a Statement of Attainment is issued it will have unit or units of competence achieved recorded on the Statement of Attainment. The document is supplied electronically unless otherwise requested.

The RTO is responsible for providing and maintaining records of all certificates, diplomas and statements of attainments issued. Mi will facilitate the distribution and requests for replacement documents.

Course Standards

The VET system constrains trainers to providing competent or not-yet-competent assessments much to the disappointment of many students who would prefer a clearer grading system and the opportunity for the recognition of the “distinction” and “high distinction” framework. That is not permitted.

If your course work or assessments are not to an acceptable standard it will be marked as not-yet-competent and you will be provided with detailed feedback and asked to resubmit.

Some of the role plays and other activities are not assessment tasks. They are for the sole purpose of developing skills. Our trainers and assessors will provide you with verbal and/or written feedback and guidance regarding any competency gaps.

Expected Course Durations

- CHC81115 – Graduate Diploma of Family Dispute Resolution – 8 – 12 months including your work placement.
- Core Units from the Graduate Diploma of Family Dispute Resolution – 6 – 9 months including your work placement.

We encourage you to plan to complete your course fully within twelve months however you may complete within 24 months without any penalties or additional costs if your circumstances require you to defer the course for a period.

Access to your records

You will have ongoing access to your learning and assessment records in the learning management system for the duration of your course and for a minimum period of 30 days following the issue of your certificate or statement of attainment.

In the account area of the Learning Management System you will have access to download your submitted assessment work.

All students are students of Mi **and** the RTO that Mi completes your enrolment with.

Mi maintains student records, which includes participation records and assessment results.

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Students wishing to access their progress in their course may do so at any stage through the learning management system.

Students who would like to discuss their progress with their course coordinator are invited to set up a mutually agreeable time for this to occur.

Information may also be shared with the organization you complete your work placement through. The use of this information will be further clarified in your Work Placement Agreement.

Students enrolled in the course by their employer

Students whose training is sponsored or paid for by an organisation should advise all parties that the Mi might provide information about their progress to the sponsoring organization, if requested.

This may include information on attendance, participation, and formative and summative assessment results.

As a participant in a Mi training program, you will be encouraged and expected to participate fully in the training and assessment process. You will have group and individual activities.

Personal details

Students must notify Mi of changes of address, telephone number, email address within 7 days of the change.

Mi will not be held responsible for failure to deliver information or records to students if the student has not provided information regarding any changes.

Privacy

Mi is committed to the confidentiality and privacy of student information with the exceptions already identified in this document.

Information that you provide during the enrolment process and through your learning with Mi will be shared with our partnered RTO to administer VET training.

Participation and progress

Mi aims to provide high quality learning in which all students and staff can participate safely and effectively.

Learning support for our courses is provided through an online learning system. Role plays, webinars and group supervision sessions may also be part of the support provided in your course.

Information on students' progress will also be provided and this may include both verbal and written feedback.

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Students are partners in this learning and are expected to take responsibility for actively participating in discussions, learning activities, and following up any questions they have that arise during the program.

Should it become apparent that a student is unable to successfully complete the requirements as specified by the competency standards it will be necessary to discuss the possibility of transferring to a different program, changing qualification, or exiting the course. Availability of these options will depend on the circumstances at the time.

Disrespectful or disruptive behaviour, particularly any behaviour which may pose an occupational health and safety risk, will not be tolerated. If substantiated complaints about your behaviour are made you will be counselled by a senior staff member and a behavioural agreement will be entered into.

This agreement will contain a commitment by you with regard to your behaviour. Further breaches of these expectations may result in your suspension from the course while you complete psychological or other behaviour change work or if the situation is unsustainable expulsion from the course.

Timely Completion

Mi provides the option of self-paced learning, but this does require students to have the self-discipline to make time available for your studies and participation in skills development activities.

Successful completion of modules is generally the requirement for progression into the next module as some competencies are essential pre-requisites for subsequent modules.

You may find our Setting Your Learning Goals post [Setting Your Learning Goals \(mediationinstitute.edu.au\)](https://mediationinstitute.edu.au) helpful if you are struggling with time management.

It contains a goal setting guide and a fear setting guide.

Quality indicators and evaluation

Under the Vocational Education and Training (VET) requirements we are required to collect, use and report on learner engagement and employment satisfaction. This feedback is sought by a Learner Questionnaire which will be distributed either towards the end of your course or after completion in paper form or email to be completed online.

Employer surveys may be provided to your employer whether or not they have paid for or supported your participation.

You will also be asked to complete a Mediation Institute evaluation form from time to time and at the completion of your studies. This information is gathered confidentially and is used to improve our processes and learning and assessment materials.

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Follow up evaluation post your participation and completion of a program may take place on a yearly basis. The Institute will only contact you if you have given consent. Follow up evaluation seeks to gather information on the influence and long-term impact of the program you participated in both personally and professionally.

Follow up evaluations are conducted by email and online.

Student Feedback

Mi welcomes feedback from students and employers about any aspect of the program. This feedback can be provided verbally and/or in written form to either the course coordinator or facilitator or assessor.

Facilities

Students undertake their training with Mi remotely using online learning for skills development through Video Mediation Role Plays supplemented by work placement.

Role play coordination occurs through the Role Plays Scheduler document that all students have access to.

We do not provide students with campus facilities.

Working with children and vulnerable people

Mi does not provide education, training, and assessment to any person under the age of 18.

We are committed to ensuring that all training is focused on ensuring the safety and well-being of children and young people.

Mi employs trainers and assessors who meet industry standards for the courses they are teaching. As registered family dispute resolution practitioners this includes current Working with Children Cards and Police Checks.

You may be required to provide a recent Police Check of criminal history and comply with the Working with Children requirements in your state or territory for your work placement.

Complaints and appeals

Mi is committed to providing a fair and transparent complaints and appeals process that includes access to an independent external body if necessary.

Complaints: These are an expression of dissatisfaction with any part of the process, system, product, or service provided by Mi and/or our partner RTO. A complaint can be either written or verbal and be delivered by the student themselves or through a third party.

Mi has an internal complaint handing process that is designed to ensure that students have access to a fair and equitable process for dealing with complaints.

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Appeals: These are an application by a student to reconsider an unfavorable decision or finding during training and/or assessment.

An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be submitted to Mi within 28 days of the student being informed of the assessment decision or finding.

Processes to resolve complaints and appeals

If you have an issue with any aspect of your course or more specifically would like to appeal an assessment decision in the first instance speak with the course trainer and/or assessor involved.

If that is not practical or you would prefer to speak to alternative person issues may be escalated to a course coordinator or referred directly to the Director of Studies.

If the complaint is regarding the Director of Studies, the complaint may be escalated to Inspiritive. See page two of this guide for the telephone numbers of people to contact.

If the complaint or appeal is not resolved at this stage a Complaint Manager independent of any issue related to the complaint or appeal may be allocated to investigate and recommend a resolution of the dispute.

Redress may include but not be limited to:

- A meeting with the stakeholders coordinated by the Complaint Manager.
- Reassessment.
- Mediation or other form of independently facilitated negotiation.
- An investigation report with recommendations.

If disputes are not able to be resolved at the level of Mi the complaint would be referred to our partnered Registered Training Organisation for further action.

A complainant or person lodging an appeal is to be provided with an opportunity to formally present their case at minimal or no cost.

Each complainant or person lodging an appeal may be accompanied and/or assisted by a support person at any relevant meeting.

All complaints are resolved or allocated to a Complaint Manager within seven (7) days of the first contact with the complainant.

The complaint handling process is a transparent investigation and dispute resolution approach appropriate to the issues raised and considered fair by all involved.

The complainant is to be provided with a written statement of the outcome, including reasons for the outcome within fourteen days of the commencement of the process.

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If that is not possible they are to be provided with an update on progress, reasons for the delay in resolution and a projected timeline for resolution.

All complaints should be fully resolved within 60 days of the commencement of the process. A further update to the student will be provided by a Director within the 60-day period should not be the case.

Enrolments will not be affected during the complaint / appeal process and there will be no negative repercussions to a student for making a complaint or appealing an assessment outcome.

Decisions or outcomes of the complaint or appeals process should be implemented immediately.

Complaints and appeals are to be handled in the strictest of confidence. Only necessary people will be informed of the complaint and where possible who and how information will be shared will be discussed with the complainant before information is released. Decisions to release information to third parties are only to be done after the complainant or person lodging the appeal has given permission for this to occur.

Complaints and appeals are to be considered based on procedural fairness and lead to opportunities for improvement as a Continuous Improvement Report.

We make appropriate use of information from complaints and appeals and the outcome of investigations into complaints and appeals to inform continuous improvement of policies, procedures, processes, and staff training.

A written record of all complaints and appeals is to be kept by Mi including all details of lodgment, response, and resolution.

Review by External Agency

Where the complainant or person lodging an appeal is not satisfied with the handling of the matter by Mi, they are to have the opportunity for our partner RTO or a body that is independent of either Mi or Inspiritive to review his or her complaint or appeal following the internal completion of complaint or appeals process.

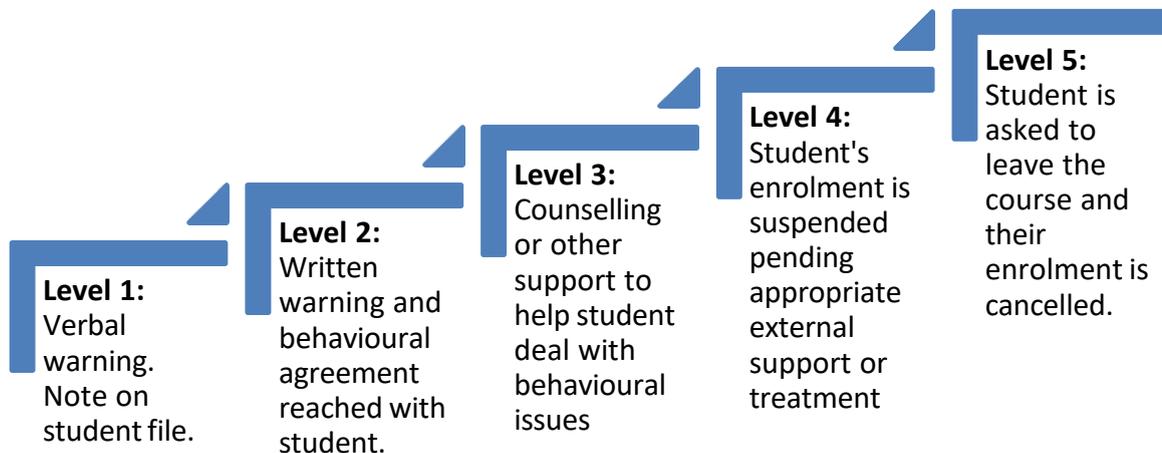
Students who are not satisfied with the process applied by Mi and Inspiritive may refer their grievance to the following external agencies:

- **Unresolved Complaints** may be referred to the Australian Skills Quality Authority using the ASQA Online Complaint Form. Students are to be advised that ASQA will require the student to have exhausted all avenues through Inspiritive's internal complaints handling procedure before taking this option.
- **Unresolved Appeals** in relation to consumer related issues may be referred to the Office of Fair Trading.

Disciplinary Action

Students whose behaviour is interfering with a comfortable and positive learning environment or who may be endangering the safety of their classmates or the safety of Mi trainers and assessors may face disciplinary action.

The following disciplinary continuum will be followed:



The Level of disciplinary action will be based on the type of unacceptable behaviour demonstrated. Behaviour that puts the student, other students, trainers or clients at risk may warrant immediate expulsion from the course.

Policies and procedures are our organizations documentation of our strategies to manage our key determinants of quality.

We encourage you to become familiar with these policies and procedures that cover

- Sexual harassment
- Occupational health and safety
- Confidentiality and privacy

Policies and procedures are regularly reviewed and may change during your period of enrolment. The course coordinator will convey major changes or alterations to policies and procedures that affect you to you.

Behavioural Agreement

A behavioural Agreement is an agreement that specifies behaviour that will or will not be considered acceptable behaviour in the context of training with Mi.

A consultative approach is taken with students and/or staff should a Behavioural Agreement be required to ensure that they are fully aware of expectations and consequences of breaching the Behavioural Agreement.

Training code of practice

Mi under our agreement to provide training and assessment services with our partnered Registered Training Organisations (RTO) We both have commitments under the training code of practice and Standards for RTO's 2015 that ensures the interests of students and quality outcomes are maintained.

This code of practice provides the basis for good practice in the marketing, operation, financing, administration and health, safety and welfare of education and training services by Mi as a training provider.

For the purposes of this code, 'trainee' refers to any person participating in education or training delivered by this organisation. A 'client' is a person or organisation who may enter into a contract with the RTO for the delivery of education and training services.

1. Provision of training and assessment services

Mi has policies and management practices which maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of students.

Mi maintains a learning environment that is conducive to the success of trainees. We have the capacity to deliver and assess the vocational qualifications we offer, provide adequate facilities, and use methods and materials appropriate to the learning and assessment needs of trainees.

Mi monitors and assesses the performance and progress of its trainees.

Mi ensures that teaching staff are suitably qualified and sensitive to the cultural and learning needs of trainees and it provides training for our staff as required.

Mi ensures that assessments are conducted in a manner that meets the endorsed components of the relevant training packages and/or accredited courses.

Mi is committed to access and equity principles and processes in the delivery of its services.

Mediation Institute Student Handbook

2. Issuance of qualifications

The RTO issues the qualifications and statements of attainment to trainees who meet the required outcomes of a qualification or unit of competency, in accordance with the Australian Qualifications Framework (AQF).

Mi engages with relevant industry representatives to evaluate our training and assessment services. This ensures that our graduates hold the required skills and knowledge to the standard of performance required in the workplace.

Our training and assessment strategies are developed in consultation with industry to ensure that they are relevant to industry needs. Where training occurs in the workplace, evidence of the trainees' performance will contribute to their assessments.

Our training and assessment staff continuously engages with industry to ensure their knowledge and skills reflect current industry practice.

3. Individual needs of Trainees

Mi and our partnered RTOs recognise the AQTF qualifications and statements of attainment issued by other RTOs.

Mi recognises that the trainee may hold skills and knowledge that are relevant to their course outcome. We will assist the trainee to gain recognition for these skills and knowledge through a process credits and Recognition of Prior learning (RPL).

Mutual recognition obligations are reflected in Mi's policies and procedures and information to staff and clients.

Mi will offer learning and assessment services that, as far as practicable, meet the trainee's individual learning needs. We can tailor the trainees training program to meet their needs and offer a range of learning and assessment resources.

4. Marketing of Training and Assessment Services

Mi markets and advertises its products and services in an ethical and accurate manner.

Mi gains written permission from a trainee or client before using any identifiable information about that individual or organisation in any marketing materials.

Mi accurately represents Recognised training products and services to prospective trainees and clients.

Mi ensures trainees and clients are provided with full details of conditions in any contract arrangements with the organisation.

No false or misleading comparisons are drawn with any other training organisation or qualification.

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5. Financial standards

Mi has measures to ensure that trainees and clients receive a refund of fees for services not provided. Services provided means providing access to training resources, trainers and assessment services. It is up to the students to avail themselves of that access.

Failure on your part to undertake your training is not grounds for a refund of fees paid.

Mi has a refund policy that is fair and equitable, and this policy is made available to all trainees and clients prior to enrolment.

Mi ensures that the contractual and financial relationship between the trainee/client and the organisation is fully and properly documented, and that copies of the documentation are made available to the trainee/client.

Documentation includes: the rights and responsibilities of trainees, costs of training and assessment services and issuance of Qualifications, payment arrangements, refund conditions and any other matters that place obligations on trainees or clients.

6. Provision of information

Mi supplies accurate, relevant and up-to-date information to prospective trainees and clients.

Mi supplies this information to trainees and clients prior to enrolment and regularly reviews all information provided to ensure its accuracy and relevance.

7. Recruitment

Mi conducts recruitment of trainees at all times in an ethical and responsible manner.

Offers of course placement is based on an assessment of the extent to which the qualifications, proficiency and aspirations of the applicant are matched by the training opportunity offered.

Mi ensures that the educational background of intending trainees is assessed by suitably qualified staff and/or agents, and provides for the training of such staff and agents, as appropriate.

8. Support Services

Mi provides adequate protection for the health, safety and welfare of trainees and this includes support services in terms of academic and personal counselling.

9. Grievance Mechanism

Mi ensures that trainees and clients have access to a fair and equitable process for dealing with grievances. Every effort is made by our organisation to resolve disputes amicably and to the mutual satisfaction of all parties.

For this purpose, Mi has a grievance policy where a member of staff is identified to trainees and clients as the reference person for such matters.

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Where a grievance cannot be resolved internally, Mi advises trainees and clients of the appropriate body where they can seek further assistance.

10. Record Keeping

Mi keeps complete and accurate records of the attendance and progress of trainees, as well as financial records that reflect all payments and charges and the balance due, and provides copies of these records to trainees on request.

These records are managed to maintain confidentiality and will not be divulged to third parties other than those required in relation to the completion of the qualification unless authorised by the trainee or under law.

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. www.asqa.gov.au

11. Quality Control

Mi is committed to continuously improving the services it offers and will seek feedback from our trainees and clients on their satisfaction with services they have received and seeks to improve its services in accordance with their expectations.

Mi delivers training and assessment in partnership with a Registered Training Organisation (RTO) that is authorised under legislation to offer nationally recognised training. We ensure that at all times our operations comply with relevant legislation and national registration standards.

12. Health, Safety and Welfare

Mi is committed to principles of access and equity and will not unlawfully discriminate against clients. The obligations we place on our staff and students are to protect their health, safety and welfare and ensure as far as possible that learning experiences are positive and free of discrimination or harassment.

We have in place additional support for student work placements to ensure that workplace health and safety considerations are made to maximize the awareness of potential hazards and that safety provisions are upheld.

Training.gov.au is the database on Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for experienced training sector users.

Continuous improvement

Mi is committed to the continuous improvement of our training and assessment services, student services and management systems. Central to this commitment is our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.

Suggesting Improvements

The primary method of reporting opportunities for improvement by students is via the continuous improvement reporting procedure.

This procedure allows any person to raise a Continuous Improvement Report for consideration by the Continuous Improvement Committee. Often these reports will be generated after an opportunity for improvement has been identified by a staff member or student.

The Continuous Improvement Report template is available on Google Drive and on request. Students are encouraged to provide feedback to Mi so we can improve our services in the future.

Learner Satisfaction Survey

At the completion of your training program, you will be issued with a Learner Satisfaction Survey by our partner RTO.

This is a nationally consistent survey tool which is designed to collect feedback from students about their experience with an RTO and in undertaking nationally recognized training.

Your completion and return of this survey is important to Mi and Inspiritive for our ongoing improvement of services and to enable us to report this information to our registering authority. Your assistance in gathering this survey data is greatly appreciated.

Legislative and Regulatory Responsibilities

Mi is required to operate in accordance with the law. This means we are required to comply with the dictates of the legislative and regulatory conditions that govern our activities. The following section is a list of Acts to which Mi has compliance responsibilities. They also represent obligations to you as a student whilst training with Mi and Inspiritive.

During your day-to-day work and when participating in training, you need to be aware of the relevant legislation that may impact your conduct and behaviour.

Copies of State and Federal legislation can be found on the Internet at www.australia.gov.au/state-legislation (State) and www.comlaw.gov.au (Federal).

The following is a summary of the legislation that will generally apply to your day-to-day work and training.

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Copyright Act 1968

Copyright is an example of intellectual property that is founded on a person's creative skill and labour. It is designed to prevent the unauthorised use by others of the original form in which an idea or information has been expressed by the creator, expressed in the Act as a "Work".

Copyright is intangible. It comprises a collection of exclusive economic rights to do specific acts with an original work or other copyrighted subject-matter. These rights include the right to copy, publish, communicate (e.g. broadcast, make available online) and publicly perform the copyright material.

There is no general exception that allows a work to be reproduced without infringing copyright. Where a part of a work is copied, the issue is whether or not a substantial part of that work has been reproduced and thus an infringement has occurred.

However, there is a rule which applies in relation to fair dealing copying for the purposes of research or study. A reasonable portion of a work may be copied for that purpose, and a reasonable portion is deemed to be 10% of a book of more than 10 pages or 10% of the words of a work in electronic form.

National Vocational Education and Training Regulator Act 2011

This legislation provides the framework to enable the regulation of Registered Training Organisations in Australia. The legislation covers the establishment of the National VET Regulator, ASQA, which is the registration authority for most RTOs. A core component of this legislation defines the condition for the registration of an RTO which include:

- Compliance with the VET Quality Framework
- Satisfying Fit and Proper Person Requirements
- Satisfying the Financial Viability Risk Assessment Requirements
- Notifying National VET Regulator of important changes
- Co-operating with National VET Regulator
- Compliance with directions given by the National VET Regulator

[National Vocational Education and Training Regulator Act 2011 \(legislation.gov.au\)](http://legislation.gov.au)

Work Health and Safety Act 2011

The intention of this Act is to provide a consistent framework nationally, to secure the health and safety of workers and workplaces across Australia. The WHS Act protects workers and other persons against harm and hazards to their health. The aim is to improve safety and welfare by regulating and documenting the elimination or minimisation of risks arising from work or from particular types of substances or plant.

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The WHS Act covers workers by providing consistent national work health and safety laws. This legislation covers employees, contractors, sub-contractors, outworkers, casual workers, trainees, work experience students, volunteers and employers who perform work.

The WHS Act also legislates protection for the general public so that their health and safety is not placed at risk by work activities.

Section 29 of the WHS Act requires that any person at a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions.

They must also cooperate with any actions taken by the person conducting business or undertaking to comply with the WHS Act and WHS Regulation.

[Work Health and Safety Act 2011 \(legislation.gov.au\)](http://legislation.gov.au)

Privacy Act 1988

The Privacy Act is supported by the Australian Privacy Principles which came into effect on 12th March 2014. The object of Australian Privacy Principles is to ensure businesses and government agencies manage personal information in an open and transparent way.

Review the section of this handbook relating to privacy protection. It gives you information about:

- The class of personal information that Mi and Inspiritive collects and holds;
- How Mi and Inspiritive collect and hold personal information;
- The purposes for which Mi and Inspiritive collect, hold, use and disclose personal information;
- How an individual may access personal information about the individual that is held by the entity and seek the correction of such information;
- How an individual may complain about a breach of the Australian Privacy Principles and how the entity will deal with such a complaint; and
- Whether the entity is likely to disclose personal information to overseas recipients.

[Privacy Act 1988 \(legislation.gov.au\)](http://legislation.gov.au)

Fair Work Act 2009

The intention of this Act is to provide a balanced framework to create cooperative and productive workplace relations that foster national economic prosperity and social inclusion for all Australians and other working people by providing workplace relations laws that are fair to working people, flexible for businesses, promote productivity and support economic growth for Australia's future economic prosperity and accommodate Australia's international labour obligations;

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The legislation ensures a guaranteed safety net of fair, relevant and enforceable minimum terms and conditions for the workforce, through the National Employment Standards, modern awards and national minimum wage orders;

It upholds the principles of fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, thereby protecting all parties against unfair treatment and discrimination. The Act requires workplaces to have accessible and effective procedures to resolve grievances and disputes and to apply effective compliance mechanisms.

[Fair Work Act 2009 \(legislation.gov.au\)](http://legislation.gov.au)

Disability Discrimination Act 1992

Section 5 - Disability Discrimination

(1) For the purposes of this Act, a person (discriminator) discriminates against another person (aggrieved person) on the grounds of a disability of the aggrieved person if, because of the aggrieved person's disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability. For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because of the fact that different accommodation or services may be required by the person with a disability.

[Disability Discrimination Act 1992 \(legislation.gov.au\)](http://legislation.gov.au)

Sex Discrimination Act 1984

The intention of this Act is:

- To give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and
- To eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and
- To eliminate, so far as possible, discrimination involving dismissal of employees on the ground of family responsibilities; and
- To eliminate, so far as is possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and
- To promote recognition and acceptance within the community of the principle of the equality of men and women. [Sex Discrimination Act 1984 \(legislation.gov.au\)](http://legislation.gov.au)

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Age Discrimination Act 2004

The intention of this Act is:

- To eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises, the provision of goods, services and facilities, accommodation, the disposal of land, the administration of Commonwealth laws and programs and requests for information; and
- To ensure, as far as practicable, that everyone has the same rights to equality before the law, regardless of age, as the rest of the community; and
- To allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older persons, in recognition of their particular circumstances; and
- To promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights; and
- To respond to demographic change by removing barriers to older people participating in society, particularly in the workforce; and changing negative stereotypes about older people.

[Age Discrimination Act 2004 \(legislation.gov.au\)](http://legislation.gov.au)

Racial Discrimination Act 1975

This Act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

- Promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and
- Make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

[Racial Discrimination Act 1975 \(legislation.gov.au\)](http://legislation.gov.au)