



Student Handbook

Student Information

For NMAS and professional development courses





**THE DISPUTE RESOLUTION
TRAINING AND
MEMBERSHIP SPECIALISTS**

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The contact details for your course trainers will be available from the home page of your course.

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

When you enrol, you will receive an email with the link and login information, which will be sent to the email address you supplied to Mediation Institute when you enrolled.

Please let us know if you want to change the login email address.

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

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

Login name (usually your email):

Password hint:

Congratulations on your decision to study with Mediation Institute.

We aim to offer you a safe, fair, and supportive learning environment. This handbook provides general information about our systems, processes, and your rights and responsibilities when undertaking training with Mediation Institute.

Please note that it does not contain specific information about our courses, which can be found on our website at www.mediationinstitute.edu.au and in individual Course Guides.

This document covers policies and procedures that apply to all our training courses, excluding our Vocational Education and Training (VET) courses delivered in partnership with Inspiritive Pty Ltd, RTO Code 21178. For information specific to our Grad. Dip. FDR course, you can download the current Student Handbook from [Mediation Institute Guides and Forms](#).

About Mediation Institute

Mediation Institute Pty Ltd (Mi) specialises in dispute resolution and interpersonal skills training. Our courses cover negotiation, mediation, family dispute resolution, family group conferencing, and more. As a Recognised Mediator Accreditation Body (RMAB), we can accredit mediators under the National Mediator Accreditation System (NMAS). We offer continuous support to dispute resolution professionals through our member services and host the Dispute Resolution Agency in Australasia.

We prioritise innovation, flexibility, and accessibility in our service delivery. By leveraging technology, we enhance training effectiveness while maintaining a personal touch. This approach earned Mi the eLearning Excellence Award for the VET sector in 2014 and finalist status in the Victorian Telstra Best of Business Awards in 2023.

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



Personalised Student Support

Our training and support services are tailored to your individual needs. If you need help, please don't hesitate to ask, and if we identify that you need extra support, we'll proactively offer it.

Our goal is to understand each student and their career aspirations. We are here to address any issues, whether related to the course or external factors affecting your studies. While our courses have recommended completion times, we are flexible in accommodating any necessary constraints for educational purposes.

Mi is committed to supporting all students in accessing training and successfully completing their courses. This support includes adaptable training and assessment methods, opportunities to discuss challenges with the course coordinator and help in understanding course materials.

We also prioritise maintaining a safe learning environment for all students, balancing individual needs with the well-being of others.

Acknowledgement of Country

Acknowledgement of Country is a way for both indigenous and non-indigenous people to bring to the 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 pays our respect to Elders past, present and emerging.

We recognise 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



We're committed to getting better all the time. If something's not working, we fix it. If it's working, we find ways to make it even better. When we innovate, it might mean changes to how things are done in your learning journey with Mi.



Support at Mi means respecting your priorities. We're here to tailor your learning journey, value your prior knowledge, and encourage your active participation through webinars and peer feedback. As you progress, consider mentoring others and engage in constructive, respectful feedback, focusing on strengths and improvement opportunities. Your impact matters in helping others learn and refine their facilitation skills.



We're committed to your success. Our goal is to equip you with the skills for workplace excellence, whether in government, private business, or as an independent registered practitioner. No corners are cut—we prioritise your success without shortcuts.

At Mediation Institute, our aim is for every student to complete their studies, gaining essential knowledge and skills successfully. If you encounter any barriers, please don't hesitate to let us know so we can provide effective assistance. Connect with fellow students; collaboration during and after your studies could lead to new opportunities.



Our training is flexible – accommodating busy professionals, but we understand it can pose challenges like procrastination. If you face any issues during your course, reach out to our team. We're authorised to make reasonable adjustments for learning barriers, ensuring your unique journey is supported. Don't hesitate to ask for help if something isn't working for you.



Mediation Institute is designed for accessibility, especially for those in regional areas or with disabilities hindering classroom attendance. If your disability doesn't impact your ability to perform the course-related work, we ensure our processes don't become a learning barrier.

Our course caters to those with vision impairment or physical disabilities. If you have any disability, discuss your challenges with our staff for tailored assistance. For concerns related to trauma and triggers, especially considering topics like family violence, reach out to discuss how we can provide support.

Access to Quality Education

Mediation Institute is committed to providing relevant, accessible, fair, and inclusive programs and services. We aim to address past disadvantages and enhance the standing of various societal groups, including:

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

For students needing assistance in our programs, we offer:

- 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 online course is fully accessible to the vision impaired, and we can provide Word versions of PDF documents and other necessary assistance. If you would like more information or to talk about your needs confidentially, you can contact our office at 1300 781 533 or email office@mediationinstitute.edu.au.

Our Learning Philosophy

These principles 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 often 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.

Recognising and valuing life experience

Learning and skill development occurs in many situations and contexts, including formal and 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.

Leveraging technology to support people

In today's world, technology plays a big role in supporting learning. We use an online system and expect students to be able to ask questions and discuss ideas. Our course designers recognise 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. We also 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 accredited practitioners, but you do have to be proactive and attend events. 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

For us, student success means finishing studies and using what they learn in real life. That is why we provide ongoing support through our membership services.

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

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 meetings or at workshops.

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

Expectations of Students

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

Upon enrolling in training with Mi, you commit to abiding by the following Learning Principles Agreement.

The learner and Mi Staff hereby agree to:

1. Collaborate with the intention to learn, fostering an environment where active listening, asking clarifying questions, and open communication prevail.
2. Uphold the right of learners and staff to be treated with respect, ensuring a learning environment that is free from discrimination or denigration.
3. Contribute positively to the learning process, promoting harmony and positivity regardless of gender, race, sexual preference, political affiliation, marital status, disability, or religious belief.
4. Demonstrate honesty and respect, refraining from plagiarism, falsification of work or information, and any behaviour that may cause harm or offence to others.

Roleplays

Roleplays are typically conducted online, except for specialised in-house programs or in-person workshops. They are designed to provide learners with a safe environment to practice new skills. To ensure the effectiveness of these exercises, honesty and sincerity from all participants are essential.

Here are some guidelines for participants:

1. **Realistic Client Experience:** Those portraying the "client" in a role play should offer a realistic experience to help learners practice and learn. Extreme behaviours, attitudes, or scenarios should be avoided to maintain a safe learning environment. Participants are encouraged to stay mindful of their roles and refrain from going overboard.
2. **Respectful Participation:** When engaged in roleplays, participants are expected to show respect to fellow learners and trainers, maintaining appropriate behaviour for a workplace setting.
3. **Inappropriate Conduct:** Disrespectful language towards mentors or engaging in outrageous behaviours during role plays is not acceptable. Participants may be asked to leave the session, and if such behaviour persists, there may be a suspension of studies until the underlying issues are addressed.

Feedback

- Acquiring new skills involves practice and feedback on performance. To foster self-reflection and self-awareness, learners are encouraged to evaluate their own role-play performances.
- Constructive feedback will be provided after role plays and other assessments, which may include live feedback in the presence of staff, learners, or observers. Group feedback is employed to enhance learning for all participants.
- Learners can request private feedback sessions with trainers or coaches. Unless requested, role-play feedback defaults to group settings.
- In assessment role plays where a student is deemed "not yet competent," the assessor will inquire if the student prefers private feedback after confirming the assessment status.
- Mi employs the Feedback Sandwich approach to enhance feedback effectiveness, encompassing specific commendations, insights into errors or areas for improvement, strategies for performance enhancement, and overall progress feedback.
- Feedback aims to support, encourage, and develop skills and understanding. Openly listening to both positive feedback and improvement opportunities while setting aside ego and negative self-belief is crucial. Overly self-critical or resistant attitudes hinder learning; strive to be in the learning zone!
- Feedback is designed to be constructive and should never be humiliating, target personal characteristics or be discriminatory. If you feel unfairly treated, please get in touch with the office.

Resistance Zone

Unwilling to accept feedback on errors or improvement suggestions. Defensive rather than accepting feedback.

Learning Zone

Willing to listen, asks clarifying questions and adjusts behaviour based on feedback.
Active learner

Resistance Zone

Unwilling to accept positive feedback. Too hard on yourself.

Mi Supervision and Webinars

Engaging in discussions and exploring various topics with peers is beneficial for your learning journey.

- Group Supervision sessions or Webinars may be integral to your course. Learners are encouraged to make the most of these opportunities by actively participating and considering the various times and dates provided.
- Mi Supervision follows positive supervision principles, aiming to create an enjoyable and constructive experience.
- In the event of disagreements among group members regarding beliefs, values, opinions, or any other matter, discussions should be conducted in a respectful and thoughtful manner, recognising and valuing diversity.
- Personal attacks, insults, aggressive language, or any behaviour intended to intimidate or impose upon others is strictly unacceptable.
- Ensuring the confidentiality of client information is paramount. Avoid using client names during supervision, and descriptions of their circumstances should be sufficiently vague or modified to prevent their identity from being revealed.

Workshops

Mediation Institute primarily offers online workshops rather than in-person sessions. However, when available, in-person workshops serve to enhance course content and facilitate hands-on skills development.

While online participation is the norm, there are exceptions, such as the Family Group Conferencing course, where workshop attendance is mandatory. Your course enrolment and information will specify if a workshop is compulsory.

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

Learners are responsible for covering any costs associated with travel or attendance at workshops related to their course.

Work Placements

Work placements are not required for non-VET training options.

Privacy

At Mediation Institute, we prioritise the privacy of our students and adhere to all legislative requirements, including the Privacy Act 1988 and Australian Privacy Principles.

Here's how we handle your information:

- **Visibility:** Your name is visible to other students in your course, particularly on shared Google Docs for the Role Play Scheduler or similar documents.
- **Contact Information:** Your email address, suburb or town, and email address are shared with your course trainers to help you communicate better. While your email address is not disclosed to other students, they can contact you through the course inbox.
- **Profile Details:** If you provide contact details in your profile within the learning management system, they will be visible to other students on your course.
- **Photograph:** We encourage you to upload a photograph to your course profile. It can be an image of you or any other picture you're comfortable using.
- **Privacy Concerns:** Any learner with privacy concerns should contact Mediation Institute to discuss their apprehensions about sharing contact information.
- **Media Recordings:** Mediation Institute may capture video recordings or photographs during learning activities. These may be used for creating learning resources and marketing or shared on public websites like Facebook, Vimeo, and YouTube. If you have concerns about the use of your image or voice, you can opt-out by letting us know.
- **Enrolment Agreement:** When you enrol in a course with Mediation Institute, you automatically agree to these terms. If you happen to have any issues, please don't hesitate to let us know.
- **Complaints:** Under the Privacy Act 1988, you have the right to file a complaint with the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information. More information on making a privacy complaint can be found on the OAIC website:
<http://www.oaic.gov.au/privacy/privacy-complaints>.

Student Safety

At Mediation Institute, we are dedicated to ensuring a secure environment for our students and staff, aligning with both the legal requirements of the Work Health and Safety Act 2011 and our ethical obligations.

For the majority of cases, your training participation will take place in the comfort of your own home or office. Nonetheless, standard risk prevention measures related to workplace ergonomics and safe working practices should be observed.

It's important to be mindful of your work environment. Numerous online resources are available to assist you in maintaining a safe workspace. For instance, you can refer to the [Working from Home Checklist provided by Safe Work Australia](#).

Enrolment

Pre-Enrolment Procedures

If you have any questions or worries about your readiness to take one of our courses, please feel free to request a pre-enrolment meeting with a member of our training team. During this discussion, we can address various aspects such as prerequisite qualifications or experience, language, literacy, and numeracy concerns, computer literacy, and your career goals. This meeting is just to give you clarity before confirming your enrolment.

It's worth noting that you can request a meeting even if it's not mandatory for the specific course you are interested in.

Please keep in mind that all Mediation Institute courses require the ability to access the internet.

Languages, Literacy and Numeracy

Students in need of language, literacy, and numeracy (LLN) support are encouraged to indicate this during the enrolment application process. For cases requiring only minimal support, arrangements may be made for additional assistance from the trainer or another staff member.

It is strongly recommended that students possess proficient English language, literacy, communication, and interpersonal skills. These skills play a crucial role in almost all professional areas covered by our courses.

Verbal communication in English is essential for successfully completing the required course assessment activities. If a student lacks the necessary proficiency, they are advised to seek LLN support from a specialised organisation such as TAFE. Once these foundational communication skills are mastered, they can enrol in the Mediation Institute program.

In instances where a student's communication level is insufficient for the desired course of study, and we are unable to provide the required level of language, literacy, or numeracy support, we reserve the right to decline enrolment.

Student Orientation Sessions

Upon completing your enrolment, you will receive an email inviting you to log into the course. To support your transition into your studies, we provide weekly question-and-answer sessions that you are encouraged to attend.

Additionally, if an individual orientation session is not automatically included in your course, you have the option to request one at any time. We're here to make sure you have the necessary guidance to help you navigate and familiarise yourself with your studies.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) offers an alternative assessment method for individuals with prior formal or informal learning experiences and workplace expertise, showcasing their competence.

Typically, this process is applicable to Vocational Education and Training (VET) or Higher Education studies and does not have formal relevance to our non-VET courses.

Should your prior experience or qualifications be considered, or if there's a specific RPL process in your course, kindly reach out to the office to request a review of your prior learning.

To be eligible for RPL credits, you must present evidence of competence that is:

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

Students aiming for recognition for all or part of a qualification must initiate the process by completing the Recognition Application Kit and submitting it to the Institute.

Deferral of Study

If you have enrolled in a course and, due to life circumstances, will not be able to complete it within the expected duration of the course, you may request a deferral of study.

You can access the form needed for this here – [Leave of Absence Form](#)

Fees and Refunds

Course payment

Please take a look at the course information on our website for full information about course fees. [Mediation Training With Mediation Institute](#)

In most cases, courses are paid for in full before commencement; however, we may approve a payment plan in some cases.

The fee or first instalment payment must be paid prior to commencing training.

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

Tuition fees are GST-free and are supplied in some of our courses.

Substitutions

Requests for student substitutions must be submitted in writing and can be made up to 2 working days before the program commencement date. The substitute must fulfil all entry criteria required to enrol in the specific program.

Student Cancellations

To cancel enrolment partway through a training program, students must inform Mi via email at office@mediationinstitute.edu.au.

Refunds for fees will not be granted to students who cancel their enrolment after a training program has commenced unless they have not been formally enrolled in the course by Mediation Institute. This policy is independent of the student's level of engagement and progress in their studies.

Students are encouraged to explore alternative options, such as requesting a leave of absence if they are unable to engage in studies for a specific period. [\[Leave of Absence Form\]](#).

Refunds

We restate that, as a general principle, payment for your course fees is non-refundable.

Buying training is like buying a gym membership. You receive full access to the learning materials and have the support of trainers and mentors, but it is up to you to make use of the opportunity. If you choose not to and at a later stage want to get a refund, there is no entitlement for that to be done.

You will be able to begin your studies within a day or two of your first payment being received. Provision of the login details for your online course is regarded as your commencement date.

Exceptions

Mi will provide a full refund of course fees paid by a student for an upcoming course if Mediation Institute cancels the enrolled course or is unable to offer it in an accessible format.

A full refund of course fees will also be granted if the commencement date of a student's program is postponed for more than six weeks from the initially advertised date at the time of enrolment unless mutually acceptable alternative arrangements are made.

In exceptionally rare situations, Mi may consider a partial refund on an ex-gratia basis. The calculation for such a refund will take into account:

1. Administrative costs for processing the enrolment.
2. Payment processing costs, including credit card fees.
3. Training costs incurred to date, covering training, assessment, and mentoring provided.
4. Any other amount deemed appropriate based on the circumstances.

The minimum administrative charge for ex-gratia cancellations, where there is no entitlement to a refund, is \$500, but this may be higher depending on the specific circumstances.

Payment Plans

Your course certificate will only be issued upon the full payment of your course fees. Our standard procedure involves issuing an invoice for the total amount due, with the agreed-upon payment plan outlined. Failure to adhere to the payment plan may result in the following actions:

1. For those with a direct debit payment plan, Mediation Institute may attempt to re-debit the account. Any bank fees or charges incurred by the student will be the student's responsibility.
2. If payment is not received within 30 days, your enrolment may be temporarily suspended until the payment plan is reinstated or an alternative successful payment plan is negotiated. The postponement of enrolment suspension at this time does not waive Mediation Institute's right to take such action at a later date.

Students facing challenges in meeting an instalment payment on the due date are asked to quickly contact Mediation Institute to talk about their circumstances and avoid additional costs. We are open to talking about individual situations and arranging alternative payment options.

If your payment plan is not brought up to date, or alternative arrangements are not made within 60 days of non-compliance with the payment plan, Mediation Institute reserves the right to cancel your enrolment. Failure to cancel enrolment within this timeframe does not preclude Mediation Institute's right to do so at a later date.

Course 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 six months to complete your studies, Mediation Institute may request additional fees to extend your enrolment as outlined in the fee schedule.

Other information and conditions

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 do not remove the right of the student to take action under Australia's consumer protection laws.

Assessment

Assessment is centred on the compilation of evidence showcasing your skills, knowledge, and attributes aligned with the course requirements.

Mi employs various techniques to gather diverse forms of evidence, encompassing written questions, direct observation, structured activities, third-party feedback, portfolios, and the evaluation of documents or products created during coursework.

These methods ensure that evidence is sourced from direct, indirect, and supplementary outlets to validate competence. Typically, each program incorporates a blend of these assessment approaches.

Details regarding the specific assessment tasks required for your course can be found in the Learning Management System (LMS).

Reassessment

Students assessed as "not yet competent" will receive comprehensive verbal and written feedback to help identify knowledge and skills gaps, guiding them toward further training.

These students are entitled to additional training and learning support tailored to address their specific gaps in knowledge and skills, preparing them for subsequent assessment.

Mi's policy is to provide one reassessment and additional training to the student at no extra cost. If you need additional training and reassessment beyond the initial opportunity, a fee will be applicable. Please have a look at the current fee schedule for the reassessment fee.

Students in need of additional learning support should be brought to the attention of Mi management for close monitoring of progress and application of support services before considering an additional fee for reassessment. In cases where students consistently fail to demonstrate competence despite significant support, mutual agreement may lead to the termination of the student's enrolment.

Issuing Certificates

After completing all course requirements successfully, Mediation Institute will go ahead and issue your Certificate of Completion or, as applicable, Certificate of Assessment.

Course Standards

NMAS Mediator Training and Assessment is provided in compliance with the National Mediator Accreditation System (NMAS), which you can download from the www.msb.org website.

All other training is developed by Mediation Institute and our expert trainers and assessors based on their industry skills and knowledge, where no other appropriate criteria are identified.

If your coursework or assessments do not meet the standard, they 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 written feedback and guidance regarding any competency gaps.

Expected Course Durations

- NMAS Mediator Training – is nominally a 38-hour course. You have six months' access to the course.
- See other courses for more information, but in most cases, we allow you six months to complete your course.

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 a minimum period of 30 days following the issue of your certificate.

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

Mi maintains student records, which include participation records and assessment results within our learning management system.

Students wishing to assess their progress in their course may do so at any stage through the learning management system by looking at their Marks.

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

Course Enrolment by Employers for their Students

Mediation Institute may share certain information with a sponsoring organisation upon request if they have fully or partially funded your course. This information may include details on attendance, participation, and assessment results.

Our training program for Mediation Institute courses involves both group and individual activities, and active and full engagement in the training and assessment process is encouraged and expected of all participants.

Personal Details

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

Mi will only be held responsible for failure to deliver information or records to students if the student has provided information regarding any changes to their contact details.

Privacy

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

Participation and Progress

Mediation Institute (Mi) is dedicated to facilitating high-quality learning experiences that ensure the safe and effective engagement of all students and staff. Our courses offer learning support through an online platform, incorporating role plays, webinars, and group supervision sessions.

Student progress updates, including verbal and written feedback, will be provided. Students are vital partners in the learning process, and they are expected to actively participate in discussions and learning activities and seek clarification on any questions.

If it becomes evident that a student may struggle to meet competency standards, discussions about options such as transferring to a different program, changing qualifications, or exiting the course will be initiated based on the circumstances.

Disrespectful or disruptive behaviour, especially if it poses a safety risk, will not be tolerated. Substantiated complaints may lead to counselling and a behavioural agreement. Further breaches may result in suspension for behaviour change work or, in extreme cases, expulsion from the course.

Timely Completion

Mediation Institute (Mi) offers the flexibility of self-paced learning, requiring students to exercise self-discipline in allocating time for studies and participating in skill development activities.

For those struggling with time management, our "Setting Your Learning Goals" post on [Setting Your Learning Goals](#) can be a valuable resource. It includes a goal-setting guide and a fear-setting guide.

Facilities

Students at Mi engage in remote training, utilising online learning for skills development, primarily through Video Mediation Role Plays.

Coordination for role plays is facilitated through the Role Plays Scheduler document, which is accessible to all students.

It's important to note that we do not have on-campus facilities.

Working with Children and Vulnerable People

Mi does not offer education, training, and assessment to individuals under the age of 18. Our commitment is to prioritise training that emphasises the safety and well-being of children and young people.

Our trainers and assessors at Mi adhere to industry standards relevant to the courses they teach.

Student Feedback

Mi values feedback from both students and employers regarding any aspect of the program. Feel free to share your feedback either verbally or in written form with the course coordinator, facilitator, or assessor.

Complaints and appeals

Mi is dedicated to establishing a fair and transparent complaints and appeals process, which includes the option of seeking recourse through an independent external body if necessary.

Complaints: These signify expressions of dissatisfaction with any aspect of the process, system, product, or service provided by Mi. They can be conveyed in writing or verbally, either by the student or through a third party.

Mi has an internal complaint-handling process designed to ensure that students have access to a fair and impartial procedure for addressing complaints.

Appeals: These involve a student applying for a review of an unfavourable decision or finding made during training and/or assessment.

You'll need to submit an appeal in writing, detailing the specifics of the disputed decision or finding. Appeals must reach Mi within 28 days of the student being notified of the assessment decision or finding.

Equity

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

All staff members, including contractors, are well-informed that discrimination and harassment will not be tolerated under any circumstances. Disciplinary action will be taken against any staff member found to breach this policy.

In cases of suspected criminal behaviour, immediate reporting to the police will be initiated.

Mi staff members are expected to treat students with fairness and friendliness, and we adhere to complaint-handling procedures recommended by the Australian Human Rights and Equal Opportunity Commission (HREOC).

Students who believe they have experienced discrimination or harassment are encouraged to report this information to a trusted staff member or contact our office at 1300 781 533 or via email at office@mediationinstitute.edu.au.

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

Processes to resolve complaints and appeals

If you happen to have any issues with your course or wish to appeal an assessment decision, please start by discussing the matter with the course trainer and/or assessor. If this is impractical or you prefer an alternative contact, escalate the issue to a course coordinator, the Training Manager or directly to the Director of Studies. Please take a look at page two of this guide for relevant contact telephone numbers.

If the complaint or appeal remains unresolved at this stage, an independent Complaint Manager, unrelated to the issue in question, may be assigned to investigate and recommend a resolution.

Possible redress options include, but are not limited to:

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

Complainants or those appealing an assessment decision have the opportunity to present their case at minimal or no cost. A support person may accompany and/or assist them at any relevant meeting.

All complaints are resolved or assigned to a Complaint Manager within seven (7) days of initial contact with the complainant. The complaint handling process is transparent, fair, and tailored to the issues raised.

Within fourteen days of commencing the process, the complainant receives a written statement of the outcome, including reasons. If immediate resolution is not possible, an update on progress, reasons for the delay, and a projected timeline for resolution will be provided.

All complaints should be fully resolved within 60 days of initiating the process. If this is not feasible, a Director will provide an update within that period.

Enrolments are unaffected during the complaint/appeal process, and there are no negative repercussions for students making a complaint or appealing an assessment outcome.

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

Confidentiality is maintained throughout the handling of complaints and appeals. Just so you know – only necessary individuals will be informed, and information sharing with the complainant will be discussed beforehand. Information is released to third parties only with the complainant's permission.

Complaints and appeals are evaluated based on procedural fairness, leading to opportunities for improvement outlined in a Continuous Improvement Report.

Information from complaints and appeals, along with investigation outcomes, is appropriately utilised for continuous improvement in policies, procedures, processes, and staff training.

Mi retains a written record of all complaints and appeals, including details of lodgment, response, and resolution.

Review by External Agency

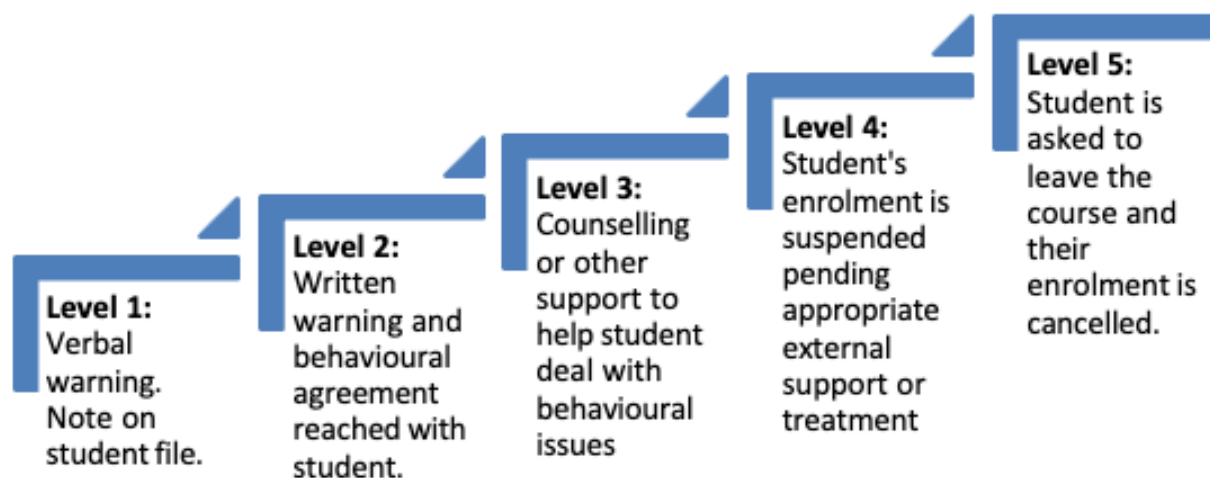
If the complainant or individual lodging an appeal is dissatisfied with Mi's handling of the matter, they may refer their grievance to external agencies, including:

- **Unresolved complaints or appeals related to consumer issues: Office of Fair Trading.**
- **NMAS Training and Assessment: Mediator Standards Board (www.msb.org.au).**

Disciplinary Action

Students whose behaviour disrupts a positive learning environment or jeopardises the safety of classmates, trainers, or assessors may face disciplinary action.

The disciplinary continuum is as follows, with the level of action based on the type of unacceptable behaviour demonstrated. Behaviour posing a risk may warrant immediate expulsion.



Policies and procedures serve as our organisation's documentation of strategies to manage key quality determinants.

Familiarise yourself with these policies and procedures covering:

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

Policies and procedures undergo regular review and may change during your enrolment. The Training Manager or course coordinator will communicate major changes or alterations affecting you.

Behavioural Agreement

A Behavioural Agreement outlines acceptable and unacceptable behaviour during training with Mi. A consultative approach is taken with students and/or staff to ensure full awareness of expectations and consequences for breaching the Behavioural Agreement.

Continuous Improvement

Mi is dedicated to continuously improving our training and assessment services, student services, and management systems. Our commitment to systematic and sustained improvement is central to our approach.

Suggesting Improvements

Students are encouraged to report opportunities for improvement primarily through email or discussions with our training team.

Legislative and Regulatory Responsibilities

Mi operates in strict accordance with the law, obliging us to adhere to legislative and regulatory conditions governing our activities. The following section outlines the Acts to which Mi has compliance responsibilities, representing obligations for students training with Mediation Institute.

In your daily work and training participation, it's crucial to be aware of relevant legislation impacting your conduct and behaviour.

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

The following is a summary of legislation generally applicable to your daily work and training:

Copyright Act 1968 Copyright, an intellectual property example, is based on creative skill and labour. It aims to prevent unauthorised use of the original expression of an idea or information by the creator, referred to as a "Work."

Copyright is intangible, encompassing exclusive economic rights to perform specific acts with an original work or other copyrighted subject matter. These rights include copying, publishing, communicating (e.g., broadcasting, making available online), and publicly performing the copyrighted material.

No general exception permits the reproduction of a work without infringing copyright. When copying a part of a work, the determination hinges on whether a substantial part has been reproduced, constituting an infringement.

However, there's a rule for fair dealing copying for research or study purposes. A reasonable portion of a work, deemed 10% of a book exceeding ten pages or 10% of the words in electronic form, may be copied for that purpose.

Work Health and Safety Act 2011

The Work Health and Safety Act 2011 aims to establish a consistent national framework for ensuring the health and safety of workers and workplaces across Australia. This legislation is designed to safeguard workers and other individuals from harm and health hazards, with a focus on enhancing safety and well-being by regulating and documenting the elimination or reduction of risks arising from work, substances, or specific types of equipment.

The WHS Act provides a unified set of national work health and safety laws, covering various categories such as employees, contractors, sub-contractors, out workers, casual workers, trainees, work experience students, volunteers, and employers engaged in work activities.

In addition to protecting workers, the WHS Act also legislates for the safety of the general public, ensuring that work-related activities do not compromise their health and well-being.

Section 29 of the WHS Act outlines the responsibility of any person at a workplace, including customers and visitors, to take reasonable care of their health and safety and that of others affected by their actions. This includes cooperation with measures taken by the person conducting business or undertaking to comply with the WHS Act and WHS Regulation.

For more details, please take a look at the Work Health and Safety Act 2011 at legislation.gov.au.

Privacy Act 1988

The Privacy Act 1988 is reinforced by the Australian Privacy Principles, effective from March 12, 2014, aiming to ensure transparent and responsible management of personal information by businesses and government agencies.

Please take a look at the relevant section of this handbook for comprehensive information on privacy protection. It covers:

- The types of personal information collected and held by Mi and Inspiritive.
- The procedures for collecting and storing personal information by Mi and Inspiritive.
- The purposes behind collecting, holding, using, and disclosing personal information by Mi and Inspiritive.
- Procedures for individuals to access and correct their personal information held by the entity.
- A mechanism for individuals to lodge complaints about breaches of the Australian Privacy Principles and how the entity handles such complaints.
- Considerations regarding the likelihood of the entity disclosing personal information to overseas recipients.

Fair Work Act 2009

The Fair Work Act 2009 establishes a balanced framework for workplace relations, aiming to create cooperative and productive relationships while ensuring fairness, flexibility, and economic growth. The legislation sets out minimum terms and conditions through the National Employment Standards, modern awards, and national minimum wage orders. It prioritises fairness, representation, and prevention of discrimination, upholding the right to freedom of association. The Act mandates accessible grievance resolution procedures and effective compliance mechanisms in workplaces. For details, visit the Fair Work Act 2009 on legislation.gov.au.

Disability Discrimination Act 1992

The Disability Discrimination Act 1992 defines discrimination on the grounds of disability. According to this Act, a person (discriminator) engages in discrimination against another person (aggrieved person) based on the aggrieved person's disability if, due to their disability, the discriminator treats or intends to treat the aggrieved person less favourably than a person without a disability would be treated in similar circumstances. The Act emphasises that circumstances are not considered materially different solely because a person with a disability may require different accommodations or services.

For more detailed information, refer to the [Disability Discrimination Act 1992](#).

Sex Discrimination Act 1984

The Sex Discrimination Act 1984 aims to:

- Implement specific provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and
- Eliminate, to the greatest extent possible, discrimination based on sex, marital status, pregnancy, or potential pregnancy in various areas such as work, accommodation, education, provision of goods, facilities and services, disposal of land, activities of clubs, and administration of Commonwealth laws and programs; and
- Minimise, as much as possible, discrimination involving the dismissal of employees based on family responsibilities and
- Reduce, as much as possible, discrimination involving sexual harassment in the workplace, educational institutions, and other areas of public activity; and
- Promote recognition and acceptance within the community of the principle of the equality of men and women.

For more detailed information, refer to the [Sex Discrimination Act 1984](#).

Age Discrimination 2004

The Age Discrimination Act 2004 aims to:

- Eliminate, to the extent possible, discrimination against individuals based on age in areas such as work, education, access to premises, provision of goods, services and facilities, accommodation, disposal of land, administration of Commonwealth laws and programs, and requests for information; and
- Ensure, as far as practicable, that everyone enjoys equal rights before the law, regardless of age, as the rest of the community and
- Permit appropriate benefits and assistance to be provided to individuals of a certain age, particularly younger and older persons, recognizing their specific circumstances and
- Promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights and
- Respond to demographic changes by eliminating barriers to older people participating in society, particularly in the workforce, and challenging negative stereotypes about older individuals.

If you would like more detailed information, please refer to the [Age Discrimination Act 2004](#).

Racial Discrimination Act 1975

The Racial Discrimination Act 1975 is designed to fulfil Australia's commitments under the International Convention on the Elimination of All Forms of Racial Discrimination. Its primary goals include:

- Advancing equality before the law for all individuals, irrespective of their race, colour, or national or ethnic origin, and
- Prohibition of discrimination against individuals based on their race, colour, descent, or national or ethnic origin.

For more comprehensive details, you can refer to the [Racial Discrimination Act 1975](#).