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EDUCATE
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STUDENT HANDBOOK

2025

Contents

Student Welcome

Dear Student

Congratulations on your enrolment with ICAN Learn! We are excited to have you join us and look forward to providing you with a quality education.

Our mission is to empower you to be a catalyst for change, equipping you with the knowledge and skills to make informed financial and life choices, and to share that knowledge with your family and community. You will play a key role in improving the lives and outcomes of others.

We are committed to delivering the best possible learning experience through our Trainers and Assessors, each with substantial experience in their respective fields. Our Trainers and Assessors will support you throughout your studies, providing a range of learning methods to ensure you succeed.

ICAN Learn is proud of our real-world approach to education, closely linked to industry standards, ensuring that what you learn is both practical and relevant.

This student handbook is an essential resource, and it's important that you familiarise yourself with its content.

We look forward to supporting you on your learning journey.

The ICAN Learn Team

> **In the spirit of reconciliation, ICAN Learn acknowledges the traditional custodians of country throughout Australia.**
>
> **We celebrate the stories, traditions and living cultures of Aboriginal and Torres Strait Islander people of these lands, sea and water and commit to building a brighter future together.**

Organisation Overview

Introduction

ICAN Learn is a division of the Indigenous Consumer Assistance Network Ltd (ICAN). Incorporated in 2007, ICAN has become a national leader in consumer advocacy, financial counselling, and literacy for Indigenous people. ICAN Learn is a Registered Training Organisation (RTO) and provides ethical education to the broader financial wellbeing and community services sector; fostering leadership and professional expertise.

About ICAN

Indigenous people living in regional and remote communities are one of the most disadvantaged consumer groups in Australia. A combination of limited English and financial literacy levels, a lack of services and an uncompetitive marketplace leave the Indigenous Australian population open to financial exploitation. Data collected by ICAN reveals that Indigenous people often fall prey to unscrupulous operators such as used car dealers, finance companies, payday lenders, telemarketers and door-to-door salespeople. In line with its vision to empower Indigenous consumers, ICAN aims to turn this situation around by providing Indigenous consumers with assistance to alleviate consumer detriment, education to make informed consumer choices and advocacy services to highlight and tackle Indigenous consumer disadvantage.

ICAN specialises in providing quality financial counselling and consumer advocacy services, financial capability and wellbeing, financial literacy education and other program development in partnership with key stakeholders.

ICAN Learn

ICAN Learn supports ICAN's mission and vision to build the Indigenous financial counselling and capability workforce throughout Australia and develop the financial counselling, financial capability, community services and other related sectors more broadly. ICAN Learn takes prides in providing industry-focused education and creating opportunities to develop and deliver professional development opportunities across Australia.

ICAN Learn is a social enterprise; any profits generated go back into supporting the organisation's mission and vision to build the Indigenous workforce.

ICAN Learn is also registered with Supply Nation and Indigenous Defence & Infrastructure Consortium (IDIC). Supply Nation is Australia's leading database of verified Indigenous businesses and IDIC is a single point deployment project and account manager, providing a diverse range of services via its consortium partners, all of whom are Indigenous-owned businesses.

ICAN Learn Vision

Mission

ICAN Learn engages students in meaningful, industry-focused education that empowers their lives and enables them to be confident in their professional development, through the provision of high-quality education. *Educate. Learn. Empower. Lead.*

Values

ICAN Learn delivers education with respect, understanding and consideration of you, the student using a quality framework that upholds standards of equity and access and the principles of social justice. *Real Education with Industry Connections.*

ICAN Learn empowers its learners to be the best, grow professionally and share their knowledge and understanding with consumers (clients) and peers (colleagues) focusing on the two-way education that is so vital for adult learning and development.

ICAN Learn Trainers and Assessors

ICAN Learn Trainers and Assessors are qualified financial counsellors or community services workers who are also qualified in vocational education design, delivery and assessment and have current industry experience and expertise in the areas that they teach. ICAN Learn educators are committed to the ICAN Learn's mission, values, objectives and work closely with industry, financial capability and community services networks and financial counselling peak bodies across Australia ensuring that education and information is current and relevant.

Continuous Improvement

ICAN Learn works in a framework of continuous improvement by having current resources and approaches to give students the best chance of future success. We achieve this through significant established relationships with financial counselling peak bodies throughout Australia, partnerships with agencies and organisations and the financial counselling professionals we employ.

Employment Opportunities

ICAN Learn maintains an up-to-date list of known external employment opportunities in the financial counselling and financial capability sectors on its website.
https://icanlearn.edu.au/employment-opportunities/

We aim to update this page regularly and remove any obsolete links however occasionally we may miss one so please take the time to check the position description.

General Course Information

Online Learning

We use an online portal called Vasto for resource and assessment management. This contains all downloadable resources, templates and other learning materials and reading /watching topical items of interest plus access to your assessment portal. Students should view the video 'How to navigate Vasto' once their enrolment has been finalised before accessing the portal, https://www.youtube.com/watch?v=_Ofn9nIlTNI

Trainers and assessors will communicate with the student via the Vasto portal. Notifications about any changes will come through this avenue. It is vital that we have an updated personal email address for communications; so please be sure to update any changes in the "settings" section of Vasto. We prefer not to use work or organisational email addresses as these cause firewalling and non-delivery of email communication on a regular basis. Students must login to Vasto and check their messages at least once a week.

If you are undertaking a study modality that includes class delivery, we use Zoom to link with students to deliver live classes which are compulsory to attend. The links for classes are available in the Vasto portal and become available on the morning of the class.

The ICAN Learn webpage is also a key source of information for students including policies and procedures and detailed course information, www.icanlearn.edu.au

ICAN Learn recommends the following free software be installed for optimal user experience:

To access Vasto: latest version of Google Chrome https://www.google.com/intl/en_au/chrome/

To view and complete editable PDF's; Adobe Acrobat Reader https://www.adobe.com/au/acrobat/pdf-reader.html

If you prefer to listen to information rather than read documents, you can use Adobe Reader to read aloud your learning resources PDF's such as Learner Guides. Just highlight the text you want to hear, click 'view' in the top left menu and then select 'read out loud'.

Amendments to Course of Study

If you need to make amendments to your course of study, please talk to your trainer in the first instance and then the ICAN Learn Administration team regarding options for this process.

Your options may include revisions to your Training Plan, an extension to your enrolment period, a Leave of Absence (see 4.11. below) or course withdrawal.

The Fees & Refunds Policy and Procedure on the ICAN Learn website outlines the circumstances in which you will be entitled to a refund of the different fees associated with your enrolment.

Course Evaluation and Feedback

Students are asked to complete regular evaluations relating to the delivery and content of each module/unit of competency undertaken. These evaluations are confidential and anonymous and completed electronically via SurveyMonkey. Links for surveys are provided by the Trainer and Assessor to the student and can also be found in Vasto upon completion.

Students enrolled in Certificate or Diploma level courses are invited to attend a focus group at the end of each course to provide verbal feedback. The focus groups provide an opportunity to discuss any aspect of your experience to assist ICAN Learn to improve aspects of the student experience including course delivery and assessment.

Access to Student Information

A record is maintained for every enrolled student. Records reside within the ICAN Learn Student Management System, Vasto. Students are entitled to request access to their information by making a request in writing to the Administration team via administration@icanlearn.edu.au.

ICAN Learn protects the student's privacy[1] and confidential information at all times.

Change of Personal Details

If there is a change to any of your contact details during the course, you must update your Vasto profile immediately. Incorrect contact details will prevent ICAN Learn from sending your qualification or education records to you.

Contact Details

Students should contact their Trainer and Assessor via Vasto for all matters related to attendance, assessment and individual learning support.

Students should contact the Administration team via Vasto by selecting "Contact Admin" or by telephone 03 5471 7777 for all matters related to assessment extension request, Vasto support, enrolment, feedback and all other student matters.

ICAN Learn YouTube channel

ICAN Learn has a YouTube channel that contains a range of useful video resources for students. This includes:

- Introduction to Vasto
- Assessment: How to check have you have completed all assessment questions before submitting
- Assessment Resubmission: How to continue working on an assessment
- Assessment: How to print assessment questions

Students are encouraged to view all videos before commencing their coursework.

Care Warning

The content of some courses may include topics that may be difficult for some people to confront or cause distress. Students are encouraged to seek support from their Trainer and Assessor or reach out to any of the following support services:

Beyond Blue - 1300 22 4636   **Lifeline - 13 11 14**   **13Yarn - 13 92 76**

The course may also contain images, voices and names of deceased people that may cause sadness or distress to Aboriginal and Torres Strait Islander peoples.

Disclaimer

The information contained in ICAN Learn's course resources is general in nature and does not take into account a student or any other person's personal situation. A student should seek independent legal, financial, taxation or another advice about how the information may apply to their own personal situation. ICAN Learn is not liable for any loss caused whether due to negligence or otherwise arising from the use of, or reliance on, the information provided directly or indirectly in these course resources.

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[1] Privacy Act 1988

Attendance

Overview

Our courses seek to operate in an environment that reflects the professional standards of the financial counselling, financial wellbeing and community services industry. It is the responsibility of students to adhere to industry standards regarding attendance (where required) and punctuality. Full responsibility is placed on individual students to adhere to the course requirements, including those related to attendance.

For those undertaking a course with class attendance requirements, an attendance register is recorded in the student management system. Students who arrive late without an appropriate explanation will be marked absent for part of the day.

90% attendance is expected. All dates on course timetables are required attendance dates unless otherwise marked or negotiated due to special circumstances[2].

Absence from a class MUST be communicated to the Trainer and Assessor for that unit prior to the class date, or at the earliest opportunity. Failure to do so may lead to a formal student progress process which, if unresolved, can end in course withdrawal.

Extra work / assessment to make up for absenteeism may be given but is at the discretion of the Trainer and Assessor and the course coordinator; there is no guarantee that the student can make up for learning missed due to absenteeism.

If a student misses more than one class *without notice,* a formal student progress process is commenced. This process starts with an invitation to a formal student progress meeting which is recorded and results in a student progress workplan.[3]

> **ICAN Learn supports student wellbeing and the best way to manage change and challenge is to communicate with Trainers and Assessors as early as possible to work out a course of action or get support.**

If a student encounters prolonged illness or other problems which affect their studies, ICAN Learn management must be consulted to clarify the student's situation related to the continuation of their studies. Students can apply for Leave of Absence if there has been an event or illness that prevents completion of one or more units. This is considered on its merit and requires medical or other evidence to be provided with a Leave of Absence Application Form. ICAN Learn management considers the capacity of the student, ways to support catching up, whether the student is realistically able to reach competence and whether alternative classes and/or dates are available for the student to continue their studies.

> **Unexplained, uncommunicated or unjustifiable absences will initiate the student progress process which is a formal process and may result in the cancellation of the student's enrolment and their withdrawal from the course.**

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[2] Special circumstances relate to medical, personal, tragic or similar circumstances and must be substantiated

[3] Student Progress Policy

Conduct in class

The ICAN Learn code of conduct addresses Trainer and Assessor and course participant expectations. As a general rule, mobile phones are required to be switched off in class, unless on silent for specific reasons that have been discussed with the Trainer and Assessor. Trainers and Assessors will notify students of additional requirements.

Live online classes require web-cameras and microphones to be turned on at all times unless there are extenuating circumstances that have been discussed with the Trainer and Assessor.

The ICAN Learn code of conduct policy is available on the ICAN Learn website Student Essentials page and is based on the following principles of mutual respect.

THE 12 PRINCIPLES OF MUTUAL RESPECT

- TREAT EVERYONE WITH UNCONDITIONAL POSITIVE REGARD
- BE COURTEOUS
- BE READY TO COMMUNICATE
- ENCOURAGE OTHERS AND SHARE YOUR EXPERTISE
- GIVE AND ACCEPT CONSTRUCTIVE CRITICISM
- BE RECEPTIVE TO CHANGE
- BE A TEAM PLAYER
- GET INVOLVED
- HAVE A POSITIVE ATTITUDE
- BE HONEST AND ACCEPT RESPONSIBILITY
- RECOGNISE OTHERS PEOPLE'S PRIORITIES AND NEEDS
- STRIVE TO DO YOUR BEST

Assessment and Course Work

Assessment Overview

Assessment is the method by which students are judged to have met or not met competence against the key elements, performance criteria, knowledge and performance evidence required for any particular unit of study.[4]

ICAN Learn upholds the key Principles of Assessment. This means that all assessment processes are:

Valid

Assessment against the unit(s) of competency and the associated assessment requirements cover the broad range of skills and knowledge that are essential to competent performance:

- Assessment of knowledge and skills is integrated with their practical application;
- Assessment is based on evidence that illustrates that a student demonstrates the skills and knowledge in other similar situations; and
- Judgement of competence is based on evidence of student performance aligned to the unit/s of competency and associated assessment requirements.

Reliable

- Evidence presented is consistently interpreted; and
- Assessment results are comparable regardless of the assessor.

Flexible

- Reflects the student's needs;
- Assessing competencies held by the student no matter how or where they have been acquired (e.g. Skills Recognition); and
- Drawn from a range of assessment methods that are appropriate to the context, the unit of competency, associated assessment requirements, and the individual student.

Fair

- Understood and agreed by the student; and
- Application of the core principles of assessment by the assessor.

Assessment Process

- Assessments are submitted via the online assessment portal unless special circumstances are known;
- Assessments are assessed within a competency-based framework and can be resubmitted no more than twice [5];
- Students that have not achieved competence by their third and final submission will be sent a student progress meeting request[6];

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[4] Training and Assessment Policy

[5] Assessment Policy

[6] Student Progress Policy and Student Progress Procedure

- Assessments that cannot be completed on time require a formal request for extension of time (Assessment Extension Request completed on the ICAN Learn [website]); and
- Assessment outcomes are issued to the student within the context of the competency-based framework within 30 days of the student's final submission.

Methods of Assessment

ICAN Learn uses a variety of tools to assess whether the student has achieved competency. These may include, but are not limited to:

Method	Activity
Project	A project requires detailed responses to any questions and tasks. A project may be group focused, and students will be instructed by their Trainer and Assessor.
Presentation	Students are expected to present a project or section of work in class, to lead discussion and to provide information for other students; this may also be in the context of group work and a group presentation where collaborative learning is used.
Short answer question	Students are expected to research and briefly answer set questions; this may be within or outside of class time.
Role Plays	Students engage in a practical demonstration of particular skills or reactions.
Verbal questions and activities	Students involved in class discussions, activities and groups projects. An observation report is completed by the Trainer and Assessor.
Learning in the Workplace	'On the job' assessment is a requirement for some courses. If Learning in the workplace is required, the student is advised of this commitment in the relevant course guide prior to enrolment. Learning in the Workplace is structured to assist students to develop learning goals and measure their achievements by matching these to outcomes.
Reports	Students are to prepare a written piece of work on an activity where analysis, description and conclusions are required. A report may be a part of a project (summative assessment)
Journal	Students keep a journal of experiences / thoughts / challenges which are used to develop reflective practice. This is particularly relevant to Learning in the Workplace experiences.

Assessment Responsibility

Assessment is undertaken by a Trainer and Assessor qualified in the subject area and with a current and relevant qualification in Training and Assessment as outlined in the Standards for RTOs 2015.

Other actions may contribute to assessment information[7], e.g.

Workplace Mentor (qualified in the area of work) oversees the Learning in the Workplace experience with relevant support from ICAN Learn. Workplace observation records contribute to the final assessment for units linked to placement in the course.

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[7] Courses that require Learning in the Workplace experience only

A meeting is conducted following a tripartite agreement (Learning in the Workplace Agreement between the Workplace Mentor, liaison Trainer and Assessor (ICAN Learn) and student) to establish the processes, set learning goals and discuss expectations and again at completion to formalise the observations and progress to determine whether the student is competent in the Learning in the Workplace Component. **ICAN Learn** makes the final competency decision which is documented for outcomes records purposes and completes the competency requirements for units that are linked to placement in their assessment requirements.

Assessment Checklist

The checklist below is useful to work out whether all steps of the assessment process have been completed. You can print out this checklist for each unit and use it to keep track of your progress.

Method	Activity
I have completed all written questions and projects in the ICAN Learn assessment portal (unless otherwise arranged).	☐
I am not able to complete the assessments in time, but I submitted an assessment extension request (AER) to administration@icanlearn.edu.au prior to the due date.	☐
My work is submitted by the specified date in the assessment portal.	☐
I have not copied any of my work from any source, and where I have referred to other resources and used content, I have used the Harvard referencing method as per appendix 1 of this manual	☐
I have been asked to resubmit my work. I have resubmitted the requirements to the assessment portal as per Trainer and Assessor request.	☐
I have responded to each statement requiring resubmission, leaving the original response and Trainer and Assessor comment as a reference.	☐
I have completed all written questions and projects in the ICAN Learn assessment portal (unless otherwise arranged).	☐
I am not able to complete the assessments in time, but I submitted an assessment extension request (AER) to administration@icanlearn.edu.au prior to the due date.	☐

Assessment Deadlines

- Assessments must be submitted by the due date.
- All assessments are to be completed using the online learning and assessment portal, Vasto.
- All assessment due dates are set in the online learning and assessment portal.
- On rare occasions when a student has specific needs, assessments may need to be submitted in hard copy (by negotiation). In this instance, the appropriate assignment cover sheet must be attached and should clearly identify the student name, student number, the competency name and the name of the Trainer and Assessor. It must be hand-signed or submitted as a PDF with a digital signature to demonstrate authenticity.
- Students who fail to submit or-re-submit assessments by the due date *without having negotiated an alternative due date* with their Trainer and Assessor risk incurring a Not Competent outcome. If this outcome occurs the unit result will be recorded as a Not Competent (NC) on the student record and will appear on the student's USI portal as such.
- ICAN Learn Trainer and Assessor will assist the student by initiating an email once if the assessment has not been submitted by the due date and there is no AER.

Assessment Extensions

Application for an assessment extension must be made on the 'Assessment Extension Request' form on the ICAN Learn website at least three working days before the assessment is due.

If extenuating circumstances prevent the request form being completed, these circumstances must be emailed to and discussed with the course Trainer and Assessor as soon as practicable and cc'd to administration@icanlearn.edu.au

If extension requests are not in writing, they will not be considered.

Students may request up to 3 assessment extensions per unit with the maximum time granted following any extension request being 2 weeks. If requesting an extension for the third time, students must upload accompanying evidence to support their request (medical certificate etc).

Resubmission of Assessment Task

Students may request a Trainer and Assessor to view an assessment task before submitting to get confirmation on general direction of the task or the student will submit the assessment task for marking through the online learning and assessment portal. It is at the Trainer and Assessor's discretion as to their capacity to provide direction at this stage.

1. When a student wants feedback from the trainer prior to assessment in terms of direction etc. the student will email the trainer to request a review before formally submitting the assessment. The trainer will respond to the student from Vasto, which records the contact and request.

2. When a student submits an assessment for marking in the online learning and assessment portal it is counted as the first formal submission. Should the assessment responses be incorrect or inaccurate, the Trainer and Assessor will make comments and the assessment will be returned to the student with the feedback from the trainer as not yet competent. This allows the student to revisit the assessment questions and add information.

3. A student who receives feedback from the trainer, is given two opportunities to formally resubmit the required assessment in accordance with the assessment timeframes outlined in the Assessment Policy.

4. When a resubmission of the assessment is granted the student will be given 2 weeks to resubmit their work. When marking the student as not yet competent, the trainer provides appropriate feedback that outlines the requirements for the assessment task to be completed to achieve competence.

Assessment Outcomes

ICAN Learn uses a competency-based framework to mark assessments which is part of the Vocational Education Training approach. This means that students are not graded with a numeric mark, but determination is made as to whether the student is Competent or Not Competent. These outcomes are recorded on the student's Statement of Attainment, Record of Results, Qualification Parchment and in the student USI portal (once RTO AVETMISS reporting is undertaken).

All assessments are marked using the Vocational Education competency-based approach.

Assessment tasks are marked and returned to students within 30 days of submission. This also applies to Skills Recognition assessments. [8]

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[8] Skills Recognition Policy / Skills Recognition Procedure

Terms used in record of results

C	Competent
CT	Credit Transfer
RPL	Skills Recognition / Recognition of Prior Learning (RPL)
NC	Not Competent
W	Withdrawn

Assessment Appeals

If a student considers that they have been unfairly assessed, the student can contact administration@icanlearn.edu.au to request an Assessment Appeal Form[9].

Leave of Absence[10]

Special circumstances are situations that may warrant a Leave of Absence. Special circumstances may occur due to illness or serious events. This will be considered by trainers and management in consultation with the student and takes into consideration a student's progress through a unit of competence e.g. family commitments, medical considerations and the potential of providing study support or joining another class on return.

No student shall be discriminated against for circumstances beyond their control but are required to provide evidence for the reason that is creating their special circumstance.

Students with special circumstances have the right to be directed to relevant staff within ICAN Learn to request a Leave of Absence. A Leave of Absence can be up to 12 months in duration.

Students must use the Deferment and Leave of Absence Application form. This form can be obtained from administration@icanlearn.edu.au

Copies of Assessments

This section applies only to those who submit hard copy assessments by prior arrangement, which is an exception to the ICAN Learn general process.

Should the student submit a hard copy assessment, it is the student's responsibility to keep a copy of all hard copy work submitted for marking and associated trainer feedback. ICAN Learn will not take responsibility for lost assessments.

Where students submit assessments via the online learning and assessment portal (which is the designated method), ICAN Learn will have access at all times to assessment status and visibility over completed work, whether competent (C), not yet competent (NYC), or not competent (NC).

The online learning and assessment portal provides for the downloading of records of the student assessments and activity on the portal, which are kept for audit purposes. Should the student want to keep their submitted work, the student must download and save their work for their own records. Trainers will advise the student of this opportunity throughout the course.

Once the student completes the unit/ course, learning and assessment materials are no longer available to them since the student's access to the online learning and assessment portal is deactivated. (i.e. if the student withdraws or if the student completes).

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[9] Complaints & Appeals Policy

[10] Complaints & Appeals Policy

Signed Consent

- Information gathered for the purpose of assessment must respect confidentiality and contain NO identifying material, such as names of clients, workplaces or programs. There is an exemption for workplace identification in relation to Learning in the Workplace procedures[11]. However, these documents must not contain any client identifying material such as client names, address, DOB, Centrelink Reference Number etc.
- Any collection of information from clients or agencies for assessment purposes (including from the Agency where the student is undertaking Learning in the Workplace) must comply with privacy and confidentiality requirements.
- De-identified case studies do not need permission.

Referencing

Students are required to reference their sources of information to avoid plagiarism and ensure that the student genuinely understands all aspects of the qualification or skillset that they are undertaking, including answers to knowledge questions.

The Harvard referencing system must be used in all written assessments. (See appendix 1 and/or use https://www.mybib.com/)

Use of AI

The inappropriate use of AI in assessment tasks undermines academic integrity, deters critical thinking and hinders individual learning.

ICAN Learn expects that all student content generated in the course of undertaking studies with ICAN Learn will be the student's own original work and use of AI will be for assistive purposes only, not to create content for the purpose of assessment.

A student's use of inappropriate AI will be considered plagiarism and will be treated as academic misconduct and follow the student progress process outlined below.

Plagiarism

Plagiarism occurs when a student:

- Hands in someone else's work as their own;
- Allows someone to hand in your work as their own;
- Uses resources without permission and acknowledgment during assessment;
- Completes an assessment with others (without approval) and acknowledgment and each hand in the work as your own;
- Uses /subscribes to paid homework sites to undertake assessments;
- Takes an assessment task and/or solution from the classroom without approval;
- Copies slabs of written material from online sites e.g. Google or other search engines.

Plagiarism does not give the Trainer and Assessor an indication of whether the student understands the key aspects of the unit / course material that is being assessed and hence is treated seriously.

If plagiarism is identified, the authenticity and genuineness of the assessment is compromised and breaches the assessment requirements for RTOs.

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[11] Diploma of Financial Counselling only

The principles of assessment encourage students undertaking group work to maintain Authenticity by:

- Discussing assessment or project requirements with others and **using the provided course material rather than generally using internet search engines** – this leads to a better understanding and is both permitted and encouraged; and
- Submitting separate written aspects of assessment for each member of the group to accompany an oral presentation, where group work is explicitly permitted and / or required.

Ensuring that external resources or material used from other sources are referenced using the Harvard referencing system.

Students can access electronic assistance for Harvard referencing by going to
https://www.mybib.com/

Consequences of Plagiarising /Cheating

- Plagiarism is serious. All assessments completed by the student to meet the competencies of a course are formal assessments and must demonstrate a development of knowledge.
- Where clear evidence of copying or other misconduct occurs, ICAN Learn will apply the Plagiarism Policy and Procedure and implement the Student Progress Policy and Procedure.
- ICAN Learn outlines Plagiarism at three (3) levels in the Plagiarism Policy and takes great care at many contact points to explain plagiarism, the consequences of plagiarism and study requirements to students.
- A student will be withdrawn from the course should plagiarism be identified and continued in spite of guidance.[12]

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[12] Plagiarism policy; https://icanlearn.edu.au/policy/students/student-essentials/

Student Progress

Academic Progress

ICAN Learn takes great care to manage and support the wellbeing of students. This includes the regular monitoring of academic progress.

Students who are not making satisfactory academic progress are then identified as being 'at risk' of falling behind, failing or not achieving competence.

The student progress process is designed to be a supportive function to assist students to manage the challenges of their study.

In the first instance, the Trainer and Assessor will contact the student and take an informal approach to identifying the barriers to progress.

This includes developing a student support plan which is a tool that is used to document supports that will be provided to students in relation to both their progress with the course and their wellbeing. It will also document any strategies including reasonable adjustments in assessment and delivery to assist a student to progress in their course. **This is not a part of a formal student progress process.**

Should the informal process fail to support the student adequately or the student is unable to adhere to the plan, then consideration is made to implement a formal student progress process.

A student progress process may occur in situations when;

- the student fails to progress through assessment or fails to undertake and complete assessment tasks without notification or request for extension; and/or
- Not attending classes and lack of communication with the Trainer and Assessor about their situation; and/or
- Resubmitting any unit more than 2 times which remains NYC in spite of guidance and support; and/or
- The student breaches the professional or ethical frameworks of the profession or displays critically dangerous practice whilst undertaking Learning in the Workplace; and/or
- The student fails to meet the academic conditions previously imposed by the subject/ unit Trainer and Assessor, the course manager and /or ICAN Learn Executive Officer; and /or
- Not responding to informal solutions provided by the Trainer and Assessor and Administration staff.
- Plagiarism or using AI to complete assessments.

Should a student not progress appropriately through any of the reasons above, ICAN Learn will request a Level 1 student progress meeting in writing.

The student is advised that they can bring a support person to this meeting and has a limited time for response. This support person does not need to be a Trainer and Assessor or staff member and should be unconnected with the progress management process.

Student progress level 1 meetings are attended by the Training and Learning Coordinator and the Trainer and Assessor   Student progress meetings are mandatory and are arranged by the ICAN Learn administration team. The meeting is an opportunity to discuss progress and what supports can be put in place to assist a student. The supports offered may include additional time to complete an assessment, individual Trainer and Assessor support, adjusted resources, reasonable adjustments, enrolment in a different course, leave of absence or a referral to other support services.

Following the level 1 student progress meeting, a student workplan is written to summarise actions and timelines. This document is issued to the student and saved in the student file. It is used for any follow up meeting(s) to ensure that the student is progressing satisfactorily.

Failure to progress following Level 1 progress meeting leads to a level 2 progress meeting where a similar process will occur.

Failure to progress beyond level 2 progress meeting will lead to course termination and student withdrawal from the course.

Should course termination be required, the student is issued with a 28-day notice that their enrolment will be cancelled and that thereby they will be withdrawn from the course.

Skills Recognition

Skills recognition includes one or a combination of:

- Credit transfer (CT);
- Recognition of prior learning (RPL);
- Recognition of current competence (RCC); or
- Alternative assessment.

Credit Transfer

Credit Transfer applies where a student has undertaken previous studies and can present a genuine verified transcript / Record of Results / Statement of Attainment which outlines units of competency with unit codes that directly match the code of a unit/ units in the course in which the student is enrolled.

Skills Recognition Application

Enrolled students may apply for Skills Recognition on the basis of previous study and work and/or life experience, provided that experience addresses key competencies outlined in various units.

Assessment of the suitability of the student's evidence will determine whether prior learning or current competence is relevant.

Skills Recognition Process[13]

Skills Recognition can only be granted for entire unit of competence (e.g. not part of a unit)

The student must:

- Be enrolled in the relevant course at the time of their Skills Recognition application.
- Discuss the desire to obtain skills recognition with administration and subsequently the Training and Learning Coordinator and /or Trainer and Assessor.
- Obtain the Skills Recognition Application & Self-Assessment Kit from the ICAN Learn website or contact administration@icanlearn.edu.au and request the kit.
- Gather evidence in full including verified qualifications should that be relevant.
- Number and name the Skills Recognition document files and list them in the relevant section of the Skills Recognition Application & Self-Assessment Kit.
- Qualifications / certificates must be verified documents.

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[13] Skills Recognition Policy & Procedure are on the ICAN Learn website

- All third-party reports must be provided on company letter head of the referrer and verified.
- Submit your completed Skills Recognition Application & Self-Assessment Kit in Vasto.

The Skills Recognition Application & Self-Assessment Kit is assessed within 30 days of receipt. The outcome is forwarded in _writing_ to the student and the course manager by administration for noting in the student record.

If the Skills Recognition Application is NOT successful, the student has 7 working days from result notification, to appeal the result in writing. If an appeal is not lodged, the decision is binding.

If the Skills Recognition Application/Appeal is unsuccessful the student is required to attend classes for that unit of competency. .

Skills Recognition Application Closing Dates

When a student decides to seek skills recognition, they submit their application at least 30 days prior to the commencement of any unit relevant to the skills recognition application. For students enrolled in any of the self-paced courses, such as the hybrid program, applications must be submitted 30 days prior to commencing any of the units within the course. This allows the development of a study plan that takes into account any skills recognition that has been granted.

Skills Recognition Fees

Fees for units approved for Skills Recognition are charged as per Fees Schedule.

There is no fee charged for Credit Transfer (CT). CT only occurs for units already completed with identical unit of competency codes, when **verified** Records of Results / Statement of Attainment are provided to ICAN Learn as part of the Skills Recognition application and self-assessment kit.

Recognition of Prior Learning is charged at 50% of the unit cost.

Skills Recognition Application can only be finalised, when all aspects of the Skills Recognition application and self-assessment kit are completed and the fee for that unit is paid.[14]

Alternate Assessment

In some instances, students may have undertaken activities prior to their enrolment in their current course, which may allow them to demonstrate achievement of individual learning outcomes/elements within competencies of their current course.

As entire modules or competencies have not been attained, they are not eligible for Credit Transfer or Recognition. In this situation the student may be offered the opportunity for 'up front' assessment in which the assessment is provided without learning resources.

It is possible in some circumstances that if a student undertakes an alternative assessment, that the outcome may result in reduced time in class. However, there is no reduction in fees nor is a refund available.

> **Note: Up front assessment does not give the student access to learning materials and requires the student to complete required assessments using their current and prior knowledge.**

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[14] Skills Recognition Policy

Complaints Recognition

ICAN Learn defines a complaint as a circumstance arising from a situation within the control and/or responsibility of the RTO, where a student considers that they have been wronged because of an action, decision, or omission, which the student regards as unjust, wrongful and discriminatory or adversely affecting their course progress or standing.

Complaints may involve the administrative, course, and support service functions.

A complaint may arise from any matter relating to a student's enrolment or membership of the ICAN Learn community (students, Trainers and Assessors and administrators).

Informal procedures are often successful in resolving a complaint, and it is always preferable to resolve problems that way. If you have a problem, then the first step is to speak to your Trainer and Assessor or make an appointment with an ICAN Learn Manager. Often areas of concern for students can be dealt with directly by the Trainer and Assessor

If a student is unable to resolve a complaint at this level, they may wish to escalate this to a formal complaint. A formal complaint must be made in writing and provide full detail of the nature, conditions and impact of the complaint matter.

There is a formal complaints policy and procedure for students who wish to make a complaint.[15]

The Complaints and Appeals Policy outlines:

- Types of complaints
- Ways of making complaints
- Student rights
- Specific complaints processes (e.g. VET student loan complaints)
- Appeals
- External dispute resolution approaches

Staff and Student Code of Practice

Overview

It is understood that when you become a student, you have certain rights and responsibilities, as do staff members. The following points are made to clarify both what you as a student can reasonably expect of staff and what is expected of you as a student.

In a very significant way ICAN Learn strives to sustain a "culture of learning and respect" which requires a commitment by both staff and students.

The values central to this culture are:

- Promotion of principles of adult learning
- Excellence
- Honesty
- Mutual respect / unconditional positive regard
- Fairness
- Equity
- Social Justice

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[15] Complaints policy and procedure

Staff Codes and Rights

Staff Code of Conduct

Teaching staff will:

- Deliver the course as outlined in the course overview and timetable;
- Be punctual in terms of class, tutorial, online training session, or consultation times;
- Provide and post contact details/hours where staff are available for consultation;
- Inform students of class cancellations or other changes;
- Treat students with such courtesy and respect as we would want for ourselves;
- Respect students' viewpoints at all times and accommodate these where appropriate;
- Challenge common wisdom, including your own;
- Encourage students to be involved actively in the learning process; provide the highest quality learning environment and experience as resources permit;
- Be honest with students regarding our mistakes if we make them;
- Be fair in assessing students' work;
- Return students' marked assessment in the shortest reasonable time and within the timeframes outlined in the assessment policy and procedure;
- Provide constructive feedback (where appropriate) on all marked assessment work returned to students;
- Provide an opportunity for subject evaluation by students; and
- Provide a safe learning environment.

Staff Rights and Responsibilities

Trainers and Assessors and other staff at ICAN Learn have rights in the learning environment. They include the right to:

- Uphold standards of best practice in the assessment of learning;
- Deliver subject materials or provide learning experiences in an environment free from discrimination or harassment based on gender, sexual persuasion, age, disability, marital status, ethnicity, religion, disability, or physical features;
- Refer assessment or course progress matters to the appropriate manager;
- Be treated with respect by students and staff alike; and
- Be valued for their skills and expertise by both students and ICAN Learn.

Student Codes and Rights

Student Code of Conduct

Students will:

- Take responsibility for their own learning;
- Take full advantage of learning resources and opportunities made available;
- Be punctual;
- Respect the right of staff and other students to express their views;
- Critically reflect on their own established views;
- Ensure that submitted assessment work is authentic;

- Be honest about learning problems or personal difficulties and seek assistance as soon as possible;
- Request extensions for assessments, if required, using the online request form before the due date;
- Ensure awareness of Trainer and Assessor's contact details to ensure that messages get to them;
- Keep in mind that during Learning in the Workplace experiences[16], students represent ICAN Learn. In these circumstances, students should always be punctual, dress appropriately and behave in a manner that enhances the community's view of ICAN Learn and the financial counselling profession;
- Provide honest and fair assessment of Trainers and Assessors when completing course evaluations.

Student Rights and Responsibilities

The student has the right to:

- A learning environment free from discrimination or harassment based on gender, sexual orientation, age, disability, marital status, ethnicity, religion or physical features;
- Offer considered and respectful feedback to staff even if it has not been expressly solicited;
- Appeal on decisions related to course progress. This can include having assessments reassessed, final outcomes reconsidered, program committee decisions reviewed, or any other assessment matter where you have a strong reason to believe you are being unfairly treated, and where you have tried unsuccessfully to discuss and negotiate the matter; and
- Complain to the Trainer and Assessor, the Administration Team, Training and Learning Coordinator or the Executive Officer (usually in this order) if you believe a staff member is behaving unacceptably (wherever possible, it is best to have previously raised the matter with the Trainer and Assessor concerned). For full ICAN Learn Policy on Student Conduct, please refer to https://icanlearn.edu.au/wp-content/uploads/Student-Code-of-Conduct-V2.2.pdf

The student has the responsibility to:

- Be respectful to other students and Trainer and Assessors
- Be present at all scheduled classes;
- Let the Trainer and Assessor know in writing if unable to attend a class and give a reason;
- Provide genuine and valid responses to assessments;
- Submit assessments by the due date;
- Request assessment extensions in writing, using the online form, before the due date;
- Be involved in Learning in the Workplace[17] activities in a professional manner as set out in the rules and guidelines for Learning in the Workplace;
- Do their best in all aspects of the course, including classroom engagement, whether virtual or in person;
- To communicate challenges at their earliest convenience to the Trainer and Assessor of the unit/ course and / or the course coordinator.

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[16] Qualifications that require Learning in the Workplace experience as part of their assessment

[17] Qualifications that require Learning in the Workplace experience as part of their assessment

Student Support Services

Overview

ICAN Learn provides opportunities for support through the Trainer and Assessors throughout the student's learning journey.

Counselling

ICAN Learn may be able to assist students by referring to counselling support if available (location dependent) or recommend other supports. ICAN financial counselling services are available to assist students in financial difficulty.

Equity and Diversity

ICAN Learn is dedicated to fairness, equity, and inclusivity, ensuring that its policies and practices thoughtfully address the diverse needs of both students and staff.

ICAN Learn fosters a strategic approach to equity and social justice, develops and implements policies; provides advice to staff, students, supervisors and senior managers, including in the resolution of discrimination and harassment-based grievances; and provides direct support services for Indigenous students and students with a disability or other challenges.

Indigenous Student Support

ICAN Learn is committed to the development, education and support of Aboriginal and Torres Strait Islander people, both through consumer advocacy (ICAN) within the context of social justice and also through education to assist the development of an empowered Indigenous workforce.

ICAN employs a First Nations Student Support Officer to facilitate the provision of cultural support for all aspects of educational and personal needs of Indigenous students. Students can contact the First Nations Student Support Officer by emailing **administration@icanlearn.edu.au**.

ICAN Learn is committed to the education of non-indigenous students about the culture of the Aboriginal and Torres Strait Islander people through its course content.[18]

Financial Difficulty

ICAN provides financial counselling services to consumers across Australia. Should students have financial issues, they may contact the finance department if the matter is fee-related and are welcome to make a confidential appointment with one of the ICAN financial counsellors for other personal financial difficulties – all services are free.

ICAN Learn will consider financial difficulties in relation to fee payments and will work with the student and finance department to resolve these issues.

Matters relating to fees and financial difficulty are outlined in the Fees Policy and Procedure.

Questions about accounts or to make payment arrangements go to **accounts@ican.org.au**

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[18] Access & Equity Policy / Learner Support Policy

Results

- The relevant Trainer and Assessor advises individual unit outcomes achieved throughout the course to the student via the online learning and assessment portal.
- Unit results are entered into the student record throughout the course and the administration team checks results fortnightly to ensure accuracy.
- Results data is recorded in the Student USI portal via the required AVETMISS reporting to Government on an annual basis (at minimum).
- Results are sent to individual students by email within 28 business days of course completion.
- When the soft copy of the Record of Results / Parchment / Statement of Attainment is sent to the student via electronic means, the student is asked whether they would like a hard copy to be sent via mail. At this point the student must confirm their current address.
- Hard copies of Qualifications, Record of Results and Statements of Attainment are provided to the student within 30 calendar days.

Qualifications

Issuing qualifications

ICAN Learn management will ensure qualifications and certificates issued by ICAN Learn are only those that relate to the ICAN Learn scope of registration and certify the achievement of a learner whom ICAN Learn has assessed as meeting the requirements of the relevant AQF qualifications, skills sets, units of competency or VET courses.

ICAN Learn maintains a QR individual identifier code for all qualifications issued. This system can be accessed by the qualification recipient using a QR reader to determine the authenticity of the qualification.

Retaining documentation

Records of all issued Statements of Attainment, Record of Results and Parchments are recorded in a Qualifications Issuance Register maintained by ICAN Learn for 30 years in keeping with VET legislation.

Access to previously earned qualifications

ICAN Learn ensures that all records of Learner achievement of AQF qualifications and Statements of Attainment are accessible to current and past learners.

ICAN Learn uses a QR code for each qualification issued. This QR code can be scanned externally to obtain details of the validity of the qualification. ICAN Learn maintains student data and the QR code list as required by legislation.

Access to qualification using the QR code is free. Should a past student request a printed or reissued copy of their qualification, a cost will be incurred.

Compliance with VET regulation

ICAN Learn provides reports of its records of AQF qualifications and Statements of Attainment issued, to its VET Regulator on a regular basis, as determined by the VET Regulator.

ICAN Learn maintains a register (list) of all AQF qualifications that ICAN Learn is authorised to issue.

ICAN Learn maintains an auditable register of all AQF qualifications and Statements of Attainment that ICAN Learn has issued. Information contained in the register includes:

- Name of the student the qualification is issued to;
- AQF qualification by its full title;
- Unique qualification / parchment number; and
- Date of issue/award/conferral.

The register is available for review by auditors and is exportable from the ICAN Learn Student Management System.

ICAN Learn ensure that all certificates issued that relate to AQF Qualifications and Skills Sets, units of competency or VET courses are only issued on the completion of all course assessment and reporting requirements.

Qualification issuance procedure

1. As soon as practical after receiving the confirmation of achievement of competency from ICAN Learn Teaching staff, the competency decision will be formalised by issuing a Statement of Attainment or Certifying the Qualification.

2. Issuance of all certifications that are verified by ICAN Learn management team must occur in no less than 5 working days and before the expiry of 30 calendar days provided all fees the learner owes to ICAN Learn have been paid.

3. Only the Executive Officer or designated person has the authority to sign AQF Qualifications and Statements of Attainment.

4. The ICAN Learn Management team ensures that the Legal entity's seal is applied to every issued Qualification and Statement of Attainment.

5. In accordance with its Records Management Policy, ICAN Learn retains records of qualifications and Statements of Attainment it has issued for a period of 30 years.

6. On issuance of AQF qualifications the ICAN Learn Management team ensures that achievement data is recorded within the ICAN Learn Student Management System.

7. ICAN Learn provides reports of its records of qualifications and statements of attainment to the VET Regulator on a regular basis, as determined by the VET Regulator. (Minimum reporting is annual) (commonly known as AVETMISS reporting).

8. Before signing AQF qualifications and Statements of Attainment, ICAN Learn ensures that these are formatted in accordance with the:
   – Australian Qualifications Framework - 2nd edition January 2013.
   – Schedule 5 of the Standards for RTO's 2015. (see Below).
   – National Logo requirements.

Cessation of operation

In the event of ICAN Learn ceasing to operate as an RTO, ICAN Learn is committed to and responsible for assisting students to transfer to another training organisation that will suitably meet their training and qualification requirements. Students will be notified at the earliest possible time in the event that ICAN Learn ceases to operate; a refund will be offered for any training not delivered. ICAN Learn will ensure that all required documentation is sent to ASQA (as per legislation and regulation) to ensure that students can access information as required.

Appendix 1 Harvard Referencing

Full detail of Harvard Referencing may be found at the following WEB Reference:

https://www.mybib.com/

You will be able to create a referencing list within Mybib and add this to any assessments you are completing.

Manual Harvard referencing method is below:

Harvard Reference List Overview[19]

Reference lists are created to allow readers to locate original sources themselves. Each citation in a reference list includes various pieces of information including the:

1. Name of the author(s)
2. Year published
3. Title
4. City published
5. Publisher
6. Pages used

Generally, Harvard Reference List citations follow this format:

- Last name, First Initial. (Year published). Title. City: Publisher, Page(s).

Citations are listed in alphabetical order by the author's last name.

If there are multiple sources by the same author, then citations are listed in order by the date of publication.

Harvard Reference List Citations for Books with One Author

The structure for a Harvard Reference List citation for books with one author includes the following:

- Last name, First initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition) City published: Publisher, Page(s).

If the edition isn't listed, it is safe to assume that it is the first edition and does not need to be included in the citation.

Example: One author AND first edition:

- Patterson, J. (2005). *Maximum ride*. New York: Little, Brown.

Example: One author AND NOT the first edition

- Dahl, R. (2004). *Charlie and the chocolate factory*. 6th ed. New York: Knopf.

Harvard Reference List Citations for Books with Two or More Authors

When creating a citation that has more than one author, place the names in the order in which they appear on the source. Use the word "and" to separate the names.

- Last name, First initial. and Last name, First initial. (Year published). Title. City: Publisher, Page(s).

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[19] http://www.citethisforme.com/harvard-referencing

Example:

- Desikan, S. and Ramesh, G. (2006). *Software testing*. Bangalore, India: Dorling Kindersley, p.156.
- Vermaat, M., Sebok, S., Freund, S., Campbell, J. and Frydenberg, M. (2014). *Discovering computers*. Boston: Cengage Learning, pp.446-448.
- Daniels, K., Patterson, G. and Dunston, Y. (2014). *The ultimate student teaching guide*. 2nd ed. Los Angeles: SAGE Publications, pp.145-151.

* remember, when citing a book, only include the edition if it is NOT the first edition!

Harvard Reference List Citations for Chapters in Edited Books

When citing a chapter in an edited book, use the following format:

- Last name, First initial. (Year published). Chapter title. In: First initial. Last name, ed., *Book Title*, 1st ed.* City: Publisher, Page(s).
- Bressler, L. (2010). My girl, Kylie. In: L. Matheson, ed., *The Dogs That We Love*, 1st ed. Boston: Jacobson Ltd., pp. 78-92.

* When citing a chapter in an edited book, the edition is displayed, even when it is the first edition.

Harvard Reference List Citations for Multiple Works By The Same Author

When there are multiple works by the same author, place the citations in order by year. When sources are published in the same year, place them in alphabetical order by the title.

Example:

- Brown, D. (1998). *Digital fortress*. New York: St. Martin's Press.
- Brown, D. (2003). *Deception point*. New York: Atria Books.
- Brown, D. (2003). *The Da Vinci code*. New York: Doubleday

Harvard Reference List Citations for Print Journal Articles

The standard structure of a print journal citation includes the following components:

Last name, First initial. (Year published). Article title. *Journal*, Volume (Issue), Page(s).

Examples:

- Ross, N. (2015). On Truth Content and False Consciousness in Adorno's Aesthetic Theory. *Philosophy Today*, 59(2), pp. 269-290.
- Dismuke, C. and Egede, L. (2015). The Impact of Cognitive, Social and Physical Limitations on Income in Community Dwelling Adults With Chronic Medical and Mental Disorders. *Global Journal of Health Science*, 7(5), pp. 183-195.

Harvard Reference List Citations for Journal Articles Found on a Database or on a Website

When citing journal articles found on a database or through a website, include all of the components found in a citation of a print journal, but also include the medium ((online)), the website URL, and the date that the article was accessed.

Structure:

- Last name, First initial. (Year published). Article Title. *Journal*, (online) Volume(Issue), pages. Available at: URL (Accessed Day Mo. Year).

Example:

- Raina, S. (2015). Establishing Correlation Between Genetics and Nonresponse. *Journal of Postgraduate Medicine*, (online) Volume 61(2), p. 148. Available at: http://www.proquest.com/products-services/ProQuest-Research-Library.html (Accessed 8 Apr. 2015).

Harvard Reference List Citations for Print Newspaper Articles

When citing a newspaper, use the following structure:

- Last name, First initial. (Year published). Article title. *Newspaper*, Page(s).

Example:

- Weisman, J. (2015). Deal Reached on Fast-Track Authority for Obama on Trade Accord. *The New York Times*, p.A1

Harvard Reference List Citations for Newspaper Articles Found on a Database or a Website

To cite a newspaper found either on a database or a website, use the following structure:

- Last name, First initial. (Year published). Article title. *Newspaper*, (online) pages. Available at: url (Accessed Day Mo. Year).

Example:

- Harris, E. (2015). For Special-Needs Students, Custom Furniture Out of Schoolhouse Scraps. *New York Times*, (online) p.A20. Available at: http://go.galegroup.com (Accessed 17 Apr. 2015).

Harvard Reference List Citations for Print Magazines

When citing magazines, use the following structure:

- Last name, First initial. (Year published). Article title. *Magazine*, (Volume), Page(s).

Example:

- Davidson, J. (2008). Speak her language. *Men's Health*, (23), pp.104-106.

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