Domestic Student Handbook

Document Information

Policy & Procedure Title	Domestic student handbook
Document Number	POL-029
Approval Date	01/11/2025
Effective/Issue Date	01/11/2025
Approved By	Chief Executive Officer
Next Review Date	01/07/2026

Document History:

Version	Issue Date	Summary of Changes
1.0	01/04/2022	Initial strategy developed, Align with Skills SA UAN guidelines Version 2, 05/2021
2.0	01/02/2024	Align with Skills SA UAN guidelines Version 3, 15/01/2024
3.0	01/06/2024	Align with Skills SA UAN guidelines Version 4, 06/05/2024
4.0	01/11/2025	Align with Skills SA UAN guidelines Version 5, 10/2025

Contents

1. Introduction

Jabin Hopkins Institute of Technology (JHIT) is a government-approved Registered Training Organisation (RTO) based in South Australia (SA).
We deliver high-quality training programs to both domestic and international students, preparing them for successful global careers in fields such as Information Technology, Hospitality (including Bakery, Patisserie, Commercial Cookery and Kitchen), Business and Management.

Established in 2009, JHIT has supported thousands of learners through the delivery of Australian Nationally Recognised Training. We are committed to offering career-focused courses within a supportive, student-centred learning environment that encourages academic achievement and professional growth.

If you are an Australian or New Zealand citizen, a permanent resident, or hold a temporary visa with a pathway to permanent residency (including eligible bridging visas), and you live or work in South Australia, you may be eligible for SA Government-Subsidised Training. For further details, please refer to the Subsidised Training section of this handbook.

If you are enrolling as a full-fee access domestic student, please continue reading this handbook. Full-fee students may be subject to different entry requirements compared to SA Government-funded learners. These differences may include variations in minimum academic requirements, language, literacy and numeracy (LLN) expectations, or evidence of visa status. Details of these requirements are outlined in the relevant course information sections.

Purpose of Student Handbook

This Student Handbook contains important information about how JHIT operates, your rights and responsibilities as a student and how training and assessment is conducted. It is very important that you read the entire Student Handbook and ask questions about anything you do not understand.

2. Vocational Education and Training

Vocational Education and Training (VET) prepares people for work and careers by providing the specific skills and knowledge required in the workforce. VET covers a wide range of industries, including trades, office work, retail, hospitality and technology.

Training and assessment in VET in Australia operate under Competency-Based Training and Assessment (CBTA).

2.1 Competency Based Training and Assessment

In competency-based training and assessment, the focus is on:
- Identifying the skills required to perform a job;
- Identifying the knowledge required to perform a job;
- Clearly specifying the performance standard required by industry or enterprise;
- Outlining how, when, where, and by whom assessment will occur;
- Ensuring the student can demonstrate the knowledge, skills, and attitudes necessary to perform to the required standard.

Through completion of assessments in your course, your work or performance (evidence) will be deemed either Satisfactory (S) or Not Yet Satisfactory (NYS). Once you achieve a satisfactory outcome for all assessment tasks linked to a unit, you will be deemed either Competent (C) or Not Yet Competent (NYC) in that unit.

2.2 Website relevant to VET in Australia

National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs): www.training.gov.au

2.3 Quality of Training and Assessment

JHIT is solely responsible for the quality of the training and assessment provided, in accordance with the Standards for RTOs 2025, and for the issuance of AQF qualifications.

2.4 Credit Transfer (CT)

CT provides students with agreed and consistent credit outcomes for units of competency based on equivalence of content and learning outcomes between matched qualifications (see AQF Glossary).

To apply for CT, you must provide either the original or a certified copy of your Statement of Attainment as evidence of successful completion of the same or equivalent unit.

- Successful CT applications exempt you from attending training or completing assessment for the credited unit(s).
- If two units are clustered for delivery or assessment, you may be required to attend training and complete certain components of the assessment.
- Applications must be submitted at the time of enrolment, before course commencement. Applications will not be accepted once the course has started.

For further enquiries, contact your Course Coordinator.

2.5 Recognition of Prior Learning (RPL)

RPL is an assessment process that evaluates a student's existing skills and knowledge, gained through work, study, or life experience, against the requirements of a unit or units of competency.

- RPL is available to all students, except those enrolled in Foundation Programs.
- Fees are applied per unit at the applicable fee-for-service rates.
- You must apply for RPL prior to enrolment by contacting the office to arrange an RPL interview.
- Applications will not be accepted once your course has commenced.

3. Student Code of Behaviour

JHIT is committed to provide students with a safe, supportive and intellectually challenging study environment. Students enrolled in JHIT will share classes and facilities with staff and other students. It is expected that students will behave in a manner that is acceptable to the wider community.

JHIT values:

- Difference and diversity
- Respect and cooperation

- Tolerance
- Academic debate
- Freedom of expression balanced with social responsibility

All students, staff, contractors and visitors are expected to behave in a considerate and courteous manner when dealing with other staff, students and members of the public.

Expectations

JHIT expects its students to:
- Treat other students and staff with respect so as not to compromise their health, safety, privacy and welfare, contribute to the orderly, effective and safe functioning of JHIT,
- Follow the Occupational Health and Safety policies and procedures,
- Comply with all lawful directions given by staff while on JHIT property or engaged in a JHIT controlled or sponsored activity,
- Comply with JHIT's commitment to the prevention and elimination of unlawful discrimination,
- Abstain from bullying, harassing, and any other unlawful activity or behaviour whilst on JHIT property or engaged in a JHIT controlled or sponsored activity, including the online environment,
- Abstain from acts of self-harm,
- Access and use only that JHIT property to which they are entitled to have access and are qualified to use and to use it in a careful and responsible way,
- Adhere to program requirements and class norms established in class,
- Ensure that information of, or held by, JHIT or other students is not accessed, used or published inappropriately, and
- Make timely payment of any fee, charge or penalty imposed by JHIT.

Unacceptable Behaviour

Unacceptable behaviour may include:
- Disobeying any reasonable direction by a JHIT staff member
- Acting dishonestly when undertaking tests, examinations or reports required for course assessment purposes
- Failing to return library or other loaned JHIT property by the required date

- Viewing or distributing offensive material via the internet, email or other means
- Discrimination, harassment and victimisation
- Bullying and intimidation
- Racist or sexist comments
- Behaving in a disruptive manner, such as swearing, yelling or using offensive language
- Using mobile phones during classes
- Illegal use of drugs or alcohol
- Stealing, vandalising or causing wilful damage to JHIT property
- Endangering the safety of yourself or others
- Assaulting or attempting to assault anyone while on JHIT premises
- Inappropriate possession of guns, knives or other weapons while engaging in JHIT activities.

Consequences of Unacceptable Behaviour

If your behaviour is disruptive or unacceptable, disciplinary action may be taken against you. A lecturer can ask you to leave the classroom or refuse entry to a classroom if your behaviour is disruptive or dangerous. If your behaviour threatens the safety of others, interferes with the duties of staff or other students' study or damages or threatens JHIT property, you may be suspended by the JHIT.

Violence, intimidation and harassment are not consistent with a safe and supportive learning environment and will not be tolerated. The police may be contacted in cases of possible criminal behaviour.

4. Course offered by JHIT

Course Code and Name	Duration	SA Government-Funded General Training	Training Contract: SA Funded Apprentices/Trainees Training	SA Government-Funded Training Contribution Fee (Concession)	Full Fee-paying Training
Information Technology Trainings					
ICT40120 Certificate IV in Information Technology	1 Year	✓	✓	$400	✓
ICT50220 Diploma of Information Technology	1 Year	✓	✓	$600	✓
ICT60220 Advanced Diploma of Information Technology	1 Year	✓	✓	$600	✓

Course Code and Name	Duration	SA Government-Funded General Training	Training Contract: SA Funded Apprentices/Trainees Training	SA Government-Funded Training Contribution Fee (Concession)	Full Fee-paying Training
Patisserie and Baking Trainings					
SIT31021 Certificate III in Patisserie	1 Year	Ⓥ	⊗	$450	Ⓥ
FBP30521 Certificate III in Baking	58 Weeks	⊗	Ⓥ	$800	Ⓥ
FBP40221 Certificate IV in Baking	48 Weeks	⊗	⊗	N/A	Ⓥ
Cookery and Hospitality Trainings					
SIT30821 Certificate III in Commercial Cookery	58 Weeks	⊗	Ⓥ	$500	Ⓥ
SIT40521 Certificate IV in Kitchen Management	26-90 Weeks	Ⓥ	Ⓥ	$450/year	Ⓥ
SIT50422 Diploma of Hospitality Management	26-104 Weeks	Ⓥ	⊗	$120-$600	Ⓥ
SIT60322 Advanced Diploma of Hospitality Management	26-130 Weeks	⊗	⊗	N/A	Ⓥ

Important Information About Subsidised Courses

- Eligibility criteria apply for all SA Government-Funded programs. For detailed information, please visit the official Skills South Australia website: https://mytraining.skills.sa.gov.au/training/get-started/check-eligibility
- To access SA Government-Funded Training, participants are required to pay the minimum Student Contribution Fee.
- To be eligible as a Training Contract student under SA funded apprenticeships or traineeships, individuals must be employed in a declared apprenticeship or traineeship role, have an approved Training Contract etc. please contact us for further information.
- If you are interested in full fee-paying training, the entry requirements may differ slightly. Please contact us for more information.
- The duration and cost of the course may vary depending on the student's existing qualifications and recognised competencies.

5. SA Subsidised Training (Funded training) Access

South Australia needs skilled workers in key growth areas of its economy and the right training has never been more important. The good news is that training is now more accessible than ever, thanks to government-subsidised programs. Discover your options and find a course that's right for you.

If your training is subsidised, the South Australian Government pays most of your course fees directly to your training provider. This is not a loan, it's a grant, meaning you don't need to repay it.

Please note: a minimum student contribution fee is required to access the subsidy. We recommend checking the Application form or contact us for the exact amount before proceeding.

JHIT can assist eligible applicants who meet the government's eligibility, entitlement, suitability and support needs criteria. If you qualify, we're here to help you access subsidised training and take the next step in your career.

5.1 Pre-enrolment: Eligibility and Entitlement Criteria

You may be eligible for subsidised training if you live or work in South Australia and meet one of the following criteria:

- You are an Australian or New Zealand citizen, or
- A permanent Australian resident, or
- An eligible visa holder (with a pathway to permanent residency).
- We recommend checking your eligibility at: https://mytraining.skills.sa.gov.au/training/get-started/check-eligibility

According to SkillsSA, students are eligible to enrol funded training if they meet one of the following conditions:

- They are 16 years or older and not enrolled in school, or
- They are enrolled in Year 10, 11, or 12 and employed in a Training Contract that combines VET with a school-based curriculum, including SACE, or
- They are enrolled in Year 11, 12, or 13, are 16 years of age (or will turn 16 during the year of enrolment), and are undertaking SACE or an equivalent qualification.

At JHIT, students must be at least 18 years old and not enrolled in school on the commencement date of the course.

5.2 UAN: Upfront Assessment of Need

5.2.1 Pre-Training Review: Student Background Information

The purpose of collecting Student Background Information and conducting follow-up contact (by telephone or email) is to:

- Understand your interests, existing knowledge, skills, and experience; and
- Gain insight into your short- and long-term learning and career goals.

As part of the online enrolment application, the Pre-Enrolment Team will initially contact you by phone or email to discuss your background information and expected employment pathway.

Once you are identified as a potential fit for the selected qualification, and your English communication skills are considered adequate at a preliminary level, the Pre-Enrolment Team will email you an invitation to participate in the Course Information & Support Needs Discussion. Your Training Coordinator will be copied into this communication to support preparation for the next stage.

The invitation email will outline the following information:

- The UAN process and key steps
- Student roles and responsibilities
- A literacy and numeracy practice link
- Information regarding a possible referral to SWS for additional support, if required.

5.2.2 Course Information & Support Needs Discussion

All students seeking access to government-funded training must complete the Course Information & Support Needs Discussion before any further enrolment processes occur, including Language, Literacy and Numeracy (LLN) assessment.

This discussion is a mandatory requirement for accessing funded training, and no exemptions apply.

During this discussion, the Training Coordinator will revisit selected background information questions previously asked by the Pre-Enrolment Team and will also:

- Assess your English language capability in a training context, including:
  - ➢ Your ability to understand spoken and written English; and

- ➤ Your capacity to engage as a self-directed and independent learner.
- Provide detailed information about the qualification, including course structure, expectations, assessment requirements, and training commitments.
- Confirm whether the course is an appropriate fit for your learning goals, experience, and circumstances.
- Discuss any personal or life circumstances that may impact your ability to participate in training and identify appropriate support strategies where required.
- Identify learning support needs and determine whether an Access Plan or additional support referral is required.

The outcomes of this discussion will inform the next steps in the enrolment process and ensure appropriate supports are in place prior to commencement.

5.2.3 Literacy and numeracy capabilities

Once we confirm that the course is suitable for you following the Course Information & Support Needs Discussion, we will arrange a LLN assessment. The purpose of the LLN assessment is to measure a student's skills against the requirements of the industry and the course. The assessment must be completed independently, under supervision, and without the use of a mobile phone or any translation devices. Further details will be explained during the LLN session.

JHIT uses the ACER online Snapshot Reading and Numeracy Indicator (SRNI) to assess learners against the Australian Core Skills Framework (ACSF) at Exit Level 2.

If the SRNI results indicate a need for further assessment in reading or numeracy, a Core Skills Profile for Adults (CSPA) assessment will be administered. Should the CSPA results fall below Exit Level 2, a CSPA interpretation report will be prepared by a qualified interpreter. Where literacy or numeracy development is required, prospective students will be referred to appropriate fee-free support services to address these needs.

5.2.5 UAN Assessment Summary and Learning Support (Access) Plan

This document is completed by the Training Coordinator in consultation with the student. The document formalises the decision as to whether the

course is suitable for the student and what support mechanisms are required.

5.2.6 Access condition

If your UAN assessment or CSPA interpretation report identifies skills gaps you may enrol in this course. Based on the assessment, you are entitled to maximum of 5 bridging units (Free Cost) per subsidised qualification. This is a condition of access to subsidised training.

6. Participant Agreement

This form serves as the student's **consent** for the collection, use, and disclosure of their personal information.

All students must complete and sign a **Participant Agreement Form** before a training account can be established.

7. Finalising Enrolment: Training Account Creation

Once students have successfully completed the UAN process, they will be contacted and formally offered a place in the course. At this stage, a training account will be created in the relevant government system (where applicable).

If Language, Literacy and Numeracy (LLN) gaps are identified, appropriate support options will be discussed and may include (depending on the level of need):

- Up to five free foundation skills bridging units attached to the qualification
- Enrolment in a foundation skills qualification
- Access to a free foundation skills tutor pilot program where LLN gaps are minimal
- In-house LLN support provided by JHIT

All support options are designed to help students successfully commence and complete their training.

8. Summary of the Enrolment Process for SA Funded Training Applications

Step 1: Check Eligibility

Before submitting your application, please verify your eligibility for subsidised training by visiting the following link: Check Eligibility

Step 2: Submit Required Documentation

Submit the required documentation, including:

- Proof of identification
- Unique Student Identifier (USI)
- Evidence of any applicable concessions
- Any academic evidence relevant to your circumstances, such as CT or RPL documents.

Step 3: Initial Eligibility and Entitlement Review

JHIT will review your submitted eligibility documentation and funding entitlements.
If you meet the initial requirements, you will be invited to participate in the Course Information & Support Needs Discussion.

Step 4: Course Information & Support Needs Discussion

During this discussion, JHIT will:
- Confirm alignment between you and your chosen qualification
- Identify any personal, learning, or support needs
- Determine whether the course is a suitable fit before proceeding further

Step 5: LLN Assessment

If the course is confirmed as suitable, you will complete an online LLN assessment at the JHIT campus under supervision.

- If the SRNI exit level is not met, a Core Skills Profile for Adults (CSPA) assessment will be scheduled.

- If the CSPA results fall below the minimum ACSF exit level set by Skills SA, an interpretation report will be prepared by an external specialist.
- This report will determine:
  - Whether foundation skills or bridging units are required (potentially with another training provider); and
  - Whether JHIT can provide appropriate in-house learning support.

Step 6: Confirmation and Training Account Creation

Once all eligibility, suitability, and LLN requirements are met:
- A training account will be created on the SA Government system; and
- You will receive a "Welcome to JHIT and Support Services Information" email, along with:
  - Your Individual Study Plan; and/or
  - Any required Access Plan or support documentation.

Step 7: Trainer Contact and Class Information

After enrolment is finalised, your trainer will contact you by email with important course details, including:

- Class delivery mode
- Class timetable
- Access to SWS (Success and wellbeing services) and the LMS (Learning Management System)

Step 8: Payment of Student Contribution Fees

Pay the agreed student contribution fees, as outlined in your invoice.

9. Enrolment Process for Full-Fee Domestic Students

9.1 Entry Requirements

9.1.1 Age

Students must be at least 18 years old at the start of the course.

9.1.2 Academic Requirements

Course Level	Requirements
Certificate III	- Enrolled in or satisfactorily completed Year 10 or equivalent - Candidates without formal studies may be considered subject to assessment
Certificate IV	- Satisfactory completion of Year 10 or equivalent, or - Completion of a Certificate III level course
Diploma / Advanced Diploma	- Satisfactory completion of Year 12 or equivalent, or - Completion of any Certificate III or higher Australian vocational certificate

9.2 Enrolment Process

Step 1: Pre-Enrolment Inquiry
Before submitting an application, prospective students can contact JHIT to discuss:
- Course overview, outcomes, and pathways
- Entry requirements and suitability for the course
- Career outcomes and further study options
- Learner support services available

Step 2: Submission of Application and Required Documentation
Students submit a formal enrolment application along with supporting documents:
- Proof of identity
- Unique Student Identifier (USI)
- Academic records or qualifications (if applicable)
- RPL or CT evidence (if applicable)

Step 3: Pre-Training Review
JHIT conducts a Pre-Training Review to:
- Assess suitability of the course for the student's learning goals and prior experience
- Identify any learning support or special needs
- Review English LLN skills if required

Step 4: LLN Assessment *(If Applicable)*

- Students may complete an internal LLN assessment to ensure they can successfully participate in the course.
- If gaps are identified, appropriate support or foundation units may be recommended to support successful course completion.

Step 5: Confirmation of Enrolment
Once suitability and support needs are confirmed, students will receive:
- A formal offer of enrolment
- Detailed course and class information
- Access to the Learning Management System and Learner Support Services

Step 6: Payment of Course Fees
- Students pay the agreed full course fees as outlined in their invoice.
- Payment confirms formal enrolment.
- A receipt and confirmation of enrolment will be issued.

Step 7: Commencement of Study
- Students attend classes according to the timetable
- Students access course materials, LMS, and LSS as required
- Any additional learning support plans are implemented

10. Learner Support Services (LSS) and Success & Wellbeing Services (SWS)

JHIT is committed to supporting all students to succeed in their courses and build bright futures. We provide a wide range of support services tailored to meet the diverse needs of our students.

- Internal support services (LSS) are available to all students, including full-fee and funded students.
- External Success and Wellbeing Services (SWS) are primarily available to SA Government-funded students. It is designed to support and empower students by providing flexible, timely, and confidential assistance whenever it is needed. Each student is supported by an experienced and dedicated Success and Wellbeing Coach, who offers tailored guidance to help students stay on track and achieve their study and career goals. Free support is available to

every student from the time they enrol, throughout their studies, and for up to 12 weeks after course completion.

10.1 Internal Student Support Services (Internal LSS/SWS)

Definition:
Internal support services are provided directly by JHIT support officers to assist students in successfully completing their courses. These services ensure that students can access academic, personal, and wellbeing support as needed.

Services Include:
- Academic support (tutoring, study skills)
- LLN assistance
- Counselling for personal or learning challenges
- One-on-one support
- Access to learning resources via the LMS
- Career guidance related to the course
- Consultation sessions and one-on-one meetings with trainers
- Catch-up classes and re-assessments
- Extensions for assessments and course leave arrangements
- Reasonable adjustments for students with disabilities, medical conditions, or learning difficulties

Key Points:
- Available to all students, unless otherwise specified
- Managed in-house by qualified JHIT Support Officers
- Supports students to successfully complete their training and meet course requirements

JHIT LSS/SWS Officers

- Internal LSS/SWS officers are available Monday to Friday, 9:00 a.m. – 5:00 p.m.
- Students are encouraged to contact them during these hours for guidance, support, or to arrange appointments. They can also email the officers for non-urgent matters or for support related to personal or crisis situations.

Christina Song (Academic & Personal Support)	**Amritpal Kaur** (Academic & Personal Support)	**Eryn Li** (Personal Support)
christina@jabinhopkins.edu.au (08) 8223 3557	amrit@jabinhopkins.edu.au (08) 8223 3557	eryn@jabinhopkins.edu.au (08) 8223 3557

10.2 External student support Services (External SWS)

Definition:

External support services are provided by third-party organisations and are generally available to SA Government-funded students. These services offer one-on-one support for students facing personal or learning challenges and supplement internal support services.

Examples of External Support Services:
- Study skills support
- Assistance with disability adjustments
- Financial counselling and connection to services
- Domestic violence support referrals
- Accommodation assistance
- Access to carer supports
- Mental health referrals and ongoing support
- Family relationship support
- Transport assistance
- Career planning and job-hunting preparation
- Guidance in identifying individual support needs
- Listening and regular wellbeing check-ins

Key Points:

- Usually limited to SA Government-funded students
- Access may require eligibility verification
- JHIT acts as a referral point, connecting students with appropriate external providers
- Students may also contact the external SWS Coach directly, without involving JHIT staff

External SWS Coach

Students can contact the external SWS officer directly for help with any personal issues, wellbeing concerns, or crises, ensuring timely support when needed.

Yvette Wijayasekera

Case Manger

Yvette.Wijayasekera@wiseemployment.com.au
0429 687 005

10.3 Mental health and wellbeing support with Immediate Needs options

10.3.1 Internal Crisis Support

- **Mental Health First Aiders (MHFAs)**
  - ➤ Our Internal LSS/SWS officers are qualified Mental Healthy First Aiders.
  - ➤ We provide immediate support and connect students to professional help.
- **Referral Protocols**
  - ➤ Our internal SWS officers trained to refer students to appropriate clinical or external services.
- **Onsite Support (where applicable)**
  - ➤ Immediate wellbeing check-ins.
  - ➤ Temporary quiet or safe spaces for emotional regulation.

- **JHIT LSS/SWS Officers**

Christina Song (Academic Personal Support)	Amritpal Kaur (Academic & Personal Support)	Eryn Li (Personal Support)
christina@jabinhopkins.edu.au (08) 8223 3557	amrit@jabinhopkins.edu.au (08) 8223 3557	eryn@jabinhopkins.edu.au (08) 8223 3557

10.3.2 External Crisis Support Services

Emergency contact services	Working hours	Contact details
ACIS - Mental Health Assessment Team (Triage)	24/7	131 465
ADIS - Alcohol, Drug Info Service (counselling, information and referral)	8.30am – 10pm	1300 131 340
Anglicare SA Living Beyond Suicide Support (practical and emotional support to people bereaved by suicide)	10am – 10pm	1300 76 11 93
Beyond Blue (support for anxiety, depression and suicide)	24/7	1300 224 636
CARL - South Australia – Child Abuse Report Line	24/7	131 478
Crisis Care (crisis situations involving child abuse or neglect or children who come under guardianship of the Minister)	Mon - Fri: 4pm-9am Sat, Sun, Pub hols: 24/7	131 611
DV Crisis Service	24/7	1800 800 098
Family Relationship Advice Line	Mon-Fri: 8am-8pm Sat: 10am-4pm	1800 050 321
Gambling Helpline (support to anyone affected by gambling)	24/7	1800 858 858
Homelessness Gateway Service	24/7	1800 003 308
Kids Helpline	24/7	1800 55 1800
Legal Helpline	Mon-Fri: 9am-4pm	1300 366 424

Emergency contact services	Working hours	Contact details
Lifeline	24/7	131 114
Lived Experience Telephone Support Service	5pm-11.30pm Every day of the year	1800 013 755
Mensline Australia	24/7	1300 78 99 78
Parent Helpline (parents of children birth to 12 years old)	24/7	1300 364 100
Police Assist	24/7	131 444
Suicide Call Back Service	24/7	1300 659 467
1800 Respect (sexual assault, family violence and abuse)	24/7	1800 737 732

Or contact External SWS Coach:

Yvette Wijayasekera

SWS Coach

Yvette.Wijayasekera@wiseemployment.com.au
0429 687 005

11. Training and Assessment

11.1 Course Structure

Courses will be delivered in accordance with the durations outlined below. The total duration includes both academic weeks and scheduled breaks. Each course is scheduled for 20 contact hours per week, with additional self-paced study requirements depending on the course.

Course Code and Name	Duration	Weeks - Academic	Weeks Break
Information Technology			

Course Code and Name	Duration	Weeks - Academic	Weeks Break
ICT40120 Certificate IV in Information Technology	52 Weeks	40 Weeks	12 Weeks
ICT50220 Diploma of Information Technology	52 Weeks	40 Weeks	12 Weeks
ICT60220 Advanced Diploma of Information Technology	52 Weeks	40 Weeks	12 Weeks
Baking and Patisserie			
SIT31021 Certificate III in Patisserie	52 Weeks	44 Weeks	8 Weeks
FBP30521 Certificate III in Baking	52 Weeks	44 Weeks	8 Weeks
Cookery and Hospitality			
SIT30821 Certificate III in Commercial Cookery	58 Weeks	48 Weeks	10 Weeks
SIT40521 Certificate IV in Kitchen Management	26-90 Weeks	20-74 Weeks	6-16 Weeks
SIT50422 Diploma of Hospitality Management	26-104 Weeks	20-82 Weeks	6-22 Weeks
SIT60322 Advanced Diploma of Hospitality Management	26-130 Weeks	20-102 Weeks	6-28 Weeks

11.2 Delivery Mode

11.2.1 Face-to-Face Delivery

Face-to-face delivery is the primary and mandatory delivery mode for units that require the development of practical, hands-on skills, particularly in:
- Food Processing
- Hospitality
- Commercial Cookery
- Bakery and Patisserie
- Other operational or safety-critical training areas

Training is delivered in approved training environments, including:

- Classrooms
- Commercial kitchens
- Food processing or simulated workplaces
- On-campus ICT labs (where applicable)

This mode enables:

- Direct trainer-led instruction and demonstrations
- Supervised practice using industry-standard equipment
- Immediate feedback and correction

- Observation of workplace behaviours, hygiene, safety, and compliance requirements

11.2.2 Blended/Online

Blended delivery combines face-to-face training with online and digital learning activities. This mode is mainly used for:

- Theory-based units
- Knowledge components of practical units
- ICT-related training and learning activities

Online learning may include:

- Access to learning management systems (LMS)
- Digital learning materials (e.g. learner guides, videos, presentations)
- Online assessments and quizzes
- Virtual classrooms or trainer-led online sessions

Face-to-face sessions within the blended model are used for:

- Practical demonstrations
- Skills practice
- Practical assessments
- Clarification of learning outcomes

This delivery mode provides flexibility while ensuring students still receive the necessary hands-on training required to meet unit competency standards.

11.2.3 Online Delivery (Theory and ICT Units Only)

Online delivery is used only for units where the training package permits full or partial online delivery, such as theory-based or ICT-focused units. Online delivery includes:

- Structured digital learning resources
- Trainer support via email, forums, or virtual meetings
- Online assessments conducted under appropriate conditions

Online delivery is not used for:

- Practical food processing units
- Units requiring physical demonstration, observation, or use of specialised equipment

11.2.4 Self-Paced Learning (Supported)

Self-paced learning is supplementary and does not replace required face-to-face practical training or supervised assessments.

Self-paced learning is offered as a supported delivery approach for selected theory components and knowledge-based units.

Under this model:

- Learners progress through learning materials within an agreed timeframe
- Clear training plans and assessment schedules are provided
- Trainers monitor learner progress and provide regular support
- Additional assistance is available where learners are at risk

Self-paced learning:

- Is structured and monitored
- Does not replace required trainer-led instruction for practical skills
- Does not compromise supervision or assessment validity

11.3 Assessment Methods

The JHIT uses a range of assessment methods and tools to collect sufficient, valid, authentic, and current evidence of a learner's competency, in accordance with the Standards for RTOs 2025 and the requirements of the relevant training package.

Assessment methods are selected to ensure they:

- Align with the unit of competency, performance evidence, knowledge evidence, and assessment conditions
- Reflect realistic workplace tasks and contexts
- Are appropriate to the delivery mode and learner cohort
- Maintain assessment integrity and consistency

11.3.1 Written Questions and Tests

Written assessments are used to assess underpinning knowledge required by the unit of competency.

These may include:

- Short-answer questions
- Multiple-choice tests
- Knowledge-based written responses

Written assessments are designed to:

- Address required knowledge evidence
- Confirm understanding of legislation, policies, procedures, and workplace practices
- Be conducted under controlled or supervised conditions, where required

Reasonable adjustments may be applied to support learner needs without compromising the integrity of the assessment.

11.3.2 Case Studies and Scenarios

Case studies and scenario-based assessments are used to assess a learner's ability to:

- Apply knowledge to realistic workplace situations
- Demonstrate problem-solving and decision-making skills
- Respond appropriately to workplace challenges

These assessments:

- Reflect industry practices and expectations
- Allow learners to demonstrate competency in a structured and contextualised manner
- May be completed individually or in supervised group settings, as appropriate

11.3.3 Projects

Projects are used to assess a learner's ability to:
- Integrate knowledge and skills over a period of time
- Complete workplace-related tasks that reflect real job roles
- Plan, implement, and evaluate work activities

Project assessments:

- Are clearly scoped with defined assessment criteria
- May include written, practical, or digital components
- Are monitored by trainers to ensure authenticity of learner work

Projects support the collection of holistic evidence across multiple elements of competency.

11.3.4 Observations and Practical Activities

Observation-based assessments are used to assess practical skills and workplace behaviours.
These assessments:

- Are conducted by qualified assessors
- Take place in authentic or simulated workplace environments
- Use industry-standard equipment, tools, and materials
- Are guided by documented observation checklists aligned to unit requirements

Observations allow assessors to verify that learners can:

- Perform tasks safely and effectively
- Follow workplace procedures and compliance requirements
- Demonstrate consistent performance over time

11.3.5 Practical Assessments

Practical assessments are used where the unit requires learners to demonstrate hands-on competency.
Practical assessments:

- Require learners to perform tasks under supervised conditions
- Align with training package assessment conditions
- May include multiple assessment events to ensure consistency

For food processing, hospitality, and other practical-based units, practical assessments are:
- Conducted face-to-face
- Assessed through direct observation
- Completed using industry-standard facilities and equipment
This ensures assessment outcomes are **authentic, reliable, and valid**.

12. A summary of the relevant Student Support Procedures at JHIT

12.1 Diversity, Inclusion and Wellbeing

To ensure that all students are supported equitably throughout their training journey, JHIT implements a structured, student-centred support process.

All support planning and service delivery at JHIT are guided by **access and equity and anti-discrimination principles**. During the enrolment process and throughout their training, students are encouraged to disclose any support needs or experiences of unfair treatment. Where a student identifies potential discrimination, staff are required to report the concern to the Compliance Manager for confidential review.

Reasonable adjustments are provided to ensure equal opportunities for students with disability or other support needs. All decisions regarding support and adjustments are documented in the student file. No student will be disadvantaged or treated unfavourably as a result of requesting support or exercising their right to equitable treatment.

Identifying Support Needs

The first stage of identifying support needs occurs during enrolment. Students may be asked to complete a **Support Needs Identification Form**, which assists JHIT in understanding any additional assistance that may be required.

Where necessary, students undertake a **LLN assessment** to identify potential barriers to learning. Students are also encouraged to disclose any disability, health condition, or wellbeing concern at this stage, or at any time during their enrolment.

In addition to the LLN assessment, course discussions may be conducted to explore the student's background, prior education, and support expectations in greater detail.

Providing Training Support

Following enrolment, students are informed about the range of support services available to them. This information is provided during orientation and at the commencement of training.

Trainers and Student Services staff advise students on how to access:

- Academic and study support
- LLN assistance
- IT support
- Wellbeing resources

- Additional one-on-one learning support

Contact details and service availability are also provided. JHIT aims to respond to student support enquiries within **two business days**.

Examples of support may include additional trainer consultations, modified learning materials, study skills coaching, time-management strategies, anxiety management support, and referrals to external services such as housing or financial counselling.

Where support needs are complex, a **Student Support Meeting** may be arranged. Outcomes from the meeting may be documented in an **Access Plan (Intervention Support Plan)** to clearly outline agreed actions, responsibilities and review timelines.

Monitoring Student Progress

Throughout the training program, student engagement and progress are monitored by trainers and the Training Coordinator.

If risk indicators are identified, such as:

- Irregular attendance

- Delayed or missed assessments

- Reduced engagement in learning activities

additional support strategies may be implemented. These may include learning support interventions, wellbeing referrals, or adjustments to the training plan to help the student remain engaged and successfully complete their course.

Reasonable Adjustments

When a student requires reasonable adjustment due to disability or other significant support needs, JHIT works collaboratively with the student to identify appropriate modifications.

Reasonable adjustments may include:

- Adapted learning materials

- Alternative assessment formats

- Flexible delivery or assessment schedules

- Additional support sessions

All agreed adjustments are formally documented, and relevant trainers or assessors are informed of their responsibilities.

Where a reasonable adjustment cannot be implemented without compromising the integrity of the training package or assessment outcomes, this will be explained to the student and documented.

A student may be considered to face significant disadvantage where their LLN skill levels fall more than two levels below the course requirements or where multiple barriers to participation are identified.

Reasonable adjustments that remain in place for more than six months are reviewed by the Training Coordinator in consultation with the student.

Access and Equity

Access and equity reflect JHIT's commitment to ensuring that all students have fair and inclusive opportunities to participate in vocational education and training, regardless of their background or personal circumstances.

JHIT actively works to identify and remove barriers that may disadvantage students based on factors such as:

- Gender
- Age
- Cultural or linguistic background
- Disability
- Socio-economic circumstances
- Geographic location
- Prior educational experience

Through inclusive policies and practices, JHIT supports diverse learning needs while ensuring that any reasonable adjustments do not compromise the integrity of training or assessment outcomes.

Inclusive Learning

Inclusive practice is embedded in all training and assessment activities at JHIT.

Staff are expected to demonstrate cultural awareness and undertake professional development in inclusive education practices. Learning materials are regularly reviewed to ensure they are culturally appropriate and respectful of student diversity.

Student feedback regarding inclusivity and learning experiences is welcomed and used to improve training delivery practices.

All learning and assessment materials are reviewed annually to ensure they reflect **inclusive language, cultural sensitivity, and diverse learner needs**.

Cultural Safety and First Nations Inclusion

JHIT is committed to fostering culturally safe learning environments for all students, including **First Nations students**.

Learning resources and training practices are reviewed to ensure cultural safety and respect. Engagement with First Nations communities helps inform ongoing improvements in training delivery and student support.

Staff receive training in cultural competence and are encouraged to incorporate culturally respectful and inclusive practices in their teaching, including recognising First Nations perspectives, using accessible communication methods, and providing inclusive learning examples.

Promoting Student Wellbeing

JHIT recognises that student wellbeing is essential for successful learning outcomes.

Based on the characteristics and needs of the student cohort, strategies are implemented to support student wellbeing. Cohort needs may be identified through enrolment information, LLN assessment results, support referrals, and student wellbeing feedback.

Students are provided with information about internal and external services that support physical and mental wellbeing.

JHIT has processes in place to prevent and respond to incidents involving abuse, harassment, or violence, and ensures that all training environments, including third-party facilities, remain safe, inclusive and supportive.

Wellbeing initiatives may also focus on developing emotional resilience, motivation, peer connection, and confidence for students facing personal or academic challenges.

Referral and Crisis Support

Where appropriate, students may be referred to external support services. Student Services maintains a list of national support organisations, including:

- **Lifeline** – 13 11 14

- **Kids Helpline** – 1800 551 800

- **Reading Writing Hotline** – 1300 6 555 06

- **Centrelink** support services

- **Legal Aid**

Student Support officers can assist students to access these services where required.

12.2 Access and Equity Policy

This policy applies to all students, staff, and contractors at Jabin Hopkins Institute of Technology (JHIT). It ensures that everyone has fair access to education and training, regardless of background or circumstances.
Purpose
JHIT is committed to:
Ensuring enrolments and assessments are fair, transparent, and inclusive.
Identifying and supporting individual learning needs where possible.
Creating a respectful, inclusive, and safe learning environment free from discrimination, harassment, or bullying.

Our Commitment

- Fair Access: All students have equitable opportunities to participate in learning, training, and assessment.

- Diversity and Inclusion: Everyone is treated respectfully, regardless of gender, age, culture, language, disability, sexual orientation, or socio-economic background.

- Reasonable Adjustments: We provide modifications or support for students with disabilities so they can learn and be assessed on equal terms.

- Support Services: Students can access advice, resources, and assistance for learning, wellbeing, or other individual needs.

- Continuous Improvement: JHIT regularly reviews policies, procedures, and student outcomes to improve equity and inclusion.

Student Responsibilities

- Disclose any personal circumstances that may affect learning so appropriate support can be provided.

- Treat others with respect and contribute to a safe, inclusive learning environment.

- Report any incidents of discrimination, harassment, or unfair treatment.

Support and Contact

Students needing assistance, reasonable adjustments, or further information can contact the Student Support Officer at info@jabinhopkins.edu.au

12.3 Disability Support Services

Australia has laws to protect individuals from discrimination in many areas of public life on the grounds of age, sex, marital status, race, pregnancy, sexuality and physical or intellectual impairment. The two Acts which specifically relate to rights and responsibilities of students and providers of vocational education and training (VET) in South Australia are the Equal Opportunity Act and the Disability Discrimination Act (DDA). The definition of a disability under the DDA is broad and includes:

- Physical
- Neurological
- Intellectual
- Learning
- Psychiatric
- Sensory

- Physical disfigurement and the presence in the body of disease-causing organisms

The Act covers a disability which a person:
- Has at present, eg. cerebral palsy or diabetes
- Had in the past, eg. a repetitive strain injury, cancer or a mental illness
- May have in the future, eg. be HIV positive
- Is imputed to have, eg. on the basis of living with someone with a disease such as AIDS or hepatitis

The DDA also covers a person who:
- Needs special equipment to assist them, eg. a wheelchair or portable oxygen supply
- Is accompanied by a carer, interpreter, reader or assistant
- Is accompanied by a guide or hearing dog or other trained animal
- Is an associate of a person with a disability, eg. a friend or a family member

Under the DDA and Disability Standards for Education 2005, JHIT has a legal obligation to ensure, as far as possible, that prospective and existing students with a disability have the opportunity to access vocational education and training on the same basis as other students and achieve outcomes not dissimilar to that of their peers without a disability.

As students with disabilities, mental health or medical conditions have diverse needs and may require additional support or modifications to ensure an equal chance of success. JHIT makes every effort to provide support services available to assist your study, which may include:

- Reasonable adjustment
- Access Plans
- Information and guidance
- Assistive technology and equipment
- Liaison and referrals
- Other specialised services

Determining appropriate adjustments often requires negotiation and interpretation of what is reasonable in the individual circumstance. If possible, discuss your specific needs with our Student support officers who can help you to arrange alternative assessments in consultation with your trainer/assessor before the course starts. It is useful to seek advice well

before the course commences by phoning, emailing or visiting our campus. All our trainer/assessor and admin staff are participating in Disability awareness programs and seminars on a regular basis. You can take a friend, family member, support worker or carer with you if you feel it will help.

The reasonable adjustments could include:

- Extra reading and writing time
- Alternative assessment methods such as an audio recording, electronic, large print
- An extension to assessments
- Taking exams in a different venue and/or schedule which may be quieter with fewer distractions
- Providing the answers verbally rather than writing

You are the most important person in this process. It is critical that you discuss any concerns you have as soon as they arise.

You should also give some thought to the assistance you think you will require to address your needs. You may have examples from the previous study, work or other activities you participate in that can help identify reasonable and necessary adjustments.

12.4 Discrimination, Harassment, and Sexual Harassment Policy

JHIT is committed to providing a safe, fair, and inclusive learning environment for all students.

Discrimination

Discrimination occurs when someone is treated unfairly based on age, gender, sexual orientation, religion, race, pregnancy, disability, or other protected characteristics. This can be direct (less favourable treatment) or indirect (rules that disadvantage certain groups).

Examples include:

- Harassment or bullying by staff or students

- Excluding a student from a course or failing them due to inability to meet standard requirements without reasonable adjustments
- Assumptions about employability affecting course access

If you experience discrimination, you can:
- Speak to your trainer
- Seek advice from a Student Counsellor
- Follow the Complaints and Appeals process
- Contact the Equal Opportunity Commission if unresolved

Harassment and Bullying

Harassment involves behaviour that makes you feel intimidated, humiliated, offended, or degraded.
Examples include:
- Unwelcome remarks, jokes, or taunts
- Written or verbal abuse
- Racial slurs or offensive displays
- Vandalism, physical assaults, or patronising behaviour

Effects may include:
- Difficulty concentrating or participating in class
- Stress, anxiety, or illness
- Avoiding campus or withdrawing from study

If harassment occurs:
- Speak to your trainer or Student Counsellor
- The issue may lead to mediation, investigation, or disciplinary action if necessary

Sexual Harassment

Sexual harassment is unwelcome sexual attention that makes someone feel offended, frightened, or humiliated.
Examples include:

- Staring or leering
- Persistent unwanted invitations
- Offensive jokes or materials
- Unwelcome touching or comments about someone's sex life

Staff must:
- Treat complaints seriously and confidentially
- Ensure procedural fairness and natural justice

- Take further action if required, in consultation with management

Students may also report to legislative bodies (e.g., Equal Opportunity Commission or police for criminal offences).

Racism

Racial discrimination or harassment disadvantages people based on race or ethnicity.
Examples include:

- Racist graffiti or jokes
- Physical assault

JHIT acts against racism through clear codes of behaviour and discipline. Students are encouraged to report incidents using the Complaints and Appeals process.

12.5 Aboriginal and Torres Strait Islander Education Plan and Implementation Procedure

Purpose: To articulate JHIT's commitment to providing culturally appropriate and supportive education for Aboriginal and Torres Strait Islander students, and to outline the practical steps for achieving this.
Scope: This procedure applies to all JHIT staff and to all programs and services that affect Aboriginal and Torres Strait Islander students.
Procedure:

- **Acknowledgement of Country:**
  - Begin all formal events and meetings with an Acknowledgement of Country.
- **Consultation:**
  - Establish and maintain ongoing consultation with Aboriginal and Torres Strait Islander communities and Elders to inform the development and delivery of training.
- **Curriculum:**
  - Integrate Aboriginal and Torres Strait Islander perspectives and histories into the curriculum where relevant.
  - Ensure that curriculum materials are free from bias and are culturally sensitive.
- **Support Services:**

- - o Provide access to dedicated support staff who have an understanding of Aboriginal and Torres Strait Islander cultures and issues.
    - o Offer mentoring and tutoring programs tailored to the needs of Aboriginal and Torres Strait Islander students.
  - **Cultural Awareness Training:**
    - o Provide mandatory cultural awareness training for all staff to enhance their understanding of Aboriginal and Torres Strait Islander cultures and communication protocols.
  - **Partnerships:**
    - o Develop partnerships with Aboriginal and Torres Strait Islander organisations to enhance educational outcomes.
  - **Monitoring and Reporting:**
    - o Regularly monitor the participation and success rates of Aboriginal and Torres Strait Islander students.
    - o Report on progress against the goals of the Education Plan to relevant stakeholders.

12.6 Complaints and Appeals

JHIT is committed to providing a fair, transparent, and free complaints and appeals process for all students. You have the right to raise concerns about any aspect of our services without fear of disadvantage.

How to Raise a Complaint

Step 1: Informal Resolution
Where possible, raise your concern within 14 days of the incident by:
- Speaking with your trainer or relevant staff member, or
- Contacting a Student Support Officer for assistance.

Step 2: Formal Complaint
If the issue is not resolved informally, you may lodge a formal written complaint using the Complaint or General Request Form (available at Reception).
- JHIT will begin reviewing your complaint within 10 working days.
- You will receive a written outcome within 21 working days, including reasons for the decision.
- You may bring a support person to meetings (at no cost to you).

Appeals

If you are not satisfied with the outcome, you may lodge an internal appeal. If you remain dissatisfied, you may access an external appeal through an independent body.

- JHIT will maintain your enrolment during the appeal process, unless there is a serious risk to safety or wellbeing.
- JHIT will comply with the decision of the external reviewer.

External Support and Advice

Domestic students may seek external advice from:

- South Australian Skills Commission - 1800 006 488
- Commonwealth Ombudsman - 1300 362 072

Your Rights

Using the complaints and appeals process does not affect your right to pursue other legal remedies under Australian consumer protection laws.

12.7 Privacy and Personal Information Policy

Jabin Hopkins Institute of Technology (JHIT) respects your privacy and is committed to protecting your personal information.

What information we collect

We may collect personal information such as your:
- Name and contact details
- Date of birth, USI and enrolment details
- Education history and course progress
- Payment and administrative records
- Health or disability information (only where necessary and with your consent)

How we collect information

Information is collected directly from you when you:
- Apply for or enrol in a course
- Submit forms, requests, or assessments
- Communicate with us by phone, email, or online

We may also collect limited information from government bodies where required by law.

How we use your information

Your personal information is used to:

- Process enrolment and manage your training
- Deliver and assess your course
- Provide learner support and wellbeing services
- Meet reporting requirements to government agencies
- Communicate important course and institute information

Your information is not shared unless required by law or permitted under privacy legislation.

Website and online services

JHIT's website may use cookies and analytics tools to improve user experience. These tools collect anonymous data only and do not identify individual users.

Storage and security

JHIT stores personal information securely and takes reasonable steps to protect it from misuse, loss, or unauthorised access.

Your rights

You have the right to:
- Access your personal information
- Request corrections if information is inaccurate
- Make a privacy complaint if you are concerned about how your information is handled

12.8 Refund Policy

Refunds are not granted automatically. Before enrolling, you are expected to consider your work and personal commitments. To be eligible for a refund, you must demonstrate that your reason for withdrawal could not have been reasonably anticipated at the time of enrolment.

- **Full Refunds**
  - A full refund will be granted if you withdraw before the commencement date of the relevant class(es) or course.
  - A full refund will also be granted where withdrawal is due to a situation caused by JHIT, such as a cancelled class.
- **Partial Refunds**

If the course start date already passed. Refund in case of student default, will be calculated as follows:

- o Weekly tuition fee = (total tuition fee for the course / number of calendar days in the course) × 7, rounded up to the nearest whole dollar.
- o Weeks in default period = (number of calendar days from the default day to the end of the period to which the payment relates) / 7
- o Refund amount = weekly tuition fee × weeks in default period

For further information, refer to our Fees and Refunds Policy available:

- On our website, or
- By contacting JHIT at 08 8223 3557 or info@jabinhopkins.edu.au

12.9 Assessment and Plagiarism

Assessment is the process of collecting evidence and making judgments to determine if a student has achieved the required competency. Competency means being able to perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Principles of Assessment
JHIT ensures that all assessments follow the Principles of Assessment:

- Fairness – Assessment considers individual needs, including reasonable adjustments, and students can challenge results or request reassessment.
- Flexibility – Assessment reflects individual learner needs, recognizes competencies gained in any context, and uses a variety of appropriate methods.
- Validity – Assessment is based on evidence that demonstrates the student can perform the required skills and knowledge in different situations.
- Reliability – Assessment evidence is interpreted consistently, and results are comparable regardless of the assessor.

Rules of Evidence
Assessment evidence must be:

- Valid – Demonstrates the required skills and knowledge.
- Sufficient – Enough quality and quantity of evidence to make a judgment.
- Authentic – Clearly the student's own work.

- Current – Reflects recent competency.

Assessments may include a mix of formative (ongoing) and summative (final) methods. Students are informed of all assessment requirements before commencing.

Assessment Outcomes

- Competent (C): All learning outcomes achieved.
- Not Yet Competent (NYC): One or more learning outcomes not achieved.

Students receive constructive feedback electronically or verbally. Additional support will be provided if competency is not demonstrated.

Submission and Due Dates
- Students must participate in assessment activities and submit assignments by the due date.
- Assessment instructions and due dates are provided in advance.
- Default due dates:
- First submission: within 2 weeks of training completion.
- Resubmission: additional 2 weeks if permitted.
- Late submissions beyond this may not be accepted.
- Students may request an extension for compassionate, sickness, or LLN reasons with supporting evidence.
- Trainers finalize results within 4 weeks of unit completion and follow the Course Progress, Completion, and Intervention Policy.

Resubmission and Reassessment

- Students are entitled to at least one resubmission or reassessment per assessment activity if the pass criteria are not met.
- Further attempts may be permitted for justified circumstances (compassionate, sickness, LLN support).

Plagiarism and Cheating
Cheating and plagiarism are not tolerated. Examples include:
- Using notes without permission during tests
- Submitting someone else's work as your own
- Copying assignments or exams
- Allowing others to submit your work

It is not cheating to:

- Discuss assignments to understand requirements
- Get help correcting minor grammar or syntax
- Submit group work if explicitly allowed
- Acknowledge all sources properly

Penalties:
- Minor or unintentional offences may require reassessment.
- Serious or repeated offences may result in failure of the unit and a record on your student file.

13. Contact Us

Please visit our campus or contact us by phone or email if you need further information.

Phone: +61 8 8223 3557
Email: info@jabinhopkins.edu.au
Address: Level 2&3, 135 Pirie Street, Adelaide, SA 5000
Website: www.jabinhopkins.edu.au