

Student Handbook



Montessori World Educational Institute (Australia) Inc.

Copyright © 2021 Montessori Institute
No part of this book may be photocopied or reproduced
in any form or by any means without permission
in writing from the Montessori Institute.

CONTENTS

1. STUDENT SUPPORT SERVICES	1
2. CODE OF ETHICS AND CONDUCT	2
<i>Student Code Of Conduct.....</i>	<i>3</i>
<i>Privacy And Confidentiality Policy.....</i>	<i>4</i>
<i>Wellbeing And Safety</i>	<i>9</i>
<i>Harassment & Discrimination</i>	<i>9</i>
<i>Wellbeing And Safety</i>	<i>11</i>
<i>Abuse And Molestation</i>	<i>11</i>
DISABILITY & MEDICAL CONDITIONS	13
3. ACADEMIC INTEGRITY AND PLAGIARISM	18
<i>Academic Integrity</i>	<i>18</i>
<i>Plagiarism Policy</i>	<i>20</i>
4. ASSESSMENT POLICY AND PROCEDURES	22
ASSESSMENT MODERATION.....	24
5. CREDIT FOR PRIOR LEARNING.....	28
CREDIT FOR PRIOR LEARNING	28
FEE DETERMINATION, COLLECTION AND STUDENT REFUND	31
7. COMPLAINTS AND GRIEVANCES.....	33
<i>Student Academic and Non-Academic Complaints and Grievances....</i>	<i>33</i>
<i>Complaints / Appeals Form</i>	<i>36</i>

1. STUDENT SUPPORT SERVICES

The following table indicates the means of access to the range of student services offered by the Montessori Institute.

	Central Office	Faculty	Schools	University Libraries	IT & Web Resources
Course Advice	Enrolment Officer Educational Director	By phone & email			Web Page
Mentoring	Student Liaison Officer Professional Experience Coordinator	By phone & email (all students will have one key tutor for this purpose)	Mentor Teachers in Schools		Peers Chat Page Networking
Appeals & Grievances	National Director				Study Guide Information
Updated Information	Student Liaison Officer				Emails LMS News Posts
Course Materials/ Books etc.	Student Liaison Officer				Web Page Some on-line
Practicum's	Professional Experience Coordinator	Supervisory visits	Placements for Practicum's		Forms on LMS
Exam Preparation	Examination Information	Advice			Information Webinars Past Exam Papers available
Library Resources	Institute Library Online Data Bases University access organised by office			Community Membership	On-line access to articles and data bases through Web Page

2. CODE OF ETHICS AND CONDUCT

This Code of Ethics and Conduct is a public statement of the ethical principles, values and behaviours expected from members and students of the Montessori Institute.

It is based on three fundamental ethical principles:

- * The Principle of Justice
- * The Principle of Respect for Others
- * The Principle of Responsible Care

Justice requires that people are fairly treated and not discriminated against, abused or exploited.

Respect for Others, requires that people be treated as individuals with rights that are to be honoured and defended. To be a member of a community means that individuals not only have rights but that they also have duties and responsibilities to others.

Responsible Care is the belief that people have a primary moral obligation to do good and not to do harm to others. This also involves efficient stewardship of assets, resources and the environment and emphasises the duty of care staff have to students.

Members of the Montessori Institute should strive to achieve high professional and ethical standards. In particular, staff should:

- avoid situations requiring them to supervise or assess a student who is a member of their family or with whom they have, or have had, a personal or other significant relationship
- avoid situations requiring them to supervise another member of staff with whom they have or have had a relationship of the kind referred to above. (Where this is unavoidable, supervision must be openly seen to be of the highest professional standard and neither unfairly advantaging nor disadvantaging the supervisee).
- respect individuals' rights to privacy and undertake to treat in confidence all information supplied to them on that basis.
- declare any actual or potential conflict of interest in any matter under discussion by a committee or body of which he or she is a member prior to the discussion of that matter.

Harassment

The Montessori Institute strives to provide an environment that is free from all forms of harassment and its members have an obligation to:

- treat each other with respect and, in particular, to respect the beliefs and cultural mores of others;
- avoid any form of harassment based on the grounds of sex, race, age, marital status, physical or intellectual ability, sexual preference, political conviction or religious belief;
- consider the impact of their decisions on others

Sources

This document draws upon and includes material contained in the following publications:

University of New South Wales' Code of Conduct (1994)
Murdoch University Code of Ethics (2005)
WA Public Sector Code of Ethics - WA Public Sector Standards Commission (1996)

STUDENT CODE OF CONDUCT

This Code of Conduct applies to all students of the Montessori World Educational Institute (Aust) Inc.

RIGHTS	RESPONSIBILITIES
Every person has the right – to be treated with respect and dignity to hold and express an opinion to work in a positive learning environment to achieve one's personal best in all aspects of learning to work in a clean and safe environment to uphold the reputation of the Institute with pride in the community to have personal privacy and property respected	Every person has the responsibility – to treat others with respect and dignity to respect the rights of another to hold and express an opinion to contribute to a positive learning environment to aim to do one's personal best in all aspects of learning and submit only their own work for assessment to maintain a clean, safe environment to honour and enhance the reputation of the Institute in the community to respect personal privacy and property of others

The Montessori Institute encourages positive communication at all times between all members, students, staff and the Board of Management.

The Institute expects a high standard of personal presentation, punctuality, behaviour and respect to be displayed at all interactions or "face-to-face" situations.

Within the Montessori community, the Institute expects students undertaking observations, work experience, practical assignments or other visits, to represent themselves, and the Institute creditably. It is the student's responsibility to ascertain the dress code, start and finish times and any other specific requirements from the school or centre, before their appointment, so as not to cause offence in any way.

The Institute reserves the right to terminate enrolment for students deemed to have breached this Code of Conduct.

Access and Equity in Training and Employment Policy

Opportunities to undertake training and/or employment with Montessori World Educational Institute (Australia) Inc. will not be restricted on grounds of nationality, place of birth, language, age, gender or educational background.

While reserving the right to employ the person considered "best suited" to the position, Montessori World Educational Institute (Australia) Inc. is aware of issues pertaining to under-representation*, and consideration will be given to such issues during the selection process.

Montessori World Educational Institute (Australia) Inc. will ensure that training provision is culturally and didactically appropriate.

*Five key groups noted as under-represented in employment based training:

People with disabilities
Aboriginal and Torres Strait Islander People
Language other than English spoken at home
Born in a non-English speaking country
Gender bias

PURPOSE:

The Montessori Institute is committed to respecting the privacy rights of staff and students and to fair information practices. The aim of this policy is to ensure that all activities undertaken in relation to the collection, use, storage and disclosure of personal information from individuals are compliant with state and federal registration and regulation/legislation.

SCOPE:

This procedure is applicable to all Montessori World Educational Institute Inc (hereafter referred to as the Montessori Institute) staff, students and services.

DEFINITIONS:

Australian Privacy Principles (APP's)

The Montessori Institute complies with the Privacy Act 1988 including the 13 Australian Privacy Principles (APPs) as outlined in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

This Privacy Policy describes the personal information that may be collected by the Montessori Institute, the choices staff and students can make about their personal information and how the Montessori Institute protects that information.

'Personal information' means information the Montessori Institute holds about staff or students from which identity is either clear or can be reasonably determined. Protecting privacy when handling personal information essential.

RELATED DOCUMENTS:

Tertiary Education Quality and Standards
Agency Act 2011
Threshold Standards 2015
Privacy Amendment (Notifiable Data Breaches
Act 2017
Education Council
Montessori Institute Business Plan
Montessori Institute Risk Management Plan

Montessori Institute Strategic Plan
Code of Practice P.001
Risk Management & Reporting P.004
Student Academic and Non-Academic Complaint and
Grievance P.026
Staff and Client Complaints and Grievances P.031
Staff Recruitment P.027
Staff Induction P.028

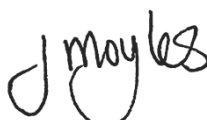
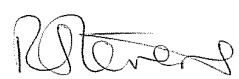
STEP #	PROCESS
1.	Responsibility The National Director will be responsible for the implementation of this policy
2.	Australian Privacy Principle 1 – Open and transparent management of personal information The Montessori Institute may collect personal information from staff and students when they: <ul style="list-style-type: none"> • Complete an application form • Converse with the Montessori Institute by telephone • Converse with the Montessori Institute by e-mail • Visit the website

	<p>The following types of personal information are generally collected, depending on the need for service delivery:</p> <ul style="list-style-type: none"> Contact details Dates of birth Nationality details Employment details Educational background Demographic Information Next of kin/emergency contacts Course enrolment, progress and achievement information Financial billing information Business details e.g. ABN, Business Name Registration etc. <p>The following types of sensitive information may also be collected and held:</p> <ul style="list-style-type: none"> Identity details Complaint or issue information Disability status & other individual needs Indigenous status National Criminal Checks or Working with Children Checks
3.	<p>How the Montessori Institute collects and holds personal information</p> <p>Generally, the Montessori Institute will collect personal information directly from staff and students, and only to the extent necessary to provide our service or to carry out our internal administrative operations.</p> <p>The Montessori Institute will collect personal information from staff and students by lawful and fair means and not in an unreasonably intrusive way.</p> <p>This may include the use of forms such as registration forms, enrolment forms or service delivery records.</p> <p>In some cases, where it makes sense and is lawful, students or staff can interact with the Montessori Institute anonymously or by using a pseudonym (an alias).</p> <p>The Montessori Institute uses safe storage and security measures at all times. Information is stored in secure, password protected systems and monitored for appropriate authorised use at all times.</p> <p>Virus protection, backup procedures and ongoing access monitoring procedures are in place.</p>
4.	<p>The purposes for which the Montessori Institute collects, holds, uses and discloses personal information</p> <p>The personal information staff or students provide is used only for purposes consistent with the reason they provided it, or for a directly related purpose. Personal information may be used where required or permitted by law. Information may also be used where staff or students have provided express or implied consent.</p>
5.	<p>How an individual may access personal information about the individual, that is held by the Montessori Institute and seek the correction of such information.</p> <p>Staff and students have the right to request access to the personal information held about them and request its correction at any time.</p> <p>In order to request access to personal records, individuals are to make contact with: The National Director</p>
6.	<p>How an individual may complain about a breach of the Australian Privacy Principles that binds the Montessori Institute and how the Montessori Institute will deal with such a complaint.</p> <p>The Montessori Institute employs appropriate technical and administrative procedures to protect personal information from unauthorised disclosure, loss, misuse or alteration.</p> <p>The Montessori Institute limits access to personal information to individuals with a business need consistent with the reason the information was provided. The Montessori Institute keeps personal information only for as long as it is required for business purposes or by the law.</p>

	<p>If an individual feels that the Montessori Institute may have breached one of the Australian Privacy Principles a formal complaint may be submitted to: The National Director</p> <p>The staff or students can expect an initial response within 30 days from receipt of the complaint. If the matter needs further investigation, the Montessori Institute will keep the applicant informed of the progress of the complaint. Should the subject of any complaint be found to be substantiated, the Montessori Institute will act to ensure the situation is fully resolved.</p>
7.	<p>Whether the Montessori Institute is likely to disclose personal information</p> <p>The Montessori Institute has a strict duty to maintain the privacy of all personal information held about staff/students. However, certain exceptions do apply. For example, where disclosure of your personal information is:</p> <ul style="list-style-type: none"> • Authorised or required by law (e.g. disclosure to various government departments and agencies such as the Australian Taxation Office, CentreLink, Child Support Agency, or disclosure to courts under subpoena) • In the public interest (e.g. where a crime, fraud or misdemeanour is committed or suspected and disclosure against the client's rights to confidentiality is justified) • With consent – staff/student consent may be implied or expressed and it may also be verbal or written. <p>The Montessori Institute will not disclose personal information to overseas recipients.</p>
8.	<p>Availability of APP Privacy Policy</p> <p>The Montessori Institute Privacy Policy is available free of charge on request, as soon as possible after the request is received, including in any particular format requested by the individual as is reasonably practical.</p> <p>You can obtain further general information about your privacy rights and privacy law from the Office of the Australian Information Commissioner by:</p> <ul style="list-style-type: none"> • Calling their Privacy Hotline on 1300 363 992 • Visiting their web site at http://www.oaic.gov.au • Writing to: The Australian Information Commissioner GPO Box 5218 Sydney NSW 1042
9.	<p>Australian Privacy Principle 2 – Anonymity and pseudonymity</p> <p>The Montessori Institute provides individuals with the option of not identifying themselves, or of using a pseudonym, when dealing with us in relation to a particular matter, whenever practical. This includes providing options for anonymous dealings in cases of general course enquiries or other situations in which an individuals' information is not required to complete a request. Individuals are advised of their opportunity to deal anonymously or by pseudonym with us where these options are possible.</p>
10.	<p>Australian Privacy Principle 3 — Collection of solicited personal information</p> <p>The Montessori Institute only collects personal information that is reasonably necessary for our business activities.</p> <p>The Montessori Institute only collects sensitive information in cases where the individual consents to the sensitive information being collected, except in cases where we are required to collect this information by law.</p> <p>All information we collect is collected only by lawful and fair means</p>
11.	<p>Australian Privacy Principle 4 – Dealing with unsolicited personal information</p> <p>The Montessori Institute may from time to time receive unsolicited personal information. Where this occurs The Montessori Institute promptly reviews the information to decide whether or not The Montessori Institute could have collected the information for the purpose of business activities. Where this is the case, The Montessori Institute may hold, use and disclose the information appropriately as per the practices outlined in this policy.</p> <p>Where the Montessori Institute could not have collected this information (by law or for a valid business purpose) we immediately destroy or de-identify the information (unless it would be unlawful to do so).</p>

12.	<p>Australian Privacy Principle 5 – Notification of the collection of personal information</p> <p>Whenever the Montessori Institute collects personal information about an individual, it takes reasonable steps to notify the individual of the details of the information collection or otherwise ensure the individual is aware of those matters. This notification occurs at or before the time of collection, or as soon as practicable afterwards.</p> <p>Collection from third parties</p> <p>Where the Montessori Institute collects personal information from another organisation we:</p> <ul style="list-style-type: none"> • Confirm whether the other organisation has provided the relevant notice above to the individual or • Ensure the individual was otherwise aware of these details at the time of collection and • If this has not occurred, The Montessori Institute will undertake this notice to ensure the individual is fully informed of the information collection.
13.	<p>Australian Privacy Principle 6 – Use or disclosure of personal information</p> <p>The Montessori Institute only uses or discloses personal information it holds about an individual for the particular primary purposes for which the information was collected, or secondary purposes in cases where:</p> <ul style="list-style-type: none"> • An individual consented to a secondary use or disclosure • An individual would reasonably expect the secondary use or disclosure, and where it is directly related to the primary purpose of collection or • Using or disclosing the information is required or authorised by law.
14.	<p>Australian Privacy Principle 7 – Direct marketing</p> <p>the Montessori Institute does not use or disclose the personal information that it holds about an individual for the purpose of direct marketing.</p>
15.	<p>Australian Privacy Principle 8 – Cross-border disclosure of personal information</p> <p>The Montessori Institute does not disclose personal information about an individual to any overseas recipient.</p>
16.	<p>Australian Privacy Principle 9 – Adoption, use or disclosure of government related identifiers</p> <p>The Montessori Institute does not adopt, use or disclose any government related identifier related to an individual except:</p> <ul style="list-style-type: none"> • In situations required by Australian law or other legal requirements • Where reasonably necessary to verify the identity of the individual • Where reasonably necessary to fulfil obligations to an agency or a State or Territory authority or as prescribed by regulations
17.	<p>Australian Privacy Principle 10 – Quality of personal information</p> <p>The Montessori Institute takes reasonable steps to ensure that the personal information it collects is accurate, up-to-date and complete.</p>
18.	<p>Australian Privacy Principle 11 – Security of personal information</p> <p>The Montessori Institute takes reasonable steps to protect the information from misuse, interference and loss, as well as unauthorised access, modification or disclosure.</p> <p>The Montessori Institute destroys or de-identifies personal information held once the information is no longer required for any purpose for which the information may be legally used or disclosed.</p> <p>Storage of paper-based information and records is maintained in an appropriately secure place to which only authorised individuals have access.</p> <p>Staff training is conducted on privacy issues, relative to how the APPs apply to our practices, procedures and systems.</p>

19.	<p>Australian Privacy Principle 12 — Access to personal information</p> <p>Where the Montessori Institute holds personal information about an individual, it provides that individual access to the information on their request.</p> <p>The Montessori Institute ensures through confirmation of identity that the request is made by the individual concerned, or by another person who is authorised to make a request on their behalf within 30 calendar days, by giving access to the personal information that is requested in the manner in which it was requested.</p> <p>Information access is provided free of charge.</p>
20.	<p>If an individual feels that the Montessori Institute has breached its obligations in the handling, use or disclosure of their personal information, they may raise a complaint.</p> <p>Individuals are encouraged to discuss the situation with the National Director before making a complaint.</p>
21.	<p>Implementing Strategies</p> <p>Strategies developed are implemented into the workplace by the National Director (see Step 1).</p>

<p>AUTHORISED BY:</p> <p>Board of Management Chairperson Jenny Moyles 26/3/2019</p> 	<p>ISSUED BY:</p> <p>National Director</p> 
--	---

PURPOSE:

To provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and students feel valued, respected and are treated fairly.

SCOPE:

This procedure is applicable to all Montessori World Educational Institute Inc (hereafter referred to as the Montessori Institute) staff and services.

RELATED DOCUMENTS:

Tertiary Education Quality and Standards Agency Act 2011
Threshold Standards 2015
Higher Education Support Act 2003
Education Council
Equal Opportunity Act 1984 (WA)
Industrial Relations Act 1979 (WA)
Occupational Safety and Health Act 1984 (WA)
Racial Discrimination Act 1975 (Cth)
Disability Discrimination Amendment (Education Standards) Act 2005 (Cth)
Fair Work Act 2009 (Cth)
Human Rights and Equal Opportunity Act 1986 (Cth)

Equal Opportunity for women in the workplace Act 1999 Cth)
Age Discrimination Act 2004 (Cth)
Sex Discrimination Act 1984
Western Australia Equal Opportunity Act 1984 (WA)
Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Staff and Client Complaints and Grievances P.031
Abuse and Molestation Policy P.033
Student Handbook
Staff Handbook

DEFINITIONS:

- **Bullying** - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insults, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job, by not providing them with vital information and resources.
- **Confidentiality** - refers to information kept in trust and divulged only to those who need to know.
- **Discrimination** - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.
- **Harassment** - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.
- **Personnel** - refers to all employees of the Montessori Institute.
- **Racial Harassment** - occurs when a person is threatened, abused, insulted or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.
- **Sexual harassment** - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.
- **Students** - refers to all fee-paying students enrolled at Montessori Institute.
- **Victimisation** - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include adverse changes to the work environment, denial of access to resources and work.

Montessori Institute is committed to:

- providing a non-threatening workplace and learning environment free of harassment and discrimination, including victimisation and bullying
- ensure that all staff and students understand their roles and responsibilities in creating such a workplace and learning environment
- Ensure all staff and students are aware of the processes and procedures for addressing any form of harassment or discrimination.

GUIDELINES:

- All personnel and students have a right to work and learn in an environment free of harassment and discrimination.
- Reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated.
- Managers, supervisors and teaching staff informed of any harassment or discrimination have a responsibility to take immediate and appropriate action to address it.
- In dealing with complaints the rights of all individuals should be respected and confidentiality maintained.
- Wherever possible, complaints should be resolved by a process of discussion, co-operation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to on-going relationships.
- Both the person making the complaint, and the person against whom the complaint is made, will receive information, support and assistance in resolving the issue.
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised.
- Harassment or discrimination should not be confused with legitimate comment and advice (including performance feedback) given appropriately by managers and supervisors.
- Personnel and students should not make frivolous or malicious complaints. All personnel and students are expected to participate in the complaint resolution process in good faith.

PURPOSE:

To provide a workplace that is committed to providing a safe and secure environment for all its Employees, Participants and Volunteers, particularly children.

The Montessori World Educational Institute (Australia) Inc (hereby referred to as the Montessori Institute) Policy & Procedures aim to reduce the risk of abuse or molestation occurring, and to ensure that a caring and appropriate response is taken should abuse occur.

SCOPE:

This policy is applicable to all Montessori Institute staff and services.

DEFINITIONS:

Child: Any person under the age of 18.

Abuse or Molestation: Can consist of one or more of but is not restricted to the following:

Physical Abuse

Any non-accidental physical injury resulting from practices such as

Hitting, punching, kicking (marks from belt buckles, fingers). Shaking (particularly babies). Burning (irons, cigarettes), biting, pulling out hair.

Alcohol or other drug administration.

Sexual Abuse

Any sexual act or threat to perform such upon another person. It occurs when a person uses their power and authority to take advantage of another's trust to involve them in sexual activity. It does not necessarily involve genital contact but is any act which erodes the sexual boundary between two persons. It may appear consensual but the validity of consent is negated by the power differential.

Emotional Abuse

The chronic attitude or behaviour of one person which is directed at another person, or, the creation of an emotional environment which erodes a child's development, self-esteem and social confidence over time. Behaviours may include: Devaluing, ignoring, rejecting, corrupting, isolating, terrorising or chronic and extreme domestic violence in the child's presence.

Neglect

Characterised by the failure to provide for the child's basic needs. Any serious omission or commission which jeopardises or impairs a person's development.

Volunteer or Student Any unpaid person over the age of 16 who is invited by an employee to assist with or undertake a task for the Montessori Institute.

Employee Any person (paid or unpaid) over the age of 18 who is responsible for the control and safety of members placed in their care whilst holding a formal position in the Montessori Institute.

Participants Any person, including students or children, who attends or participates in Montessori Institute activities, objectives or strategic plan.

RELATED DOCUMENTS:

Tertiary Education Quality and Standards
Agency Act 2011
Threshold Standards 2015
Education Council

Montessori Institute Code of Practice
Student Academic and Non-Academic
Complaint and Grievance P026
Staff and Clients Complaints & Grievances
P031
Harassment & Discrimination P032
Staff Handbook
Student Handbook

The Montessori Institute is committed to:

- Treating all people with fairness and dignity, and caring for those who are less powerful and in need of nurture and protection
- Meeting Federal and State Child Protection legislation and principles established through common law.

GUIDELINES:

- Employees must complete an application form which requests details of relevant past experience, positions held, details of two referees and permission to contact them. A Police and/or Community Services and/or Working with Children check which complies with the legislative requirements of the appropriate State will be requested and received prior to them commencing their proposed role
- Students must provide a Police and/or Community Services and/or Working with Children check which complies with the legislative requirements of the appropriate State before commencing and teaching practice or observations in schools or centres
- Volunteers will be known to the Montessori Institute for at least 6 months
- All employees, students and staff will be informed of the policy and a copy provided in the appropriate handbook
- A record will be kept of all paid and volunteer staff that carry out regulated child-related activities.

- Where the Institute has identified that an applicant has previously committed a violent or sexually related offence, they cannot under any circumstances, be considered for child related activities

ALCOHOL & DRUGS

The consumption of illegal drugs on Montessori Institute grounds or during an activity is not to be allowed or condoned. The consumption of alcohol during training or course activities is not to be allowed or condoned.

Any Employee, Student or Volunteer found to be under the influence of alcohol or illegal drugs is to be counselled and given a warning.

The Montessori Institute reserves the right to carry out disciplinary procedures in accordance with the constitution of the Institute.

REPORTING PROCEDURES

- An independent person will be appointed by the Montessori Institute with the specific duty of dealing with any allegations that arise. The name, address and contact telephone number will be freely available. If there are reasonable grounds to suspect a person or child has been or is suffering abuse, the Police and the Institute's Insurer will be contacted **immediately**.
- If a disclosure of abuse is made, the person who receives the disclosure will maintain appropriate pastoral care of the one making the disclosure.
- This will include:

Treating each allegation seriously and not attempting to deny the allegation or minimise its impact on the alleged victim.

Maintaining confidentiality

Documenting promptly all reports of suspected abuse and all details of the subsequent investigation and holding the documents in a secure location where a breach of privacy cannot occur.

Reporting abuse to the police and the Montessori Institute insurer.

The Montessori Institute reserves the right to carry out disciplinary procedures in accordance with the constitution of the Institute.

AUTHORISED BY:

Board of Management
Chairperson Jenny Moyles
19/06/2018



ISSUED BY:

National
Director



PURPOSE:

To prevent and minimise unlawful discrimination on the grounds of disability or medical condition and to provide appropriate services, adjustments and supports, allowing equitable engagement in academic activities.

SCOPE:

This procedure is applicable to all Montessori World Educational Institute Inc (hereafter referred to as the Montessori Institute) staff and services.

RELATED DOCUMENTS:

Tertiary Education Quality and Standards Agency Act 2011
State Government Access Guidelines for Information, Services and Facilities.
Higher Education Support Act 2003
Disability Services Act 1992
Equal Opportunity Act 1984 (WA)
Industrial Relations Act 1979 (WA)
Occupational Safety and Health Act 1984 (WA)
Disability Discrimination Amendment (Education Standards) Act 2005 (Cth)
Fair Work Act 2009 (Cth)
Human Rights and Equal Opportunity Act 1986 (Cth)
Western Australia Equal Opportunity Act 1984 (WA)

Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Academic and Non-academic Complaints and grievances P026
Staff and Client Complaints and Grievances P.031
Teaching and Learning Policy 016
Conducting Assessment P020
Assessment Instruments 021
Assessment Moderation P023
Assessment Appeals P022
Student Handbook
Staff Handbook

DEFINITIONS:

- **Disability** – as per the Disability Discrimination Act (1992) means disability: which is attributed to an intellectual, psychiatric, cognitive, neurological, sensory, or physical impairment or a combination of those impairments; which may or may not be of chronic or episodic nature; and which results in a reduced capacity of the person for communication, social interaction, learning or mobility.
"Disability" includes a disability that:
presently exists; or
previously existed but no longer exists; or
may exist in the future; or
is imputed to a person.
- **Confidentiality** - refers to information kept in trust and divulged only to those who need to know.
- **Discrimination** - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.
- **Fit for work** – means that an individual is in a physical and psychological state to competently perform the tasks assigned to them in a manner that does not compromise the safety or health of themselves or others.
- **Inherent Requirement** – *fundamental requirements of a course or unit, or essential activities necessary for a job role.* The onus is on the Institute to prove objectively that inherent requirements exist in a course or job, based on substantive, defensible academic rationales not merely compulsory requirements or traditional practices.

- **Institute** – means the Montessori Institute.
- **Personnel** - refers to all employees of the Montessori Institute.
- **Reasonable adjustment** - is defined and considered in this policy in accordance with the Disability Discrimination Act (1992). Adjustments are considered reasonable when they meet the needs of the student or employee without causing the Institute unjustifiable hardship. In determining "unjustifiable hardship" the factors to be considered include:
the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
the effect of disability of the person concerned;
the options there are to meet the requirements of the person with disability;
the estimated expenditure by the Institute; and
the effect (if any) on the academic integrity of a course.
- **Students** - refers to all fee-paying students enrolled at Montessori Institute.

Montessori Institute is committed to:

- Providing an equitable learning/work environment accessible to all participants.
- Ensuring that all staff and students understand their roles and responsibilities in supporting students/staff with disability or medical condition.
- Ensuring all staff and students are made aware of the processes and procedures for disclosing disability or medical condition.

GENERAL GUIDELINES:

1. Provisions

- All staff and students have the right to equitable access to all activities and opportunities offered by the Institute.
- The Institute will provide appropriate support, with appropriate input from the National Director/Educational Director to allow all staff and students to pursue their goals.
- Staff will be provided with appropriate support to assist students/employees with disability and medical condition.

2. Confidentiality and Disclosure

- Staff and students are encouraged to bring requirements for disability or medical condition to the attention of the Institute to assist planning and adjustment.
- The institute will not require an employee to provide information related to disability, if the purpose of the request is unlawful discrimination.
- The Institute may require information relevant to the disability to determine reasonable adjustments, or to determine an employee's ability to perform the requirements of a position.
- Documentary evidence of disabilities and medical conditions will be stored securely.
- Employees are expected to maintain the confidentiality of information regarding disability or medical condition provided by students, except where duty of care takes priority.

3. Awareness

- Ensure courses include request for notification of special requirements.
- Managers and supervisors have a responsibility to be aware of legislation and policies relating to employment and provision for people with disability.
- Issues arising from this area should be referred to and dealt with by the National Director/Educational Director.

4. Physical Access

- Where reasonably possible the Institute will ensure buildings, facilities and services are fully accessible and accept reports of obstacles to access.
- Where reasonably possible the Institute will make alternative arrangements or adjustments to allow participation in activities.
- Permit assistance animals as defined in section 9 of the DDA, subject to the control, evidence, hygiene and health provisions set down in section 54A of the DDA.

STUDENT GUIDELINES

Academic Access

- Provide the same academic access as demonstrated through learning outcomes for all students.
- Eligibility for a course or unit is subject only to the selection criteria ordinarily applied. Students must be able to meet course requirements, given reasonable adjustment where possible.
- The Institute will make reasonable adjustment to accommodate disability or medical condition in keeping with requirements of the studies undertaken.

Procedure

- Institute advisors can provide information on appropriate course choice as required.
- Course and unit preference should not be influenced by disability or medical condition unless even with reasonable adjustment the students would be unable to meet requirements.
- It is the student's responsibility to make special requirements known to the Institute in sufficient time for transfer of materials to an appropriate format (e.g. braille, audio etc.) and to access materials within the timeframe of the unit.
- Wherever possible units should be adapted or modified, with appropriate input, to enable students to participate as fully as possible.
- Special consideration will be given concerning academic progress of those with unforeseen circumstances, including extensions for assignments, withdrawal of course changes, determination of final grades or deferred examination.

Academic Assessment

- Assessment by the same procedures that apply to all students will occur wherever possible. However, reasonable adjustment of standard assessment will be applied where necessary for students with medical condition or disability.

Procedure

- Students and staff should be aware of procedures, on applying for alternative exam conditions as per Institute Policy.
- It is the student's responsibility to inform the Institute of the need for alternative exam conditions at the time of enrolment for an exam and to provide documentary support if required in order to inform adjustments. Students can seek clarification from the Institute.

Complaints

- Students and staff should be aware of the Academic and Non-academic Complaints and Grievances Policy and procedures for making a complaint.

EMPLOYEE GUIDELINES

Recruitment

- The Institute has a responsibility to ensure people with disability or medical condition are provided with equitable access and opportunities.

Support and Modifications

- Where an employee discloses disability, the Institute priority is to provide reasonable adjustment to allow the employee to maintain their current position.

Procedure

An employee has the responsibility to make the Institute aware of disability or medical condition in order for reasonable adjustment to be made.

Reasonable adjustments in the workplace will be assessed on an individual basis with consideration to the interests of all parties.

Inherent Requirements

- According to the DDA and Fair Work Act (2009), it is not unlawful for the Institute to discriminate against an employee on the ground of disability if or because the person would not be able to carry out the inherent requirements of the particular work even if reasonable adjustments were made for the employee.
- Where the disability or medical condition means the employee is unable to fulfil the inherent requirements of the job, the Institute maintains the right to transfer the person to a more suitable position, where one exists, at their current rate of pay.

Procedure

Onus is on the Institute to prove inherent requirements of a role.

These may include:

- ability to perform the task or functions necessary to productivity and quality requirements;
- work effectively with a team;
- work safely.

If an employee with disability can perform the inherent requirements of a position, they should have the same opportunity to perform that role.

The Institute is not required to change the inherent requirements of a position to suit an employee.

Fitness for Work

- If the safety or well-being of an employee or others is in doubt the Institute has the right to require an employee to attend an assessment of fitness for work or request medical examination, by a practitioner chosen by the Institute, at no cost to the employee.

Procedure

Requests for medical assessment are facilitated by the director.

A fitness for work assessment may be obtained from a practitioner of the employees choosing. Actions and adjustments made should be in line with this assessment and include monitoring and reassessment as recommended.

Confidentiality of the employees' health status should be maintained.

Adverse Action

- Under the Fair Work Act, the Institute should not take adverse action against an employee or prospective employee on the ground of disability except where the inherent requirements of the position are concerned.

Termination

- Under the Fair Work Act, the Institute must not terminate an employee's position on the ground of disability, except if the reason for termination is based on the inherent requirements of the position concerned.

Complaints

- Employees should be made aware of the Staff and Clients Complaint and Grievances Policy and the procedures for making a complaint.

AUTHORISED BY:

Board of Management
Chairperson Ineke Oliver



23/10/2020

ISSUED BY:

National Director



3. ACADEMIC INTEGRITY AND PLAGIARISM

Montessori World Educational Institute (Aust) Inc	P008 ACADEMIC INTEGRITY
--	--

PURPOSE:

To outline the responsibilities students and staff members have for upholding the Institute's standards on ethical scholarship and to outline the expectations of academic integrity, honesty and free intellectual inquiry.

SCOPE:

This policy applies to Montessori World Educational Institute (Aust) Inc academic staff members and students.

DEFINITIONS:

Montessori World Educational Institute (Australia) Inc (hereafter referred to as the Montessori Institute)

Plagiarism involves using the work of another person and presenting it as if it is your own. Students may quote from or summarise someone else's published work but only if they explicitly state this is what they are doing and give the precise publication details. Using unpublished material produced by someone else, even if that person has given you permission to do so, is plagiarism unless it is clearly acknowledged.

RELATED DOCUMENTS:

Tertiary Education Quality and Standards Agency Act 2011
Threshold Standards 2015
Education Council



Montessori Institute Code of Practice P.001
Assessment Tools P.021
Assessment Appeals P.022
Assessment Moderation P.023
Plagiarism Policy P.024
Staff Professional Development P.029
Staff Handbook
Student Handbook
Montessori Institute Strategic Plan
Lecturer (Workshops) Manual
Tutors Handbook

GUIDELINES

- Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the Montessori Institute. These principles are at the core of all academic endeavours in teaching, learning and research. A culture that supports academic integrity requires the development of appropriate skills and attitudes be embedded in course assessment and learning activities. Staff members and students bear responsibility for ensuring that the highest standards of academic integrity are upheld.

Upon enrolment, students are informed of the particular expectations regarding academic integrity and plagiarism. Staff members must report all violations of academic integrity they encounter to the Educational Director.

	<p>Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work. Students are asked to report alleged violations of academic integrity to their Tutor or the Educational Director.</p> <p>Academic misconduct is the term used if students fail to act in accordance with the principles of academic integrity. Academic fraud involves making false representation to gain unmerited advantage such as plagiarism, falsification of data, falsification or misrepresentation of academic records or cheating in examinations.</p>
2.	<p>Any instances or reported Academic misconduct will be investigated by the Educational Director. The Montessori Institute will impose serious measures on students who are found to have breached this policy. A student may have any one or a combination of the following penalties imposed against her/him.</p> <ul style="list-style-type: none"> • Cancellation or deprivation of credit for any examination or other academic work, which will entail a FAIL grade being assigned to a student's academic record; • Suspension of all or any of a student's rights and privileges including, <ul style="list-style-type: none"> ◦ suspension from attending lectures and workshops ◦ suspension from attendance at or exclusion from any examination; ◦ exclusion from Montessori Institute courses for a specified period ◦ refusal of re-enrolment as a student <p>Students under investigation for academic misconduct or other breaches of discipline will not be eligible to graduate until the matter is resolved.</p> <p>Appeals against decisions can be made in accordance with 'Assessment Appeals'. Details of appeals will be recorded in the Appeals Register.</p>

<p>AUTHORISED BY:</p> <p>Board of Management Chairperson Jenny Moyles 19/06/2018</p> 	<p>ISSUED BY:</p> <p>National Director</p> 
---	---

PLAGIARISM POLICY

PURPOSE:

To deal with cases of Plagiarism.

SCOPE:

This process covers all accredited courses offered by Montessori World Educational Institute (Aust) Inc hereby referred to as the Montessori Institute

DEFINITIONS:

Plagiarism involves using the work of another person and presenting it as if it is your own. Students may quote from or summarise someone else's published work but only if they explicitly state this is what they are doing and give the precise publication details. Using unpublished material produced by someone else, even if that person has given you permission to do so, is plagiarism unless it is clearly acknowledged.

All work submitted by students must be their own work. Students may, and indeed should, draw on the work of others, but it must be clearly acknowledged and referenced in accordance with the Referencing Guide provided. Graduate Diploma students have access to the Grammarly programme which checks plagiarism and delivers a report, prior to submission to their tutor for marking.

RELATED DOCUMENTS:

Tertiary Education Quality and Standards Agency Act 2011
Threshold Standards 2015
Education Council


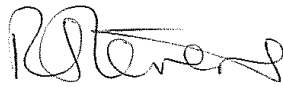
Montessori Institute Code of Practice
Academic Integrity P008
Assessment Tools P021
Assessment Appeals P022
Assessment Moderation P023
Staff Handbook
Student Handbook

**STEP
#**

PROCESS

1.	<p>In Cases of Failure to Recognise Sources</p> <p>If a tutor notices that a student has failed to recognise a source material in written work, then s/he should inform the student in comments on the work in question. Sometimes the material quoted is referenced incorrectly. However, if the exact words of another person are not acknowledged or put in quotation marks, the student will be notified and will be awarded a lower mark or set additional work.</p>
2.	<p>Penalties for Serious Plagiarism</p> <p>Continued failure to reference other people's ideas in an acceptable manner and submission of any work that, in whole or in part, is not that of the student who submits it, will be regarded as plagiarised and will be dealt with as outlined below.</p> <p><i>If it has been determined that a student has knowingly copied and submitted the work of another without appropriate acknowledgment, depending upon the severity of the act of plagiarism, or the number of like offences which have previously occurred, a student may have any one or a combination of the following penalties imposed:</i></p> <ul style="list-style-type: none"> • Cancellation or deprivation of credit for any examination or other academic work, which will entail a FAIL grade being assigned to a student's academic record

	<ul style="list-style-type: none"> • Suspension of all or any of a student's rights and privileges including, <ul style="list-style-type: none"> ○ suspension from attending lectures and workshops ○ suspension from attendance at or exclusion from any examination ○ exclusion from Montessori Institute Courses for a specified period ○ refusal for re-enrolment as a student <p>Submission of [near] Identical Assignments</p> <p>If two or more students submit identical or near identical work and it cannot be determined for certain who copied from whom, each student will have to resubmit work and will be awarded lesser marks. A note will also be made in the students' files</p> <p>Re-occurrence of this offence will result in one or more of the penalties above.</p>
--	---

AUTHORISED BY: Board of Management Chairman Jenny Moyles 19/4/2018 	ISSUED BY: National Director 
---	--

4. ASSESSMENT POLICY AND PROCEDURES

Assessment is a key part of any teaching and learning environment. It is the process of collecting evidence and making judgments about how well students have achieved the intended learning outcomes. It is the means by which progress or achievement in a unit of work is evaluated. Assessment should be designed to measure students' achievements against explicit learning objectives, to promote learning and improve student performance. The Montessori Institute has the following beliefs about assessment:

- Assessment in a unit should involve more than one type of assessment task.
- Assessment methods and the criteria by which work will be judged should be clearly stated and based solely on academic achievement that reflects the objectives stated for the unit.
- Assessment should be evidently fair and reasonable efforts should be made to ensure that it does not discriminate on grounds which are irrelevant to the achievement of the unit objectives.
- Feedback should be informative and constructive.
- Grading processes should reflect the extent to which the student has achieved the assessable objectives stated for the unit.

Purpose of Assessment

For students, the purposes of assessment are to:

- (a) provide feedback on how effectively they are learning;
- (b) engage them in their learning;
- (c) provide evidence that they have reached the required standard; and
- (d) provide evidence to show other people of their learning achievements.

For the Montessori Institute, the purposes of assessment are to:

- (a) provide evidence that students have achieved learning outcomes;
- (b) provide evidence on how effective the teaching is;
- (c) provide evidence to show others that students have achieved Institute standards;
- (d) provide evidence that students have reached a particular standard.

For the wider education community, the purposes of assessment are to:

- (a) provide evidence on what students have learned and the standards they have reached;
- (b) provide evidence that graduates are employable and Montessori Institute courses and their teaching programs are effective.

Submission of Work for Assessment

Students have a responsibility to submit a cover sheet with all written work for continuous assessment which includes a signed declaration 'except where I have indicated, the work I am submitting in this assignment is my own work and has not been submitted for assessment in another unit' or words to that effect. Students are also responsible for ensuring delivery of the assessment work to the tutor. Students are required to maintain a copy of all submitted work until at least the expiration of the appeal period.

Students may submit assignments electronically. Tutors who accept assignments electronically should provide students with clear advice on the process to be used for receiving and returning assignments. This should include who has responsibility for ensuring that incoming and outgoing assignments are readable and appropriately formatted and how arrival and return of assignments is. An electronic cover sheet should be used.

Types of Assessment

Each unit includes written statements on the types of assessment and the specific requirements, including assessment methods and weighting. This assessment needs to be 'authentic', in that the assessment tasks should be seen to be challenging, interesting and meaningful, and where possible related to real-life applications.

Criterion-referenced assessment is the chosen method of assessment for the Montessori Institute. It involves the assessment of student performance against pre-determined criteria related to the learning outcomes of the unit. The grade awarded is to directly reflect how well the student has met the criteria. This form of assessment is educationally sound because it is clear and each student can take control over their own learning. The literature on adult learning stresses that criterion-referenced assessment is the most appropriate approach. Furthermore, under a criterion-referenced assessment system, feedback to students is particularly useful because the focus is on how their performance compares to known standards and allows them to improve their performance to achieve a higher mark or grade.

Sources of Evidence

Assessment of a unit shall be based on more than one assessment point in time and more than one assessment method while ensuring that the amount of work required is appropriate to the credit points value of the unit. No one component (point of assessment) or assessment method (e.g. examinations are a single assessment method) should account for more than 70% of the final mark. Students will be provided with sufficient quantitative and qualitative information about their performance that they are able to position their performance relative to the unit's learning objectives and a possible final grade.

Feedback to Students about Results in Units

Students are entitled to see their results in all assessment components of their unit, including raw marks for components and for the unit overall. Students may inspect their marked examination scripts and discuss the marking within fourteen days of the posting of results.

ASSESSMENT MODERATION

PURPOSE:

To ensure the comparability of the Montessori World Educational Institute (Australia) Inc assessment by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same standards; and documenting any evidence taken to improve the quality and consistency of assessment.

SCOPE:

This process covers all accredited courses offered the Montessori World Educational Institute (Australia) Inc.

DEFINITIONS:

- **Montessori World Educational Institute (Australia) Inc** (hereafter referred to as the Montessori Institute).
- **Assessment** - is a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of **assessment** tasks, and the judgement and reporting of student performance.
- **Reasonable Adjustment** - Changes made by the assessor to meet the individual needs of the candidate, which still ensures valid and reliable assessment decisions.

RELATED DOCUMENTS:

Tertiary Education Quality and Standards Agency Act 2011
Threshold Standards 2015
Higher Education Support Act 2003
Education Council

Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Conducting Assessments Policy P.020
Assessment Tools P.021
Assessment Appeals P.022
Issuance of Qualifications P.025
Staff Handbook
Student Handbook

STEP #

PROCESS

1. **Apply internal Montessori Institute moderation strategies**
The Educational Director manages the internal moderation process using appropriate marking guides, sample assignment papers and evaluation forms to ensure that Montessori Institute assessors working across a number of sites or study areas/qualifications are applying consistent standards and making consistent judgements.
Lecturers/Assessors (including full-time, part-time, casual staff) meet on a regular basis to review, compare and evaluate assessment processes, tools and evidence. All outcomes are documented in writing.
2. **Apply external Montessori Institute moderation strategies**
Ensure all assessment strategies for accredited course qualification is developed in consultation with industry and benchmarked against other higher education courses.

All meetings with external industry are fully documented.

3.	Validation <p>Discussion will validate the following:</p> <ul style="list-style-type: none"> • The effectiveness of assessment tools and processes • The standard of performance achieved • The validity of evidence collected • The accuracy and consistency of the assessment judgement
4.	Issue end of course certificates / statement of attainment <p>After approval of results and completion of data entry where appropriate, certificates and statements of attainment are prepared following approval by the Educational Director to ensure appropriate units for the award have been completed.</p>

AUTHORISED BY: <p>Board of Management Chairperson Ineke Oliver</p> <p>01/02/2020 </p>	ISSUED BY: <p>National Director</p> <p></p>
--	---

ASSESSMENT APPEALS

PURPOSE:

To ensure that any students who are dissatisfied with any assessment conducted by Montessori World Educational Institute (Australia) Inc may have the opportunity to appeal for reassessment.

SCOPE:

Any student who undertakes assessment through a Montessori World Educational Institute (Australia) Inc course may challenge an assessment decision.

DEFINITIONS:

- **Montessori World Educational Institute (Australia) Inc** (hereafter referred to as the Montessori Institute)
- **Assessment** - is a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of **assessment** tasks, and the judgement and reporting of student performance.
- **Reasonable Adjustment** - Changes made by the assessor to meet the individual needs of the candidate, which still ensures valid and reliable assessment decisions.

RELATED DOCUMENTS:

Tertiary Education Quality and Standards
Agency Act 2011
Threshold Standards 2015
Higher Education Support Act 2003
Education Council


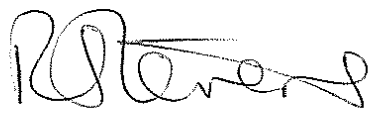
Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Recognition of Prior Learning P.011
Review and Evaluation P.018
Conducting Assessment P.020
Assessment Tools P.021
Assessment Moderation P.023
Staff Handbook
Student Handbook

STEP

PROCESS

1.	<p>Receive assessment appeal application</p> <p>All students will be given the opportunity to formally present their case.</p> <p>All assessment appeal applications must be received in writing.</p> <p>The grounds for appeal are:</p> <ul style="list-style-type: none"> • The judgement as to whether criteria has been achieved or demonstrated was made incorrectly and/or • The judgement was not made in accordance with the assessment plan. <p>There is no fee for an initial assessment appeal.</p> <p>Fees will apply if an independent assessor or Appeals Panel is required and will vary, depending on complexity of the appeal and are non-refundable.</p>
----	---

2.	<p>Assess Appeal Application</p> <p>The Educational Director will assess all initial appeal applications. If the application is in relation to an assessment by the Educational Director, then the application is presented to the Board. At the time of presentation to the Board, the Educational Director will be excused from this portion of the meeting. The Board will then direct the application to be considered by an equally qualified person.</p> <p>Subject matter experts may be called upon to assist the appointed person.</p> <p>Fees associated with an independent assessor of an Appeals Panel will be explained to the applicant.</p> <p>Details of appeals will be recorded in the Appeals Register.</p>
3.	<p>Notification</p> <p>All assessment appeals will be responded to within twenty-eight (28) days in writing.</p> <p><i>All students are to be provided with a written statement of the appeal outcomes, including the reasons for the decision.</i></p>

<p>AUTHORISED BY:</p> <p>Board of Management Chairperson: Ineke Oliver</p> <p>1/02/2020</p> 	<p>ISSUED BY:</p> <p>National Director Rachael Stevens</p> 
---	---

5. CREDIT FOR PRIOR LEARNING

**Montessori World
Educational
Institute
(Australia) Inc.**

P011

CREDIT FOR PRIOR LEARNING

PURPOSE:

The Institute is committed to upholding the integrity of its academic programs and protecting its academic standards and reputation. Credit for prior learning is granted within the constraints of this commitment and where program structures and requirements permit.

This policy describes the process that enables students to obtain credit for prior learning or qualifications obtained through formal/informal training, work experience and/or life experience which can be assessed and demonstrated against established and formalised criteria-based systems.

SCOPE:

Credit can be issued to any successful candidate for any module or parts of modules, where it can be demonstrated the criteria have been met.

Principles:

Key principles guiding the granting of credit for prior learning include:

- The applicant's achievement of learning or acquisition of prior learning outcomes are demonstrated, evidenced and authenticated at the appropriate Australian Qualifications Framework (AQF) level.
- The applicant's learning outcomes are assessed as relevant and current.
- The program's volume of learning, discipline context, content, learning and assessment approaches are considered in determining comparability and equivalence of prior learning.
- The learning for which credit is sought is for a successfully completed prior qualification or for a successfully completed component of learning.
- Further credit is not granted in addition to that awarded on the basis of advanced standing.

DEFINITIONS:

Montessori World Educational Institute (Australia) Inc. (hereafter referred to as the Montessori Institute)

AQF - Australian Quality Framework

Recognition of prior learning (RPL) is a process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.



Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

Advanced Standing is commencement of a course with credit granted for a complete module. Advanced standing indicates an individual is deemed to have satisfied all the program requirements embedded in that module. Advanced standing reduces the number of modules needed to be taken to successfully complete the program.

RELATED DOCUMENTS: Tertiary Education Quality and Standards Agency Act 2011 Threshold Standards 2015 Education Council AQF National Principles and Guidelines for RPL MCEETYA Principles for Credit Transfer & Articulation	Montessori Institute Code of Practice P.001 Strategic Plan P.002 Assessment Tools P.021 Assessment Appeals P.022 Assessment Moderation P.023 Staff Handbook Student Handbook
---	--

STEP #	PROCESS
1.	Enquiry and Advice to applicants of requirements <p>The Montessori Institute must provide adequate information and support to enable applicants to gather reliable evidence to support their claim for credit for learning outcomes currently held, regardless of how, when or where the learning occurred.</p> <p>All fees associated with Credit will be explained to the applicant, including the appeals process and fee.</p> <p>Applications for Credit for Prior Learning must be received in writing.</p>
2	Receipt of application <p>Upon receipt of application for Credit for Prior Learning (CPL), where a personal file does not exist, this is created at the time of application as required under Enrolment Procedure P.009.</p>
3.	Assessment of Application <p>The Credit for Prior Learning application is to be assessed by a suitably qualified assessor (at least a Masters of Education) and approved by one other Academic Staff Member. Assessors designated by the Academic Board document their decision on the Credit Assessment Form. Decisions must be made in a fair, transparent, academic and professional way in accordance with this policy.</p> <p>Evidence provided may be of formal training or qualification, validated letter, statements of attainment, sample of work or on-the-job assessment. If evidence is not sufficient, the applicant will be invited to provide further evidence before an assessment decision is made.</p> <p>Assessment of a recognition application will be criteria-based (assessment of prior learning against the pre-determined criteria of each assessment task). Credit is assessed by determining the extent to which the applicant's prior studies and assessed standards are equivalent to the content and learning outcomes of one or more courses in the award program. The educational judgement concerning equivalence is based on the discipline context, content, standards and assessment in the program or course the applicant has undertaken.</p> <p>Prior informal and non-formal learning is assessed by determining the extent to which the applicant has achieved the learning outcomes of one or more courses in the award program.</p> <p>The educational judgement concerning equivalence is based on the extent to which the applicant can demonstrate they have achieved the required learning outcomes.</p> <p>Subject matter expert/s will be consulted if necessary.</p>
4.	Credit Limits <p>Students must satisfactorily complete a minimum of not less than half, credit points in a course to be awarded a qualification (e.g. 72 credit points for Graduate Diploma). The upper limit for the granting of credit based on recognition of prior informal and non-formal learning will be one-third of the requirements of the award program</p> <p>All credits for part of a modules are assigned a 'C' grade of 70%. Credit for a complete module appears on the Academic Transcript as Credit Transferred or Exempt.</p>

5.	Inform applicant of outcome <p>The applicant will be notified of the results of the application.</p> <p>The applicant will be advised of the appeals process, where applicable.</p>
6.	Appeals <p>Appeals against the results and/or process can be made in accordance with 'Assessment Appeals'. Subject matter experts may be called upon to form an Appeals Panel to assist in areas where they have expertise.</p> <p>Fees associated with the appeals process will be explained to the applicant.</p> <p>All Credit for Prior Learning appeals will be responded to promptly in writing.</p> <p>Details of appeals will be recorded in the Appeals Register.</p>
7.	Fees <p>Any quotation for reduction of fees for credit for prior learning are valid for a two year period, after which time annual increments will apply.</p>

AUTHORISED BY: <p>Board of Management Chairman Jenny Moyles 9/10/2018</p> 	ISSUED BY: <p>National Director</p> 
---	--

PURPOSE

To define the Montessori World Educational Institute (Australia) Inc. (hereafter referred to as Montessori Institute) financial determination, collection, recording and refund of student fees.

SCOPE:

This process applies to all educational products and services delivered by Montessori World Educational Institute (Australia) Inc

RELATED DOCUMENTS:

Tertiary Education Quality and
Standards Agency Act 2011
Threshold Standards 2015
Higher Education Support Act 2003
Education Council

Financial Management P.003
Enrolment P.009
Withdrawals/ Refund Register
Schedule of Fees
Enrolment Forms

STEP #

PROCESS


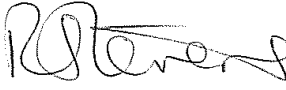
- | | |
|----|---|
| 1. | Determination of Fees
Fees and charges are determined annually or more frequently if needed, by the Board of Management on recommendation from the Treasurer and the National Director. |
| 2. | Collection of Fees – General
Fees will be charged in accordance with Montessori Institute current schedule of fees and charges by the Accounts Manager.

All students will be advised of all current charges associated with a course prior to enrolment.

Qualifications will not be issued while fees are left outstanding. |
| 3. | Collection and Recording of Fees Payments
Monies will be collected by the Administrative staff with applicable enrolment/registration forms.

All payments received are entered on the Montessori Institute accounting system and a receipt is issued to the client. |
| 4. | Protection of Fees Paid in Advance
Fees paid in advance will be identified on the Montessori Institute accounting system as current liabilities. Fees subject to a 30 day withdrawal period are to be accounted for separately. |

5.	<p>Refunds</p> <p>Course enrolments are not transferable, except in exceptional circumstances, and fees are not refundable to another person or institution.</p> <p>Students may apply for a refund of the enrolment fee within the time period of 30 days from enrolment in the course. There will be no refunds available thereafter.</p> <p>Student may apply for a refund of the curriculum module fee within the time period of 30 days from enrolment in the course, providing the workshop has not already been attended. If so, there is no refund available and there is no refund for any module fees paid after the initial thirty days.</p> <p>Students will forfeit an administration fee of \$500</p> <p>Study Guides and any Curriculum material must be returned in pristine condition prior to any refund being calculated. Deductions will be made for any material not returned in pristine condition.</p> <p>All refunded fees are to be recorded in the Withdrawal/Refunds Register.</p>
6.	<p>Discounts</p> <p>Discounts on Montessori Institute courses may be offered to current staff, upon recommendation from the Educational Director, where a staff member is undertaking a further qualification deemed to be of benefit to the Montessori Institute. The discount may be up to 50% of relevant fees for course enrolment and workshops.</p>
7.	<p>Review & Evaluation.</p> <p>All Montessori Institute Financial Management practices are subject to on-going review and evaluation through Board of Management Meetings.</p> <p>The Accounts Manager will bring all financial management issues identified to the attention of the Treasurer and National Director as part of the Montessori Institute Continuous Improvement Process and Review and Evaluation Process.</p>
8.	<p>External Reporting Requirements</p> <p>When requested, the Montessori Institute must provide the state registering authority with a full audit report from a qualified independent accountant with membership of the Certified Practising Accountants Australia or the Institute of Chartered Accountants of Australia.</p>

<p>AUTHORISED BY:</p> <p>Board of Management Chairperson Ineke Oliver 10/03/2020</p> 	<p>ISSUED BY:</p> <p>National Director</p> 
---	--

7. COMPLAINTS AND GRIEVANCES

**Montessori
World Educational
Institute (Australia)
Inc**

P026

Student Academic and Non-Academic Complaints and Grievances

PURPOSE:

The purpose of this policy is:

- To ensure that the Montessori World Educational Institute (Australia) Inc (hereafter referred to as the Montessori Institute) has processes to enable student academic and non-academic complaints and grievances to be resolved as effectively, fairly, quickly and inexpensively as possible
- To ensure the resolution of student academic and non-academic complaints and grievance follows standard procedures
- To codify, collate and publish internal student complaints and grievances procedures in accordance with Commonwealth Government requirements.

SCOPE:

This policy applies to complaints and grievances that are lodged by:

- A person or persons currently enrolled in studies at Montessori Institute (current students).
- A person or persons who has completed studies at Montessori Institute within the last six months (past students).
- A person or persons seeking to enrol in a course of study at Montessori Institute (prospective students).

This policy and procedure covers complaints and grievances of an academic and non-academic nature. Current and past students may lodge academic or non-academic grievances. Prospective students may only lodge non-academic grievances relating to the admissions process.

DEFINITIONS:

- **Montessori World Educational Institute (Australia) Inc.** Montessori Institute
- **Complaint** - an expression of dissatisfaction from a student with a process, decision or service offered or provided by Montessori Institute which initiates the Student Academic and Non-Academic Complaints and Grievances Procedures.
- **Grievance** - a written notice expressed by a Montessori Institute student following an unresolved complaint.
- **Student** - a prospective, current or past individual enrolled or seeking to be enrolled with Montessori Institute
- **Academic grievance** - see Conducting Assessment Policy P.020
- **Non-academic grievance** - see Harassment and Discrimination Policy P.032

RELATED DOCUMENTS:







Tertiary Education Quality and Standards Agency Act 2011
Threshold Standards 2011
Higher Education Support Act 2003
Education Council
Equal Opportunity Act 1984 (WA)
Industrial Relations Act 1979 (WA)
Occupational Safety and Health Act 1984 (WA)
Racial Discrimination Act 1975 (Cth)
Disability Discrimination Amendment (Education Standards) Act 2005 (Cth)
Fair Work Act 2009 (Cth)

Human Rights and Equal Opportunity Act 1986 (Cth)
Equal Opportunity for women in the workplace Act 1999 (Cth)
Age Discrimination Act 2004 (Cth)
Sex Discrimination Act 1984
Western Australia Equal Opportunity Act 1984 (WA)
Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Conducting Assessment Policy P.020
Plagiarism Policy P.024
Harassment and Discrimination Policy P.032
Abuse and Molestation Policy P.033
Staff Handbooks

Guidelines:

- All grievances and complaints are addressed as quickly and effectively as possible in order to avoid the escalation of any issues.
- All parties involved in grievance resolution must observe strict confidentiality, as breaches can result in defamation, aggravation of the problem and/or disciplinary action.
- When it is an equal opportunity grievance, the focus will be on the complainant's perceptions and experiences rather than the alleged respondent's intentions. It is the negative impact of the respondent's behaviour on the complainant that is of concern in resolving these types of grievances.
- The complainant is regarded as owning the grievance throughout the procedure. This means they have a degree of control over the direction of the resolution at all times and can switch from informal to formal at any stage.
- Staff involved in resolving student complaints or grievances will act fairly at all times and ensure that decisions will be based on a thorough and unbiased consideration of the facts and the views expressed by all parties.
- This policy will be communicated to academic and support staff through Moodle on the Montessori Institute website.
- Students will not be charged for making a complaint or lodging a grievance.
- Students' enrolment status will not be affected by the lodging of a complaint or grievance.

STEP #	PROCESS
1.	Making a complaint <ol style="list-style-type: none"> 1. In the first instance, a student should attempt to resolve the complaint informally with the staff member concerned or with his/her direct supervisor. 2. If the complaint is not resolved, the staff member's supervising officer should refer the complaint to the National Director. 3. All complaints shall be recorded on the Complaint Recording Form.
2.	Lodging a grievance <ol style="list-style-type: none"> 1. Once the complaint has been referred to the National Director, the student should formalise their complaint in writing. This matter is now considered a grievance. Students should lodge a grievance with the Administration Officer. 2. If the grievance is with the National Director, the letter should be referred to the Board of Management.
3.	<ol style="list-style-type: none"> 1. If the matter is not resolved in writing or by telephone within ten (10) working days to the satisfaction of all parties, an appointment should be arranged with the complainant their support person, staff members directly involved in the grievance, the National Director and a representative from the Board of Management. This may be by face to face interview, online conference or by telephone. 2. If, due to unforeseen circumstances (e.g. staff on leave), an investigation or conciliation cannot be concluded within ten working days, the National Director will keep the complainant informed of the status of the matter and the reasons for any delay. 3. In the event of a grievance not being resolved internally, the complainant will be advised of external resources available to pursue the grievance further, including appeal mechanisms (if appropriate). 4. The complainant will be provided with a written statement of the outcomes, including reasons for the decision, within a mutually agreeable timeframe.
4.	Access and Equity <p>The National Director will ensure that Access and Equity issues have been addressed in relation to all client complaints.</p>
5.	Staff <p>All Montessori Institute staff must be aware of the process for student complaints and resolution procedures.</p> <p>Staff will be made aware of the process for complaints at time of induction.</p>

6.	Review and Evaluation All recorded complaints are brought to the attention of Montessori Institute as part of the Montessori Institute Continuous Improvement Process and Review and Evaluation Process.		
7.	Records A record of each complaint will be maintained in the relevant student or staff member file.		
<table border="1"> <tr> <td> AUTHORISED BY: Board of Management Chairman Jenny Moyles 28/4/2018  </td><td> ISSUED BY: National Director Rachael Stevens  </td></tr> </table>		AUTHORISED BY: Board of Management Chairman Jenny Moyles 28/4/2018 	ISSUED BY: National Director Rachael Stevens 
AUTHORISED BY: Board of Management Chairman Jenny Moyles 28/4/2018 	ISSUED BY: National Director Rachael Stevens 		

COMPLAINTS / APPEALS FORM

All complaints and appeals will be forwarded to the National Director. Should the Complaint concern the National Director, then it will be forwarded to the Chairperson of the Board.

Name of Student/Staff Member:

Address:

.....

Phone: (H) **(Mobile)**

Email Address:

Details of the Complaint/Appeal (please attach any supporting evidence or information):

.....

Signed: **Date:**

For office use only:

Date received: *Referred to:*

Course of action taken:

.....

Signed: **Date:**