



STUDENT HANDBOOK

CRESCENT SCHOLARS INSTITUTE
RTO CODE

STUDENT HANDBOOK CONTENTS

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WELCOME

Thank you for enrolling in a nationally recognised training program with us.

At Crescent Scholars Institute, our purpose is to support you in gaining the knowledge, skills, and practical experience necessary to thrive in your industry. We are committed to providing a safe, inclusive, and supportive training environment where learning is meaningful, engaging, and industry-relevant.

This Student Handbook outlines important information about your rights and responsibilities, our obligations as a registered training provider, and the policies and procedures that guide our operations. We encourage you to take the time to read through it carefully.

Your active participation and feedback are valued, and we are here to support you every step of the way.

OUR COMMITMENT TO QUALITY

As a Registered Training Organisation (RTO), Crescent Scholars Institute is regulated by the Australian Skills Quality Authority (ASQA) and operates in compliance with the ***Outcome Standards for NVR Registered Training Organisations 2025***. These standards ensure nationally consistent, high-quality training and assessment that meets the needs of students, industry, and the broader community.

Our obligations under these standards include:

- Maintaining training and assessment practices that are current, industry-aligned, and supportive of learner success;
 - Ensuring all students have access to accurate and timely information about their course, training and assessment arrangements, support services, and fees;
 - Providing quality support and services to all learners, with a focus on outcomes and continuous improvement;
 - Employing qualified and experienced trainers and assessors who undertake regular professional development and maintain current industry skills;
 - Upholding fair and transparent processes for complaints, appeals, and academic integrity.
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RIGHTS AND RESPONSIBILITIES

Crescent Scholars Institute is committed to providing students with access to quality, industry-relevant practical placement experiences that support the development and demonstration of the required competencies for their chosen qualification.

This policy ensures that all placement arrangements are consistent, compliant, and support both student learning and industry expectations. Placement is delivered in alignment with the relevant training package requirements and where applicable, forms an integral component of the course delivery and assessment strategy.

As a participant in our training program, you have both rights and responsibilities. Similarly, Crescent Scholars Institute has obligations to you under the standards and relevant Australian legislation.

You have the right to:

- Access quality training and assessment that reflects current industry practice;
- Be treated with respect, fairness, and dignity in a safe and inclusive environment;
- Learn free from bullying, discrimination, or harassment;
- Receive timely, accurate information about your course, fees, support services, and progress;
- Access your personal records and seek reasonable adjustments where applicable;
- Appeal decisions and make complaints without fear of victimisation;
- Receive a Statement of Attainment or Qualification upon successful completion, compliant with national standards.

You have a responsibility to:

- Act respectfully and professionally toward fellow students, staff, and trainers;
 - Engage actively in your training and assessment activities;
 - Submit authentic, original work and uphold academic integrity;
 - Follow our policies and procedures, including safety, conduct, and participation requirements;
 - Inform us of any changes to your circumstances that may affect your enrolment or training;
 - Provide feedback to help us improve.
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Crescent Scholars Institute has an obligation to:

- Provide training and assessment services in line with the training product and industry expectations;
- Ensure all information shared with you is accurate, clear, and accessible;
- Support your learning journey with reasonable adjustments where required;
- Maintain the confidentiality of your personal information, as outlined under the *Privacy Act 1988*;
- Keep training and assessment materials and practices up to date and compliant with the training package;
- Monitor our performance and continuously improve based on feedback and data.

We also expect all learners and staff to:

- Contribute to a safe and respectful learning environment;
- Value diversity and different perspectives;
- Report inappropriate or unlawful behaviour;
- Adhere to Crescent Scholars Institute Code of Conduct.

Important Notes

If changes to course requirements, delivery methods, or RTO policies occur, you will be notified in advance and offered suitable options to continue or complete your training without disadvantage.

Our trainers and assessors are not only qualified professionals but also bring current industry experience to their training practice—ensuring your learning is grounded in real-world application. Should any concerns arise during your studies, we encourage you to speak with your trainer or contact our student support team. We're excited to support you on this journey and thank you for choosing Crescent Scholars Institute for your learning and professional development.

YOUR STUDENT RESOURCE HUB

At Crescent Scholars Institute, we believe informed students are empowered students.

To support you throughout your learning journey, we've created a quick-access table below linking to all essential documents you'll need during your time with us—think of it as your go-to toolkit for success.

These documents include important information about:

- Your rights and responsibilities
- Policies on assessment, feedback, and academic integrity
- Support services and how to access them
- Complaints and appeals processes
- Privacy, safety, and much more

We strongly recommend you take the time to read through each one. Familiarising yourself with these resources will help you feel more confident and supported, and ensure you understand how we work together to create a positive and productive learning environment.

You'll find these documents easy to access—just click the hyperlinks in the table below (make sure you're connected to the internet).

If you ever have questions or aren't sure where to look, your trainer or student support team is always happy to help.

RTO PERSONNEL AVAILABILITY AND RESPONSE POLICY

Crescent Scholars Institute is committed to providing high-quality support services by ensuring that all students are able to access trainers, assessors, enrolment staff, and other key personnel in a timely and structured manner. This policy ensures that students are informed of how and when they can contact relevant staff and that their queries are addressed promptly and professionally.

The organisation recognises that effective access to personnel is a critical factor in supporting student retention, progression, and course completion. As part of our self-assurance and continuous improvement framework, we actively monitor personnel responsiveness and student satisfaction to strengthen our support service delivery.

RTO PERSONNEL AVAILABILITY

- Crescent Scholars Institute ensures that all students are informed of, and can access, personnel relevant to their study journey. Availability refers to the scheduled presence and accessibility of trainers, assessors, support officers, and administrative staff. This includes communication through face-to-face meetings, telephone, email, the learning management system (LMS).
- Staff are responsible for clearly communicating their contact hours, availability windows, and channels for support during orientation and throughout the course. These details are posted on the LMS.

TRAINER / ASSESSOR AVAILABILITY

All trainers and assessors are required to:

- To provide students with appropriate contact information including: contact number, email.
- Be present and available during scheduled face-to-face or online classes.
- Communicate their availability, contact details, and preferred communication methods (e.g., LMS messaging, email, mobile) clearly at course commencement and in writing.
- Respond to student academic enquiries within 2 business days.

Trainer availability must be consistent and documented. Any changes (e.g., periods of unavailability or leave) must be communicated to students in advance, and alternative support arrangements must be put in place.

ENROLMENT AND SUPPORT STAFF

Enrolment officers and student support staff are available during business hours to assist students with:

- Enrolment queries
- Administrative processes
- Fee and payment enquiries
- Accessing learning resources and additional support services

Students will be informed of how to contact these staff through welcome emails, orientation sessions, and the Student Handbook.

Response timeframes for general enquiries are within two business days, with urgent matters triaged accordingly. These staff also play a role in identifying students at risk and referring them to appropriate academic or wellbeing support.

MANAGEMENT

The CEO or delegated officer is responsible for:

- Ensuring systems are in place to monitor and maintain staff availability and responsiveness.
- Managing unresolved or escalated student concerns relating to personnel access.
- Reviewing feedback and engagement metrics to assess the effectiveness of student support processes.
- Ensuring adequate staffing levels and training so all personnel can meet student needs within published timeframes.

Management is also accountable for ensuring that procedural fairness and natural justice are embedded in student communications and any decisions affecting student support.

TIMELY RESPONSE TO STUDENT ENQUIRIES

Crescent Scholars Institute recognises that timely communication is critical to student engagement and satisfaction. The following standards apply to all staff:

- General enquiries: Responses are provided within two business days.
- Urgent matters: Responses (or at least acknowledgements) are made within 24 hours. These include issues relating to safety, mental health, or technical access barriers.
- Where more time is needed, students will be informed of the expected resolution timeframe and kept updated until finalisation.

Response times are monitored as part of internal quality assurance processes, and trends are reviewed quarterly.

PROCEDURE

1. Orientation & Induction
 - All students are informed of key personnel and contact protocols at the beginning of their training.
2. Publishing Availability
 - Staff must publish and update their contact hours in LMS course shells and handbooks.
3. Logging and Monitoring
 - Staff must maintain communication logs through the LMS or CRM system to track responsiveness and student interactions.
4. Escalation Pathways
 - Students may escalate unresolved issues to Student Support or the CEO via written request or online forms.
5. Quality Review

- Feedback about staff availability is gathered via surveys and feedback channels, and used to improve internal processes.
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CODE OF CONDUCT

ASSESSOR CODE OF CONDUCT

All Crescent Scholars Institute assessors are required to comply with the following standards, aligned with ethical assessment practices and the Principles of Assessment and Rules of Evidence:

1. Comply with all Crescent Scholars Institute policies, procedures, and the *Outcome Standards for RTOs 2025*.
 2. Abide by relevant Commonwealth, State, and Territory legislation and frameworks.
 3. Adhere to all assessment practices as outlined in the Assessment Policy and Procedure.
 4. Address individual student needs with professionalism, sensitivity, and equity.
 5. Prevent and respond appropriately to all forms of discrimination or harassment throughout the assessment process, in line with the Equal Opportunity and Inclusion Policy and Procedure and Cultural Safety Policy and Procedure.
 6. Uphold student rights during and after the assessment process.
 7. Maintain objectivity and avoid personal bias or irrelevant factors influencing assessment outcomes.
 8. Clearly inform students of their right to appeal and the process involved.
 9. Ensure all evidence gathered is valid, reliable, authentic, sufficient, and current.
 10. Upholding the principles of assessment of Fairness, Flexibility, Validity and reliability during all assessment activities.
 11. Make assessment decisions based solely on verifiable and accessible evidence.
 12. Operate strictly within the RTO's 'Assessment Policy and Procedure'.
 13. Ensure consent from the student has been given before assessment and confirm their understanding of the assessment process prior to commencing the assessment activity.
 14. Develop and use assessment tools that align with training product requirements and *Outcome Standards for RTOs 2025*.
 15. Inform students about the reporting process and any implications of assessment outcomes.
 16. Maintain confidentiality of all assessment results, only sharing with written student consent.
 17. Use assessment outcomes only for their stated and intended purposes.
 18. Maintain an Assessor Matrix including ongoing industry and VET currency as outlined in the Trainer Assessor Policy and Procedure.
 19. Seek ongoing professional development in assessment practices.
 20. Engage in networking and collaborative review of assessment practices.
 21. Identify and manage any conflicts of interest in a transparent and ethical manner.
 22. Do not accept gifts, incentives, or any form of inducement related to assessment decisions.
 23. Promote a supportive and safe environment during assessment.
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TRAINER CODE OF CONDUCT

All Crescent Scholars Institute trainers are expected to demonstrate high standards of professionalism, integrity, and educational excellence, including:

1. Comply with all Crescent Scholars Institute policies, procedures, and the *Outcome Standards for RTOs 2025*.
2. Abide by relevant Commonwealth, State, and Territory legislation and frameworks.
3. Adhere to the Trainer Code of Conduct and act with honesty and integrity in all training activities.
4. Demonstrate courtesy, respect, and fairness in interactions with students, colleagues, and stakeholders.
5. Maintain a Trainer Matrix including ongoing industry and VET currency as outlined in the Trainer Assessor Policy and Procedure.
6. Provide a safe, inclusive, and engaging learning environment for all students.
7. Maintain confidentiality of student information unless disclosure is legally required or in the student's interest.
8. Identify and manage any conflicts of interest in a transparent and ethical manner.
9. Prevent and respond appropriately to all forms of discrimination or harassment during training, in line with the Equal Opportunity and Inclusion Policy and Procedure and Cultural Safety Policy and Procedure.
10. Use only validated and approved training resources and tools.
11. Maintain appropriate professional boundaries and avoid any form of inappropriate relationship with students.
12. Promote student wellbeing and report concerns where safety may be at risk.
13. Fulfil responsibilities related to student supervision and classroom safety.
14. Seek professional development opportunities to enhance instructional capabilities and enhance training delivery skills.
15. Encourage student engagement and provide timely, constructive feedback.

STUDENTS CODE OF CONDUCT

All students enrolled with the Crescent Scholars Institute are expected to:

1. Comply with all relevant Crescent Scholars Institute policies & procedures outlined within the student handbook and available on the website (hyperlink)
2. Treat all trainers, assessors, staff, and fellow students with respect, courtesy, and fairness.
3. Attend scheduled training and assessment sessions punctually and participate actively.
4. Refrain from any behaviour that disrupts the learning of others.
5. Submit all assessments honestly and without plagiarism or cheating in line with the Academic Integrity Policy and Procedure.
6. Respect intellectual property, copyright, and confidentiality.
7. Take responsibility for own learning and seek support when needed.
8. Use RTO facilities and resources responsibly.

9. Crescent Scholars Institute has a zero-tolerance policy towards illegal drugs. Any person found to be in possession or under the influence of illegal drugs will be asked to leave the premises. Anybody found to be under the influence of drugs or alcohol will be asked to leave the premises.
 10. Maintain appropriate behaviour in face-to-face and online environments.
 11. Notify the RTO of changes to personal information and contact details.
 12. Respect the cultural, religious, and gender diversity of others.
 13. Comply with WHS requirements, follow the safety instructions and advise of the Trainer and Assessor and report any hazards or risks.
 14. Use IT systems and LMS platforms only for learning purposes and in accordance with usage policies.
 15. Keep mobile devices on silent during sessions unless authorised.
 16. Provide feedback and raise complaints or appeals through the appropriate internal processes outlined within the Feedback, Complaints and Appeals policy and procedure.
 17. Protect the integrity of assessments by not sharing answers or materials or engaging in forms of plagiarism or cheating.
 18. Accept and act upon trainer feedback constructively.
 19. Refrain from bullying, harassment, or discriminatory behaviour towards other students, the trainers, assessors or other personnel within Crescent Scholars Institute.
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ADMINISTRATION CODE OF CONDUCT

Administrative staff must:

1. Comply with all Crescent Scholars Institute policies, procedures, and the *Outcome Standards for RTOs 2025*.
 2. Abide by relevant Commonwealth, State, and Territory legislation and frameworks.
 3. Provide accurate and timely information to students, trainers, and stakeholders.
 4. Maintain confidentiality of student and staff records.
 5. Process enrolments, results, and documentation with accuracy and integrity.
 6. Be courteous, respectful, and professional in all communications.
 7. Uphold data protection and privacy policies.
 8. Maintain secure storage of student information and records.
 9. Ensure timely follow-up on queries, complaints, and compliance actions.
 10. Support students with administrative needs and information access.
 11. Communicate clearly and transparently with all stakeholders.
 12. Manage workloads efficiently and avoid unnecessary delays.
 13. Use organisational systems and platforms appropriately.
 14. Refrain from disclosing any confidential information unless legally required.
 15. Assist in internal audits and compliance checks where required.
 16. Treat others equitably, without discrimination or bias.
 17. Identify and escalate any risks or breaches of compliance.
 18. Participate in ongoing administrative training as needed.
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19. Avoid conflicts of interest in administrative decision-making.

PRIVACY POLICY

Crescent Scholars Institute is committed to protecting the privacy of individuals by ensuring all personal information is managed in accordance with relevant privacy legislation.

The enrolment form provides participants with the option to consent to the sharing of progress information with their employer. In some cases, we may be legally required or mandated under the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards) to disclose participant information to government agencies or other authorised entities. In all other situations, participant information will not be disclosed without written consent.

LEGISLATIVE BASIS FOR PRIVACY MANAGEMENT

Crescent Scholar Institute takes the privacy of its participants very seriously and complies with all legislative requirements, including the **Privacy Act 1988** (Cth) and the **Australian Privacy Principles** (2014).

Information provided during enrolment may be disclosed to employers where consent is granted. However, in some cases, participant data may be disclosed without consent if required by law or under the Outcome Standards for NVR Registered Training Organisations 2025.

Your enrolment form allows participants to give us permission to discuss the Participants progress with their employer. In some cases, we will be required by Law or required by the Outcome Standards for NVR Registered Training Organisations 2025 to make participant information available to others. In all other cases, we ensure that we will seek the written permission of the participant.

The thirteen Privacy Principles are defined below:

- **Principle 1** – Open and transparent management of personal information. The object of this principle is to ensure that Crescent Scholar Institute’s entities manage personal information openly and transparently.
- **Principle 2** – Anonymity and pseudonymity. Individuals may have the option of not identifying themselves or using a pseudonym when dealing with Crescent Scholar Institute in relation to a matter.
- **Principle 3** – Collection of solicited Personal Information. Crescent Scholar Institute must not collect personal information (other than sensitive information) unless the information is reasonably necessary for Crescent Scholar Institute’s business purposes.
- **Principle 4** – Dealing with unsolicited personal information. If Crescent Scholars Institute receives personal information, Crescent Scholars Institute must, within a reasonable period after receiving this information, determine whether or not we would have collected the information under Australian Privacy Principle 3, and if not, we must, as soon as practicable but only if it is lawful and reasonable to do so, destroy the information or ensure that the information is de-identified.
- **Principle 5** – Notification of the collection of personal information. Requires Crescent Scholar Institute to notify our clients, staff, and participants of any additional information we collect about them and further advise them of how we will deal with and manage this information.
- **Principle 6** – Use or disclosure of personal information. The information that Crescent Scholar Institute holds on an individual that was collected for a particular purpose Crescent Scholar Institute must not use or disclose the information for another purpose unless the individual has consented.
- **Principle 7** – Direct marketing. As the Crescent Scholar Institute holds personal information about individuals, we must not use or disclose the information for the purpose of direct marketing.
- **Principle 8** – Cross-border disclosure of personal information. Where Crescent Scholar Institute discloses personal information about an individual to an overseas recipient, Crescent Scholar Institute

must take all steps to ensure that the overseas recipient does not breach the Australian Privacy Principles.

- **Principle 9** – Adoption, use or disclosure of government related identifiers. Crescent Scholar Institute must not adopt a Government-related identifier of an individual as its own identifier of the individual, except when using identification codes or numbers issued by either the State based regulators, or the Department of Innovation with regard to the Unique Student Identifier.
 - **Principle 10** – Quality of personal information. Crescent Scholar Institute must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that Crescent Scholar Institute collects is accurate, up to date and complete.
 - **Principle 11** – Security of personal information. If an APP entity holds personal information, the entity must take such steps as are reasonable in the circumstances to protect the information.
 - **Principle 12** – Access to personal information. As Crescent Scholar Institute holds personal information about an individual, Crescent Scholar Institute must, on request by the individual, give the individual access to the information.
 - **Principle 13** – Correction of personal information. As Crescent Scholar Institute holds personal information about individuals and should we believe that this information is inaccurate, out of date, incomplete, irrelevant, or misleading; or the individual requests the entity to correct the information; Crescent Scholar Institute must take such steps as are reasonable in the circumstances to correct that information.
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WHY WE COLLECT YOUR PERSONAL INFORMATION

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

HOW WE USE YOUR PERSONAL INFORMATION

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

HOW WE DISCLOSE YOUR PERSONAL INFORMATION

We are required by law (under the National Vocational Education and Training Regulator Act 2011 (referred to herein as the NVR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVR Act) to disclose your personal information to the relevant state or territory training authority.

HOW NCVER AND OTHER BODIES HANDLE YOUR PERSONAL INFORMATION

NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the **Privacy Act 1988** (Cth) (Privacy Act) and the **NVETR Act**. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, state and territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf. NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how NCVER will handle your personal information, please refer to NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DEWR is authorised by law, including the **Privacy Act** and the **NVR Act**, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice at <https://www.dewr.gov.au/national-vet-data/resources/national-vet-data-policy>.

SURVEYS

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

CONTACT INFORMATION

At any time, you may contact Crescent Scholar Institute to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled ask a question about this Privacy Notice

NATIONAL VOCATIONAL EDUCATION AND TRAINING ACTS 2011

These three acts are named in the legislative listing and define the acts of Federal Parliament that empower ASQA to administer the operations and compliance of RTOs in most states of Australia and any RTOs that operate in more than one State in Australia.

This includes the right of ASQA to audit Crescent Scholar Institute, apply penalties for non-compliance and define the requirements to retain records and other administrative and operational requirements of a functioning RTO. Crescent Scholars Institute is answerable to ASQA for their operations.

CYBER SECURITY AND DATA PROTECTION POLICY

Crescent Scholar Institute regulates the safety of its cyber systems, mainly through the informed practices of the users who interact with and who can affect its systems.

EDUCATION FOR STAFF AND STUDENTS

User Level

- Login information is to be set at a strong safety level so that unauthorised persons cannot easily guess logins
- Passwords are to be kept safely and securely
- Be wary of the information that is posted online (consider the content of words and photos posted and consider whether anywhere throughout includes sensitive information)
- Monitor privacy settings on devices and in relation to each application used, and adjust when deemed necessary
- Assess the trustworthiness of sites accessed (consider unwanted pop-ups)
- Assess the reliability of any email address that provides a link
- Be alert for phishing and scams and report when found
- Be respectful to other users online

Organisational Level

- Multi-factor authentication must be made available (the providers for these extra measures may vary from time to time)
- Provide paid subscriptions to anti-virus software and maintain subscriptions for Crescent Scholar Institute staff
- Send out alerts to staff network when phishing or scams are reported

PROCEDURE

CYBER INCIDENT RESPONSE PROCESS FOR STAFF AND STUDENTS

1. RECOGNISE AND REPORT
Staff and Students should immediately report any suspicious activity, such as: • Unusual system behaviour (e.g., slow performance, unexpected pop-ups) • Unauthorised access or login attempts • Suspicious emails or phishing links • Missing or altered files Report to: The IT Team via email, phone, or internal reporting system.
2. DISCONNECT AND PRESERVE

Staff should:

- Disconnect affected devices from the network (Wi-Fi or Ethernet).
- Avoid turning off the device unless instructed.
- Preserve evidence (e.g., screenshots, email headers).
- Students should:
 - Log out of systems and avoid further use until cleared.

Notify their trainer or student support officer.

3. FOLLOW INSTRUCTIONS

Await guidance from the Incident Response Team.

- Follow instructions regarding:
 - Password changes
 - Device checks or scans
 - Temporary suspension of access
 - Use of alternative systems or backup platforms

4. COMMUNICATION

Staff may be asked to assist in communicating with affected students or stakeholders.

Students will be informed of:

- What happened
- What actions are being taken
- Any impact on their data or learning
- Support available (e.g., counselling, technical help)

5. POST-INCIDENT ACTIONS

Staff may participate in a debrief or review session.

Students have the opportunity to provide feedback through the Feedback Form.

Everyone should resume normal operations only after clearance from the IT team.

FEES AND REFUNDS POLICY

Crescent Scholar Institute is entitled to charge fees for services provided to students undertaking training and assessment that leads to a nationally recognised outcome. These charges include course fees directly related to training and assessment, as well as items such as course materials, textbooks and student services. Crescent Scholar Institute may discontinue training if fees are not paid in accordance with the agreed Schedule of Fees. Students are entitled to refunds in circumstances outlined within this policy, and Crescent Scholar Institute will ensure fair and equitable refund procedures are carried out at all times.

PAYMENT OF FEES

FEE FOR SERVICE TRAINING AND ASSESSMENT

Fees are invoiced directly to a student and are payable when a student has completed their enrolment form and pretraining review successfully, once the fee is received, the student will get a confirmation of enrolment. The initial fee payment must be made within 14 days of receiving an invoice from Crescent Scholar Institute.

Crescent Scholar Institute may cancel enrolment or discontinue training and assessment services if fees are not paid in accordance with the Schedule of Fees. Current fees and charges for Crescent Scholar Institute are published on the website and within the Course Information Guide for each course offering.

Opportunities are available for students to pay fees through instalments, by entering into a payment plan & agreement with Crescent Scholar Institute. In such instances, this is outlined during the pre-enrolment and enrolment process.

Crescent Scholar Institute may withhold any Certificate or Statement if fees are unpaid on completion or withdrawal from enrolment. Where the fee is negotiated directly with the employer, Crescent Scholar Institute will notify the Directorate within 10 business days of the fee being agreed.

PROTECTING PRE-PAID FEES OF STUDENTS

Fees only become payable after enrolment. Standard 18 of the Compliance Requirements sets out the prepaid fee protection measures to be observed by Crescent Scholar Institute, in its dealings with students. It provides that where an RTO or third party receives prepaid fees from or on behalf of an individual in excess of \$1,500 in relation to the same VET course (the threshold prepaid fee amount), the organisation must:

IF GOVERNMENT ENTITY OR AUSTRALIAN UNIVERSITY	OTHER REGISTERED NVR RTO
(If government entity or Australian university) have a policy in place for circumstances where the organisation is unable to provide the services to which the threshold prepaid fee amount relates (prepaid fee policy). An NVR registered training organisation's prepaid fee policy must specify how an individual who has prepaid will: • be placed into an equivalent course at a location suitable to the individual and receive all services for which the individual has prepaid at no additional cost to the individual; or • be refunded the prepaid fees for services yet to be delivered which are in excess of the threshold prepaid fee amount.	(other registered NVR RTO) implement one or more of the following arrangements: • an unconditional financial guarantee from a bank operating in Australia, provided: ○ at all times, the guarantee is at least equal to the total amount of prepaid fees held by the organisation in excess of the threshold prepaid fee amount; and ○ the costs of establishing and maintaining the guarantee are met by the organisation. Note: For example, where an NVR registered training organisation receives prepaid fees of \$2000 from three individuals (totalling \$6000), the guarantee must be at least equal to \$1500 (i.e. \$500 multiplied by three). • a current membership with a tuition assurance scheme operator which, if the organisation is unable to provide services for which the individual has prepaid, must ensure: ○ the individual will be placed into an equivalent course at a location suitable to the individual and receive all services for which the individual has prepaid at no additional cost to the individual; or ○ if an equivalent course cannot be found – the individual will be refunded the prepaid fees which are in excess of the threshold prepaid fee amount. • any other fee protection measure approved by the National VET Regulator.

Crescent Scholar Institute acknowledges that it has a responsibility under the Compliance Requirements to monitor the fees paid by students in advance of their training and assessment services being delivered. To meet our responsibilities, Crescent Scholar Institute will accept payment of no more than \$1,500 (known as the Threshold prepaid fee amount) from each student prior to the commencement of the course. The threshold prepaid fee amount does not apply to employers paying on behalf of their employees. Following the course commencement, Crescent Scholar Institute may require payments of additional fees as per the scheduled payment plans from the student but only such that at any given time, the amount required to be paid in advance is consistent with the portion of training being delivered.

SCHEDULE OF FEES AND CHARGES

The CEO is responsible for approving the Crescent Scholar Institute fee charges and payment plan schedules.

Information provided to prospective students during the pre-enrolment process and as published in the relevant upfront material, such as the Course Information Guide, website, Student Handbook and brochures will outline:

- The total amount of all fees, including course fees, administration fees, material fees and any other charges for enrolling in a qualification/training program.
- Payment terms, including the timing and amount of fees to be paid and any nonrefundable administration fees.
- The nature of the guarantee given by Crescent Scholar Institute to honour its commitment to deliver services and complete the training and/or assessment once the student has commenced study.
- Any fee reductions or exemptions available to students.
- The fees and charges for additional services, including such items as the issuance of a replacement qualification parchment or statement of results.
- Additional costs that may incur from Training and Assessment such as equipment, materials or licencing applications.

REFUNDS

Crescent Scholar Institute will ensure they have a fair and equitable Fees and Refunds Policy in place containing guidelines guaranteeing the refund of fees to students under reasonable circumstances.

The RTO Management guarantees Crescent Scholar Institute's sound financial position and safeguards Student fees until used for training/assessment.

The following principles underpin this policy

- Details of Crescent Scholar Institute Fees and Refunds Policy are to be publicly available.
- Payment of all refunds is made within 14 days of application for refund.
- With regard to all withdrawals, Crescent Scholar Institute will firstly encourage a student to enrol on another course date, prior to processing refund applications.
- Written notification of withdrawal from a training program must be provided by a student to apply for a refund for a course. This may be via letter, email with the completion of the refund form.
- There is no refund applicable where a student has commenced their course/unit.
- There is no refund to participants who do not obtain their qualification after assessment.

- There is no refund for recognition of prior learning assessments after enrolment, where Recognition resources and services have been supplied to the student.
- Crescent Scholar Institute does not accept liability for loss or damage suffered in the event of withdrawal from a course by a student.
- Crescent Scholar Institute provides a full refund to all students, should there be a need for Crescent Scholar Institute to cancel a course. This is inclusive of the circumstance where Crescent Scholar Institute or the third party providing on behalf of Crescent Scholar Institute ceases to deliver the training product. If only part of the training product has been ceased, the refund will be calculated according to the proportion of delivery time of the part in relation to the whole training product.
- In the first instance Crescent Scholar Institute will (where possible) provide an opportunity for the student to attend another scheduled course.

Refunds for cancellation of enrolments are granted on a sliding scale

- Cancellations must be made in writing, and the following charges apply: More than three weeks prior to the event – 25% of the fee. Less than 3 weeks prior to the event – 50% of the fee; 5 working days (or less) prior to the event – 100% of the fee.
- Student credits will be given for future courses for participants who are booked but are unable to attend on the day for reasons of health or other unavoidable extenuating circumstances.
- You may substitute another Participant at any time prior to the course commencement date should the nominated person be unable to attend. Notification of such changes must be requested in writing 3 days prior to course commencement.
- Crescent Scholar Institute reserves the right to cancel or postpone a course to an alternative date. All registered participants affected by such changes will receive a full refund or be offered the opportunity to transfer to the next available course program.
- No refunds will be made after the commencement of the course unless the Participant can provide a medical certificate or show extreme personal hardship. In this case, Transfer to another date may be possible at the discretion of Crescent Scholar Institute management.
- Crescent Scholar Institute cannot be held responsible for any costs incurred due to a cancelled event due to conditions beyond our control, extreme weather events or insufficient enrolments.

NOTE: If the student wishes to apply for a refund in writing, the letter should be addressed to: Crescent Scholar Institute Contact information

Refunds for enrolments in individual classroom-based courses will be calculated in accordance with the following sliding scale.

SHORT COURSES OR STANDALONE UNITS OF COMPETENCY

REASON FOR REFUND	NOTIFICATION REQUIREMENTS	REFUND
Student withdraws	In writing, eight (8) business days or more prior to the course commencement	100% of the course fee (paid by the student)
Student withdraws	In writing, within seven (7) business days prior to the course commencement.	75% of the full course fee

Student withdraws	In writing, less than 24 hours prior to course commencement.	Nil refund
Student withdrawn from the course by Crescent Scholar Institute	After course commencement, due to inappropriate behaviour.	Nil refund
Course cancelled by Crescent Scholar Institute		100% of the course fee (paid by student)
Scheduling conflict	Student was able to attend rescheduled delivery	Nil refund
Scheduling conflict	Student was unable to attend rescheduled delivery	50% of the full course fee

QUALIFICATIONS / ACCREDITED COURSES

Refunds for enrolments on nationally recognised qualifications and accredited courses are subject to the following refund formula.

FEE TYPE	DESCRIPTION TYPE	FEE \$\$
Cancellation administration fee	Administrative processes for processing of enrolment, reporting and other actions related to cancellation.	\$250 per qualification
After commencing training refunds are determined on a sliding scale based on commencement of training of units.	25% of units commenced 50% of units commenced 75% of units commenced	50% refund 25% refund 0% refund

OTHER FEES

Fees that may be incurred, as separate from tuition fees, can be found in the Student Handbook.

REFUNDS AND STATUTORY COOLING OFF PERIOD

Under this policy the following will apply in circumstances where the enrolment has been unsolicited:

- Unsolicited students who give notice to cancel their enrolment within ten (10) business days from the date of completion of their enrolment checklist with Crescent Scholar Institute, will be entitled to a full refund of fees paid.
- This policy complies with the Australian Consumer Law required statutory cooling off period for the sale of goods and services.
- It is a requirement under the Compliance Requirements comply with all applicable Commonwealth, State and Territory laws, including the Australian Consumer Law.
- Unsolicited students who cancel their enrolment ten (10) or more business days after the signing of their enrolment checklist with Crescent Scholar Institute, will not be entitled to a refund of their fees.
- An exception to this policy is where Crescent Scholar Institute fails to fulfil its service agreement and fees are refunded under our guarantee to students.
- Discretion may be exercised by the Chief Executive Officer in all situations if the student can demonstrate that extenuating or significant personal circumstance led to their withdrawal.

- The Chief Executive Officer may authorise a refund of tuition fees if the circumstances require it.
 - Refunds will not be issued to students after qualification commencement in the case of:
 - Change in employment status
 - Moving away from the Campus
 - Change of mind outside of the statutory cooling off period
 - Lack of progress towards qualification completion.
-

COMPLAINTS, APPEALS AND FEEDBACK TO DECISIONS

Crescent Scholar Institute values your feedback and is committed to continuously improving the quality of the training and support we offer. We encourage all students to share their feedback, make appeals, and raise any complaints they may have regarding the Deferring, Transferring and Discontinuing Policy.

PROCEDURE

1. INFORMATION DISCLOSURE

- Prior to enrolment, students receive clear, accessible information regarding fees, refund conditions, and protection mechanisms via Course Information Guides, website listings, and Student Handbook.

2. FEE PAYMENT

- Upon enrolment confirmation, an invoice is issued to the student detailing the required initial payment and subsequent instalments.
- Students must make the initial payment within 14 days of invoice issue.

3. PRE-PAID FEES PROTECTION

- Crescent Scholar Institute will not collect more than \$1,500 in advance of services commencing.
 - If payments are made online Crescent Scholar Institute will ensure that payment gateway will not accept amounts greater than \$1,500
- Following commencement, fees are invoiced according to the proportion of training delivered, in line with the Scheduled Payment Plan.

4. REFUND APPLICATIONS

- Students requesting refunds must submit a written notification (email, letter, or refund form).
 - Administration staff will process refund requests in accordance with the refund criteria and notify the student of the decision within 14 days.
 - Students who are wishing to Withdraw from a course that they have already commenced must complete a Deferring, Transferring and Discontinuing Form in line with the Deferring, Transferring and Discontinuing Policy.
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ACADEMIC INTEGRITY POLICY

As outlined in the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards), which highlights the critical role of integrity in training and assessment practices, Crescent Scholar Institute implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET-accredited course; and
- is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Standard 1.4 of the Outcome Standards requires that the assessment system ensure assessment is conducted in a manner that is fair, appropriate, and supports accurate assessment judgements of a student's competency. Assessors must make individual assessment judgements that are justified based on the Rules of Evidence, which require that assessment evidence is:

- Validity – the evidence demonstrates the skills and knowledge described in the training product;
- Sufficiency – there is enough quality and quantity of evidence to support a well-informed decision about competency;
- Authenticity – the assessor is assured that the assessment evidence is the original and genuine work of the VET student; and
- Currency – the evidence reflects the student's present-day skills and knowledge.

The implementation of "Authenticity" is interpreted by Crescent Scholar Institute as:

- validating that the evidence gathered is the student's own work (e.g. has not been plagiarised or generated with artificial intelligence (AI) tools) and provides evidence of that person's skills and knowledge. for example, group assessments may not provide authentic evidence for each student involved in the group assessment.
- verifying that the student being enrolled, trained and assessed is the same person who will be issued with a qualification or statement of attainment. This can be particularly challenging when delivering distance training, including through online methods, where there are more opportunities for students to submit the work of others than there are in a 'traditional' classroom setting. this does not remove the organisational responsibility to verify the identity of a student enrolled in a face-to-face course; however, it is notably simpler to do so through direct interaction with the student. regardless of the delivery method, Crescent Scholar Institute is able to demonstrate how it verifies the identity of the student.
- Where portions of the evidence submitted are gathered through independent study (e.g., assignments or projects) rather than through direct observation, Crescent Scholar Institute completes verifications, including using online systems (*Turnitin*) to check work submissions for plagiarism and identical content in other submissions.

Crescent Scholar Institute is committed to creating a culture of academic integrity by:

- cultivating an environment where honesty, integrity, and ethical behaviour are celebrated and valued.
- setting clear expectations through policies, procedures, communication, and leading by example.
- providing proper guidance to avoid unintentional plagiarism and clarifying any doubts students might have.

- acknowledging the importance of professional development and support for staff to identify signs of cheating, promoting fair assessment practices, and effectively addressing cases of academic misconduct.
- encouraging regular open discussions about academic ethics and integrity to reinforce their importance.
- applying diverse assessment methods, such as open questioning, role play, projects, practical observation and demonstration, to reduce the likelihood of students and assessors relying on dishonest practices.
- consistently applying disciplinary actions outlined in this Academic Integrity (and other relevant) Policy when cases of misconduct are confirmed.
- investigating thoroughly, following established procedures, and ensuring a fair and unbiased process for all parties involved when misconduct is identified or reported.
- providing timely and constructive feedback that helps students improve their work and understand areas where they might have inadvertently or directly deviated from academic integrity.
- where approved and applicable, providing clear guidance to students on whether AI or AI-assisted tools can be used, and if so, under what conditions. for example, citing ai-generated information where it has been used to assist the student, or adding the use of ai to the assessment instructions.
- training staff to recognise indicators of ai misuse and distinguish between legitimate learning support and misconduct.

Procedures for monitoring the above practices:

- random auditing of assessments using AI detection tools.
- mandatory student declarations confirming the originality of submitted work, including disclosure of AI assistance.

At a Diploma level, students are expected to demonstrate a higher level of academic integrity, critical thinking, and independent research skills. Students may source information from a range of credible references, including websites, academic publications, and provided learning materials; however, all sourced content must be appropriately paraphrased, analysed, and clearly referenced.

Direct quoting should be limited and used only where necessary to support analysis. All sources must be accurately cited in accordance with the organisation's referencing requirements. Student responses must reflect their own understanding and application of knowledge, rather than reproduction of source material.

Crescent Scholar Institute must review this statement to ensure alignment with its Training and Assessment Strategies, academic integrity requirements, and relevant policies and procedures.

All learning and assessment resources must consistently reflect these expectations, including clear guidance on appropriate sourcing, referencing, and acceptable use of external materials.

Assessment tools and records of results must include declarations confirming that submitted work is the student's own.

Crescent Scholar Institute is to ensure guidance is appropriately scaffolded across qualification levels within its scope, with increasing expectations at higher AQF levels.

AI ACCEPTABILITY

To support transparency and uphold academic integrity, Crescent Scholar Institute provides the following guidance regarding the use of AI and AI-assisted tools in learning and assessment contexts. Any use of AI must be explicitly authorised or acknowledged in accordance with the expectations set out below:

Use Case	Permitted	Conditions / Notes
Generating full or partial assessment responses using AI (e.g. ChatGPT)	Prohibited	Considered academic misconduct unless explicitly approved and cited.
Using AI to brainstorm or assist with research ideas	Permitted with citation	Student must acknowledge AI assistance within their submission (e.g. "This work was supported using [Tool] for research purposes").
M	Permitted	No citation required, provided content remains the student's original work.
Using AI-powered translation tools (e.g. Google Translate, DeepL)	Context-specific	Must be discussed with the Assessor. Student must demonstrate understanding of translated content.
AI-generated diagrams, visuals or charts	Permitted with citation	Permissible if used to illustrate student understanding and appropriately referenced.
Submitting AI-created content as original work	Prohibited	Considered plagiarism and a breach of this policy.
Referencing AI-generated content in assessments (e.g., quoting AI output)	Permitted with citation	Must clearly attribute the source (e.g., "ChatGPT, OpenAI, July 2025").
Use of AI in open-book exams or invigilated assessments	Context-specific	Subject to the conditions set by the Trainer/Assessor and assessment instructions.

Any uncertainty regarding the appropriate use of AI must be clarified with the assigned Trainer or Assessor *prior to submission*. Students who fail to disclose AI use when required, or who misuse AI tools to gain an unfair advantage, may be subject to disciplinary action under this Academic Integrity Policy.

BREACHES

What constitutes a breach of academic integrity?

Breaches of academic integrity regarding courses of study include, but are not limited to:

- failure to correctly acknowledge/reference sources within submitted assessments.
- contracting or paying for another person to prepare or undertake an assignment.
- submitting (for assessment or review) work prepared by another person.
- offering or accepting bribes or gifts (e.g. money or sexual or other favours) for enrolment or other Crescent Scholar Institute - related outcomes.
- fabrication or falsification of information or student identity.
- copying someone else's work, answers, or signatures and submitting them as the student's own, without proper attribution or authorisation.
- collaborating on an assignment or assessment when it is explicitly prohibited, resulting in work that does not reflect an individual's understanding or effort.
- using notes, textbooks, websites, or other materials that are not allowed during an assessment.

- presenting someone else's ideas, words, or work as the student's own without proper citation or acknowledgment.
- seeking help or assistance from others during assessment when it is expressly prohibited.
- impersonation by:
 - having someone else take an assessment or complete an assignment on the student's behalf, or by logging into another student's online educational platform, with or without their permission.
 - pretending to be another student by using their login credentials to access their accounts or systems.
- inventing or falsifying data, research findings, or sources to support the student's work.
- AI-specific breaches, including but not limited to:
 - use of ai tools without permission or citation
 - falsifying evidence using ai-generated outputs.

Other considerations

- **Language Translation Tools** – where a student might use translation tools, either AI-supported or not, to convert the content of their assessment piece from one language to another, Crescent Scholar Institute considers what the student claims to be the extent of their original work, and to what extent the student understands the translated content that has been submitted.

Any of these practices undermine the integrity of assessment of students' work and thus place the credentialing authority of Crescent Scholar Institute at risk.

IDENTIFICATION

In alignment with Standard 4.1 (Governance) and Standard 4.3 (Risk Management) of the Outcome Standards, Crescent Scholar Institute maintains robust systems to actively manage integrity-related risks and ensure effective oversight and continuous improvement.

To uphold academic quality and mitigate risk, Crescent Scholar Institute implements structured processes to monitor and identify potential breaches of academic conduct. These processes form part of a broader continuous improvement framework aimed at detecting early indicators of actual or emerging systemic issues, enabling timely intervention and response.

These measures ensure the organisation maintains high standards of educational delivery, regulatory compliance, and public trust.

Formal identification processes will include:

- Using Turnitin or similar software's to verify student submissions for plagiarism
- audits; random but regular internal and external audits.
- verification of qualifications and statements of attainment from other institutions.
- moderation of assessments aimed to bring assessment judgments into alignment.
- validation of the assessment process to ensure that the training package requirements are met.

- validation of assessment judgements to gain feedback for improving processes, outcomes, and assessor practices.
- monitoring online portals and timelines for inconsistent or suspicious misuse of individual logins.
- for online learning or assessment, students are required to use a webcam and regular photographic evidence with and without warning will be taken to support authenticity
- trainer & assessor observation:
 - when reviewing written questions, assignments, and projects of student work they may identify inconsistencies, irregularities, or suspicious similarities in students' work.
 - peer comparison, in cases where multiple students submit similar or identical work, the assessor may compare these submissions to determine if academic misconduct has occurred.

Informal identification may look like:

- other students, supervisors, employers, or team members reporting suspected cases of academic misconduct to Crescent Scholar Institute.

REPORTING

If any of the previously mentioned breaches of academic misconduct are identified or suspected, they are to be treated as a serious matter and will be reviewed and acted on a case-by-case basis.

To report a concern, the following steps will be followed to ensure that a fair and unbiased approach is taken:

- review of Crescent Scholar Institute's Academic Integrity Policy, Code of Conduct and Assessment Policy to understand the reporting process, responsibilities, and potential outcomes.
- informing the appropriate individuals or departments.
- collection of all relevant evidence of the misconduct or any documentation that supports the claim.
- documenting a detailed account of the observed misconduct, including dates, times, locations, individuals involved, and a description of the offence.
- ensuring that the information is handled confidentially and with sensitivity, respecting the privacy of all parties involved.
- the CEO initiating an investigation into the reported misconduct. This involves reviewing evidence, interviewing parties, and conducting a thorough analysis.
- if the investigation finds evidence of misconduct, the student accused of the misconduct is informed of the allegations and provided with an opportunity to respond.
- depending on the severity of the misconduct, resolution of the matter may occur through a meeting with the assessor or the employer/supervisor, to reach a suitable determination that appropriately addresses the integrity findings and collective expectations. (i.e. in cases where the student is an apprentice or trainee, and their employment is dependent on the progress of studying.)
- after reviewing the evidence and hearing from all parties, a decision is made regarding the student's responsibility for the misconduct. appropriate consequences, as outlined in the corresponding section of this policy, are determined.
- the student is informed of the outcome of the investigation, including any consequences that will be imposed as deemed appropriate to their conduct.

DISCIPLINARY ACTION

When cases of misconduct are identified or reported, Crescent Scholar Institute conducts an investigation and students will be assumed as innocent until the investigation has reached an outcome following the relevant procedures to ensure a fair and unbiased process for all relevant stakeholders.

Depending on severity and circumstances, penalties of academic misconduct may include one or more of the following (i.e. sanctions may not be excluded):

- completion and resubmission of a new assessment task;
- all relevant students receiving a “not yet satisfactory” result for the assessment piece;
- verbal or written warning; and/or
- suspension or expulsion from the course (this will impact students on study visas).

Student records will be noted with all investigated and proven incidents.

All incidents will be reviewed in a timely manner by the CEO.

ONGOING MONITORING

Students or staff who have been found to engage in academic misconduct will be subject to intermittent monitoring to prevent future instances of dishonesty and ensure the integrity of the learning environment. The monitoring procedure varies depending on the determined severity of the misconduct.

Depending on severity and circumstances, monitoring of academic misconduct includes one or more of the following:

- helping the student understand the importance of honest academic practices and the consequences of future or ongoing misconduct.
- implementing an intervention, such as a workshop or professional development session on academic integrity.
- scheduling check-in meetings with the student to monitor their progress and adherence to the Academic Integrity Policy.
- if the student has demonstrated improved conduct, work on transitioning them off the monitoring plan with continued support.
- maintaining open communication with the student about their progress and any concerns that arise.
- periodically assessing the student's work to ensure that they are adhering to this Academic Integrity Policy and making progress.

Meaningful records are kept of all meetings, communication, progress, and outcomes related to the student's monitoring.

RECOGNITION POLICY

Crescent Scholar Institute ensures that students with prior skills, knowledge or experience are supported to apply for RPL or Credit Transfer. The policy outlines how decisions are evidence-based, fair, transparent and uphold the integrity of the training product. We are committed to providing effective processes for recognition options to all current and prospective students.

Crescent Scholar Institute will ensure that:

- An RPL assessment system is implemented in compliance with the assessment requirements of relevant Training Packages and VET Accredited Courses.
 - All RPL assessments are carried out in alignment with the Principles of Assessment.
 - Assessments also follow the Rules of Evidence to ensure reliability and validity.
 - Recognition opportunities are made available to all candidates at the time of enrolment.
 - Clear information and adequate support are provided to assist candidates in understanding the process and collecting suitable evidence to support their recognition claim.
 - All recognition applications are managed in accordance with Crescent Scholar Institute's Assessment Policy.
 - Appropriate credit is granted for AQF certification documentation issued by other RTOs.
-

RECOGNITION OF PRIOR LEARNING (RPL)

Candidates with prior skills, knowledge and competencies are supported to seek Recognition of Prior Learning to progress through the relevant training product. RPL is offered to all students upon enrolment. Information about RPL, including eligibility, the application process, and evidence requirements is provided during the enrolment process.

- Recognition is made available to any person commencing a course with Crescent Scholar Institute. Students are informed of this prior to enrolment and can apply for RPL at the time of enrolment.
- Recognition of Prior Learning (RPL) is the determination, on an individual basis, of the skills and knowledge currently held by the learner acquired through formal, non-formal and informal learning.
- The CEO will review the applications of candidates to determine suitability for the RPL pathway.
- Recognition is the process of identifying and evaluating the skills and knowledge a candidate has acquired through prior training, work experience, or life experience. These existing competencies may be applied toward a course, qualification, or unit of competency, potentially resulting in credit or formal recognition.
- Recognition is an alternative pathway to a qualification or Statement of Attainment.
- Recognition is an assessment process, and as such, is subject to all provisions of the Crescent Scholar Institute Assessment Policy.
- Recognition assessment decisions must comply with the Principles of Assessment and Rules of Evidence as outlined in the Outcome Standards and in Crescent Scholar Institute Assessment Policy. (See Assessment Policy).
- The onus is upon the candidate to demonstrate competence to the satisfaction of the assessors, including the provision of certification documentation.
- Competency may be evidenced from many sources, including but not limited to:
 - Work experiences
 - Work product
 - Life experience
 - Training programs offered by industry, private or community-based providers, which may or may not have been formally recognised
 - Training programs undertaken overseas (which may or may not be accredited in that country)
 - Informal learning programs
 - Certification from another RTO
 - USI transcripts
- Crescent Scholar Institute will ensure the authenticity, currency and equivalence of evidence provided through a variety of different methods, including:
 - Verify certifications and evidence by contacting the issuing organisation
 - Requiring the candidate to demonstrate their skills and knowledge outlined within the evidence through challenge tests/practical demonstrations/competency conversations.
 - Contacting previous employers or third party referees to confirm the experiences and skills documented by the candidate.
- Only accredited and approved assessors will conduct Recognition assessments on behalf of Crescent Scholar Institute. (See VET Workforce Policy, Assessment Policy).

- Recognition assessments must comply with the assessment requirements detailed in the relevant Training Package and VET Accredited Course.
- Recognition application and assessments are subject to fees as outlined in the Crescent Scholar Institute Schedule of Fees.
- Recognition of Prior Learning (RPL) cannot be granted for partial components of a unit of competency. RPL will only be awarded when a candidate can demonstrate that all requirements of the unit of competency or module have been fully met.
- Certification documentation will not be issued until all relevant fees are paid in full. (See Certification Issuance Policy, Fees and Refund Policy).
- Information on recognition processes and arrangements is provided to all candidates.
- Candidates wishing to apply for RPL must submit their application within 1 month of enrolment into a course.

THE RPL MODEL



If the candidate is unable to meet the requirements of the competency conversation, the practical challenge test or provide sufficient evidence, gap training will be provided and an outcome of Competency Achieved will be deemed.

CREDIT TRANSFER

Students who have completed an equivalent training product are supported to obtain a credit transfer. Students are offered opportunities to seek credit transfer and are made aware of the organisation's policies for seeking credit transfer upon enrolment.

- Crescent Scholar Institute will accept and mutually recognise the decisions and outcomes of any RTO or body in partnership with an RTO, thereby ensuring mutual acceptance throughout Australia of the qualifications and Statements of Attainment awarded by other RTOs.
- Crescent Scholar Institute recognises AQF certification documentation from other RTOs, and authenticated VET transcripts issued by the Registrar, and after review and verification of validity, will apply a credit to all relevant units of competency/modules.
- Credit transfer applies when the certification documentation provided by the student is either a current unit of competency or superseded and equivalent to those that form part of the training and assessment program offered by Crescent Scholar Institute.
- Certification documentation must be presented as either originals or certified copies of an original. Original copies that are sighted by the RTO must be signed by an authorised representative of Crescent Scholar Institute to verify authenticity. Original Certification documentation must be returned to the applicant, and a copy is retained on file by Crescent Scholar Institute.
- Crescent Scholar Institute are not obliged to issue an AQF qualification or Statement of Attainment that is achieved wholly through credit transfer. (i.e. a student cannot complete all of their training and assessment with another RTO and request Crescent Scholar Institute to issue the qualification under credit transfer.)
- The amount of credit transfer contributing to the issuance of certification documentation from Crescent Scholar Institute (i.e. using units/modules completed at other RTOs) is at the discretion of Crescent Scholar Institute.
- Students must not be required to repeat any unit or module in which they have already been assessed as competent, **unless** a regulatory requirement or licence condition (including an industry licensing scheme) requires this. In some cases, licensing or regulatory requirements may prevent a unit or module being awarded through a credit process. For example, where a unit of competency has legislative, WHS or industry requirements of refresher training, Crescent Scholar Institute will not offer credit transfer and offer the student to undertake Assessment only option to complete the course.
- In the event a student wishes to undertake a unit/module for which they have been previously awarded an AQF outcome, the student will be advised that the completion of the assessment is not necessary; however, it may be offered as an option.
- Where the recognised AQF qualification and related units of competency/accredited units form part of another AQF qualification, the student will only be enrolled in the additional units required to complete the qualification.

Crescent Scholar Institute has created a Managing Credit Transfer Guideline, this guideline outlines Crescent Scholar Institute's approach to recognising prior learning through Credit Transfer (CT). It ensures that all decisions made regarding CT are fair, transparent, and consistent, while maintaining the integrity of training and assessment outcomes.

FAIRNESS & TRANSPARENCY

Crescent Scholar Institute ensures all RPL and CT decisions:

- Are based on sufficient and appropriate evidence;
- Follow a documented process consistently applied to all students/candidates;

- Are made by appropriately qualified staff;
 - Outcomes are communicated in writing to the students/candidates;
 - Include the right to appeal via the Feedback, Complaints and Appeals Policy.
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TRAINING POLICY

Crescent Scholar Institute is committed to the delivery of academically rigorous, engaging, and well-structured training that equips students with the skills and knowledge required to achieve competency in nationally recognised training products within its scope of registration.

Training is designed and delivered to ensure:

- alignment with the intent and requirements of each unit of competency or accredited course;
- structured, sequenced delivery that provides sufficient time for instruction, guided practice, feedback, and assessment;
- application of training methodologies, delivery modes, and learning resources that actively engage students and support knowledge acquisition and skills development; and
- integration of placements or community-based learning, where applicable, to ensure students can demonstrate workplace-relevant capabilities in authentic settings.

This policy defines the academic standards and delivery requirements for all training offered by Crescent Scholar Institute. It ensures that training practices are inclusive, compliant with relevant training packages and accredited course structures, and promote successful student outcomes through competency-based education.

All training is to be delivered by qualified and approved trainers and assessors in accordance with the approved Training and Assessment Strategy (TAS). Delivery must support the development of knowledge and practical application in line with industry and regulatory expectations.

To uphold the currency and relevance of its training programs, Crescent Scholar Institute maintains meaningful engagement with students, industry, employers, and community stakeholders. Feedback and insights from these groups are systematically gathered and used to:

- inform the development and review of TAS documents;
- support the contextualisation of training and assessment resources;
- guide the professional development of trainers and assessors; and
- drive continuous improvement of academic training practices to reflect current industry standards.

This policy supports Crescent Scholar Institute's commitment to delivering high-quality, student-centred, and industry-informed training that meets the requirements of the Outcome Standards and contributes to the development of a skilled, competent workforce.

STRUCTURED DELIVERY

Training is delivered in a structured and systematic format that follows the "Train – Absorb – Practice – Assess" method. This approach ensures students are guided progressively through the content, given time to absorb knowledge, and provided with opportunities to practise skills before being formally assessed. The structure promotes better understanding, engagement, and successful achievement of competency outcomes.

ALIGNMENT WITH TAS

All training delivery must align with the approved Training and Assessment Strategy (TAS). This ensures that the content, sequence, and assessment methods are consistent with the requirements of the relevant training package or accredited course. Trainers are responsible for adhering to the TAS to maintain quality, compliance, and consistency across all programs.

PREPARATION AND PLANNING

Effective delivery begins with thorough planning and preparation. This includes confirming the course requirements, verifying trainer availability, and ensuring the availability of required training and assessment materials. Additionally, trainers must assess and confirm the readiness of all necessary equipment and facilities to ensure they are fit for purpose and support the intended learning outcomes.

Delivery planning includes confirmation of:

- course requirements
 - trainer availability
 - required training and assessment materials
 - equipment and facility needs
-

INCLUSIVITY AND SUPPORT

Training must be inclusive and responsive to the diverse needs of all students. This includes recognising and supporting students with additional learning needs or barriers. Where appropriate, Individual Support Plans should be developed and implemented to provide reasonable adjustments, extra time, or alternative delivery methods to ensure equitable access to training.

CONSISTENCY AND COMPLIANCE

Consistency in training delivery is maintained through the use of validated session plans, learner guides, and approved training tools. Trainers are required to deliver content as outlined in these materials and ensure that delivery is always aligned with the intended assessment outcomes. This approach ensures quality and standardisation across all training sessions.

ASSESSMENT INTEGRATION

Training must adequately prepare students for assessment. Students should only undertake assessment after they have had sufficient opportunities to learn, absorb, and practise the required knowledge and skills. This ensures assessments are fair and based on informed student readiness, in line with the Principles of Assessment and Rules of Evidence.

STUDENT ENGAGEMENT

Training delivery is student-centred, designed to encourage active participation, collaboration, and critical thinking. Trainers are expected to create a positive and inclusive learning environment where students feel safe, supported, and motivated to contribute. Feedback is encouraged throughout the training process and is used to inform continuous improvement.

TRAINING AND ASSESSMENT METHOD: TRAIN – ABSORB – PRACTICE – ASSESS

The Training and Assessment Process should allow students sufficient time and opportunity to learn the knowledge required of the unit of competency/accredited unit, absorb the information, practice the required skills and once prepared, undertake the assessment process.



PRE-DELIVERY PREPARATION

- The Trainer must review and familiarise themselves with the TAS and confirm course requirements.
- Crescent Scholar Institute will Identify and confirm trainer qualifications, industry and VET currency and availability.
- Crescent Scholar Institute will verify alignment of proposed training sessions with the TAS and course schedule.
- The Trainer will prepare training logistics:
 - equipment and facility readiness utilising the Site Checklist when required.
 - special materials required
 - venue and WHS checks utilising the Take 5 - Prestart Readiness Checklist when required.

TRAINING DELIVERY

- Conduct training in accordance with:
 - session plans
 - trainer resources
 - learner guides and other approved materials
 - Ensure training content leads to the development of skills and knowledge required for assessment.
 - Facilitate active learning through discussions, activities, and real-world examples.
-

STUDENT SUPPORT

- Assess the learning needs of the cohort and individual students.
 - Provide flexible learning approaches and reasonable adjustments as needed.
-

ASSESSMENT READINESS

- Confirm that students have received adequate instruction and practice before undertaking any assessments.
 - Ensure training is clearly linked to assessment criteria and outcomes.
-

STUDENT ENGAGEMENT AND FEEDBACK

- Encourage student participation and feedback throughout the training process.
 - Document feedback and reflect on it for ongoing improvement.
-

POST-DELIVERY REVIEW

- Review training delivery effectiveness via student feedback and trainer reflection.
 - Report any deviations or challenges to the RTO management.
 - Participate in validation, moderation, and continuous improvement meetings.
-

TRAINER REQUIREMENTS

Trainers hold appropriate vocational and assessment credentials. (See VET Workforce Policy).

If a trainer is completing Training under supervision, see section 2D. training and assessment under direction (supervision) of the VET Workforce Policy for details on this.

ASSESSMENT POLICY

Crescent Scholar Institute is committed to delivering and assessing training in a manner that is academically rigorous, compliant with national standards, and reflective of current industry expectations. The organisation maintains a robust, student-centred assessment system that is fit-for-purpose, supports accurate and consistent competency judgements, and upholds the integrity of nationally recognised qualifications and skill sets on its scope of registration.

All assessments are developed and conducted in accordance with the requirements of the relevant training package or accredited course, and are underpinned by the Principles of Assessment:

- Fairness;
- Flexibility;
- Validity;
- Reliability.

Assessment decisions are informed by the Rules of Evidence, ensuring that all evidence collected is:

- Valid;
- Sufficient;
- Authentic;
- Current.

To maintain quality and compliance:

- all assessment tools undergo a pre-use review to ensure they are aligned with unit requirements and reflect the principles of assessment and rules of evidence;
- a risk-based validation schedule is maintained, ensuring that each training product is validated at least once every five years, or more frequently in response to risk, change, or stakeholder feedback;
- independent validation is conducted where required, particularly for qualifications from the Training and Education Training Package, in accordance with the credential policy;
- all assessments are conducted by individuals who meet the vocational competency, industry currency, and credentialing requirements specified in the outcome standards, credential policy and Crescent Scholars Institute's VET Workforce Policy.

Crescent Scholars Institute offers equitable access to assessment opportunities for all enrolled students and promotes the use of flexible assessment approaches that recognise individual learner needs and support the achievement of personal, academic, and vocational goals.

Students are supported through clear and transparent processes to access Recognition of Prior Learning (RPL) and Credit Transfer (CT). These processes are conducted with the same rigour and integrity as standard assessment, and decisions are documented to ensure consistency and protect the integrity of the training product.

To support assessment delivery, Crescent Scholar Institute ensures that all facilities, resources, and equipment:

- are fit-for-purpose, safe, and accessible to all students;
- align with current industry standards to ensure authentic, relevant assessment experiences; and
- are reviewed regularly to confirm ongoing suitability for the training product and student cohort.

Where training and assessment are conducted in workplace or community-based environments, or where third parties are involved in delivery, oversight arrangements are in place to monitor safety, quality, and access. Documented risk management strategies ensure that students can safely and effectively participate in learning and assessment within those contexts.

This policy affirms Crescent Scholar Institute's responsibility to maintain a quality-assured, industry-aligned, and academically sound assessment system that reflects the intent of the training product, supports valid and consistent competency outcomes, and contributes to the development of skilled, confident graduates.

UNDERPINNING PRINCIPLES

Competency-based assessment is a system for collecting evidence of a student or candidate's performance against predetermined competency standards. The focus is on what the individual can demonstrate (the outcome), rather than comparing their achievement to that of others. There is no concept of pass or fail or grading system, only competent (C) or not yet competent (NYC). The training is focused and allows for greater participation of the student or candidate in the assessment process.

THREE LEVELS OF ASSESSMENT

Various levels of assessment are utilised, including:

Diagnostic (Pre-assessment)

- Identifies a student's existing knowledge, skills, and abilities prior to training. It provides baseline information that may help diagnose skill gaps or training needs. This may occur prior to or during enrolment utilising the Pre-Training Review and LLN&D Assessment.

Formative assessment

- Supports the learning process having students undertake informal assessment and practice tasks that prepare them for formal assessment. Formative assessment is generally not marked or assessed by the Assessor and used as a self-assessment during the learning and training component of a course.

Summative assessment

- Summative assessment confirms that competency requirements have been met, using assessment tools and tasks developed by Crescent Scholar Institute. It is marked and assessed by a qualified Assessor and forms the basis for the final assessment judgment for the course.

Where assessment is conducted open book, modes may include:

- on-the-job
- as part of training
- off-the-job (simulated environment)
- completion and submission of assignments / work projects
- Recognition of Prior Learning (RPL)

Crescent Scholar Institute will outline the assessment methods used within the Training and Assessment Strategy developed for each course offering.

Evidence gathering methods commonly used by Crescent Scholar Institute include, but are not limited to:

- projects

- written assignments
- workplace assignments
- workplace performance
- documentation
- demonstration
- questioning
- role play
- simulation
- oral presentations
- written tests
- portfolio
- third-party reports

Each assessment piece will include clear instructions and outline:

- mode of assessment
- student and assessor expectations and requirements
- conditions surrounding the assessment
- benchmark responses (contained within the assessor guide only)

Assessment is carried out in accordance with the requirements of the relevant Training Package; using a consistent, structured process that ensures that learning has taken place prior to undertaking assessment and that students have acquired the knowledge and skills required to demonstrate competency.

The training and assessment process follows: Train, absorb, practice and assess.



RPL Assessment Method



Made with Napkin

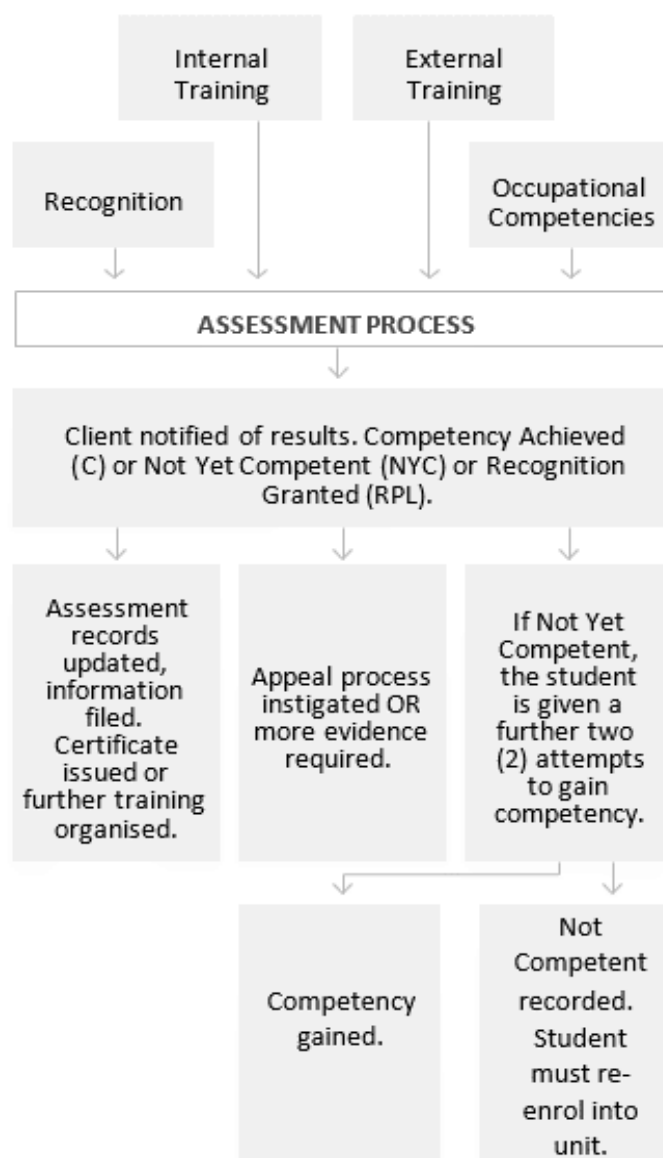
Feedback is provided to students and includes the assessment outcome and guidance for further learning and assessment (as appropriate).

ASSESSMENT SYSTEM – FIT FOR PURPOSE

The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of student competency. Crescent Scholar Institute ensures that assessments are fit-for-purpose and consistent with the training product:

- assessment tools are mapped to the unit or module requirements.
- all assessment tools are reviewed prior to use by qualified assessors and/or subject matter experts and as outlined within the Validation Policy.
- feedback from students, industry, and assessors is incorporated into tool reviews.
- the outcome of each review is documented and used to revise and improve tools where needed.
- tools may be contextualised, but not compromised, to suit delivery modes and student and candidate cohorts.

THE ASSESSMENT MODEL



EXTENUATING CONSIDERATIONS

Students who experience unforeseen or extenuating circumstances or have additional needs that affect their performance in an assessment may be eligible to apply for reasonable adjustments and the development of an individual support plan to assist in the completion of the assessments.

Special consideration may apply to students who during training or assessment experience one of the following circumstances:

- serious illness or psychological conditions, for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
- bereavement.
- hardship/trauma for example, victim of crime, sudden unemployment.
- other exceptional circumstances (to be assessed on application).

Students wishing to apply for adjustments in the above circumstances may do so by discussing their circumstances with their trainer and assessor.

Approved applications for extenuating consideration may be subject to one of the following outcomes:

- extension of submission date (not beyond 6 months);
- deferred assessment;
- additional assessment;
- no action;
- withdrawal from course without penalty;
- resubmit/reassessment; or
- opportunity to recommence course, dependent on availability on another date.

If the student needs to either temporarily or permanently cease all training and assessment see Deferring, Transferring and Discontinuing Policy

REASONABLE ADJUSTMENTS TO ASSESSMENT

All students and candidates have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.

Adjustments to assessment cannot compromise the integrity of the unit of competency including:

- a reduction of, or not assessing all, required Elements, Performance Criteria, Performance Evidence, Knowledge or Foundation Skills of the unit of competency.

Adjustments to assessment will not provide an unfair advantage/ disadvantage to students.

ASSESSMENT SUBMISSION

All assessments are submitted electronically via the Cloudemy platform. As part of the submission process, students are required to complete a declaration at the end of each assessment.

Students are allowed three (3) attempts at assessment; the trainer will provide feedback and guidance if not yet competent is the outcome. Fees may apply for a “Re-submit”, at the discretion after the three attempts have been exhausted, for further details see ‘Schedule of Fees’.

Assessment resubmission will only be allowed within a four (4) week period from the original result of assessment date, unless otherwise permitted.

Students will need to re-enrol or undertake further learning in the not yet competent units, and additional fees may apply.

PRINCIPLES OF ASSESSMENT

Assessments are conducted in accordance with the Principles of Assessment. An NVR registered training organisation (RTO) demonstrates:

PRINCIPLES OF ASSESSMENT

Fairness	Assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary. Crescent Scholar Institute will ensure: • students are informed of the assessment process and performance expectations. • reasonable adjustments are made where appropriate. • students are given opportunities to be reassessed and to appeal assessment outcomes.
Flexibility	Assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge. Crescent Scholar Institute will ensure: • assessment considers the individual student's needs, learning styles, and existing knowledge. • a variety of assessment methods are used to accommodate diverse learning contexts and student backgrounds.
Validity	Assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting. Crescent Scholar Institute will ensure: • assessments are aligned with the training product requirements. • knowledge and skills are demonstrated through practical application. • the full range of required skills and knowledge is assessed.
Reliability	Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment. Crescent Scholar Institute will ensure: • assessment outcomes are comparable across different assessors. • assessment tools contain clear criteria to support consistent judgments.

RULES OF EVIDENCE

An NVR RTO demonstrates compliance with the Rules of Evidence. Assessment judgments are made using evidence that is:

RULES OF EVIDENCE	
Validity	Assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product. Crescent Scholar Institute will ensure: • directly aligned with the unit of competency's requirements.
Sufficiency	The quality, quantity and relevance of the assessment evidence enable the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product. Crescent Scholar Institute will ensure: • a wide range and depth of evidence is collected and includes enough quality to support an informed decision about competence.
Authenticity	The assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student. Crescent Scholar Institute will ensure: • student or candidate identity and original work are confirmed, including against academic misconduct risks.
Currency	The assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge. Crescent Scholar Institute will ensure: • evidence demonstrates that the student's or candidate's skills and knowledge are recent and reflect current capability.

ASSESSMENT RESOURCES

Assessment resources are developed in consultation with relevant stakeholders as outlined within our Stakeholder Engagement Policy.

Assessment tools are reviewed prior to use to ensure assessment can be conducted in a way that is consistent with the Principles of Assessment and Rules of Evidence set out under Standard 1.4 of the Outcome Standards.

Assessment tools are the resources used by assessors to identify and record the skills and knowledge students must demonstrate to be deemed competent in a unit/module.

Assessment tools are crucial for the accurate and consistent assessment of students against competency standards.

Assessment tools are required as evidence of assessment and must be retained as proof that a person was assessed as competent, for a minimum period of two (2) years in line with our Records Management Policy.

Assessment tools consist of:

- instructions for students and candidates;
- instructions for assessors;
- assessment instruments;
- assessment checklists; and
- assessment outcome summary.
- confirmation of necessary equipment, resources and conditions of the assessment

ASSESSMENT VALIDATION

Crescent Scholar Institute assessment and validation policies, processes, resources and outcomes are validated regularly and in line with Crescent Scholar Institute Validation Register.

ASSESSMENT MARKING

Assessments are assessed/marked in order of submission date. When marking assessments, assessors make comments and provide genuine feedback throughout the assessment.

Each individual assessment task is evaluated as either 'Satisfactory' or 'Not Yet Satisfactory'.

After all assessment tasks within a Unit of Competency have been completed and marked:

- if any assessment task is marked 'not yet satisfactory', the overall outcome for the unit will be not yet satisfactory.
- if all assessment tasks are marked 'satisfactory', the overall outcome for the unit will be competent.

Marking Guides are provided to give benchmark responses for questions and tasks.

Validity of responses must be checked to ensure that no verbatim responses from other students, internet sources or benchmarks have been used as outlined within the Academic Integrity Policy.

Students or candidates are notified of assessment outcomes within two (2) weeks of submission.

The assessment outcome will be recorded on the "final competency result" section for each unit/cluster.

ASSESSMENT DECISIONS AND OUTCOMES

After all assessment tasks within a Unit of Competency/Cluster have been completed and marked:

- if any assessment task is marked not yet satisfactory, the overall outcome for the unit will be not yet competent. the assessor will provide feedback to the student or candidate, offering guidance on areas deemed as 'not yet satisfactory.'
- if all assessment tasks are marked satisfactory, the overall outcome for the unit will be competent.

Assessment outcomes are recorded as one of the following:

- **Competent (C)** – Students and candidates are deemed ‘competent’ when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit/module.
- **Not Yet Competent (NYC)** – Students and candidates are deemed ‘Not Yet Competent’ when they are unable/have not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit/module.

Students and candidates assessed as ‘Not Yet Competent’ shall receive feedback and guidance from the assessor and may be required to undergo further training before reassessment. Students have three (3) attempts to gain competency.

ASSESSMENT JUDGEMENTS

Assessment Judgements can only be made ensuring the following has been met:

- assessors hold appropriate vocational and assessment credential as outlined within the vet workforce policy.
 - assessment decisions are based on the evidence presented and judged consistently using clear benchmarks and instructions.
 - all assessors are supported through moderation and professional development to ensure the integrity of assessment decisions.
 - assessment responses meet required benchmark responses or industry-appropriate responses.
 - in instances where student or candidate responses are not reflective of benchmark responses but are industry appropriate, the assessor must provide commentary that justifies how this response is sufficient.
-

RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

All students and candidates are offered access to Recognition of Prior Learning (RPL) and Credit Transfer.

Decisions relating to recognition of prior learning are based on evidence of prior skills, learning and experience, and are undertaken in accordance with the organisation's assessment system; and decisions relating to recognition of prior learning are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

Decisions relating to credit transfer are based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript (unless prevented by licensing or regulatory requirements of the training product); and decisions relating to credit transfer are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

(See Recognition Policy).

PLAGIARISM, CHEATING AND COLLUSION IN ASSESSMENT

Please refer to the Academic Integrity Policy for further information.

ASSESSOR REQUIREMENTS

Trainers/Assessors hold appropriate vocational and assessment credentials. (See VET Workforce Policy).

DEFERRING, TRANSFERRING AND DISCONTINUING POLICY

Crescent Scholar Institute is committed to supporting students to complete their training and assessment successfully. However, we recognise that unforeseen personal, medical, financial or academic challenges may affect

a student's ability to commence, continue, or complete their course. This policy ensures that students are provided with clear, consistent, and fair options to defer, suspend, or withdraw from training where necessary.

All deferral, suspension and withdrawal requests are assessed individually and confidentially, with the aim of ensuring the student's best interest is considered while maintaining the integrity and operational requirements of Crescent Scholar Institute.

GROUNDS FOR DEFERRAL, SUSPENSION AND WITHDRAWAL

STUDENT-INITIATED

- Serious medical illness or injury
- Bereavement of close family members, e.g. parents or grandparents
- Compassionate or compelling circumstances
- Transferring to a course with another education provider

RTO-INITIATED

- Inappropriate behaviour
 - Extend from student handbook student obligations and responsibilities
-

STUDENT-INITIATED DEFERRAL:

- Students must submit a Deferring, Transferring and Discontinuing Form before the course start date.
- Deferral may be granted for up to 12 months.
- Requests must include supporting documentation (e.g., medical certificates).
- A written outcome will be provided within 10 business days.

STUDENT-INITIATED TRANSFER:

- Students may request a transfer of studies due to compassionate or compelling circumstances.
- A Deferring, Transferring and Discontinuing Form must be submitted with evidence.
- Suspensions can be granted for a defined period up to 6 months.
- If further time is needed, a review will be conducted.
- Progression plans will be updated upon resumption.

STUDENT-INITIATED WITHDRAWAL:

- Students must notify Crescent Scholar Institute in writing via the Deferring, Transferring and Discontinuing Form
 - Final fees or refunds will be processed in accordance with the Fees and Refunds Policy.
 - Withdrawn students will receive a Statement of Attainment for any completed and fully assessed units.
-

RTO-INITIATED SUSPENSION OR WITHDRAWAL:

Before initiating action:

- The student will be notified in writing of the proposed action.
- The student will have 10 business days to respond or appeal the decision.
- Appeals will be handled under the Feedback, Complaints and Appeals Policy.

Action:

Crescent Scholar Institute reserves the right to suspend or withdraw a student in cases of:

- Academic misconduct;
 - Breach of the Code of Conduct;
 - Non-payment of fees;
 - Disruption to other students or staff.
-

RECORDS MANAGEMENT

All decisions relating to deferral, suspension, or withdrawal must be:

- Documented in the student management system,
 - Retained in the student file, and
 - Reported to relevant funding or regulatory bodies as required.
-

STUDENT SUPPORT AND ADVICE

Students will be:

- Provided with guidance on options and consequences,
 - Referred to internal or external support services if needed, and
 - Given clear timelines and outcomes throughout the process.
-

EQUAL OPPORTUNITY AND INCLUSION POLICY

Crescent Scholars Institute's equal opportunity and inclusion policies and approaches are aimed at ensuring that our courses are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Crescent Scholar Institute is committed to fostering a fair, inclusive, and supportive learning and working environment. This includes proactively eliminating discrimination, harassment, and victimisation on the basis of disability and ensuring equitable access to training, services, and facilities for all students and staff.

Access and Equity principles include:

- Equity for all individuals through the fair and appropriate allocation of resources;
-

- Equality of opportunity for all individuals without discrimination;
- Access for all individuals to appropriate quality training and assessment services; and
- Increased opportunity for individuals to participate in training.

Disadvantaged groups include the following groups who traditionally have been under-represented in Vocational Education and Training:

- Individuals with a disability;
- First Nations People including Aboriginals and Torres Strait Islanders;
- Women;
- Individuals from non-English speaking backgrounds;
- Individuals in rural and remote areas; and
- Long-term unemployed.

INCLUSIVE LEARNING

Inclusive learning is about a fair go for everyone. Everyone has a right to learn, and everyone can learn, but many people do not get fair access to learning opportunities.

Everyone learns differently.

Everyone can learn. Good trainers' partner with Students to empower them to achieve to their potential. Crescent Scholar Institute trainers ensure Students feel connected, supported, and valued as individuals and as part of a community of Students.

BEING INCLUSIVE IS EVERYONE'S RESPONSIBILITY

Crescent Scholar Institute trainers use a variety of training methods, encourage respectful interaction, seek feedback from Students, collaborate with specialists when they need extra help and continually update their skills.

STUDENTS BRING EXISTING KNOWLEDGE AND SKILLS

Crescent Scholar Institute trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful, and engaging, and builds on the student's existing capabilities.

FIVE CORE SKILLS UNDERPIN ALL LEARNING

The skills of oral communication, reading, writing, numeracy, technology, and learning need special attention. Crescent Scholar Institute trainers actively recognise the need for Students to continually update and build core skills for new contexts and are supported to identify and action Student skills gaps.

KEY INCLUSIVE LEARNING ACTIONS

AREA	ACTIONS
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Understand differences in the student cohort	Crescent Scholar Institute ensures it understands the vocational aspirations and support needs of Students prior to enrolment to ensure they are enrolled in the right level course and have the right mix of supports available to help them succeed. This includes the use of pre-enrolment reviews and guidance to Students. All Crescent Scholar Institute trainers have access to information on Student diversity.
Access skills and expertise in addressing difference	Introductory inclusive learning skills in embedded in Crescent Scholar Institute personnel induction programs and ongoing professional development on inclusive learning is supported.
Listen to the student	Crescent Scholar Institute ensures it is collecting the perspectives of Students, considering Student views in the way courses are organised and support is provided.
Help students choose an appropriate learning pathway	Crescent Scholar Institute provides Students with flexible options, advice, and guidance on the best pathway towards their vocational outcome and allows a diverse range of Students to access the training. All Students are provided with information and guidance on course requirements and outcomes prior to enrolment.
Develop the core skills of students	All Crescent Scholar Institute trainers have the basic knowledge they need to identify and respond to language, literacy, and numeracy needs.

SUPPORT FOR STUDENTS WITH ADDITIONAL NEEDS

Crescent Scholar Institute is committed to complying with Commonwealth and State legislation and policies regarding access, equity, and cultural diversity.

Crescent Scholar Institute also maintains compliance with the Disability Standards for Education 2005 (Cth), including processes relating to:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Student support services; and
- Elimination of harassment and victimisation.

Crescent Scholar Institute strives to maximise opportunities for access, participation, and outcomes for all students within the vocational education, training, and employment system.

Crescent Scholar Institute undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. Crescent Scholar Institute is committed to treating all prospective and actual students on the same basis.

ON THE SAME BASIS

A person with a disability is able to seek admission to, or apply for enrolment in, an institution on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.

Crescent Scholar Institute ensures it treats prospective students with a disability on the same basis as prospective students without a disability as it makes any decisions about admission or enrolment on the basis that reasonable adjustments will be provided.

An adjustment is a measure or action (or a group of measures or actions) taken by Crescent Scholar Institute that has the effect of assisting a student with a disability:

- In relation to an admission or enrolment — to apply for the admission or enrolment;
- In relation to a course or program — to participate in the course or program; and
- In relation to facilities or services — to use the facilities or services;

On the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.

REASONABLE ADJUSTMENTS

An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a student is *reasonable*, Crescent Scholar Institute has regard to all the relevant circumstances and interests, including the following:

- The student's disability;
- The views of the student or the student's associate;
- The effect of the adjustment on the student, including the effect on the students:
 - Ability to achieve learning outcomes; and
 - Ability to participate in courses or programs; and
 - Independence;
- The effect of the proposed adjustment on anyone else affected, including Crescent Scholar Institute, personnel and other students; and
- The costs and benefits of making the adjustment.

STUDENT RIGHTS AND CRESCENT SCHOLAR INSTITUTE RESPONSIBILITIES

STUDENTS RIGHTS	CRESCENT SCHOLAR INSTITUTE RESPONSIBILITIES
ENROLMENT	
• Right to choose whether to disclose any disabilities	• Respect the student's right to privacy and confidentiality regarding disclosure. • Provide inclusive enrolment processes that are non-discriminatory and accessible.

STUDENTS RIGHTS	CRESCENT SCHOLAR INSTITUTE RESPONSIBILITIES
• Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	• Take reasonable steps to ensure that the enrolment process is accessible. • Consider students with disability in the same way as students without disability when deciding to offer a place. • Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.
• Right to be treated with dignity, respect, and fairness in all RTO interactions.	• Foster an inclusive and supportive culture. • Promptly address any complaints, bullying, discrimination, or harassment under the Complaints and Appeals Policy.
PARTICIPATION	
• Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability.	• Take reasonable steps to ensure participation. • Consult with the student or their associate about the effect of the disability on their ability to participate. • Make a reasonable adjustment if necessary. • Repeating this process over time as necessary.
CURRICULUM DEVELOPMENT, ACCREDITATION AND DELIVERY	
• Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.	• Enable students with disability to participate in learning experiences (including assessment and certification). • Consult with the student or their associate. • Take into consideration whether the disability affects the student's ability to participate in the learning experiences.

STUDENTS RIGHTS	CRESCENT SCHOLAR INSTITUTE RESPONSIBILITIES
CONFIDENTIALITY	
• Right to have their information kept confidential, unless consent is provided or disclosure is required by law.	• Securely store sensitive personal and health information. • Only disclose disability-related information on a strict need-to-know basis, with the student's informed consent.
STUDENT SUPPORT SERVICES	
• Right to access student support services provided by education institutions on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.	• Ensure that students with disability are able to use general support services. • Ensure that students have access to specialised support services. • Facilitate the provision of specialised support services.
• Right to request reasonable adjustments for their learning needs at any time.	• Ensure all students are informed about the availability of learning and assessment support. • Offer reasonable adjustments to training and assessment, consistent with training package rules and without compromising assessment integrity. • Consult with the student (and/or support persons if appropriate) to develop and document a support plan.
HARASSMENT & VICTIMISATION	
• Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.	• Implement strategies to prevent harassment or victimisation. • Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability. • Take appropriate action if harassment or victimisation occurs. • Ensure complaint mechanisms are available to students.

DISCRIMINATION, BULLYING & HARASSMENT

Crescent Scholar Institute is committed to providing a workplace, learning environment and client services which are free from bullying, harassment, and unlawful discrimination. Crescent Scholar Institute aims to ensure all those participating in the workplace, training and services are treated with respect, dignity, and fairness with an aim of creating an environment which promotes positive relationships.

Crescent Scholar Institute ensures that all stakeholders understand what will be regarded as bullying, how complaints of bullying can be made and how claims will be treated. This applies to all personnel, agents, students, and other clients engaging in Crescent Scholar Institute's services.

DISCRIMINATION

Discrimination can be direct, indirect, or systemic.

Direct discrimination is any action which specifically excludes a person or group of Individuals from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between Individuals.

Indirect discrimination is the outcome of rules, practices and decisions which treat Individuals equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike, but it is the very assumption of a likeness that constitutes the discrimination.

Systemic discrimination is a system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of Individuals because of their status or characteristics and serve to advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

BULLYING & HARASSMENT

Bullying is repeated, unreasonable behaviour directed towards an individual or a group of individuals that creates a risk to health and safety and is unlawful. Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time.

Unreasonable behaviour means behaviour that a reasonable person, having regard for the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating, intimidating, or threatening. Examples of bullying may include (but are not limited to):

- A manager or supervisor using a management style that is harsh, involves shouting, constant criticism or humiliation of an individual or group of individuals in private or in front of their peers;
- An individual being treated less favourably by another individual or group of individuals, including, but not limited to, bullying or intimidation; forcing an individual to participate in an "initiation" process; the playing of practical jokes or forcing an individual to undertake demeaning tasks;
- Sniggering or gossiping behind someone's back;
- Laughing at someone which is intended to make them feel uncomfortable or distressed;
- A manager or trainer setting unreasonable timelines or constantly changing deadlines for an individual to meet, or setting tasks that are unreasonably below or beyond a person's skill level; and/or
- Continuously and deliberately excluding someone from workplace or classroom activities including ignoring or keeping individuals isolated from relevant communications about work issues.

Crescent Scholar Institute's expectations are not limited to the workplace or working hours and/or Training facilities and class hours, and will include all work and training related events which includes, but is not limited to; lunches, client functions, class functions, meetings and conferences as well as social events.

Crescent Scholar Institute expectations relate to, but are not limited by the following types of communication:

- Verbal communication either over the telephone or in person in the workplace, and outside of it;
- Written communication including; letters, notes, minutes of meetings etc.;
- Internal and external electronic communication including:
 - Email;
 - Instant messaging services;
 - Internal intranet;
 - Social media and networking forums including; Facebook, LinkedIn, Twitter and other forms of social media; and
 - Communications via text message.

In line with Crescent Scholar Institute's commitment to creating a place which is free from WHS risks and one which strives to create positive working relationships, all individuals are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others;
- Being respectful of the differences between Individuals and their circumstances;
- Ensuring they do not engage in any bullying behaviour(s) towards others in, or connected with the workplace which includes all individuals;
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour(s) of any type;
- Adhering to the complaint procedure if they experience any bullying behaviour(s) personally;
- Reporting any bullying behaviour(s) they see happening to others in the workplace, or connected with the workplace in line with the complaint procedure; and
- Keeping information confidential if involved in any investigation of bullying.

Fair and reasonable management action taken in order to counsel an individual for instances of underperformance, investigating complaints made against personnel, discipline for misconduct and other work directions in line with business needs does not amount to bullying.

All individuals are expected to adhere to the standards of behaviour contained herein at all times. Any individual who is found to have breached these expectations will be disciplined accordingly, which may lead up to, and include termination of employment or enrolment. If a contractor of Crescent Scholar Institute is found to have breached these expectations, their contract stands to be terminated, or may not be renewed in the future.

PRE-ENROLMENT

- Prospective students are invited to disclose any additional support needs through the enrolment form or student support declaration.
- Staff provide information about available supports and encourage voluntary disclosure.

- Crescent Scholar Institute provides equitable access to all required educational and support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, Crescent Scholar Institute provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meet their needs.
- Crescent Scholar Institute embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to students without direct or indirect discrimination. All personnel are aware of and know how to use available Crescent Scholar Institute or external resources or be able to confidently refer students to appropriate tutoring and community support services.
- All personnel continue to expand their knowledge or access and equity issues through induction processes when joining Crescent Scholar Institute and in structured professional development on a regular basis in access and equity issues and resources.
- Crescent Scholar Institute personnel have access to a range of access and equity materials designed to assist students in undertaking and completing courses and qualifications.
- In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, Crescent Scholar Institute is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature and are outlined in detail within the Reasonable Adjustment Policy.

POST-ENROLMENT CONSULTATION

- Upon disclosure, the Student Support Officer meets with the student to:
 - Understand the disability and its potential impact on learning.
 - Identify reasonable adjustments and support strategies.
 - Develop and document an Individual Support Plan.
- Consulting the student
 - Before Crescent Scholar Institute makes an adjustment for the student, the student or their associate is consulted about:
 - Whether the adjustment is reasonable;
 - The extent to which the adjustment would achieve the aims in relation to the student; and
 - Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

IMPLEMENTATION OF ADJUSTMENTS

- Adjustments may include but are not limited to:
 - Modified assessments
 - Assistive technology
 - Extended time
 - Note-takers or interpreters
- Trainers are informed of relevant adjustments without breaching confidentiality.
- Crescent Scholar Institute will abide by the Reasonable Adjustment Policy.

MONITORING AND REVIEW

- Individual Support Plans are reviewed at regular intervals suitable to the course duration and study mode.
- Adjustments are revised as necessary in collaboration with the student.

FEEDBACK, COMPLAINTS AND APPEALS

Crescent Scholar Institute is committed to ensuring that all students have the right to raise concerns or complaints regarding Equal Employment Opportunity (EEO) and Inclusion practices during enrolment, training, and assessment. Students are also encouraged to provide feedback on the Equal Opportunity and Inclusion Policy to support continuous improvement.

Any individual who believes that they have been subject to actions or words that may constitute discrimination or bullying should act upon such bullying as soon as possible by following the procedure set out within the Feedback, Complaints and Appeals Policy. Individuals who believe they have witnessed discriminatory or bullying behaviour by another individual in the workplace are also able to make complaints.

All concerns, complaints, and feedback will be handled fairly, promptly, and in accordance with Crescent Scholar Institute Feedback, Complaints and Appeals Policy.

Feedback on reasonable adjustments from students and other stakeholders is particularly important, in order for Crescent Scholar Institute to gauge a healthy balance between the integrity of training and assessment tools and outcomes against a suitable estimation of the range of abilities that are presented.

The following external bodies can also provide further information:

JURISDICTION	CONTACT DETAILS
New South Wales	Anti-Discrimination Board of NSW 02 9268 5544 http://www.antidiscrimination.lawlink.nsw.gov.au
Queensland	Queensland Human Rights Commission 1300 130 670 www.qhrc.qld.gov.au
Victoria	Victorian Equal Opportunity and Human Rights Commission 1300 292 153 www.humanrights.vic.gov.au
Tasmania	Equal Opportunity Tasmania 1300 305 062 www.equalopportunity.tas.gov.au
South Australia	Equal Opportunity Commission SA (08) 7322 7070 www.eoc.sa.gov.au

JURISDICTION	CONTACT DETAILS
Western Australia	Equal Opportunity Commission WA (08) 9216 3900 www.eoc.wa.gov.au
Northern Territory	NT Anti-Discrimination Commission 1800 813 846 adc.nt.gov.au
National	Australian Human Rights Commission 1800 620 241 https://www.humanrights.gov.au

WELLBEING AND SUPPORT SERVICES POLICY

Crescent Scholar Institute recognises that student wellbeing directly impacts learning outcomes. We are committed to providing supportive and inclusive services to all students, including those facing personal, emotional, or mental health challenges. Support services are communicated clearly, accessed confidentially, and delivered with respect and care.

- **Accessibility:** All support services are available to every student regardless of age, background, gender, ability, or location.
- **Confidentiality:** Student information shared during support access is kept private and disclosed only with consent or in circumstances where there is a duty of care.
- **Inclusivity:** Services are designed to accommodate diverse needs and encourage participation by students from all walks of life.
- **Proactivity:** Crescent Scholar Institute identifies emerging support needs early and responds with timely, effective interventions.
- **Partnership:** Students, trainers, and support officers collaborate to ensure support is personalised and effective.
- **Compliance:** All services align with current legislation and the Outcome Standards.

ACCESSING SUPPORT SERVICES

- At enrolment and orientation, students receive information about available support services.
- Students can self-refer to support services via:
 - The Student Support Officer
 - Email or phone contact published on the Crescent Scholar Institute website and the Student Handbook
 - In-person at the administration desk
- Support needs may also be identified by trainers or staff and referred (with consent) to the appropriate personnel.

INTERNAL SUPPORT SERVICES

Crescent Scholar Institute provides the following internal support services:

- **Enrolment Support:** Assistance with the enrolment process, including understanding course requirements and accessing relevant forms.
- **Pre-Training Reviews:** Language, Literacy, Numeracy and Digital Literacy and suitability of course selection are determined during the Pre-training review process
- **Academic Support:** Help with course content, study planning, time management, and access to additional learning materials.
- **Assessment Support:** Guidance on understanding assessment criteria, preparing for assessments, and applying for reasonable adjustments.
- **Wellbeing Support:** Access to the Student Support Officer for personal issues affecting wellbeing or study, including referrals to external professionals.
- **Access to Staff:** Students are provided with clear contact details for trainers, assessors, and support staff through the RTO Personnel Availability and Response Policy. Regular availability and drop-in times are communicated.
- **Individual Support Plans:** Created and maintained for students requiring ongoing support, monitored and reviewed by the Student Support Officer.

WELLBEING SUPPORT

The following wellbeing services are available to all students:

REFERRAL SERVICE AVAILABLE
Lifeline Phone: 13 11 14 www.lifeline.org.au Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.
Kids Helpline Phone: 1800 551 800 If you're between 5 and 25 and you're feeling depressed, worried, sad, angry or confused about things like your studies, personal relationships, Kids Helpline offers free 24-hour, 7-day telephone counselling support (anonymous if you prefer).
Drug Info Phone: 1300 85 85 84 Drug Info is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms. www.druginfo.adf.org.au/contact-numbers/help-and-support
Wisdom Centre Al-Hikmah (Australian Youth Welfare Trust) Email: admin@hikmah.au Website: Al-Hikmah: Personalized Islamic Education For Students Location: 146 Beenleigh Redland Bay Rd, Cornubia QLD 4130, Australia

Youth Programs - conducting regular youth welfare programs. The Wisdom Centre help Islamic schools and Muslim parents nurture students who are, not only accomplished in the academic skills, but also motivated towards goodness and the attainment of excellence in all aspects.

Muslim Charitable Foundation (MCF)

Phone: 0435 839 928

Website: [Muslim Charitable Foundation](#)

MCF's approach is rooted in Islamic values of compassion and social welfare, ensuring that we extend a helping hand to the most vulnerable, including those affected by homelessness, domestic violence, and unexpected crises. Services, include welfare assistance, emergency accommodation, youth-mentoring, and grocery support, we are committed to fostering a stronger, more resilient community.

LITERACY AND LEARNING SUPPORT

REFERRAL SERVICE AVAILABLE

Reading and Writing Hotline

Phone: 1300 655 506

www.readingwritinghotline.edu.au

SUPPORT SERVICES ACCESS PROCEDURE

1. The student is informed of available support services during orientation.
2. Student self-refers or is referred by a staff member.
3. Student Support Officer assesses the need and refers or provides appropriate support.
4. Records are kept confidential (with consent) and reviewed where ongoing support is required.
5. Progress is monitored, and adjustments are made as necessary.

WELLBEING SERVICES COMMUNICATION PLAN

- Key contacts and service access points are published in:
 - Student Handbook
 - Website
 - Course Information Guides
 - Enrolment Pack
- During enrolment, support services are introduced through either of the following:
 - Induction and orientation information
 - Introduction with the Student Support Officer
 - Printed and digital wellbeing resources
- Trainers and assessors receive training to:
 - Recognise signs of distress
 - Refer students appropriately
- Regular student surveys collect feedback on support service effectiveness and awareness.

FEEDBACK, COMPLAINTS AND APPEALS POLICY

This policy reinforces the Crescent Scholar Institute's responsibility to provide a safe, inclusive, and responsive environment for all stakeholders.

This policy aims to:

- Provide accessible and fair procedures for managing feedback, complaints, and appeals.
- Ensure timely and equitable resolution of concerns and disputes.
- Treat all feedback, complaints and appeals as opportunities to improve the quality and effectiveness of services and training delivery.
- Support the RTO's self-assurance system by using all received feedback and appeals data to inform strategic decisions, mitigate risk, and drive continuous improvement across all areas of operation, including governance, training, assessment, and student support.
- Embed ethical, respectful, and evidence-based practices into all aspects of the RTO's engagement with learners, staff, employers, and third parties.

FEEDBACK, COMPLAINTS AND APPEALS

Crescent Scholar Institute will ensure that this policy is publicly available and accessible to prospective and current students.

Feedback, complaints and appeals can relate to any aspect of practices and decisions of Crescent Scholar Institute, any related third parties, any person employed or contracts by the organisation including Trainers and Assessors, administrative staff or Management.

All documentation relating to feedback, complaints and appeals will be retained for audit and continuous improvement purposes.

Feedback, complaints and appeals can be made either formally or informally. All Feedback, complaints and appeals will be captured and recorded within the RTO Register:

- **Informal methods:** May include communication of feedback or complaints via verbal communication, general email communication, web enquiries, social media posts or comments.
- **Formal methods:** Raising a complaint or providing specific feedback through a formal/scheduled discussion, raised during meetings, lodging a complaint or appeal or submitting feedback using the Feedback Form and Complaints and Appeal Form, submitting written communication expressly raising the feedback, complaint or appeal.

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Student confidentiality will always be maintained in accordance with Australian law. At all times, the principles of procedural fairness and natural justice will be upheld. These include:

- Ensuring all parties involved in a complaint or appeal are fully informed of the nature of the complaint.

- Providing both parties with a fair and reasonable opportunity to present their case, with adequate time to prepare.
- Conducting investigations and resolution processes in a timely, impartial, and transparent manner, free from bias or conflict of interest.
- Allowing the participant to continue their training without disadvantage or penalty while the complaint or appeal is being resolved.
- Stakeholders are fully informed about how their feedback, complaint or appeal will be handled.
- Any person named in feedback, complaint or appeal will be given an opportunity to respond (if appropriate).
- Investigations and reviews will be conducted impartially and without delay.
- No stakeholder will be penalised or disadvantaged for providing feedback, raising a complaint or making an appeal.

Procedural fairness and natural justice ensure decisions are made equitably and respectfully. Further guidance can be obtained from the Ombudsman's office in the relevant state or territory, or online at www.ombudsman.gov.au.

COMPLAINTS AND GRIEVANCES

Crescent Scholar Institute treats complaints and appeals from staff, partner organisations, participants, and other parties very seriously and will deal with these in an effective and timely manner.

Crescent Scholar Institute typically aims to resolve all complaints within three weeks.

Crescent Scholar Institute will act upon any substantiated complaints or appeals. These will be recorded within Crescent Scholar Institute's Quality Management System and will lead where appropriate to continuous improvement activities.

In the first instance that a person or organisation wishes to make a complaint about an aspect of our service delivery, they should consult their trainer and assessor, customer service staff or Crescent Scholar Institute's CEO. Employers, contractors or third parties should contact Crescent Scholar Institute's CEO.

The trainer/assessor should be the first point of contact for students. The aim of this first contact is to resolve the issue quickly.

If the students' complaint is about the trainer/assessor, or if the student is uncomfortable discussing this issue with the trainer/assessor, then they should contact Crescent Scholar Institute's CEO.

Should the complaint not be resolved in the first instance, then the complainant is requested to formally lodge a complaint or appeal by completing either the Complaints or Appeals Form. These forms are available from Crescent Scholar Institute's Student Support or located (Cloudemy).

The complainant can take the form away to complete, but this should be returned within 48 hours so the matter can be promptly investigated using the Complaints Investigation Checklist.

Should the complaint be about Crescent Scholar Institute's CEO, either in their role as a trainer/assessor or in their role as Crescent Scholar Institute's CEO, then the Student Support Officer is able to receive and process the complaint.

This formal complaint will be entered on our Complaints Register for tracking purposes. This is the responsibility of Crescent Scholar Institute's CEO, the receipt of the Complaint or Appeal will be formally acknowledged within one business day, in writing by Crescent Scholar Institute's CEO.

Should the nature of the complaint refer to criminal matters or where the welfare of people is in danger, Crescent Scholar Institute will, with the permission of the person making the complaint, seek assistance from other authorities such as the police, legal representative, or other parties as appropriate.

Crescent Scholar Institute will ensure that the student's academic progress will remain unimpeded by their complaint or appeal.

Upon receipt of the formal complaint, Crescent Scholar Institute's CEO will be responsible for resolving the issue. This will involve at least a formal interview with the student, the trainer, and Crescent Scholar Institute's CEO, if appropriate.

Should the issue still not be resolved to the student's satisfaction, Crescent Scholar Institute will make arrangements for an independent third party to resolve the issue and outline any costs that may be involved with this to the student. The student will be given the opportunity to formally present their case. The time frame for this process may vary but should take no longer than 14 days.

All parties involved will receive a written statement of the outcomes, including reasons for the decision within the 14-day period.

If the process is taking longer than 60 days from the complaint or appeal being received, the student will be notified in writing of the reason for the delay and kept informed about all progress.

If the student is still not satisfied with the outcome, they may take their complaint to the appropriate State/Territory Ombudsman (see External Authorities and Further Escalation below for details).

The Australian Skills Quality Authority (ASQA) accepts complaints about training providers such as Crescent Scholar Institute from all members of the community. ASQA takes a risk-assessment approach to student complaints, which allows them to focus on risks to the quality of vocational education and training in Australia.

ASQA is not a consumer protection agency and cannot act as an advocate for individual students. However, ASQA highly values complaints about training providers—all complaints are used as intelligence to inform regulatory activities.

For more information on how ASQA handles complaints, refer to ASQA's policy on managing complaints about training providers.

[Managing complaints about training providers](#)

A further option available to students and organisations is the National Training Complaints Hotline. This number is 13 38 73 and is staffed Monday - Friday, 8 am to 6 pm nationally. More details on the National Complaints Hotline can be found at <http://www.education.gov.au/NTCH>.

FEEDBACK

Crescent Scholar Institute values feedback from all stakeholders and recognises it as essential to maintaining quality training and assessment services. Feedback assists in identifying areas for improvement, celebrating success, and supporting our commitment to continuous improvement and self-assurance.

Crescent Scholar Institute encourages feedback on any aspect of our service delivery, including training and assessment, enrolment, support services, facilities, marketing practices, or administrative processes.

Feedback can be submitted through multiple channels, including:

- Feedback forms (paper or online)
- End-of-course surveys
- Email or phone communication with staff
- Verbal feedback to trainers, assessors, or administration staff
- Scheduled reviews with employers or partners
- Anonymous feedback boxes (if applicable)
- Third party reports or meetings

Students are encouraged to provide feedback at any stage of their training and assessment. Trainers and assessors will regularly remind students that their input is welcomed and valuable.

All Crescent Scholar Institute staff are responsible for promoting and facilitating a culture of open, honest, and respectful feedback.

Where possible, feedback should first be provided directly to the relevant staff member (e.g., trainer or assessor) so the matter can be resolved informally and promptly. If the student or stakeholder feels uncomfortable doing so, or the feedback relates to broader RTO practices, it should be directed to the CEO or Student Support.

All feedback received will be:

- Logged into the Feedback Register by the CEO or delegated officer.
- Reviewed for immediate risks or improvement opportunities.
- Triaged based on significance and potential impact.
- Actioned and, where necessary, escalated for resolution and follow-up.

Where feedback indicates a need for urgent attention (e.g., related to student safety, non-compliance, or reputational risk), Crescent Scholar Institute will respond immediately and may engage external authorities where appropriate.

Confidentiality will be maintained in accordance with privacy laws, and sensitive feedback will only be shared on a need-to-know basis.

Where feedback results in a decision or action by Crescent Scholar Institute:

- The person providing the feedback (where identified) will receive a formal acknowledgment within one business day.
- Actions taken as a result of the feedback will be recorded in the Continuous Improvement Register.
- A written summary of outcomes will be provided within 14 days, where applicable.

- If outcomes cannot be provided within this timeframe, the stakeholder will be informed of the reason for the delay and updated regularly.

Crescent Scholar Institute is committed to empowering students and all stakeholders to provide feedback by:

- Ensuring information about providing feedback is publicly available on [website](#) and within the Student Handbook.
- Ensuring all students know they can speak to their Trainer/Assessor, the CEO, or Student Support at any time.
- Providing accessible, easy-to-complete feedback forms.
- Offering language, literacy or digital support if students require assistance to provide feedback.

No student will be penalised for offering feedback in good faith, and their learning or assessment progress will not be negatively affected.

APPEALS

In rare circumstances, the participant may object to decisions made by Crescent Scholar Institute, including enrolment rejections and assessment outcomes, and wish to appeal these decisions.

ENROLMENT REJECTION APPEAL

(Note: Other circumstances may also apply and be considered on a case-by-case basis)

A prospective student may appeal an enrolment rejection if they believe the decision was made unfairly, in error, or without due consideration. Possible grounds include:

- The prospective student met all published entry requirements but was incorrectly deemed ineligible.
- The prospective student's application was incomplete or misinterpreted, despite sufficient documentation being submitted.
- The decision was based on incorrect or outdated information.
- The prospective student believes reasonable adjustments or support were not considered (e.g., due to disability or LLN&D needs).
- The prospective student was not provided with sufficient explanation or opportunity to clarify or supply additional evidence before the rejection.
- The rejection was inconsistent with the Crescent Scholars Institute's Equal Opportunity and Inclusion Policy.
- The prospective student believes the decision was influenced by bias, discrimination, or procedural error.
- All enrolment rejection appeals will be reviewed under the principles of procedural fairness and natural justice, and students will be notified of outcomes in writing.

DECISION APPEALS (INCLUDING ASSESSMENT OUTCOMES)

In rare circumstances, the participant may object to decisions made by Crescent Scholar Institute, including assessment outcomes, and wish to appeal these decisions.

Possible grounds for an Assessment appeal could be (and others are possible):

- The correct response was provided; however, the response was marked incorrect in error

- The material assessed was not covered in the learning materials
- The response provided by the participant was the response provided in class
- Or any other reason.

In the case of the Assessment appeal, the participant will follow the same basic steps as outlined in the complaint and appeal section.

- Discuss the issue with your trainer and seek their opinion.
- If you are still dissatisfied, complete the appeals form and submit it to Crescent Scholar Institute's CEO, who will:
 - provide written receipt of your case within one business day,
 - Review your case, and if desired, you will be able to present your case to Crescent Scholar Institute's CEO. Crescent Scholar Institute's CEO will review your case with you and provide you with a written response, including the reasons for the response.
- At all times, the participant is to be kept updated as to the progress and resolution of the matter.

Irrelevant of the process undertaken to resolve the matter, the appellant will be provided with a formal written statement of the resolution of the complaint or appeal, and this will state the reasons for the decision.

At all times will we keep our participants informed of the progress of their complaint and appeal; should this process take longer than sixty (60) days, we will keep the participant informed of these reasons through written correspondence.

DISCIPLINE

If a trainer, assessor or staff member is unhappy or dissatisfied with the behaviour or performance of a student, the trainer/assessor has the authority to:

- Warn the student that their behaviour is unsuitable, or
- Ask a student to leave the class without refund or acceptance into another course, or
- Immediately cancel the class.

Crescent Scholar Institute has a zero-tolerance policy towards illegal drugs. Any person found to be in possession or under the influence of illegal drugs will be asked to leave the premises.

Anybody found to be under the influence of drugs or alcohol that will adversely affect their performance will be asked to leave the premises.

In some cases, prescription drugs will affect your performance, and students are to discuss this with their trainer/assessor prior to course commencement.

Cheating or plagiarism (copying of someone else's work) will not be tolerated and will result in the participant's assessment being dismissed. Please refer to Academic Integrity Policy.

We expect that our staff will maintain a professional and ethical working relationship with all other staff, management, and participants. Any breach of our Code of Conduct will be discussed with the staff member and Crescent Scholar Institute CEO, and the appropriate action will be taken.

If a participant wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

FEEDBACK COLLECTION AND REVIEW PROCEDURE

1. COLLECTION METHODS

Feedback may be collected through:

- Formal Feedback Forms (available online and at reception)
- Student surveys at course commencement, midpoint, and completion
- Verbal feedback provided by staff
- Feedback from employers and industry partners
- Social media and online reviews (monitored for trends)
- Informal conversations logged into the feedback register

2. LOGGING AND STORAGE

- All feedback (positive, neutral, or negative) must be logged into the Crescent Scholar Institute's Feedback Register.
- Staff who receive verbal or informal feedback are required to record it using the internal feedback log.
- Feedback relating to compliance, safety, training quality, or staff conduct must be escalated to the CEO.

3. REVIEW PROCESS

- Feedback is reviewed monthly by the CEO and senior management.
 - Trends or recurring issues are identified and included in the Continuous Improvement Register.
 - Feedback outcomes are documented and actions tracked.
-

COMPLAINTS AND APPEAL PROCEDURE

1. INITIAL RESOLUTION

- Participants should first raise concerns with the relevant trainer or staff member.
- If unresolved or inappropriate to raise with that person, the issue should be directed to the CEO.

2. FORMAL LODGEMENT

- If the issue remains unresolved, a formal Complaints and Appeals Form must be completed and submitted to the CEO or Student Support.
- Complaints must be acknowledged within one business day and resolved ideally within three weeks.

3. INVESTIGATION AND RESPONSE

- Investigation includes interviews with relevant parties.
-

- All parties are provided the opportunity to present their case (Natural Justice).
- If required, an independent third party will be appointed to assist resolution within 14 days.
- Participants will not be penalised or disadvantaged during the process.

4. RESOLUTION AND RECORDKEEPING

- All outcomes are provided in writing and logged in the Complaints and Appeals Register.
 - If the process exceeds 60 days, participants will be informed of reasons for the delay.
-

CONTINUOUS IMPROVEMENT AND SELF-ASSURANCE INTEGRATION

All complaints, appeals, and feedback, whether resolved informally or formally, are:

- Reviewed at monthly management meetings.
- Tracked in a Continuous Improvement Register.
- Analysed for risks, non-compliance, and opportunities for improvement.
- Used to inform updates to training and assessment strategies, staff development plans, third-party arrangements, and student support services.

The CEO is responsible for ensuring that:

- Feedback and complaint data feeds into the self-assurance system.
 - Quality indicators and student feedback outcomes are monitored.
 - Audit readiness is maintained through documented review cycles.
-

EXTERNAL AUTHORITIES AND FURTHER ESCALATION

Students may escalate unresolved complaints to:

- ASQA (www.asqa.gov.au)
- National Training Complaints Hotline at 13 38 73

TRAINING OMBUDSMAN CONTACTS

STATES AND TERRITORIES	CONTACT DETAILS
QUEENSLAND	• Office: Queensland Training Ombudsman • Website: www.trainingombudsman.qld.gov.au • Phone: 1800 773 048 • Email: info@trainingombudsman.qld.gov.au
NEW SOUTH WALES	• Office: NSW Ombudsman (covers education and training) • Website: www.ombo.nsw.gov.au • Phone: 1800 451 524 • Email: nswombo@ombo.nsw.gov.au
VICTORIA	• Office: Victorian Ombudsman (handles education complaints) • Website: www.ombudsman.vic.gov.au • Phone: 1800 806 314 • Email: enquiries@ombudsman.vic.gov.au
SOUTH AUSTRALIA	• Office: Ombudsman SA • Website: www.ombudsman.sa.gov.au • Phone: (08) 8226 8699 or 1800 182 150 • Email: ombudsman@ombudsman.sa.gov.au

STATES AND TERRITORIES	CONTACT DETAILS
WESTERN AUSTRALIA	• Office: Ombudsman Western Australia • Website: www.ombudsman.wa.gov.au • Phone: (08) 9220 7555 or 1800 117 000 • Email: mail@ombudsman.wa.gov.au
TASMANIA	• Office: Ombudsman Tasmania • Website: www.ombudsman.tas.gov.au • Phone: 1800 001 170 • Email: ombudsman@ombudsman.tas.gov.au
AUSTRALIAN CAPITAL TERRITORY (ACT)	• Office: ACT Ombudsman • Website: www.ombudsman.act.gov.au • Phone: 1300 362 072 • Email: ombudsman@ombudsman.gov.au
NORTHERN TERRITORY	• Office: NT Ombudsman • Website: www.ombudsman.nt.gov.au • Phone: 1800 806 380 • Email: nt.ombudsman@nt.gov.au