



SOUTHERN CROSS
School of Business

Student Handbook
2018-2019

Student Handbook

Table of Contents

Introduction.....	1
Student Handbook.....	1
Our mission.....	1
Our objectives.....	1
International Student 24 Hour Emergency Contact.....	2
Emergency Telephone Number.....	2
Electrical Equipment.....	2
Fire Safety.....	2
First Aid.....	2
Computer Facilities.....	2
Lifting.....	3
Work and Study Areas.....	3
Equity.....	3
Privacy.....	4
Changes to terms, Conditions and Agreed Services.....	5
Useful Contacts - CBD Sydney.....	5
Useful Contacts – Parramatta.....	5
NSW Public Holidays 2018 and 2019.....	6
Living and Studying in Australia.....	8
Living and Studying in Parramatta:.....	8
Climate.....	9
Transport.....	9
Accommodation while living in Australia.....	9
Hostels & Guesthouses.....	9
Private Leasing / Rentals.....	10
Living Costs.....	10
Accommodation Costs.....	10
General Costs:.....	10
Registration and Orientation.....	11
Student Support Services.....	11
Learning Resources for VET Students.....	12
Educational Resources for ELICOS Student.....	12
Access to External Academic Resources - ELICOS and VET Students.....	13
Membership Process.....	13
Student Welfare Counsellor.....	13
Safe Premises.....	14
Security Protocols.....	15
Student Email Accounts.....	15
Student Code of Conduct.....	15
The School's Responsibilities.....	16
Students Responsibilities.....	16
General expectations.....	16
Specific expectation.....	17
Breaches of Student Code of Conduct.....	18
Participation (Attendance).....	18
Inconsistent Course Progress.....	18
Student Attendance Monitoring Process.....	19

Student Holidays	19
Course Progress Monitoring.....	19
Unsatisfactory Course progress.....	20
Monitoring Course Progress.....	20
Monitoring Course Progress Procedure.....	20
Course Progress Warnings	21
Appeals	22
Plagiarism of Assessment Materials	22
How to avoid Plagiarism:.....	23
Complaint and Appeal Process.....	23
Complaints and Appeals Principles	23
Before a Grievance Becomes a Formal Complaint.....	23
Grievance Management Procedure	23
How to make a complaint	25
Enrolment Status.....	26
Assessment.....	26
Assessing the Unit of Competency.....	26
Assessment Methods	27
Written Knowledge Assessments:.....	27
Research Tasks:.....	27
Role Plays:.....	27
Presentations:.....	27
Case Studies:	27
Principles of assessment.....	28
Validity:	28
Reliability:.....	28
Flexibility:	28
Fairness:.....	28
Rules of Assessment Evidence.....	28
Sufficiency.....	28
Validity	28
Authenticity.....	29
Currency	29
Re-assessment.....	29
Language, Literacy and Numeracy Skills	29
LLN Principles.....	30
Responsibilities	30
Implementation.....	31
LLN Test – Marking Guide.....	32
Credit Transfer and Recognition of Prior Learning.....	32

Credit Transfer.....	32
Recognition Policy.....	33
Credit Transfer Procedure.....	33
Deferment, Suspension or Cancellation of Enrolment.....	33
Enrolment Deferment, Suspension or Cancellation Principles.....	33
Leave of Absence - By the Student (voluntary).....	34
Deferral of Enrolment - By the Student.....	34
Deferral of Enrolment - By the School.....	35
Suspension of Enrolment - By the Student.....	35
The following steps are involved in the deferment process:.....	35
Suspension of Enrolment - By the School.....	36
Cancellation of Enrolment - By the School.....	36
Cancellation of Enrolment - By the Student.....	37
Transfer of Enrolment.....	38
Transfer of Enrolment to Another Provider.....	38
Transferring from Another Provider.....	38
Payment of Tuition Fees.....	38
Refund.....	39
Tuition Fees Refund Principles.....	39
Procedures for Claiming Refunds.....	40
Student Access to Records.....	42
Requesting Access to Records.....	42
Records that may be Requested.....	42
Access to Records Process.....	43
Student Records Access by External Authorities.....	43
Continuous Improvement.....	43
Learner Satisfaction Survey.....	43
The School's Equity Commitment.....	44
Regulatory Responsibilities.....	44
Work Health and Safety (WH&S) Act 2011.....	44
Privacy Act 1988.....	44
Disability Discrimination Act 1992.....	45
Sex Discrimination Act 1984.....	45
Age Discrimination Act 2004.....	45
Racial Discrimination Act 1975.....	46
Copyright Act 1968.....	46
Fair Work Act 2009.....	46
National Vocational Education and Training Regulator Act 2011.....	46
Standards for Registered Training Organisations (RTOs) 2015.....	47
CRITICAL INCIDENTS.....	47
Critical Incident Prevention.....	47
Critical Incident Category.....	48
Notification of Incident(s).....	48
Response to Critical Incident and Emergency.....	48

Response to Critical Incident.....	48
Response to Emergency.....	49
Recovery and the aftermath.....	49
Additional Information for International Students.....	49
Overseas Student Health Cover (OSHC)	49
ESOS Framework.....	50
Student visa conditions.....	50
Protection for overseas students.....	50
Students rights.....	50
Students Responsibilities	51

Introduction

Welcome to Southern Cross School of Business!

Thank you for choosing Southern Cross School of Business for your next learning experience.

Southern Cross School of Business ('the School or SCSB') is a Registered Training Organisation (RTO). The School meets administrative, delivery, staffing, facility, marketing, financial, quality assurance and assessment standards regulated by the Australian Skills Quality Authority (ASQA) which monitors & subjects the School through regular external audits to verify adherence to ASQA standards.

SCSB is responsible for the quality of the training and assessment you will receive in compliance with National Standards for RTOs 2015, and for the issuance of the Australian Qualifications Framework (AQF) certification documentation. The Standards set out the requirements that an organisation must meet in order to be an RTO and ensures the integrity of nationally recognised training provided by registered training organisations.

SCSB is aiming to provide a fresh approach to delivering practical hands-on business and management training for people who are seeking to enhance their work skills and career prospects.

STUDENT HANDBOOK

This Student Handbook is designed to provide students with information about the services provided by the School and the School's approach to providing students with a safe, fair and supported environment to participate in training and assessment. This Student Handbook does not provide specific information about a course offered by the School. The course related information is contained in the Course Brochure for each course delivered by the School and is supplied separately.

OUR MISSION

The School's mission is to deliver quality training and assessment that meets the needs of learners and industry.

OUR OBJECTIVES

In recognition of the School's mission, our objectives are:

People

The School strives to attract, recruit and retain talented, competent and committed people. The School promotes excellent performance through leadership and ongoing professional development.

Safety and equality

The School is committed to providing a safe and supportive, conducive to learning environment to all learners and staff of the School.

As a general principal, no smoking is allowed at the training and assessment facilities or offices of the School. Learners and/or staff should report all potential hazards, accidents and near misses to the School's Principal through Reception Desk. The School does not allow consumption of alcohol within training and assessment facilities or during the conduct of training and assessment. All students and staff are required to keep training and assessment areas neat and tidy always.

If or when needed, students and/or staff should seek assistance if they need to or volunteer to lift items e.g. move furniture in a training area and must observe hygiene standards particularly in eating and bathroom areas.

INTERNATIONAL STUDENT 24 HOUR EMERGENCY CONTACT

Contact: Mr. Khalil Allahwalla: 0414887354

EMERGENCY TELEPHONE NUMBER

In any emergency, students/staff should call **000 for Police, Fire or Ambulance**

ELECTRICAL EQUIPMENT

Electrical equipment that is not working should be reported to the School Reception Desk.

Electrical work should only be performed by appropriately licensed or trained personnel. Students, trainers and assessors should not undertake any task related to fixing electrical equipment such as lighting or electrical training aids.

FIRE SAFETY

The School undertakes to communicate the procedures involved in evacuation and the location of fire equipment to students and staff at each facility for each training and assessment event; and to users of offices at least twice a year.

All users of the School's training and assessment facilities need to be familiar with the location of all EXITS and fire extinguishers. Users will consult available maps to determine the Assembly Area location.

It is the responsibility of students and staff to understand fire drill procedures displayed around the School's premises. Students and staff are asked to attend any sessions on fire safety procedures and the use of fire safety devices.

FIRST AID

- Provision for first aid facilities are available where training is delivered at the School.
- All accidents must be reported to the Principal through the School's Reception Desk.
- Any accident and first aid administered must be recorded by staff involved.

COMPUTER FACILITIES

- Extended periods of work with computers can result in general fatigue and eye strain. Repetitive tasks and incorrect posture will result in consistent aches and pains.
- Current work health and safety guidelines indicate that people working for long periods at computers should organise their work to allow a five to ten-minute rest every hour. This rest should include a change of position and stretching exercises as appropriate.

- Posture can be improved by adjusting chair height so that the operator's feet are comfortably placed on the floor (or footrest) and their arms are at an approximately 90-degree angle. The computer screen should be positioned to avoid reflection from lights and windows and at a suitable distance so that it can be easily read.

LIFTING

Students, Trainers, Assessors and other staff:

- are encouraged not to lift anything related to the training and assessment provided by the School unless they do so voluntarily and taking all responsibility for any injury caused;
- should never attempt to lift anything that is beyond their capacity;
- should always bend their knees and keep their back straight when picking up items;
- if experienced back problems in the past, must not attempt to lift heavy objects at all and should ask someone else to do it for them.

WORK AND STUDY AREAS

Students, Trainers, Assessors and other staff:

- should always ensure that all work areas are clean and clear of clutter to avoid the danger of accident by tripping or falling over;
- should place all rubbish in the bins provided;
- are required to ensure that kitchen bench spaces are left clean and tidy and that all dishes are washed after use;
- should not leave tea towels or any cleaning cloths in a bundle on the bench tops or draped near any bin;
- must not sit or climb on any desks or tables.

EQUITY

The School is committed to ensuring that the training and assessment environment is free from discrimination and harassment. All staff of the School (including contractors) are aware that discrimination and harassment will not be tolerated under any circumstances at the School. If discrimination and harassment is found to have occurred, appropriate disciplinary action will be taken against any staff or student involved.

Suspected criminal behaviour will be reported to police authorities immediately. Students should expect fair and friendly behaviour from the School staff. The School applies complaint handling procedures advocated by the Australian Human Rights and Equal Opportunity Commission (HREOC).

Students who feel that they have been discriminated against or harassed should report that to the Principal through Reception Desk or through a staff member of the School that they feel they can trust. This will initiate a complaint handling procedure which will be fair and transparent and will protect the complainant's rights. Alternatively, if a student wishes to report an instance of discrimination or harassment to an agency external to the School, they are advised to contact the HREOC Complaints Info-line on 1300 656 419 or via email at: infoservice@humanrights.gov.au.

PRIVACY

The School takes the privacy of students and staff very seriously and complies with all legislative requirements. Those requirements include the Privacy Act 1988 and Australian Privacy Principles (2014).

What Students Need to Know

The School will retain personal information about students' enrolment. This includes students' personal details, their ethnicity and individual needs, and their educational background. The School will also retain records of students' training activity and are required to do this in accordance with the National Vocational Education and Training Regulator Act 2011.

Students' personal information is retained within the School's hard copy filing system and computer systems. Students' information is collected via the Enrolment Application Form and through completion of administrative related forms and based on their training outcomes. Hard copy files are secured in lockable filing cabinets which are monitored throughout the day and secured in the evening. Electronic data retained on the School's computer systems are protected via virus protection software and firewall protection. The School's data is stored safely and is backed up continuously.

The School is required by the National Vocational Education and Training Regulator Act 2011 to securely retain students' personal details for a period of 30 years from the date of a student's enrolment has completed. The purpose of this is to enable their participation in accredited training to be recorded for future reference and to allow students to obtain a record of their outcome if required.

In some cases, the School is required by law to make student information available to Australian Government agencies such as the National Centre for Vocational Education and Research or the Australian Skills Quality Authority. In all other cases, the School will seek the written permission of the student for such disclosure. The School will not disclose the students' personal information to any person or organisation unless the School has written instructions from the concerned student to do so. If students require their own records to be accessed by persons such as parents, the students need to authorise this access otherwise this access will be denied.

The School's students have the right to access information that the School is retaining that relates to them. Further instructions are provided on how to access records within the section titled "Access to Student Records".

If any student has concerns about how the School is managing their personal information, they are encouraged to inform the School and discuss their concerns. The students are also encouraged to make a complaint directly to the School using our internal complaint handling arrangements outlined in this Handbook. Under the Privacy Act 1988 the students also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of their personal information. Additional information about making a privacy complaint can be found at the website of the OAIC located at: <http://www.oaic.gov.au/privacy/privacy-complaints>.

CHANGES TO TERMS, CONDITIONS AND AGREED SERVICES

The School reserves the right to amend the conditions of the students' enrolment at any time. If amendments are made that effect a student's enrolment, the concerned student will be informed 7 days prior to those changes taking effect.

The School will also advise the concerned student as soon as practicable. Should there be any new third-party arrangements or a change in ownership or changes to existing third-party arrangements.

USEFUL CONTACTS - CBD SYDNEY

Students should make use of the following information if/when needed:

Academic Matters	In the first instance, speak with their respective Trainers . If additional assistance is needed, speak with the Academic Manager .
Accommodation	Contact Student Support Officer through Reception Desk
Access and Equity	Contact Student Support Officer through Reception Desk
Banking	ANZ : 365 George St Sydney NSW 2000. Phone 13 13 14. Commonwealth Bank : 546 George St Sydney NSW 2000. Phone 13 22 21 National Australia Bank : 292 Pitt St, Sydney NSW 2000. Phone 13 22 65 Westpac Bank : 591 George Street, Sydney NSW 2000. Phone 13 20 30
Counselling	Contact Student Support Manager through Reception Desk
Disability Support	Contact Student Support Officer through Reception Desk
Emergency services	000 (Police, fire and ambulance)
Medical Centre	Sydney Medical Centre , 580 George Street, Sydney NSW 2000. Phone (02) 9261 9200
International Students- Visa concerns	Department of Home Affairs (DHA) , 26 Lee Street, Sydney NSW 2000. Phone: 131 881 http://www.immi.gov.au
Legal	Contact Student Support Officer through Reception Desk
Translating and Interpreting Service	Contact Student Support Officer through Reception Desk

USEFUL CONTACTS – PARRAMATTA

Parramatta Police	95 Marsden Street, PARRAMATTA NSW 2150. Phone: (02) 9633 0799
Medical Centre	Parramatta Medical Centre - Shop 2 Entrada Building 20 Victoria Rd, PARRAMATTA NSW 2150. Phone: (02) 9762 1041
Hospital	Westmead Hospital . Hawkesbury Rd & Darcy Road, WESTMEAD NSW 2145 Phone: (02) 8890 5555 Cumberland Hospital 1/11 Hainsworth Street, WESTMEAD, NSW 2145: Phone: (02) 9840 3000
Community Health Centre	Parramatta Community Health Centre , 62 Marsden Street, PARRAMATTA NSW 2150 Phone: (02) 9843 3222

	Auburn Community Health Centre Norval Street, AUBURN NSW 2144 Phone: (02) 8759 4000
Legal Assistance	Law Partners - Shop 1136/1137, Level 1, Parramatta Westfield. Phone: (02) 9891 6650
Life Line 24-hour Counselling Advice and Referral Services	Life Line Saving Lives Phone: 131114
Counselling, Advice and Referral Services	Bridges Counselling , Shop 7, Burnside Shopping Village, Blackwood Place, North PARRAMATTA NSW 2117 Phone: (02) 9683 1444
Translating and Interpreting Service	Online Service Phone: 131 450
External Appeals	Overseas Students Ombudsman Website: www.oso.gov.au Phone: 1300 362 072
Security Measures	All international students have access to Overseas Student Contact Officer (OSCO) Mr. Khalil Allahwalla: 0414887354 24 hours a day.
Religious Institutions	Anglican : St John Anglican Cathedral Church 195 Church St, PARRAMATTA NSW 2150 Phone: (02) 9891 0700 Catholic : St Patrick's Catholic Church 1 Marist Place, PARRAMATTA NSW 2150. Phone: (02) 9630 1115 Islamic : Parramatta Mosque, 150 Marsden St, PARRAMATTA NSW 2150. Phone: 0402 247 683 Hindu : Shri Swaminarayan Hindu Mandir, 40 Eleanor Street, ROSEHILL NSW 2150. Phone: (02) 9897 2776 Buddhists : Nan Thien Vihara IBBA Buddhist Centre, 22 Cowper Street, PARRAMATTA NSW 2150. Phone: (02) 9893 9390 Jewish : Parramatta and District Synagogue, 116 Victoria Rd, PARRAMATTA NSW 2150. Phone: (02) 9683 5626 Orthodox Christian : St Mary Antiochian Orthodox Church Burnett Street, PARRAMATTA NSW 2150. Phone: (02) 9689 2747

NSW PUBLIC HOLIDAYS 2019 AND 2020

	2019	2020
New Year's Day	Tuesday, 1 January	Wednesday, 1 January
² Australia Day	Monday, 28 January	Monday 27 January
Good Friday	Friday, 19 April	Friday, 10 April
Easter Saturday - the Saturday following Good Friday	Saturday, 20 April	Saturday, 11 April
Easter Sunday	Sunday, 21 April	Sunday, 12 April

Easter Monday	Monday, 22 April	Monday, 13 April
Anzac Day	Thursday, 25 April	Saturday, 25 April
Queen's Birthday	Monday, 10 June	Monday, 8 June
¹ Bank Holiday	Monday, 5 August	Monday, 3 August
Labour Day	Monday, 7 October	Monday, 5 October
Christmas Day public holiday	Wednesday, 25 December	Friday, 25 December
Boxing Day	Thursday, 26 December	Saturday, 26 December
³ Additional Day		Monday, 28 December

¹ Applies to banks and certain financial institutions see [Retail Trading Act 2008](#).

² From 31/12/11 when Australia Day (26 January) falls on a Saturday or Sunday, there will be no public holiday on that day as the following Monday will be declared a public holiday.

³ From 31/12/11, the Act provides for an extra public holiday to be added when New Year's Day, Christmas Day or Boxing Day falls on a weekend.

Living and Studying in Australia



Australia is a land of contrasts - sweeping golden beaches, coral reefs rich with marine life, tropical rainforests, mountain ranges, vast grazing lands and sparse deserts. One of the oldest continents, Australia is the only country to occupy an entire continent.

Surrounded by the Indian and Pacific Oceans, Australia has many animals and plants that are unique on the planet. The surface geology is typically old and flat, with a major mountain range stretching down the eastern coast and another mountain range in the north west of the continent.

Further information can be found from visiting the following website by the Australian government about living in Australia:

<http://www.immi.gov.au/living-in-australia/choose-australia/>

<http://www.studyinaustralia.gov.au/>

Living and Studying in Parramatta:



Parramatta City is predominantly a business centre because of its ideal location on several major national highways as well as its close proximity to Sydney. Parramatta city has some of the finest cafés and restaurants and offers a rich shopping experience.

There are plenty of social opportunities around Parramatta such as rugby league, movies, theatre, music or performing arts. The city is open for business seven days a week. Parramatta is also an educational hub for schools, vocational training providers and a university.

Parramatta Park is only at a few minutes walking distance from the School where students can enjoy open space and where visitors can take part in a range of recreational activities along the banks of Parramatta River or its fields, cycle ways and other facilities such as, picnicking, walking, cycling, field sports or just exploring the historical monuments and buildings throughout the Park. There are also many other venues for entertainment such as movie cinemas, a bowling alley and retail outlets.

CLIMATE

Sydney has a temperate climate with an average of 240 days of sunshine annually. The winters are cool and mild, while the summers are warm.

Average Summer temperature: 26 degrees Celsius (22 degrees Fahrenheit)

Average Winter temperature: 16 degrees Celsius (61 degrees Fahrenheit)

TRANSPORT

Parramatta City Council runs a daily free bus service that loops around the various parts of the Parramatta CBD including the Ferry Wharf on Charles Street. Ferry services run between Circular Quay and Parramatta every day via the Parramatta River.

For further information on transport:

Sydney buses including timetables and fares go to:

<http://www.sydneybuses.info/routes/timetables-route-maps>

Sydney Trains including timetables and fares go to:

<http://www.sydneytrains.info/timetables/#landingPoint>

Sydney water transport, including timetables and fares go to:

<http://www.131500.com.au/>



ACCOMMODATION WHILE LIVING IN AUSTRALIA



The School's Student Support Officer can provide information, advice, and guidance on the types of accommodation services available to students prior to arrival in the case of a need to change arrangements whilst in Australia. The types of accommodation available in Australia are many and varied and brief descriptions of some of the options are listed below: Home-stay / Private Board

This is a common form of accommodation where students live with an Australian family. Home-stay or private boarding is where you live with a family, couple or single person/s in their own home. There are many 'Home-stay Providers operating in Australia. Home-stay and Private Boarding arrangement will vary from Full Board, Part board, or Board in Exchange.

HOSTELS & GUESTHOUSES

Generally, these are temporary accommodation arrangements and are available from \$50.00 per day or \$600.00 per week. Prices will depend on shared facilities, meals provided, shared rooms, etc.

PRIVATE LEASING / RENTALS

The rental market in and around Sydney offers a wide range of housing options. Signing a lease for an apartment, flat or house can offer a student an independent lifestyle and privacy. The student may also plan to stay in this property for the duration of their course. It can, however, be expensive if they chose to live by themselves as they are solely responsible for the rental payments plus the connection fees for utilities and then ongoing bills. Generally, tenants are responsible for connection and usage of water, electricity and gas. Tenants are also responsible for connection and payment of the telephone. Rental prices vary according to the location and condition of the property. It can be useful to familiarise with the average price of properties in the various suburbs.

LIVING COSTS

The information provided below is only a guide to the living costs in Australia. Those expenses will vary depending on the student's lifestyle.

ACCOMMODATION COSTS

Accommodation costs will vary from City to City and suburb to suburb. The following is an estimate of various types of accommodation in the extended Sydney area.

Accommodation Type		No. of weeks	Weekly rent AUD \$	Estimated Total AUD \$
House	3 Bedroom	52	400 - 800	20,800 - 41,600
	3 Bedroom shared with 2 others	52		6,933 - 13,866
Apartment or Town House	1 Bedroom	52	230 - 350	11,960 - 18,200
	3 Bedrooms	52	300 - 800	15,600 - 41,600
	3 Bedrooms shared with 2 others	52		5,200 - 13,866
Hostel	Shared Room	52	189 - 525	9,828 - 27,300

General Costs:

The below estimates are in Australian dollars (AUD\$) and these estimates are subject to change.

Weekly costs other than rent		Establishment costs	
Food contribution	\$ 50.00 - \$ 75.00	Bond (usually 1 month rent)	4.333 * weekly rent
Takeaways Lunches & Drinks Bills/Utilities	\$ 30.00 - \$ 45.00	Telephone	\$ 100.00 - \$ 150.00
Public Transport fares	\$ 30.00 - \$ 60.00	General furniture items	\$ 350 - \$ 650

Students should remember that these costs do not include expenses relating to mobile phones, cars or computers. In Australia, many internet plans are based on downloads.

It is recommended that students allow a minimum of \$22,000.00 per year to cover their living costs. It is also recommended to allow an extra \$2000.00 for costs that you may incur while settling in – such as food, transport, and any personal items you may require.

Registration and Orientation

Registration and orientation is an essential first step for new students to ensure that they:

- Clearly understand their visa conditions for studying in Australia;
- Are familiar with requirements for a successful educational experience, including maintaining course progress and attendance requirements at the School.

On the first day all new students at the School attend New Student Registration and Orientation Session. The activities that would be carried out as part of that session would include the following:

- Registration at the School as a new student;
- Welcome session including meeting with key staff of the School;
- Overview of life in Australia;
- Library Membership Process for new students;
- Academic and general administrative matters;
- The School policies & requirements for satisfactory course progress;
- Overseas student visa conditions overview;
- Grievance handling procedures;
- Maintaining current contact information;
- New student ID card issuance;
- Campus tour
- Other matters of importance for new students.

Student Support Services

The School's Student Support Services staff led by the Student Support Manager would be able to assist students with all matters relating to all academic and general student welfare. Students may also request additional support from their Trainer throughout their studies. The Student Support Services staff can advise students in all aspects of student life. The Student Support Officers are there to discuss and support students with matters including, but not limited to:

- Support in finding accommodation;
- Learning pathways and possible RPL opportunities;
- Provision for special learning needs;

- Provision for special cultural and religious needs;
- Provision for special dietary needs;
- Support with creating a resume, interview skills and finding work.

In addition, the School offers a free, confidential counselling service. All students are welcome to use this service for support with matters relating to academic, professional or personal concerns. Students in need should see the Student Support Officer through the School Reception Desk for more information.

LEARNING RESOURCES FOR VET STUDENTS

The School will provide its students with access to a wide range of learning resources. Some of those resources have been developed in-house whereas some other resources have been purchased from reputable resource providers available in the market. The resources available to students are in the form of Power point slides on each unit, Learner's Guide or Student Workbook, access to learning resources and assessments on Moodle. In order for students to review, participate in the course activities and do self-study, 25% of our courses are delivered online with a 75% face to face component. All students will be given the opportunity to obtain the soft copies of available resources, should they desire.

EDUCATIONAL RESOURCES FOR ELICOS STUDENT

The School's ELICOS Department maintains a supply of sufficient educational resources that are aimed at achieving course objectives, encourage diversity in learning activities and teaching methodologies, and are appropriately organised and regularly reviewed.

The School demonstrates access to educational resources that:

- are sufficient to provide for each student at every stage of their course, as appropriate;
- are appropriate for the type and level of courses offered;
- include access to a range of multimedia, as appropriate;
- enable varied learning activities and teaching methodologies;
- are developed for classroom and individual student use and address specific student needs and course outcomes;
- reflect new developments in TESOL theory and practice and changes in course offerings and student profiles.

The School has educational facilities with sufficient equipment and support resources for the number of enrolled students, including:

- educational and computer technology that supports classroom teaching/learning activities; independent student practice, study and research; and teacher study, research and preparation;

- where the School makes material available for self-access or self-study, that material is catalogued and presented for easy access;
- self-study areas and equipment organised to facilitate access and independent use by students;
- the School provides its ELICOS teachers with easy access to reference resources that reflect contemporary knowledge of the theory and practice of TESOL in its own facilities or through easily accessible external facilities.

ACCESS TO EXTERNAL ACADEMIC RESOURCES - ELICOS AND VET STUDENTS

The School sites are located in close vicinity to major libraries where additional learning material can be accessed with ease. The School has established arrangements with the following libraries for its students:

- The State Library of NSW

<http://www.sl.nsw.gov.au/>

- Parramatta City Council Library

<http://www.parracity.nsw.gov.au/play/facilities/library>

MEMBERSHIP PROCESS

Following facilitated process will be followed for the School's students' membership for the above listed libraries:

- The membership information and relevant forms will be made available to all students during New Students Orientation session;
- The students will receive and complete the membership form for one of the above-listed libraries for access to additional academic resources;
- Once the relevant library has processed the membership application, the students will be able to collect their membership cards from the School's Reception Desk.

STUDENT WELFARE COUNSELLOR

Mrs Judith Bowler is Students' Welfare Counsellor for the School. Her qualification details are as below:

- Master of Education, Adult and Continuing Education and Training. University of Technology, Sydney
- Bachelor of Arts, Education and Psychology. University of Sydney
- Associate Diploma, Rehabilitation Counselling. University of Sydney
- Graduate Certificate of Emotionally Focused Counselling. Institute of Emotionally Focused Therapy

- Diploma of Quality Auditing
- Certificate IV in Training and Assessment
- Diploma of Clinical Hypnotherapy
- Advanced Diploma of Business Management
- Diploma of Business (Human Resources)
- Diploma of Business (Quality Auditing)
- Advanced Diploma of Community Services Work
- Advanced Diploma of Community Services Management
- Diploma of Assessment and Workplace Training
- Graduate Certificate in Training (Action Learning)
- Certificate in Competency Based Training

Mrs Bowler specialises in working with individuals suffering from anxiety, depression, relationship issues and mood-based disorders, and has experience in working with students from varied backgrounds and nationalities.

Students who need psychological support, advice on both academic and non-academic matters should make an appointment to see Mrs Bowler through Reception Desk.

SAFE PREMISES

The School's premises provide teaching and learning environments that are appropriately designed and equipped to support the range of VET and English language courses (ELICOS) where student support services are also offered. The School's premises comply with all relevant legislation and regulations. The School ensures that students are safe and have access to facilities that support their education, including circumstances:

- Where the provider accesses or uses areas that may also be used for other purposes;
- Where facilities are accessed by people not associated with the provider's operations;
- The registered ELICOS provider designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including;
 - rooms of a size appropriate to size of class
 - teacher studies/staffrooms
 - student recreation areas
 - private study areas or areas for related activities, such as library, resource centre and language laboratory
 - storage areas
 - offices for the management of the ELICOS provider and for the confidential counselling of students.

SECURITY PROTOCOLS

The School CEO/PRINCIPAL will ensure that:

- the School course delivery sites are sufficiently staffed at all times;
- the School course delivery sites have security monitoring systems installed and are operational;
- in addition to teaching staff, a duty staff is assigned to each delivery site who will be present on site to ensure safety of students and staff;
- the students and staff security arrangements are regularly reviewed.

STUDENT EMAIL ACCOUNTS

The School's official communication method with students is via email. All students *may be* issued with the School email account during New Student Orientation session. In case the School has provided an email address:

- All correspondence will be emailed to the School email address.
- It is student's responsibility to check their email account at least once a day.
- The School email account can be accessed via the School website - www.scsb.nsw.edu.au
- The School email account username and password will be provided during New Student Orientation session. To protect individual privacy, students must change their password after receiving their first login password from the School. They must not let anyone know their password and change their password at least monthly.
- For questions or technical problems relating to student email account, please contact the School Reception Desk.

Students must not ignore emails received from the School. Emails sent to students' email account are important and may contain official information crucial to their studies and their stay in Australia. Not checking student email account will not stop the School from processing disciplinary actions and cancellations.

Student Code of Conduct

By enrolling at the School, the students have agreed to adhere to the School's Student Code of Conduct.

The School's Student Code of Conduct is outlined below. It was also included in the pre-enrolment documentation and is available at the School's website - www.scsb.nsw.edu.au

Breaches of the School's Student Code of Conduct and breaches of student visa requirements may lead to cancellation of enrolment.

The School has a duty of care to provide a safe and ethical learning environment to all learners and is obliged to take immediate action where students behaviour is inappropriate or interferes with the freedom of another learner of the School in pursuing their studies.

It is important for the School to set clear expectations and provide guidelines to make sure the expectations are achieved and ensure that students are aware that they are obliged to comply with the Student Code of Conduct. It is every student's responsibility to understand and behave responsibly in accordance with the acceptable conduct as stated in the Student Code of Conduct.

The School's Responsibilities

The School aims to provide students with opportunity to:

- study in an environment which fosters student participation in discussion or debate, in which students can freely express their point of view;
- have reasonable access to qualified teaching staff and learning support services;
- have reasonable access to material, equipment and other resource to enable the completion of the students' course;
- study and work in a safe, tolerant and productive learning environment therefore, the School will use the best endeavour to ensure that students:
- are treated with courtesy, tolerance, respect and valued as members of the School's community;
- are treated fairly, impartially and consistently in all aspect of the School's policy and procedures;
- are treated equitably, free from unlawful discrimination and harassment;
- have reasonable access to support services in the case where they are experiencing personal or learning difficulties;
- receive respect and protection of their privacy;
- allow to make a complaint or lodge a complaint based on any aspect of their experience in the School, without fear of victimisation and with the assurance that the complaint will be handled as confidential and the procedural fairness is maintained.

Students Responsibilities

The students at the School are responsible for their own behaviour. They are expected to:

General expectations

- behave honestly and ethically, avoiding any action or behaviour that would unfairly advantage or disadvantage themselves or another student;

- respect the privacy of the School's staff, other students and respect the rights of others to express their opinion in a lawful manner;
- treat the School staff and other students with courtesy, tolerance and respect, this extend to any off-campus activities, work placements and excursions;
- maintain a cooperative and collaborative approach in any inter-personal relationship with the School staff and other students;
- ensure that they do not involve or encourage discrimination, harassment and/or bullying of other students and staff;
- not engage in unlawful behaviour.

Specific expectation

Apart from general expectations, the Student Code of Conduct sets out expectations on specific key areas. It is the students' responsibility to act in accordance with the Code and ensure that they are aware of the relevant code of practice in performing their studies.

1. Academic related conduct

All students of the School must:

- ensure that their enrolment and progress in the course is lawful and consistent with the School's policies and procedures;
- observe key dates and deadlines of all aspect of their study, including assessment submission deadlines;
- submit all assessment tasks by the required due dates, unless unforeseen or exceptional circumstances arise;
- identified themselves truthfully by ensuring that their contact details are up to date, and provide the student's card on request of a staff member when performing their duties;
- carry out their studies conscientiously and with honesty and diligence and maintain satisfactory academic progress;
- not engage in plagiarism or other academic misconduct.

2. Conduct related to use of resources

In relation to the access and the usage of the School's resources, the students must:

- use the School's resources including building, equipment, library and technological resources in a lawful and ethical manner and only for an academic-related purpose;
- not engage in behaviour that is detrimental to the School's property, including the School's library collection and teaching materials;

- not misuse the School's resources and facilities in a manner which might affect the right of other students or staff;
- not use the School's resource to gain personal benefit.

3. *Conduct related to the School's reputation*

The School's students are expected to:

- conduct themselves in an appropriate manner in any activities inside or outside the School, including during work placement;
- ensure their action as a student does not harm and jeopardise the School's reputation or good standing;
- not use the School's name and reputation to gain personal benefits, without prior permission.

BREACHES OF STUDENT CODE OF CONDUCT

The Academic Manager will handle breaches of the Student Code of Conduct in accordance with the Schools Student Code of Conduct Policy. In the instance of student misconduct, the Academic Manager must check the Student Conduct Register for repeat offences. Breaches of the Student Code of Conduct may result in:

- a verbal warning with a countersigned copy of the 'Incident Report Form' in the student file;
- issuance of a warning letter and referral for counselling;
- termination of enrolment;
- a combination of the above.

Participation (Attendance)

Inconsistent Course Progress

- Standard 13 of the National Code requires the School to cancel a student's enrolment where it is suspected that the student is not a 'bona fide' student.
- Inconsistent Course Progress is defined as, 'behaviour that suggests that the student's primary reason for enrolling at the School is for a purpose other than to gain the relevant skill and knowledge required in the course for which they have enrolled. If that has been determined by the School for a student, they will be deemed a 'non-bona fide' student at the School.
- Typical signs that may suggest that a student is 'non-bona fide' are:
 - The student's participation/attendance in their course is irregular, unreliable or inconsistent;

- The student’s participation/attendance is below 80%;
 - The student does not actively participate in class discussions and/or group work;
 - The student’s assignments are deemed to have been plagiarised.
- To avoid course/CoE cancellation due to Inconsistent Course Progress, students should attend a minimum of 80% of all classes and submit their assessments on time;
 - Students should inform the School if they aren’t able to attend their class;
 - The face-to-face contact hours for attendance for each week at the School is minimum 20 hours.
 - Under the National Code 2017, the School may decide not to report the student in the following circumstances:
 - a. Evidence of compassionate and compelling circumstances;
 - b. The student is maintaining satisfactory course progress;
 - The student has in total not missed more than 30% of the scheduled contact hours. Circumstance a and b would be part of this reasoning.

Student Attendance Monitoring Process

- Each enrolled student’s attendance will be regularly monitored and recorded in each study period (consists of 10 weeks or one term);
- The School trainers will be responsible for checking and recording student attendance;
- Upon receipt of the Course Trainer’s advice, the Academic Manager will commence the process of sending reminder letters to the relevant student;
- The student will be invited to see the Academic Manager for discussion regarding their attendance matter.

Student Holidays

- Students are expected to take breaks only during the designated School term breaks;
- The term break dates are provided to all students on the student timetable, the School’s website and the Student Handbook;
- Any other study breaks are to be negotiated with the Student Administration Manager and with the student's respective trainer.

Course Progress Monitoring

All students enrolled at the School must demonstrate that they are progressing in their course. This School’s Course Progress Policy is designed and implemented to ensure that the School must monitor students’ academic course progress, implement intervention strategies to assist students at risk of failing to meet

course progress requirements and report international students who do not achieve satisfactory course progress.

The monitoring of and awareness of student progress plays an integral part in ensuring that students experiencing academic difficulties and/or who are at risk of failing can be identified in sufficient time and provided with appropriate academic support. Student course progress monitoring also enables the School to terminate (after appeal) the enrolment of students not making academic progress. The School is committed to ensuring that these requirements and regulatory standards are maintained, and that its Policy and procedures comply with all legislative and regulatory requirements.

Under the ESOS Act, if a student's course progress falls below the required standard, the School is required to notify the concerned student, and if/when applicable, the Department of Education and the Department of Immigration and Border Protection (DIBP).

The School must therefore monitor, record and assess student course progress for each unit of competency for which the student is enrolled in. That is to help the students achieve satisfactory course progress. The School will intervene if a student is identified as 'at risk of failing' to achieve satisfactory course progress.

Unsatisfactory Course progress

At the School, unsatisfactory course progress is defined as when a student fails to successfully complete and achieve competency in at least 50% of their course requirements in a study period.

Monitoring Course Progress

The School has implemented the Department of Education and DIBP course progress principles for all of its vocational education and training (VET) students. The School records and assesses the progress of each student for each unit of competency and cumulatively at the end of each study period.

To achieve satisfactory course progress student must participate (attend) in a minimum of 80% of all classes.

The School monitors academic progress under the following course framework:

Study Period = 1 term of 10 study weeks and up to three weeks of holidays;

Each study week has 20 hours of study time (classroom based) per week;

- Satisfactory course progress is achieved when a student has successfully completed the assessment requirements for each unit or cluster of units within the timeframes specified in the course timetable/ information.
- Where a student is identified at risk of failing or not making satisfactory course progress, the School will contact the concerned student and arrange academic/course progress counselling for that student with the Academic Manager to implement the School's 'intervention strategies'.

Monitoring Course Progress Procedure

At the School, the student work is assessed by their trainers. After completing assessment of student's work, the trainer forwards a summary of the outcomes of the student's work to the Academic Manager.

The outcome for each unit is entered into the student management system.

- The School's student management system provides a cumulative student record for each unit.

- A course progress report can be generated at any time through the student management system. That report is generated at least once at the end of each Term.
- The course progress report will identify any student who is failing to successfully complete any unit requirements as specified in the course time table.
- The Academic Manager will discuss concerned student's course progress report with their Trainer and the student in the first instance to identify whether the student is in risk of not achieving satisfactory progress.
- Any student identified through this process of being at risk of not achieving satisfactory progress will be contacted in writing and called to a counselling session. At the counselling session the Academic Manager will, in consultation with the student and Trainer, establish a support/intervention program to help the student achieve satisfactory progress. Strategies will be determined on a case-by-case basis and will take into account the student's current and previous results, attendance records and any previous implemented intervention/counselling strategies.
- The intervention strategies may include any of the following:
 - English language support for technical assignments and comprehension;
 - Assistance with academic skills such as writing essays and report writing;
 - Support in attending a study group;
 - Assistance in attending a 'make up' session for the identified concerned unit;
 - Developing mutually agreed study plans for the student at risk;
 - Referral to external agencies.
- The implementation of the support/ intervention strategies may be requested by the trainer or the student at any time throughout the course if concerns are held about progress. The Academic Manager will consider any such request.
- A summary of the support/ intervention action to be implemented will be recorded on the support intervention record and will be placed in the student file. Notes on any meetings that occur will also be noted in the student management system and kept on the student's file.
- A student will not be reported to authorities for unsatisfactory course progress until after the support/ intervention strategy has been implemented and enough time has been allowed for the strategy to run its course.

Course Progress Warnings

As a matter of principle at the School, unsatisfactory course progress will result in concerned student being sent Academic Warning Letters. If the concerned student fails to respond to Academic Warning Letters, the School will send to the concerned student an Intention to Report letter. Failing to respond to the Intention to Report letter to the School's satisfaction, the School may report the concerned student to relevant authorities including the Department of Immigration and Border Protection.

The course progress warning letters will be issued in the following manner:

- 1st Academic Warning Letter:

A student will be issued with a 1st Academic Warning Letter if his/her academic records show that current progress may be at risk of falling below the minimum 50% academic progress within a study period.

- 2nd Academic Warning Letter

A student will be issued with a 2nd Academic Warning Letter if his/her academic records indicate that projected academic progress has fallen below the required 50% within the study period, as per his/her VISA conditions.

- Intention to Report Letter

Where a student is assessed as having made unsatisfactory progress for two consecutive study periods even after implementation of the support/intervention strategy, the School will report the student to the Secretary of the Department of Education through PRISMS and the student's Confirmation of Enrolment (CoE) will be cancelled. This may also result in the cancellation of the student visa.

Appeals

Before making the unsatisfactory course report to the Department of Education, the School will notify the student in writing of the intention to report and advise the student that they have 20 working days to access the School's process prior to being reported. During that period, the student's enrolment is kept current by the School.

A student will not be reported until the outcome of student appeal has been finalised and the appeal has been unsuccessful, or the student does not access the appeals process during the 20-day period.

The student may appeal the decision to report them to the Department of Education on the following grounds:

- A competency decision has been inaccurately recorded or calculated;
- Compassionate or compelling circumstances;
- The intervention strategy has not been implemented according to the School's own documented policy and procedure.

Plagiarism of Assessment Materials

If trainer/assessor believes that student's assessment/text or any form of assessment has been plagiarised, they must collect all evidence and refer the matter to the Academic Manager.

Where plagiarism has occurred, the student will be penalised as follows:

- 1st offence:
 - Written warning;
 - \$50 administration fee;
 - Entry into student misconduct database;
 - Re-assessment at own cost.
- 2nd offence:
 - Second written warning;
 - \$50 administration fee;
 - entry into student misconduct database;
 - Re-assessment at own cost.
- 3rd offence:

- Cancellation of enrolment under Standard 13 of National Code.

How to avoid Plagiarism:

To avoid Plagiarism, students need to follow the Assessment Agreement handed out by their Trainer in each Unit of Competency. The School requires that students properly reference the source of other people's ideas, thoughts and expressions in all assessments. Students should contact their Trainer if additional assistance or advice is needed.

COMPLAINT AND APPEAL PROCESS

The School aims to provide an effective and acceptable procedure for students to bring complaints and appeals to the attention of the School. The School has designed and implemented Complaints and Appeals Policy to ensure students study in a friendly environment, free from any forms of coercion, unfair treatment, discrimination, victimisation, harassment or bullying. All complaints and appeals by a student will be handled professionally and confidentially, with the aim of achieving a satisfactory resolution as soon as practicable.

Complaints and Appeals Principles

This School recognises that effective grievance management of students contributes to an improved learning environment for all students. The School's Complaints and Appeals Policy provides an opportunity to improve the School's students' experience by identifying areas of risk and potential improvement. Student grievance management at the School is guided by the following principles:

- Consistency;
- Ethical and equitable practices;
- Resolution at the local level where possible;
- Respect for all parties;
- Procedural fairness;
- Transparency;
- Timely and effective grievance management.

The School has adopted a case management approach to student grievance handling. The nature of the concerns raised will determine which area of the School takes primary case-management responsibility.

Before a Grievance Becomes a Formal Complaint

Students (or persons seeking to enrol with the School) are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. There are support staff available to assist students to resolve their issues at this level.

Grievance Management Procedure

The School's grievance management procedure can be utilised by students (and persons seeking to enrol in a course of study with the School) to submit a grievance of an academic or non-academic nature. Grievances of an academic nature include matters related to student progress, assessment, curriculum and awards in a

course of study. Grievances of a non-academic nature cover all other matters including complaints in relation to personal information that the School holds in relation to the student.

During all stages of this procedure the School will take all steps to ensure that:

- the complainant and the respondent will not be victimised or discriminated against;
- the complainant has an opportunity to formally present their case and each party to the grievance may be accompanied and assisted by a support person at any relevant meetings;
- a full explanation in writing for decisions and actions taken as part of the process will be provided if so requested by the complainant or the respondent;
- where the internal or external complaint handling or appeal process results in a decision that supports the complainant, the School will immediately implement any decision and/or corrective and preventative action required and advise the complainant of the outcome;
- There is no cost to the complainant for utilising the internal or external grievance and appeals process.

Stage one – Formal Grievance:

- Formal grievances must be submitted in writing to the Student Support Manager. Receipt of the grievance will be acknowledged within five working days and the complaint management process will commence within ten days of the receipt of the written complaint and all reasonable measures will be taken to finalise the process as soon as practicable;
- The Student Support Manager or their nominee, will, if necessary, seek to clarify the outcome that the complainant hopes to achieve;
- Such clarification may be sought by written or verbal request or by a face-to-face interview with the complainant. When such clarification occurs in a face-to-face interview, the complainant or respondent may ask another person to accompany them;
- The Student Support Manager or their nominee will then endeavour to resolve the grievance and provide a written report to the complainant on the steps taken to address the grievance, including the reasons for the decision, within ten working days. That Student Support Manager will further advise the complainant of their right to access the internal appeals process if they are not satisfied with the outcome of their formal grievance.

Stage two – Internal Appeal:

- If a complainant is dissatisfied with the outcome of their complaint from Stage one, they may lodge an appeal with the Principal. An appropriate person or committee will be appointed to consult with the complainant and other relevant parties within ten working days;
- Where possible such consultations should take the form of face-to-face interviews. The complainant or the respondent may ask another person to accompany them to these interviews;
- Following the consultation, the Principal, or their nominee, will provide a written advice to the complainant advising the further steps taken to address the grievance, including the reasons for the decision, within ten working days. The Principal will further advise the complainant of their right to access the external appeals process if they are not satisfied with the outcome of their internal appeal.

Stage three - Domestic Students – Other Appeal Options

The other options available to students include:

- Department of Fair Trading (<http://www.fairtrading.nsw.gov.au>);
- Administrative Appeals Tribunal (<http://www.aat.gov.au>);
- Other options include getting a mediator or seeking legal advice at their own expense.

NSW Fair Trading Department safeguards the rights of consumers and advises business and traders on fair and ethical practice. The Administrative Appeals Tribunal (AAT) provides independent review of a wide range of administrative decisions made by the Australian government and some non-government bodies. The AAT aims to provide fair, impartial, high quality and prompt review with as little formality and technicality as possible. Both individuals and government agencies use the services of the AAT.

Stage three - international students – External appeal:

If an international student is dissatisfied with the outcome of the complaint or appeal at the end of the internal appeals process, the student may wish the matter would be dealt with through an external dispute resolution process facilitated by the Overseas Students Ombudsman. The School does not charge any student for the referrals to external support services/agencies.

Things students should know about complaining to the Overseas Students Ombudsman (OSO):

- In Australia, students have the right to complain;
- The Overseas Students Ombudsman's services are free;
- In some cases, the OSO may decide not to investigate a student's complaint. This might happen where another organisation can help the student, or they have not spoken to their provider about their complaint;
- If OSO decides not to investigate, they will tell the student why. The OSO may refer the student to another organisation that can help;
- The OSO is independent and impartial. If OSO does decide to investigate a student's complaint, they will contact the education provider and ask them what happened.
- The OSO will treat student information with privacy and respect, and collect, store, use and disclose student's personal information only in accordance with Australian privacy laws;
- Where the outcome of the internal and external complaints and appeals process supports the student, the School will implement the decision or corrective action as soon as possible and advise accordingly.

How to make a complaint

Online (International Students)

Students can make a complaint online via the following link:

<https://forms.australia.gov.au/forms/ombudsman/overseas-students-ombudsman-complaint-form>

Note: In order to use the online complaint form, students would need to have the Adobe Reader installed on their computer. If they do not already have it, they may download the latest Adobe Reader version for free from the Adobe website.

Telephone

Students can contact OSO by telephone, 9am to 5pm Monday to Friday, Australian Eastern Standard Time (AEST). In Australia, call: 1300 362 072 (calls from mobile phones at mobile phone rates). Outside Australia, call +61 2 6276 0111.

Mail

Students can write a letter and post it to:
Overseas Students Ombudsman
GPO Box 442
Canberra ACT 2601
AUSTRALIA

For further information, students may visit OSO website: www.oso.gov.au

ENROLMENT STATUS

Where a student chooses to access this Policy, the School will maintain the student's enrolment while the grievance handling process is ongoing.

Assessment

The School recognises that assessment is a core service offered to our students and is at the centre of our operations as an RTO. Quality assessment ensures that the skills and knowledge of students are assessed using the School's key principal determinants of assessment, as outlined in the School's Assessment Policy. For detailed policy principles and processes regarding assessment, students should refer to the School's Assessment Policy.

The skills and knowledge of students at the School are assessed using the following principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from nationally endorsed Training Packages or accredited courses;
- That the target industry or enterprise requirements are contextualised and integrated within the assessment;
- That evidence is gathered that meets the rules of evidence;
- That assessment is conducted in accordance with the principles of assessment.

ASSESSING THE UNIT OF COMPETENCY

The School uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. In addition, industry standards and/or codes of practice are often used as

support mechanism. Those and other industry specific publications inform the context and standard of performance during assessment.

In order to identify the precise assessment criteria, the School applies a methodology of unpacking a unit of competency in order to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that the School's assessment strategies accurately reflect the requirements of the relevant Training Package and are valid.

To ensure alignment with all components of a unit of competency, unit mapping must be undertaken during the design and development of assessment. Unit mapping must also be undertaken when carrying out assessment validation.

Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This must be conducted at a micro level of detail to allow the mapping to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

ASSESSMENT METHODS

The School assessments are conducted using a combination of the following:

Written Knowledge Assessments:

In Written Knowledge Assessments, the student is required to provide a written response to a range of questions relating to the knowledge evidence of the units of competency. These would generally be short answer response activities and may include other questioning methods including multiple-choice.

Research Tasks:

In Research Task Assessments, the student is required to undertake research and provide a written response to each question. These assessment activities usually require short to medium answer responses.

Role Plays:

Role play is a form of experiential learning. The key purpose of this assessment method is to see what competencies students display and how their behaviours match those of the required roles.

Presentations:

Presentation skills are considered vital for business students. Keeping this in mind, the School's assessments are designed so that they provide students with maximum opportunities to improve and enhance this vital skill.

Case Studies:

The student is required to provide a written response to a situation presented in a case study scenario. This will usually require the student to consider carefully the situation presented, undertake some research to inform their response and then to propose their recommended actions.

PRINCIPLES OF ASSESSMENT

To design the assessment strategies, the School applies the following principles:

Validity:

The School assessments are conducted against broad range of skills and knowledge identified within each unit of competency which is integrated with the performance of workplace tasks. It is ensured that each assessment is transferable to different context and situations and all components of the unit of competency are being assessed. In addition, the School meets this requirement of assessment validity by ensuring all assessments are regularly validated as per the School's Validation Schedule.

Reliability:

The School is committed to gather and interpret evidence in a consistent manner that provides for reliable assessment for the student and for assessors. Assessment reliability is achieved by using assessors who have the required competencies in assessment and the relevant vocational competencies. The School's assessment resources provide for standardised outcomes supported by model answers to guide assessors in their judgements. Additionally, the reliability in the School's assessments is supported by the moderation of assessment judgements across assessors.

Flexibility:

The School strives to provide assessment opportunities that reflect student's needs. The chosen assessment strategies provide for recognition of a student's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the student themselves.

Fairness:

The School's assessment approach encourages fairness in assessment through consideration of the student's needs and characteristics through making reasonable adjustments when required. Assessors achieve this through clear communication with students to ensure that the student is fully informed about, understands and is able to participate in, the assessment process, and agrees that the assessment process is appropriate.

RULES OF ASSESSMENT EVIDENCE

In collecting evidence, the School applies the rules of evidence to inform the assessment strategy. The School's assessment strategies have been designed to ensure the following:

Sufficiency

The School ensures the collection of valid assessment evidence in such quantity to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.

Validity

The School collects assessment evidence that directly aligns with the components documented within each unit of competency. The collected assessment evidence must replicate the outputs of the task as though it

were being performed within an actual workplace. The School meets this requirement by ensuring all assessments are regularly validated as per the School's Validation Schedule.

Authenticity

The School seeks assessment evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the student's own work. The School values the authenticity of assessment evidence and have embedded this into Student Code of Conduct which deems plagiarism as a serious misconduct.

Currency

The School must be satisfied that the student currently holds the skills and knowledge relating to a particular unit of competency. Assessment evidence must be based on the student's performance either at the time of the assessment decision or in the very recent past. The School meets this requirement by requiring students to pay late payment fees for overdue assessment, thereby encouraging the timely submission of assessments.

RE-ASSESSMENT

- Students who are assessed as not competent will be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. Those students will be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.
- It is the policy of the School to provide two opportunities for additional training and re-assessment at no additional cost to the student. Students who require additional training and re-assessment after they have exhausted their two opportunities will be required to pay a fee for additional training and re-assessment. Re-assessment fees are listed in the School's Schedule of Fees.
- Student's requiring additional learning support are to be brought to the attention of the Academic Manager to monitor their learning progress. Additional support may be applied well before it becomes necessary to impose an additional fee for re-assessment.

Language, Literacy and Numeracy Skills

The School understands the importance of skills in English language, literacy and numeracy (LLN) and recognises that many adults do not have the LLN skills they need to effectively participate in training and workplace communication. The School recognises its obligation to ensure, as much as possible, that students enrolled in the School's courses are given the opportunity to learn based on their current skills in LLN. Detailed information regarding LLN policy principles and procedures can be found in the School's Language, Literacy and Numeracy Policy.

The School undertakes responsibility to provide language, literacy and numeracy support for students who may require such support as this will also pave the way for compliance with the Government legislation in relation to assess and equity.

LLN PRINCIPLES

The following principles and responsibilities have been developed by the School for its students' LLN assessment:

Responsibilities

1. LLN needs are identified and developed within the course materials and assessment tools by qualified Trainers and Assessors;
2. Relevant staff are provided with the necessary training to ensure they have the skills required to manage LLN related matters as they arise;
3. Administration staff will endeavour to ascertain students' LLN information prior to course commencement;
4. If a Trainer and/or Assessor identifies students with LLN difficulties, they will implement appropriate strategies to assist identified students with their learning;
5. Students are provided with advice and support services in the provision of LLN assistance services;
6. The confidentiality of students who require additional support services and appropriate strategies are in accordance with the School's Privacy Policy.
7. For entry to the School's courses, overseas students who have English as their second language must be able to demonstrate any of these: English language proficiency equivalent to 5.5 score in IELTS, GE Certificate (Upper intermediate level) or SCSB Placement test (Upper intermediate level).
8. In addition, VET students should provide evidence of completion of Year 12 or equivalent to demonstrate that their literacy and numeracy skills are adequate for further study at the School.
9. Provision of evidence of recent study or employment that requires literacy and numeracy skills will be acceptable. If students are unable to provide evidence of meeting entry eligibility, the School may require them to undertake a test to assess literacy and numeracy levels.
10. The School offers students maximum assistance throughout their study. Many of the units which form part of the selected courses require that students have adequate comprehension and writing skills in order to achieve competence. The test given to students at the entry point provides the School with a method of assessing those skill levels and aims to help the School determine the learning approach that is most suited to the students' specific needs.
11. The School will review students' test results together with the information gathered during their interview. If their skills do not meet the entry requirements, the School may decide to refer the student to another training provider for specific training in language, literacy and numeracy. The School can provide students with a list of providers who have the expertise to maximise learners' learning opportunity.
12. The School has implemented this strategy to ensure that students are given the best opportunity to achieve competence and ultimately obtain the skills in their chosen field.
13. The School requests that students notify the Student Support Manager of any special assistance that they may require in relation to literacy and numeracy. If additional charges apply e.g. for a scribe or for additional equipment, the School undertakes to notify the student prior to the commencement of their course.
14. The School recognises that assistance with literacy and numeracy and language, may be necessary during some courses as on-going language support is critical to the retention and success of overseas students.
15. In developing training and learning materials, the School will ensure that respective LLN requirements of specific units of competency or training packages are integrated into learning and assessment materials.

16. The School will ensure that the training staff members implement appropriate strategies to assist the students who need LLN assistance with their learning and maintain fairness, confidentiality, and equality in dealing with them.

Implementation

The Academic Manager is responsible for acting upon information obtained in the Enrolment Form where students' LLN and other individual needs are identified. Where individual needs are identified, action can be taken during the delivery of the training program and the assessment process to assist the participant by way of:

- Discussion between student and the Academic Manager and Trainer/Assessor to identify students' needs;
- Reasonable adjustment of the training program delivery and assessment methods to suite those identified needs;
- One-on-one support will be provided to the identified student during the training program;
- Delivery and progress will be monitored by the Academic Manager to promote successful learning outcomes;
- Identification of training needs is to be based on the English language literacy and numeracy competencies, which are needed to participate effectively in the School's training programs;
- The School aims to obtain LLN information before commencement of the course/unit although the participant's individual needs may not be identified until after the course /unit has commenced;
- The School endeavours to equip the participants to write sufficiently to undertake the tasks of their chosen future profession. The Trainer/Assessor, Academic Manager will consult to analyse necessary requirements to meet the participant's individual needs. Where those needs cannot be met, a refund will be given to the participant;
- Where support needs of the identified student go beyond what can be offered with reasonable adjustment during the training and assessment process, and additional support is required, the School will direct participants to an external literacy specialist;
- Where assessment strategies include LLN to be performed to a standard as a requirement of the training package or of an individual unit, the School will not modify the standard as to invalidate the assessment process;
- Students are requested to declare any learning disabilities or language requirements as part of their enrolment process. Once such requirements are identified, relevant staff is alerted to the students' requirements and remedial processes can be implemented;
- Students with insufficient English language proficiency are required to undertake additional English studies prior to commencing their VET course. Students that undertake additional English studies will be monitored and assessed for their suitability to continue in the nominated VET course;
- Students are offered specified assistance in the form of study skills and tutorial sessions. These are incorporated into the academic program for each term. Those sessions may have emphasis on essay and report writing, writing skills, referencing and/or plagiarism. As a follow up, individual tuition is provided that is geared to the needs of each student. This may include assistance with oral presentations, reviewing and providing feedback on assignment drafts and preparation techniques for exams;
- The School will also integrate the development of required computer skills that will assist the student in providing supporting functions for LLN challenges;
- All students and relevant staff are informed of this Policy and procedure. Copies of this Policy and procedure are in the School's Policy and Procedures Manual and are published on the School's website;
- All information relating to participants gathered during needs identification, training and valuation will remain confidential. Participants will have access to any information gathered by the School about them as defined in the School's Privacy Policy

LLN Test – Marking Guide

Required Minimum LLN Skills

Qualification		Literacy	Numeracy
Diploma Qualifications	Acceptable English language skills that are sufficient for student to be able to engage in a two-way conversation with an Academic Manager and other administration staff at the School during Initial Skills Assessment process (LLN Test).	Acceptable English reading and writing skills, or higher. As a guide, students should have completed a formal English language course after completing their Year 12 schooling or have proven workplace written communication skills. Completion of the School's Enrolment Forms and the Initial Skills Assessment (LLN Test) in an articulate and thorough manner will also be an evidence of this level.	An average numeracy level that is acceptable to the School e.g. completion of Year 10 mathematics and ability to use a functional calculator for study and assessment purposes.
Advanced Diploma Qualifications	Acceptable English language skills that are sufficient for student to be able to engage in a two-way conversation with an Academic Manager, other administration staff or with a Student Support Officer at the School during Initial Skills Assessment process (LLN Test) or over the phone.	Acceptable English reading and writing skills, or higher. As a guide, students should have completed a formal English language course after completing their Year 12 schooling or have proven workplace written communication skills. Completion of the School's Enrolment Forms and the Initial Skills Assessment (LLN Test) in an articulate and thorough manner will also be an evidence of this level.	An average numeracy level that is acceptable to the School e.g. completion of Year 10 mathematics and ability to use a functional calculator for study and assessment purposes.

Credit Transfer and Recognition of Prior Learning

CREDIT TRANSFER

In accordance with National Code 2017 Standard 12, the School recognizes all AQF Qualifications and Statements of Attainment issued by other Registered Training Organizations (RTOs) in Australia. The School grants academic credit for such units of study upon receipt of a prospective or existing student's application (supported by the requisite documentary evidence of units having been successfully completed) for such credit.

If a student has previously completed qualification(s) or unit(s) of competency, they may be eligible to apply for Credit Transfer. To apply for Credit Transfer, students should submit Credit Transfer Application Form to the Student Support Manager through Reception Desk. For that request to be processed, applicants must attach copies of the evidence of successfully completed qualifications/courses/units. (e.g. Certificate and/or Statement of Attainment).

Applicants will be notified of the outcome of their application within 10 working days of the application submission.

RECOGNITION POLICY

Generally, the School does not grant course credits for the recognition of prior learning (RPL) on the basis of work or professional experience for international students. However, the applications for RPL may be considered by the School if applicants/students have successfully completed courses/units that are same or similar to the courses/units that are on the scope of the School.

CREDIT TRANSFER PROCEDURE

- All students are made aware of their ability to apply for course credit via Credit Transfer Application throughout their enrolment and/or at the induction process of the course;
- Where possible, students are to place any applications for course credit before they commence their studies. To apply for course credit the student must complete a 'Credit Transfer Application Form' (available on the School website and from reception desk);
- All applications are to be submitted to the School Reception Desk. All such applications must include original documents to be sighted and copied by the Student Support Officer
- Applications will not be accepted unless all required information is included in the application;
- A 'Credit Transfer Application Form' must be accompanied by nationally recognised Certificates and/or with detailed Statement of Attainments indicating the units successfully completed including unit codes and titles and dates of completion.
- Once the application is received the following must occur:
 - Upon successful outcome of the credit transfer application, the School must adjust the student's CoE to reflect any reduction in the period of study the student is enrolled;
 - The School will provide the student a 'Confirming Outcome of Credit Application' letter;
 - The students must sign this letter to indicate agreement with the outcomes of Credit Transfer;
 - A copy of that signed letter is to be kept on the student's file.

Deferment, Suspension or Cancellation of Enrolment

The School has designed a comprehensive policy (Deferment, Suspension or Cancellation of Enrolment Policy) to establish the principles and processes of deferment, suspension or cancellation of student enrolment in courses/units. The School will assess submitted applications of deferral, suspension or cancellation in accordance with that Policy.

ENROLMENT DEFERMENT, SUSPENSION OR CANCELLATION PRINCIPLES

- The School has set policies and procedures to guide the application by students for the deferment, cancellation, or voluntary suspension, and how applications are assessed and processed.
- For international students at the School, it is important to understand that deferrals, suspensions and cancellations may affect their student visa status.
- The Department of Immigration and Border Protection (DIBP) have rules under which they may agree to vary an international student's visa for the purpose of deferring course commencement or suspending enrolment for a leave of absence. The DIBP imposed conditions are very limited

and the School must abide by these rules when assessing an international student's application for leave in accordance with Standard 13 of the National Code 2017.

- All applications for deferment, suspensions and cancellations must be lodged no less than fourteen (14) days in advance and will be considered within ten (10) working days.
- The students have the right to appeal any decision by the School to defer, suspend or cancel their studies. The School will maintain the student's enrolment until the internal and external complaints and appeals process are completed.

Leave of Absence - By the Student (voluntary)

- Applications for leave should be submitted as soon as possible and at least ten (10) days prior to the commencement date of the next term.
- A student may receive approval for a personal leave of absence up to a maximum period of two (2) weeks within a term.
- A leave of absence can be granted on compassionate or considerate grounds and students must provide a valid reason for the leave. The School will require for documentary evidence to verify the student's situation.
- Compassionate or compelling circumstances are generally those beyond the control of the student which have an impact upon the student's study or personal wellbeing. These could include, but are not limited to:
 - Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
 - Grief of close family members such as parents or grandparents;
 - Major political upheaval or natural disaster in the home country requiring emergency travel and impacted on the student's studies; or
 - A traumatic experience which could include:
 - Involvement in, or witnessing of a serious accident; or
 - Witnessing of being the victim of a serious crime and this has impacted on the student (these cases should be supported by police or through a psychologists' report);
- Where the School was unable to offer a pre-requisite unit of competency; or
- Inability to begin studying on the course commencement date due to delay in receiving a student visa (in the case of international student).

Deferral of Enrolment - By the Student

A student may request a deferral of his/her course commencement by completing an Application Form for Deferment. Students must complete an Application for Deferment Form (Appendix 'A') and submit to the Student Support Manager, with evidence to support his/her application, who will:

- i. Discuss the application for deferment with the Academic Manager;
- ii. Confirm the outcome of the meeting in writing, and, if granted, provide the student with a copy of the new schedule/intervention strategy;
- iii. Discuss the changes to the training plan with the student;
- iv. Inform the student whether his/her application for deferment affects the visa;
- v. Inform the student that the length of time should not exceed two (2) terms;

- vi. Update the student file accordingly;

- vii. Send the student a letter outlining the deferment details,
- viii. In case of refusal, send the student a letter explaining the reason; and
- ix. notify the DIBP via PRISMS that the enrolment has been deferred.
- x. For international students, a new CoE will be issued to the student once a new commencement is processed.

Deferral of Enrolment - By the School

The School may defer student(s) enrolment in a course. Students will be informed about the changes to the course details and receive an option to either agree to the changes or to receive a refund, where applicable, as stipulated in the 'Refund Policy' outlined in this student handbook and available on the School website.

Suspension of Enrolment - By the Student

Upon commencement of the course, students may only request a suspension of their participation under compelling or compassionate circumstances. Students must submit documents supporting their claim for suspension of their course (e.g. medical certificates).

The granting of the suspension is at the discretion of the Principal. The School must approve the student's application for suspension in writing before he/she can leave.

The student must lodge his/her request for suspension by filing out an Application Form for Deferment, Suspension or Cancellation of Studies.

The maximum accepted duration for suspension is two (2) study terms (20 weeks).

Suspending the enrolment of a student may impact upon potential of tuition fees refund for the current and subsequent terms. Students should be encouraged to read the Refund Policy carefully to make an informed decision. A copy of our Refund Policy is always included in the student's Letter of Offer.

THE FOLLOWING STEPS ARE INVOLVED IN THE DEFERMENT PROCESS:

Students complete an Application Form for Deferment, Suspension or Cancellation of Studies, and submit to the Student Support Manager, who will:

- i. Discuss the application for suspension with the Academic Manager;

- ii. Confirm the outcome of the meeting in writing, and, if granted, provide the student with a copy of the new training plan;

- iii. Discuss the changes to the training plan with the student;

- iv. inform the student whether his/her application for suspension affects the visa;

- v. update the student file accordingly;

- vi. send student a letter outlining the details of his/her suspension;

- vii. in case of refusal, send the student a letter explaining the reason; and

- viii. notify the Department of Education via PRISMS that the enrolment has been suspended.

Suspension of Enrolment - By the School

The School may suspend enrolment for a course if the course ceases to be provided at any time after it starts but before it is completed. Students will be informed about the changes to the course details and receive a refund, where applicable, as stipulated in the Refund Policy outlined in this student handbook, Letter of Offer, and available on the School's website.

The School may also suspend a student's enrolment due to student misconduct as defined in the Code of Conduct Policy. Misconduct of a student may result in their enrolment with the School to be suspended or cancelled for breaching the Student Code of Conduct (refer to Student Handbook). This may include (but is not limited to):

- Disrespecting others including discrimination for any reason;
- Intimidating students or staff;
- Refusing to work in a safe, clean, orderly and cooperative environment;
- Damaging or misusing the School property or other student's personal property;
- Criminal Actions;
- Failure to pay tuition fees when due;
- Failure to make satisfactory progress in course of study;
- Placing the School into disconcert;
- Other actions deemed unsuitable by the Principal.
 - In case of the School's initiation of suspending a student's enrolment due to the above reasons, the length of time a student may have their enrolment suspended is at the discretion of the Principal. However, a student's enrolment may not be suspended for more than one (1) term without the circumstances being re-assessed.
 - The student will be notified in writing in advance of the reasons and the timeframe of the suspension. A student may appeal a suspension decision through the School's internal appeals process. Any appeal will be dealt with as a matter of urgency to minimise any disadvantage to the student. A student's enrolment will be maintained throughout the process.

If, as part of this process, a student's enrolment is cancelled, the student will be notified in writing of the reasons for the cancellation and given twenty (20) working days to access the School's internal complaints and appeals process.

Any change in enrolment status will not be reported to the Department of Education until the internal appeals process has been completed unless extenuating circumstances relating to the student apply. Once the deferral, suspension or cancellation is processed by the School will notify the Department of Education via PRISMS.

Cancellation of Enrolment - By the School

The School may choose to cancel the enrolment of a student under the following circumstances:

- Breach of the School's Code of Conduct;
 - Non-payment of student fees;
 - Assault of another student or staff member;
 - Committing of a crime.
- If the School decides to cancel the student's enrolment, then the student will be informed the decision in writing, via a Notice of Intention to Cancel/Suspend/Defer. The School will remind the student, that the change in enrolment status may affect their visa, and that they have twenty (20) working days to use the School's complaints and appeals process as outlined in this Student Handbook. A copy of all correspondence will be kept in the student file.
 - If the student decides not to access the complaints and appeals process, then the Department of Immigration and Border Protection will be informed via PRISMS that the student's enrolment has been cancelled. If the student does use the complaints and appeals process, the cancellation will not take effect until the process is completed.

Cancellation of Enrolment - By the Student

- i. Any student who wishes to cancel their enrolment with the School must apply in writing by completing an Application Form for Deferment, Suspension or Cancellation of Studies (Appendix 'A'). That Form can also be downloaded from the School's website.
- ii. Cancelling student enrolment will attract cancellation fees. Where applicable, cancellation may also affect the refund. The students are encouraged to read the Refund Policy carefully to make an informed decision. A copy of the Refund Policy is always included in the student's Letter of Offer.
- iii. Students must fill the application form for Deferment, Suspension or Cancellation of Studies and submit the completed form to the Student Support Manager.
- iv. The Student Support Manager will identify the reason for the cancellation and if the reason is to transfer to another education provider, then the concerned Administration Staff will check whether the students have completed six (6) months of their principal course. In this case, the School's policy on 'Student Transfer', will be followed by the concerned Administration Staff. As per the procedures in this Policy, students will be required to complete Request for Release Form and submit it, together with a Letter of Offer from another education provider and other supporting documentation.
- v. The Student Support Manager will then arrange a meeting of the student with the Principal. The student is required to explain the reasons for seeking a cancellation of current enrolment.
- vi. The Principal along with the Student Support Manager will ensure by checking with the Finance Department that the student has no outstanding tuition fees. If fees are outstanding, then the students will be notified in writing and at the same time will be advised that their cancellation request may be pending until the outstanding payment is cleared.
- vii. If the cancellation is approved, the Student Support Manager will process the cancellation of enrolment in PRISMS and notify student in writing.
- viii. Enrolment cancellations may involve a refund. This is discussed with the Principal on a case-by-case basis.

Transfer of Enrolment

TRANSFER OF ENROLMENT TO ANOTHER PROVIDER

If a student wishes to transfer their enrolment from the School to another provider within the first 6 months of commencing their principal course of study, they must apply the Student Support Manager to have a Letter of Release at least 14 days prior to the transfer and submit a letter of offer from the other training provider for consideration.

The Student Support Manager will assess the student's Letter of Release Request for transfer from the School to another registered provider where the first six months of the principal course have not elapsed.

If a student request for transfer is approved:

- The Student Support Manager will issue a Letter of Release at no cost, but subject to the constraints of the refund policy, student transfer policy and National Code Standard 7
- Inform the applicant/student that it is their responsibility to contact Department of Home Affairs (DHA) to ascertain whether a new student visa is required.
- A Letter of Release will only be issued when the School has a valid Letter of Offer from the new provider, and that it is in the best interests of the student at the School's discretion.
- Where the student has provided all the necessary documentation regarding letters of release the assessment will be made within five (5) working days.

If the request for transfer is not approved, the Student Support Manager will:

- Issue a written response including the reasons for the refusal;
- Inform the student of their right to appeal the decision; and
- Place a copy of all relevant documentation in student's file.

TRANSFERRING FROM ANOTHER PROVIDER

The School will not enrol students transferring from other providers prior to the student completing six months of their principal course of study with their initial provider.

Students wishing to transfer from another provider prior to the completion of the first six months of their principal course must present to the School a Letter of Release from their initial/current provider.

Exceptions:

- The student's current provider has ceased to be registered or the course in which the applicant/student is enrolled has ceased to be registered;
- The student's current provider has had sanctions imposed on its registration by the Australian Government or State or Territory Government that prevent the student from continuing their principal course;
- The student or a Government Sponsor consider the change to be in the best interest of the student and where the student has provided evidence to support that change.

Payment of Tuition Fees

The School limits the collection of pre-paid fees in accordance with the ESOS Act. The School only collects up to 50% of the total tuition fees for any of its courses before a student has commenced their course.

After the student has commenced, the School will only require the student to pay any further fees until 4 weeks before the start of their subsequent study periods.

REFUND

The School is committed to ensuring fair and reasonable refund practices and will implement and maintain a process for fair and reasonable refund of fees paid. Students will be provided refunds for tuition fees paid, where training and assessment activities have not been delivered.

The School, under the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007 must have in place a Refund Policy which needs to be provided to the prospective international students in Australia before formalisation of their enrolment.

Tuition Fees Refund Principles

Purpose

This policy outlines Southern Cross School of Business (SCSB)'s policy on refund of course tuition fees, where a student does not complete his/her course, partially or fully.

Scope

This Policy applies to all students at SCSB both commencing and continuing students, unless stated otherwise.

Policy Statement

SCSB is committed to ensuring fair and reasonable refund practices and will implement and maintain a process for fair and reasonable refund of fees paid. Students will be provided refunds for tuition fees paid, where training and assessment activities have not been delivered.

Background

SCSB, under the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2017 must have in place a Refund Policy which needs to be provided to the prospective international students in Australia before formalization of their enrolment.

Policy Principles

- If an applicant accepts a place offered in a course by SCSB and has paid the applicable fees, a binding contract is created between the student and SCSB.
- Notification of withdrawal from a course of study must be made in writing to SCSB addressing to the Principal. The cancellation fee will be calculated as shown in the Schedule 'A'.
- All fees paid including any course fees collected by education agents on behalf of SCSB except the non-refundable enrolment fee paid to the agent and administration fee payable to SCSB in case of refund, are subject to this Refund Policy.
- Where a visa renewal is rejected due to a breach in student visa conditions, student must withdraw from SCSB. Course cancellation fee will be calculated as shown in Schedule 'A'.

- SCSB reserves the right not to offer a course previously made available at its own discretion. Where a student is unable to enroll in a similar course at SCSB and the enrolment is cancelled, all fees paid will be refunded.
- In the unlikely event that SCSB is unable to deliver a course in full (provider default), the students will be offered a refund of all the course fees they have paid to date. The refund will be paid to the students within six (6) weeks of the day on which the course ceased being provided. Alternatively, the student may be offered enrolment in an alternative course by SCSB at no extra cost to them. The student has the right to choose whether he/she would prefer a full refund of course fees, or to accept a place in another course. If they choose placement in another course, SCSB will ask them to sign a document to indicate that they accept the placement.
- All refunds (apart from provider defaults) under this Policy will be paid within six (6) weeks after receiving completed Refund Application Form with supporting documentation from the student.
- If the student is not satisfied with a decision of the refund, an appeal should be made in writing to the Principal.
- Refunds will be made in Australian dollars and SCSB reserves the right to make refunds payable in the country of origin. Agency fees, if applicable, will not be refunded.
- Where an international student requests that the refund is made payable to a relative or other person in Australia, this will only be granted if documentary evidence proves that the relative or other person paid the tuition fees on behalf of the student.
- All communication regarding the refund will be done with the student or agent only and not any relative or associate of the student.

Procedures for Claiming Refunds

- Students seeking refund of tuition fees will need to complete the 'Refund Application Form'. The Refund Application Form can be downloaded from the School's website.
- Completed Refund Application Form must be submitted, with any supportive evidence, to the School Reception. Alternatively, the Refund Application Form can be emailed to the School via: admin@scsb.nsw.edu.au.
- Once the completed Refund Application Form is received by the School, it will be forwarded to Student Support Manager for assessment and processing.
- If eligible, refunds will be processed within six (6) weeks of the receipt of the Refund Application Form.
- In the event of an unsuccessful outcome or if the student is not eligible for a refund, students may appeal against the School's decision accessing the School's Complaints and Appeals Policy.

SCHEDULE 'A'	
Refund Application Condition	SCSB Policy Principal
Student Withdrawal	
Written notice of withdrawal provided at least six (6) weeks prior to course commencement	Full refund of Paid tuition fees, less \$250 administration fee, less material fees if applicable
Written notice of withdrawal provided <i>less</i> than six (6) weeks prior to course commencement	Refund equal to 50% of the paid tuition fees less \$250 administration fee, less material fees if applicable
Where a student provides written notice of withdrawal after commencement of course	No refund is applicable.
Where a student does not commence the course on the start date and subsequently provides notice of withdrawal from the course	No refund is applicable.
Student Visa Refusal	
The situation where a student's visa application is refused before the student was able to start their course on course commencement and the student has advised the School and applies for refund at least four (4) weeks prior to course commencement.	The refund amount will be calculated as below: <ol style="list-style-type: none"> 1. The administration fee of \$250 + any enrolment fees given to the agent is non-refundable; 2. The total course fee other than the Enrolment + Administration fee (tuition and non-tuition fee) minus the lesser of the following will be refunded: <ol style="list-style-type: none"> i. 5% of the amount of course fees received by the provider before the default day, or ii. \$500
If a student's visa application is rejected after the student has commenced the course	The refund amount calculated will be the weekly tuition fee times the weeks in default period.
Provider Default	
SCSB cancels the course prior to course commencement	All fees paid to SCSB will be refunded including non-tuition fees.

SCSB cancels a course before its expected end date	<p>In the unlikely event of the SCSB's default of a course, students will be offered with two options:</p> <p>1) Full tuition fee refund: The refund amount calculated will be the weekly tuition fee times the weeks in default period; or</p> <p>2) Alternative Course Arrangement: Students can be offered an alternative course at SCSB with no extra charge.</p> <p>Students will have the right to choose one of the above options.</p>
Other Withdrawals	
SCSB refuses to continue the student in the course because of student misbehaviour, breached visa conditions, failure to pay outstanding fees	<p>No refund for current term fees.</p> <p>The subsequent terms and/or courses tuition fees paid in advance will be refunded.</p>

Student Access to Records

The School acknowledges that students need access to their records in order to monitor their progress and participation. The School will facilitate access to records to a student on request.

REQUESTING ACCESS TO RECORDS

Students who require access to their records are required to complete a Student Records Request Form. This form can be obtained from the School's Reception Desk. A completed and signed copy of the Student Records Request Form must be submitted to the Reception Desk for action by the Student Support Manager. It is the responsibility of the Student Support Manager to respond positively to these requests and assist the student to complete the request form and facilitate access.

It is the policy of the School that access to records will only be provided to the student in person and only after identification of the concerned student has been confirmed. Photo ID would be required to access student records. The School requires the payment of administrative fee of \$10.00 if the student requires a copy of their records. This is a one-off admin fee that is only payable where copies are requested to take away by the student. If a student is simply requesting access to view their records, there will be no charge for that service. The student would, however, need to complete the Student Records Request Form on all occasions where access is requested. The completed Student Records Request Form can be submitted to the School Reception Desk. The Student Support Manager will respond to the student request to records within five (5) business days.

RECORDS THAT MAY BE REQUESTED

The Student Records Request Form seeks to identify what specific records are requested to access by a student. The records that may be accessed include:

hard copy records from a student's file which will include enrolment administrative records and assessment evidence;

activity data which is contained within the School's student management system including electronic training plan and details of awarded units of competency.

ACCESS TO RECORDS PROCESS

Once a Student Records Request has been approved by the Student Support Manager, a Student Support Officer will organise for the student to attend the School offices where controlled access to the approved requested records will be provided. Controlled access means, hardcopy records may be viewed by the student in the presence of a Student Support Officer of the School.

Students who request activity data from the School, a printed report will be provided which details all activity recorded within the student's training plan for any specific enrolment which includes achievement of units of competency.

Students who request to access their records are to be provided with this access at the earliest opportunity. The School is committed to maintaining a transparent and equitable training environment.

STUDENT RECORDS ACCESS BY EXTERNAL AUTHORITIES

The Australian Skills Quality Authority is entitled to collect activity data about any student's enrolment and achievements. This information includes all information submitted by the student during the enrolment process. This information is collected for the purpose of auditing participation and the monitoring and reporting of training outcomes. The information provided by students may be accessed by Commonwealth officers and by the National Centre for Vocational Education Research (NCVER) for statistical research purposes.

Continuous Improvement

The School is committed to continuous improvement of its training and assessment services, student services and management systems. Central to this commitment is the School's approach to continuous improvement and the procedures that are applied to achieve systematic and sustained improvement.

LEARNER SATISFACTION SURVEY

At the completion of student's training, they will be issued with a Learner Satisfaction Survey (Course Evaluation Form). This is aimed at collecting feedback from students about their experience with the School and in undertaking nationally recognised training. Completion and return of this survey is important for the School's ongoing improvement of its services. The School appreciates the students' assistance in gathering this survey data.

The School's Equity Commitment

Regulatory Responsibilities

The School is required to operate in accordance with Australian Commonwealth and New South Wales State laws. The School complies with all requirements of legislative and regulatory authorities. The School its students and staff are obliged to, as a minimum, follow the following Acts and legislations. During day-to-day work and when participating in training, students will need to be aware of the relevant legislation that may impact on their conduct and behaviour.

Copies of State and Federal legislation can be found on the Internet at www.comlaw.gov.au (Federal)

The following is a summary of the legislation that will generally apply to students' day-to-day work and training.

Work Health and Safety (WH&S) Act 2011

The main objective of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces. The WH&S Act protects workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work or from types of substances or plant.

The WH&S Act covers workers by providing a nationally uniform work health and safety laws. This includes employees, contractors, sub-contractors, outworkers, trainees, work experience students, volunteers and employers who perform work.

The WH&S Act also provides protection for the general public so that their health and safety is not placed at risk by work activities.

Section 29 of the WH&S Act requires that any person at a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions. They must also cooperate with any actions taken by the person conducting business or undertaking to comply with the WH&S Act and WH&S Regulation.

Privacy Act 1988

The Privacy Act is supported by the Australian Privacy Principles which came into effect on 12 March 2014. The main objective of Australian Privacy Principles is to ensure businesses and government agencies manage personal information in an open and transparent way.

Students are encouraged to review the section within this handbook that relates to privacy protection. It will provide students with information about:

- the kinds of personal information that the entity collects and holds;
- how the entity collects and holds personal information;
- the purposes for which the entity collects, holds, uses and discloses personal information;
- how an individual may access personal information about the individual that is held by the entity and seek the correction of such information;
- how an individual may complain about a breach of the Australian Privacy Principles and how the entity will deal with such a complaint; and
- whether the entity is likely to disclose personal information to overseas recipients.

Disability Discrimination Act 1992

Sect 5 - Disability Discrimination

For the purposes of this Act, a person (discriminator) discriminates against another person (aggrieved person) on the grounds of a disability of the aggrieved person if, because of the aggrieved person's disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability.

For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because of the fact that different accommodation or services may be required by the person with a disability.

Sex Discrimination Act 1984

The objects of this Act are:

- to give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and
- to eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and
- to eliminate, as far as possible, discrimination involving dismissal of employees on the ground of family responsibilities; and
- to eliminate, so far as is possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and
- to promote recognition and acceptance within the community of the principle of the equality of men and women.

Age Discrimination Act 2004

The objects of this Act are:

- to eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises, the provision of goods, services and facilities, accommodation, the disposal of land, the administration of Commonwealth laws and programs and requests for information; and
- to ensure, as far as practicable, that everyone has the same rights to equality before the law, regardless of age, as the rest of the community; and
- to allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older persons, in recognition of their particular circumstances; and
- to promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights; and
- to respond to demographic change by:
 - removing barriers to older people participating in society, particularly in the workforce; and
 - changing negative stereotypes about older people.

Racial Discrimination Act 1975

This Act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

- promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and
- make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

Copyright Act 1968

Copyright is a type of property that is founded on a person's creative skill and labour. It is designed to prevent the unauthorised use by others of a work, that is, the original form in which an idea or information has been expressed by the creator.

Copyright is not a tangible thing. It is made up of a bundle of exclusive economic rights to do certain acts with an original work or other copyright subject-matter. These rights include the right to copy, publish, communicate (e.g. broadcast, make available online) and publicly perform the copyright material.

There is no general exception that allows a work to be reproduced without infringing copyright. Where a part of a work is copied, the issue is whether a substantial part of that work has been reproduced and thus an infringement has occurred. However, there is a 10% rule which applies in relation to fair dealing copying for the purposes of research or study. A reasonable portion of a work may be copied for that purpose, and a reasonable portion is deemed to be 10% of a book of more than 10 pages or 10% of the words of a work in electronic form.

Fair Work Act 2009

The main objectives of this Act are to provide a balanced framework for cooperative and productive workplace relations that promote national economic prosperity and social inclusion for all Australians by:

- Providing workplace relations laws that are fair to working Australians, are flexible for businesses, promote productivity and economic growth for Australia's future economic prosperity and take into account Australia's international labour obligations;
- Ensuring a guaranteed safety net of fair, relevant and enforceable minimum terms and conditions through the National Employment Standards, modern awards and national minimum wage orders;
- Enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes and providing effective compliance mechanisms.

National Vocational Education and Training Regulator Act 2011

This legislation provides that basis for the regulation of Registered Training Organisations in Australia. The legislation provides the basis for the establishment of the National VET Regulator that is the registration authority for RTOs. A core component of this legislation is that it defines the condition for the registration of an RTO which include:

- compliance with the VET Quality Framework
- satisfying Fit and Proper Person Requirements
- satisfying the Financial Viability Risk Assessment Requirements
- notifying National VET Regulator of important changes
- co-operating with National VET Regulator
- compliance with directions given by the National VET Regulator

Standards for Registered Training Organisations (RTOs) 2015

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be a registered training organisation (RTO);
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

The Standards form part of the VET Quality Framework which is comprised of the Standards for Registered Training Organisations, the Australian Qualifications Framework, the Fit and Proper Person Requirements, the Financial Viability Risk Assessment Requirements and the Data Provision Requirements.

Compliance with the Standards is a condition for all NVR RTOs and for applicants seeking registration under the Act.

CRITICAL INCIDENTS

SCSB is committed to providing safe learning and working environment for its students and staff members, by minimising the likelihood of a critical incident and emergency, reducing the impact of such events and aim to response effectively to ensure normal activities are resumed in the fastest possible time.

CRITICAL INCIDENT PREVENTION

- a. SCSB continually uses risk assessment procedure to identify and control any barrier to implement effective critical incident and emergency plan and procedures.
- b. SCSB's staff and students are provided with training during their induction sessions to ensure that they are familiar with the critical incident and emergency procedures.
- c. It is the responsibility of the Principal or their nominee to ensure that all staff members under their supervision are aware of the emergency procedures including the evacuation to assembly point.
- d. All fire safety activities undertaken by SCSB are recorded and reviewed to identify gaps in training, knowledge, equipment and process.
- e.

CRITICAL INCIDENT CATEGORY

A range of critical incidents and emergency situations may occur on the premises of the college with the potential to impact on the safety of staff and/or students. Typical forms of the critical incidents are listed in the table below.

No	Type of Incident	Colour Code
1	Internal Incident: failure of essential services/utilities, power outage, gas leak or chemical hazards.	
2	Fire/Smoke: fire, explosion and/or discovery of fire/smoke	
3	Bomb threat: discovery of suspicious item or a threat made by person, phone call or letter/mail	
4	Medical emergency: poisoning, severe allergic reaction, heart attack or shock.	
5	Personal threat: sexual assault or serious assault, violent behaviour, self-harm, attempted suicide, siege, terrorism	
6	External: natural disaster, flooding, severe weather or storms, public disorder	

NOTIFICATION OF INCIDENT(S)

- a. Staff and students are required to initially report any hazard or incident to the SCSB's Reception Desk;
- b. The emergency telephone contact numbers for external Emergency Services (000) and the relevant Chief Warden of the premise are prominently displayed in all rooms and public areas of the campus;
- c. The Principal or their nominee is responsible for declaring a critical incident if the event has potential to significantly affect the staff and/or students;
- d. In the event of a critical incident or emergency, the college will allocate appropriate resources to deliver required support services;
- e. The college will effectively manage critical incident and emergency by formally reporting the events and managing them in line with this Policy;
- f. A report of all incidents will be recorded and reviewed for quality assurance.

RESPONSE TO CRITICAL INCIDENT AND EMERGENCY

Response to Critical Incident

- In the event of a critical incident or emergency situation, the primary aim of the response is to ensure the safety of all people in the college premise, preserve life and protect property. Following an emergency, SCSB aims to restore its normal operations as quickly as possible;
- For an incident that is likely to cause distress to those involved, the First Aid qualified staff or the most senior staff members of SCSB must contact qualified counsellors appointed by SCSB to arrange counselling for concerned staff and students;
- For an incident that does not cause injury or illness, staff present at the scene must take all reasonable steps to ensure the incident does not recur or worsen

- In the case of injury or illness staff members present at the scene must organise a prompt examination of the casualty by the first-aider who will assume control of the situation. In the case where a first aid qualified staff is not present, the most senior staff must assume control. The following steps must be taken:
 - Provide comfort to the casualty and allow them to rest;
 - Allow the casualty to self-administer treatment if they suffer a diagnosed condition and carry appropriate medication;
 - Contact next of kin or guardian;
 - Provide first aid treatment;
 - Call ambulance, when necessary.

Response to Emergency

- During an emergency, the Chief Warden of the Campus building or the most senior staff member must assume responsibility for their areas and staff;
- When an emergency arises, it is the responsibility of staff to assess the situation for immediate dangers to themselves and take appropriate steps, assess the personnel around them and only assist any person in immediate danger if it is safe to do so.
- At all times, staff and students should follow the instruction of the Chief Warden of the Campus building as follow:
 - Evacuate promptly from the building and assemble at the designated assembly point;
 - In the assembly point, wait for further instruction and do not leave the assembly point even if the emergency extends beyond normal working hours;
 - Staff members must refrain from commenting about the crisis to the media and must direct the enquiries to the Principal.

Recovery and the aftermath

When an incident involving an emotional trauma happens, the immediate task is to ensure that:

- i. Staff members and students physical and emotional needs are met;
- ii. The central stress factor needs to be addressed to allow those involved to return to a more stable and normal level of activity;
- iii. Critical incident debriefing should occur within 48 – 72 hours after the incident, which may include individual or group counselling with the aim to provide staff and students affected by the incident with a facilitated session to assist them to return to normal condition;
- iv. In the case of acute emotional trauma, prompt assessment by qualified counsellors is recommended to reduce the likelihood of post-traumatic related problems;
- v. SCSB will maintain the confidentiality of the debriefing or counselling session to ensure to only a record the time and the location of the debriefing and that no information will be released without the agreement of the individual or groups;
- vi. Following an incident, SCSB will evaluate the its response to a critical incident for ongoing development and effectiveness of the critical incident and emergency management process, including the deployment of the emergency procedures and the overall response to the incident;
- vii. As a result of review, any amendments to critical incident and emergency processes will be communicated to the staff members of SCSB.

Additional Information for International Students

OVERSEAS STUDENT HEALTH COVER (OSHC)

As an International Student, it is a condition of Student Visa that all students have Overseas Student Health Cover (OSHC) for the entire duration of their stay in Australia. OSHC gives international students access to out of hospital and in hospital medical services to help maintain their health.

Students should make an appointment with the Student Support Officer, if there are any problems with their OSHC.

ESOS FRAMEWORK

ESOS Act

The Education Services for Overseas Students (ESOS) Act is an Australian Government Act that controls the delivery of international education in Australia. The ESOS Act was introduced to provide a legislative framework to ensure the quality of programs and services provided to international students and to ensure that the rights of international students are protected.

A full copy of the ESOS Framework is available at

<https://internationaleducation.gov.au/regulatory-information/education-services-for-overseas-students-esos-legislative-framework/national-code/pages/default.aspx>

STUDENT VISA CONDITIONS

As a student on international student visa in Australia, students must abide by their student visa conditions. Failure to comply with these conditions could result in the cancellation of student's visa. These conditions include (but are not limited to):

- Complete the course within the duration specified in the CoE;
- Maintain satisfactory academic progress;
- Maintain approved Overseas Student Health Cover (OSHC) while in Australia;
- Remain with the principal education provider for 6 calendar months, unless issued a letter of release from the provider to attend another institution;
- Notify the training provider of their Australian address and any subsequent changes of address within 7 days.

PROTECTION FOR OVERSEAS STUDENTS

Anyone on Australian student visa, must study with an education provider and in a course, that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at <http://cricos.deewr.gov.au/>.

CRICOS registration guarantees that the course and the education provider meet the high standards necessary for overseas students. Students should carefully check that the details of their course – including its location – match the information on CRICOS.

STUDENTS RIGHTS

The ESOS framework protects students' rights, including:

- Their right to receive, before enrolling, current and accurate information about the courses, fees, modes of study and other information from their provider and their provider's agent. Students who are under 18 years of age, to ensure their safety, they will be granted a student visa only if there are arrangements in place for their accommodation, support and welfare.
- Their right to sign a written agreement with their provider before or as they pay fees, setting out the services to be provided, fees payable and information about refunds of course money. Students should keep a copy of their written agreement.
- Their right to get the education they paid for. The ESOS framework includes consumer protection that will allow students to receive a refund or to be placed in another course if their provider is unable to teach their course.

The ESOS framework sets out the standards Australian education providers offering education services to overseas students must obey. These standards cover a range of information students have a right to know and services that must be offered, including:

- Orientation and access to support services to help students in their study and adjust to life in Australia;
- Who the contact officer or officers is for overseas students;
- If student is eligible to apply for course credit;
- When their enrolment can be deferred, suspended or cancelled;
- What their provider's requirements are for satisfactory progress in the courses of study and what support is available if students are not progressing well;
- If attendance will be monitored for their course;
- A complaints and appeals process. One of the standards does not allow another education provider to enrol a student who wants to transfer to another course but has not completed six months of the final course of study they plan to undertake in Australia. If they want to transfer before hand they will need their provider's permission.

STUDENTS RESPONSIBILITIES

As an overseas student on a student visa, students have responsibilities to:

- Satisfy their student visa conditions;
- Maintain their Overseas Student Health Cover (OSHC) for the period of their stay in Australia;
- Meet the terms of the written agreement with their education provider;
- Inform their provider if they change their address or contact details (within 7 days);
- Maintain satisfactory course progress;
- If attendance is recorded for their course, follow their provider's attendance policy;
- If they are under 18, maintain their approved accommodation, support and general welfare arrangements.

Well Come Abode!!!

The SCSB team looks forward to working with you to achieve your goal of studying in a reputable college in Australia.