



Elite Education Vocational Institute

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Student Handbook

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Fundamental Information to Students

Introduction

EEVI (the Institute) is a Registered Training Organisation and meets administrative, delivery, staffing, facility, marketing, financial, quality assurance and assessment standards agreed to by Federal, State and Territory Governments in Australia. The Australian Skills Quality Authority (ASQA) monitors and subjects us to regular external audit to verify adherence to these standards.

Contact Details

Phone: +61 2 92114958

Email: info@ee.edu.au Website: www.ee.edu.au

Office Business Hours: Monday to Friday 09:30 To 17:30

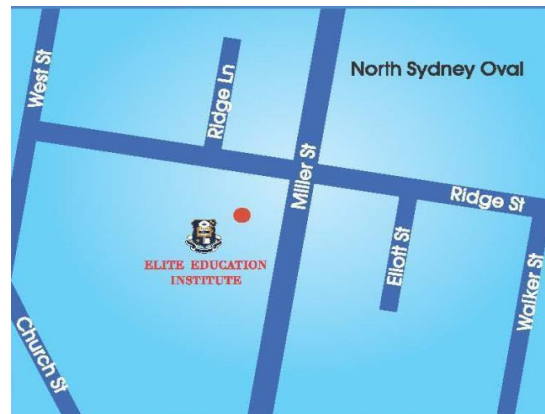
Emergency Contact: 0425888033

Maps of Campuses:

Sydney CBD Campus:
Level 5, 770-772 George St, Sydney, NSW 2000



North Sydney Campus:
Level 2, 1 James Place, North Sydney, NSW 2060



Qualifications

EEVI offer the following accredited and nationally recognised qualifications to domestic and international students

- **BSB50215 - Diploma of Business (AQF Level 5);**
- **BSB60215 - Advanced Diploma of Business (AQF Level 6)**
- **FNS50215 - Diploma of Accounting (AQF Level 5)**



Elite Education Vocational institute is responsible for compliance of training and assessment of all accredited qualifications. Students completing all assessment requirements for a qualification will be awarded a certificate corresponding to the completed course. Students completing assessment requirements for part of a qualification will be awarded a Statement of Attainment indicating which modules or units of competency they have completed.

Education Services for Overseas Students (ESOS) legislation

The *Education Services for Overseas Students Act 2000*, or ESOS Act, establishes legislative requirements and standards for the quality assurance of education and training institutions offering courses to international students who are in Australia on a student visa. ESOS also provides tuition fee protection for international students. Fact sheets for students and providers are now available on the Department of Education and Training website.

(<https://www.education.gov.au/qualifications-recognition-esos-framework-tuition-protection-service>).

Student Recruitment, Selection and Enrolment Procedure

When prospective students apply to enter EEVI to study VET courses, the following criteria applies:

- Applicants must complete the student agreement, sign and date where required and attach **certified** evidence of qualifications, work experience (if relevant) and IELTS test results.
- The Student Service Manager must review the student agreement and determine if an offer should be made on the basis of the entry requirements for the qualification. To be accepted the applicant must at least meet the academic entry requirements and the minimum IELTS requirement (for international students). The entry requirements can be assessed using the RTO education equivalency document to align overseas qualifications. IELTS testing is not required where an applicant clearly has the required English language skills. The evidence for this would include certified evidence of completing education in an English speaking country or at an English speaking school or completing a Certificate IV or higher level qualification in Australia.
- Where an offer is to be made to an applicant the Student Service Manager must sign and date the appropriate section on the student agreement.

Once an offer has been approved by the Student Service Manager an offer letter must be prepared and despatched to the student. Once received the fee payment and signed agreement, a confirmation of enrolment will be issued. For International Students, a Certificate of Enrolment (CoE) will be generated on PRISMS. If the applicant's educational qualifications do not meet the Institute's admission requirements, other factors will be considered. These are:

- Mature age,
- Work experience,
- Attitude and aptitude,
- Previous academic results,
- Attendance rate in the previous Institute,
- Ability and skills to function in an academic environment,
- Possibility to succeed in his/her academic endeavours.

For international students, if an applicant cannot produce a satisfactory IELTS score, and there are doubts about the English language skills to cope in an academic environment, the applicant is advised to enrol in a recognised English (ESL) course for an appropriate duration until the student achieves an Intermediate Level.

In a situation where the student can demonstrate that he or she can communicate in English but cannot produce any formal English qualification as described above, then the student will be tested in English Language School.

Language Literacy and Numeracy

Applicants who wish to study for VET courses, and are unable to provide documentation attesting to their English proficiency levels will be tested before they can enrol in a qualification. The following testing procedures apply:

Students have to sit for a designed English test in a recognised English Language School specifically geared to establish the following English competencies:

- Syntax and grammar,
- Reading comprehension,
- Writing descriptive/free-style essay and/or a business-oriented essay,
- Listening to spoken and academic English,
- Speaking – a brief topic-oriented discussion.

The test is marked on the principles of the IELTS band score to establish a student's competence to function in an academic environment.

Students who already have a satisfactory IELTS score and who are found to experience difficulty with the English language are counselled by the Program and Compliance Manager to undertake further studies or remedial studies in English (ESL) for an appropriate duration. The student is referred to an English Language School for this support program in English to be arranged.

The participants for each program offered by the Institute will be selected in a manner that reflects access and equity principles.

Course Entry requirements

Selection for enrolment in our courses will be approved for applicants who meet the qualification selection criteria. In line with Government policy students with intellectual and physical disabilities are encouraged to participate in training.

Applicants must be 18 years and above.

For VET courses, the students should have satisfactorily completed year 12 or equivalent. However, applicants who are 18 years and above who have no formal qualification and who can provide evidence of relevant and sufficient work experience including a proficiency in English equivalent to IELTS 5.5 or equivalent may also be considered.

For ELICOS, the student needs to demonstrate having achieved or approaching IELTS level 4.5 or greater and has education to a level, which is equivalent to an Australian Senior High School, College or University, or are able to provide evidence of relevant work experience from their country of origin.

International Student Visa Requirements

According to the Department of Home Affairs (DHA), international students must provide evidence that satisfies the assessment factors applicable to be granted a student visa. Assessment factors include their financial ability, English proficiency, likely compliance with the conditions of student visa and any other matters considered relevant to assessing their application". Additional information on student visa issues is available on DHA Internet site on (<https://www.homeaffairs.gov.au/>) and the Study in Australia internet site (http://studyinaustralia.gov.au/Sia/en/WhatToStudy/howtoapply/visarequirements.htm#student_visa_sub-classes)

Overseas Student Health Cover for International Students

Overseas student health cover (OSHC) is insurance that provides cover on the costs for medical and hospital care which international students may need while in Australia. OSHC will also pay for most prescription drugs and emergency ambulance transport. If you are an international student studying in Australia, you must purchase an approved OSHC policy from a registered health benefits organisation - commonly referred to as health funds before applying for your visa. You will need to buy OSHC before you come to Australia, to cover you from when you arrive. You will also need to maintain OSHC throughout your stay in Australia. You can find out more about purchasing OSHC at (<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/Overseas+Student+Health+Cover+FAQ-1>)

Modes of Study for International Students

Australian law requires International students to study at a full time study load. A full-time study load is normally a minimum of 20 hours per week for at least 36 weeks each calendar year or continuous 12-month period.

Satisfactory Progress Requirement for International Students

If you are an international student and do not have satisfactory academic progress, you will be reported to DHA which will lead to cancellation of your student visa. Unsatisfactory academic progress is defined as failing more than 50% of units in any two consecutive study periods. A failure in more than 50% of units in one study period will trigger a review of academic progress by the Institute and the implementation of an intervention strategy. Please refer to Satisfactory Progress Policy for International Students (V3).

Course Pathways

For graduates who have completed VET courses from the Institute, they may seek credits to the relevant degree programs in Australian Universities. The Institute has a special arrangement with Elite Education Institute for continuing bachelor degree study. There are 4 subjects to be exempted for Diploma students and 8 subjects to be exempted for Diploma + Advanced Diploma graduates. However, there is no guaranteed entry into University programs. As a general rule, students with high marks will have the best chance of being accepted by a University.

For graduates who have completed English for Academic Purpose (EAP) Level 1 course from the Institute, he/she can directly enrol our VET courses; and, for graduates who have completed English for Academic Purpose (EAP) Level 2 course from the Institute, he/she can directly enrol the bachelor degree at Elite Education Institute.

Working in Australia (for International Students)

International students can apply for a student visa with permission to work in Australia after commencement of their course of study. A fee will have to be paid for this visa. Immigration laws allow students to work for a limited number of hours, currently 40 hours per fortnightly during the Institute study time and full-time during breaks. However, work is not always easy to find and under no circumstances can students rely on income earned in Australia to pay tuition fees. Students are not permitted to work if it interferes with their study.

Cost of Living

The Australian Government estimates that the average living costs for an international student is at least A\$19,830. This pays for food, accommodation, telephone, gas, electricity, transport and entertainment. Your living costs could be higher or lower than this, depending on where you study and your lifestyle. For example, Sydney is generally more expensive than other cities or towns in New South Wales.

School-aged Dependents

There are requirements for compulsory school attendance for children or dependents of international students. In New South Wales it is compulsory for children to attend school until the age of 16. The choice of schools includes public schools, private schools and religious schools. People over the age of 16 can continue to attend school until they have completed year 12. Dependents of persons holding a student visa may be required to pay full fees in any school, Institute or university that they enrol in whilst in Australia.

Accommodation Options

Several options are available for students, including rental accommodation, shared accommodation and homestay. Most international students prefer to share rental accommodation to reduce costs. The Institute staff assist students to find accommodation. Although accommodation is usually readily available, the beginning of each semester is a very busy time and accommodation may take a little longer to find during these periods. Homestay with an Australian family who provide accommodation and meals is a good option for international students. Students need to make a request for this service at least two weeks in advance and conditions and charges apply.

Student Support Services

The Student Service Manager, teaching staff and administrative staff of the Institute are available to provide general advice and assistance with matter such as studying, homework, accommodation, English language problems and counselling. Students requiring individual training needs must contact the Program and Compliance Manager for further assistance. Students requiring special or intensive assistance must contact the Student Service Manager who may refer them to below external qualified Counsellor and these services provided at no cost to the students.

Student Service Manager's detail:

Name: Ms. Rebecca WU
Email: rebecca@ee.edu.au
Contact No: 02 92114958

Change of Personal Address

For international students, upon arriving in Australia you are required to advise the Institute of your residential address and telephone number and of any subsequent changes to your residential address. This is extremely important for international students. Under the Education Services for Overseas Students (ESOS) Act 2018 the Institute is obliged to serve a notice at your last known address if you breach a student visa condition relating to attendance: or academic performance.

The Institute may also send warning notices to you which are aimed at helping prevent breaches of your visa conditions. It is your responsibility and in your own interests to ensure that you always update your address details at the Institute to ensure you receives important information about your course, fees and possible breaches of your student visa.

In addition, international students are obligated to provide a local point of contact in the case of any emergency arising.

For domestic students, you are also required to advise the Institute of your residential address and telephone number and of any subsequent changes, including their Australian phone number (mobile and/or landline number), email address and residential address; and, students must maintain these personal details with EEVI administration. Students must advise EEVI of their Australian address within seven days of arriving in Australia and within seven days of any change of address, for AVETMISS Data submission requirement.

Additional information on student visa issues is available on the DHA web site at <https://www.homeaffairs.gov.au/>.

Student Orientation

Orientation is conducted on the first day of commencement using the Student Handbook as the main text. Its purpose is to fully inform new students of most aspects of life at the Institute and to provide an introduction to studying, Sydney's costs of living, transportation, facilities, banking and accommodation, and more importantly, the institute's policies. In addition, Institute staff will be introduced and an opportunity for you to ask questions.

Please see below a sample Orientation Program:

9.00 - 10.00	Students Registration & Enrolment (Student Service Manager & Staff)
10.00 - 10.10	Welcome and introduction of Elite Education Vocational Institute (The PEO)
10.10 - 10.40	Presentation by Head of Trainers – Dr Eugene Lim <ul style="list-style-type: none">• Introduction of the Programs, Diploma of Accounting, Diploma of Business, Advanced Diploma of Business• Introduction of Student Code of Conduct and Academic Policies<ul style="list-style-type: none">- Code of Conduct for students- Academic Integrity Policy- Student Learning Support Policy- Student Assessment Policy- Assessment Appeals Policy

- Satisfactory Progress Policy for International Students
- Student Grievance and Mediation Policy

10.40 – 11.10	<p>Presentation by Student Services Manager – Ms Rebecca Wu</p> <ul style="list-style-type: none"> • The Institute Facilities and Supporting Service Introduction • The Institute facilities • IT Helpdesk services • Living and Safety in Sydney • Student Counselling Service • Student Feedback Survey • Institute Security and Safety Policy • Emergency contacts
11.10 11.30	<p>Library and relevant resource (The Librarian)</p> <ul style="list-style-type: none"> • Library recourse (physical collections, e-Library, ProQuest, etc) • Academic workshop and assignment writing support (i.e., referencing, plagiarism self-check, exam preparation, etc)
11.30 - 12.00	<p>Presentation by ICT Manager – Mr. Eric Mo</p> <ul style="list-style-type: none"> • Introduction of the Institute email account, online learning system (Moodle), student management system (Wisenet), internet access, and other issues
12.00 – 12.10	<p>Conclusion (The PEO)</p>

Use of Personal Information

Information is collected during your enrolment in order to meet the Institute obligations under the ESOS Act and the National Code 2018, and the AVETMISS Data submission requirement; to ensure student compliance with the conditions of their visas and their obligations under Australian immigration laws generally. The authority to collect this information is contained in the Education Services for Overseas Students Act 2000, the Education Services for Overseas Students Regulations 2001 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018. Information collected about you during your enrolment can be provided, in certain circumstances, to the Australian Government and designated authorities and, if relevant, the Tuition Protection Service and the ESOS Assurance Fund Manager. In other instances information collected during your enrolment can be disclosed without your consent where authorised or required by law.

It is a requirement of the Australian Quality Training Framework that students can access personal information held by the Institute and may request corrections to information that is incorrect or out of date. Apply in writing to the Student Service Manager if you wish to view your own records. The institute protect student's information privacy. For details, please refer to "Information Privacy Policy" (Page 31).

Course delivery

A number of approaches to course delivery are used by Institute staff. Course delivery approaches may include: face-to-face classroom delivery; workshops; seminars; tutorials and supervised study. During class time students will be expected to participate by, for example, answering questions, giving opinions, demonstrating tasks, working with others in groups, making presentations and role playing situations. To promote effective learning and inter-action between trainer/assessor and students in the classrooms, class size will not exceed 50 students. For ELICOS students, the teacher-to-student ratios do not exceed 1:18 per class. Classes may be held at either City Campus or North Sydney Campus and timetable may be subjected to a weekday schedule or weekend schedule.

Course progress

Course progress is regularly monitored and assessed both throughout the study period [midterm] and at the end of each study period. Any student who achieves competency in 50% or more of the units/subjects studied in the current term of a course is identified as progressing satisfactorily. Students are required to successfully achieve competency in the various assessment tasks which may include demonstration/ observation checklist, reports, meeting minutes, case projects and classroom presentations. Assessment tasks and dates are set out in the student learning management system (*Moodle*) and are distributed/ provided access at the commencement of their course. The institute implements the DEEWR and DHA approved course progress policy and procedures for its vocational education and training courses.

Credit transfer/RPL

Students who have completed identical units from their course at other institutions will be given recognition on presentation of a verified transcript, Award or Statement of Attainment. For details, please refer to "Recognition of prior learning (RPL) Policy" (Page 24).

Facilities

The Institute is located in Sydney CBD and North Sydney. Both campuses have very convenient access to trains and buses. The Institute has general-purpose classrooms, Internet access, and student facilities for study and computer access. Students will be given a minimum of 3 weeks' notice if training facilities are relocated.

1. Classrooms:

- Elite Education has fully equipped classrooms in both North Sydney and City CBD Campus – George St. There are four classrooms at City CBD Campus and 9 classrooms at North Sydney Campus.
- In each of the campus, we ensure that at least one classroom will not be scheduled for class at any given time and it will be used for student self-learning purpose.

2. Library:

- Elite Education's North Sydney library has 2500 textbooks (around 1000 new textbooks were acquired since 2014). This library will service all students who enrolled in Sydney campuses.
- The 2nd Sydney CBD campus – Level 6, Quay St Haymarket is under fit-out renovation and it will be operational since Jan 2018. There is a new library in this new campus. All Elite students can also borrow books from this library.
- Elite Education also has E-library with more than 200,000 academic books, English Learning books that are accessible from any Elite's campus. The titles increased every year and become more preferable resources for students study and research. Both North Sydney and City campuses students can access E-library at any time at their own campus.
- Elite Education also has online research journal database – ProQuest. It allows students to access full research articles. All Elite campuses students can access ProQuest at their own campus.

3. E-Learning and Student Management Facilities:

- Elite Education has online learning system – Moodle. This system has been proved to be the best e-learning system for students. Students can access all learning materials, submit assignment, webchat with peers and lecturers. All students at any Elite campus can access Moodle system and at any time anywhere;
- Elite Education also has Wisenet Student Management System. All Elite students can check their academic progress and result, update their personal information through Wisenet at any time anywhere.

4. IT Facilities:

- Elite Education has fully-equipped computer lab (with 40 new PCs with printer connections and networks) at North Sydney Campus.
- There is another Computer Lab at 2nd Sydney CBD campus (with 24 new PCs with printer connections and networks).
- There are 8 computers with printer connections at 1st City CBD Campus – George St for students to study or complete their assignments.
- Both North Sydney and City campuses have fast free Wifi (unlimited) for students to do online learning and research. Elite has upgraded its internet services in 2017 to further facilitate e-learning at all campuses.

Dispute resolution procedure

The Institute has a dispute resolution procedure to provide students with a fair and equitable process for resolving any disputes or complaints they may have. The dispute resolution procedure includes a requirement that an independent mediator will be appointed at no expense to the student if the student is dissatisfied with the resolution proposed by the Institute. The independent mediator will be provided by the Ombudsman (if an International Student) or by ASQA (if a domestic student).

Relevant legislation

A range of legislation is applicable to all staff and students:

- The NSW Work, Health and Safety Act 2011
- Anti-Discrimination Act 1977
- Privacy and Personal Information Protection Act 1998
- Access and Equity Act
- the ESOS Act 2000 (for overseas students) <https://aei.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/ESOS-Act/Pages/default.aspx>
- the National Code 2018 (for overseas students) <https://aei.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/National-Code/nationalcodepartd/Pages/ESOSNationalcode-PartD.aspx>

Student Code of Conduct

The Student Code of Conduct requires the following rights to be respected and adhered to at all the time by students.

1. The right to be treated with respect from others, to be treated fairly and without discrimination, regardless of religious, cultural, racial and sexual differences, age, disability or socio-economic status
2. The right to be free from all forms of intimidation
3. The right to work in a safe, clean, orderly and cooperative environment
4. The right to have personal property (including computer files and student work) and the Registered Training Organisation property protected from damage or other misuse
5. The right to have any disputes settled in a fair and rational manner (this is accomplished by the Grievance Procedure)

6. The right to work and learn in a supportive environment without interference from others
7. The right to express and share ideas and to ask questions
8. The right to be treated with politeness and courteously at all times

Consequences for non-compliance with the Student Code of Conduct the following procedure for discipline are detailed in the student behaviour procedure

For non-compliance with the Student Code of Conduct the following procedure for discipline will be followed:

1. The Student Service Manager will contact students in the first instance to discuss the issue or behaviour & to determine how the issue might be rectified. This meeting and its outcomes will be documented, signed by all parties and included on the student's personal file.(Step 1)
2. Where the issue or behaviour continues, students will be invited for a personal interview with the PEO to discuss this issue further. This meeting and its outcomes will be documented, signed by all parties and included on the student's personal file. (Step 2)
3. If the issue or behaviour continues, the student will be provided with a final warning in writing & a time frame in which to rectify the issue. A copy of this letter will be included on the student's personal file. (Step 3)
4. After the three steps in the discipline procedure have been followed, if the issue or behaviour still continues, training services will be withdrawn and the student will be notified in writing that their enrolment has been suspended or cancelled.
5. Any suspension or cancellation will be undertaken in accordance with the Institute Deferral of commencement, suspension of studies, cancellation of enrolment procedure and may affect the status of a student's visa
6. At any stage of this procedure students are able to access the Complaints and Appeals Procedure to settle any disputes that may arise.

International Student's Visa refusal by the Australian Government

Where a prospective student is refused an initial student visa by the Australian Government a full refund of course fees will be made. In order to receive the refund students will have to provide authenticated evidence of the student visa refusal to the Institute

Enrolment Requirements

All students request to come for enrolment at the commencement date in accordance with the Letter of Offer. During the enrolment, the student must provide:

- (a) a current residential address; and
- (b) a mobile phone number (if any); and
- (c) an email address (if any).

Students are required to under the National Code 2018 Standard 3 clause 3.3.8, keep a copy of the written agreement as supplied by EEVI, and receipts of any payments of tuition fees or non-tuition fees.

Changing Enrolment Details – International Students

Generally a student is not permitted to defer or alter the start date or end date of a course.

For international students, EEVI must inform PRISMS within 7 days of changes to enrolment details. EEVI will report to DHA any reasons for the alteration to the proposed dates of a course

Once an overseas student has enrolled in a course, EEVI will not allow the student to defer commencement of studies, or suspend studies, except on the grounds of illness, evidenced by a doctor's certificate, or other exceptional compassionate circumstances beyond the control of the student, for example, bereavement. If a student defers or suspends the studies on any other grounds, EEVI will report the student as not complying with visa conditions to DHA via PRISMS.

Deferment, Suspension or Cancellation of Enrolment Policy – International Students [National Code 2018 Standard 9]

1 Purpose

This policy provides guidelines for suspending, deferring or cancelling student enrolment with the Institute.

2 Scope

This policy applies to all international students of the Institute.

3 Definitions

Deferral: postponement of commencement of a course by prospective students who have been offered a place in courses offered by the Institute and have not yet commenced studies.

Suspension: temporary postponement of enrolment during a course.

Cancellation: cessation of enrolment in a course (course withdrawal).

4 Principles

4.1 Student initiated deferral, suspension or cancellation: Students wishing to defer, suspend or cancel enrolment must meet one of the following conditions:

- a) unavailability of a course
- b) visa delay
- c) compassionate and compelling circumstances - These are generally beyond the control of the student and have an impact on the student's course progress or wellbeing. These could include but are not limited to:
 - Serious illness or injury, where medical certificate states that the student was or will be unable to attend classes;
 - Bereavement of close family members such as parents or grandparents (where possible death certificates should be provided);
 - Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
 - Traumatic experience which could include; involvement in, or witnessing of a serious accident; or witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports)

(Supporting documents must be provided upon application, e.g., medical certificates, police reports etc. and kept on the student's file.)

4.2 Deferral prior to commencement: Students may request a deferral prior to course commencement. Request must be in writing and addressed to the Student Administration office. When the deferral is processed the student will receive a revised CoE if required.

4.3 Suspension of enrolment: Students wishing to suspend their enrolment must complete a "Student Request to Deferral, Suspension or Cancellation Form" with all supporting documentation attached. All applications should be submitted at least 14 days prior to suspension date. The maximum suspension period is Six (6) months. Approval will only be given in the limited circumstances described above. The student will receive notification in writing of the result of the request within 10 working days.

4.4 Cancellation of enrolment: Students wishing to cancel their enrolment must complete a "Student Request to Deferral, Suspension or Cancellation Form" with all supporting documentation attached. The student will receive notification in writing of the result of the request. If the student has not completed the first six months of their principal course they must provide a letter of offer from an alternative provider therefore complying with the conditions of Standard 7 of the National Code 2018.

4.5 Deferral, Suspension or Cancellation of an enrolment may affect student's visa. All students should contact their nearest DHA office or refer to <https://www.homeaffairs.gov.au/> for further information.

4.6 Any deferral, suspension or cancellation will be reported on PRISMS and the assessment of the application supporting documentation recorded in the student file.

4.7 EEVI initiated deferral, suspension or cancellation:

- a) EEVI may defer commencement of a course when a course is not offered.
- b) EEVI may suspend a student enrolment for:

- misconduct – where behaviour of a student:
 - ✓ has been in serious breach of a college rule
 - ✓ is in breach of enrolment conditions
 - ✓ is considered to provide a threat to other students or staff
- c) EEVI may cancel a student enrolment for:
 - a serious breach of a college rule
 - breach of enrolment conditions
 - where a student is considered to provide a threat to other students or staff
 - serious misconduct
 - failing to meet the requirements of the Course Progress Policy
 - non –payment of tuition fees
 - failure to re-enrol

4.8 Where suspension or cancellation is initiated by EEVI, students will receive a notice of Intent to defer, suspend or cancel enrolment. This notice will clearly identify that a student will be given 20 working days to access the Institute's internal appeals process. When the appeals process is initiated, EEVI will maintain the student's enrolment until the internal appeals process is complete. EEVI reserves the right to not provide learning opportunities during this process should it be deemed appropriate.

4.9 The suspension or cancellation will be notified to DEEWR via PRISMS on completion of the 20 working days or at the end of the appeals process if the appeal is not upheld. A description of the ESOS framework made available electronically by DEEWR.

5 Procedures

5.1 Submit an application to the Administration Office:

Students wishing to make application to defer, suspend or withdraw by cancelling their enrolment should by complete the appropriate form and attach the documentary evidence as outlined in the Deferral, Suspension or Cancellation of Enrolment Policy. The respective application form and attachments should be submitted to the Administration Office.

5.2 Review and consideration of the completed application against assessment criteria

a) Confirm application for completeness:

The respective application form as submitted is checked for completeness by the Administration Office. All applications are required to be completed, signed and it is the responsibility of the student to attach the appropriate documentary evidence in support of their application which may include, but not be limited to:

- Medical certificate from a registered medical practitioner
- Statement of support from a counsellor or psychologist
- Certified personal statement of exceptional hardship
- Activation orders for compulsory overseas military service

All attachments should be copies of originals as certified by a Justice of the Peace (and translated into English if necessary). Where original documentation is presented with the application, the Administration Office will take copies of the documentation and witness them as being true copies of originals presented. The original documentation will be returned to the student (or applicant). Application forms will not be accepted without the appropriate supporting documentation.

b) Assessment of the Completed Application:

After the check for completeness, the Administration Office undertakes a review of the Completed Application against the assessment criteria as outlined in the Deferment, Suspension or Cancellation of Enrolment Policy and makes a decision to grant or deny the application for course credit. The Administration Office may choose to refer the application to the Program and Compliance Manager where they require faculty input to make the appropriate decision.

5.3 Advise assessment decision in writing

The Administration Office will advise the student (or applicant) in writing of the Institute's decision to grant or deny the request to defer, suspend or cancel enrolment within ten working days of the receipt of the completed application. A longer time may be required during peak admission and enrolment times but will not exceed fifteen working days.

Where an application is successful, the Institute will send the student the respective Approval Letter notifying the decision, and that the deferment, suspension or cancellation of their enrolment may affect an international student's visa and they should seek further information from the DHA before accepting the decision. The student must sign and return a copy of this letter authorising the change to their enrolment and any subsequent conditions on their return to study if applicable before the student management system is updated accordingly.

Where an application is denied, the student will be notified in writing of the reasons for refusal and their right to appeal within twenty working days. A student's enrolment will be maintained for the duration of the internal appeals process. Where the appellant is an international student, the Institute will not report any changes to the Department of Education via PRISMS during this time.

5.4 Respond to the notification of decision

a) The student accepts the decision:

If the student (or applicant) accepts the college decision outlined in their notification letter following their application to voluntarily defer, suspend or cancel their enrolment, they must formally accept the decision and acknowledge their understanding of any implications, by signing and returning a copy of the letter to the Administration Office. For any student activated requests to defer, suspend or cancel their enrolment, no changes will be made without receipt of the student's acknowledgement in writing.

On receipt of the signed acknowledgement, the Administration Office will update the student management system and, if necessary, report the change to the Department of Education via PRISMS within five working days in accordance with Standard 9 of the National Code 2018.

b) The student appeals the decision

Students who make an appeal the decision outlined in their notification letter to defer, suspend or cancel their enrolment must do so within twenty working days from the deemed receipt of the notification letter. The appeal must be submitted in writing using the 'Application for an Appeal or Grievance' form which can be downloaded from the institute website. Students should refer to the Student Grievance and Mediation Policy on how to lodge an appeal.

Where the student elects to appeal, their enrolment and access to the services will be maintained for the duration of the appeals process. Where the appellant is an international student, the institute will not report any changes in PRISMS during this time. However if the appeal is unsuccessful, enrolment will be cancelled and access to all services withdrawn at the end of the appeal process. The Institute will then report the changes to enrolment for international students to the Department of Education via PRISMS within five working days of end of the appeal process in accordance with Standard 10 of the National Code 2018. If successful in appeal, Clause 10.4 in the procedure to this policy will be implemented.

c) The student elects not to appeal the decision

Students who elect not to appeal the college decision outlined in their notification letter to defer, suspend or cancel their enrolment, will have their enrolment changed accordingly and access to all services withdrawn at the conclusion of the twenty working day appeal period. The Institute will report the change to an international student's enrolment to the Department of Education via PRISMS within five working days of the end of the appeal period in accordance with Standard 9 of the National Code 2018.

5.5 Enrolment is updated in the Student Management System

a) Where the student voluntarily defers, suspends or cancels their enrolment

Where the student voluntarily applied to defer, suspend or cancel their enrolment, on receipt of the signed acknowledgement letter accepting the change to their enrolment, the Administration Office will update the student management system to adjust enrolment accordingly and withdraw the student from all services including access to the following:

- campus access
- the student portal

- the Moodle e-learning account
- library and library services
- other Institute's hardware and software including WiFi access

No changes will be made to enrolment without receipt of the student's acknowledgement in writing by the Administration Office. Until this time, the student remains enrolled in their course of study and bound by the institute policies, the VET Quality Framework, the Education Services for Overseas Students (ESOS) Act 2000 and National Code 2018 which governs their enrolment at the Institute and visa to study and reside in Australia.

Within five working days of receipt of the signed letter, the Administration Office will report the change for an international student's enrolment to the Department of Education via PRISMS in accordance with Standard 9 of the National Code 2018.

b) Where the Institute activates the suspension or cancellation of enrolment

Where the Institute activates the suspension or cancellation of enrolment for misconduct, at the end of the twenty day appeal period or the appeal process as applicable, the Administration Office will update the student management system to adjust enrolment accordingly and withdraw the student from all services including access to the following:

- campus access
- the student portal
- the Moodle e-learning account
- library and library services
- other Institute's hardware and software including WiFi access

Within five working days of the appropriate appeal period as outlined above, the Administration Office will report the change to an international student's enrolment to the Department of Education via PRISMS in accordance with Standard 9 of the National Code 2018.

5.6 Re-enrolment for deferred or suspended students

Students who deferred or suspended their enrolment for a leave of absence will be sent a letter outlining the process for re-enrolment and any imposed conditions for their return to study at the Institute at the agreed commencement date (following deferment) or return date (following a leave of absence or institute activated suspension). Students will be asked to contact the Institute to begin the re-enrolment at least twenty days prior to the agreed commencement date or return date.

International students will be required to provide a copy of their new student visa before re-enrolment will be completed.

Student Transfer between Registered Providers Policy

In accordance with Standard 9, National Code 2018, EEVI ensures students must remain with their registered providers for the first six months of study. Students of EEVI are not allowed to transfer to another registered provider within this six (6) month period. After six months of study at EEVI, the student may transfer to another institute or registered provider without a letter of release. Similarly, EEVI does not enrol a student who wishes to transfer from another registered provider prior to completing six months of his or her first course of study; however, under the following contexts students can enrol at EEVI:

- If the primary registered provider has ceased to be registered, or the course in which the student is enrolled has ceased to be registered;
- If the primary registered provider has provided a letter of release;
- If the primary registered provider has had a sanction imposed on its registration by the Australian government or state or territory government which prevents the student from continuing his or her course;
- Any government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change.

Circumstances in which EEVI will grant approval for a transfer prior to completing the first six months of study denoting A student must satisfy EEVI management in their request for a transfer that they have a genuine case to support.

The reasons may include:

- a. EEVI is unable to continue to provide the course;
- a. The student has successfully withdrawn from the course;
- b. Student demonstrates s/he is experiencing threats to physical or mental health or safety by remaining at EEVI and demonstrates clearly how this will be alleviated through a transfer;
- c. Course of study is not consistent with documented course requested for on their application;
- d. A letter from another registered provider confirming that a valid enrolment offer has been made is supplied to EEVI, and EEVI forms the view that the student is genuinely intending to study with that provider – e.g. has paid a deposit.

EEVI deems the following circumstances reasonable grounds to decline a student request for transfer prior to completing the first six months of the course of study:

- a. The transfer may jeopardise the student's progression through a course;
- b. Student has a change of mind;
- c. Student has not passed internal or external assessments in the first 8 months of a course;
- d. Student expresses difficulty with course material but has not availed themselves of student support services;
- e. Student is observed with an unsatisfactory progress whereby that at a minimum a student has failed or is not deemed competent in 50% or more of units/courses/attempted in a term (*9-week period*) of a course ;
- f. Student is experiencing Homestay or other accommodation problems;
- g. Student is experiencing course schedule conflict with personal, work, or other non-study commitments;
- h. Student is experiencing adjustment difficulties moving to Australia;
- i. EEVI forms the view that the student is trying to avoid being reported to DHA for failure to meet the provider's academic progress requirements;
- j. EEVI believes that the course detailed in the letter of offer for the other provider will not provide adequate preparation for further study.

A transfer will always be refused unless:

- a. A student has a valid enrolment offer from the receiving provider, and;
- b. EEVI believes that students have a right to access resources to enhance and facilitate their study. Students have the responsibility to access and avail themselves of those resources available through the student support services, or to seek assistance from the Counsellor – e.g. resolving Homestay disputes, or receive a referral to professional support services.
- c. If transfer is refused, the student has 20 working days to appeal the decision, however, if there is no appeal nor is it upheld, EEVI would finalise the student's refusal status in PRISMS.

Procedures for Assessing Applications for Transfer out of EEVI:

1. Students wishing to apply for a release letter must complete the Request to Cancel Enrolment Form available from Student Services Officer.
2. A letter of release, if granted, is issued at no cost to the student.
3. Student Services Officer passes the application to the Office Manager.
4. The Office Manager reviews this application and gets back to the student within five working days.
5. Office Manager approves the release letter under the following circumstances:
 - i. If EEVI is unable to continue to provide the designated courses;
 - ii. If the student can demonstrate they are experiencing a threat to physical or mental health or safety by remaining at EEVI and can demonstrate clearly how this will be alleviated through a transfer;
6. If the current course of study is clearly not consistent with the requested documented course on their application.
7. Office Manager disapproves the application under the following circumstances:
 - i. If the student fees are in arrears;
 - ii. If the student's situation does not comply with any of the situations which may lead to a letter of release being granted;
 - iii. If the proposed transfer would jeopardise the student's progression through a course;
 - iv. If the student has unsatisfactory attendance and has been or is about to be reported to DHA;
 - v. If the student cannot bring a letter from another registered provider confirming that a valid enrolment offer has been made.
8. Office Manager informs the student in writing with the response and retains one copy in the student's administration folder. If EEVI decides not to grant a letter of release, EEVI will, within 15 working days of receipt of the written

request for a letter of release, provide the overseas student with written reasons for refusing the request and will inform the student of his or her right to appeal EEVI's decision in accordance with EEVI's appeals policy.

9. If a letter of release is granted, advice must be provided to the student of the need to contact DHA to seek advice on whether a new student visa is required.
10. In the case of students transferring from another registered provider and wishing to enrol at EEVI, the Marketing Officer talks to these students and verifies whether they are eligible to enrol at EEVI.
11. If the students are eligible to enrol at EEVI, the Marketing Officer issues a Letter of Offer and passes them to the Office Manager to issue CoE.
12. If these students want to apply for RPL, the Marketing Officer checks if RPL is relevant. If so, refer to RPL Procedures.
13. All transfer request records will be kept by EEVI for a period of 2 years.

Procedure for Assessing Applications for Transfers into EEVI

1. EEVI receives an application from an on-shore student currently studying at another RTO.
2. The Student Service Manager uses PRISMS to decide if the student has completed 6 months of their course.
3. The Student Service Manager reviews this application and gets back to the student within five working days.
4. If eligible to transfer, application proceeds.
5. If ineligible to transfer, student must provide a letter of release from previous institution. Student may be provided a "conditional" offer -- i.e. an offer of a place is contingent on their obtaining a letter of release.
6. If the letter of release is provided and student has no outstanding fees or other outstanding matters of concern with their previous institution, the application proceeds.
7. If the letter of release is not provided, the application process is halted. Student is informed that they are unable to transfer at this time. Student may re-apply when the 6 month period has expired. Student is also to be informed of their right to appeal the decision.

Note: If the original RTO or course ceases to be registered, or under sanctions so that the student to continue with the course, no letter of release is required.

Fee Payment Arrangement

International Students					
FeesDetails*					Amount in \$ AUD
Application Fee					250
COE Changing Fee* (If CoE needs to be Changed)					100
Total Material fee (\$50/Term for the printing of class materials, class test/quiz, and assessment cover forms)					200
Total tuition fee					6,000
Grand Total					6,450
Total first payment (Tuition Fee and material fee to be paid in 4 terms)					1,800
Late Submission Fee (only applies to: If a student has submitted an assessment, but failed to achieve the competency requirements for this assessment, the student has the opportunity to be re-assessed.)					50
Re-Assessment Fee (only charged if the student cannot be assessed or submit assignment on scheduled due date, and he/ she does not have compelling reason with evidence (e.g., sickness) to be late assessed; and he/she did not apply for late assessment from the assessor and obtained approval before the assessment due date.)					100
RPL Assessment Fee (only applies to students who wish to have RPL assessed. Fee applies to each application of RPL)					120
Instalment schedule					
Study period	Due date	Application fee (\$)	Material fee (\$)	Tuition fee (\$)	Total in \$ AUD
1	Immediately after Student Written Agreement is signed	250	50	1,500	1,800
2	End of Term 1	-	50	1,500	1,550
3	End of Term 2	-	50	1,500	1,550
4	End of Term 3	-	50	1,500	1,550

Domestic Students	
FeesDetails*	Amount in \$ AUD
Application Fee	200
Total Material fee (\$50/Term for the printing of class materials, class test/quiz, and assessment cover forms)	200
Total tuition fee	6,000
Grand Total	6,400
Total first payment	1,750
Late Submission Fee (only applies to: If a student has submitted an assessment, but failed to achieve the competency requirements for this assessment, the student has the opportunity to be re-assessed.)	50
Re-Assessment Fee (only charged if the student cannot be assessed or submit assignment on scheduled due date, and he/she does not have compelling reason with evidence (e.g., sickness) to be late assessed; and he/she did not apply for late assessment from the assessor and obtained approval before the assessment due date.)	100
RPL Assessment Fee (only applies to students who wish to have RPL assessed. Fee applies to each application of RPL)	120

Instalment schedule					
Study period	Due date	Application fee (\$)	Material fee (\$)	Tuition fee (\$)	Total in \$ AUD
1	Immediately after Student Written Agreement is signed	200	50	1,500	1,750
2	End of Term 1	-	50	1,500	1,550
3	End of Term 2	-	50	1,500	1,550
4	End of Term 3	-	50	1,500	1,550

Fee Refund Policies for international students

EEVI fully complies with the ESOS Act 2000 and its amendments including the Tuition Protection Service (TPS).

Under Section 47D, the written agreement with the student outlines the various circumstances under which a refund can be made and the amount due.

1. The application fee, \$250 is non-refundable
2. There is no refund if the student defaults (NB i. all internal and external appeals processes must be exhausted and ii. the TPS director and DHA must be informed within 5 days). A student defaults by:
 - i. Not starting on the agreed day and location (and has not previously withdrawn)
 - ii. Failing to pay an amount payable to EEVI
 - iii. Breaching a condition of his/her visa
 - iv. Misbehaving (Note: the student is entitled to natural justice under subsection 47A (3)).
3. If a student's visa is refused prior to commencement (through no fault of their own) (Section 47A of the ESOS Act), then EEVI will fully refund tuition fees to the student (Enrolment Fee and CoE Changing Fee are not refundable);
4. Refunds will be paid:
 - i. within 4 weeks after the day of default in the case of visa refusal (or where EEVI has not entered into a written agreement with the student (Section 47E) or
 - ii. Within 4 weeks from when EEVI receives a written claim form from the student (Section 47D).

Refunds must be paid either to the student or the person specified in the agreement between EEVI and the student.
5. In the event of a student withdrawing from a course, an application for a refund must be made in writing to EEVI.
 - i. If the notice is received by EEVI at least 28 days before the course starts, a refund of 75% of tuition fees will be made (after deduct the enrolment fee of \$250).
 - ii. If the notice is received by EEVI prior to, but less than 28 days before the course starts, a refund of 50% of tuition fees will be made (after deduct the enrolment fee of \$250).
 - iii. If the notice is received by EEVI on or after the course starts, no refund will be made. If an exceptional circumstance exists, a refund will be given on a case by case basis (after deduct the enrolment fee of \$250).

6. In the event of EEVI defaulting*, EEVI will advise the student in writing of their default, how they intend to fulfil their obligations under the ESOS Act. Within 14 days of the day of default, the:
 - i. total unexpended tuition fee may be refunded to students OR
 - ii. EEVI may offer an alternative (replacement) course or part of a course in accordance with subsection 46D(4). The student must advise in writing within fourteen days whether he or she accepts this arrangement.

** If a provider ceases to offer a course or courses before the student has finished the course, this is 'provider default' under the Education Services for Overseas Students Act 2000. The default date is the date the Institute stopped providing the course. Provider defaults can include the course not starting on the agreed starting day; the course ceasing before it is completed, or the course not being provided in full to the student, and the student having not withdrawn before the default day.*

7. In circumstances where a default has occurred and EEVI cannot satisfy their obligations, the TPS Director will be advised. The TPS Director will then invite relevant providers to participate in a placement round.

This fees refund policy does not remove students' rights to take further action under Australian Consumer Protection laws.

Fee Refund Policies for Domestic Students

This Policy details the refunds payable to Domestic Students who withdraw from the course after having paid their fees to Elite Education Vocational Institute. The request for refund must be made in writing to the Principal Executive Officer by using the Refund Application Form.

1. No refunds will be paid to a third party unless it is indicated at the time the Refund Application Form is lodged that any refunds due are payable to a third party.
2. Where a refund is approved, Elite Education Vocational Institute will make payment of refunds within 28 days of receipt of Refund Application Form.
3. The application fee, \$200 is non-refundable;
4. For New Students:
 - If a student withdraws any time before the agreed start date, he/she will receive a full refund of prepaid fees less a \$200 application fee and \$50 materials fees (for printing of certificates, class tests, and form);
 - If a student withdraws any time after the start date, but before the census date he/she will receive a 75% of prepaid fees less a \$200 application fee and \$50 materials fees;
 - If a student withdraws after the census date there will be no refund of fees.
5. For Continuing Students:
 - If a student withdraws any time before the agreed start date, he/she will receive a full refund of prepaid fees less \$50 materials fees;
 - If a student withdraws any time after the start date, but before the census date he/she will receive a 75% of prepaid fees less \$50 materials fees.
 - If a student withdraws after the census date there will be no refund of fees.
6. No tuition fee refund is payable if:
 - The terms and conditions of the contract between the student and EEVI are breached.
 - The student's enrolment is cancelled by EEVI due to student's misconduct.
7. The following fees are non-refundable:
 - Fees charged for administrative services (for example, late fees, materials fee, and reprints of transcripts).
 - Protection of student fees. Protection of student fees are in place by way of an Australian Government recognised Tuition.
8. Where a refund is payable, the refund is made in Australian dollars, within 28 days from the date the student lodges a written request for a refund of their tuition fees.
9. EEVI Default:

- Under the Australian Student Tuition Assurance Scheme (ASTAS), if Elite Education Vocational Institute is unable to fulfill its obligations to complete a course. The new ASTAS will facilitate the placement of students in the first instance, and where this is not possible, provides a refund of unexpended tuition fees (i.e. tuition the student has paid for but has not been delivered by the provider).
 - Elite Education Vocational Institute defaults if the course they offer does not start on the agreed starting day.
 - Elite Education Vocational Institute defaults if the course stops being provided after it starts and before it is completed or the course is not provided fully to the student because the registered provider has had a sanction imposed.
 - If Elite Education Vocational Institute defaults, EEVI will refund to the student within 14 days after the default day and receipt of your Refund Application Form.
10. Elite Education Vocational Institute will give the student a statement that explains how the refund amount has been worked out.
 11. Elite Education Vocational Institute dispute resolution processes do not circumscribe the student's right to pursue other legal remedies.
 12. This agreement and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.
 13. The refund policy is subject to review from time to time.

Helpful Contacts

Organisation	Address	Phone No.
POLICE FIRE AMBULANCE		000
Police	Level 3, SPC, 151-241 Goulburn Street DARLINGHURST 2010	9265 4144
Fire Station	113 George St, Redfern 2016	9698 1161
Hospital	St Vincents, 390 Victoria St, Darlinghurst	8382 1111
DeTGAt Sydney Dental Hospital	2 Chalmers St, Surry Hills	9293 3333
Poisons Information Centre		13 1126

Problem	Website	Phone No.
Accommodation-- Emergency for women	Women's refuge referral service	9560 1605
Alcoholism	www.aa.org.au	9387 7788
Alcoholics Anonymous (24 hours)		9799 1199
Anxiety (including phobias & Obsessive-Compulsive Disorder)	www.ada.mentalhealth.asn.au	9879 5351
Anxiety	www.serenitynsw.com.au/	9740 9539
Asthma	www.asthmansw.org.au/	1800 645 130
Consumer credit and debt	www.cclcnsw.org.au/	1800 808 488
Counselling	Lifeline	131 114
Counselling	Salvo Care Line	9331 6000
Counselling	Salvo Suicide Prevention/ Crisis Line	9331 2000
Crime stoppers (report crime anonymously)		1800 333 000
Crisis counselling (Wesley Mission)	www.lifelinesydney.org/	9951 5522
		13 11 14
Counselling (St Vincent de Paul)		9698 1529

Counselling--victims of crime	24 hour information, support and referrals	9374 30000
Depression	www.depressiondoctor.com/	
Depression (National Initiative)	http://www.beyondblue.org.au/	1300 22 4636
Disabilities	www.ideas.org.au/	1800 029 904
Domestic violence		8745 6999
Domestic violence		1800 656 463
Drug addiction: Narcotics Anonymous	www.na.org.au	1300 652 820
Drug addiction (Christian help)	www.naranon.com.au/	9418 8728
Drugs and mental health	www.thewaysidechapel.com/	9358 6577
Drug Rehabilitation Counselling		9332 8777
Families & friends with mental illness	www.arafmi.org/	9805 1883
Eating disorders	www.edf.org.au/	9412 4499
Eczema	www.eczema.org.au/	1300 300 182
Emergency services (police, fire, ambulance)		0
Epilepsy	www.epilepsy.org.au/	9856 7090
Family planning information	www.fpahealth.org.au/	1300 658 886
Gambling Counselling (Wesley)	www.wesleymission.org.au	9951 5566
G-Line (gambling)		1800 633 635
Gay & lesbian counselling line	www.glccs.org.au/	8564 9596
Grief support		9489 6644
Grief support	www.solace.org.au/	9519 2820
Grief support	Bereavement Care Centre	1300 654 556
Grief support	NALAG (National Association of Loss & Grief) Psychologists	Julie Dunsmore 9926 6926 Geoffrey Glassock 9712 5144
Hepatitis C	www.hepatitisc.org.au/	9332 1599
HIV/AIDS	www.sesiahs.health.nsw.gov.au/	9332 9700
Telephone Interpreter Service		131 450
Legal information and advice	www.lawaccess.nsw.gov.au/	1300 888 529
Mental health advice	www.mentalhealth.asn.au/	9816 5688
Poison Information Centre		131 126
Police Assistance Line (non-emergency)		131 444
Pregnancy counselling	www.pregnancysupport.com.au/	1300 737 732
Rape Crisis Centre	www.nswrapecrisis.com.au/	1800 424 017
Rape	Eastern and Central Sexual Assault Services	9515 3680
Rape, crisis	Crisis Service-ask for afterhours crisis workers	9515 6111
Relationship counselling	www.interrelate.org.au/	9745 5544
Schizophrenia	www.sfns.org.au/	9879 2600
Serious illness (sufferers & families)	www.can-survive.org/	1300 364 673
Smoking - Quitline		13 18 48
Suicide Prevention	www.suicideprevention.com.au/	1300 360 980

Satisfactory Progress Policy for International Students (V3) [National Code 2018 Standards 9 &10]

To outline the policy for monitoring the academic progress of international students to enable the identification and support of those at risk of not progressing academically, as required under the Education Services for Overseas Students (ESOS) Act 2000 and Standard 8 of the National Code 2018. Standard 8.5 of the Standards for Registered Training Organisations 2015 requires EEVI complying with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations.

This policy applies to all international students on a Student Visa enrolled in a CRICOS Registered program at EEVI, and the staff involved in training and assessment delivery and in the management and support of international students. The National Code 2018 Standard 8 relates to academic progression of international students.

Standard 8 Monitoring course progress and completion within the expected duration of study

Standard 8 of the National Code 2018 requires EEVI monitoring the academic progress of each student to ensure that the student is in a position to complete the program within the expected duration, as specified in the student's Confirmation of Enrolment (CoE). Whilst monitoring progress against the program duration is a separate requirement to monitoring academic progress for reporting purposes, there may be some overlap in processes. In the case for monitoring academic progress For example, EEVI will review the results of all international students at the end of each term. At the same time, EEVI will also check the student's progress towards completion of the program within the specified duration and proactively identifying, counsel and notifying students who are at risk of failing to meet course progress requirements.

This Standard requires EEVI notifying the Department of Education and Training through PRISMS if, after an intervention strategy has been implemented, the student still does not maintain satisfactory progress in their program and after the appeals process is finalised.

If course progress is unsatisfactory, students will be counselled through a series of support and intervention strategies as set out in the course progress procedures. EEVI will support students where to achieve in meeting each of the Unit of Competencies' required performance criteria standards. At the end of each term (*9-week period*), the results for each student are assessed against monitoring of course progress policy within five (5) working days or as soon as practicable.

Satisfactory course progress

Any student who achieves competency in 50% or more of the units/subjects studied a current term of study is identified as progressing satisfactorily. Students will be required to re-enrol in the units/subjects failed/not yet competent and undertake when next offered.

Unsatisfactory course progress

Unsatisfactory progress means that at a minimum where student has failed or is not deemed competent in 50% or more of units of competency attempted in a study period (9-week period) of a course. Students must ensure that there is a minimum of fifty percent (50%) academic course progress in any given study period as mandated by DHA Course Progress Policy.

Monitoring course progress

The Student Services Office will review all student's course progress and record all results in the Assessment Score Sheet record and the monitoring of course progress occurs by the following process:

- First course progress review (after first four [4] weeks of the 1st term that student has enrolled) - Any student identified as being at risk of not achieving satisfactory course progress will be issued a **'First (1st) Reminder Warning letter'** within ten (10) working days or as soon as practicable after being identified at risk of failing. The letter includes reason for being identified at risk, outline of support available to assist them to achieve satisfactory academic progress, and advice to make an appointment to meet with the applicable teaching staff member to implement intervention strategies (students may be advised,

where appropriate, of the suitability or otherwise of the course in which they are enrolled, academic skills support, additional English support, additional tutoring/study group, increased monitoring, a mentor program, personal counselling, placement in a more appropriate class; and reduction in course load, opportunities for reassessment in areas where they had previously not received a pass/competent grade and that unsatisfactory course progress during the first four (4) weeks of the term period).

- Second course progress review (one week prior to the 2nd term that student has enrolled) - Any student identified as being at risk of not achieving satisfactory course progress (*for example due to lack of attendance or other*), is issued a **'Second (2nd) Reminder Warning letter'** within an additional ten (10) working days or as soon as practicable after being identified at risk of failing. The letter includes reason for being identified at risk, outline of support available to assist them to achieve satisfactory academic progress, and advice to make an appointment to meet with the applicable teaching staff member to implement intervention strategies (*students may be advised, where appropriate, of the suitability or otherwise of the course in which they are enrolled, academic skills support, additional English support, additional tutoring/study group, increased monitoring, a mentor program, personal counselling, placement in a more appropriate class; and reduction in course load, opportunities for reassessment in areas where they had previously not received a pass/competent grade and that unsatisfactory course progress during the previous term*).
- Third course progress review (one week prior to the 3rd term that student has enrolled), the results for each student are assessed against the monitoring course progress policy within twenty (20) working days or as soon as practicable. Any student who has not yet achieved competency or pass grade in 50% of the courses studied in the current term is identified and actions taken in accordance with this policy will be issued a **"Final Warning/ Intention To Report (ITR) letter"** which will notify to DHA through PRISMS (*as well as to the student's agent*) and cancellation of his or her visa depending on the outcome of any appeals process (*for international students*).
- If the disciplinary review process fails and the student continues to fall below 50% of EEVI's required level of academic progress at the end in the Second (2nd) Reminder Warning period, the student will be issued with an Intention to Cancel Enrolment (domestic student) or Intention to Report Letter (international student). Students who receive this letter are required to attend a meeting with management. This will be the final meeting to discuss the students' options and management will provide evidence that, despite the course of action taken, the issue persists. If the student fails to attend the meeting may result in management cancelling the student's enrolment or Certificate of Enrolment and contacting the DHA through PRISMS. An unsatisfactory outcome of the meeting may also result in the cancellation of the enrolment or cancellation of CoE which could lead to the cancellation of the student's visa. Students may have a support person with them at the counselling session.

Documents outlining the reason and action taken will be recorded and filed.

All students have the right to appeal and to access EEVI's complaints and appeals process within 20 working days (National Code 2018 Standard 10).

Note: Students who make erratic progress and do not participate regularly in class may be identified as being non-bona-fide students and will have their enrolment being cancelled.

If the international student is dissatisfied with EEVI's complaints and appeals process, the student may appeal the decision to the Overseas Students Ombudsman. The Overseas Students Ombudsman offers a free and independent service for overseas students who have a complaint or want to lodge an external appeal about a decision made by their private education or training provider. See the Overseas Students Ombudsman website www.oso.gov.au or phone 1300 362 072 for more information.

If the student's appeal is successful, and EEVI made an error in calculation and the student actually made satisfactory course progress (i.e. completed more than 50% of the course requirements for the 2 study periods), or that there are compelling or compassionate reasons for the lack of progress, then the student will not be reported. (Compassionate or compelling circumstances are generally those beyond the control of the student and they have an impact on the student's capacity and/or ability to progress through a course. These could include:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes
- Bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)

- Major political upheaval or natural disaster in the home country requiring their emergency travel and this has impacted on their studies
- A traumatic experience which could include but is not limited to:
 - Involvement in or witnessing of an accident or
 - A crime committed against the student or
 - The student has been a witness to a crime and this has impacted on the student (these cases should be supported by police or psychologists' reports).

Where the student has chosen not to access the complaints and appeals processes within the 20 working day period, or the student has withdrawn from the process, or the process is completed and EEVI's decision has been upheld, EEVI will notify the DHA via PRISMS as soon as practicable of the student not achieving satisfactory course progress.

Actions students can take if they are told that their enrolment may be suspended, cancelled or deferred

1. All students have the right to appeal and to access EEVI's complaints and appeals process within 20 working days.
2. A student may appeal to the Institute Principal on the grounds of:
 - The institute's failure to record or calculate the student outcomes accurately
 - Compassionate or compelling circumstances
 - Institute's failure to implement the Intervention Strategy and other policies according to its documented policies and procedures that have been made available to the student.

Extension of CoE

The Education Services for Overseas Students Act 2000 (ESOS Act) Part 3 Division 1 Section 19, requires State approved international education providers to supply the Department of Education and Training (DET) with details of all international students accepted by the provider.

This legislative obligation is met by the College issuing a Confirmation of Enrolment (CoE) through the DET PRISMS database to all accepted international students. This CoE is used for students to apply for an Australian student visa. The College is obliged to inform DET, via the PRISMS database, of any of the following changes to reported student information within 14 days of the occurrence of such change:

- the identity or duration of an accepted student's program;
- any student who does not begin the program;
- any student who terminates his or her study (whether student or College initiated) prior to the student's program being completed;
- any other prescribed matter relating to accepted students, for example, students taking approved leave of absence.

If international student visa holders do not complete within the expected CoE duration, the College may extend the length of a student's study and CoE only in the following limited circumstances as defined by the National Code 2018 Standard 8:

- *“there are compassionate or compelling circumstances, as assessed by the registered provider on the basis of demonstrable evidence, or*
- *the registered provider has implemented, or is in the process of implementing, an intervention strategy for the overseas student because the overseas student is at risk of not meeting course progress requirements, or*
- *an approved deferral or suspension of the overseas student's enrolment has occurred under Standard 9 (Deferring, suspending or cancelling the overseas student's enrolment).”*

If EEVI extends the duration of the student's enrolment, student services will advise the student to contact Immigration to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

International students are advised of the legislative requirements and conditions of program extension in publications provided at the stage of offer, orientation, and during their enrolment in a program.

Grounds for provision of extension of CoE

International students who meet the following provisions will be provided with a CoE to submit to the Department of Home Affairs (DHA) for their student visa extension application. The decision to approve a student visa application is the sole decision of DHA in assessing applicants for admission to be genuine students (GS), to meet Genuine Temporary Entrant (GTE) criteria and to have the financial capacity to fund their studies and stay in Australia. Elite Education Student Services Office will assess a student's application for a new CoE against DHA's GTE requirement in addition to the following provisions.

- Compassionate and compelling circumstances (*serious illness, pregnancy, political upheaval or natural disaster in the home country, traumatic accident occurrence, etc.*)
- Academic progression (*engaged in a formal intervention strategy due to being identified as at risk of not meeting satisfactory progress or not achieved grades enabling progression at the standard rate*)
- Additional courses (*enrolled incorrectly, etc.*)
- Leave of absence

Successful Appeal

In the case of a successful appeal there are a range of possible outcomes:

- If there is a finding that the Institute failed to record or calculate the student outcomes accurately and the student is, in fact, making satisfactory progress there is no need to activate the intervention strategy or make a report to DHA
- If a student is found to be not making satisfactory course progress for compassionate or compelling reasons the Institute will provide support through its intervention strategy and will not make a report to DHA.

At this stage the Intervention Strategy will be used to provide support as outlined previously.

Unsuccessful Appeal, or Withdrawal From or Non Use of Appeals Process

The Student Services department will notify the DHA through the PRISMS system as soon as practicable of the student not achieving satisfactory course progress if:

- The student didn't exercise their choice to access the complaints and appeals process within the 20 day period
- The student withdrew from the appeals process
- The process is completed and the result finds in favour of the Institute's decision to report the student.

DHA Course Progress Procedures for International Students

EEVI will monitor, record and assess the course progress of each international student for the course in which they are currently enrolled according to their CoE. EEVI will monitor course progress every study period and assist students to meet their study goals throughout their course.

For the purposes of the DHA Course Progress Policy, unsatisfactory progress will be deemed if the student has not successfully completed or demonstrated competency in at least 50% of the course requirements in 2 study periods. The student will be given an outline of the course requirements at the start of each study period.

International students who are not making satisfactory progress:

- a. Will be advised, where appropriate, on the suitability of the course in which they have been enrolled
- b. Will be assisted by being advised of opportunities for the students to be reassessed if they have not demonstrated the require competency
- c. May be provided additional catch-up classes

- d. Will be advised of their unsatisfactory course progress at the end of each study period and that they could be reported to DHA and have their visa cancelled subject to the outcome of the appeals process.

Procedures

Students failing to make academic progress will be subject to the following actions:

The student will be offered various types of support as appropriate to the student's particular circumstances. These include:

- Attendance at English language (ELICOS) classes
- Close monitoring and support by trainer
- One-on-one tutoring to address specific problems
- Counselling with Institute staff to help with personal problems
- Attendance at catch-up classes with the trainer
- Referral to outside professional bodies.

Details will be recorded and filed. Students may have a support person with them at the counselling session.

Recognition of prior learning (RPL) Policy (National Code 2018 Standard 2]

1. Purpose

This procedure explains the process of applying for and granting Recognition of Prior Learning (RPL) and the requirements of the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students.

2. Definitions

Recognition of Prior Learning is the formal acknowledgement of current skills, knowledge and attitudes held as a result of education and training, work experience and/or life experience, It is essentially an assessment only pathway in the VET system

3. Responsibility

The Program and Compliance Manager is responsible for the implementation of this procedure and to ensure that staff and students are aware of its application and that staff implement its requirements.

4. Requirements

Recognition of Prior Learning must be structured to minimize the cost and time to applicants whilst retaining the integrity required by the AQTF to recognize competencies in accordance with the requirements of Training Packages or Curriculum documents.

The provider must ensure that any applicant for Recognition of Prior Learning is provided with Information about the competencies and performance criteria relevant to their Recognition of Prior Learning application Adequate information and support to enable them to gather reliable evidence of competency Opportunities to obtain feedback on the evidence proposed prior to finalisation of the application

Competencies for which RPL is being requested may have been developed through formal education and training, through work experience or training or through life experiences.

A written statement from an appropriate supervisory person is required to confirm authorship of any work submitted.

It is accepted that RPL is an assessment of an individual's current knowledge, skills and attitudes even though the evidence produced in support of the claim for recognition may be drawn from the past. It is up to the RPL assessor to judge whether the evidence produced demonstrates current knowledge, skills and attitudes

Students who are eligible for credit transfer must not be required to undertake a RPL process. Refer to the credit transfer procedure

Students undertaking training are able to apply to for:

- Recognition of Prior Learning (RPL);
- Recognition of Qualifications issued by other RTO's (Credit Transfer and National Recognition).

These exemptions may be granted when all the stated learning outcomes and performance criteria of the training courses have been shown to be met. This policy is designed to guide applicants through the various steps that are involved in the process.

RPL can be applied for at the beginning of a course. Students cannot apply for RPL at the end of their course.

To prepare for RPL, the student should indicate his/her decision to apply for recognition as soon as possible at enrolment or after the induction and orientation program.

5. Evidence for RPL

The students can obtain a copy of the RPL Procedure and Application Form from Reception, and then decide which unit(s) you want to apply for RPL in. Provide evidence of your previous and current formal education and training in that unit. The evidence includes:

- Copies of certificates, qualifications achieved from other tertiary courses;
- Statements outlining courses and or study that were undertaken and the learning outcomes/ competencies achieved;
- Copies of any statements, references or articles about employment or community involvement
- Relevant samples of work

Overseas qualifications may be assessed if:

- Original documents from the overseas institution are produced
- Documents give a full course outline showing competencies achieved learning outcomes/course structure
- Documents are accompanied by an authorized English translation if necessary

Life experience, where a student claims to have the required competencies gained on-the-job, or in any other way. In this case, a qualified staff member arranges and assessment of the student by any means deemed suitable in the Training Package.

Students should be aware that any credit awarded will reduce the length of the course and their visa. RPL applications will be reported to the Immigration Department.

6. Procedures

a) Initial Support and Counselling

Initial support and counselling is provided to candidates to ensure realistic expectations about RPL to identify relevant courses and to provide information about learning outcomes and assessment benchmarks for consideration by candidates. Support and counselling is conducted:

- In a comfortable environment (The student interview room/ staff office)
- With individual interviews or group sessions as appropriate
- With the opportunity for candidates to clarify their objectives and express their fears
- With guidance and support if required from a skilled member of the staff with sound knowledge of the courses

b) Application

Candidates must document their claim for competency in sufficient detail to enable the assessor to decide on assessment needed. This consists of the RPL request form and accompanying documentation as outlined above. The Principal will assist candidates to identify the best means to prove their claim to select and organise acceptable evidence and to complete and submit the application. Candidates will be provided with:

- Application forms in plain English
- Performance criteria for competency learning outcomes
- Guidelines as to possible sources of evidence
- Self-assessment opportunities based on learning outcomes
- Opportunities for further support and application assistance from a trained member of staff
- The opportunity for refresher learning prior to assessment
- The opportunity to negotiate the form of assessment

c) Processing Fee and Time Frame

An Assessment Fee of AUD\$120 will apply to each and every application of RPL. This fee is non-refundable regardless of the outcome of the RPL application.

The processing will be normally taken two weeks.

d) Assessment

The Principal reviews the evidence to determine whether the candidate can demonstrate the claimed competencies. During assessment the Principal is required:

- To be fair and reasonable during assessment
- To be familiar with field, with relevant industry standards and with assessment methods and procedures appropriate for RPL
- To make proper assessment decisions based on explicit evidence of competency
- To expedite assessment and to avoid unnecessary delay
- To use cost and time effective methods appropriate to the assessment rigor necessary and level of risk
- To consider the authenticity validity relevance to the learning outcomes currency and variety of evidence
- To systematically review the evidence provided in the application form and through interview, workplace assessment and/or performance test.

e) Post—Assessment Guidance

Post-assessment guidance assists the candidate and the organisation to obtain feedback and evaluation concerning the RPL process. The Principal:

- Provides clear prompt and constructive feedback and reviews the results with candidates
- Advises candidates concerning their learning/development plan
- Informs unsuccessful candidates about appeals provisions
- Obtains feedback from the candidate on the RPL process.

If the evidence provided by student is not adequate to match his/her academic transcript or work experience, then student may be granted permission by the Principal Executive Officer to go for an express class upon recommendation by the Senior Trainer. If this happens, then student are required to complete all the relevant Assessment 1, 2 and 3 for each relevant unit of competency either by attending the classes or on his/her own or both to address any specific problems completing all the relevant assessments

f) Certification

If assessment successfully demonstrates competency the Principal recommends appropriate certification. The Principal records the assessment outcomes in the RPL Register and the student's file.

Where RPL is granted, the Institute will notify DHA and provide, where possible, meaningful learning activities for the student for the resulting change of the course duration ensuring a full-time 20 hour per week load (*15 hours face to face and 5 hours online*). The resulting change of course duration will be reported to DHA via PRISMS.

Assessment Policy

What is competency?

Competency involves the specification of skills and knowledge and their application to a particular standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- Performance at an acceptable level of technical skill;
- Organising one's tasks;
- Responding and reacting appropriately when things go wrong; and
- Transferring skills and knowledge to new situations and contexts.

Assessment

Assessment is the process of collecting evidence and making judgements on the extent and nature of performance and other requirements, as described in a set of standards, or learning outcomes, resulting in a judgement of whether or not competency has been demonstrated.

Effective and objective assessment is key to the successful implementation of competency standards in the workplace and in education. This is the judgement of performance and knowledge against the relevant industry competency standards. Assessment is carried out by the comparison of a candidate's evidence of skills and knowledge, against the requirements of the Standards.

Underlying principles of assessment

For an effective assessment system in a competency environment, some basic principles must apply:

Validity

The assessments actually assess what they claim to assess and what they have been designed to assess.

Validity of assessment is achieved when:

- Assessors are fully aware of what is to be assessed, as indicated by the standards of competence, including clearly defined performance criteria
- Appropriate evidence is collected from activities that can be clearly related to the units of competency.

Authenticity

The evidence collected is authentic - that is, it is actually derived from valid sources and is directly attributable to the individual.

Reliability

Reliable assessment uses methods and procedures that ensure that the competency standards are interpreted and applied consistently from person to person and from context to context.

The following are important to ensure that assessment produces consistent outcomes:

- Clear, unambiguous, well-documented assessment procedures and competency standards;
- Clear, consistent and specific assessment criteria;
- Effectively trained, briefed and monitored assessors;
- Adequate assessors across industries and a hierarchy of assessment which ensures a quality outcome; and
- Assessment is carried out within a system flexible enough to cope with multiple and diverse forms of evidence.

Consistency

The assessment system must ensure that evidence collected and provided for judgement is consistent across the range, without undue reliance on any small number of select workplace contexts or projects.

Currency

Under an effective system, assessment evaluates whether or not the individual's skills and knowledge are current and can be applied in today's workplace. As a general rule, competencies that have not been demonstrated within the past 3 years are not usually accepted as "current". However, an assessor, under some circumstances may make exceptions to the specified period.

There may be specific situations where individual skills have not been directly applied for a longer period, but these skills are in fact still current for the individual. In cases such as this, evidence from earlier periods may be admissible, and assessed for currency, within an appropriately flexible assessment system.

Sufficiency

Evidence of competency should be sufficient to cover all the elements, performance criteria and required range of variables in the standards against which assessment is to be carried out.

A tendency of many candidates is to provide more (or less) evidence than is actually required to prove competency against the standards. An effective assessment system ensures that candidates are clearly advised regarding the amount and form of evidence, which is sufficient to prove competency. This should avoid the situation where masses of evidence are provided, requiring assessors to spend more time than necessary per candidate, or too little evidence, making it difficult to judge competence.

Flexibility

Every portfolio or set of candidate evidence is unique. Each candidate will identify and develop his or her own specific set of evidence to prove competency against the standards. This set will be based on the workplace experience of the candidate and will comprise diverse types and forms of relevant and appropriate evidence.

Assessors must be capable of taking a flexible approach to the assessment of evidence. Clearly, this approach must always take time and cost into account - both to ensure the best use of assessor time and from the viewpoint of the candidate and his or her employer.

An assessment system must evaluate the scope of knowledge and skills covered by the criteria - both performance (skill) and underpinning knowledge & understanding.

Fairness and Equity

An assessment system and its processes must not disadvantage any person or organisation. All eligible candidates must be guaranteed access to assessment, which does not discriminate on any basis. Assessment guidelines must include an approach for working with candidates who have special needs. To achieve these principles, the assessment system must exhibit the following characteristics:

- The standards, assessment processes and all associated information are straight forward and understandable;
- The characteristics of potential candidates are identified, to enable all potential assessment issues to be identified and catered for;
- The chosen processes and materials within the system of assessment do not disadvantage candidates;
- An appropriate and effective review and dispute resolution mechanism is in place to investigate, examine and redress any issue of unfairness or disadvantage identified, involving access, assessment, certification or any other related issue; and
- Where potential disadvantages are identified, the system is amended to avoid or counter them, or appropriate steps taken to overcome them including reassessment if required.

Assessors

The role of an assessor is to objectively assess and judge a candidate's evidence against a set of standards. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate training and assessment qualification or equivalent.

An assessor must:

- Interpret and understand the criteria;
- Ensure that evidence meets the standards;
- Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and
- Use expertise to make fair and objective judgements.

The training and ongoing professional development of assessors must include such areas as:

- Roles, responsibilities and ethics;
- Procedural and administrative duties;
- Performance and knowledge evidence gathering and presentation;
- Interpretation and usage of standards;
- Selecting and using appropriate methods of assessment; and
- Requirements regarding processing and recording of results, progress and feedback.

It is crucial that assessors always understand and practise fair, objective, unbiased and flexible assessment processes.

Forms of evidence

In general, basic forms of skills evidence include:

Direct performance evidence - current or from an acceptable past period - from:

- extracted examples within the workplace;
- natural observation in the workplace; and
- simulations, including competency and skills tests, projects, assignments

Supplementary evidence, from:

- oral and written questioning;
- personal reports; and
- Witness testimony.

Appropriate and valid forms of assessment utilised for both skills and knowledge may include:

- Evaluation of direct products of work;
- Natural observation;
- Skill tests, simulations and projects;
- Evaluation of underpinning knowledge and understanding;
- Questioning and discussion; and
- Evidence from prior achievement and activity.

Submission of assessment evidence

Assessment tasks required to be submitted electronically via EEVI's Moodle (learning management system) to the specific unit of competency's submission links and candidates need to ensure that they meet the stipulated deadlines indicated for each assessment submission. This is to facilitate the candidate's ability to complete the assessments more effectively with appropriate planning between managing work and studies in a proactive manner.

Late Assessment Fee

The late assessment fee is only charged if the student cannot be assessed on scheduled due date or cannot submit assignment on the due date, and he/she does not have compelling reason with evidence (e.g., sickness) to be late assessed; and he/she did not apply for late assessment from the assessor and obtained approval before the assessment due date. The late assessment will result in a Late assessment Fee of AUD\$50/- per assessment.

Re-Assessment Fee

If a student has submitted an assessment, but failed to achieve the competency requirements for this assessment, the student has the opportunity to be re-assessed. The re-assessment will incur a re-Assessment Fee of AUD\$100/- per assessment, which is caused by additional assessment work and the guidance to student to be re-assessed.

Reasonable consideration for illness, injury or accidents

Reasonable consideration is an appeal process that affords equal opportunity to candidates who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. Where candidates are unable to complete their assessment/ s due to illness, injury or accidents and reasonable consideration has been granted (upon the approval by student services department), they will be required to make up all the missed time/ late assessment submissions.

Candidates with special needs

One fundamental principle of an assessment system is that each candidate must have access to fair and open assessment. Candidates with special needs should be offered the same opportunities as any other candidate. As special needs extend to more than identify physical or learning difficulties, an assessor will also need to consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background.

An assessor must take special needs into consideration from the planning stage onwards and adopt particular assessment methods as appropriate. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a candidate with special needs.

If there is uncertainty, the assessor should call on other assessors or a verifier for assistance and guidance, as required. In such a case, the situation must be fully documented, with appropriate feedback being provided to the candidate at all stages.

Feedback

Where students are assessed as not competent they will be provided with additional feedback on their assessment outcome to assist in achieving the required performance standard on reassessment.

Assessment Appeal

Students who are dissatisfied with their assessment outcome may apply for assessment appeal by contacting the Head of Trainers. If after appeal, the student is assessed with Competent, no any fee will be charged and the student's academic record will be updated. If after appeal, the student is still assessed with Not Yet Competent, he/she can apply for re-assessment. Then re-assessment fee of \$100/- per assessment will be applied.

Assessment Appeals Policy

1. Purpose

The purpose of this policy is to outline the procedure for which assessment appeals can be made and the grounds in which an appeal will be accepted.

2. Scope

All students at Elite Education Vocational Institute.

3. Definitions

Assessment appeal means that if a student is dissatisfied with a result they may challenge it.

Grounds for appeal means the reasons why an appeal can be challenged.

4. Principles

- 4.1 Where a student is dissatisfied with the assessment of an assignment and/or an examination result the student must approach the Program and Compliance Manager in the first instance to discuss and/or request review of that assessment. (If the Program and Compliance Manager is to be challenged, the appeal can be lodged with the Principal Office). It is the normal expectation that such review would resolve most appeals against assessment within a particular unit. The student must complete the appropriate assessment grade appeal form (see attachment).
- 4.2 Elite Education will not accept petitions or group complaints. All complaints must be made individually.
- 4.3 Once the Program and Compliance Manager receives a completed Assessment Appeal Form, he/ she will organize a meeting with the unit coordinator, lecturers, and tutors for reassess the student's work. If after reassessment, the

evidence supports the student's appeal, an amendment of student's academic result will be made. If the reassessment determines that the original assessment is appropriate, no amendment will be made. No matter what the outcome is, the student will receive a statement from the Program and Compliance Manager about the outcome of the appeal.

- 4.4 If the student remains dissatisfied with the decision made by the Program and Compliance Manager, the student may appeal in writing to the PEO. Further Appeal can be made to the Institute's Independent Arbiter who will in considering such an appeal, form the Appeal Panel. The Independent Arbiter will report the decision of Appeal Panel to the student in writing with a copy for the student file.
- 4.5 Appeals against assessment results must be made within two weeks of receipt of the assessment result, subject to otherwise stated appeal deadlines.
- 4.6 Grounds for Appeal may include the following:
- The learning outcomes were not clearly defined in the unit material.
 - Assessment tasks were not clearly defined in the unit material.
 - Assessment procedure outlined in the unit material not followed.
 - A piece of work handed in on time had not been marked.
 - Perceived bias by attending Academic staff against the student that may have affected the grade or mark awarded to the student. (This allegation must be supported in writing with specifics).
 - Alleged wrongful advice from teaching staff (e.g., the content of the assessment or approval of an extension for an assignment).
 - Inappropriate application of marking criteria.
- 4.7 Appeal Application must be lodged with the Administration Office within 10 working days of the dates of notification of assessment. The appeal must set out the grounds for the appeal.
- 4.8 Appeal Feedback
The student appellant will be notified of the outcome of the appeal by the Program and Compliance Manager within 10 working days of the date of lodgement of the appeal. The decision of the Appeal Panel will be final.

Information Privacy Policy

1 Purpose

Elite Education Vocational Institute believes that the responsible handling of personal information is a key aspect of good democratic governance, and is strongly committed to protecting every individual's right to privacy. Accordingly, Institute is committed to full compliance with its obligations under the Privacy and Personal Information Protection Act 1998 (PIPP Act) and the Health Records and Information Privacy Act 2002 (HRIP Act). The Information Privacy Policy applies to all students, employees, and contractors of the Institute.

2 Definition

The following definitions apply for the purpose of this policy:

- **Personal Information:** Personal information means information or an opinion about an individual whose identity is apparent, or can reasonably be ascertained from the information or opinion, other than certain health or generally available information.
- **Sensitive Information:** Sensitive information includes information or an opinion about an individual's racial or ethnic origin, political opinions, trade union membership, philosophical or religious beliefs, sexual preferences, membership of groups or criminal record.

3 Responsibilities

- 3.1 The Institute will collect certain information about you, such as your name, address, and contact details when you register with us. We may also collect this and other specific types of personal information necessary for the particular product or service you request from us. Where practicable, the purpose for which we are collecting that personal information will be made clear at the time of collection, as will the details of any law which requires us to collect particular information.

- 3.2 In the case of staff recruitment, the Institute will collect personal information about applicant from third parties, such as the referees, as part of our assessment of the suitability for a position. In providing contact details for the referees, the applicant is considered to have given his/her consent to us for collecting that information.
- 3.3 Information provided by international students may be made available to Commonwealth and State agencies and the Fund manager of ESOS Assurance funds, pursuant to obligations under the ESOS Act 2000 and the National Code 2018.
- 3.4 The Institute may use your personal information for the purposes disclosed at the time of collection, or otherwise as set out in this Privacy Policy. We will not use your personal information for any other purpose without first seeking their consent, unless authorised or required by law. Generally we will only use or disclose the personal information as follows:
- to provide the products, services or information requested from the Institute, including providing you with products such as video workshops or training or providing you or others with services such as auditing and/or compliance programs for financial advisers;
 - to register you for events, promotions or competitions;
 - by disclosing it to third parties where we have been retained by those third parties to assist them with recruitment of appropriately qualified personnel;
 - to assist us to make our websites, services and products more informative to you;
 - for direct marketing of products or services and to keep you informed of new developments we believe may be of interest to you. If we contact you in this way without obtaining your prior consent, we will provide you with the opportunity to decline any further marketing communications.
- 3.5 You can access your personal information held by the Institute. We will provide you with access unless we are legally authorised to refuse your request. We reserve the right to charge a reasonable fee for providing such information. If you wish to change any personal information, which is incomplete, inaccurate, or out of date, please contact us. After receiving notice from you, we will take reasonable steps to correct such information. If you wish to have your personal information removed from our records, please let us know and we will delete that information wherever practicable.
- 3.6 While personal information is usually handled by Institute staff, the Institute may contract some of its functions to third parties. This may require the contractor to collect, use or disclose certain personal. The Institute requires all of its major service delivery contractors to comply with the Act in all respects.

4 Internet Security

- 4.1 The Institute will take reasonable steps to keep secure any personal information which we hold and to keep this information accurate and up to date. Personal information is stored in a secure server or secure files.

5 Privacy Infringement Complaint

- 5.1 Personal information security breaches can be caused by a variety of factors, affect different types of personal information and give rise to a range of actual or potential harm to individuals, agencies and organisations. Consequently, there is no single way of responding to a personal information security breach. Each breach will need to be dealt with on a case-by-case basis. All complaints and alleged breaches will be investigated by an independent privacy officer and the complainant will be advised of the outcome.
- 5.2 Individuals may make a complaint if they believe the Institute has mishandled their personal information. The following must be reported to the Principal:
- concerns that the personal information contained in a record of a client, stakeholder's may have been mishandled
 - any complaints/allegations about a breach of privacy
 - all privacy-related matters referred from the Privacy Commissioner within the Office of the Australian Information Commissioner.

6 Related Legislation and Resources

- The *Privacy Act 1988*
- NSW Information and Privacy Commissioner (http://www.ipc.nsw.gov.au/privacy/ipc_index.html)

Student Grievance and Mediation Policy (National Code 2018 Standard 10)

1 Purpose

- 1.1 Students or persons seeking to enrol in a course of study with Elite Education Vocational Institute (EEVI) are entitled to access the grievance procedure as set out by EEVI, regardless of the location of the campus at which the grievance has arisen, the student's place of residence, or the mode in which they study.
- 1.2 Elite Education Vocational Institute recognizes the rights of students or those seeking to enrol in a course of study at EEVI to have unhindered access to mediation. This means they have the right to report problems, concerns or grievances regarding any aspect of their education or other activities, which are within the control of Elite Education Vocational Institute and its management staff.
- 1.3 Elite Education Vocational Institute recognises mediation as an official avenue for resolving grievances in accordance with published and accountable procedures as set out in this Grievance Mediation Policy and Procedures.

2 Scope

Elite Education Vocational Institute has individual academic, administrative and supervisory avenues for mediation. Should other avenues come into conflict with the Student Grievance Mediation Policy, this policy overrides all other avenues for meditation. This policy also applies to any complaints about third party (e.g., education agents) providing services on the RTO's behalf.

3 Definitions

A grievance is a complaint or conflict which arises out of an act, decision or omission which the grievant considers being unjust, wrongful or discriminatory and which is within the control of the Institute.

Mediation is a process by which the participants in a dispute, together with the assistance of a neutral person, systematically isolate disputed issues in order to develop options, consider alternatives, and reaches a consensual settlement that will accommodate their needs.

Academic grievance may include issues relating to:

- Selection and admission
- Content and delivery of units in your course
- Recognition of prior learning (RPL)
- Advanced standing
- Assessments (for example assignments, tests, examinations)
- Special consideration
- Plagiarism.

Non-academic grievance may include issues relating to:

- Fee payment
- Suspension or cancellation of candidature
- Withdrawal without penalty
- Misconduct (other than plagiarism)
- Critical incidents
- Harassment and discrimination

- Health and well being
- Facilities.
- Third party (e.g., education agents) complaints

4 Bullying or Harassment

Elite Education Institute will not tolerate inappropriate behaviour of any kind. Any student who lodges a complaint or grievance will not be subject to discrimination or victimisation. Any respondent to a complaint or grievance will not be subject to discrimination or victimisation.

5 Procedures

5.1 **Grievance Mediation.** EEVI will ensure the following when dealing with complaints, grievances and appeals:

- (i) Each complaint, grievance, appeal and its outcome is recorded in writing;
- (ii) Both parties to the complaint or grievance are entitled to appropriate access to any records related to the complaint or grievance;
- (iii) Each party may be accompanied and assisted by a support person at any relevant meetings
- (iv) Each appeal is heard by an independent person or panel; and
- (v) Each appellant;
 - (a). has an opportunity to formally present his or her case; and
 - (b). is given a written statement of the appeal outcomes, including a full explanation for the decision.

5.2 The Institute will publish grievance policies and procedures in prominent public spaces on campus, as well as on the website. The policies will be presented at orientation for both staff and students. The Program and Compliance Manager is the person who is responsible for the training of academic staff in the application of the policy. The Program and Compliance Manager is also responsible for advising the students of the policy during the orientation process. The Institute is dedicated to the fair hearing and resolution of all grievances and will discuss with students and staff their familiarity with procedures for dealing with complaints, grievances and appeals.

5.3 The Institute make clear statement to the students that no matter of the outcome of the grievance application, the students who lodge the grievance application will not receive any reprisal, prejudice, bias , or anything alike from the teachers, students, or the Institute in the future.

6 Grievance Procedures

If a problem, complaint or grievance is being experienced with a staff member or a student, the following procedure should be used:

6.1 Informal stage:

- (i) Identify and discuss the complaint or grievance with the other party.
- (ii) Discuss the best outcome to the complaint or grievance.
- (iii) Agree to act to resolve the complaint or grievance.

6.2 Stage One

If after talking to the person the complaint or grievance remains unresolved you will need to lodge a formal complaint in writing. Academic grievances will be mediated by Program and Compliance Manager and non-academic grievances will be mediated by the Student Service Manager. If the grievance involves Program and Compliance Manager or Student Service Manager, the mediation will be conducted by the Principal Executive Officer (PEO).

The process will commence within 10 working days of lodgement of complaint. Students will have the opportunity to formally present your case. Both parties to the complaint or grievance may bring a support person who is a third party to all of these meetings.

The Institute will provide both parties to the complaint or grievance with a written statement advising of the complaint outcome, including the reasons for the decision within ten working days of the commencement of the process.

6.3 Stage Two

If you are dissatisfied with the decision and you may appeal to the PEO within 10 working days of receipt of the decisions. The PEO has 20 working days to consider the appeal and advise both parties with a full explanation of the decision in writing.

6.4 Stage Three

If you are dissatisfied with the outcome of the mediation you may appeal the decision by requesting an external independent arbiter. You must access the external independent arbiter within 30 days of receipt of the decision. The Institute will cover the cost of the external independent arbiter.

Any student who accesses the complaints and appeals process will maintain their enrolment until the case is resolved.

Please access the below organisations:

Australian Council for Private Education and Training (ACPET)

Box Q1076, QVB PO Sydney NSW 1230

Ph: 02 92994555 Fax; 02 92994221

Email: acpet@acpet.edu.au

Web site: www.acpet.edu.au

NSW Office of Fair Trading

1 Fitzwilliam Street,

Parramatta NSW 2150 Australia

Tel: 61 2 9895 0111, 13 32 20

Fax: 61 2 9895 0222

Web site: www.fairtrading.nsw.gov.au

Overseas Student Ombudsman (OSO)

GPO Box 442 Canberra, ACT 2601

Ph: 1300 362 072 or 02 6276 0111 Fax; 02 6276 0123

Email: ombudsman@ombudsman.gov.au

Web site: www.oso.gov.au

7 Complaints Substantiation

The Institute has a clear policy on handling complaints from students, staff and stakeholders.

Once a formal complaint is made all steps to resolve the matter must be documented as follows:

- (i). Receive the complaint in writing with details of the complaint, date and signature of the complainant.
- (ii). The written complaint will be forwarded to the Program and Compliance Manager for academic grievances or the Student Service Manager for non-academic grievances.
- (iii). The Program and Compliance Manager or Student Service Manager will handle the complaint without prejudice and document all actions taken to investigate and resolve the complaint.
- (iv). The Program and Compliance Manager or Student Service Manager will inform the PEO of the complaint in writing.

If not resolved, a thorough investigation should be carried out and documented.

If the Institute needs to rectify its own policy and procedures, the Institute must act immediately and document any changes to policies and procedures. This will be dealt with by the appropriate committee on a case by case basis and any changes will be implemented as soon as practicable.

Serious attempts should be made to resolve a complaint in a manner acceptable to all parties in order to reach a mutually satisfactory resolution. Details of the process and resolution must be documented and copies given to all parties involved. A complete file of the complaint will be kept confidentially and the steps taken to resolve the matter must be retained by Elite Education Institute for a minimum of five years after action completed and then destroyed.

Institute Security and Safety Policy

1. Purpose

Elite Education Vocational Institute places high priority on the staff and student security and safety and therefore does its utmost to enhance its support services for staff and students in order that they achieve better living experiences while working or studying at the Institute. Our goal is to provide an environment which ensures that staff and student welfare is not compromised in any way.

2 Scope

This policy applies to all staff and students of the Institute.

3 Principles

3.1 The Institute Management Team will monitor and ensure that staff and student security and safety measures are enforced.

3.2 There are no classes at the premise outside 0800 hours to 2200 hours on any working day. The security system of the premise will be working during such period of time.

3.3 The premise is next to all modes of public transport: train, trams and buses. Therefore, it is considered as low risk and safe for public access. Although the Institute is well located and easily accessible by public transport, staff and students are advised to take all practicable steps to ensure their own safety at all times.

3.4 Occupational Health and Safety

3.4.1 The Institute aims to provide all staff and student with a safe and healthy place in which to work and study. To achieve this, we make every effort in the areas of accident prevention, hazard control and health preservation and promotion, to ensure compliance with the Occupational Health & Safety Act 2000 and Work Health and Safety Act 2011.

3.4.2 The Institute will set up a program of activities and procedures which will be continually reviewed and effectively carried out. This program relates to all aspects of occupational health and safety including:

- OH&S training and education;
- review of work design, workplace design and standard work methods;
- changes to work methods and practice, including those associated with technological change;
- safety rules, including penalties;
- emergency procedures and drills;
- provision of OH&S equipment, services and facilities;
- workplace inspections and evaluations;
- reporting and recording of incidents, accidents, injuries and illnesses; and
- provision of information to staff and students.

- 3.4.3 While the Institute will ensure that its premises meet the Australian Occupational Health and Safety guidelines, staff and students must take all practicable steps to ensure their own safety while at our premises
- 3.4.4 Accidents, incidents or hazards occurring within the premises must be reported to the Institute management team. And an accident/Injury/Incident report must also be submitted.

3.5 Emergencies and Evacuation

The Institute will conduct frequent fire drills. Nevertheless, all staff and students located at the premises must take note of the following:

- In the event where the premises need to be evacuated, staff and students who are not in class sessions must follow the instructions from Safety Wardens or authorized personnel.
- In the event of an emergency where the staff and students are in class, they must follow the procedures as instructed by the Safety Wardens.
- Staff and students refusing to abide by the Institute's emergencies and evacuation procedures will be regarded as misbehaviour and subjected to disciplinary action in accordance with the Institute's Code of Conduct Policy.

3.6 The Institute will meet its obligations under relevant legislation, in particular, the Occupational Health and Safety (First Aid) Regulations. We have qualified First Aid officers and facilities in place for the urgent treatment of any illnesses and injuries in the workplace.

3.7 The Institute is smoke free at all times. This includes meeting rooms, and applies to visitors as well. There are no designated smoking areas within the Institute. There is no provision for smoking breaks during working hours, you can organise breaks as long as your work is still being delivered on time.

3.8 The Institute does not permit using alcohol in the workplace. The use of alcohol is highly detrimental to your safety and productivity.

3.9 Illicit drugs are not permitted in the workplace.

3.10 Management Responsibilities

The Institute Management Team is responsible to:

- Identify hazards, assess risk and implement control strategies to minimise risk of injury to people and property;
- Ensure the relevant acts and regulations that apply to working conditions and the work environment are observed and enforced;
- Encourage consultation in addressing safety issues;
- Develop and implement safe systems of work;
- Provide adequate safety information, training and supervision.

Notification of Relocation Premises Procedure

1 Purpose

The purpose of this procedure is to ensure that **EEVI** must have adequate premises, including ownership or tenancy arrangements for the premises, as are needed to deliver the registered course to the students enrolled with the registered provider

The Institute must notify the designated authority (ASQA) and get the permission before relocation. The students who have enrolled with the institute of any intention to relocate the premises (including the head office and campus locations) at least 20 working days before the relocation.

2 Procedures

- (a). Principal Executive Officer will conduct meeting with all staffs within the RTO to notify the intention of relocation for any of the training premises and provide details of the new training premises.

- (b). Principal Executive Officer will inform relevant Government department and State and Territory registering authority such as ASQA and DHA of reallocation of training premises by writing and if require also provide details of new training premises (floor plan, lease agreement, etc).
- (c). Once receive the confirmation from ASQA, Student Service Manager will post new training premises address and details map on websites, newsletters and by writing to students.

Student Academic Integrity Policy

1 Purpose

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the Institute. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise and devalue the quality of learning. This policy is intended to reinforce the importance of integrity and honesty in an academic environment.

2 Scope

This policy applies to all students of the Institute.

3 Definitions

3.1 Academic plagiarism is a form of academic misconduct that involves making a false representation to gain an unjust advantage. It can include:

- (a). Falsification of data;
- (b). Using a substitute person to undertake, in full or part, an examination or other assessment item;
- (c). Reusing one's own work, or part thereof, that has been submitted previously and counted towards another course without permission from the relevant course coordinator;
- (d). Making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
- (e). Bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item;
- (f). Making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item; and
- (g). Contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

3.2 Plagiarism is the presentation of the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- (a). Copying or paraphrasing material from any source without due acknowledgment;
- (b). Using another person's ideas without due acknowledgment;
- (c). Collusion or working with others without permission, and presenting the resulting work as though it was completed independently.

3.3 Academic misconduct includes but is not limited to conduct that involves plagiarism and any other dishonest conduct by a student to gain academic or general advantage; or conduct that otherwise contravenes the provisions of the Institute's academic rules, policies, procedures and/or guidelines. Dishonesty in the preparation or presentation of any assessable work is regarded as student academic misconduct. Academic misconduct includes, but is not limited to:

- (a). Cheating: behaving deceitfully or dishonestly in examinations, in the preparation of assessable items and during in-class tests;
- (b). Fabrication: intentional and unauthorised falsification or invention of any information or citation in an academic exercise;
- (c). Intentionally or recklessly facilitating academic dishonesty by other students;

- (d). Providing an assessment item, or providing access to an assessment item to others, either directly or indirectly, in circumstances where it is reasonably foreseeable that that it will be used dishonestly.
- (e). Deceitful behaviour by which it is sought to gain some unfair or dishonest advantage either for yourself or for another person;
- (f). Misleading ascription of authorship (including claiming authorship of parts of a group assignment prepared by other students);
- (g). Misrepresentation: misrepresenting data or information incorrectly, improperly or falsely;
- (h). Behaving in any way that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources;
- (i). Re-using one's own work without appropriate acknowledgement;
- (j). Using unauthorised equipment or material in an assessment item; and
- (k). Using another person to undertake an examination or assessment item in your name.

4 Principles

4.1 Roles & Responsibilities

- 4.1.1 All staff and students must ensure that they understand and comply with legal restrictions and obligations (e.g. copyright) relating to Academic Integrity.
- 4.1.2 The Institute has a responsibility to:
 - (a). Promote the values of Academic Integrity; and
 - (b). Provide students and staff with resources to ensure that students are supported to develop the skills required to uphold the values of Academic Integrity in all academic endeavours.
- 4.1.3 The academic management team has a responsibility to provide staff with, knowledge, skills and resources that will assist them in supporting academic integrity through teaching and research, and in supporting students to acquire and demonstrate the values of academic integrity.
- 4.1.4. Unit Coordinators have a responsibility to design assessment tasks and study load in such a way as to support academic integrity and minimise opportunities for plagiarism and other forms of academic misconduct.
- 4.1.5 Academic staff have a responsibility to:
 - (a). Inform all students of acknowledgement practice methods that are appropriate for their fields of study and provide clear examples of what is acceptable;
 - (b). Clearly explain academic expectations and what constitutes plagiarism or other forms of academic misconduct to students;
 - (c). Set appropriate conditions for group work and make clear the distinction between group work and individual work;
 - (d). Cultivate with students a climate of respect for authorship and for acknowledging the source of ideas;
 - (e). Actively seek to detect plagiarism; and
 - (f). Identify and act whenever plagiarism or other forms of academic misconduct is suspected.
- 4.1.6 Students have a responsibility to:
 - (a). Submit only work which properly acknowledges the ideas, designs, words or works of others and which is otherwise their own original work;
 - (b). Avoid lending or otherwise providing original work to others for any reason other than where work is provided to another student in the course of collaboration in connection with group work assessment, and subject to any requirements imposed on students in connection with such collaboration;
 - (c). Have a clear understanding of the conditions of assessment, including assessment task requirements, appropriate source acknowledgement practice, and marking criteria;
 - (d). Provide, when requested to do so (and where the item of work has been prepared using electronic means), an electronic copy of any work to academic staff involved in marking the work;
 - (e). Be clear about the acknowledgement practice methods that are appropriate for their field of study;
 - (f). Be aware of the collective responsibility of proper source acknowledgement within group assignments, and be able to support their claims of authorship in a group assignment; and

- (g). Encourage other students to uphold the values of academic integrity and discourage other students from plagiarising or carrying out other forms of academic misconduct.

4.1.7 The Program and Compliance Manager has a responsibility to carry out investigations of student academic misconduct in accordance with the policy and report to the PEO.

4.2 Prevention and Detection of Plagiarism and Other Forms of Academic Misconduct

The Institute will take steps to detect plagiarism and other forms of academic misconduct. These may include manual searches of resources, as well as the use of electronic text matching software (e.g. Turnitin) to compare work submitted for assessment against electronic text on the publicly accessible internet, in published works, on commercial databases, and in student assignments previously submitted.

4.3 Actions and Penalties

4.3.1 If an allegation of student academic misconduct is made, the Program and Compliance Manager will investigate the matter by:

- (a). Advising the student in writing of the referral;
- (b). Issuing the student with a notice to show cause in relation to the allegation with advice that failure to respond within 10 days may result in confirmation of the allegation and imposition of a penalty;
- (c). Examining the material with reference to the academic integrity policy;
- (d). Using any electronic text-matching software (i.e., Turnitin) or other methods of detecting dishonesty made available by the Institute; and
- (e). Considering any evidence or representations deemed necessary to undertake an assessment of the matter.

4.3.2 If any form of student misconduct is found to have occurred, a range of actions may be taken or penalties imposed.

- (a). Remedial action such as counselling or training on proper academic conventions and techniques and/or allowing the student to re-attempt the assessment item without loss of marks;
- (b). Allowing the student to re-attempt the assessment item with a capped mark;
- (c). Allowing the student to complete a new piece of work with a capped mark;
- (d). Excluding any parts resulting from dishonest practices and referring the assessment item for a remark appropriate to the work completed;
- (e). Awarding no marks for the assessment item;
- (f). award a fail grade in a course or courses;
- (g). impose a suspension, with or without conditions, for a specified period of time;
- (h). impose an exclusion, with or without conditions, for a specified period of time, at the end of which the student will be required to apply for re-admission to the Institute; and/or
- (i). expel the student from the Institute.

4.3.3 Students under investigation for student academic misconduct will not be eligible to graduate until the matter is resolved.

4.4 Recording Outcomes

4.4.1 Once a determination has been made on a misconduct matter, the Program and Compliance Manager will document the decision and relevant conditions in imposing any penalty.

4.4.2 The student will be informed in writing of the determination.

4.4.3 The student registration and enrolment staff will be informed for the purposes of appropriately recording the misconduct on the student's academic record and/or amending the student's enrolment.

4.4 Appeal Process

- 4.4.1 An appeal against a determination in a student misconduct matter can be lodged by the student if there is:
- (a) evidence of a breach of this policy or general principles of procedural fairness; and/or
 - (b) the suggestion that the determination was affected by a conflict of interest or personal bias; and/or
 - (c) new information that could not reasonably have been provided prior to the hearing and it is probable that this information would have affected the determination.
- 4.4.2 An appeal on the grounds of penalty alone will not be considered.
- 4.4.3 An appeal against a determination made by the Program and Compliance Manager may be made in writing to the Principal within 20 days of notice of the determination and the grounds for appeal must be clearly set out.
- 4.4.4 Upon receipt of the appeal the Principal shall undertake a preliminary review to determine the validity of the appeal. Once determined, and within 10 days of receiving the appeal, the Principal may:
- (a) dismiss the appeal if not valid; or
 - (b) make a determination in relation to the appeal;
- 4.4.5 The appeal determination made by the Principal is final and there is no further avenue of appeal within the Institute. However, the student has the right to further appeal outside the Institute to the NSW Ombudsman.
- 4.4.6 In making a determination in relation to the appeal, the original determination may be confirmed, varied or set aside.
- 4.4.7 The student will be informed in writing of the appeal determination outlining reasons for the decision.
- 4.4.8 Relevant staff within the Institute will be informed of the appeal determination and appropriate records will be maintained.

Student Learning Support Policy

1. Purpose

The purpose of this policy is to provide a supportive teaching and learning environment that is responsive to individual student needs.

2. Scope

This policy is intended to provide staff and students with information regarding the facilities and resources that are available to students to support them with the academic and English language demands of their courses. The policy also outlines the expectations and responsibilities of staff to identify students with learning support needs and to direct them to or provide them with appropriate resources.

3. Principles

3.1 Orientation of students

All students are required to attend the Orientation Program prior to commencement of classes. The Head of Trainers / ELICOS Program Manager and Student Services Manager are responsible for the delivery of the Orientation program to all students. The Orientation program encompasses a range of educational, student learning support, course planning, independent living and social information sessions including:

- Registration, ID and campus tour
- Living and studying in Australia
- Library orientation
- Learning Management System and IT systems introduction
- Course planning
- Individual course advice and enrolment check
- Academic expectations including plagiarism
- Student Support Services information

Orientation sessions are supported through appropriate resources posted on the website and the Student Learning System (Moodle System) and Student Management System (Wisenet). The Student Services Manager or delegated member of staff is responsible for checking student attendance at Orientation and following up with students who do not attend or who arrive late. The Orientation and follow up procedures are designed to ensure that all students are appropriately inducted into their course.

Equity and diversity

Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Wellbeing

All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.

Access to appropriate support services

Students are provided with information on, and access to, learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts.

Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

3.2 Identification of Individual Student Needs

The PEO delegates to the Head of Trainers and ELICOS Program Manager and teaching staff to develop and implement clearly defined strategic plans and processes (early assessment tasks including a first assessment task no later than week four to assist the identification of at risk students), using a range of evidence-based procedures that enable the early identification of students who may be at risk in academic progress.

Students at risk and requiring learning support will be identified through the following:

- By poor attendance (attendance rolls are taken at each class) or poor assessment outcomes (assignment submissions are monitored). Students who fail to attend class regularly and/or who fail to submit one or more assessments are contacted by the Director of Professional Programs
- Monitoring of students by trainers and student services staff
- During initial discussions with academic staff during Orientation
- Self-referral by a student
- When a trainer has identified that a learner is experiencing difficulty (this may be by observation in class or upon analysis of assessment items submitted early in the term)
- When a learner seeks assistance from the Student Services Manager, Head of Trainers and ELICOS Program Manager or some other member of staff
- During an interview with a student

- As part of an intervention strategy agreed between the learner and the Head of Trainers and ELICOS Program Manager

The Head of Trainers and ELICOS Program Manager will consult with each student identified as having learning support needs. Learning support needs of students may arise from issues associated with:

- English language
- literacy
- numeracy
- study techniques
- time management
- organisational skills
- working with others
- I.T.
- the requirements of the course
- equity and diversity factors

An individual learning support program is prepared in consultation with the student utilising advisory services and resources outlined in Section 3.3 of this policy.

3.3. Ongoing Student Learning Support

Programs commence during Orientation to assist students with the transition to a tertiary level study regime. The programs include workshops, individual interviews with students and informal support provided by lecturers/tutors. The support programs utilise a wide range of resources available on Moodle system and in the library. Individual assistance is available from specialist support staff.

Ongoing provision of learning support procedures will include:

- 3.3.1 Confirmation that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at risk;
- 3.3.2 Confirmation that teaching and relevant support staff engage in professional learning so that they are able to identify and address the specific needs of their students; and
- 3.3.3 Encouragement of teachers to consult with relevant institute-based and external stakeholders when planning for students at risk.
- 3.3.4 English Language and Academic Assistance. English language and academic advice workshops and resources include such topics as essay writing, report writing, APA referencing, avoiding plagiarism, making oral presentations, and examination tips.
- 3.3.5 Library information sessions are held during Orientation. Additional workshops are scheduled throughout the year to assist students to most effectively utilise the range of library resources, including the available electronic databases. These workshops are designed to improve information literacy skills of students. Library staff is available throughout library opening hours to give individual assistance and advice to students.
- 3.3.6 Information technology staff is available to help students with the technology available to them and with connectivity issues related to their course.
- 3.3.7 Academic Advice. The Course Coordinator will provide academic advice to students, such as time management, exam preparation, essay and report writing, referencing, avoiding plagiarism, library research, and stress management. The Course Coordinator will also provide individual counselling with students by referral from staff or self-referral by students. Appointments can be made in person, by email or at the campus reception desk. Times available for appointments are advertised and sent in electronic form to each student.

3.3.8 Documentation of students seeking support. Records are maintained when students are referred for additional academic or English language support. The Head of Trainers and ELICOS Program Manager also keeps records of students seeking assistance.

3.3.9 Trainer's Consultation

In-class consultation: Individual student consultations with the subject lecturer, tutor or other appropriate academic are an integral part of the learning experience for each subject. The normal weekly teaching pattern provides face-to-face lectures and a structured tutorial. Further diagnostic tutorials are scheduled to allow students the opportunity to clarify points of confusion, discuss aspects of the subject in more detail and obtain feedback on their assignments, both in draft form and on completed work.

Electronic consultation: Each unit is enhanced by an individual web-based support site through Moodle System. The Moodle System provides students with access to subject resources and also includes a 'forum' and group email facilities that allow for the posing of questions by students and lecturers and response by both students and lecturers. Such community based facilities are moderated and controlled by the unit coordinator. All students enrolled in a unit have access to the unit web page.

3.3.10 The learning environment and associated learning activities support academic interactions among students outside of formal teaching.