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LETTER FROM THE CEO

Let me start by thanking you for taking time out to read about Sacred Heart International College. Learning is an integral part of our lives and is not only limited to educational institutes but pans across every aspect of our growing up. With so much to be discovered, we here at Sacred Heart International College inspire students to look beyond just the books. We inspire students to achieve professional excellence and create beautiful memories at the same time.

While academic proficiency is irreplaceable, in this day and age its just not enough. To ensure our alumni have the competitive edge when out in the corporate world, we instil inquisitiveness so they can question everything and work towards making it better.

Keeping the students motivated runs deep with us. We understand if our students are motivated enough, innovative ideas will be part of their daily life. Inspiring them enough so they remain innovative is part of curriculum here at Sacred Heart International College.

As we open our doors, we will continue to live our values of providing educational excellence for students, setting them up for success in future.

Warm regards,

Misha Mahendru
Chief Executive Officer
Sacred Heart International College
IMPORTANT NOTE

All prospective students are advised to go through this booklet prior to making an informed decision regarding their enrollment at Sacred Heart International College.

This information book and enrolment form is available on Sacred Heart International College website.

Students will be provided with an orientation session, detailing the College facilities including policies and procedures of Sacred Heart International College, services upon arrival and will be given a copy of this information book.

Thank you for choosing Sacred Heart International College as your place of study. We hope this student Information will be helpful and informative to you.
The college provides careers and continuous education coursework and programs that enhance dynamic, intellectual, cultural and, economic development challenges of Australia. Through support services and a technology enriched learning environment, the college endeavors to empower each learner with skills, knowledge, and values needed for higher programs, workforce entry, advancement, and personal enrichment. Further, Sacred Heart International College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.

The mission of Sacred Heart International College is to educate and develop you as a professional. As a college uniquely situated in the heart of Melbourne, we are committed to providing Training that makes an important contribution to the lives of our students within Victoria, the nation and worldwide.
Our Core Values

☑ Quality
We advance quality standards through faculty, academic offerings and support services provided to students. This is evidenced in institutional practices, learning and administrative outcomes.

☑ Learner-Centered
We maintain a strong commitment to all learners and their emerging needs, by fulfilling the academic and cultural needs of the region.

☑ Diversity
We embrace diversity in its curriculum, activities, student population and staff.

☑ Inclusiveness
We promote a caring environment that is rooted in a participative governance structure. Mutual respect and trust are evidenced in collaborative work teams which cross over divisions, departments and programs.
Integrity
All policies and procedures of the college represent fair, responsible, ethical practices and behaviors to ensure standards of excellence.

Innovation
The college promotes creative actions that result in the expedient development of educational programs and workforce solutions for the communities we serve.

Growth
The college continuously strives to expand accessibility to the institution by increasing enrolment and enhancing educational offerings, campus facilities and fiscal & human resources.

Accountability
The college is accountable for strategies and actions that produce measurable outcomes. Data-driven decision making is a standard in the planning process, with special emphasis on strategies that result in enhanced effectiveness.

Location
Sacred Heart International College are located in the heart of Melbourne. Easily accessible by public transport and is just a few minutes’.
Buildings are situated close to main shopping centre, banks, doctors & dentists, food-courts, and libraries of Melbourne.
Students have internet access.

○ MS Office, Excel, Word and Powerpoint for assignments and presentations in the class.

○ Printer is available to the student for printing.

○ Data projectors are used to enhance the quality of Training.

○ Access to student lounge.

○ Climate control premises.

○ Friendly, approachable and qualified staff.

○ Colorful, vibrant and multicultural environment.
Student Orientation
Orientation is conducted as per the date mentioned in the offer letter which falls within the first week of your course. Its purpose is to fully inform new students of most aspects of student life at the College and to provide an introduction to studying, Melbourne’s costs of living, transportation, facilities, banking and accommodation. In addition, the College’s staff will be introduced, a tour of the College and the local area will take place and an opportunity to ask questions will be given. It is essential that you attend the orientation program otherwise you may miss out on information that affects your study, your visa or your enjoyment of your stay in Australia.

Course Delivery
A number of approaches to course delivery are used by college’s staff. Course delivery approaches may include, teacher led classroom delivery; self divided study and supervised study. During class time students will be expected to participate by answering questions, giving opinions, demonstrating tasks, working with others in groups, making presentations, role playing situations etc.

Course Assessment
A number of approaches to course assessment are used by college staff. Assessment approaches may include: observation of performance in class; case studies; projects; assignments; presentations; role plays; written tests and exams.

Students will be given information of the time and form of any assessment, and will not be expected to sit an assessment they have not prepared for.

Credit Transfer
Credit Transfer applies to situation where students have completed units identical to those they are currently enrolled for at another provider. Credit will be granted in accordance with the Credit Transfer Procedure. To apply for Credit Transfer students must complete the Credit Transfer application form and attach copies of verified documents to support the application.
Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process designed to recognise previous formal or informal learning, work and life experiences that the student may have had to the extent that they are relevant to the course outcomes. The RPL process allows students to receive recognition under these circumstances and therefore enable them to focus more on areas they need to achieve competencies in order to gain their qualifications. Students who believe they already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL).

An essential requirement of RPL is that you can prove that you currently have the required competencies. Application may only be made during or after enrolment and payment of fees and must be made using the RPL application form that will be provided during orientation. Students must attach verified copies of all relevant documents to the RPL application form.

Qualifications to be issued

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 (SOA) indicating which modules or Units of Competency they have completed. Results and SOA can be requested by the students at any interval of their course.
Workplace Health and Safety
Sacred Heart International College complies with all relevant Workplace Health and Safety legislation. Trainers will actively take steps to identify hazards that could cause harm to participants in the classroom and learning environment. Where possible, the Trainers will take action to remove or control these hazards, and will report the hazard to the appropriate on site personnel.

Where practicable, students must take responsibility for their own health and safety and that of their fellow students or employees. This means students must follow all safety rules, procedures and the instructions of their Trainer while in attendance at Sacred Heart International College premises.

Student Safety
Sacred Heart International College has a number of processes to provide a safe and secure learning environment to all students. These include hours of operation and access to staff to assist students where required.

When travelling to and from your RTO premises it is important to ensure your own safety at all times. The following are some tips to follow to ensure your safety and all staff is able to assist you with strategies to improve your safety.

Department of Home Affairs*
According to the Department of Home Affairs (DHA) you must provide evidence that satisfies the assessment factors applicable to you to be granted a student visa. Assessment factors include your financial ability, English proficiency, likely compliance with the conditions of your visa and any other matters considered relevant to assessing your application”. Additional information on student visa issues is available on Department of Home Affairs (DHA) website and the Study in Australia website.
Student Safety Tips:
- Don’t openly carry valuables, including iPods, mobile phones, laptops, etc.
- Find suitable and safe routes to petrol stations, shops and your local police station. Try to find routes that are well lit and busy.
- Avoid confrontation - it is better and safer to walk away if you are being provoked.
- If you feel you are being followed, cross the street, and if you are still worried, move as quickly as possible to a public area (such as a restaurant) and then telephone for help.
- At night, walk in pairs in well-lit areas and on busier streets, not dark alleyways and side-streets. Use the bus to get to a nearby car park or public transport.
- Have your keys ready well before you reach the door of your car or house.
- If you are going away, tell someone you trust where you are going and when you will be back.
- If travelling by bus or tram at night, try not to wait alone at the bus or tram stops. Arrange for others to meet you at your home stop if you are returning late and have a long way to walk home.

**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 the Department of Health and Aging.
Access and Equity Policy
Sacred Heart International College Code of Practice includes an access and equity policy. This document is available on request. It is the responsibility of all staff to ensure the requirements of the access and equity policy are met at all times.

Dispute Resolution Procedure
Sacred Heart International College 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 process undertaken by the college. The college will make no charge to the student for its dispute resolution process or referral to the independent mediator. If you have a complaint or appeal you should take the following steps:

- Contact the college to obtain a copy of the complaints and appeals procedure and the application form
- Complete the application form and lodge it with the college
- Follow up with the college
Sacred Heart International College recognises that reading, writing, listening, speaking and understanding mathematical concepts and processes are integral skills required for work and are therefore an important component of Training. As all students are individuals with different life experiences, literacy and numeracy skills vary. We encourage students with Language Literacy or Numeracy concerns to undertake Training. If you have a Language Literacy or Numeracy concern that is affecting your Training program, we encourage you to raise the matter directly with your Trainer.

Students require language, literacy and numeracy capacity equivalent to the descriptions below.

**QUALIFICATION LEVEL: CERTIFICATE I, II, III & IV**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Read and interpret texts that have several ideas which are non-routine, but simple. For example read workplace newsletters or read an agenda for a meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Produce and sequence several paragraphs to make meaning. For example fill in an accident report form or write a set of procedures for a new work task for personal reference.</td>
</tr>
<tr>
<td>Maths</td>
<td>Use operations and % and fractions to solve problems. For example calculate and compare costs of similar items/services from two sources or measure items for work tasks using formal units (milliliters of hair dye, grams of flour etc).</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Participate in oral exchanges where listener/speaker is required to vary and/or understand concepts which are simple, but non-routine. For example provide instructions for a new worker on how to perform a simple workplace task or listen to, and respond to a routine customer complaint.</td>
</tr>
</tbody>
</table>

**QUALIFICATION LEVEL: DIPLOMA**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Read and understand texts with some complex ideas and non-routine vocabulary For example read a workplace report recommending a change or read a memo providing new instructions on workplace Health and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Write texts which convey ideas beyond everyday concepts For example write the minutes for a workplace meeting or write a memo to colleagues to inform them of a temporary change to the workplace routine</td>
</tr>
<tr>
<td>Maths</td>
<td>Use a range of algebraic formulae and calculating tools to solve work based problems For example apply formulae to measure heights, 2 and 3 dimensional spaces or use memory/square root functions on calculator to solve multi-step problems</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Participate in oral exchanges that require control of non-routine language and structures. For example deliver a presentation about a new workplace practice to a group of colleagues or listen to a complicated customer complaint and be able to summarise the customer’s concerns.</td>
</tr>
</tbody>
</table>
QUALIFICATION LEVEL: ADVANCED DIPLOMA

Reading
- Read and understand texts with some complex ideas and nonroutine vocabulary. For example, design a workplace. Report recommending a change or read a memo providing new instructions on workplace health and safety.

Writing
- Design procedures which convey ideas beyond everyday concepts. For example, write the memos for a workplace meeting or write a memo to colleagues to inform them of a temporary change to the workplace routine.

Maths
- Introduce more advanced tools/equipment to tackle everyday problems. For example, apply formulae to use memory/square root functions on a calculator to solve multi-step problems.

Oral Communication
- Manage verbal exchanges that require control of non-routine language and structures. For example, deliver a power point presentation about a new workplace practice to a group of employees or listen to a complicated customer complaint and be able to summarize the customer’s concerns.

LANGUAGE LITERACY & NUMERACY REQUIREMENTS
Australia

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

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

Victoria

About 36 per cent of Victoria is forest. The Murray is the State’s longest river and there are a number of large inland lakes. Victoria’s vast coastline extends over 1600 kilometres, bordering the Southern Ocean and Bass Strait and separating the Australian mainland from Tasmania.

Victoria is the most densely populated of 8 States and Territories of Australia. Some 26 per cent of all Australians live in Victoria and, of those, most reside in Melbourne, the nation’s second largest city and capital of this state.
A Good Choice for Study

There are more than 50,000 overseas students studying in Australia and each year approximately 15,000 students from the Asia Pacific region arrive in Australia to continue their education. They have chosen Australia for several reasons:

- Australia has a high quality education system, the equal of any country in the world
- Australia offers traditional education in reputable schools, Institutes and universities
- Awards from Australian institutions of higher education are recognized internationally
- Australian universities, Institutes and schools have established networks of support to help overseas students
- The Australian education system includes informality and accessibility of academic staff, the availability of computers, small group tutorials and close supervision
- Living costs and tuition costs compare well with other countries and most overseas students are permitted to work part-time.
- Australia is a safe and stable country with a pleasant climate.
Art
Australian contemporary arts reflect the world’s oldest continuous cultural traditions and also a diverse, multicultural society. Our visual and performing arts communities receive international acclaim for their vibrancy, originality and cutting-edge work in the arts, literature, stage & cinema, dance, classical music and contemporary Australian rock music.

The National Museum of Australia opened as part of Australia’s Centenary of Federation celebrations in 2001. It is co-located with the Australian Institute of Aboriginal and Torres Strait Islander Studies in the nation’s capital city of Canberra and adds to more than 1000 museums throughout Australia.

Multiculturalism
More than 100 ethnic groups are represented in Australia, making Australia one of the most culturally diverse countries in the world. Australia’s dynamic multiculturalism can be attributed to its unique combination of Indigenous cultures, early European settlement and immigration from all parts of the world.

Australians value the wealth of cultural diversity and social sophistication that international students bring to our campuses and our communities. We take great care in looking after international students and helping them to adjust to the Australian way of life. International students also gain great benefits from their education in Australia and make lifelong friendships.
Language

Although English is the official language, a host of other languages are spoken in Australia. As one of the most culturally diverse countries in the world many Australians are naturally fluent in other languages. More than 2.4 million Australians speak a language other than English at home. Within the education and Training system about 15 per cent of those of working age studying for an educational qualification have English as a second language. More than 800,000 Australians speak a European Union language, apart from English, in the home. Another 800,000 Australians speak an Asian language at home.

In Australia not only is there the opportunity to improve your English through specialist study in an English-speaking environment but all sectors of Australian education and Training provide tuition in many other languages as well.

English as it is spoken in Australia is very easily understood by nearly all people from other English-speaking nations. While there are some minor differences in accent between the cities and country areas the difference is much less than you will find in America, Britain and Canada where French is also spoken.

As you improve your English in Australia you will learn some of our slang, and have much fun explaining the meanings to your friends and relatives at home.

Religion

Australia is predominantly a Christian country however; all religions are represented in our multicultural society. Australians respect the freedom of people to practice their choice of religion. Churches, mosques, temples and synagogues are located in most major cities. Some universities have their own spiritual groups on campus.

Clean, Safe, Cosmopolitan

Students from all over the world come to Australia to take advantage of our world-class education and enjoy our friendly hospitality and cultural diversity. Australia has low crime rates and strict gun control laws providing a safe environment to learn and travel. With one of the highest standards of living in the world, Australia offers modern transport systems, convenient telecommunications, cosmopolitan shopping complexes and excellent health services.
Visitors from many parts of the world are attracted by Australia’s spectacular natural environment and the distinctive personality and friendliness of the Australian people. Australia is rich in arts and is keen to preserve and display its diverse cultural heritage. Australians are also environmentally conscious and keen to preserve the country’s natural beauty and scenery. Our ‘Clean up Australia’ campaign is being adopted worldwide.

Food

Australia has a fantastic variety of food. Our top quality meat, fish, fruits and vegetables are exported to markets all around the globe. There is a large range of fruit and vegetables available at Australian produce markets. You should have no difficulty in finding the ‘FOOD’ that you are used to at home. You can sample almost every type of cuisine available throughout the world in restaurants. There are elegant restaurants or typical Aussie pubs. Ethnic restaurants offer cuisines from all around the world. Good food at reasonable prices can be found at bistros or cafes. And for those who like takeaway, most of the major global fast food chains are well represented. The adventurous can try some of our ‘bush tucker’

Health Care

Australia has a very good health care system. All Australians pay a Medicare levy (additional tax) to fund the public health system and ensure everyone gets access to doctors, hospitals and other health care services. People who pay extra into a private health insurance fund receive certain privileges when they use private health care services, as well as the usual services available in just about any Australian suburb or town. Most Australian institutions also provide special health care services and advice for students. International students studying in Australia are required to have Overseas Student Health Cover (OSHC) for the duration of their student visa.
Electricity

The electrical current in Australia is 240/250 volts AC, 50 cycles. The Australian three pin plug is extremely safe. Adaptors are usually required for most foreign appliances. A transformer may be required if you bring an appliance from overseas that operates on a different voltage.

Transport

With one of the highest standards of living in the world, Australia offers modern transport systems. Australia has an extensive public transport system that includes trains, buses, trams, ferries, two major national airlines and a number of regional airlines. Metropolitan areas are divided into zones and your ticket type and cost depends on which zone you are going to travel in and for how long. Tickets can be bought at train stations, on buses and trams and at news agencies.

Tourist students may drive in Australia on a valid overseas drivers licence but if the document is not in the English language the visitor must carry a translation with the permit. An international driving licence is not sufficient by itself.

Metered taxicabs operate in all major cities and towns. You will find taxi ranks at transport terminals, main hotels or shopping centres or you can hail taxis in the street. A light and sign on the roof indicates if a cab is vacant. There is a minimum charge on hiring and then a charge per kilometre travelled. Taxi drivers do not have to be tipped.

Telephones

Australia has a modern telecommunications system with mobile and internet access generally available at low cost. Public telephones are available at all Post Offices, shopping centres and are often situated on street corners. Public pay phones accept a variety of coins and Phone cards. Phone cards are pre-paid for use in public pay phones and can be bought at a large number of retail outlets in denominations of $A5, $A10, $A20 and $A50. Credit phones take most major credit cards such as American Express, Visa, Master card and Diners. International and can be found at international and domestic airports, central city locations and hotels. Mobile phones are very popular and can be purchased from a number of retailers.
Sports and Recreation

Australians are very keen on sport and outdoor activities and have gained a worldwide reputation, both as individuals and as teams. Hosting the Year 2000 Olympic Games in Sydney highlights Australia as a leading destination for international events. Australia has more than 120 national sporting organisations and thousands of state, regional and club bodies. It is estimated that 6.5 million people, about a third of the population, are registered sports participants. While there are over 120 sporting organisations, Australians also take part in bush walking, fishing, boating and water sports.

Travel

During term breaks, you may like to venture beyond the capital cities to experience more of Australia’s spectacular natural environment and great physical beauty - national parks, The Great Barrier Reef, Kakadu, Uluru and the Tasmanian Wilderness.

Australia Welcomes Overseas Students

Overseas students are welcomed in Australia because they:
- Contribute to the development of people and institutions both in their home country and in Australia.
- Contribute to Australia’s research capability.
- Develop cultural, educational and economic links between Australians and people of other nations.

Entertainment

The Campus offer surroundings suitable for social, shopping and other outdoor activities. They are also centrally located for students to experience the sophistication of our cities and excitement of our entertainment facilities.

There are plenty of opportunities for international students to have an enjoyable time with friends.
Study Methods

In Australia, much emphasis is placed upon private (individual) study along the lines of assignments, on research and learning to analyse data and present arguments about subject matter, and on being willing to defend one’s argument.

All these involve heavy use of libraries, intensive note taking in lectures, and active participation in the learning process (as opposed to passive listening and rote learning).

To be a successful student in Australia, you will need to adapt to these methods of learning, but most education institutions in Australia are very willing to help, as they offer counselling services and assistance to develop effective study skills.

Many lecturers in Australia have vast experience teaching overseas students, they understand the difficulties in getting used to different study methods and they will be patient in helping you to develop new skills.
Melbourne is the capital of the State of Victoria. It is situated on the Yarra River, around Port Phillip Bay with its beautiful beaches and water sports facilities.

It is a beautiful spacious city with all the parks, gardens, sporting venues and scenic places that Australian space and natural resources allow.

Melbourne is a world-renowned cultural, artistic, financial and communication centre served by an international airport, passenger seaport and rail links to neighbouring States.

Melbourne, ranked as the world’s ‘most liveable city’, enjoys clean fresh air and beautiful parks and gardens.

Melbourne is considered to be the shopping capital of Australia and offers some of Australia’s biggest shopping complexes as well as sophisticated, exclusive boutiques and a host of lively and popular markets.

One quarter of Melbourne’s population was born overseas making it one of the world’s most multicultural cities. There are now people from 140 nations living harmoniously together. This broad ethnic mix has brought many benefits to the city including a wide range of cuisines and over 2,300 elegant restaurants, bistro and cafés. Melbourne has an excellent public transport system with trams, trains and buses providing an extensive network throughout the city and suburbs. The population is approximately 4 million. Melbourne is a sprawling city with suburbs extending up to 50km from the centre of the city. The city centre is on the banks of the Yarra River, 5km from Port Phillip Bay. The city centre features world class department stores, historical, architecture, theatres, galleries and arts centres. Melbourne is only a short distance from many beautiful beaches as well as the Victorian mountain regions, where skiing is popular during winter. The city and surrounding suburbs are well serviced by a public transport network of buses, trains and trams.

A multicultural city enriched by 170 ethnic groups. Sometimes called the culinary capital of Australia, Melbourne has a vast array of restaurants, offering a variety of international cuisine. Bustling Chinatown in the heart of the city, serves up the finest of Asian cuisine and culture. Several other Melbourne streets are dedicated to Vietnamese, Japanese, Italian and Greek food - cuisine to suit every palate and many to suit a student’s budget.
Climate

Melbourne enjoys a temperate climate with four distinct seasons in the year - spring, summer, winter and autumn. Below is a guide to the average daily temperatures.

**SPRING:**
September - November 12-22 degrees

**SUMMER:**
December to February 28-32 degrees

**AUTUMN:**
March to May 12 - 20 degrees

**WINTER:**
June to August 10 - 15 degrees

Melbourne does not have a specific wet season - it can rain at any time of the year. Sports and other outdoor activities are possible at all times of the year.

**International sporting events**
- Spring Racing Carnival (Melbourne Cup)
- Australian Open (Grand Slam tennis)
- Grand Prix Motor Racing
- World Series and Test cricket
- Bells Beach Surf Classic
Apply to study

- Choose to study in Australia
- Decide on a course and an institution
- Check entry requirements for course and visa
- Apply for the course
- Receive your letter of offer
- Receive Confirmation of Enrolment
- Apply for your visa

Plan your departure

Here is a checklist to help you plan your departure:
- Passport and Visa
- Student enrolment and orientation documents
- Overseas Student Health Cover (OSHC)
- Travel Insurance
- Airfares
- Contact details
- Australian currency
- Transport from the airport
- Accommodation details

Remaining visa compliant

Once you have received your visa, there are requirements you must meet in order for it to remain valid, including:

- You must remain enrolled and maintain satisfactory course progress and attendance.
- If you wish to change your qualification level you may need to apply for a new student visa.
- Provide your Australian address to your institution so that can contact you, and let them know if you change address.
- You must continue to be able to support yourself financially while you're in Australia.
- Do not breach the working conditions applicable to your visa.
- You must abide the visa conditions as mentioned on your visa label or visa grant letter issued by Department of Home Affairs.

Most student visas allow you to work for up to 40 hours every two weeks while your course is in session, and unrestricted hours during any scheduled course break, but before you undertake any paid work you need to make sure your visa allows you to work. Find out more at the Department of Home Affairs Website: www.homeaffairs.gov.au
always need volunteers to help out. It can be a great way to meet friends, get some hands on work experience and give back to the community.

Your rights
Everyone working in Australia, including international students or those on working holiday visas, have basic rights at work. These rights protect entitlement to:
- A minimum wage.
- Challenge of unfair dismissal from the job
- Breaks and rest periods.
- A healthy and safe work environment.

To find out more about your work rights visit the Australian Government’s fair work website www.fairwork.gov.au. You will also need to get a tax file number to work in Australia. Visit the Australian Taxation Office (ATO) website www.ato.gov.au to find out more information on getting a tax file number and as well as information about paying taxes in Australia.

Finding Work
There are plenty of ways to find work that suits you, including:
- Newspapers and online job sites.
- Some institutions provide job noticeboards on campus and online. Contact your institution’s international Student Support staff to find out what options your institution offers.
- Register your details at a recruitment firm; many of them help place people in casual or short-term work.

Paid Work
- Australia has a wide range of industries and many have part time employment opportunities.
- If you have existing qualifications and/or professional work experience, you may be able to secure casual or part time work in your field.

Internships
Paid or unpaid internships can be a great way to get exposure to the professional, financial and creative industries.

Volunteering
There are many charities and non-government organisations (NGOs) in Australia and they

Consumer Protection

Australian has a strong consumer protection framework to protect the rights of Australian consumers, including international students in Australia. The Australian Consumer Law includes a national law guaranteeing consumer rights when buying goods and services. Visit www.australia.gov.au or www.consumerlaw.gov.au to find the relevant government agency for where you are living and studying.

Overseas Students Ombudsman

The Overseas Students Ombudsman (OSO) investigates complaints about problems that overseas students have with private education and Training institutions in Australia. The Ombudsman’s services are free, independent and impartial. You can find out more about this service on their website: www.oso.gov.au

The OSO also produces an email newsletter for international students. You can subscribe to the newsletter on the OSO website: www.oso.gov.au

If you are studying at a public institution, such as TAFE colleges and many universities and schools, you should contact the Ombudsman in the state or territory in which you are studying to lodge a complaint. You can find details of what the Ombudsman can investigate on their website.

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist you if your institution (referred to as ‘Education Provider’ under the TPS) is unable to fully deliver your course of study. The TPS may also assist you if you have withdrawn from, or not started, your course and are eligible for a refund of tuition fees and the institution has not paid them.

For more information visit the Tuition Protection Service website https://tps.gov.au/Home/NotLoggedIn

Student Associations

Australia has a number of student associations representing and assisting students from Australian institutions. National associations include Council of International Students Australia (CISA) www.cisa.edu.au – national peak student representative body for international students studying at the postgraduate, undergraduate, private college, TAFE, ELICOS and foundation level.

• Australian Federation of International Students (AFIS) www.afis.org.au – assisting international students in maximizing the scope and potential of their experience living and studying in Australia.
Disability Support

Australia has laws that protect individuals from discrimination in many areas of public life, including education. A person with a disability has just as much right to study as any other student. This means that institutions cannot:

• Refuse admission on the basis of disability.
• Accept a student with a disability on less favourable terms than other students (for example, asking for higher fees).
• Deny or limit access to a student with a disability (for example, not allowing access to excursions, or having inaccessible student common rooms or lecture facilities).

If you are experiencing a problem with your institution, you should first talk to staff at your institution. If informal discussions do not resolve the problem, you have the option of lodging a formal complaint. Institutions are required to have a process for students to register complaints. If you feel you have a legitimate complaint that is not being recognised by your institution, you should approach the Australian Human Rights Commission. Confidential enquiries can be made by telephone but a formal complaint must be lodged in writing before the commission can take action. Find out more about disability rights in Australia at the Human Rights and Equal Opportunities Commission.

www.youthforhumanrights.org
Home and contents insurance
Home and contents insurance covers the building you live in and your belongings, such as furniture, clothes and appliances. If you rent a property, building insurance is the responsibility of the owner and you do not need to worry about it. But contents insurance is worth considering if you have valuable items you couldn’t afford to replace very easily if something happened to them.

Vehicle insurance
If you purchase a car, motorbike or other vehicle you will need to consider what type of insurance you will need to purchase. Depending on what state or territory of Australia you live in there may be compulsory insurance you need to purchase. For example, in NSW you must purchase Compulsory Third Party insurance which covers you for personal injuries caused to someone else in an accident. You should check with the relevant government agency in your state or territory to find out what, if any, compulsory insurance you might need.

Overseas Student Health Cover
International students undertaking formal studies in Australia, and their dependents (for example, spouses and children under 18 years old), must obtain OSHC. It includes cover for visits to the doctor, some hospital treatment, ambulance cover and limited pharmaceuticals (medicines).

OSHC insurers can provide a range of different OSHC products. These may range from a basic product which covers only the compulsory minimum services to comprehensive products which cover, in addition to the compulsory minimum services, extra services as specified under the particular policy. You can find more information, including a list of the providers and average costs, on the Department of Health www.health.gov.au website.

Travel insurance
Australia has a very reliable travel industry, but cancelled flights, lost luggage or other unplanned issues can arise. If you are travelling with valuables or are on a travel schedule you have to meet, travel insurance can help cover any mishaps or missed flights. You can arrange travel insurance through a range of providers including travel insurance companies, airlines and travel booking companies.
Health and Safety

Australia is generally a very safe place to live and study. But it is still important to look after yourself and be aware of the risks that exist – and ways to minimise them. This is particularly important for when you first arrive and are adjusting to your new way of life. Following your common sense and best practices will ensure you remain safe and healthy, whether you are handling emergencies, personal and home safety, or natural elements such as sun, water, and fire.

Banking

Australia has a range of choices when it comes to managing your money, from banks that cover the whole country to local credit unions and building societies. Here are some quick tips on setting up your bank accounts.

- You can set up a bank account before or after you arrive.
- To open an account you will need to have your Electronic Confirmation of Enrolment (eCoE), passport, Letter of Offer and other forms of identification.
- You may also need an Australian Tax File Number (TFN). You can find information about getting a TFN at the Australian Tax Office (ATO). The website of ATO is www.ato.gov.au.
- Financial or Student Support Officers at your university or college will be able to give you information on how to set up a bank account.
- You can also read advice from the Australian Government’s website.
Even if you haven’t set up a bank account before you get here, most ATMs recognise international cards, so you will be able to use your credit or debit card from your home country. Just remember that there are fees associated with withdrawing money from your home account including transaction fees and the currency exchange rate. These vary by provider so check with your home financial provider before you arrive in Australia.

**Moving money overseas or to Australia**

Australian banks offer various services for moving money to and from Australia. For all these services, fees and charges will apply. These can be found on financial provider websites.

You can have funds electronically transferred into your Australian bank account from overseas banks. To send money to another country you will need to provide the banking details of the person you wish to send money to. Your financial provider will then electronically transfer the funds from your account to their account.

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Money, Banking & Currency

The basic unit of Australian currency is the dollar (AUD). There are 100 cents in one dollar ($1). Australian dollar notes come in denominations of $5, $10, $20, $50 and $100. Coins are issued in denominations of 5c, 10c, 20c, 50c, $1 and $2.

Prices are rounded up or down to the nearest 5 cents in shops and supermarkets. For example, you would pay $1.95 for an item priced $1.97, but $2 for an item priced $1.99.

**Accessing your money**

You can withdraw your money at automatic teller machines (ATMs) which can be found all over Australia. It is generally free to withdraw money from an ATM that is associated with your financial provider.

Be aware that if you use another provider’s ATM they will usually charge you a fee. The ATM will advise you of the fee at the point of withdrawal.
Banking Ombudsman
The Australian Banking and Financial Services Ombudsman assists individuals and small businesses to resolve complaints concerning all financial services provided by banks. For example, there may be an instance where you see that money has been withdrawn from your bank account without your consent. In this case, it may be necessary to talk to the banking ombudsman to resolve the issue. Free interpreter services are available. For more information on the banking ombudsman visit: www.fos.org.au or call 1300 780 808.

Accommodation
The following types of accommodation are available for International students (www.studyinaustralia.gov.au):

- **Hostels and Guesthouses** - $90 to $150 per week
- **Shared Rental** - $85 to $215 per week
- **On campus** - $90 to $280 per week
- **Homestay** - $235 to $325 per week
- **Rental** - $165 to $440 per week
- **Boarding schools** - $11,000 to $22,000 a year

This accommodation can be booked prior to arrival. Two weeks advance notice is required before you depart for Australia. Further details can be obtained from the International Student Welfare Officer. Some useful internet sites for housing are:

- **Student Housing Australia**
  www.sha.com.au
- **Share Accommodation**
  www.studentaccommodation.com
- **Youth Central Housing and Accommodation**
  www.youthcentral.vic.gov.au
- **Study in Australia Accommodation**
  www.studyinaustralia.gov.au
Living Costs

Melbourne is a reasonably priced city providing good quality affordable living and abundant accommodation.

- The cost of living for a single international student is approximately AU$20,290 per year.
- This includes rent, food, transport and other essential living expenses. It does not include tuition fees, textbooks, the cost of running a car, or social activities. The true cost of living depends on the sort of lifestyle you lead. Use the following guide to help you formulate a realistic budget.
- If you are bringing your family, you will need to budget for additional living costs.
- If your children are of school age, you must also budget for school fees and uni forms.

The Department of Home Affairs (DHA) advises that applicants for student visas require AU$19,830 per year for living expenses. For more information please visit the Department of Home Affairs website www.homeaffairs.gov.au

Budgeting

You should work out a budget covering accommodation, food, transport, clothing and entertainment. Childcare, if applicable, should also be taken into account. The average international student in Australia spends about $360 per week on accommodation, food, clothing, entertainment, transport, international and domestic travel, telephone and incidental costs. School students in Australia typically spend a little less - about $265 a week - on accommodation and food, entertainment, transport and associated items. While this is a realistic guide, it is important to remember that individual circumstances will vary by location, course and lifestyle.
Fruit, vegetables and meat are available fresh and at reasonable prices. Clothing and personal effects are usually good quality and available at a wide variety of prices. Below is a price table of typical daily items.

This is only a guide. Remember that you can shop around for items such as clothing and shoes to find a cheaper source.

### SERVICES

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk 1 litre</td>
<td>$2</td>
</tr>
<tr>
<td>Bread 1 loaf</td>
<td>$3</td>
</tr>
<tr>
<td>Apples 1 kg</td>
<td>$4</td>
</tr>
<tr>
<td>Potatoes 1 kg</td>
<td>$3</td>
</tr>
<tr>
<td>Beefsteak 1 kg</td>
<td>$15</td>
</tr>
<tr>
<td>Eggs 1 dozen</td>
<td>$4</td>
</tr>
<tr>
<td>Cereal 1kg</td>
<td>$3</td>
</tr>
<tr>
<td>Fruit Juice 2 litres</td>
<td>$4</td>
</tr>
<tr>
<td>Rice 1 kg</td>
<td>$4</td>
</tr>
<tr>
<td>Shoes 1 pair</td>
<td>$70</td>
</tr>
<tr>
<td>Jeans 1 pair</td>
<td>$80</td>
</tr>
<tr>
<td>Toothpaste 140g</td>
<td>$2.50</td>
</tr>
<tr>
<td>Shampoo 500ml</td>
<td>$3</td>
</tr>
<tr>
<td>T-shirt</td>
<td>$20</td>
</tr>
<tr>
<td>Hairdresser</td>
<td>$20 to $40</td>
</tr>
<tr>
<td>Newspaper</td>
<td>$2</td>
</tr>
<tr>
<td>Cinema ticket</td>
<td>$15</td>
</tr>
<tr>
<td>Public transport city an inner suburbs</td>
<td>$7 for a day pass</td>
</tr>
</tbody>
</table>
Sacred Heart International College 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 Government registering authority monitors and subjects us to regular external audit to verify adherence to these standards. Sacred Heart International College offers the following accredited and nationally recognised qualifications to overseas students 18 years or older.

### English Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>CRICOS number</th>
</tr>
</thead>
<tbody>
<tr>
<td>General English (Elementary to Upper-Intermediate)</td>
<td>095441M</td>
</tr>
</tbody>
</table>

#### Entry requirements

**Age Requirements**
SHIC requires that all students must be 18 years of age or above at the commencement of course.

**Academic Requirements.**
To gain entry to this course, participants should have successfully completed Year 10 for the courses General English.

**Entry to the course is determined by.**
- An assessment of a student’s skills using the Listening and Speaking and Reading and Writing competencies within the Framework to guide placement/initial assessment processes in order to place learners in the level appropriate to their proficiency in English language.
- Determination of learning and pathway needs.

#### Certificate IV, Diploma and Advanced Diploma level courses

<table>
<thead>
<tr>
<th>Course</th>
<th>CRICOS number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate IV in Business</td>
<td>095280A</td>
</tr>
<tr>
<td>Advanced Diploma of Business</td>
<td>095281M</td>
</tr>
<tr>
<td>Diploma of Leadership and Management</td>
<td>098898J</td>
</tr>
<tr>
<td>Advanced Diploma of Leadership and Management</td>
<td>095284G</td>
</tr>
<tr>
<td>Diploma of Information Technology</td>
<td>099826F</td>
</tr>
<tr>
<td>Advanced Diploma of Information Technology</td>
<td>096322K</td>
</tr>
<tr>
<td>Certificate IV in Human Resources</td>
<td>097053G</td>
</tr>
<tr>
<td>Diploma of Human Resources Management</td>
<td>098673D</td>
</tr>
<tr>
<td>Advanced Diploma of Management</td>
<td>097055E</td>
</tr>
<tr>
<td>Certificate IV in Accounting and Bookkeeping</td>
<td>099276J</td>
</tr>
<tr>
<td>Diploma of Accounting</td>
<td>099278G</td>
</tr>
<tr>
<td>Advanced Diploma of Accounting</td>
<td>099279F</td>
</tr>
</tbody>
</table>

#### Entry requirements

**Age Requirements**
SHIC requires that all students must be 18 years of age or above at the commencement of course.

**Academic Requirements.**
To gain entry to this course, participants should have successfully completed Year 12 in Australia or secondary education in the student’s home country equivalent to an Australian Year 12 qualification.

**English Language Requirements**
All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with Department of Home Affairs regulations:
- IELTS overall band of 5.5.
- TOEFL IBT test score band of 46 equivalent.
- PTE Academic band score 42 equivalent or equivalent.
- If there are doubts about the student’s English language skills to cope in an academic environment and he/she cannot provide a satisfactory IELTS score or equivalent, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the student achieves an IELTS score of 5.5 (Academic) or equivalent.
General Requirements for All Courses

RPL/Credit Transfer
Recognition of Prior Learning (RPL) is not available for General English qualification. Student’s English proficiency is pre-assessed and students are placed at the appropriate level. Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

RPL/Credit Transfer
If you think you may be eligible to apply for RPL, please contact the college to discuss.

Applications
Applications for admission for students on a student visa must be made using the student application form which is available on SHIC website. Students must complete the student application form and send the completed form to the college along with the Application Fee. Completed student application forms will be processed by the college and assessed on the basis of the information supplied. The participants for each program offered by the college will be selected in a manner that reflects access and equity principles. Completion of the student application form does not imply that the college will make an offer to the student.

<table>
<thead>
<tr>
<th>English Language Requirements</th>
<th>OR</th>
<th>Minimum IELTS Requirements or equivalent</th>
<th>AND</th>
<th>Maximum ELICOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5 bands in IELTS or equivalent score</td>
<td>OR</td>
<td>4.5</td>
<td>AND</td>
<td>30 weeks</td>
</tr>
</tbody>
</table>

- Satisfactory outcome of interview with SHIC selection admission staff or with and authorized representative of SHIC.
- English language proficiency satisfies education provider.
General English (Elementary to Upper-Intermediate)
CRICOS PROGRAM CODE: 095441M

**Fees**
- **Enrolment Fee:** AUD $250 (non-refundable)
- **Material Fee:** AUD $1,500
- **Tuition Fees:** AUD $11,250
- **Total:** AUD $13,000

Fees include all material costs and learning resources.

**50 Weeks**
50 weeks of total course duration (44 weeks classroom delivery + maximum 6 weeks of holidays)

Individual levels consists of following weeks:
- **Elementary:** 12 Weeks
- **Pre-Intermediate:** 12 Weeks
- **Intermediate:** 10 Weeks
- **Upper Intermediate:** 10 Weeks

**Course Description**
General English is an ideal way to learn to use English effectively in an everyday environment. Sacred Heart International College offers 4 levels of General English with all levels carefully designed to cover the macro-skills of speaking, listening, reading and writing as well as grammar and pronunciation practice.

Students find they progress in a fast and enjoyable manner. Lessons are of the highest quality which makes them both interesting and productive.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

**Career Opportunities**
This course provides students with the opportunity to master the language skills for working and living in Australia. Students get the opportunity to learn English in Melbourne at an English language school with a reputation for practical activities, applied learning and outstanding results.

**Entry Requirements**
- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements

Entry to the course is determined by:

All these students will undertake an entry placement test to determine their correct ELICOS course level. Similarly, at the conclusion of this course they will undertake the St Peter Institute English Diagnostic test designed especially to determine a students’ required English proficiency and readiness to undertake a VET course.

**Pre-requisite Requirements**
There are no pre-requisite requirements for individual units of competency.

**Assessment Methods**
Learners will be tested on arrival so that they can be placed in class suitable for their English proficiency level. During the course a number of assessment methods are used, including:

- In-class participation
- Homework tasks
- Formal and informal class tests
- Participation in group activities

Students receive continuous feedback from their teachers about the progress.

**Levels**
- Elementary
- Pre-Intermediate
- Intermediate
- Upper-Intermediate

For further details of these units visit www.training.gov.au

**Enrolments**
Email: info@shic.vic.edu.au or via one of our Education Agents
Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit www.shic.vic.edu.au and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.
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Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit www.shic.vic.edu.au and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.

Fees
Enrolment Fee: AUD $250 (non-refundable)
Material Fees: AUD $500
Tuition Fees: AUD $4,450
Total: AUD $5,200
Fees include all material costs and learning resources.

28 Weeks
(Includes a maximum 2 weeks of holidays)

Course Description
This qualification is suited to those working as administrators and project officers. In this role, individuals use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

Career Opportunities
Possible job titles relevant to this qualification include:
- Office Administrator
- Analyst, Personal Assistant

Entry Requirements
- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student’s English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

Assessment Method
Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

Mode of Study
- Face-to-face
- Distance learning is not available

Pathways Information to enter this qualification
Preferred pathways for candidates considering this qualification include:
- BSB30115 Certificate III in Business or other relevant qualification/s

Recognition of Prior Learning (RPL)
If you think you may be eligible to apply for RPL, please contact the college to discuss.

Credit Transfer
Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

Units of Competence

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS401</td>
<td>Implement and monitor WHS policies, procedures and programs to meet legislative requirements.</td>
</tr>
<tr>
<td>BSBADM405</td>
<td>Organise meetings.</td>
</tr>
<tr>
<td>BSBCM401</td>
<td>Make a presentation.</td>
</tr>
<tr>
<td>BSBMKG414</td>
<td>Undertake marketing activities.</td>
</tr>
<tr>
<td>BSBCUS402</td>
<td>Address customer needs.</td>
</tr>
<tr>
<td>BSBWOR404</td>
<td>Develop Work Priorities.</td>
</tr>
<tr>
<td>BSBLED401</td>
<td>Develop teams and individuals.</td>
</tr>
<tr>
<td>BSBREL401</td>
<td>Establish networks.</td>
</tr>
<tr>
<td>BSBCUS403</td>
<td>Implement customer service standards.</td>
</tr>
<tr>
<td>BSBCUS401</td>
<td>Coordinate implementation of Customer Service strategies.</td>
</tr>
</tbody>
</table>

For further details of these units visit www.training.gov.au

Enrolments

For further details of these units visit www.training.gov.au

BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements.
BSBADM405 Organise meetings.
BSBCM401 Make a presentation.
BSBMKG414 Undertake marketing activities.
BSBCUS402 Address customer needs
BSBWOR404 Develop Work Priorities.
BSBLED401 Develop teams and individuals.
BSBREL401 Establish networks.
BSBCUS403 Implement customer service standards.
BSBCUS401 Coordinate implementation of Customer Service strategies.

Notice: This course is offered under the CRICOS Program Code: 095280A and is subject to the CRICOS Program Registration Conditions of Provider Registration No. 01100M. For further details of these units visit www.training.gov.au.
# Advanced Diploma of Business - BSB60215

**CRICOS PROGRAM CODE: 095281M**

## Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment Fee</td>
<td>AUD $250 (non-refundable)</td>
</tr>
<tr>
<td>Material Fees</td>
<td>AUD $1,500</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>AUD $11,950</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>AUD $13,700</strong></td>
</tr>
</tbody>
</table>

Notes: Fees include all material costs and learning resources.

## Important Information

- **Enrolment Form**, **Student Handbook**, **Policies**, **Procedures**, **Fees** and **Charges**. Visit [www.shic.vic.edu.au](http://www.shic.vic.edu.au) and download an **Enrolment Form** and **Student Handbook**, which contain information about your course that must be read by you prior to enrolment.

- **Enrolment Fee**:
  - **AUD $250** (non-refundable)

- **Material Fees**:
  - **AUD $1,500**

- **Tuition Fees**:
  - **AUD $11,950**

- **Total**:
  - **AUD $13,700**

These fees are indicative and are subject to change at the time of enrolment.

## Course Description

This qualification reflects the role of individuals with significant experience in a senior administrative role who are seeking to develop expertise across a wider range of business functions. The qualification is suited to individuals who possess significant theoretical business skills and knowledge and wish to consolidate and build pathways to further educational or employment opportunities.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

## Career Opportunities

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include: Business Analyst, Quarry Business Manager, Administrator, Senior Executive.

## Entry Requirements

- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student's English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

## Assessment Method

Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play

## Mode of Study

- Face-to-face
- Distance learning is not available

## Pathways Information to enter this qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at advanced diploma level, including:

- BSB50215 Diploma of Business or other relevant qualification
- or with substantial vocational experience in a range of environments, acting in a range of senior support or technical roles.

## Recognition of Prior Learning (RPL)

If you think you may be eligible to apply for RPL, please contact the college to discuss.

## Credit Transfer

Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

## Units of Competence

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBADV602</td>
<td>Develop an advertising campaign</td>
</tr>
<tr>
<td>BSBHRM602</td>
<td>Manage human resources strategic planning</td>
</tr>
<tr>
<td>BSBINM601</td>
<td>Manage knowledge and information</td>
</tr>
<tr>
<td>BSBWH5501</td>
<td>Ensure a safe workplace</td>
</tr>
<tr>
<td>BSBMKG609</td>
<td>Develop a marketing plan</td>
</tr>
<tr>
<td>BSBMKG607</td>
<td>Manage market research</td>
</tr>
<tr>
<td>BSBMKG608</td>
<td>Develop organisational marketing objectives</td>
</tr>
<tr>
<td>BSBWOR501</td>
<td>Manage personal work priorities and professional development</td>
</tr>
</tbody>
</table>

For further details of these units visit [www.training.gov.au](http://www.training.gov.au)

## Enrolments

Email: info@shic.vic.edu.au or via one of our Education Agents

Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit [www.shic.vic.edu.au](http://www.shic.vic.edu.au) and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.
Diploma of Leadership and Management - BSB51918
CRICOS PROGRAM CODE: 098898J

Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment Fee</td>
<td>AUD $250</td>
</tr>
<tr>
<td>(non-refundable)</td>
<td></td>
</tr>
<tr>
<td>Material Fees</td>
<td>AUD $1,000</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>AUD $8,950</td>
</tr>
<tr>
<td>Total</td>
<td>AUD $10,200</td>
</tr>
</tbody>
</table>

Fees include all material costs and learning resources.

56 Weeks
(Includes a maximum 4 weeks of holidays)

Course Description

This qualification reflects the role of individuals who apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts.

Individuals at this level display initiative and judgement in planning, organising, implementing and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements.

They plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse and synthesise information from a variety of sources.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

Career Opportunities

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include: Office Manager, Legal Practice Manager, Information Services Manager.

Entry Requirements

- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student’s English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

Assessment Method

Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

Mode of Study

- Face-to-face
- Distance learning is not available

Pathways Information to enter this qualification

Preferred pathways for Learners considering this qualification include:
- BSB42015 Certificate IV in Leadership and Management or other relevant qualification/With vocational experience but without formal supervision or management qualification.
- Or BSB40215 Certificate IV in Business

Recognition of Prior Learning (RPL)

If you think you may be eligible to apply for RPL, please contact the college to discuss.

Credit Transfer

Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

Units of Competence

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBMGT516</td>
<td>Facilitate continuous improvement</td>
</tr>
<tr>
<td>BSBWHS501</td>
<td>Ensure a safe workplace</td>
</tr>
<tr>
<td>BSBMGT517</td>
<td>Manage operational plan</td>
</tr>
<tr>
<td>BSBADM502</td>
<td>Manage meetings</td>
</tr>
<tr>
<td>BSBMGT502</td>
<td>Manage people performance</td>
</tr>
<tr>
<td>BSBPMM522</td>
<td>Undertake project work</td>
</tr>
<tr>
<td>BSBWORS01</td>
<td>Manage personal work priorities and professional development</td>
</tr>
<tr>
<td>BSBLDRS02</td>
<td>Lead and manage effective workplace relationships</td>
</tr>
<tr>
<td>BSBLDR511</td>
<td>Develop and use emotional intelligence</td>
</tr>
<tr>
<td>BSBHRRM405</td>
<td>Support the recruitment, selection and induction of staff</td>
</tr>
<tr>
<td>BSBWORS02</td>
<td>Lead and manage team effectiveness</td>
</tr>
<tr>
<td>BSBCCSS01</td>
<td>Manage quality customer service</td>
</tr>
</tbody>
</table>

For further details of these units visit www.training.gov.au

Enrolments

Email: info@shic.vic.edu.au or via one of our Education Agents

Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit www.shic.vic.edu.au and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.
Advanced Diploma of Leadership and Management - BSB61015
CRICOS PROGRAM CODE: 095284G

90 Weeks
(Includes a maximum 12 weeks of holidays)

Fees
Enrolment Fee: AUD $250 (non-refundable)
Material Fees: AUD $1,500
Tuition Fees: AUD $11,950
Total: AUD $13,700
Fees include all material costs and learning resources.

Entry Requirements
- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student’s English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

Assessment Method
Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play

Mode of Study
- Face-to-face
- Distance learning is not available

Pathways Information to enter this qualification
Learners may enter the qualification through a number of entry points including:
- BSB51918 Diploma of Leadership Management or other relevant qualification/s.

Recognition of Prior Learning (RPL)
If you think you may be eligible to apply for RPL, please contact the college to discuss.

Credit Transfer
Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

Units of Competence

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSPGEN067</td>
<td>Establish and maintain strategic networks</td>
</tr>
<tr>
<td>BSBMGT605</td>
<td>Provide leadership across the organisation</td>
</tr>
<tr>
<td>BSBMGT616</td>
<td>Develop and implement strategic plans</td>
</tr>
<tr>
<td>BSBINN601</td>
<td>Lead and manage organisational change</td>
</tr>
<tr>
<td>BSBRSK501</td>
<td>Manage risk</td>
</tr>
<tr>
<td>BSBMGT608</td>
<td>Manage innovation and continuous improvement</td>
</tr>
<tr>
<td>BSBFIM601</td>
<td>Manage finances</td>
</tr>
<tr>
<td>BSBMGT617</td>
<td>Develop and implement a business plan</td>
</tr>
<tr>
<td>BSBDIV601</td>
<td>Develop and implement diversity policy</td>
</tr>
<tr>
<td>BSBSS5501</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>BSBHRM604</td>
<td>Manage employee relations</td>
</tr>
<tr>
<td>BSBMGT615</td>
<td>Contribute to organisation development</td>
</tr>
</tbody>
</table>

For further details of these units visit www.training.gov.au

Enrolments
Email: info@shic.vic.edu.au or via one of our Education Agents
Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit www.shic.vic.edu.au and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.
Diploma of Information Technology - ICT50118
CRICOS PROGRAM CODE: 099826F

Fees
Enrolment Fee: AUD $250 (non-refundable)
Material Fees: AUD $1,000
Tuition Fees: AUD $10,950
Total: AUD $12,200
Fees include all material costs and learning resources.

56 Weeks
(Includes a maximum 4 weeks of holidays)

Course Description
This qualification provides the skills and knowledge for an individual to administer and manage information and communications technology (ICT) support in small-to-medium enterprises (SMEs) using a wide range of general ICT technologies. Persons working at this level provide a broader rather than specialised ICT support function, applying a wide range of higher level technical skills in ICT areas such as networking, IT support, database development, programming and web development.

• For course packages or re-enrolment, the registration fee is payable only once.
• These fees are indicative and are subject to change at the time of enrolment.

Career Opportunities
Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
• General Application Support Officer
• IT Office Manager

Entry Requirements
• 18 years or over

Assessment Method
Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play

Mode of Study
• Face-to-face
• Distance learning is not available

Pathways Information to enter this qualification
Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at diploma level, including:
• ICT40115 - Certificate IV in Information Technology

Recognition of Prior Learning (RPL)
If you think you may be eligible to apply for RPL, please contact the College to discuss.

Credit Transfer
Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

Units of Competence

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBUS501</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>BSBWHS501</td>
<td>Ensure a safe workplace</td>
</tr>
<tr>
<td>ICTICT509</td>
<td>Gather data to identify business requirements</td>
</tr>
<tr>
<td>ICTICT517</td>
<td>Match ICT needs with the strategic direction of the organisation</td>
</tr>
<tr>
<td>ICTNWK511</td>
<td>Manage network security</td>
</tr>
<tr>
<td>ICTNWK513</td>
<td>Manage system security</td>
</tr>
<tr>
<td>ICTNWK527</td>
<td>Manage an enterprise virtual computing environment</td>
</tr>
<tr>
<td>ICTNWK614</td>
<td>Manage ICT security</td>
</tr>
<tr>
<td>ICTICT501</td>
<td>Research and review hardware technology options for organisations</td>
</tr>
<tr>
<td>ICTICT515</td>
<td>Verify client business requirements</td>
</tr>
<tr>
<td>ICTWEB502</td>
<td>Create dynamic web pages</td>
</tr>
<tr>
<td>ICTWEB505</td>
<td>Develop complex web page layouts</td>
</tr>
<tr>
<td>ICTWEB516</td>
<td>Research and apply emerging web technology trends</td>
</tr>
<tr>
<td>ICTICT406</td>
<td>Build a graphical user interface</td>
</tr>
<tr>
<td>ICTICT419</td>
<td>Work effectively in the digital media industry</td>
</tr>
<tr>
<td>BSBCRT501</td>
<td>Originate and develop concepts</td>
</tr>
<tr>
<td>ICTGAM504</td>
<td>Manage interactive media production</td>
</tr>
<tr>
<td>CUAPSS201</td>
<td>Perform basic vision and sound editing</td>
</tr>
<tr>
<td>ICTSASS17</td>
<td>Use network tools</td>
</tr>
<tr>
<td>ICTNWK531</td>
<td>Configure an internet gateway</td>
</tr>
</tbody>
</table>

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Fees
Enrolment Fee: AUD $250 (non-refundable)
Material Fees: AUD $1,500
Tuition Fees: AUD $13,450
Total: AUD $15,200
Fees include all material costs and learning resources.

90 Weeks
(Includes a maximum 12 weeks of holidays)

Course Description
This qualification provides high level information and communications technology (ICT), process improvement and business skills and knowledge to enable an individual to be effective in senior ICT roles within organisations. The qualification builds on a base core of management competencies, with specialist and general elective choices to suit particular ICT and business needs, especially in the areas of knowledge management and systems development.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

Career Opportunities
Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- eLearning Manager
- Enterprise Application Integration Consultant
- Enterprise Architecture Manager
- Knowledge Manager
- Software Manager

Entry Requirements
- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student’s English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

Assessment Method
Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

Mode of Study
- Face-to-face
- Distance learning is not available

Pathways Information to enter for this qualification
Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at advanced diploma level, including:
- ICT50115 – Diploma of Information Technology

Recognition of Prior Learning (RPL)
If you think you may be eligible to apply for RPL, please contact the College to discuss.

Credit Transfer
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</tr>
</thead>
<tbody>
<tr>
<td>ICTPMG609</td>
<td>Plan and direct complex ICT projects</td>
<td>ICTDBS603</td>
<td>Determine suitability of database functionality and scalability</td>
</tr>
<tr>
<td>ICTSUS601</td>
<td>Integrate sustainability in ICT planning and design projects</td>
<td>ICTICT604</td>
<td>Identify and implement business innovation</td>
</tr>
<tr>
<td>ICTDBSS01</td>
<td>Monitor and improve knowledge management system</td>
<td>ICTPRG602</td>
<td>Manage the development of technical solutions from business specifications</td>
</tr>
<tr>
<td>BSBWOR502</td>
<td>Lead and manage team effectiveness</td>
<td>ICTDBS601</td>
<td>Build a data warehouse</td>
</tr>
<tr>
<td>ICTICT602</td>
<td>Develop contracts and manage contracted performance</td>
<td>ICTICT605</td>
<td>Implement a knowledge management strategy</td>
</tr>
<tr>
<td>ICTNWK601</td>
<td>Design and implement a security system</td>
<td>ICTDBS602</td>
<td>Develop a knowledge management strategy</td>
</tr>
<tr>
<td>BSBINN601</td>
<td>Lead and manage organisational change</td>
<td>ICTICT608</td>
<td>Interact with clients on a business level</td>
</tr>
<tr>
<td>BSBMGT608</td>
<td>Manage innovation and continuous improvement</td>
<td>ICTICT610</td>
<td>Manage copyright, ethics and privacy in an ICT environment</td>
</tr>
</tbody>
</table>

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Fees

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<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment Fee</td>
<td>AUD $ 250 (non-refundable)</td>
</tr>
<tr>
<td>Material Fees</td>
<td>AUD $ 500</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>AUD $ 4,450</td>
</tr>
<tr>
<td>Total</td>
<td>AUD $ 5,200</td>
</tr>
</tbody>
</table>

Fees include all material costs and learning resources.

28 Weeks
(Includes a maximum 2 weeks of holidays)

Course Description

This qualification is suitable for individuals working in a range of human resources management positions. Job roles could include human resources assistants, human resources coordinators, human resources administrators and payroll officers. Workplace responsibilities would be determined at a workplace level. Some smaller businesses may require employees to work across all aspects of human resources. In larger companies, individuals may just have responsibility for a singular aspect of human resources such as remuneration.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

Career Opportunities

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include: Human resources assistant, Human resources coordinator, Payroll officer.

Entry Requirements

- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student’s English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

Assessment Method

Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

Mode of Study

- Face-to-face
- Distance learning is not available

Pathways Information to enter for this qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at advanced diploma level, including:

- Certificate IV in Business (BSB40215) or other relevant qualification

Recognition of Prior Learning (RPL)

If you think you may be eligible to apply for RPL, please contact the College to discuss.

Credit Transfer

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Units of Competence

<table>
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<tr>
<th>Unit code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBHRM403</td>
<td>Support performance-management processes</td>
</tr>
<tr>
<td>BSBHRM404</td>
<td>Review human resources functions</td>
</tr>
<tr>
<td>BSBHRM405</td>
<td>Support the recruitment, selection and induction of staff</td>
</tr>
<tr>
<td>BSBLDR402</td>
<td>Lead effective workplace relationships</td>
</tr>
<tr>
<td>BSBWSH5401</td>
<td>Implement and monitor WHS policies, procedures and programs to meet legislative requirements</td>
</tr>
<tr>
<td>BSBWRK411</td>
<td>Support employee and industrial relations procedures</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote innovation in a team environment</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
<tr>
<td>BSBLDR403</td>
<td>Lead team effectiveness</td>
</tr>
<tr>
<td>BSBCUS402</td>
<td>Address customer needs</td>
</tr>
</tbody>
</table>

For further details of these units visit www.training.gov.au

Enrolments

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**Diploma of Human Resources Management - BSB50618**

**CRICOS PROGRAM CODE: 098673D**

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**Fees**

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<thead>
<tr>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Enrolment Fee</td>
<td>AUD $250 (non-refundable)</td>
</tr>
<tr>
<td>Material Fees</td>
<td>AUD $1,000</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>AUD $8,950</td>
</tr>
<tr>
<td>Total</td>
<td>AUD $10,200</td>
</tr>
</tbody>
</table>

Fees include all material costs and learning resources.

**56 Weeks**

(Includes a maximum 4 weeks of holidays)

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**Course Description**

This qualification reflects the role of individuals working in a variety of roles within the human resources sector who have a sound theoretical knowledge base in human resources management and demonstrate a range of managerial skills to ensure that human resources functions are effectively conducted in an organisation or business area. Typically they would have responsibility for the work of other staff.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

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**Career Opportunities**

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include: Human Resources Consultant, Human resources manager, Human resources adviser/change manager, Senior human resources officer, Human resources consultant.

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**Entry Requirements**

- 18 years or over
- Basic computer skills

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**Assessment Method**

Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

---

**Mode of Study**

- Face-to-face
- Distance learning is not available

---

**Pathways Information to enter this qualification**

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at advanced diploma level, including:

- BSB41015 Certificate IV in Human Resources or other relevant qualification

---

**Recognition of Prior Learning (RPL)**

If you think you may be eligible to apply for RPL, please contact the College to discuss.

---

**Credit Transfer**

Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

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<th>Unit code</th>
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<tbody>
<tr>
<td>BSBHRM501</td>
<td>Manage human resources services</td>
</tr>
<tr>
<td>BSBHRM506</td>
<td>Manage recruitment selection and induction processes</td>
</tr>
<tr>
<td>BSBHRM512</td>
<td>Develop and manage performance-management processes</td>
</tr>
<tr>
<td>BSBHRM513</td>
<td>Manage workforce planning</td>
</tr>
<tr>
<td>BSBWRK520</td>
<td>Manage employee relations</td>
</tr>
<tr>
<td>BSBWHS401</td>
<td>Implement and monitor WHS policies, procedures and programs to meet legislative requirements</td>
</tr>
<tr>
<td>BSBDIV501</td>
<td>Manage diversity in the workplace</td>
</tr>
<tr>
<td>BSBHRM507</td>
<td>Manage separation or termination</td>
</tr>
<tr>
<td>BSBHRM502</td>
<td>Manage human resources management information systems</td>
</tr>
</tbody>
</table>

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Advanced Diploma of Management (Human Resources) - BSB60915

CRICOS PROGRAM CODE: 097055E

Fees

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</tr>
<tr>
<td>Material Fees</td>
<td>AUD $1,500</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>AUD $13,450</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>AUD $15,200</strong></td>
</tr>
</tbody>
</table>

Fees include all material costs and learning resources.

90 Weeks

(Includes a maximum 12 weeks of holidays)

Course Description

This qualification reflects the role of individuals working as human resources directors, strategists and national regional or global human resources managers.

They provide leadership and strategic direction in the human resources activities of an organisation. They analyse, design and execute judgements using wide-ranging technical, creative, conceptual or managerial competencies.

Their knowledge base may be highly specialised or broad within the human resources field. These individuals are often accountable for group outcomes and for the overall performance of the human resources function of an organisation.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

Career Opportunities

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Human resources Manager
- Human resources Director

Entry Requirements

- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student’s English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

Assessment Method

Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

Mode of Study

- Face-to-face
- Distance learning is not available

Pathways Information to enter this qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at advanced diploma level, including:

- BSB50618 Diploma of Human Resources Management or other relevant qualification

Recognition of Prior Learning (RPL)

If you think you may be eligible to apply for RPL, please contact the College to discuss.

Credit Transfer

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<tbody>
<tr>
<td>BSBDIV601</td>
<td>Develop and implement diversity policy</td>
</tr>
<tr>
<td>BSBHRM602</td>
<td>Manage human resources strategic planning</td>
</tr>
<tr>
<td>BSBINN601</td>
<td>Lead and manage organisational change</td>
</tr>
<tr>
<td>BSBMGT605</td>
<td>Provide leadership across the organisation</td>
</tr>
<tr>
<td>BSBMGT615</td>
<td>Contribute to organisation development</td>
</tr>
<tr>
<td>BSBMGT616</td>
<td>Develop and implement strategic plans</td>
</tr>
<tr>
<td>BSBCOM603</td>
<td>Plan and establish compliance management systems</td>
</tr>
<tr>
<td>BSBWH5605</td>
<td>Develop, implement and maintain WHS management systems</td>
</tr>
</tbody>
</table>

For further details of these units visit www.training.gov.au

Enrolments

Email: info@shic.vic.edu.au or via one of our Education Agents

Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit www.shic.vic.edu.au and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.
Certificate IV in Accounting and Bookkeeping -FNS40217
CRICOS PROGRAM CODE: 099276J

Fees
Enrolment Fee: AUD$ 250 (non-refundable)
Material Fees: AUD$ 1,000
Tuition Fees: AUD$ 8,950
Total: AUD$ 10,200
Fees include all material costs and learning resources.

56 Weeks
(Includes a maximum 4 weeks of holidays)

Course Description
This qualification reflects the job roles of workers in the accounting industry, including BAS Agents and contract bookkeepers; and of those employees performing bookkeeping tasks for organisations in a range of industries.

It includes preparing and lodging business and instalment activity statements, and providing advice or dealing with the Commissioner on behalf of a taxpayer in relation to activity statements. Individuals in these roles apply theoretical and specialist knowledge and skills to work autonomously, and exercise judgement in completing routine and non-routine activities.

- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

Entry Requirements
- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student’s English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

Assessment Method
Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

Mode of Study
- Face-to-face
- Distance learning is not available

Pathways Information to enter this qualification
Preferred pathways for candidates considering this qualification include:
- FNS30310 - Certificate III in Accounts Administration or other relevant qualification/s

Career Opportunities
Possible job titles relevant to this qualification include:
- Accounts Officer
- Accounts Supervisor
- Bookkeeper

Recognition of Prior Learning (RPL)
If you think you may be eligible to apply for RPL, please contact the College to discuss.

Credit Transfer
Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

Units of Competence
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFA401</td>
<td>Prepare financial reports</td>
<td>FNSACC311</td>
<td>Process financial transactions and extract interim reports</td>
</tr>
<tr>
<td>BSBWORS01</td>
<td>Manage personal work priorities and professional development</td>
<td>FNSACC312</td>
<td>Administer subsidiary accounts and ledgers</td>
</tr>
<tr>
<td>FNSACC405</td>
<td>Maintain inventory records</td>
<td>FNSACC408</td>
<td>Work effectively in the accounting and bookkeeping industry</td>
</tr>
<tr>
<td>BSBCU5403</td>
<td>Implement customer service standards</td>
<td>FNSACC416</td>
<td>Set up and operate a computerised accounting system</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
<td>FNSTPB401</td>
<td>Complete business activity and instalment activity statements</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td>FNSTPB402</td>
<td>Establish and maintain payroll systems</td>
</tr>
<tr>
<td>BSBITU422</td>
<td>Use digital technologies to collaborate in the workplace</td>
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</tbody>
</table>

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Enrolments
Email: info@shic.vic.edu.au or via one of our Education Agents
Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit www.shic.vic.edu.au and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.
Diploma of Accounting - FNS50217
CRICOS PROGRAM CODE: 099278G

**Fees**
- Enrolment Fee: AUD$ 250 (non-refundable)
- Material Fees: AUD$ 1,000
- Tuition Fees: AUD$ 10,750
- Total: AUD$ 12,000

Fees include all material costs and learning resources.

**56 Weeks**
(Includes a maximum 4 weeks of holidays)

**Course Description**
This qualification reflects professional accounting job roles in financial services and other industries, including tax agents, accounts payable and accounts receivable officers, payroll service providers, and employees performing a range of accounting tasks for organisations in a range of industries.

Individuals in these roles apply solutions to a range of often complex problems, and analyse and evaluate information from a variety of sources.

They apply initiative to plan, coordinate and evaluate their own work and provide guidance to others within defined guidelines.
- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

**Career Opportunities**
Possible job titles relevant to this qualification include:
- Finance Sector Supervisor
- Assistant Accountant

**Entry Requirements**
- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student’s English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

**Assessment Method**
Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

**Mode of Study**
- Face-to-face
- Distance learning is not available

**Pathways Information to enter this qualification**
Preferred pathways for candidates considering this qualification include:
- FNS40217 - Certificate IV in Accounts Administration or other relevant qualification/s

**Recognition of Prior Learning (RPL)**
If you think you may be eligible to apply for RPL, please contact the College to discuss.

**Credit Transfer**
Students who have successfully completed whole units of competency within the training package with another institution in Australia can apply for a credit transfer (CT).

**Units of Competence**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNSACC601</td>
<td>Prepare and administer tax documentation for legal entities</td>
</tr>
<tr>
<td>FNSIN401</td>
<td>Apply principles of professional practice to work in the financial services industry</td>
</tr>
<tr>
<td>BSBLDR402</td>
<td>Lead effective workplace relationships</td>
</tr>
<tr>
<td>FNSACC512</td>
<td>Prepare tax documentations for individuals</td>
</tr>
<tr>
<td>FNSACC513</td>
<td>Manage budgets and forecasts</td>
</tr>
<tr>
<td>FNSACC514</td>
<td>Prepare financial reports for corporate entities</td>
</tr>
<tr>
<td>FNSACC516</td>
<td>Implement and maintain internal control procedures</td>
</tr>
<tr>
<td>FNSACC517</td>
<td>Provide management accounting information</td>
</tr>
<tr>
<td>FNSACC511</td>
<td>Provide financial and business performance information</td>
</tr>
<tr>
<td>BSBITU402</td>
<td>Develop and use complex spreadsheets</td>
</tr>
<tr>
<td>BSBCOM406</td>
<td>Conduct work within a compliance framework</td>
</tr>
</tbody>
</table>

For further details of these units visit www.training.gov.au

**Enrolments**
Email: info@shic.vic.edu.au or via one of our Education Agents
Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit www.shic.vic.edu.au and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.
Advanced Diploma of Accounting -FNS60217
CRICOS PROGRAM CODE: 099279F

Fees
Enrolment Fee: AUD $250 (non-refundable)
Material Fees: AUD $1,500
Tuition Fees: AUD $15,250
Total: AUD $17,000

90 Weeks
(Includes a maximum 12 weeks of holidays)

Entry Requirements
- 18 years or over
- Basic computer skills
- Meet all Student Visa requirements
- A good command of written English.

If the student cannot provide a satisfactory IELTS score or equivalent, the student is advised to take College Placement test to check if he/she can satisfy the minimum English Requirement. If there are doubts about the student's English language skills to cope in an academic environment, the student is advised to undertake an English (ELICOS) course at an approved provider for an appropriate duration until the client achieves an IELTS score of 5.5.

Assessment Method
Students can be assessed in a variety of methods such as Practical Demonstration, Report, Project, Assessments, Case Study, Written Questions, Observation, Analysis, Activities, Assignment, Portfolio, Role Play.

Mode of Study
- Face-to-face
- Distance learning is not available

Pathways Information to enter this qualification
A further learning pathway could be study in relevant higher education programs.

Career Opportunities
Possible job titles relevant to this qualification include:
- Accounting Manager
- Assistant Accountant

Course Description
This qualification reflects the role of individuals working in accounting and seeking professional recognition, including tax agents, accounts managers and business analysts; and to employees performing a range of accounts management tasks for organisations in a range of industries. At this level individuals are expected to apply theoretical and technical skills in a range of situations and to display initiative and judgement in planning activities. They have autonomy in performing complex operations and can be responsible for planning, coordinating and evaluating the work of others within broad but generally well-defined parameters.
- For course packages or re-enrolment, the registration fee is payable only once.
- These fees are indicative and are subject to change at the time of enrolment.

Career Opportunities
Possible job titles relevant to this qualification include:
- Accounting Manager
- Assistant Accountant

Units of Competence

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>FNSACC624</td>
<td>Monitor corporate governance activities</td>
<td>FNSACC611</td>
<td>Implement an insolvency program</td>
</tr>
<tr>
<td>FNSINC602</td>
<td>Interpret and use financial statistics and tools</td>
<td>FNSFMK505</td>
<td>Comply with financial services legislation and industry codes of practice</td>
</tr>
<tr>
<td>FNSINC601</td>
<td>Apply economic principles to work in the financial services industry</td>
<td>BSBMGT624</td>
<td>Develop and implement corporate social responsibility</td>
</tr>
<tr>
<td>FNSPII410</td>
<td>Collect, assess and use information</td>
<td>FNSCUS401</td>
<td>Participate in negotiations</td>
</tr>
<tr>
<td>FNSACC612</td>
<td>Implement Reconstruction Plan</td>
<td>FNSCUS402</td>
<td>Resolve disputes</td>
</tr>
<tr>
<td>FNSORG602</td>
<td>Develop and Manage Financial systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNSRISK602</td>
<td>Determine and manage risk exposure strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBSMB420</td>
<td>Evaluate and develop small business operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNSACC605</td>
<td>Implement organisational improvement programs</td>
<td></td>
<td></td>
</tr>
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Enrolments
Email: info@shic.vic.edu.au or via one of our Education Agents
Important – Enrolment Form, Student Handbook, Policies, Procedures, Fees and Charges. Visit www.shic.vic.edu.au and download an Enrolment Form and Student Handbook, which contain information about your course that must be read by you prior to enrolment.
1.0 Policy

This policy/procedure addresses RTO 2015 standards- standard 6 and in accordance with the National Code of Practice for Registration Authorities and Providers of Education to Overseas Students 2018- standard 10, all students in possession of an Overseas Student Visa must have access to a complaints and appeals process. The resolution of international students’ complaints and appeals is vital to the wellbeing and success of students. The intention of this policy is to describe procedures for the effective and early resolution of disputes and supports SHIC to provide a process for complaints and appeals to be heard and actioned. All complaints and appeals received by Sacred Heart International College (SHIC) will be viewed as an opportunity for improvement.

The RTO has a complaints policy to manage and respond to allegations involving the conduct of:
- the RTO, its trainers, assessors or other staff
- a third party providing services on the RTO’s behalf, its trainers, assessors or other staff or
- a learner of the RTO

The RTO has an appeals policy to manage requests for a review of decisions, including assessment decisions, made by the RTO or a third party providing services on the RTO’s behalf.

1.1. Responsibility

The Admin Manager is responsible for implementation of this procedure and ensuring that staff and students are made aware of its application.

1.2. Requirements

A. Students who are concerned about the conduct of the training provider are encouraged to attempt to resolve their concerns using this procedure.

B. The procedure will be implemented at no cost to the student.

C. The procedure will commence within 10 working days of the formal lodgment of the complaint or appeal and supporting information and all reasonable measures are taken to finalize the process as soon as practicable. The complainant or appellant is given a written statement of the outcome, including details of the reasons for the outcome.

D. All prospective students will be provided with information about the complaints and appeals procedure before making an agreement to enroll.

E. All complaints and appeals will be handled professionally and confidentially in order to achieve a satisfactory resolution that is fair and equitable to all parties.

F. Students will be provided with details of external authorities they may approach, if required

G. At any stage in the internal complaint or appeal process students are entitled to have their own nominee included to accompany and support them.

H. Students may raise any matters of concern relating to training delivery and assessment, the quality of the teaching, student amenities, discrimination, sexual harassment and other issues that may arise. A complaint may be in relation to another student, RTO staff, RTO management or any matter in relation to studying at SHIC or a third party delivering services on SHIC’s behalf (if relevant). An appeal may be in relation to any decision made by SHIC that impacts the student.

I. For internal complaints and appeals:
- The student will have an opportunity to formally present their case, in writing or in person at no cost to the student
- The student may be accompanied and assisted by a support person at any relevant meetings.
- At the conclusion of the complaint or appeal the student will be given a written statement of the outcome, including details of the reasons for the outcome and the record of the complaint and outcome will be placed in the student file.

J. The following matters must be lodged a formal internal appeal within 20 working days of notification of an intention to report the student to Department of Home Affairs in order to be considered by the Institute.
- Deferral of commencement, suspension or cancelling a student enrolment
- Non achievement of satisfactory course progress

K. A student’s enrolment must be maintained whilst a complaint, internal appeal and external appeal are in progress and the outcome has not been determined except in cases where the provider is intending to defer or suspend a student’s enrolment due to misbehavior or to cancel the student’s enrolment. (See the next requirement)

L. In cases where the provider is intending to defer or
suspend a student’s enrolment due to misbehavior or to cancel the student’s enrolment the provider only needs to await the outcome of the internal appeals process (supporting the provider) before notifying Department of Education (DOE) through PRISMS (https://prisms.education.gov.au/Logon/Logon.aspx) of the change to the student’s enrolment unless extenuating circumstances relating to a student’s welfare apply.

M. Students may have extenuating circumstances that prevent them from attending scheduled course dates that may include but are not limited to illness, family or personal matters, moving back to the home country (with confirmed one way tickets only) or other reasons that are out of the ordinary. Where evidence can be successfully provided to support the student’s circumstances, course fees may either be transferred to the next available course where applicable, or a refund of unused course fees can be issued. This decision of assessing the extenuating circumstances is on the discretion the CEO and shall be assessed on a case by case situation. Please note that the student is not eligible to apply for any refund in case of change of mind that may include but are not limited e.g. change of course or transfer to the other provider in same or different city due to any reason.

N. The Institute will encourage the parties to approach a complaint or appeal with an open view and to attempt to resolve problems through discussion and conciliation. Where a complaint or appeal cannot be resolved through discussion and conciliation, we acknowledge the need for an appropriate external and independent agent to review the process implemented by the Institute by involving Mediation agency which is LEADR's Student Mediation Scheme.

O. For all external reviews, SHIC will refer the students to LEADR for the external dispute resolution. LEADR offers a referral service to a mediator, whereby LEADR will facilitate mediation and manage the process. Students will not incur costs in accessing the Student Mediation Scheme. SHIC will incur the costs in this process.

P. SHIC is a member of LEADR as a Student Mediation Scheme member availing the following services from LEADR:

- Appointment of a mediator;
- Arranging a mutually convenient date and location for any preliminary conference and the mediation;
- Arranging the mediation venue and any teleconference for the preliminary conference, if applicable;
- Notifying the parties and the mediator of the arrangements;
- Providing each of the parties and the mediator with the documentation necessary to conduct the mediation.

Please note, LEADR’s mediation services under the LEADR Student Mediation Scheme can only be utilized when the provider’s internal appeals processes have been exhausted as per requirements under Standard 10 of the National Code 2018.

For more information please refer to: http://www.resolution.institute/membership-information/student-mediation-scheme

Q. If there is any matter arising from a student informal complaint, formal complaint or appeal that is a systemic issue which requires improvement action this will be reported in writing (via email to the CEO) to the Institute Management Group meeting so the matter can be recorded in the Institute Complaints Register and be used as part of the continuous improvement activities of the Institute.

R. Nothing in this procedure inhibits student’s rights to pursue other legal remedies. Students are entitled to resolve any dispute by exercising their rights to other legal remedies. Students wishing to take this course of action are advised to:

- Contact a solicitor; or-
- Contact the Law Institute of Victoria, 470 Bourke St Melbourne 3000, telephone 9602 5000 for a referral to a solicitor.

2.0 Procedure

The complaints and appeals policy and procedure and applicable form are made available to all students and potential students by directly contacting the Sacred Heart International College, through the SHIC website, and within the pre-enrolment resources.

2.1 Informal Complaints

- Any student with an issue, question or complaint may raise the matter with staff of the Registered Training Organization and attempt an informal resolution of the question or complaint.
- Students with an issue, question or complaint can arrange a meeting to discuss the matter with one of the following
Institute staff members who are responsible to try and resolve the issue, question or complaint with the student:

- Trainer
- Training Manager
- Admin Manager
- Student Support Officer

- If there is any matter arising from a student informal complaint that is a systemic issue which requires improvement action this will be reported by the staff member, in writing (via email) to the CEO to the Institute Management Group meeting so the matter can be recorded in the Institute Complaints Register and be used as part of the continuous improvement activities of the Institute.
- The Student Support Officer will try and resolve the complaint at the meeting or if required investigate the matter and then arrange another meeting with the student to discuss the outcome of investigation and offer a solution if appropriate.
- Students who are not satisfied with the outcome of their discussion of the issue, question or complaint are encouraged to register a formal complaint.

Formal Complaint Process – purpose

- The formal complaint process will commence within 10 working days of the formal lodgment of the complaint or appeal and supporting information
- A maximum time of 10 working days from the commencement of the formal complaint process will be allowed for the resolution unless all parties agree in writing to extend this time. This period is called the resolution phase.
- Formal complaints must be lodged using the Student complaint form which can be found on the website or be requested from the reception desk, the Student Support Officer.
- Formal complaints must be recorded in the Institute Complaints Register.

Formal Complaint Process – general complaints

Students who are not satisfied with the outcome of the informal process, or, who want to register a formal complaint may do so at any time by:

- Obtaining a copy of the Student complaint form which can be requested from the reception desk or the Student Support Officer.
- Completing the Student complaint form
- Lodging the Student complaint form with the Student Support Officer
- Students having difficulty completing the Student complaint form should ask a trainer/assessor to assist them
- Once the Student complaint form is lodged with the Student Support Officer it will be dealt with as described in the formal complaint process below.

Once completed the complaint form is to be lodged with the Student Support Officer who will arrange for the complaint to be entered on the Institute complaint register and meet with the student to discuss the complaint with the student. Complainants will be forwarded a letter (by email or post) acknowledging the receipt of their formal complaint and a copy of this policy and procedure within 2 working days of SHIC receiving the informal complaint form.

During the formal complaint process:

- Students will have an opportunity to formally present their case to the Student Support Officer, in writing or in person at no cost to the student
- Students may be accompanied and assisted by a support person at any meetings involving the complaint.

Complaints can only be dealt with by the Student Support Officer or the Admin Manager/Training Manager. Whoever does hear the complaint must not be the subject of the complaint and cannot be involved in subsequent appeal hearing.

The role of the Student Support Officer or Training Manager is to:

- Assist the student register their formal complaint
- Ensure the resolution phase commences within 10 working days of the written complaint being lodged
- Provide the student, or the students representative, with an opportunity to present their complaint
- Ensure they fully understand the student’s complaint
- Work with the student to identify how the complaint can be resolved to the satisfaction of the student
- Consult and negotiate with all parties involved with the complaint in order to obtain their commitment and agreement to the proposed solution
- Formally document the resolution to the complaint including reasons for the method of resolution and provide the student with a written copy of the document
- Arrange for the proposed resolution to be signed off by the student.
- Monitor the implementation of the resolution to ensure that all parties adhere to the agreed resolution.
- Ensure that the details of the complaint are recorded in the Institute Complaints Register and reported (via the Student Support Officers report) to the Institute Monthly Management Group meetings for continuous improvement purposes.
- Advise the student to take the complaint to appeal if a resolution cannot be agreed upon

Any complaint raised by a student that the Student Support Officer or Training Manager considers may be a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury must be reported to the Institute CEO, or the most senior person available, and will trigger implementation of the critical incident procedure.

Complaints are to include the following information:
- Submission date of complaint
- Name of complainant;
- Nature of complaint;
- Date of the event which lead to the complaint
- Attachments (if applicable)

- Once a formal complaint is received it is to be entered into the ‘Complaints and Appeals Register’ which is monitored by the Admin Manager regularly. The information to be contained and updated within the register is as follows:
  - Submission date of complaint
  - Name of complainant
  - Description of complaint / appeal

- Determined Resolution
- Date of Resolution
- A student may be assisted or accompanied by a support person regardless of the nature of the issue or complaint throughout the process at all times.
- Once a decision has been reached the Admin Manager shall be required to inform all parties involved of any decisions or outcomes that are concluded in writing. Within the notification of the outcome of the formal complaint the students shall also be notified that they have the right of appeal. To appeal a decision, SHIC must receive, in writing, grounds of the appeal. Students are referred to the appeals procedure.
- Copies of all documentation, outcomes and further action required will be placed into the ‘Complaints and Appeals Register’ by the Admin Manager and on the students file.

**Formal Complaint Process – notice of intention to report by the Institute**

The following matters must be lodged as formal complaints within 20 working days of notification of an intention to report the student to Department of Home Affairs in order to be considered by the Institute.

- Notice from the Institute of an intention to defer commencement, suspend or cancel a student enrolment
- Notice from the Institute of its intention to report a student for not achieving satisfactory course progress

Complaints arising from a notice of intention to report by the Institute must be lodged with the Institute by:

- Obtaining a copy of the Student complaint form which can be found or be requested from the reception desk, the Student Support Officer.
- Completing the Student complaint form
- Lodging the Student complaint form with the Student Support Officer.
- It is the responsibility of the Student Support Officer or the Training Manager/Admin Manager to ensure that for complaints arising from a notice of intention to report by the Institute the resolution phase commences within 5 working days of the written complaint being lodged

Complaints arising from a notice of intention to report by the Institute will be heard by a Panel of 3 selected from the Student Support Officer, Training Manager and a member of the teaching staff of the Institute (the
Complaints Panel). No member of the panel is to have been involved in making the decision to issue the notice of intention to report.

During the formal complaint process:

- Students will have an opportunity to formally present their case to the Complaints Panel, in writing or in person at no cost to the student
- Students may be accompanied and assisted by a support person at any meetings involving the complaint.

The role of the Complaints Panel is to:

- Ensure the resolution phase commences within 10 working days of the written complaint being lodged
- Provide the student, or the students representative, with an opportunity to present their complaint to the Complaints Panel
- Consider the evidence that the Institute holds which lead to issuing a notice of intention to report
- Consider the evidence presented by the student or the students representative
- Ensure they fully understand the complaint and the matters raised by the student or the student’s representative
- Review all the evidence and information provided by the student or the students representative and the Institute
- Consider if there are any applicable extenuating circumstances supporting the students case
- Make an independent decision, based on the evidence to either support the students case and cancel the notice of intention to report or support the Institute case and proceed with the Intention to report
- Within 24 hours of making its decision the panel must have formally documented the decision of the panel including reasons for the decision and convey the written decision and reasons for the decision to the student
- Advise the student to take the complaint to appeal if they are not satisfied with the outcome.

Formal Complaint Process – finalisation

At the end of the resolution phase the Student Support Officer or the Training Manager will report the Institute decision to the student. The Institute decision and reasons for the decision will be documented by the Student Support Officer and placed in the students file. A copy of this document will be provided to the student.

Following the resolution phase the Institute will implement the decision as conveyed to the student and undertakes any improvement actions arising from the complaint.

If there is any matter arising from a student formal complaint that is a systemic issue which requires improvement action this will be reported in writing (via email to the CEO) to the Institute Management Group meeting so the matter can be recorded in the Institute Complaints Register and be used as part of the continuous improvement activities of the Institute.

Students who are not satisfied with the outcome of the formal complaint are encouraged to appeal against the Institute decision.

Once the Student appeal form is lodged with the Student Support Officer it will be dealt with as described in the Internal Appeal Process below.

2.2 Appealing a Decision

All students have the right to appeal decisions made by SHIC where reasonable grounds can be established, within 20 working days of the conclusion/ decision made by the college. The areas in which a student may appeal a decision made by SHIC may include:

- Assessments conducted
- Deferral, suspension, or cancellation decisions made in relation to the student’s enrolment
- Or any other conclusion / decision that is made after a complaint has been dealt with by SHIC in the first instance.

- To activate the appeals process, the student is to complete a ‘Complaints and Appeals Form’ which is to include a summary of the grounds the appeal is based upon. The reason the student feels the decision is unfair is to be clearly explained and help and support with this process can be gained from the Student to Student Support Officer.

- Where an appeal has been lodged it will be defined into one of the following categories and the appropriate procedures followed:

- The student shall be notified in writing of the outcome with reasons for the decisions, and the ‘Complaints and Appeals Register’ updated. The student shall also be provided the option of activating
Internal Appeal Process - purpose

Internal appeals may arise from a number of sources including appeals against assessment, appeals against discipline actions, appeals against notification of an intention to report a student to Department of Home Affairs and appeals against decisions arising from complaints. The essential nature of an appeal is that it is a request by a student for the Institute to reconsider a decision made by the Institute.

Students who are not satisfied with the outcome of a formal complaint or wish to appeal a decision made by the Institute are encouraged to appeal against the Institute decision by:

- Obtaining a copy of the Student appeal form which can be found or be requested from the reception desk, the Student Support Officer
- Completing the Student appeal form
- Lodging the Student appeal form with the Student Support Officer

A student’s enrolment will be maintained whilst an appeal is in progress and the outcome has not been determined.

The procedure will commence within 10 working days of the formal lodgment of the complaint or appeal and supporting information and all reasonable measures are taken to finalise the process as soon as practicable. The complainant or appellant is given a written statement of the outcome, including details of the reasons for the outcome.

A maximum time of 10 working days from the commencement of the appeal resolution phase will be allowed for the appeal resolution unless all parties agree in writing to extend this time.

Internal Appeal Process - general

Internal appeals (except assessment appeals) will be heard by a 3-person panel selected from the Institute CEO, the Admin Manager, the Student Support Officer, the Training Manager and a member of the teaching staff of the Institute (the Appeals Panel).

Students will be forwarded a letter (by email or post) acknowledging the receipt of their appeal and a copy of this policy and procedure within 2 working days of SHIC receiving the Complaints and appeals form.

No member of the Appeals Panel is to have been directly involved in the complaint leading up to the appeal.

The role of the Appeal Panel is to:

- Provide the student, or the students representative, with an opportunity to present their appeal to the Appeal Panel
- Ensure they fully understand the students appeal
- Review the evidence and information provided by the student, or the students representative, and the Institute
- Make an independent decision, based on the evidence to either support the students appeal, and reverse the decision by the Institute that lead to the appeal or to support the Institute case and proceed with the original decision by the Institute.
- Arrange for the decision to be signed off by the student and the CEO (this is not an agreement by the student but to record that the decision has been transmitted to the student)
- Within 24 hours of making its decision the Appeal Panel must have formally documented the decision of the panel including reasons for the decision and convey the written decision and reasons for the decision to the student

Internal Appeal Process – assessment

The student will not incur costs when accessing the internal appeals process unless they seek representation.

If a student feels they have been unfairly assessed or there are circumstances that impacted their performance they may appeal an assessment decision.

Students should approach their assessor in this case outlining the reasons for their appeal.

If the assessor/trainer feels there are reasonable grounds for the appeal he/ she may decide to re-assess the student.

The assessor should document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.

If the assessor decides to refuse the student an opportunity for re-assessment, the student may lodge a formal appeal by submitting a complaints and appeal form. The student must provide reasons for the appeal along with any supporting evidence.

Complaints & Appeals forms are to be submitted to: The Student Support Officer or via e-mail to info@shic.vic.edu.au

- If the appeal is in relation to the Admin Manager’s decision
another member of staff will deal with the process.

- The staff member reviews all the supporting documentation and discusses the situation with the assessor and student. A decision will be made after all the evidence has been considered.

- Students will be forwarded a letter (by email or post) acknowledging the receipt of their appeal and a copy of this policy and procedure within 2 working days of SHIC receiving the Complaints and appeals form. If the Admin Manager or other staff member handling the process decides that the students appeal be upheld the following will apply.

  - The assessment in question will be marked by a different assessor and the outcome communicated to the student.
  - The assessor should document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.
  - The student will be awarded the grade that gives them the most favourable outcome between the two submissions.
  - If the students appeal is refused, they will be sent written notification of the outcome within two working days of the decision being made. This will also include reasons and details for the decision. The letter will also inform the student of their right to access the external appeals process and how to do so.
  - Students can only appeal an assessment decision once.
  - If students are dissatisfied with the outcome of the internal appeals process, they may access the external appeals process. Details of this procedure and how to access it are outlined below.
  - Students may also seek to pursue a legal route if they feel unsatisfied with the outcome. Costs of any legal action incurred by the student are to be covered by the student.

### Internal Appeal Process – finalization

The outcome of an internal appeal and reasons for the outcome will be recorded in writing and signed and dated by the student and the Institute and placed in the student file. A copy of this document will be provided to the student.

Following the internal appeals phase the Institute will implement the decision as conveyed to the student and undertake any improvement actions arising from the complaint through the Institute continuous improvement process.

If there is any matter arising from a student informal complaint, formal complaint or appeal that is a systemic issue which requires improvement action this will be reported in writing (via email to the CEO) to the Institute Management Group meeting so the matter can be recorded in the Institute Complaints Register and be used as part of the continuous improvement activities of the Institute.

There are no further avenues within the Institute for complaints or appeals after the internal appeals process has been completed, however an external appeals process is available.

Students who are not satisfied with the process undertaken for an internal appeal are encouraged to make an external appeal by:

- Obtaining a copy of the Student appeal form which can be found in or be requested from the reception desk, the Student Support Officer.
- Completing the Student appeal form and selecting the External appeal option on the form.
- Lodging the Student appeal form with or the Student Support Officer.

Once the Student Appeal Form is lodged with the Student Support Officer it will be dealt with as described in the External Appeal Process below.

### External appeal process

External appeals may only be lodged if a student is not satisfied with the outcome of the internal complaints & appeals process.

To lodge an external appeal, students can do so by going onto the following link https://www.resolution.institute/resolving-disputes/tertiary-student-au and filling in the ‘Student application for external review’ form. Once the form has been submitted with the external party, the student must also provide a copy to the Student Support Officer at reception or via email at reception@shic.vic.edu.au.

LEADR will advise the student that in general, the purpose of the external appeals process is to determine whether SHIC has followed its internal complaints and appeals policy and procedure.

The mediators will not review the evidence or make a decision in place of those made by SHIC.

Students will not incur costs in accessing the external appeals process.

All documentation must be placed in the students file.

The mediator will provide a written statement of the outcome.
including reasons and details for the decision to the appellant and SHIC at the completion of the external appeals process.

If the outcome of the external appeals process results in a decision favouring the student, SHIC will immediately implement any corrective action, decision or measures required as indicated in the written response provided by the external appeals body.

The student will be contacted within one business day of receiving notification from the Overseas Students Ombudsman of the decision.

The student may access and receive the outcome of only one external appeals process per issue.

There are no further avenues provided by SHIC available to students once the internal and external complaints and appeals process has been accessed. Students have the right to access other legal avenues.

Other information to the students:

International students may also access the external appeals process through the Overseas Students Ombudsman. The Overseas Students Ombudsman offers a free and independent service for overseas students who wish to appeal a decision after the conclusion of the internal complaints and appeals process. Further information can be obtained from the Overseas Students Ombudsman website [www.oso.gov.au](http://www.oso.gov.au) or phone 1300 362 072 for more information.

The Students Ombudsman will not review the evidence or make a decision in place of those made by SHIC. The Students Ombudsman will provide a written statement of the outcome including reasons and details for the decision to the appellant and SHIC at the completion of the external appeals process. The student will be advised as to the course of action taken by SHIC as per The Overseas Students Ombudsman’s advice.

All student complainants

Only under exceptional circumstances, or after all opportunities to resolve the matter through a training provider’s internal complaints process are exhausted, should you seek to have your complaint investigated by an external party (such as ASQA). [https://www.asqa.gov.au/complaints/getting-started-making-complaint-about-training-provider/should-i-make-complaint-asqa](https://www.asqa.gov.au/complaints/getting-started-making-complaint-about-training-provider/should-i-make-complaint-asqa)

The National Training Complaints Hotline is accessible on 13 38 73 (Monday to Friday from 8am to 6pm nationally) or via email atskilling@education.gov.au.

Relevant Documents:
- Complaints and appeals application form
- Complaints register
- Continuous improvement register
1.0 POLICY

Sacred Heart International College (SHIC) is committed to meet the needs of individuals and the community as a whole through the integration of access and equity guidelines. This Access and Equity Policy and Procedure will be implemented across SHIC operations. The Chief Executive Officer (CEO) has overall responsibility for ensuring that this policy and procedures are applied.

The key principles of this policy are:

- SHIC recognises the need for implementation of equity principles via the fair allocation of resources.
- All students will be recruited in an ethical and responsible manner, consistent with the requirements of the training program.
- SHIC recognises the right to equality of opportunity without discrimination for all members of the community.

With these principles in mind, the objectives of this policy are to:

- Incorporate non-discriminatory student selection procedures that encourage fair access for members of under-represented groups.
- Ensure access and equity issues are considered when developing training programs.
- Provide access to staff development courses, if required, in order to assist Trainers who deliver courses to under-represented groups.

2.0 PURPOSE

This policy is to ensure that everyone has the opportunity to successfully gain skills, knowledge and experience through education and training. In particular, SHIC aims to:

- Incorporate access and equity principles and practices in key processes that affect the outcomes for students in the vocational education and training system.
- Achieve equitable access for all current and potential students and clients to vocational education and training services and programs.
- Increase the participation of people who are under-represented in vocational education, training and employment services and programs.
- Increase participation in decision-making processes by people from under-represented groups.

- Encourage positive outcomes for students and clients of the vocational education and training system by giving them enabling skills to participate successfully in vocational education and training services and programs.
- Develop quality support services that enhance clients and students’ chances to achieve positive outcomes.

3.0 PROCEDURE

1. This procedure covers all clients/students associated with the delivery and assessment of training programs.
2. The CEO will ensure that:
   - Non-discriminatory student selection procedures that encourage fair access for members of under-represented groups are established and implemented.
   - Access and equity issues are considered during training program development, delivery and assessment.
   - Access to staff development to assist educators who deliver courses to under-represented groups is provided.
3. The Complaints and Appeals Policy and Procedure is in place to ensure that any concern are dealt with appropriately and immediately.

4.0 EQUITY & DIVERSITY POLICY STATEMENT

SHIC is committed to the goals of equal opportunity and affirmative action in education and employment. It aims to provide a study and work environment for staff and students that fosters fairness, equity, and respect for social and cultural diversity, and that is free from unlawful discrimination, harassment and vilification as determined by legislation.

In fulfilling this commitment, SHIC will:

- Foster a culture that values and responds to the rich diversity of its staff and students.
- Provide equal opportunity by removing barriers to participation and progression in employment and education so that all staff and students have the opportunity to fully contribute.
- Offer programs that aim to overcome past disadvantages for members of staff and students.
- Promote clear and accountable educational and management policies and practices to create trust between managers, staff and students.
• Enhance the quality of students’ learning through the provision of culturally, socially and gender inclusive education in areas such as training programs, teaching methods, assessment and review provisions, material and support services among others.

• Ensure that its staff and students are aware of their rights and their responsibilities.

To achieve these goals, SHIC depends on the continued cooperation of its entire staff.

The CEO is responsible for compliance with all relevant legislation.

EXPLANATORY NOTES

Currently the grounds of unlawful discrimination and harassment are:

• Age
• Compulsory retirement from employment
• Disability (physical, intellectual, psychiatric, sensory, neurological or learning disability, physical disfigurement, the presence in the body of an organism capable of causing disease, and current, past, future or imputed disability);
• Homosexuality (male or female, actual or presumed);
• Marital status (single; or, with reference to a person of the opposite sex, married, separated, divorced, widowed or in a de facto relationship);
• Political affiliation, views or beliefs;
• Pregnancy or potential pregnancy;
• Race (including colour; descent; ethnic, ethno-religious or national origin, nationality; and immigration);
• Religious affiliation, views or beliefs;
• Responsibilities as a carer;
• Sex; sexual harassment;
• Transgender or trans-sexuality (anyone who lives, has lived, or wants to live as a member of the opposite gender to their birth gender including people who are assumed to be transgender);
• Actual or imputed characteristics of any of the attributes listed above;

• Association with a person identified by reference to any of the attributes listed above.

It is also unlawful to terminate employment on any of the grounds listed above, and also on the grounds of temporary absence from work because of injury or illness, membership or non-membership of a union, participation in union activities, and absence from work during maternity or other parental leave.

The grounds of unlawful vilification are:

• HIV/Aids
• Homosexuality
• Race
• Transgender (trans-sexuality)
• Bisexuality
• Breastfeeding
• Membership or non-membership of an association or organisation of employers or employees
• Profession, trade, occupation or calling
• Association (whether as a relative or otherwise) with a person identified by reference to one of the above attributes

NOTE:

Under the Federal Human Rights and Equal Opportunity Act there are a number of further grounds of discrimination in the area of employment or occupation:

• Criminal record
• Medical record
• National extraction or social origin
• Trade union activity

Discrimination on these grounds however is not made unlawful by the Act, and the grounds do not apply where the discrimination is necessary because of the inherent requirements of a particular job. The only avenue of redress for a complaint under this Act is conciliation.

The equity groups currently identified are:

• Aboriginal and Torres Strait Islander people
• People with disabilities
• People from culturally and linguistically diverse backgrounds
• Women

For students, in compliance with Federal Government policy as outlined in A Fair Chance for All, AGPS, 1990 and subsequent amendments as outlined by Department of Education (DE), the identified equity groups are:
• Aboriginal and Torres Strait Islander people
• People with disabilities
• People from socio-economically disadvantaged backgrounds
• People from rural and isolated areas
• People from non-English speaking backgrounds
• Women in non-traditional areas of study

5.0 Legislation

This policy reflects our commitment to the following legislation:
(But not limited to)

a) National Vocational Education and Training Regulator Act 2018 (NVR Act) Commonwealth
b) Vocational Education and Training Act 1990
c) Education and the Education and Training Reform Act 2006 (Victoria)
d) Vocational Qualification Authority Act 2000 (Victoria)
e) Education and Training Reform Act 2006
f) Age Discrimination Act 2004 (Commonwealth)
g) Disability Discrimination Act 1992 (Commonwealth)
h) Racial Discrimination Act 1975 (Commonwealth)
i) Sex Discrimination Act 1984 (Commonwealth)
j) Equal Opportunity Act 2010 (Victoria)
k) Fair work Act 2009
l) Australian Human Rights Commission Act 1986
m) Access and Equity Policy Version 2.0 Angel United Group Pty Ltd CRICOS No: 03187G | RTO No: 22218

6.0 LANGUAGE, LITERACY & NUMERACY (LLN) POLICY STATEMENT

The provision of Language, Literacy and Numeracy (LLN) in training and assessment is seen as an enabling activity, and therefore an integral pathway into vocational education and training.

International students are required to submit their IELTS certificate with a minimum score of 5.5 (or its equivalent) to get admission at SHIC. In addition, they have to supply a copy of their certificate in Vocational/Higher Education or at least year 12 or any secondary certificate equal to the Australian secondary school certificate.

However, any requirement for LLN support can be disclosed through the enrolment form during the application process.

Further to reinforce proper identification of students who might need LLN support, SHIC administers LLN test to all students (domestic and international).

All relative SHIC staff is responsible for ensuring:
• Identification of the level for each particular competency / course
• Review of Language, Literacy and Numeracy (LLN) is undertaken prior to commencement of course using the LLN test.
• Individual assessment evaluation is made and appropriate adjustment/s is made to training and assessment tools
• A Training Plan is developed reflecting any adjustments that need to be implemented

If the student cannot complete the LLN test satisfactorily then a Report will be completed which includes the proposed supports to be given to the student to assist him/her to complete the course. The LLN Report has the provision to schedule and document monitoring of the LLN areas of concern and to assist in the evaluation that recommended support has been adequate for the student.

7.0 SPECIAL NEEDS / DISABILITY POLICY

For details on Special Needs / Disability support, please refer to ‘Meeting Individual Learner Needs Policy & Procedure’.
8.0 STUDENT RECRUITMENT, SELECTION AND ENROLMENT PROCESS

Students must read this prospectus in full. Students are encouraged to contact the Institute at info@shic.vic.edu.au Ph.: +61 3 9453 8330/ +61 3 9453 8331. If you are unsure about any information included in this prospectus or have any questions. If you have an education agent, they may also be able to assist you with any enquiry.

Students are also encouraged to undertake research on living and studying in Australia prior to submitting an application.

Students must complete the student application form and send the completed form to the Institute along with the Application fee.

Completed student application forms will be processed by the Institute and the application assessed on the basis of the information supplied. The participants for each program offered by the Institute will be selected in a manner that reflects access and equity principles.

Student’s applications will be assessed to ensure the course they are applying for is suitable in addressing their learning needs. A pre training review form will be completed by students and submitted with your form. SHIC will review all the information you submit and communicate the outcome of the review to you.

Completion of the student application form does not imply that the Institute will make an offer to the prospective student. When prospective students apply to enter the Institute to study, the following procedure applies to the processing of applications:

Students who have enrolled or have COEs from another Australian provider will not be enrolled until they have completed the first six months of their principal course or have a letter of release from the Australian provider of the principal course. This will be checked for all onshore students before any offer is made by the Institute.

The Institute will assess the applicant’s previous educational qualifications (either obtained in Australia or overseas) necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enrol.

If the applicant’s educational qualifications do not meet the Institute’s admission requirements, other factors may be considered at the discretion of the Institute. Verified evidence of these other factors must be included with the application. These other factors may include:

- Mature age, and or proof of being 18 years or older at the proposed date of commencement
- Work experience,
- Attitude and aptitude,
- Previous academic results,
- Attendance rate and academic progress in a previous institute (if applicable),
- Ability and skills to function in an academic environment,
- Possibility to succeed in his/her academic endeavours.

Having arrived at an admission decision, the English language skills (language and literacy) will be assessed. If student has a satisfactory IELTS score or equivalent (listed under entry requirements), the applicant will be offered a place in the course.

An IELTS score of 5.5 (Academic) or ISLPR 2+, TOEFL 197 (CB) or 46 (IBT), PTE Academic Score of 42 (no communicative skill score less than 42), Cambridge English: Certificate in Advanced English (CAE) of 47 or equivalent is required for entry into our courses. (Contact the Institute for information on equivalent English language qualifications).

If an applicant cannot produce a satisfactory IELTS score (or equivalent), and there are doubts about the English language skills to cope in an academic environment, the applicant will be advised to enrol in an English (ESL or ELICOS) course in Melbourne, at their own additional expense, for an appropriate duration until the student achieves an IELTS score of 5.5 (or equivalent). The cost of an additional English program is not included in the fees that have been quoted.

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 required to complete an IELTS (or equivalent) test in Melbourne.

Please contact SHIC for details of other alternative ways to demonstrate English language skills.

Successful applicants will be sent an offer letter, a written agreement and a request for payment by the Institute. Written agreements must be completed in full, signed by the applicant, dated and returned to the Institute.

Applicants wishing to accept the offer must pay the fee requested in the letter of offer complete the written agreement and send it to the Institute.
Once the completed written agreement and the fee is received (and cleared by the bank) an **Electronic Confirmation of Offer will be generated** and sent to the Australian Student Visa issuing centre to facilitate the issuing of a student visa.

Applicants must then **apply for a student visa** at their Australian Student Visa issuing centre and make travel arrangements to arrive in Australia in time to commence their course.

Students should contact SHIC if they have any questions about any part of the enrolment process or studying at SHIC prior to completing and submitting the written agreement.

**Airport pick up**

SHIC can arrange for you to be met at the airport and taken to your accommodation. Students are requested to contact the Institute to confirm their arrival date/time if accommodation or airport pick up has been arranged. A member of SHIC staff or agent will meet you at Melbourne airport and take you to your accommodation.

**Unique Student Identifier**

From the 1st January 2015 it is a regulatory requirement that **every person undertaking a nationally accredited course at any RTO must secure a Unique Student Identifier (USI).**

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>Oral Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma and Advanced Diploma</td>
<td>Read and understand texts with some complex ideas and non-routine vocabulary. For example, reading a workplace report recommending a change or read a memo providing new instructions on workplace health and safety.</td>
<td>Write texts which convey ideas beyond everyday concepts. For example, writing the minutes for a workplace meeting or write a memo to colleagues to inform them of a temporary change to the workplace routine.</td>
<td>Use a range of algebraic formulae and calculating tools to solve work based problems. For example, applying formulae to measure heights, 2 and 3 dimensional spaces or use memory/square root functions on calculator to solve multi-step problems.</td>
<td>Participate in oral exchanges that require control of non-routine language and structures. For example, delivering a presentation about a new workplace practice to a group of colleagues or listen to a complicated customer complaint and be able to summarize the customer’s concerns.</td>
</tr>
</tbody>
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### Language literacy and numeracy requirements

Students require language, literacy and numeracy capacity equivalent to the descriptions below in order to cope with course demands.

**Entry requirements**

Selection for enrolment in our courses will be approved for applicants who meet the qualification selection criteria. Please refer to the student handbook.

The Institute collects Unique Student Identifier (USI) data from each enrolled student to ensure compliance with this requirement.

Students are requested to supply their USI at enrolment. Students may instruct the Institute to collect the USI on their behalf by completing the relevant section on the enrolment form.

Students may source a USI from the following website [www.usi.gov.au](http://www.usi.gov.au) if they do not already have one at enrolment. Instructions on this website are to be followed. Evidence of identification will be requested during this process.

Certificates and statements of attainment cannot be issued unless a USI has been sourced and verified (unless an exemption applies under the Student Identifiers Act 2014).

Where an exemption described above applies, the RTO informs the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar.

English language entry requirements (for accredited courses only)

- An IELTS score of 5.5 (Academic) or ISLPR 2+, TOEFL 197 (CB) or 46 (IBT), PTE Academic Score of 42 (no communicative skill score less than 42).
- Cambridge English: Certificate in Advanced English (CAE) of 47 is required to satisfy the English language entry requirements for our courses. (Contact the Institute for information on equivalent English language qualifications).
If a Student cannot produce a satisfactory IELTS score (or equivalent), and there are doubts about English language skills to cope in an academic environment, the Student is advised to enrol in an English (ELICOS) course at approved provider for an appropriate duration until the Student achieves an IELTS score of 5.5 (Academic) or equivalent.

Credit transfer

The Institute recognises qualifications and statements of attainment issued by other Registered Training Organisations. Applicants who have successfully completed whole units of competency in one of our courses with another Australian RTO can apply for credit transfer.

Credit transfer allows the candidate to reduce the time, cost and study load associated with achieving a qualification. There is no charge for processing Credit Transfer applications. There is a pro-rata reduction in course fees if Credit Transfer is applied for and granted.

Students may apply for Credit Transfer by submitting a Credit Transfer application form along with original certificates (with Record of results) / statements of attainment to the Institute. The CT application form is available on request from the Institute. Further information on the RPL/CT process can be accessed by contacting the Institute.

Please note that Credit Transfer applications can only be considered for whole units of competency.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process designed to recognise previous formal or informal learning, work and life experiences that the student may have had to the extent that they are relevant to the course outcomes.

The RPL process allows students to receive recognition under these circumstances and therefore enable them to focus more on areas they need to achieve competencies in order to gain their qualifications. Students who believe they already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL). Please note that RPL applications can only be considered for whole units of competency.

An essential requirement of RPL is that you can prove that you currently have the required competencies in the unit applied for. An RPL application may only be made after enrolment and payment of fees and must be made using the Institute RPL application form that will be available during orientation.

RPL in a unit will only be granted after students have completed the institute RPL assessment requirements for that unit. Students must attach verified copies of all relevant documents to the RPL application form. There is a fee charged for each RPL application made based on the number of units applied for.

The RPL fee listed in the fee schedule section of the Student Prospectus is non-refundable irrespective of the outcome of the RPL application. There is also a pro-rata reduction in course fees if RPL is applied for and granted. RPL can only be assessed after a student has commenced their course. It is recommended that students seek advice from the Institute before commencing an RPL application.

Course demands

Students are encouraged to pay particular attention to the course information.

ESOS legislative framework

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.

ESOS Act

Australia provides rigorous protection for international students through the Education Services for Overseas Students Act 2000 (ESOS Act) and related legislation, which protects and enhances Australia’s reputation for quality education, provides tuition protection and supports the integrity of the student visa program.

For further information, please visit the below website

Relevant Documents

- Language Literacy and Numeracy (LLN) Policy & Procedure
- Enrolment Process Policy & Procedure
- Credit Transfer and RPL Policy & Procedure
- Enrolment and RPL Form

Other Relevant Documents

- Student Prospectus
- Pre-Training Review Form

V.4 Mar 2020
1.1 Sacred Heart International College implements the Privacy and Personal Information Policy and Procedures to support and comply with Privacy legislative requirements including:

- Commonwealth Privacy Act 1988 and 13 Australian Privacy Principles (APPs),
- Freedom of Information Act 1982

1.2 SHIC ensures that it complies with all legislative and regulatory requirements relevant to its scope of registration.

1.3 SHIC ensures that its staff and clients are informed of their legislative and regulatory rights and obligations.

1.4 The Admin Manager is responsible for the implementation and monitoring this policy and related procedures.

1.5 In the course of its business, Sacred Heart International College may collect information from Students or potential Students, either electronically or in hard copy format, including information that personally identifies individual users. We may also record various communications that Students or potential Students have with us.

1.6 In collecting personal information Sacred Heart International College will comply with the Australian Privacy Principles set out in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.


1.7 SHIC designates the CEO to be responsible in the implementation of this policy and procedures.

1.8 Collection and use of personal information

a. Sacred Heart International College will only collect personal information by fair and lawful means which is necessary for the functions of the RTO and is committed to ensuring the confidentiality and security of the information provided to us.

b. The personal information supplied by students and all stakeholders (where relevant) to Sacred Heart International College will only be used to provide information about study opportunities, program administration, and academic information and to maintain proper academic records. If an individual chooses not to give Sacred Heart International College certain information, then we may be unable to enrol the individual in a program or supply them with appropriate information.

1.9 Disclosure of personal information

Personal information about Students (including international students) studying with Sacred Heart International College may be shared with the Australian and State and Territory Governments and designated authorities, including the Tuition protection service, ref: https://tps.gov.au/StaticContent/Get/ProviderRights.

This information includes personal and contact details, program enrolment details and changes, and the circumstance of any suspected breach of a student visa condition.

1.10 Any person or organization to whom personal information is disclosed as described in this procedure will be required to not use or disclose the information for a purpose other than the purpose for which the information was supplied to them.

1.11 Sacred Heart International College will not disclose an individual's personal information to another person or organisation unless:

a) The individual concerned is reasonably likely to have been aware, or made aware that information of that kind is usually passed to that person or organisation; the individual needs to sign a release form

b) The individual concerned has given written consent to the disclosure;

c) Sacred Heart International College believes on reasonable grounds that the disclosure is necessary to prevent
or lessen a serious and imminent threat to the life or health of the individual concerned or of another person;

d) The disclosure is required or authorised by or under law.

1.12 Security of personal information

Sacred Heart International College will take all reasonable steps to ensure that any personal information collected is relevant to the purpose for which it was collected, is up to date and complete.

Sacred Heart International College will store securely all records containing personal information and take all reasonable security measures to protect, personal information collected by us from unauthorised access, misuse or disclosure.

1.13 Right to access and correct records

Students have the right to access or obtain a copy of the personal information that the Sacred Heart International College holds about them. Requests to access or obtain a copy of personal information must be made in writing. There is no charge for an individual to access personal information that Sacred Heart International College holds about them; however, we may charge a fee to make a copy. Students and all stakeholders (where relevant) will be advised of how they may access or obtain a copy of their personal information and any applicable fees within 10 days of receiving their written request.

If a student considers their personal information to be incorrect, incomplete, out of date or misleading, they can request that the information be amended. Where a record is found to be inaccurate, a correction will be made. Where a student requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

Written requests for access to or to obtain a copy of personal information held by Sacred Heart International College should be sent to:

CEO
Angel Investments Group Pty. Ltd. T/A Sacred Heart International College
Leviathan Building
Level 3, 271 - 281 Bourke Street, Melbourne, VIC - 3000
Work: 03 9453 8330 | 03 9453 8331

How to complain about a breach in Privacy

If at any time a student feels their personal information has not been handled in an appropriate manner, they may follow SHIC’s Complaints and Appeals process. Please refer to Complaints & Appeals Policy & Procedure for more information.

Relevant Documents
- Complaints and Appeals policy and procedure
1.0 Policy

1.1 This policy and procedures are implemented to meet the compliance requirements of The National Code of Practice for Providers of Education and Training to Overseas Students 2018. Standard 7 and the RTO 2015 standards.

1.2 Sacred Heart International College (SHIC) is restricted from enrolling transferring students prior to a student completing 6 months of their principal course of study. This means SHIC is unable to knowingly enroll a student transferring to SHIC, who has not completed at least 6 months of their initial principal course without meeting specified criteria outlined in standards.

1.3 This policy details the procedures for assessing applications to transfer within this period. The procedures outlined below will ensure that SHIC does not enroll any transferring international student prior to the 6 months of their principal course being completed unless that student has a valid letter of release agreeing to such a transfer and the below procedures will be implemented.

1.4 SHIC ensures its marketing and advertising of its training programs to prospective clients is ethical and accurate.

1.5 SHIC ensures that marketing and recruitment staff as well as its education agents are made aware of the limitations on transfer before completion of six months of a principal course and that they should advise overseas or international students of these limitations.

1.6 All SHIC staff who are involved in the assessment of applications to grant or refuse the issuance of Letter of Release from SHICs international students as well as receiving applications from students who wish to transfer to SHIC from another institution must comply with this policy and procedures and shall undertake their responsibilities in an ethical manner.

1.7 SHIC ensures that this policy and procedures and their implementation uphold the intent of the Standard by considering students’ requests fairly and applying its best efforts.

1.8 Students who have studied longer than the period of 6 months in their principle course can apply as normal and no letters of release need to be sighted.

1.9 Terminologies

- ‘Principal Course’ is the main course of study to be undertaken by an overseas student where the student visa has been issued for multiple courses, and is usually the final course of study.

- ‘Six months of Principal Course’ is calculated as six calendar months from the date an overseas student commences their principal course.

The following procedures have been separated into ‘Incoming students’ and ‘Outgoing students.’

2.0 Procedure

Any requests that are received in relation to a student wishing to transfer education providers shall be the responsibility of the Admin Manager. The Admin Manager shall assess the applications to transfer between education providers and conclude an outcome based on the following procedure.

Incoming students

3.1 The following procedure is relevant to any student who applies for a course within SHIC and is currently studying on-shore with another registered provider.

3.2 For this procedure to be completed the student must complete the enrolment process as outlined in the Enrolment Policy and Procedures and submit all required documents. In addition, the student must provide a copy of their Student Visa or Visa Grant. Once all required documents are obtained the following steps are taken:

i. Administration Officer accesses the student information via PRISMS. They are to ascertain if the length of studies completed in their current Principal course of study is greater than 6 months. They also use the copy of the student visa in the passport to ascertain what the principal course is and when they arrived in Australia.

ii. If they have completed more than 6 months of their principal course of study, the application process proceeds as for all off-shore students.

iii. Where a student has NOT completed 6 months of their principal course of study, SHIC may accept their enrolment application if the following conditions are met:
• The original registered provider has provided a written letter of release.

• They are asked to provide an appropriate letter of release in support of their application. To support the application, they can be provided with a ‘Conditional Letter of Offer’ (Appendix A) which clearly states that an offer of a place is contingent on their obtaining a letter of release.

• If they are in receipt of a Government scholarship, they should provide written support from this government agreeing to the change which will stand in lieu of any letter of release.

• Where the original institution or course has ceased to be registered, or sanctions have been imposed on the original institution by the Australian government which do not allow the student to continue with the principal course, no letter of release is required. Evidence of this occurrence would need to be placed in the student file.

iv. If such a letter of release is received, the application proceeds as for all off-shore applicants.

v. If no satisfactory letter of release is obtained from such students, the application process is halted and the student informed that they are unable to transfer at this time. They are welcome to re-apply when the 6-month period has passed.

3.3 Outgoing students

The following procedure is relevant to those students wishing to transfer to another education provider prior to completing six (6) months of their principal course of study.

a. Students submit a completed Application to Defer, Suspend or Cancel Enrolment form to the Student Support Officer to transfer to another provider. The student is provided with a receipt of his/her application. The application will be processed within 10 working days from the date the application was received.

b. The circumstances for granting a ‘Release Letter’ are if:

1. SHIC has cancelled/ceased to offer the students program (letter from RTO supplied)

2. government sponsor considers the change to be in the student’s best interest, if they are a sponsored student (written confirmation from sponsor required)

3. Exceptional circumstances with the following documents:
   a. A valid ‘Offer of Enrolment’ from the new provider authenticating the transfer
   b. A letter from the student indicating the benefits of transferring from their current course of study.

Exceptional circumstances of the student that SHIC takes into account are:

a. the transfer better meets the study capabilities of the student
b. better meets the long term goals of the student, whether these relate to future work, education or personal aspirations

c. The student wishes to change course in order to get access to greater support (may be through the services offered by another provider, commercial or non-for-profit services or through access to family, friends or a cultural support network).

d. If the student claims or can provide evidence that his or her reasonable expectations about the current course are not being met.

e. a student can provide evidence that he or she was misled by the provider or an education agent regarding the provider or its course, which constitutes a breach of the ESOS Act, or

f. An appeal (internal or external) on a matter that may reasonably result in the student wishing to seek a transfer supports the student.

In assessing the application to transfer, the Admin Manager will check the following points:

i. Ensure any outstanding fees are paid

ii. Ensure the student is fully aware of all issues relating to the transferring of providers including their obligation to meet their student visa conditions.
iii. Check student records to ensure the student is not trying to avoid being reported to the appropriate government agency(s) due to lack of course progress or poor attendance records.

g. In making judgements about a student’s best interests, the Admin Manager should ensure the reasons are adequately supported.

h. While the application of the student is being processed and assessed, the students remains enrolled with SHIC and must perform his/her responsibilities as a student and continue to meet his/her academic/course requirements in accordance to the relevant policies and procedures.

3.4 Granting a Letter of Release

a. If a ‘Letter of Release’ is granted, there is no charge to the student.

b. The student will be advised of the need to contact Department of Home Affairs and discuss about the changes and visa requirements.

c. The Student Support Officer must report the student’s termination of studies to the appropriate government agency(s) via PRISMS.

d. The Letter of Release will be provided (see Appendix B)

3.5 Refusal to Grant a Letter of Release

a. Where the transfer is not in the best interest of the student, the request to transfer to another RTO will be refused. Reasons for refusal may include but are not limited to:

b. New course outcome is not suitable to student situation

c. New course location is not suitable

d. Provider is not a CRICOS registered provider

e. The welfare of the student may be compromised

f. If the student has recently started studying the course and the full range of support services are yet to be provided or offered to the student (it is good practice to revisit the issue within a timeframe negotiated with the student); and

g. If the student is trying to avoid being reported to Department of Home Affairs for failure to meet the provider’s attendance or academic progress requirements.

h. This decision of the appropriateness of the transfer will be made by the Student Support Officer and shall be given to the student in writing. (Appendix C)

i. The above process is completed within 10 working days provided the student has provided the necessary documentation.

j. All requests, considerations, decisions and copies of letters of release should be placed on student’s file.

k. The approval of transfer of a student to another institution does not indicate the agreement to provide any refund. Refunds are governed by the refund policy independent of this policy.

3.6 Appeals

a. If a student feels there are reasonable grounds for his/her transfer and wish to appeal SHIC’s decision to refuse the grant of a Letter of Release, the student will be advised to inform SHIC in writing within 20 days outlining his/her circumstances. Please refer to the ‘Complaints & Appeals Policy and Procedure’ and further information on this process / decision can be gained from the Student Support Officer.

b. If the student does not respond within 20 working days to SHIC in writing, SHIC will close and finalize the application and the student is required to continue with his/her studies in line with the original enrolment conditions.

Relevant documents:

Other relevant documents:

- Student recruitment policy
- Agent recruitment policy
- staff induction
- Release letter
- Refund policy
- Complaints & Appeals Policy and Procedure
Appendix A: Conditional Letter of Offer

To (Insert Student name),

I am writing to acknowledge your application to enrol in course (insert Course name & Code).

As you have not completed the first six (6) months of your principal course of study at your current education provider, we are only able to offer you a ‘conditional’ offer of enrolment at this stage.

This condition of enrolment is based on you attaining a ‘Letter of Release’ from your current education provider in your principal course of study.

This ‘Conditional Letter of Offer’ is valid for a period of 10 working days from the date of this letter and your ‘Letter of Release’ must be presented before any further action will be taken in respect to this application.

Please do not hesitate to contact if you have any questions.

Regards,

<Name>
Admin Manager

Appendix B: Letter of Release

To whom it may concern

Date:

This letter is to confirm that Sacred Heart International College is releasing the following student although they have not completed the first six (6) months of study in their principal course of study:

Student Name: (Insert Details)
Student Visa number: (Insert Details)
Student Address: (Insert Details)

The above mentioned student has been enrolled in the qualification (insert qualification title and code) and has requested a transfer to another education provider. The education provider that the release is being granted for has been evidenced with a ‘Conditional Letter of Offer’ from the following provider:

Provider name: (Insert Details)
Provider CRICOS number: (Insert Details)
Qualification code: (Insert Details)

Sacred Heart International College acknowledges that it has informed the student that from the date of this ‘Release Letter’ it is no longer the provider of the principal course of study for the student as identified within the Student Visa.

Sacred Heart International College will be notifying the appropriate government agency(s) of this change by terminating the student’s COE via PRISMS.

Students are required to contact Department of home Affairs to seek advice on whether a new Student Visa is required.

Regards,

<Name>
Admin Manager

V3.0 August 2019
1.0 Policy

1.1 This policy/procedure supports the RTO 2015 standards and The National Code of Practice 2018 Standards 6 to provide student support services to enrolled students.

1.2 This policy ensures that all students are given support while studying with Sacred Heart International College (SHIC). This support includes both academic support and personal support and the following procedures ensure that students are made aware of the support available.

1.3 Sacred Heart International College provides students with access to academic and personal/welfare support services available to assist them in meeting course requirements.

1.4 There is no cost to access student support services provided within SHIC.

1.5 There are also no costs for a referral to an external support service however accessing services outside SHIC may incur costs and should be clarified prior to engaging external support services.

1.6 Sacred Heart International College conducts an age and culturally sensitive Student Orientation Program to enrolled students to provide them with the following, but not limited to, information:

   a) About SHIC
   b) Legislative frameworks
   c) Client Feedback
   d) Offered qualifications or training programs
   e) Credit Transfer
   f) Recognition of Prior Learning
   g) Support services available to assist them in the transition into life and study in Australia
   h) Legal services
   i) Emergency and health services
   j) Facilities and resources
   k) Complaints and appeals processes; and
   l) Information on visa conditions relating to course progress and attendance.

   m) SHIC’s relevant policy and procedures including but not limited to:
      • Monitoring International Student Academic Progress Policy and Procedures
      • Critical Incident Policy and Procedures
      • Transfer between Course Providers Policy and Procedures
      • Extending Course Duration Enrolment Policy and Procedures
      • Complaints and Appeals Policy and Procedures (and intervention programs)
      • Deferring, Suspending or Cancelling Student’s Enrolment Policy and Procedures
      n) Applicable student visa conditions
      o) Student’s rights and obligations
      p) SHIC’s rights and obligations
      q) All information contained in the Student Information Handbook (copy to be provided to them during the orientation program or to refer them to SHIC’s website).
      r) English language or study assistance
      s) The support services available to assist overseas students with general or personal circumstances that are affecting their education in Australia.
      t) Information on their employment rights and conditions and how to resolve workplace issues such as through fair work ombudsman.

1.7 Sacred Heart International College implements a critical incident policy and procedures that cover the action to be taken in the event of a critical incident, the required follow-up to the incident, the recording of the incident and the action taken.

Critical incidents include but not limited to:

   • Missing students
   • Severe verbal or psychological aggression
   • Death, serious injury or any threat of these
   • Natural disaster; and
   • Issues such as domestic violence, sexual/physical assault, drug or alcohol abuse
   • Non-life threatening events

1.8 Sacred Heart International College will help students in accessing study support and welfare-related services...
during the duration of their course.

1.9 Students will be provided with the Change of Personal Details form, which is also available at the Reception.

1.10 Sacred Heart International College ensures that staff members who interact directly with overseas students are aware of its obligations under the ESOS framework and the potential implications for students arising from the exercise of these obligations. This information is communicated to staff through inclusion in Staff meetings, and through inclusion of the policies.

2.0 Procedure

2.1 Prior to Enrolment
Sacred Heart International College provides information of the available support services, as detailed in this policy and procedures which is made available in the Student Information Handbook to potential applicants prior to their enrolment either by directing them to access the Student Information Handbook in SHIC’s website or by sending them a copy through electronic methods.

2.2 Student Orientation
A Student Orientation Program is conducted to newly enrolled students. A schedule is set for them to attend the orientation program.

2.3 Nominated Student Support Officers
Whilst all staff employed by SHIC have the responsibility to provide support to all students, SHIC shall nominate:

• ‘Student Support Officers’ who are on site and are a first point of contact for students requiring academic or personal support.

• An Admin Manager, who shall be available to all students, on an appointment basis, through the standard SHIC hours of business (Monday - Friday 9-5pm).

Students can access the Admin Manager directly or via nominated Student Support Officers and an appointment will be organised as soon as practical.

The Admin Manager is able to provide links to external sources of support where staff at SHIC is not qualified or it is in the student’s best interests to seek professional advice. All preferred/suitable external links will be listed on the Student Support Services Referral List, which is also maintained by the Student Support Officers.

3.0 Student Support Services

The following support services are to be available and accessible for all students studying with the SHIC. SHIC will provide students with contact details to refer any matters that require further follow up with relevant professionals. Any referrals are conducted by SHIC at no cost to the student but fees and charges may apply where the student uses an external service and prior to using such services outside of SHIC, this should be clarified by the student.

3.1 Academic issues
Students may have concerns with their attendance, academic performance or other related issues that are placing them at risk of not achieving the requirements of their course. Students are able to gain advice and support in ensuring they maintain appropriate academic levels, and general support to ensure they achieve satisfactory results in their studies.

All students’ progress monitored and guidance and support provided where non-satisfactory results are identified.

A student is able to access the Student Support Officer to discuss any academic, attendance, or other related issues to studying at SHIC at any time. The Admin Manager will be able to provide advice and guidance, or referral, where required.

3.2 Personal / Social / Welfare issues
There are many issues that may affect a student’s social or personal life and Students have access to the Support officer through normal SHIC hours to gain advice and guidance on personal issues, accommodation issues, or family / friend issues.
Where the Admin Manager feels further support should be gained, a referral to an appropriate support service will be organised.

3.3 Critical Incident

SHIC has a documented Critical Incident Policy together with procedures that covers the action to be taken in the event of a critical incident, required follow up to the incident and records of the incident and action taken.

3.4 Complaints and Appeals processes

Students have access to Complaints and Appeals Policy. When SHIC receives a complaint it is dealt with under the Complaints and Appeals Policy and Procedure. Any areas for improvement, which become apparent whilst handling a complaint, are raised with the relevant area and actioned accordingly.

3.5 Accommodation

While SHIC does not offer accommodation services or take any responsibility for accommodation arrangements, SHIC is able to refer students to appropriate accommodation services and are always available to discuss any issues or concerns a student may have with their accommodation arrangements.

All students are encouraged to have accommodation organised prior to arrival in Australia but the Admin Manager can refer students to appropriate accommodation services.

3.6 Medical Issues

Student Administration will always have an up to date list of medical professionals within access from SHIC location and any student with medical concerns should inform the Admin Manager, who will assist them in finding an appropriate medical professional. A list of local medical services can be gained from the Admin Manager.

3.7 Legal Services

SHIC is able to provide some advice and guidance on a limited range of situations. Where the Admin Manager feels it appropriate for you to gain professional legal advice they will refer you to an appropriate legal professional.

3.8 Social Programs

Apart from the Student Orientation Program, the Admin Manager will occasionally organise social events that allow all students enrolled with SHIC to mingle and socialise. These events may range from cultural and sightseeing events, to dinners, excursions and sporting events. They will be organised as demand requires and any suggestions can be forwarded to the Admin Manager.

3.9 An up-to-date copy of the Student Information Handbook is maintained in SHIC’s website which is accessible to students.

3.10 On receipt of enquiry from students, they will be directed to SHIC’s website or a copy of the Student Information Handbook will be provided to them by post or email.

3.11 Student Support Services Referral List

The Admin Manager is able to provide links to external sources of support where staff at SHIC is not qualified, or it is in the student’s best interests to seek professional advice. All preferred/ suitable external links will be listed on the Student Support Services Referral List, which is also maintained by the Admin Manager.
4.0 Following are the useful links and contact details:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Website</th>
<th>Phone no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholism</td>
<td><a href="http://www.aa.org.au">www.aa.org.au</a></td>
<td>938 777 88</td>
</tr>
<tr>
<td>Anxiety (including phobias &amp; Obsessive-Compulsive Disorder)</td>
<td><a href="http://www.ada.mentalhealth.asn.au">www.ada.mentalhealth.asn.au</a></td>
<td>9879 5351</td>
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<tr>
<td>Accommodation</td>
<td><a href="http://melbourne.gumtree.com.au">http://melbourne.gumtree.com.au</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.domain.com.au">http://www.domain.com.au</a></td>
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</tr>
<tr>
<td></td>
<td><a href="http://www.realestate.com.au">http://www.realestate.com.au</a></td>
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<tr>
<td></td>
<td><a href="http://www.hostelworld.com">http://www.hostelworld.com</a></td>
<td></td>
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<tr>
<td></td>
<td><a href="http://www.reiv.com.au">http://www.reiv.com.au</a></td>
<td></td>
</tr>
<tr>
<td>Alcoholism</td>
<td><a href="http://www.asthmansw.org.au/">www.asthmansw.org.au/</a></td>
<td>1800 645 130</td>
</tr>
<tr>
<td>Abortion &amp; Grief Counselling</td>
<td></td>
<td>1300 363 550</td>
</tr>
<tr>
<td>Consumer credit and debt</td>
<td><a href="http://www.cclcnsw.org.au">www.cclcnsw.org.au</a></td>
<td>1800 808 488</td>
</tr>
<tr>
<td>Australian Search and Rescue</td>
<td></td>
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<tr>
<td>Crime stoppers (report crime anonymously)</td>
<td></td>
<td>1800 333 000</td>
</tr>
<tr>
<td>Crisis counselling (Wesley Mission)</td>
<td><a href="http://www.lifelinesydney.org">www.lifelinesydney.org</a></td>
<td>9951 5522</td>
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<tr>
<td></td>
<td></td>
<td>13 11 14</td>
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<tr>
<td>Depression</td>
<td><a href="http://www.depressiondoctor.com">www.depressiondoctor.com</a></td>
<td></td>
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<tr>
<td>Depression (National Initiative)</td>
<td><a href="http://www.beyondblue.org.au">http://www.beyondblue.org.au</a></td>
<td>1300 22 4636</td>
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<tr>
<td>Department of Home Affairs</td>
<td><a href="http://www.homeaffairs.gov.au">www.homeaffairs.gov.au</a></td>
<td>131 881</td>
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<tr>
<td>Disabilities</td>
<td><a href="http://www.ideas.org.au">www.ideas.org.au</a></td>
<td>1800 029 904</td>
</tr>
<tr>
<td>Domestic violence</td>
<td></td>
<td>8745 6999/ 1800 656 463</td>
</tr>
<tr>
<td>Drug addiction (Christian help)</td>
<td><a href="http://www.naranon.com.au">www.naranon.com.au</a></td>
<td>9418 8728</td>
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<tr>
<td>Drugs and mental health</td>
<td><a href="http://www.thewaysidechapel.com">www.thewaysidechapel.com</a></td>
<td>9358 6577</td>
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<tr>
<td>Families &amp; friends with mental illness</td>
<td><a href="http://www.arafmi.org">www.arafmi.org</a></td>
<td>9805 1883</td>
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<tr>
<td>Eating disorders</td>
<td><a href="http://www.edf.org.au">www.edf.org.au</a></td>
<td>9412 4499</td>
</tr>
<tr>
<td>Eczema</td>
<td><a href="http://www.eczema.org.au">www.eczema.org.au</a></td>
<td>1300 300 182</td>
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<tr>
<td>Emergency services (police, fire, ambulance)</td>
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<td>Epilepsy</td>
<td><a href="http://www.epilepsy.org.au">www.epilepsy.org.au</a></td>
<td>9856 7090</td>
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<td>Family planning information</td>
<td><a href="http://www.fpahealth.org.au">www.fpahealth.org.au</a></td>
<td>1300 658 886</td>
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<tr>
<td>Gambling Counselling (Wesley)</td>
<td><a href="http://www.wesleymission.org.au">www.wesleymission.org.au</a></td>
<td>9951 5566</td>
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<tr>
<td>G-Line (gambling)</td>
<td></td>
<td>1800 633 635</td>
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<tr>
<td>Gay &amp; lesbian counselling line</td>
<td><a href="http://www.glccs.org.au">www.glccs.org.au</a></td>
<td>8564 9596</td>
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<td>Grief support</td>
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<td>9489 6644</td>
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<td>Grief support</td>
<td><a href="http://www.solace.org.au">www.solace.org.au</a></td>
<td>9519 2820</td>
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# Student Support Services Policy & Procedures

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<td>9332 1599</td>
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<tr>
<td>Homicide Victims’ Support Group 24x7 (QLD)</td>
<td><a href="http://www.qhvsg.or.au">www.qhvsg.or.au</a></td>
<td>1800774744</td>
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<tr>
<td>Lifeline</td>
<td><a href="http://www.lifeline.org.au">www.lifeline.org.au</a></td>
<td>9391 2244</td>
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<td>Legal information and advice</td>
<td><a href="http://www.lawaccess.nsw.gov.au">www.lawaccess.nsw.gov.au</a></td>
<td>1300 888 529</td>
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<td><a href="http://www.mentalhealth.asn.au">www.mentalhealth.asn.au</a></td>
<td>9816 5688</td>
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<td>Poison Information Centre</td>
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<td>Police Assistance Line (non-emergency)</td>
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<td>Relationship counselling</td>
<td><a href="http://www.interrelate.org.au">www.interrelate.org.au</a></td>
<td>9745 5544</td>
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<td>Schizophrenia</td>
<td><a href="http://www.sfnsw.org.au">www.sfnsw.org.au</a></td>
<td>9879 2600</td>
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<td>Serious illness (sufferers &amp; families)</td>
<td><a href="http://www.can-survive.org">www.can-survive.org</a></td>
<td>1300 364 673</td>
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<td>Smoking - Quitline</td>
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<td>131 848 / 137 848</td>
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<td>Suicide Helpline (Victoria)</td>
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<td>1300 651 251</td>
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<td>Study Melbourne Student Centre (SMSC)</td>
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<td>/the-couch-614/</td>
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<td>Victims of crime support</td>
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<td>Women’s refuge referral service</td>
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**Relevant Documents**
- Change of Personal Details form
- Student Support Services Referral List

**Other Relevant Documents**
- List of Medical professionals
- Student Information Handbook
- Critical Incident Policy & Procedure
- Complaints and Appeals Policy & Procedure

*V3.0 August 2019*
1.0 Policy

1.1 Sacred Heart International College (SHIC) employs a fair and equitable policy for Recognition of Prior Learning (RPL) and Credit Transfer.

1.2 This policy aims to provide students with recognition for past experience, skills or qualifications gained. This experience may have been gained from employment, previous formal training undertaken or life experiences.

1.3 All students are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. (Recognition of Prior Learning: RPL).

1.4 The RPL process will match a student’s experience to the requirements in a unit of competency and assess if recognition can be granted.

1.5 SHIC recognizes qualifications and statements of attainment issued by other Registered Training Organizations.

1.6 Candidates who have successfully completed whole units of competency contained within one of our courses with another RTO can apply for Credit Transfer (CT).

1.7 The Admin/Training Manager/ Course Coordinator is responsible for implementing this policy and reviewing its effectiveness in compliance with regulatory guidelines.

1.8 Both processes allow the candidate to reduce the time and study load associated with achieving a qualification.

1.9 This policy supports the National Code 2018. This policy supports the AQF Qualifications Pathways Policy. This policy also supports Standard for RTOs 2015 - Standard: “The RTO accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or
- Authenticated VET transcripts issued by the CEO.

1.10 SHIC appropriately recognises course credit within the ESOS framework.

- SHIC will grant course credit to students with suitable prior learning or experience. Course Credits can be gained by a student through RPL or through Credit Transfer.
- SHIC will ensure that the Standards for RTOs 2015 and other quality assurance requirements are met. Credit transfer is recognition for study already completed, which counts towards further study.

- Where SHIC grants course credit, SHIC will:
  - have documented procedures for the granting and recording of course credit; and
  - provide a record of the course credit to the student, which must be signed or otherwise accepted by the student, and place it on the student’s file.

- Course credit may reduce the length of a student’s course. If this occurs before visa grant, SHIC will indicate the actual course duration in the confirmation of enrolment issued for that student for that course. If the course credit is granted after visa grant, the change in course duration is reported via Provider Registration and International Student Management System (PRISMS) under section 19 of the Education Services for Overseas Students (ESOS) Act.

- For the purposes of the National Code 2018, course credit is defined as follows: ‘Exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held. Includes academic credit and recognition of prior learning.’

Credit Transfers can be granted under any of the following circumstances:

- Under the principles of National Recognition, a student is granted an automatic credit for any unit that they have successfully completed at any other Registered Training Organisation (RTO).

- When the unit has exactly the same code and title, even if it is not from the same Training Package.

- When the unit has been reviewed and this has resulted in minor changes to the unit code or title. This indicates that the outcomes of the unit have remained substantially the same and there is at least 80% commonality with the original unit.

- When the unit has been transferred from another Training Package/curriculum and recoded, however the learning outcomes remain the same.

Recognition of Prior Learning (RPL) can be granted under any of the following circumstances:

- As per the definition from the RTO 2015 standards, Recognition of Prior Learning (RPL) means an assessment process that assesses an individual’s formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes,
credit competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

- Students can base their Recognition of Prior Learning application on any combination of formal, non-formal or informal training and education, work experience or general life experience.
- SHIC will ensure that Recognition of Prior Learning is structured to minimise the cost and time to applicants whilst retaining the integrity required by the RTO 2015 standards to recognise competencies in accordance with the requirements of Training Packages or Curriculum documents.

2.0. Procedure for Credit Transfer

- Applicants for Credit Transfer must complete the Credit Transfer Application Form, attach an original (or certified copy) of a verified Award or Statement of Attainment and submit the application to the Student Support Officer.
- The Student Support Officer will forward the application to the Admin Manager to check the Award or Statement of Attainment and grant credit transfers for identical units that have been identified as being completed at another Registered Training Organisation.
- The Admin Manager will refer to its course structure and unit/subject offerings and determine whether course credit granted will affect the duration of the course for that student.
- SHIC will recognise units of competency included on a record of results or a Statement of Attainment issued to the student, by another RTO towards, towards the qualification, if the units meet the packaging rules of the qualification delivered by the organisation.
- Verified copies of Qualifications and Statements of Attainment or records of results used as the basis for granting Credit Transfer along with the Credit Transfer Application Form must be kept on the students file.
- Once authorised, the Credit Transfer Application Form must be signed by the Admin Manager and will act as a written record of the credit. This form will be placed in the students file, and recorded on the Student Management System (WISENET).
- After Credit Transfer is granted a student’s course schedule must be reviewed and modified to ensure a full time load and details of this placed on the student’s file.
- The Admin Manager will inform the Student Support Officer regarding the outcome of the Credit Transfer Application.

- If the Credit Transfer leads to a shortening of the student’s course:
  I. If the course credit is granted before the student visa grant, the Student Support Officer will indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course, or
  II. If the course credit is granted will affect the duration of the course, the Student Support Officer will record a change of course duration on PRISMS. This will result in the creation of a new CoE (with revised end date) and the cancellation of the original CoE.

III. If the course credit granted will not affect the duration of the course, the Student Support Officer will record the course credit in the student’s file but does not need to take any other action.

- If the application does not meet the required criteria as set down then Credit Transfer cannot be awarded for one or more units, the applicant has the right to access the Complaints and Appeals Policy and Procedure.

3.0 Procedure for RPL students:

- To apply for recognition of prior learning students will need to complete the RPL Application Form that is available from reception and provide supporting evidence.
- Relevant assessors/trainer will give advice to the students on completing the RPL application form and gathering reliable evidence. Applicants will be encouraged to discuss the requirements and the types of evidence they are thinking of presenting prior to submitting the application.
- Any applicant for Recognition of Prior Learning is provided with:
  I. Information about the competencies and performance criteria relevant to their Recognition of Prior learning
  II. Adequate information and support to enable them to gather reliable evidence of competency
  III. Opportunities to obtain feedback on the evidence proposed prior to finalisation of the application
  IV. Students who are eligible for credit transfer will be granted Credit Transfer status and will be subject to the Credit Transfer Procedure.

- It is accepted that RPL is an assessment of an individual’s current knowledge, skills and attitude 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 use his/her professional judgment (based on Training
Package Assessment Criteria in general and each Unit of Competency in particular) whether the evidence produced demonstrates current knowledge, skills and attitude required in the Training Package and Units of Competency. Evidence may include:

I. Interview/professional conversation

II. Observation and questioning including workplace visits

III. Portfolio of work, which may include completed assessment items from previous study

IV. Supplementary assessment tasks or challenge test (oral, written or practical)

V. Assessment where no training is involved

VI. Trade test

VII. Authentication of evidence by supervisor or employer

• The application will need to be submitted to the Student Support Officer who will forward the application to the Admin/Training Manager/ Course Coordinator.

• A copy of the Application Form is placed in the student’s administration file by the Student Support officers.

• The Admin/Training Manager/ Course Coordinator will assign a Trainer/ Assessor who will assess the completed RPL application and the student will be advised promptly of the decision. Further information or an interview with the student may be required before evaluation of the application is completed.

• The completed RPL Assessment Form must be signed by the student and the Trainer/Assessor.

• Granting of RPL must be recorded as an outcome in the student’s administration file using the RPL Assessment Outcome Form and signed by the Admin/Training Manager/ Course Coordinator.

• The Admin/Training Manager/ Course Coordinator will inform the Student Support Officer about the outcome of the RPL application.

• RPL application documentation, assessment processes and outcomes are placed in the student’s academic file.

• After RPL is granted a student’s course schedule must be reviewed and modified to ensure a full time load and details of this placed in the student’s administration file. If the RPL outcome leads to a shortening of the student’s course:

  I. If the course credit is granted before the student visa grant, the Student support officer will indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course, or

  II. If the course credit is granted will affect the duration of the course, the Student support officer will record a change of course duration on PRISMS. This will result in the creation of a new CoE (with revised end date) and the cancellation of the original CoE.

  III. If the course credit granted will not affect the duration of the course, the Student support officer will record the course credit in the student’s file but does not need to take any other action.

  • Unsuccessful applicants have a right to formally appeal the RPL assessment, through the Complaints and Appeals Policy and Procedure.

Relevant documents:

• Credit Transfer Application Form

• RPL Application Form

• RPL Assessment Outcome Form

• Transcript
Policy

This policy applies to all SHIC VET students and all SHIC staff who deal with all matters concerning VET.

This policy supports the ESOS National Code 2018 Standard 3. This policy also supports the Standards for RTOs 2015 - Standard 5 Clause 5.3, that states: "Where the RTO collects fees from the individual learner, either directly or through a third party, the RTO provides or directs the learner to information prior to enrolment of the commencement of training and assessment, whichever comes first, specifying:

• all relevant fee information including:
  o fees that must be paid to the RTO, and
  o payment terms and conditions including deposits and refunds
• the learner’s rights as a consumer, including but not limited to any statutory cooling-off period, if one applies
• the learner’s right to obtain a refund for services not provided by the RTO in the event the:
  o arrangement is terminated early, or
  o the RTO fails to provide the agreed services.”

and Standard 7 Clause 7.3 that states:

“Where the RTO requires, either directly or through a third party, a prospective or current learner to prepay fees in excess of a total of $1500 (being the threshold prepaid fee amount), the RTO must meet the requirements set out in the Requirements for Fee Protection in Schedule 6.”

Fee protection in schedule 6: (Ref: https://www.asqa.gov.au/standards/appendices2/appendix-2)

The RTO addresses learner fee protection by implementing one or more of the following arrangements:

• 1. The RTO holds an unconditional financial guarantee from a bank operating in Australia where:
  o the guarantee is for an amount no less than the total amount of prepaid fees held by the RTO in excess of the threshold prepaid fee amount for each learner for services to be provided by the RTO to those learners, and
  o all establishment and ongoing maintenance costs for the bank guarantee are met by the RTO.

• 2. The RTO holds current membership of a Tuition Assurance Scheme approved by its VET Regulator which, if the RTO is unable to provide services for which the learner has prepaid, must ensure:
  o the learner will be placed into an equivalent course such that:
    □ the new location is geographically close to where the learner had been enrolled, and
    □ the learner receives the full services for which they have prepaid at no additional cost to the learner or
  o if an equivalent course cannot be found, the learner is paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid fee amount.

• 3. Any other fee protection measure approved by the VET Regulator.

Tuition Protection Service

Protection of tuition fees paid in advance by student visa holders is undertaken in accordance with ESOS requirements and the Tuition Protection Service Framework. In regards to the above, SHIC follows the arrangement no 2. The Institute is a member of the Tuition Protection Service (TPS). This means that the fees paid to the Institute are safeguarded if the Institute defaults on delivering the courses you are enrolled in.

In the unlikely event that the Institute is unable to deliver the course you have paid for and does not meet our obligations to either offer you an alternative course that you accept or pay you a refund of your unspent prepaid course fees, the TPS will assist you in finding an alternative course or to get a refund if a suitable alternative is not found.

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students are able to either:

• complete their studies in another course or with another education provider or
• receive a refund of their unspent course fees
Students and their sponsors can choose to pay more than 50 per cent of tuition fees up front if they wish to do so. This allows students and those paying fees on their behalf, such as their parents or a scholarship sponsor, to pay any amount greater than 50 per cent of the tuition fees to take advantage of favourable exchange rates or have the convenience of only paying once.

Further information on the Tuition Protection Service can be accessed at:


Written agreements between SHIC and students set out the services to be provided, fees payable and information in relation to refunds of tuition fees. SHIC provides an itemised list of tuition fees payable by the student and information in relation to refunds of tuition fees in the Letter of Offer and Acceptance Agreement – International Student.

SHIC include in the written agreement the following information in relation to refunds of tuition fees in the case of student and provider default:

a. amounts that may or may not be repaid to the student (including any tuition fees collected by education agents on behalf of the registered provider);

b. processes for claiming a refund;

c. a plain English explanation of what happens in the event of a course not being delivered; and

d. a statement that “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”.

SHIC guarantees to complete the training and/or assessment once the student has commenced study in their chosen qualification or course.

FEES

1. Fees may include tuition fee, non-refundable registration fee & administration fee, material fee, books/materials, Health Cover (for international students), and any other charges such as re-issuance of qualification certificates / statements of attainment.

2. Tuition fees are fees directly related to provision of a course.

3. Tuition fees do not include the Overseas Student Health Cover (OSHIC), Registration Fee & Administration Fee, books and/or other materials required to undertake the program or compulsory activities where relevant (such as fieldwork or excursions).

4. All relevant fees are clearly mentioned in the Application Form – International Student and Letter of Offer and written Agreement – International Student.

5. Prior to a student enrolling fees may be altered without notice. Once a student has completed enrolment, fees will not be subject to change for the normal duration of the course. If a course length is extended by the student, then any fee increase will be required to be paid for the extended component of the course.

Collection of Fees after enrolment:

Student must pay their fees as per the written agreement signed by them at the time of their enrolment.

Fees Collection Process:

At SHIC, all students are required to understand and sign the fees agreement which states the next instalments amount with the due dates. All due dates on the tuition fees are kept at standard 15th of every month.

- Reminder Letter and SMS

In case the student instalment falls on a particular month, a friendly SMS reminder along with the Notification Letter (Reminder to Pay) is sent to all students in the first week of that month to give the students ample time to arrange their funds.

- Intention to cancel Enrolment

In case the student’s fees remain unpaid, “Intention to cancel Enrolment” letter is sent to the student on the 18th of the month. The student gets 20 working days to appeal against the decision from the date of letter and pay the full dues along with the $75 late fine.

If the student chooses not to appeal against the decision than the student enrolment will be cancelled after the end of appeal period.

However, in case student appeals against the decision, the cancellation will be kept on hold and the student’s appeal will be assessed in line with “Complaints and Appeal policy. Please refer to the ‘Complaints & Appeal policy & procedures’ for further details.

REFUNDS

1. All refund requests for visa refusal or withdrawal must be made in writing by emailing a completed SHIC Refund Application Form to reception@shic.vic.edu.au. The Refund Application Form is available to download on the SHIC website. The student must attach any
Fees and Refund arrangements for International students

Fee schedule

<table>
<thead>
<tr>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course fee</td>
<td>As per course offer and written agreements</td>
</tr>
<tr>
<td>Registration fee</td>
<td>As per course offer and written agreements</td>
</tr>
<tr>
<td>Administration fee</td>
<td>Refer to course information section</td>
</tr>
<tr>
<td>Materials fee</td>
<td>As per course offer and written agreements</td>
</tr>
<tr>
<td>Recognition of Prior Learning fee</td>
<td>$600 per unit</td>
</tr>
<tr>
<td>Credit transfer fee</td>
<td>No charge</td>
</tr>
<tr>
<td>Repeat unit fee</td>
<td>As per course offer and written agreements</td>
</tr>
<tr>
<td>Assessment resit fee (2 attempts)</td>
<td>No charge</td>
</tr>
<tr>
<td>Re-assessment fee (after 2 attempts)</td>
<td>As per course offer and written agreements</td>
</tr>
<tr>
<td>Bank Transfer fee</td>
<td>What the bank charges for the transfer</td>
</tr>
<tr>
<td>Accommodation Services</td>
<td>Out sourced-contact College for details</td>
</tr>
<tr>
<td>Airport meeting</td>
<td>Out sourced-contact College for details</td>
</tr>
<tr>
<td>OSHC (Overseas Student Health Cover)</td>
<td>Out sourced-contact College for details</td>
</tr>
</tbody>
</table>

1 Students are entitled to 3 assessment attempts for each assessment task where they have been marked NYC on submission of their assessment tasks. First 2 attempts will be free and 3rd will be charged as per the offer letter and written agreements. If the student is unsuccessful after 3 assessment attempts they will be required to repeat the unit and pay the repeat unit fee. Students found to have cheated or plagiarised work may not be entitled to re-sit assessments, instead they may be required to repeat the unit and pay the repeat unit fee. Any NYC marked due to being absent will not be eligible for this entitlement. More details are in the Student prospectus/relevant policy procedure which is available by sending your request to: reception@shic.vic.edu.au

Refund arrangements

If a visa is refused by the Australian Government

5% of the tuition fees initially paid or $500 (whichever is lower) will be deducted from the total tuition fees paid. Remaining deposit will be refunded back. Please note Registration fee and Administration fee won’t be refunded. In order to receive the refund students will have to provide authenticated evidence of the student visa refusal to the College and attach this evidence to a completed refund application form which is available from the College and can be sent by post or email. The refund application must be used to apply for refunds and must be addressed to the Admin/Accounts Manager of the College. Please note that the visa refused due to fraudulent documents or student withheld/hides the information of prior visa refusal from college or immigration, no refund will be granted to the student.
If the Institute defaults on delivery of qualifications

In the unlikely event that the Institute is unable to deliver your course in full, you will be offered a refund of all the course fees and materials fees you have paid to date. The refund will be paid to you within 2 weeks of the day on which the course ceased being provided. Alternatively, you may be offered enrolment in an alternative course by the Institute at no extra cost to you. You have the right to choose whether you would prefer a full refund of course fees, or to accept a place in another course. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement. If the Institute is unable to provide a refund or place you in an alternative course our Tuition Protection Service (TPS) provided. In the case of provider default there is no requirement for a student to lodge a refund application form as the Institute will initiate payment of the refund.

If a student defaults on their written agreement

The written agreement will be sent to students who are accepted into a course and will not take effect until it is signed and dated by the applicant and received by the Institute. If students want to withdraw from their course after fees have been paid, then refunds will be made in accordance with the written agreement that the student signs with the Institute.

<table>
<thead>
<tr>
<th>Tick Box</th>
<th>Reason for asking Refund</th>
<th>Refund protocols in place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Registration Fee &amp; Administration Fee</td>
<td>No refund of Registration Fee &amp; Administration Fee</td>
</tr>
<tr>
<td></td>
<td>Visa refused prior to commencement, Visa extension refused or Visa cancelled due to actions of the student (off-shore &amp; on-shore students)</td>
<td>Student must apply for cancellation of the course/s prior to the commencement and submit visa refusal letter:</td>
</tr>
</tbody>
</table>

5% of the tuition fees initially paid or $500 (whichever is lower) will be deducted from the total tuition fees paid against the application processing fees. Remaining deposit will be refunded back. Registration fee and Administration fees won't be refunded.

Please note that the visa refused due to fraudulent documents or student withheld/hides the information of prior visa refusal from college or immigration, no refund will be granted to the student.

In case, Student apply for cancellation of the course/s after the commencement and submit visa refusal letter:

If student applies for cancellation after the course commencement, then refund will be calculated as per refund amount calculator# and there will be no refund on any non-tuition fees paid.

If the student fails to follow the agreement or breaches SHIC Policy & procedures, the appropriate action will be taken in line with the relevant College’s policy & procedures. No refund will be granted to the student in that case.

Cooling off period

SHIC provides applicants a 7 day cooling off period. This means that if a student accepts an offer of a place and pays SHIC relevant course fees before the course start date, and then changes their mind (for any reason), a full refund of course fees paid to date (minus the Registration fee) will be provided. Students must notify SHIC in writing within 7 days of paying SHIC any fees.

Scholarship/Discounts

Scholarship or discount to any course is provided to the student with an intention that they will complete the course and/or course package. In case of any cancellations and whenever there is a fees refund, scholarship/discount will be added back and the refund amount will be calculated on pre –discount/scholarship price.
<table>
<thead>
<tr>
<th>Tick Box</th>
<th>Reason for asking Refund</th>
<th>Refund protocols in place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visa extension refused/ Visa cancelled due to actions of the student (after course commences – on-shore students)</td>
<td>Refund will be calculated as per refund amount calculator#. In addition to it 5% of the tuition fees initially paid or $500 (whichever is lower) will be deducted from the total tuition fees paid against the application processing fees and there will be no refund on any non-tuition fees paid. Please note that the visa refused due to fraudulent documents or student withheld/hides the information of prior visa refusal from college or immigration, no refund will be granted to the student.</td>
</tr>
<tr>
<td></td>
<td>Withdrawal at least 60 days or more prior to course commencement date</td>
<td>5% of the tuition fees initially paid or $500 (whichever is lower) will be deducted from the total tuition fees paid against the application processing fees. Remaining deposit will be refunded back. Registration fee and Administration fees won’t be refunded.</td>
</tr>
<tr>
<td></td>
<td>Withdrawal less than 60 days but more than 28 days of prior to agreed start date of the enrolled course as indicated on the current Letter of Offer</td>
<td>50 % of fee deposit refunded Registration fee &amp; Administration fee won’t be refunded</td>
</tr>
<tr>
<td></td>
<td>Withdrawal less than 28 days of prior to agreed start date of the enrolled course as indicated on the current Letter of Offer</td>
<td>No refund of deposit or Registration fee and Administration fees</td>
</tr>
<tr>
<td></td>
<td>*Withdrawal after course commencement</td>
<td>No refund of Registration, Administration fees and Tuition fees for the students who have selected monthly/quarterly payment plan.</td>
</tr>
<tr>
<td></td>
<td>College is unable to provide the course for which the original offer was made before commencement (Provider default)</td>
<td>Full refund of course fees</td>
</tr>
<tr>
<td></td>
<td>Course withdrawn by the College after commencement (Provider default)</td>
<td>Calculation as per Refund amount calculator# (Default period of Provider taken in count)</td>
</tr>
<tr>
<td></td>
<td>Residency status change from International to Permanent resident (Provide application along with proof of visa status changes with copies from passport)</td>
<td>Fee status will change from next study period (If status is changed after the start of any study period)</td>
</tr>
<tr>
<td></td>
<td>Airport pick-up</td>
<td>No refund</td>
</tr>
</tbody>
</table>
Refund Calculator (ESOS Calculation of refund specifications)


<table>
<thead>
<tr>
<th>Reason for asking Refund</th>
<th>Refund protocols in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home stay fees and accommodation booking fee</td>
<td>No refund</td>
</tr>
</tbody>
</table>
| OSHC Refund Policy (Calculation of refund will be done as per the provider policy) | If SHIC has organized the OSHC, we will refund the OSHC directly to the student under following conditions:  
  • Calculation of refund will be done as per the provider policy |

Weekly Tuition Fees ➔ Total tuition fees for the course/number of calendar days in the course 7

Weeks in default period ➔ Number of calendar days from the default day to the end of the period to which the payment relates 7

Refund amount ➔ Weekly tuition fees X Weeks in default period

Course Fees ➔ Sum of Tuition and Non Tuition fees

Refund Conditions for Withdrawal After Course Commencement- Extenuating circumstances for the students who have paid full tuition fees of the course before the course commencement:

* Students may have extenuating circumstances that prevent them from attending scheduled course dates that may include but are not limited to illness, family or personal matters, moving back to the home country with an intention of not coming back to Australia on the same visa (with confirmed one-way ticket and evidence of student withdrawal submitted to Department of Home Affairs), which will be verified by the College before processing the refund) or other reasons that are out of the ordinary. Where evidence can be successfully provided to support the student’s circumstances, in such circumstances, refund will be calculated as per the refund calculator for a refund of unused course fees which can be issued. This decision of assessing the extenuating circumstances is on the discretion of the CEO and shall be assessed on a case by case situation. Please note that the student is not eligible to apply for any refund in case of change of mind that may include but are not limited e.g. change of course or transfer to the other provider in same or different city due to any reason

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Please note:

• Where the student breaches Sacred Heart International College’s Policies and Procedures no refund is payable.
Appeals:

Once a decision is made on a student’s application for fee refund, the student will be notified in writing of the outcome. Student has the right to appeal against the decision and should refer to ‘SHIC Complaints and Appeals Policy & Procedures’ available on our website or can be taken from the college reception for the information on lodging an appeal against a decision.

Statement of Attainment:

You are entitled, at no additional cost, to a formal Statement of Attainment on withdrawal, cancellation or transfer, prior to completing the qualification, provided you have paid in full for the tuition related to the Units of Competency to be shown on the Statement of Attainment.

Full details of refund arrangements and conditions are on the Written Agreement that the student and the Institute will sign once an application has been received, accepted by the Institute and an offer made to the student. There is no obligation on the student or the Institute until the Written Agreement is signed by all parties, funds have been cleared by the Institute bank and an official receipt is issued by the Institute.

The written 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.

Students are strongly advised to contact SHIC with any questions they have about fees and refunds prior to submitting an application. Contact: reception@shic.vic.edu.au

How to make the payment:

Students shall only transfer the funds electronically to the bank account below:
Bank name – Westpac
Account Name – Angel Investments Group Pty. Ltd.
BSB – 033-003 | Account number – 533049 | SWIFT Code WPACAU2S
Or
Pay the fee by using a debit card/credit card

Note: Once the students have received their invoice, the student will be required to pay the outstanding amount by the due date.

Cash:

There is no cash policy in SHIC. SHIC doesn’t accept cash for any kind of fees and charges from the students. Students are advised not to handover any cash to any college representative (officer/agent). SHIC only accepts payments through online transfer or EFTPOS.

References:
1.0 Policy

1.1 This policy and procedure is implemented to support the RTO 2015 standards and Providers of Education and Training to Overseas Students 2018 (Standard 9).

1.2 The following procedures will ensure Sacred Heart International College follows the required processes when either a student or Sacred Heart International College, wishes to defer, suspend, or cancel a student’s enrolment.

1.3 This policy/procedure provides information on the grounds in which an International student’s enrolment may be deferred, suspended, or cancelled.

1.4 Students are able to initiate deferral, suspension or cancellation of their studies only in limited circumstances or may have their enrolment suspended by Sacred Heart International College due to student’s misconduct/misbehaviour (as defined in the Procedures below). A student enrolment may be cancelled where a serious breach of Visa or enrolment conditions has occurred.

1.5 Sacred Heart International College informs students of the following:

   a) Impact of deferring, suspending or cancelling their enrolment and their student visa.
   b) Grounds and process for deferring, suspending and cancelling enrolment pre and post enrolment.
   c) Their right to appeal a decision Sacred Heart International College to suspend or cancel their studies within 20 days of receiving notifications Sacred Heart International College’s intention.
   d) Required evidence or supporting documents that can be verified which students must submit to Sacred Heart International College at the time of lodgement of their application to defer, cancel or suspend their enrolment.

1.6 If Sacred Heart International College amends a student’s enrolment due to exceptional circumstances, which are mentioned in this policy, it will do so via PRISMS and records the reasons for the amendment.

1.7 Sacred Heart International College will not inform the Department of Education of any variation to the enrolment status until the external complaints and appeals process has been completed, if accessed.

1.8 All records and relevant information that are exchanged between SHIC and the student, including those records in the student file will be maintained and stored in compliance with SHIC’s Privacy Policy and Procedures.

1.9 The Administration Manager is responsible in the implementation of this policy and procedures.

2.0 Procedure

2.1 Student Initiated Deferral, Suspension or Cancellation of Enrolment

Student Initiated Deferral or Suspension

Students may be able to temporarily defer the commencement of their studies or temporarily suspend their enrolment after commencement.

Sacred Heart International College is only able to temporarily defer or suspend the enrolment of the student due to exceptional circumstances on the grounds of compassionate or compelling circumstances. These circumstances could include but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was / is 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 emergency travel and this has impacted on the student’s studies; or
- A 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)
- Where Sacred Heart International College is unable to offer a pre-requisite unit
- Inability to begin studying on the course commencement date due to delay in receiving a student visa.
- If an approved deferral of commencement of studies or the suspension of study has been approved in compliance with Sacred Heart International College’s policy & procedures.

Please Note: The above are only some of examples of what may be considered compassionate or compelling circumstances. The Admin Manager will use their professional judgment and
1.0 Policy

1.1 This policy and procedure is implemented to support the RTO 2015 standards and Providers of Education and Training to Overseas Students 2018 (Standard 9).

1.2 The following procedures will ensure Sacred Heart International College follows the required processes when either a student or Sacred Heart International College, wishes to defer, suspend, or cancel a student’s enrolment.

1.3 This policy/procedure provides information on the grounds in which an International student’s enrolment may be deferred, suspended, or cancelled.

1.4 Students are able to initiate deferral, suspension or cancellation of their studies only in limited circumstances or may have their enrolment suspended by Sacred Heart International College due to student’s misconduct/misbehaviour (as defined in the Procedures below). A student enrolment may be cancelled where a serious breach of Visa or enrolment conditions has occurred.

1.5 Sacred Heart International College informs students of the following:

   a) Impact of deferring, suspending or cancelling their enrolment and their student visa.

   b) Grounds and process for deferring, suspending and cancelling enrolment pre and post enrolment.

   c) Their right to appeal a decision Sacred Heart International College to suspend or cancel their studies within 20 days of receiving notifications Sacred Heart International College’s intention.

   d) Required evidence or supporting documents that can be verified which students must submit to Sacred Heart International College at the time of lodgement of their application to defer, cancel or suspend their enrolment.

1.6 If Sacred Heart International College amends a student’s enrolment due to exceptional circumstances, which are mentioned in this policy, it will do so via PRISMS and records the reasons for the amendment.

1.7 Sacred Heart International College will not inform the Department of Education of any variation to the enrolment status until the external complaints and appeals process has been completed, if accessed.

1.8 All records and relevant information that are exchanged between SHIC and the student, including those records in the student file will be maintained and stored in compliance with SHIC’s Privacy Policy and Procedures.

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- 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 emergency travel and this has impacted on the student’s studies; or
- A 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)
- Where Sacred Heart International College is unable to offer a pre-requisite unit
- Inability to begin studying on the course commencement date due to delay in receiving a student visa.
- If an approved deferral of commencement of studies or the suspension of study has been approved in compliance with Sacred Heart International College’s policy & procedures.

Please Note: The above are only some of examples of what may be considered compassionate or compelling circumstances. The Admin Manager will use their professional judgment and to assess each case on its individual merits. When determining
whether compassionate or compelling circumstances exist, Sacred Heart International College will consider documentary evidence provided to support the claim, and should keep copies of these documents in the student’s file.

- A student wishing to defer an enrolment must do so prior to the commencement of the course. Students must complete an ‘Application to Defer, Suspend or Cancel enrolment’ and submit to the Student Support Officer. This application to defer must include in detail the ‘compassionate or compelling circumstances’ to support the temporary deferral of the start date of their studies.

- A student wishing to temporarily suspend their studies after commencement must complete an ‘Application to Defer, Suspend or Cancel Enrolment’ and submit to the Student Support Officer. This application for suspension of study must include (in detail) the ‘compassionate or compelling circumstances’ to support the temporary suspension of studies.

- The Student Support Officer will:
  - Review all applications for deferral or suspension and determine if the application for deferral or suspensions is to be granted or rejected within 10 working days.
  - Will ensure the student is informed in writing of the outcome of their application for deferral or suspension using the ‘Letter of Notification’. This ‘Letter of Notification’ will also inform the student that the deferment or suspension may affect their student visa and they are advised to contact Department of Home Affairs in relation to the status of their student visa.
  - In the case of a student application being rejected the written notification to the student will also be informed of their ability to access the complaints and appeals policy and procedure if they wish to appeal the decision.
  - Will maintain all application documentation for the cancellation of enrolment on the students file
  - Notify Department of Education via PRISMS of the decision to cancel the enrolment as a result of the student’s request.

- Students will be required to refer to their written agreement and the Refunds Policy and Procedure for details of the refund arrangements in place where an enrolment is cancelled.

2.2 Provider Initiated Deferral, Suspension or Cancellation of Enrolment

Provider Initiated Deferral
Sacred Heart International College may defer an enrolment where the course is not being offered at the proposed date, site, or any other reason. Sacred Heart International College deems necessary to cancel the course. In such cases a refund shall be processed as required or alternative courses offered. Please see ‘Provider Default’ within the Refund Policy and Procedure.

Provider Initiated Suspension or Cancellation
Sacred Heart International College may suspend or cancel a student enrolment where they have paid fees as documented in their written agreement or has behaved in a manner that is not appropriate for an education setting such
Deferring, Suspending or Cancelling the Student’s Enrolment Policy & Procedure

as misbehaviour. Such actions may include but is not limited to acts of discrimination, sexual harassment, vilification or bullying, as well as acts of cheating or plagiarism. Such acts of misbehaviour will be classified into one of two categories – Academic Misconduct or General Misconduct. Where the Academic or General Misconduct is considered severe enough, Sacred Heart International College has the right to cancel the student enrolment.

Academic Misconduct

The following gives an indication to the types of behaviour that constitute ‘Academic Misconduct’ at Sacred Heart International College.

• Students must not copy or paraphrase any document, audio-visual material, computer-based material or artistic piece from another source except in accordance with the conventions of the field of study.

• Students must not use another person’s concepts, results or conclusions and pass them off as their own.

• In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student’s assessment.

• Students must not ask another person to produce an assessable item for them.

• Students who do not meet satisfactory course requirements will be cancelled on the basis on Unsatisfactory Course Progress. Please refer to the ‘Monitoring International Students Course Progress Policy & Procedures’ for more details.

• Students studying in the ELICOS courses are also required to maintain minimum percentage of the attendance. Failing to which can lead towards the cancellation of the enrolment. Please refer to the ‘ELICOS Monitoring Attendance Policy & Procedures’ for more details.

General Misconduct

General misconduct is where a student has acted in a manner that is not appropriate for an education setting.

The following examples indicate the kinds of behaviour which constitute student misconduct/misbehaviour. They are for illustrative purposes and are not intended to be exhaustive. Examples of General Misconduct may include where a student has:

• Non-payment of fees as documented in the student’s written agreement. For further details on the cancellation due to non-payment, please refer to the ‘Fees and Refund Policy & Procedures’

• contravenes any rules or acts;

• prejudices the good name or reputation of Sacred Heart International College;

• prejudices the good order and governance of Sacred Heart International College or interferes with the freedom of other people to pursue their studies, carry out their functions or participate in the life of Sacred Heart International College;

• fails to comply with conditions agreed in the contract;

• wilfully disobeys or disregards any lawful order or direction from Sacred Heart International College personnel;

• refuses to identify him or herself when lawfully asked to do so by an officer of Sacred Heart International College;

• fails to comply with any penalty imposed for breach of discipline;

• misbehaves in a class, meeting or other activity under the control or supervision of Sacred Heart International College, or on Sacred Heart International College premises or other premises to which the student has access as a student of Sacred Heart International College;

• obstructs any member of staff in the performance of their duties;

• acts dishonestly in relation to admission to Sacred Heart International College;

• knowingly makes any false or misleading representation about things that concern the student as a student of Sacred Heart International College or breaches any of Sacred Heart International College rules;

• alters any documents or records;

• harasses or intimidates another student, a member of staff, a visitor to Sacred Heart International College, or any other person while the student is engaged in study or other activity at Sacred Heart International College, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason;

• breaches any confidence of Sacred Heart International College;

• Misuses any facility in a manner which is illegal or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from Sacred Heart International College.
premises while acting as a Sacred Heart International College student, in a manner which is illegal or which is or will be detrimental to the rights or property of others;

- steals, destroys or damages a facility or property of Sacred Heart International College or for which Sacred Heart International College is responsible; or
- is guilty of any improper conduct

Where a student has been identified of Academic or General Misconduct the Admin Manager shall be informed and will make a decision on the penalty and the severity of the penalty. The Admin Manager may take into account the type of misconduct that has occurred and the level of misconduct that occurred when deciding penalties.

The penalties at Sacred Heart International College may impose include:

- Non-payment of fees may result in suspension of studies until such time as the remaining fees are paid or cancel the enrolment where it has been determined the collection of fees will not be possible. For further details on the cancellation due to non-payment, please refer to the ‘Fees and Refund Policy & Procedures’

- Academic Misconduct could include a warning, repeating an assessment task, deemed NYC in the unit of competency, or suspension or cancellation of enrolment. Please refer to the ‘Monitoring International Students Course Progress Policy & Procedures’ for more details.

- Students studying in the ELICOS courses are also required to maintain minimum percentage of the attendance. Failing to which can lead towards the cancellation of the enrolment. Please refer to the ‘ELICOS Monitoring Attendance Policy & Procedures’ for more details.

- General Misconduct may result in a warning, a charge for any costs that may have caused, request for formal apology if the action affected a third party, or suspension or cancellation of enrolment

Where a student has been identified with Academic or General Misconduct Sacred Heart International College shall ensure the following:

- Students are to be regarded as innocent of the alleged misconduct until they have either admitted to it or been found by proper inquiry by the Admin Manager to have so behaved.
- Past misconduct is not evidence that a student has behaved in the same manner again.
- Each case is dealt with on its own merits and according to its own circumstances with the provision that the first instance of misconduct will be penalised more leniently than subsequent instances of misconduct.

Where a decision to suspend or cancel a student enrolment Sacred Heart International College will inform the student in writing (‘Letter of Student Misconduct (Suspension or Cancellation’) of the following:

- The intention to suspend or cancel the student enrolment.

- That he or she has 20 working days in which to access Sacred Heart International College’s Complaints and Appeals policy and procedure and start the process of appealing the decision to suspend or cancel the enrolment. The student enrolment will not be cancelled or suspended until after this appeal period has passed.

- Where the student enrolment is to be suspended the length of the suspension must be included.

- Where the enrolment is to be cancelled the effective date of the cancellation (at least 20 working days from the date of the letter).

- Students must also be informed that Sacred Heart International College is obliged to inform Department of Education via PRISMS after the 20-day period of the suspension or cancellation and this may affect their student visa.

- Students will be advised to contact Department of Home Affairs in relation to the status of their student visa.

The Student Support Officer will:

- Maintain all application documentation for the suspension or cancellation of enrolment on the students file.
- Notify Department of Education via PRISMS of the decision to suspend or cancel the enrolment as a result of the student’s request only after the appeals period has passed. Where a student decides to access the complaints and appeals policy and procedure within 20 working days, the student must
2.3 Default Notifications

Any provider or student cancellation must be reported by the Student Support Officer as follows:

A. Provider Default within 3 business days of the default occurring and the outcome of the discharge of the Institute’s obligation within 7 days after the end of the Institute obligation period (the Institute’s obligation period is 10 business days after the day of the default).

B. Student Default within 5 business days of the default occurring and the outcome of the discharge of the Institute’s obligation within 7 days after the end of the Institute obligation period.

Additionally, Sacred Heart International College must report the outcome of the provider or student default within 10 working days of the end of the default period, i.e. report whether the student took the offer of an alternative course or a refund, and, if a refund, how much was paid.

All default notifications and reporting is to be completed through PRISMS by the Administration Manager using the following guide as per the link below.


Relevant documents:

- Transfer between Providers Policy and Procedure
- Student Handbook
- Application to Defer, Suspend or Cancel enrolment form
- Letter of Notification for Approval/Rejection
- Letter of Student Misconduct (Suspension or Cancellation)
Purpose of the policy:
This policy and related procedures have been developed to assist Registered Training Organisation (RTO) staff and students in responding appropriately to incidents that may cause trauma to an individual and/or affect the campus as a whole. It establishes basic procedures and reporting systems to cover prevention, immediate responses and follow-up actions to deal with the immediate consequences and the longer-term implications of a critical incident. In accordance with the requirements of the National Code the policy includes specific processes for dealing with critical incidents affecting international students. When an international student is involved the RTO management will necessarily take on tasks that would normally be handled by the family. It is important to have efficient, sensitive and supportive strategies for dealing with such an occurrence that minimise confusion, conflicts and breaches of confidentiality. A further useful resource is ‘Pandemic Planning in the Workplace’, published by the Department of the Prime Minister and Cabinet (2009), available at: www.dpmc.gov.au/publications/pandemic/docs/Pandemic_Planning_in_the_Workplace.pdf

1.0 Policy
This policy/procedure supports RTO 2015 standards and standard 6 of the ‘National Code of Practice for Providers of Education & Training to Overseas Students 2018’.

This policy & procedure ensures that any critical incident that occurs is documented, reported and action taken by RTO where required.

This document outlines the RTO policy, support mechanisms and procedures for managing a critical incident. The policy ensures the RTO has:

- An effective approach in responding to critical incidents as they occur
- Appropriate support and counselling services available to those affected
- Appropriate training and information resources provided to staff.

2.0 Definitions
A Critical incident is defined as ‘a traumatic event, or the threat of such (within or outside Australia which causes extreme stress, fear or injury.’ (Definition from National Code 2018).

A Critical Incident is a traumatic or tragic event or situation, or the threat of such (within or outside Australia) affecting an RTO student or staff member that causes extreme stress, fear or injury and emotional distress within the Academy community.

Critical incidents are not limited to but could include:

- Death (including the death of a dependant residing in Australia for an international student)
- Serious illness causing declining health of a student or staff member over time
- Serious injury preventing or severely affecting a student’s ability to continue with a course
- Severe verbal or psychological aggression
- Natural disaster
- Domestic violence, sexual assault, drug or alcohol abuse.
- Non-life-threatening events could still qualify as critical incidents.
- Missing students

Reporting:

Police must be notified in any case of sudden unexpected death.

Police actions include:

- Reporting such death to the Coroner
- Notifying next of kin
- Obtaining official identification of the deceased (this must be done by someone who has known the deceased for some time)
- Conducting investigations on behalf of the Coroner, e.g. interviewing witnesses and others who may have been involved, collecting clothing and other items for use in evidence, delivering specimens for analysis. The Educational Services for Overseas Students (ESOS) Act 2000 requires the college to notify the Department of Education and the Department of Home Affairs as soon as practical after a critical incident involving an international student and in the case of a student’s death or other absence affecting the student’s attendance, the incident will need to be reported via the Provider Registration and International Student Management System (PRISMS).

On-campus Incidents
If the incident is on campus, the first action will be to contact the emergency services - fire, ambulance or police (Calling “000”) – as would be the case with other WH&S matters. The Admin Manager must also be contacted immediately when the incident involves death, serious injury or a threat to life or property.
**Off-campus Incidents**

If the critical incident involves a student or staff member and is off-campus, the person receiving the information must immediately contact the CEO who will communicate other staff as appropriate. Emergency 24 hr. contact number for RTO is 0406 097 111 (Mrs. Misha Mahendru)

**Key Details to be Reported 0406 097 111 (CEO)**

*Key details to report include the time, location and nature of the incident (e.g. threat, accident, death or injury), names and roles of persons involved (e.g. staff, international or domestic student).*

Non-life threatening events could still qualify as critical incidents although serious illness or injury would probably not be considered a critical incident in the broader campus community.

**3.0 Procedure**

**Procedure Immediate Response (within 24 hours)** When a critical incident has been identified, whether occurring on or off campus:

The staff member witnessing the incident or receiving the news immediately contact Admin Manager (or if he is unavailable, the CEO of RTO, Mrs. Misha Mahendru on 0406 097 111).

Key details to be reported include:

- Time, location and nature of the incident, e.g. threat, accident, death or injury
- Names and positions of person/s involved, e.g. staff, international or domestic student
- Current location of the student/staff member
- Whether emergency services have been called
- Whether an interpreter is required.

1. The above details should be documented for further reference. The management will seek additional information about the incident and will request that details are not immediately made public, if appropriate. The management will communicate with other staff as appropriate, including the **Student Support Officers** and the CEO.

2. The management or nominee calls an immediate meeting with the following staff to make decisions as to how to proceed:
   - Training manager
   - Admin Manager
   - Trainers

   This group becomes the Critical Incident Team. One member of the team should scribe for all meetings to keep a record of all content and decisions made.

3. At the initial meeting of the Critical Incident Team the tasks are to:
   - Create a clear understanding of the known facts
   - Plan an immediate response
   - Plan ongoing strategies
   - Allocate individual roles/responsibilities for ongoing tasks.

4. Issues to be considered include:
   - Notifying next of kin/significant others.
   - Arrangements for informing staff and students
   - Guidelines to staff about what information to give students
   - Issuing a written bulletin to staff if the matter is complex
   - Briefing the student support officer and other staff; delegating a staff member to deal with inquiries
   - Liaising with necessary emergency services/hospital/medical
   - Managing media/publicity
   - Identifying those students and staff most closely involved and therefore most at risk.

**These people are likely to be:**

- Those directly involved
- Personal friends/family of those involved
- Others who have experienced a similar past trauma
- Other students and staff.

- Arrange a time and place for an initial group/individual debriefing session with counsellor/s. This session provides an opportunity to share the impact of the event, discuss various interpretations of the event in cultural/ethnic terms, the sense of vulnerability, the experience of painful emotions and the normalisation of reactions.
- Organise tasks, timelines and individual responsibilities for
the next hours/days, etc. See the list below in Additional Action (48 – 72 hours)

- Plan ongoing feedback and regular meetings so the Critical Incident Team is in constant touch and working together
- If the case of a student’s death, notify the Admin Manager and relevant teaching staff so records are stopped
- Confirm access to Academy emergency funds if necessary
- If the incident involves death or serious injury to an international student, assist the student’s family as needed.

This assistance may include:
- Liaising with consular staff
- Hiring interpreters
- Making arrangements for visits from family and friends, e.g. accommodation, travel, crisis support and referral to appropriate services
- Making arrangements for hospital/funeral/memorial service/repatriation – obtaining a death certificate
- Assisting with personal items and affairs including insurance issues – assisting with visa issues
- Notifying the student’s Homestay or accommodation provider.
- Complete a Critical Incident Report (see Appendix 9 for template).

Additional Action (48 – 72 hours)

Issues to be discussed at subsequent meetings of the Critical Incident Team may include:
- Who is the decision maker?
- Who will follow up?
- Availability of mobile phones
- Notification of and liaison with sponsor/agent if applicable
- Liaison with police, doctors, hospital etc.
- Hiring independent interpreters
- Death notices
- Funeral/memorial service requirements
- Refunds of tuition fees to pay repatriation or associated expenses
- Copy of death certificate
- Consideration of personal items and affairs (including household and academic)
- Insurance matters (including OHSC cover, ambulance cover)
- Formal stress management interventions required for students and/or staff (release from classes, leave, rescheduled assessments or exams)
- Liaison with academic staff or supervisors
- Arrangements for further support/counselling sessions for groups/individuals as necessary
- Liaison with Department of Home Affairs re visa issues if studies will be interrupted
- Fee issues if applicable
- Legal issues if applicable, e.g. access to legal services, right to sue
- Condolence letters to family
- Financial assistance for victim’s family if residing in Australia
- Roster of staff/students for hospital visits
- Restore normal functioning of Academy Follow-up – Monitoring, Support, Evaluation
- Assess need for ongoing support for affected students/staff
- Maintain contact with any injured/affected individuals
- Critical Incident Team to evaluate effectiveness of critical incident management plan, with feedback from staff/students and relevant community personnel.
- Be aware of any possible longer term issues, eg inquests, legal proceedings Policy

Reporting procedure

The critical incident policy works together with other policies and procedures serving the students by taking necessary actions during any incidents and record keeping of the incidents and action/s.

The RTO management will identify and report all critical incidents which includes the incidents occurred outside of Australia that can affect a learner e.g. a natural disaster in the region or village where the learner comes from that has affected their family, and the learner returns to their home country immediately.
The management notifies the Department of Home Affairs of a change of the student’s visa status in accordance with the ESOS Act within 14 days after the event specified below occurs:

• any termination of an accepted student’s studies (whether as a result of action by the student or the provider or otherwise) before the student’s course is completed;

Where a Critical Incident is identified the following procedures must occur. As part of the reporting process the Admin Manager shall confirm that the incident falls under the definition provided above of a ‘Critical Incident.’

When a staff member feels a critical incident has occurred, they are required to contact emergency services where required and contact the Admin Manager/Student Support officer immediately.

• A ‘Critical Incident Report’ (Appendix 9) is to be completed by the appropriate staff member involved in the incident or notification of the incident. Where appropriate the report will be completed/verified by the Admin Manager and given to the CEO.

• The ‘Critical Incident Report’ is to contain as much information as possible and indicate the people directly involved in the incident.

• The Educational Services for Overseas Students Act 2000 (ESOS Act) requires RTO to notify the appropriate government agency(s) as soon as practical after the incident and in the case of a student’s death or other absence affecting the student’s attendance; the incident will need to be reported via the Provider Registration and International Student Management System (PRISMS).

Consultation of Action Plan

• The Admin Manager/CEO will assess the Critical Incident and implement a plan of action to follow up the Critical Incident.

• Where required, a meeting with appropriate staff/students will be organised to follow up the incident. This meeting will determine issues and responsibilities relating to:

  o Assessing risks and response actions
  o Liaison with emergency and other services
  o Contact with students’ relatives and other appropriate contacts
  o Liaison with other external bodies, such as home stays, carers or foreign embassies, and
  o Counselling and managing students and staff not directly involved in the incident.
  o Media Management (Where required)
    • Where appropriate, RTO may be required to provide support to the family in the form of:
      o Hiring interpreters
      o Making arrangements for hospital/funeral/memorial service/repatriation
      o Obtaining a death certificate
      o Assisting with personal items and affairs including insurance issues
      o Assisting with Visa issues

Follow up & Review of Critical Incident

Where a critical incident has occurred and all immediate action and reporting requirements have been fulfilled, RTO will conduct a follow up and review of the specific critical incident. This follow up and review will involve those staff members initially involved in the incident and action plan meeting and will ensure:

• Any required follow up such as de-briefing, counselling and prevention strategies have been completed.

• All staff and students involved in the incident have been informed of all outcomes from the incident

• A recommendation as to the response to the critical incident is documented and included in the continuous improvement submissions

• Any further follow up required is documented and responsibilities allocated to appropriate staff.

Record keeping requirements of a Critical Incident

All records of a critical incident are to be maintained by RTO and it is the responsibility of the Admin Manager to ensure that all paperwork, immediate action, and follow up action is completed.

Stress Management

The student counsellor is responsible for implementing and delivering stress management strategies, including the following stages:

1. Debriefing as soon as possible after the event on an individual or group basis
2. Further debriefing one or more days after the incident
3. Follow up 2 to 3 weeks later, individual or group basis.
4. Ongoing counselling as required.
5. Recovery time for staff involved and the Critical Incident Team members

Appendices to the Critical Incident Policy and Procedures

Appendix 1: Managing the Media
Appendix 2: Specialised Skills and Knowledge Needed Within the Critical Incident Team
Appendix 3: A Critical Incident in a Cross-cultural setting: Preparing Yourself and Others
Appendix 4: Police Involvement
Appendix 5: Funeral Information
Appendix 6: The Grieving Process
Appendix 7: Things to Remember Appendix 8: Emergency Numbers for Critical Incident Policy and Procedures
Appendix 9: Critical Incident Report Form
Appendix 10: Incident notification letter to the parents

Appendix 1: Managing the Media
Hints for Handling Publicity Surrounding a Critical Incident

In anticipation of some requests for comment from the media regarding a critical incident involving Academy students, it is advisable to have a press release drafted by media staff just in case. Listed below are some helpful hints, which can be used and applied within the role of the Critical Incident Team.

1. ‘No Comment’ = Not a good idea.
2. A good press release should answer the following questions:
   - What?
   - How?
   - When?
   - Where?
   - Why?

3. Add a joint statement from the CEO and student representatives (or from staff representatives with a student support focus) that will signify unity and dissuade the press from looking for an ‘alternative angle’ on the story. The statement should include an expression of surprise and sadness at the tragedy, as well as compassion for the family of the victim.
4. A comment should be included explaining the RTO policy on responding to this kind of situation. In addition, if the situation warrants, it would be appropriate to comment on what measures will be put in place to ensure that any future events of this nature are avoided.
5. A telephone contact for further information is always left at the bottom of a press release. The Coordinating Team should determine who will be responsible for media inquiries, and all staff should be alerted to the procedure for directing media inquiries to this person.

Sample Media Release for a Critical Incident Involving an International Student

An international male student from India, 31, has died at ……………….., ………………………, in metropolitan area, Melbourne. The CEO, ………………., said the incident had saddened [name of college] staff, its student body, and the international student community. ‘We are all dispirited at the loss of a very promising young man. Our profound condolences go to his family,’………………….. said. A memorial service held at the college campus yesterday was attended by more than ……… people, including academic staff, International Student Support staff, family, friends, and classmates.

NOTE: The release is short and to the point. It depicts the college as a caring institution, a position reinforced by the fact that the memorial service was held on the college’s own grounds.

Note that the release was issued after the memorial service, to avoid the likelihood of media coverage at the service itself. The cause of death has not been revealed, because of the young age of the deceased. Should media investigate further, it is suggested that the CEO respond with a statement saying simply, ‘We are sure you will understand that we are not prepared to discuss any of the personal issues which may have been associated with this young man’s death. It has always been our policy to respect the privacy of our students and their families.’ Each critical incident is unique and the dynamics of each situation will have to be assessed when it occurs. It is important that a structured approach to media management is developed and is included in the management plan to ensure the most positive and supportive response from the media.
Take the Media Calls

The CEO or nominated person should handle the initial media calls. Be sure to return media calls as soon as possible. It is important that the story is balanced. Therefore, avoid answering questions with ‘no comment’. Respond to questions accurately; however, it may be necessary to explain to the media that you are unable to answer their questions at this time because i) of the sensitive nature of the issue, or ii) you do not have the information available. It may be necessary to check with the police, ambulance or fire brigade etc., before making a statement.

Response Time is Important

Staff likely to be contacted by the media needs to be alerted immediately and kept informed as more details come to light. Inform Reception staff as soon as possible that the incident has occurred, even if the details are unclear. The Marketing Manager will need to be informed of the incident and will be able to assist by handling media inquiries, liaising with the CEO regarding the situation.

Channel All Media Inquiries through One Person

The CEO will liaise directly with the media as more details are known.

Relate to Journalists in a Positive and Friendly Way

Enlist the support of the media to report accurate information and avoid being defensive. Journalists are professionals too. They have been assigned the job of reporting the story. They feel the public have a right to know and they will report the story with or without the institute’s cooperation. In a major disaster, the media is an essential means of communicating information, e.g. providing hot-line phone numbers, etc.

Working with the media representatives as professionals and providing them with accurate information about the incident means staying in control. Cooperation can make the difference between inaccurate reporting resulting in a story that reflects negatively on the college and one which shows our caring role and our ability to respond effectively in a crisis. In media comment emphasise the support available to students and staff.

Determine What the Official Response Will Be

The Admin Manager may be able to provide advice to staff about other developments or broader issues that may need to be considered when framing the response. They may also be able to offer advice about the most effective methods of responding to newspaper, radio and television interviews.

Express concern. Restrict answers to facts. Accentuate the positive.

It is appropriate to state the facts about what has occurred and what is being done, e.g when and where it occurred, how many people were involved or hurt, how much damage has been done.

Describe the assistance being provided for students and staff who may have been traumatised.

Explain that the whole institute has been deeply shocked, that all available resources and support services have been gathered and what steps are being taken to rectify the situation and get things back to normal as soon as possible.

It is imperative to avoid making comments that imply blame or fault for any part of the incident, as there could be significant legal implications.

Official inquiries, eg by the police, are likely to follow serious incidents. Media comments on the public record may have a bearing on proceedings at such inquiries.

Appendix 2: Specialised Skills and Knowledge Needed Within the Critical Incident Team

Key skills required in members of the Critical Response Team dealing with a critical incident involving an international student include the following:

• Cross-cultural skills
• Training skills in cross-cultural communication
• Awareness of one’s own values and biases and how they may affect the students
• Knowledge of resources on and off college premises
• Uninterrupted access to those resources
• Communication skills
• Organisational skills
• Liaison skills
• Networking skills
• Stress management skills
• Delegation skills
• Maintenance of clear and direct communication channels with decision makers
• Panic diffusion skills
• Skills to eliminate time lags
• Sensitivity to the issue of confidentiality
• Sensitivity towards different cultural expressions of grief and other emotions
• Protocol knowledge (e.g.: for repatriation to home country)
• Diplomacy skills
• Debriefing skills
• Monitoring skills for those affected by incident
Appendix 3: A Critical Incident in a Cross-cultural setting: Preparing yourself and others

Preparing Yourself
How does one prepare for dealing with a critical incident in a cross-cultural setting? The attitude you assume is of the utmost significance.

The following tips are useful guidelines:

• Expect the unexpected. Not everything occurs between 9am and 5pm.
• Do not be easily upset or disturbed by even the most extreme situations.
• Convey empathy and respect for the emotions of those involved.
• Worry and fear should not be conveyed to the person.
• Provide a sense of stability and strength.
• Be able to alleviate tension and anxiety.
• Listen to what is said.
• Listen to what is not said.
• Create a personal equilibrium between your own values and those of a different value system, but keep the values of the client foremost in your mind.
• There will be times when you are unavailable. Don’t be consumed by guilt. As long as policy and procedures are in place, there will be someone else who can step in and fulfil the required role.
• Network with ethnic groups in the local community. Keep a list of useful contacts who may be able to assist in matters not directly related to the college: religious customs, family support, interpreters, embassy or consulate contacts.
• It is not always important to remain within the specific religious affiliation to receive help in an emergency situation. Helping, coping, counselling skills are not religiously oriented...sensitivity is common to all members of the clergy. Keep this in mind when seeking assistance.
• Learn as much as you can from foreign nationals about how they would deal with specific scenarios – ask questions, e.g.:
  o ‘How the body of a Muslim car accident victim should be handled when the Coroner demands an autopsy and religious custom prohibits?’
  o ‘How does one act at a Chinese Buddhist funeral service? What is the proper way to express condolences?’
  o ‘How is mental illness regarded in your country?’
  o ‘What is the attitude toward rape in your country?’

The idea is to gain knowledge in advance, whenever possible.
• Keep in contact with support networks like ISANA (International Education Association), the representative body for international education professionals in Australia. Whether by telephone or email, there will always be someone available to use as a sounding board.

ISANA’s details are:
Phone: 07 3366 0411
Email: secretariat@isana.org.au
Website: www.isana.org.au

Preparing Others

Many staff respond that they are not qualified to handle international students in crisis. Eradicate this ‘us and them’ attitude by engendering teamwork among staff with regard to assisting international students. Let them know that they can be of invaluable assistance in a crisis by offering short-term training and workshops. Below are some strategies to raise awareness and skills.

• Establish and maintain your own network of ‘contacts’. Try to include as wide a variety of types and levels of staff as possible.
• Keep in regular contact whether formally or informally, as these contacts will be your most reliable allies at a moment’s notice.
• Conduct training regarding the Critical Incident Policy for international students. It is important for staff to be aware of the existence of such a policy.
• Conduct a resource workshop to locate all relevant community resources in your immediate local area: Funeral Directors, Police and Medical Authorities, Religious Leaders, Ethnic Group Leaders, Media Representatives, Insurance Representatives, local Embassy or Consular representatives.
• Coordinate and conduct a mock exercise to simulate a critical incident. Have the exercised observed and assessed by an outside party.
• Follow up with a debriefing and feedback session, inviting...
Counsellors to educate participants about Stress Management, Post Traumatic Stress and general counselling principles when dealing with international students.

- Conduct general Cross-cultural Awareness training at regular intervals.

Appendix 4: Police Involvement

Police Involvement

The police are required to investigate all cases of sudden unexpected death. Police actions include:

- Reporting such death to the Coroner
- Notifying next of kin
- Obtaining official identification of the deceased (this must be done by someone who has known the deceased for some time)
- Conducting investigations on behalf of the Coroner, eg interviewing witnesses and others who may have been involved, collecting clothing and other items for use in evidence, delivering specimens for analysis.

Coronial Investigations

Every death reported to the Coroner must be investigated. The body of the deceased will be taken to the morgue where it may be viewed by the relatives but not touched. Once the coronial inquiries are complete (and this may take some time), the body will be released to funeral directors to await instruction from the next of kin. At this stage the body may be touched.

Post Mortems (autopsies)

Most reported deaths require a post mortem examination to determine the medical cause of death. This usually involves an internal and external examination of the body, and of tissue, organ and blood specimens taken from the body. Cultural and religious objections to a post mortem may be discussed with the coroner or a court social worker. However, these objections very rarely influence the coroner’s decision to conduct an autopsy.

Inquests

An inquest is a public hearing before a coroner (and occasionally a jury) to decide the circumstances of death. Once initial investigations are completed, the Coroner may (as in 90% of cases) dispense with an inquest. However, the Coroner may order an inquest or, in certain circumstances (such as murder), an inquest may be legally required.

Appendix 5: Funeral Information

Funeral Information

This information is taken from materials published by the Australian Funeral Directors Association (AFDA, www.afda.org.au). A variety of reading material is available. Inquiries may be directed to: Australian Funeral Directors Association PO Box 291 Kew East VIC 3102 Phone: (03) 9859 9966 or email: info@afda.org.au

Arranging a Funeral

When faced with having to make funeral arrangements, most people have no prior experience in organising such an event, and little idea of what to do.

Initial interviews with the funeral director can be at a location nominated by you. While some people may have a fairly clear knowledge of the arrangements they want to make, others may want to consider a myriad of alternatives before making any decisions. The funeral director is there to guide and advise on the many matters that need to be considered.

Decisions to make will include:

- Time and location of the funeral
- Type of service
- Burial/cremation (reflection of the religious or ethnic attitudes and family traditions)
- Type of coffin
- Viewing arrangements
- Choice of participants
- Floral arrangements, motor vehicles and other relevant matters

The Funeral Director

The funeral director will take responsibility for arranging, with the family concerned, the time and place for an appropriate funeral service by coordinating and liaising with clergy members, doctors, hospitals and cemetery or crematorium officials.

The funeral director will lodge notices in the press, arrange floral tributes, provide a hearse and other vehicles, a funeral chapel and any other facilities and personnel required to carry out the wishes of the family being served.

All official forms must be completed and taken to the appropriate people at the right time. The funeral director, for example, registers the death with the Registrar of Births, Deaths and Marriages.

The funeral director ensures that human dignity both of the deceased and the survivors is preserved, and performs tasks in a sensitive and understanding manner. Kindness, helpfulness, understanding and the empathetic handling of funeral
arrangements are the vital psychological components of the funeral director’s role.

**When Someone Dies**

When death occurs, the first practical consideration in most cases will be the need for a doctor’s attendance. In Australia today, relatively few people die at home and in most cases the medical necessities and formalities will be taken care of by the relevant hospital or other authorities.

The deceased’s doctor or the hospital authorities will explain what steps, if any, are required to establish the cause of death and complete the necessary death certificate. Meanwhile, the family may begin making their desired funeral arrangements, which can be completed when the death certificate has been signed.

The Funeral Ceremony All reputable funeral directors are able to provide a broad range of services to suit the precise requirements of the bereaved family. Funerals can be as different as the people they are for, with their main purpose being to help the bereaved in the first stages of grief.

The order, style and content of service can all be varied to suit the family's needs. A personal tribute from a family member or close friend, or perhaps including appropriate cultural traditions, may make the service more meaningful.

**Special Circumstances**

Deaths from suicide and AIDS may sometimes present special problems because of old religious discrimination and/or social stigma. Nevertheless, the need for people to mourn and the rituals of the funeral are still essential for friends and family.

When there is no body (eg: drowning accidents, abduction) it is still important to acknowledge the life of the deceased and help the family and friends to accept that death has occurred. A special memorial service to allow everyone to say goodbye and be able to get on with their grieving is essential. The use of photos, significant objects associated with the deceased’s life, and perhaps candles are a great help to use in place of the body.

**Appendix 6: The Grieving Process**

Grieving Grief is not a single response, but a complicated series of feelings, emotions and even physical manifestations of a person’s reaction to the bereavement.

Grieving is an intensely personal process. Each death is unique and everyone affected will respond differently. Most survivors however, will pass through similar stages of grief from initial shock, numbness, and often denial and anger to realisation, acceptance and finally readjustment.

The intensity of grief experienced will be affected by a number of factors, including the degree of attachment to the deceased and the duration and quality of relationship with them. The greater the attachment, the longer it is likely to take to resolve grief.

However, it is not the passage of time itself that brings resolution, but the working through of stages of grief. A meaningful funeral service can play a significant part in the crucial early stages of grieving.

**Recovery Timeline**

The successful management of critical incidents depends on the Academy taking appropriate action and providing support during and afterwards. The recovery timeline following a critical incident will vary depending on the circumstances.

1 Immediately (and within 24 hours)
   - Gather the facts
   - Ensure safety and welfare of staff and students and arrange for first-aid if necessary
   - Where possible notify the time and place of the debriefing to all relevant persons
   - Manage the media
   - Set up a recovery room
   - Keep staff, students and parents informed.

2 Within 48-72 hours
   - Arrange counselling as needed
   - Provide opportunities for staff and students to talk about the incident
   - Provide support to staff and helpers
   - Debrief all relevant persons
   - Restore normal functioning as soon as possible;
   - Keep parents informed.

3 Within the first month
   - Arrange a memorial service, if appropriate
   - Encourage parents to participate in meeting to discuss students’ welfare
   - Identify behavioural changes and the possibility of post-traumatic stress disorder and refer to Health Contacts for Mental Health Services
   - Monitor progress of hospitalised staff or students
   - Monitor mental and physical health of all helpers.
4 In the Longer Term
• Monitor staff and students for signs of delayed stress and the onset of post-traumatic stress disorder—refer for specialised treatment if necessary
• Provide support if needed.

5 In the Long Term
• Plan for and be sensitive to anniversaries, inquests and legal proceedings
• Access specialist support if needed.

Appendix 7: Things to Remember

1. In the event of any critical incident, the first thing to do is calm the affected party/parties down and offer hope. Communicate simply, take control and give clear and practical directions in order to reduce the anxiety and connect the logic of the affected party/parties.

2. You are not superhuman. Managing a critical incident can be a very lonely time, especially if you are regarded as the focal link with international students at your institution. While you are busy providing care or support to those directly affected by the incident, your own health and emotional wellbeing may be at risk. Self-care should NOT be forgotten in your management strategy.

3. Take time out each day to telephone or email another colleague. This will give you not only a chance to debrief, but also to compare notes with sympathetic colleagues who have had similar experiences and a real understanding of what you are feeling. You are helping others while you help yourself.

4. Customise this kit to your particular needs. Insert as many local telephone numbers and contacts, and as much information as you can so that you can refer to the kit as a ‘standalone’ resource, thereby allowing you to take effective and immediate action when necessary.

Who Are You?
As an Academy staff member, you are a person who interacts with all students, including international students, in a professional capacity.

You may be one of the first people notified in the event of a critical incident.

In the life of an international student, you are ultimately a concerned, caring, informed, capable, ‘significant other’. The student’s own family structure will be unavailable, so assume that you will be helpful and a positive influence, in spite of your ‘outsider’ role. You, as an individual, will be more readily accepted than You as the Teacher or You as the Counsellor or You as the International Student Coordinator.

Optimise your own personal traits. Remember that it is more than likely that the international student has sought you out because of who you are, not what you are. So, follow your instincts and act accordingly.

Appendix 8: Emergency Numbers for Critical Incident Policy and Procedures

Police / Ambulance / Fire 000
AIDS Helpline 1800 133 392
Asthma Victoria 1800 645 130
Cancer Helpline 13 11 20
Centre Against Sexual Assault (CASA) Crisis Line 9496 5770/1800 806 292
Care Ring (formerly Crisis Line – 24 hour) 13 61 69
Coroner’s Office 1300 309 519

Crisis Counselling:
• Lifeworks 8650 6200 / 1300 543 396
• Lifeline (24 hour) 13 11 14
• Care Ring (24 hour) 13 61 69

Direct Line (Drug and Alcohol Counselling – 24 hour) 1800 888 236 Doctor (General Practitioner):
• Bridge St Clinic (141 Bridge St, Port Melbourne) 9646 3551 After hours 9429 5677
• Port Melbourne Medical (1/405 Bay St, Port Melbourne 8686 0500

Eating Disorders Foundation of Victoria 9885 0318
Electricity: Origin Energy 9251 2311
Epilepsy Association 1300 366 162
Gambling Helpline 1800 156 789
Gay & Lesbian Switchboard 9827 8544
Grief line 9596 7799

Hospitals:
• Alfred Hospital (Commercial Rd, Prahran) 9076 2000
• Alfred Emergency and Trauma Centre (24 hr) 9076 3405
• Dental Hospital (720 Swanston St, Carlton) 9341 1000
• Emergency: 1300 360 054 Royal Melbourne Hospital (Grattan St, Carlton) 9342 7000
• Royal Victorian Eye & Ear Hospital (32 Gisborne St, East Melbourne) 9929 8666
• Emergency: 9929 8333 Immigration 13 18 81

Interpreting Services (24 hour) 13 14 50
Appendix 9: Critical Incident Report

Critical Incident Report to be completed after all critical incidents.

<table>
<thead>
<tr>
<th>Name of Employee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role within the Institute:</td>
</tr>
<tr>
<td>Date of Critical Incident:</td>
</tr>
<tr>
<td>Location of the incident</td>
</tr>
<tr>
<td>People involved in the critical incident (&amp; their role):</td>
</tr>
<tr>
<td>Brief Description of incident (Include who, what, why as appropriate) Attach additional pages/documentation if required</td>
</tr>
<tr>
<td>Description of Critical Incident:</td>
</tr>
<tr>
<td>Immediate action taken:</td>
</tr>
<tr>
<td>Witnesses/Other key people involved:</td>
</tr>
<tr>
<td>Name (Please print full name clearly) Student/staff/other Phone no:</td>
</tr>
<tr>
<td>Further action required:</td>
</tr>
<tr>
<td>Did the incident involve an international student?</td>
</tr>
<tr>
<td>Emergency Service involved:</td>
</tr>
<tr>
<td>Follow up required for people involved in critical incident:</td>
</tr>
</tbody>
</table>

Details of follow up: ____________________________

______________________________

Reported Critical Incident to:
Appendix 10: CRITICAL INCIDENT NOTIFICATION LETTER

LETTER TO PARENTS
(Sample letter in the event of a tragedy)

Dear Parents,
It is with regret, that I inform that RTO has experienced (the sudden death, accidental injury) of one of our students. We are deeply saddened by the death/events.
(Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost)

If you would like advice or assistance you may contact the following people at the school:

Admin Manager
Yours sincerely,
ELICOS ATTENDANCE MONITORING POLICY & PROCEDURE

Purpose

This policy regulates Sacred Heart International College (SHIC) in teaching and assessing achievement of learning outcomes of overseas/ international students who are enrolled in ELICOS courses. SHIC ELICOS Teaching & Assessment Policy and Procedures support Standard P3 and P4 of the ELICOS Standards 2018.

This policy exists in conjunction with other policies to provide overall high quality and continuous improvement at SHIC, including the ELICOS Attendance Monitoring Policy & Procedures, Continuous Improvement Policy, Course Evaluation Policy, and the Complaints and Appeals Policy and Procedure.

Scope

This policy applies to:

• International students enrolled in ELICOS Courses at SHIC.
• SHIC Academic, Admissions, Student Services and Administrative staff as well as the contractors employed in delivering the ELICOS course at SHIC.

The document details policy and procedures to ensure that ELICOS assessments are valid, reliable, fair and flexible.

Policy

This policy supports Standard P3 and P4 of the ELICOS Standards 2018.

This policy applies to the College’s international ELICOS students and staff.

This policy and procedure is for teaching and assessing achievement of learning outcomes of ELICOS students.

The CEO is responsible for the implementation of the policy and procedures and to ensure that students and staff are aware of its application and implement its requirements.

All staff are made aware of the requirements of this policy through staff induction, regular meetings, staff updates and continuous improvement practices. Students are made aware of the policy and procedures through the Student Prospectus, College’s website, Student Handbook, and during the enrolment and orientation processes.

SHIC has this policy and procedures in place to ensure that:

a. students are placed in a class appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement
b. where a special need is identified for a student, arrangements are put in place to address the need and support the student to learn effectively
c. teacher-to-student ratios do not exceed 1:18 per class
d. students are informed of the outcomes to be achieved from the course and, for each learning block, the learning outcomes for that block.

SHIC’s planning policies and procedures must enable teachers to:

a. customise teaching to student needs
b. access the resources required for delivery of the course
c. research course content and developments in English language teaching to meet student needs.

SHIC must maintain records of teaching delivery for a reasonable period in accordance with the ESOS Act and ensure:

a. retention and accessibility of records, including electronically
b. learning outcomes are documented
c. effective review, revision and delivery of courses.

SHIC must continuously improve delivery of courses by:

a. making adjustments based on analysis of feedback from students and other stakeholders as appropriate.
b. monitoring appropriateness of delivery for student groups
c. regularly evaluating learning outcomes achieved.

SHIC clearly outlines assessment policies and procedures, which must provide for:

a. formative and summative assessment
b. clear identification of assessment outcomes as they relate to progress through the course
c. assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, and
   i. includes appropriate oversight or moderation of assessment outcomes
   ii. in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.

SHIC, upon completion (or partial completion) of study, will issue each student with a document that:

a. indicates the CRICOS course name, the college name and contact details, dates of study, course duration, levels of
achievement or proficiency, authorised signature and name of
signatory
b. includes, or is accompanied by, a plain English explanation
of the terms used in awarding grades at all levels.

SHIC is committed to ongoing and regular evaluation and
review of teaching process & assessments, so as to reflect cur-
rent standards of TESOL teaching, maintain staff and student
satisfaction, ensure compliance with industry regulations /
guidelines, and maintain the ongoing achievement of learning
outcomes.

To this end it undertakes
a. Yearly Validation processes of course resources.
b. Twice yearly Moderation processes of course resourc-
es.
c. Twice yearly Teacher and Student Feedback surveys
(refer to the Course Evaluation Policy for further information).

SHIC will undertake processes for continual improvement of
student assessment by:

a. making adjustments based on collection and analysis
of feedback from students and other stakeholders as appropri-
b. monitoring appropriateness of assessment for student
c. regularly evaluating course outcomes achieved.

Procedures

Students based on their IELTS score or its equivalent including
the result of the College’s English Placement Test will be placed in a class appropriate to their
current language proficiency level, learning goals and learning
needs and consistent with their written agreement by the
Administration staff and if necessary through consultation with the ELICOS Coordinator.

Students’ special learning needs will be identified during
enrolment processes by the Enrolment Officer and during the
training and assessment activities by the trainers and arrange-
ments are put in place to address these needs.

The Administration staff, if necessary through consultation
with the ELICOS Coordinator, will allocate a maximum of 18
ELICOS students/ class.

Teaching Procedure

Students are informed of the outcomes to be achieved from
the course by the teachers.

During planning activities, the ELICOS teachers will be able to:

a. customise teaching to student needs
b. access resources required for delivery of the course
c. research any special purpose course content and
developments in English language teaching to meet student
needs

ELICOS teachers conduct weekly formative assessments and
summative assessments at the end of each level of General
English, based on the assessment schedules incorporated in the
General English curriculum.

The assessment tasks consist of but are not limited to:

a. Report or descriptive writing for General English stu-
dents.
b. Note-taking for students.
c. Report and/or essay writing for students.
d. An oral presentation for a duration of 3 to 5 minutes
for General English students.
e. The assessment tasks and activities are based on the
theme for the week.
f. After the students present their assignments/ tasks,
teachers will correct their work, use the feedback sheet and
record the students’ completion of the task. They then return
them to the students together with the feedback sheets. The
students should keep a portfolio of their work to mark their
progress.
g. General English teachers use the feedback sheet to as-
ess and provide feedback about the progress of the students’
writing and speaking. They record the students’ completion of
the task.

The teachers must maintain records of teaching delivery for 2
years and ensure:

a. retention and accessibility of records, including elec-
tronically
b. learning outcomes are documented
c. effective review, revision and delivery of courses.

Assessment Structure & Procedure

In addition to teaching, ELICOS teachers are responsible for
students’ assessment, lesson preparation, course evaluation,
projects, and End of level reports. All ELICOS teachers are to
work together as a team to ensure the quality and consistency
of the ELICOS courses.
The ELICOS program runs one assessment per week and one
ELICOS ATTENDANCE MONITORING
POLICY & PROCEDURE

at the end of each level. There are two types of assessments which are formative and summative.

a. Formative assessments are conducted weekly through weekly assessments and activities. The purpose of the assessment is to test students’ prior ability to read, write, speak, or listen about the textbook theme of the week. In order to encourage students to do their best, they are allowed to use electronic devices for dictionary use only.

b. Summative assessments include End of level Test for the General English Elementary to Upper Intermediate level. These assessments test the grammar and vocabulary related to the study focus of the level. These are done under test conditions, without notes and reference material. The summative assessment formats include the following:

i. All tests will be held in class. The relevant ELICOS teacher for each relevant class will be responsible for the preparation, collection and marking of the tests.

ii. The speaking tests are taken from the General English course book for the appropriate level and / or based on other formal English testing resources. The ELICOS Coordinator or other ELICOS teachers may be requested to moderate the speaking tests.

iii. The listening tests are taken from the General English course book for the appropriate level and / or based on other formal English testing resources.

iv. The reading tests are taken from the General English course book for the appropriate level and / or based on other formal English testing resources.

v. The writing tests are based on work covered in class in the preceding weeks and/ or other formal English testing resources.

vi. A writing moderation session is regularly conducted so that all writing teachers can be involved in correcting the writing tests.

vii. All ELICOS teachers are to record students’ formative and summative assessments scores, sign off each student’s final results and provide the final results to the Student Administration to be entered into the Student Management System.

Grades are entered by the class teacher by the second study day of the week following the assessment. This allows teachers sufficient time to mark the assessments.

All details of the assessment tasks are available for General English teachers in the General English Curriculum Elementary to Upper Intermediate level and Assessment tasks corresponding to the level. All students’ progress records are filed in individual files in class. The records will be kept for 2 years.

Records Procedure

The teachers must maintain records of teaching delivery for 2 years and ensure:

a. retention and accessibility of records, including electronically

b. learning outcomes are documented

c. effective review, revision and delivery of courses.

Completion Procedure

Students who enroll in the 4 level General English course with SHIC need to complete every level to successfully complete the General English course (Elementary to Upper Intermediate). However, students who wish to discontinue course in midway are given an exit test corresponding to the level they have completed.

Upon completion (or partial completion) of study, each ELICOS student will be issued with a certificate and transcript that:

a. indicate the CRICOS course name, the college name and contact details, dates of study, course duration, levels of achievement or proficiency across listening, reading, speaking and writing, authorized signature and name of signatory.

b. include, or is accompanied by, a plain English explanation of the terms used in awarding grades at all levels.

Promotion and demotion of students

Students are assigned to a class and level based on their performance on the placement test they complete upon enrolment. These tests are stored in SHIC’s Student Management System which is wisenet. Teachers are to monitor students on a weekly basis and determine whether students are placed in the appropriate class or level. This is to ensure that students are placed in the best position to succeed in their studies.

Students are promoted on the basis that they demonstrate a commitment to their studies and have generally achieved the learning outcomes of their current ELICOS level. Students are demoted on the basis that they are unable to keep up with the content of study. The English coordinator is informed of any changes.
Students are not to be promoted in their final 2 weeks of study unless there is overwhelming reason to do so. This is to prevent students from trying to "cheat" the system e.g. study in elementary for 10 weeks and then after 2 weeks in the new level, they "exit" as a pre-intermediate student.

**Feedbacks**

Student Feedback surveys are done in class time, administered by a coordinator. The classroom teacher cannot be present during this time, except in cases where students require further explanation about the purpose of the activity. Surveys are collected inside a box by the coordinator or Lead Teacher at the end of the session.

Teacher Feedback surveys are done either during the teacher’s preparation time or in the teacher’s own time. Teachers leave their surveys in a box placed in the coordinator’s office.

All feedback is anonymous in that the forms do not prompt for name and the addition of name is optional.

The survey data is collated by the coordinator and/or Lead Teacher, along with informal feedback and resolved or ongoing complaints. At least two staff members in a managerial role discuss the findings and material and then seek strategies to improve the ELICOS program where necessary.

All other unsolicited and solicited feedbacks received by any member of the ELICOS team is to be raised at ELICOS staff meetings, and entered into the agenda and actioned as appropriate. If a member cannot attend they shall pass the feedback onto the meeting organizer to raise on their behalf.

Staff are encouraged to raise their concerns and issues. Individual student or class feedback should be raised with the manager, and larger departmental issues should be raised at ELICOS staff meetings, and entered into the agenda and actioned.

The ELICOS Course Coordinator/Academic manager is to present any other formal feedback collected (such as student numbers, overall assessment performance etc.) for discussion and auctioning as appropriate.

The teachers and ELICOS coordinator must continuously improve delivery of courses by:

- making adjustments based on analysis of feedback from students and other stakeholders as appropriate
- monitoring appropriateness of delivery for student groups
- regularly evaluating learning outcomes achieved.

**Reassessments**

Formative assessments are not being reassessed for any reason. If students miss any formative assessments, their result will be marked as “Absent” but the result will not be considered when calculating the final result. Summative assessments can be requested to be reassessed if students are able to provide a medical certificate or any other similar documents in which compassionate grounds can be established. If students miss any summative assessments, their result will be marked as “Absent” and the result will be considered as a failed grade when calculating the final result.

**Validation**

Formal validation of resources is done annually, during the mid-year break. The validation process involves ensuring that resources (especially assessments) are valid, reliable, fair and flexible. Assessments and other resources might be reviewed and updated at this time. This is done to review any aspect of the program that can improve the quality of the course. Teachers might be asked to work during this time for this reason. Teacher and student feedback is undertaken twice a year, once in week 1 of the second study stage, and once in week 1 of the fourth study stage. This is done to identify any areas in the ELICOS program that is in need of improvement and/or adjustments. Both teacher and student feedbacks are paper based and reviewed by management.

Moderation processes are done twice a year, once in the month of June and other one in the month of December. The moderation process involves teachers discussing how they would award grades to several sample student work. At the time of moderation, the student number will be calculated by generating the report from PRISMS which is further matched with the wisenet. To analyze the sample size, we refer to the website RAOSOF (http://www.raosoft.com/samplesize.html) to have a statistically valid approach. The recommended sample size will be calculated based upon it and thereafter RANDOMIZER (https://www.random.org/lists/?mode=advanced) will be referred to generate the randomized list. This is done to ensure there are no instances of teachers marking too softly or too strictly.

**Related Standards**

This policy and procedure supports ‘Standards P3 and P4’ of the ELICOS Standards 2018.
1.0 Policy

This policy/procedure supports RTO 2015 Standards and of the ‘National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Students 2018’ and ensures that SHIC’s trainers can identify Language Literacy & Numeracy (LLN) skill levels and assist students with LLN skill needs, in order to provide them with assistance to complete their learning and assessment requirements, when attending SHIC Courses. Connecting LLN to a student’s core VET program enables the student to address their poor LLN skills in a meaningful and relevant context.

Purpose

SHIC’s LLN Policy and Procedure sets out the framework for integration of LLN within SHIC and provides guidance to the institute on its implementation and monitoring. It also reflects the expectations and responsibilities of staff and its students.

Scope

This policy and its procedure are specifically focused on LLN and apply to all students including potential students enrolled or seeking to enroll in a VET course of study with SHIC.

Access & Equity

SHIC does not discriminate against students or potential students who have been identified as having low LLN skills. However, the individual will be referred to a LLN specialist trainer specialising in LLN for further assistance. Ultimately it is the choice of the participant as to whether or not they proceed with the enrolment. In a situation where it is not possible to meet the students LLN needs, SHIC will offer the student to change the relevant course as per their capabilities or will provide the participant with a refund or a credit toward participating in an SHIC course at a later date.

All information relating to Students regarding LLN will be treated as confidential and in accordance with SHIC’s Privacy Policy.

2.0 Procedure

- **Student Support Officers** promote the SHIC LLN Policy to students at initial enquiry and before the course commences and of the availability of confidential support services if they have LLN problems.
  - At the time of Orientation, students’ LLN assessment Test is administered.
  - **Trainers** assess the LLN test to identify students’ LLN skill levels.
  - **Trainers** provide students with opportunity to discuss and learn given their current LLN skill levels.
  - Refer Students to the assigned LLN specialist **Trainer** specializing in LLN skills, where required by filling the LLN Support form.
  - **Trainer** along with the intervention officer will also monitor the student’s progress to ensure the improvement.
  - Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, the Institute will direct participants to an external literacy specialist
  - Students are requested to declare any learning disabilities/language requirements as a part of the enrolment process. Once such requirements are identified, relevant staff are alerted to the students’ requirements and remedial processes can be implemented.
  - Escalate any LLN problems to the **Training Manager/ Course coordinator** for final approval on strategy.
  - All information relating to participants gathered during needs identification, training and evaluation will remain confidential.
  - Participants will have access to any information gathered by the Institute about them as defined in the Institute’s Privacy Policy and Procedure.

Needs Identification

- To maximize student’s ability to meet course requirements, identification of training needs is to be undertaken using LLN competencies, which may be needed to effectively participate in SHIC
courses.

- SHIC endeavors to establish students’ LLN needs, prior to course commencement, however should a student’s LLN needs not be identified until the course has commenced, SHIC analyses these needs and provides a strategy for assistance.

- Where it is not possible to meet the students LLN needs, SHIC will offer the student the opportunity to change the course as per their capabilities or will provide the participant with a refund or a credit toward participating in an SHIC course at a later date.

Adjustments to Assessments

There are a number of ways that SHIC may make reasonable adjustments to the assessment procedure to allow for the LLN skills of students without losing the integrity component of the assessment. Any adjustments are made under guidance from the relevant Industry Skills Council.

These include:

- Reading aloud written material to students
- Allowing the use of a helper for students who cannot type the answers
- Using signs, pictures and graphics
- Allowing the use of an interpreter
- Writing material in plain English
- Asking parts of questions to be answered orally
- Asking students to demonstrate their skills

Depending on the specific types of assessment, not all above adjustments are possible, appropriate or permissible. For example, allowing the use of an interpreter, where an assessment specifically requires demonstration of English communication skills would invalidate that assessment.
1.0 Policy

This policy is designed to ensure that Sacred Heart International College (SHIC) is able to effectively manage administrative, record management and reporting requirements in accordance with the requirements of the RTO 2018 Standards for and the ESOS National Code 2018.

This policy and procedure applies to administration, records management, and record retention of all records and details collected and maintained for training and assessment services delivered by SHIC.

The policy and procedure also provides processes to ensure SHIC can maintain compliance with all external reporting responsibilities (i.e. – AVETMISS, ASQA, Quality Indicators, ESOS Act and Department of Home Affairs).

2.0 Procedure

2.1 Responsibility of Records Management (refer to Attachment 1)

- The CEO has the responsibility to ensure that all business related and financial records are maintained appropriately. This includes but is not limited to:
  - Financial and annual reports
  - Business plans
  - Minutes of meetings relating to business operations and governance arrangements
- The Training Manager/Course Coordinator/Admin Manager has responsibility for ensuring that all records relating to the delivery of training and assessment services are maintained appropriately. This includes but is not limited to:
  - All records of delivery and assessment arrangements
  - Staff records
  - All required records to ensure compliance against the RTO 2018 standards and ESOS National Code 2018
- The Records Officers have the responsibility for the storage, maintenance and archiving of all training and assessment records. This includes but is not limited to:
  - Student records database
  - Records and evidence of training and assessment services and completion of any training and assessment services provided
- The Records Officers have the responsibility for the storage, maintenance and archiving of all students administration records. This includes but is not limited to:
  - All related administration paperwork and records relating to student enrolment, progress,
  - The student contact details are to be updated twice every year, for every enrolled student. The dates specified are: 30th June and 15th November of every year. Student contact details form would be used to update the details.
- Trainers and Assessors have the responsibility for the recording of student progress, assessment results, enrolment withdrawal or cancellation; providing feedback and recording interactions with students in relation to complaints or appeals (in the first instance);
- The RTO is required to maintain a Student Record Management System that is able to collect AVETMISS. Wisenet is currently used and meets this requirement.

2.2 Retention of Student Training Resources and Assessment Instruments (refer to Attachment 2)

The RTO is required to maintain all assessment instruments for all students for a period of 6 months beyond the date at which the student was deemed competent in the unit of competency unless the instruments are required for validation purposes.

Should the organisation activate any funding contracts, the period of retention will be extended to meet its contractual obligations.

Master copies of assessment and training materials and resources are also required to be maintained for a period of five years from the date the materials cease to be used within SHIC.

2.3 Retention of Student Records and Assessments

SHIC is required to ensure that all records of training and assessment are securely maintained for the duration of the student’s enrolment in the course and a further 2 years after completion or cancellation of the student’s enrolment in the course.

To ensure these records are maintained the Student Support Officers are to ensure that appropriate records are retained as indicated in the schedule below:

**Hard Copy Student Files:**

- Currently Enrolled Students
- SHIC will maintain all student records (in hard copy) while a student is enrolled with us. This will include but is not limited to:
  - Application form
  - Letter of Offer (International Students Only)
  - Written agreement
  - COE (International Students Only)
  - Evidence of meeting IELTS and/or entry requirements not for domestics

- Completed / Cancelled Students
- Hard Copy student files will be retained in full for a period of 2 years after the completion/cancellation of training and assessment in the course. These files will be archived as per the archiving processes in place.
  - Each individual student file must include the following:

**International Students:**

- Enrolment information and paperwork (Application form, letter of offer, written agreement, COE, evidence of meeting IELTS requirements)
- A copy of all assessment tasks, including tests, assignment, role plays, projects etc. for all Units undertaken in the course (all assessment tasks must be marked)
- A copy of the Assessment Outcome Record Sheet for each unit
- Copy of Statement of Attainment or Qualification issued
The student files to be retained must include the following:

- Enrolment documents
- The assessment schedule for each unit included in the enrolment
- A copy of all assessment tasks (including tests, assignment, role plays, projects etc.) and related evidence of assessment for all units included in the student enrolment
- A copy of the Assessment Outcome Record Sheet for each student for each unit

SHIC will also maintain the electronic copy of all the receipts of payments made by the students under the written agreements for at least 2 years after the student ceases their study with us.

Electronic records:
Full electronic student records for all students will be retained for a period of thirty (30) years. This will be maintained in a format that is able to be transferred to the ASQA as required.

2.4 Retention of Fees paid records
The receipt of the fees paid by the student along with the fees agreements will be retained as a hard copy and in the Accounting software (QuickBooks) by the Accounts Officer (Accounts Department) for 5 years as per the ATO requirement.

2.5 Enrolments and participation
- All details of enrolment and ongoing participation in training and assessment are entered on the AVETMISS compliant Student Records Management System, Wisenet.
- The database shall also contain records of student progress that shall be maintained by the Student Support Officers.
- Student data shall be entered in a timely manner that reflects the student’s current status. This includes identifying the training and assessment that has been undertaken as it occurs and maintaining an ability to provide up to date student records at any time.

2.6 Provision of student records to regulator
Transfer of records will be consistent with contractual and legal requirements and the requirements of the National VET Regulator (Australian Skills Quality Authority- ASQA). This may include regular reporting of various data (i.e. Quality Indicators) relating to the training and assessment services provided by the RTO.

2.7 Document retention and disposal
Student Records:
- All student records are stored securely at the RTO premises in line with the timeframes above.
- The manner of disposal after the retention period will be the responsibility of the Student Support Officers. To ensure confidentiality, documents containing personal details or other sensitive information will be destroyed before disposal.

All other documentation:
- The document retention period of all other documents relating to the RTO operations, if not contractually or legally required, shall be seven (7) years the manner of disposal after the retention period will be the responsibility of the Training Manager/ Course Coordinator/Admin Manager. To ensure confidentiality, documents containing personal details or other sensitive information will be destroyed before disposal.

Confidential Information
SHIC will make all reasonable efforts to protect confidential information received from clients or partner organisations during the course of business operations. This information will not be disclosed without the prior consent of the client or partner organisation. Please refer to the consent declaration signed by the student in the written agreement.

2.8 Secure storage of electronic records
- Student records and results are stored on the RTO’s Student Record Management System, Wisenet. All electronic records are kept on a secure server that is backed up daily. Copies of the daily back up are kept in 2 different places (including offsite locations). The daily back up is the responsibility of the IT Manager.

2.9 Privacy and Student Access
Please refer to Privacy Policy for detailed information.
- Except as required under the standards and ESOS act for Registered Training Organizations, Government Contracts or by law, information about a student will not disclosed to a third party without the written consent of the student.
- Access by students to their personal records is available upon request to the Student Administration Department. Students may contact Student Support Officers to discuss a suitable time to view their file and, access will only be granted once a student can confirm their identification.
- Access to the file will be granted only once written notification is received and the Student Support Officers has validated the student’s identification.
- Access shall be provided within 5 days of confirming the student’s identification.
- Information that may be accessed includes progress, personal details, and any relevant details of the student’s enrolment that the RTO has collected.
- Document request form is to be filled by the student and an access would be provided to relevant documents after verifying the student ID. A copy of the form can be access by Student Support Officers at the reception.

2.10 Monitoring and review of records
- On an annual basis, SHIC will conduct an internal audit against the Standards for Registered Training Organisations and this will include reviewing all RTO records to ensure compliance is being maintained.
This process is supported within the Quarterly Review Schedule and the Quality Management Policy and Procedure.

- Student files will also undertake regular reviews to ensure information is included as required. This includes use of the 'Student File Checklist'.

<table>
<thead>
<tr>
<th>TRAIN AND ASSESS LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Note: Trainers and Assessors are to conduct training as outlined in the Training and Assessment Strategy [TAS]</td>
</tr>
</tbody>
</table>

Use a variety of delivery methods to meet requirements of training package and ensure a high level of learner engagement, taking into account individual learning styles.

1. **Conduct** Student induction according to the Student Induction Policy & Procedure and discuss information in the Student Information Handbook.

<table>
<thead>
<tr>
<th>Student Support Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Student Induction policy and procedure</td>
</tr>
<tr>
<td>-LLN Test</td>
</tr>
<tr>
<td>-Student Induction Feedback and Agent Services Survey</td>
</tr>
<tr>
<td>-Unique Student Identifier- Authorization Form</td>
</tr>
<tr>
<td>Step</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| 2.   | **Student Support Officer** | - Student induction policy and procedure  
- LLN Test  
- Student Induction Feedback and Agent Services Survey |
<p>| 3.   | <strong>Trainer and Assessor</strong> | Student Assessment Tools and Assessor Guides |
| 4.   | <strong>Trainer and Assessor</strong> | Email to Course coordinator and SSO (Records Management) |
| 5.   | <strong>Course Coordinator/Trainer and Assessor</strong> | Training and Assessment Strategy [TAS] |
| 6.   | <strong>Records Officer</strong> | Student Assessments and relevant forms to be signed by the trainers in the student assessments including feedbacks on students |
| 7.   | <strong>Records Officer</strong> | |
| 8.   | <strong>Assessor/Records Officer</strong> | Documents as per the Records management policy and procedure |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Required documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Add all student documentation to Student file.</td>
<td>Records Officer</td>
</tr>
<tr>
<td>10.</td>
<td>Conduct training according to the Delivery plan for each unit.</td>
<td>Trainer and Assessor</td>
</tr>
<tr>
<td>11.</td>
<td>Complete an Enrolment withdrawal or cancellation form and Student Enrolment Summary report to record learners who withdraw or cancel their enrolment.</td>
<td>Student Support Officer</td>
</tr>
</tbody>
</table>

**Note:** If a learner started training but withdrew before assessment was complete, evidence of participation (one piece), must be provided with the Enrolment withdrawal or cancellation form.

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Required documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Complete variation, and/or withdrawal or cancellation actions and retain the forms with the learner’s enrolment documents.</td>
<td>Student Support Officer</td>
</tr>
<tr>
<td>13.</td>
<td>Conduct formative assessment regularly.</td>
<td>Trainer and Assessor</td>
</tr>
</tbody>
</table>

**Note:** Formative assessments may also provide evidence towards a decision on competence.

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Required documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Conduct summative assessments.</td>
<td>Trainer and Assessor</td>
</tr>
<tr>
<td>15.</td>
<td>Mark assessments</td>
<td>Trainer and Assessor</td>
</tr>
</tbody>
</table>
**TRAIN AND ASSESS LEARNERS**

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Required documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. <strong>Respond</strong> to requests for extension or special consideration in a timely manner.</td>
<td>Student Support Officer</td>
<td>Student request form</td>
</tr>
<tr>
<td>17. <strong>Give</strong> appropriate feedback to students on submitted assessments within <strong>14 working days</strong> from the due date set for assessment activity.</td>
<td>Trainer and Assessor</td>
<td>Assessment tools - Assessment marking guide and feedback (Assessor guide)</td>
</tr>
<tr>
<td>18. <strong>Comply</strong> with confidentiality service standards.</td>
<td>Trainer and Assessor</td>
<td>Service Standard Confidentiality and Privacy policy and Procedures</td>
</tr>
</tbody>
</table>

Note: All results of student assessments will remain confidential. Access to assessment results will be provided only in accordance with Federal and State privacy legislation.

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Required documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. <strong>Respond</strong> to requests for assessment appeals.</td>
<td>Intervention Officer</td>
<td>Complaints and appeals policy</td>
</tr>
<tr>
<td>20. <strong>Request</strong> feedback from learners and respond if necessary.</td>
<td>Trainer and Assessor</td>
<td>Unit feedback form</td>
</tr>
</tbody>
</table>

Note: This information will be used as part of the course *Training and assessment procedure – Review and improve [E2-P1d]*.

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Required documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. <strong>Retain</strong> unit feedback forms in the unit delivery folder.</td>
<td>Trainer and Assessor</td>
<td>Unit delivery folder</td>
</tr>
<tr>
<td>22. <strong>Add</strong> all student documentation to Student file.</td>
<td>Records Officer</td>
<td>Student assessments file</td>
</tr>
<tr>
<td>23. <strong>Enter</strong> a final assessment result into SMS within <strong>10 business days</strong> of the due date of the final assessment.</td>
<td>Records Officer</td>
<td>Wiseret Student Management System [SMS]</td>
</tr>
</tbody>
</table>

**Note:** Assessment Result codes are:
- C Competent
- NYC Not Yet Competent
<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Required documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Archive all completed assessments.</td>
<td>Records Officer</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

Trainers/Assessors must retain the following items for each student in every unit of competency in which she or he is enrolled:

- All completed student assessment tasks (for each unit of competence).

Or, where this is impractical (e.g. practical demonstrations such as performing a welding technique or building a cubby house), for each unit:

- a completed matrix showing the assessment mapping of the Training Package requirements or accredited course requirements for each unit of competence

AND:

- an observation checklist with sufficient detail and context
- photo file/s, labelled with the student ID, unit/module & assessment codes and date
- assessment feedback sheet with sufficient detail

| 27. Add all student documentation to Student file. | Records Officer/ checked by Admin Manager | Student File |

**Note:** Upon request at the SHIC reception, a *Statement of Results* can be issued to any student who has paid their course fees at any stage throughout their training by completing the Student request form. Students must present their Student ID card as proof of identity.
Attachment 2 Schedule for storage, retention and archiving

RETENTION AND DISPOSAL SCHEDULE

<table>
<thead>
<tr>
<th>Type of Record</th>
<th>Location</th>
<th>Responsible Person</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Personal Files</td>
<td>Admin Manager’s office and the server</td>
<td>Training Manager/Course Coordinator/ Admin Manager</td>
<td>7 years after date of separation</td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualifications/Statements of Attainment issued to each individual student must be retained (may be electronic or hard copy, and must contain enough information to reproduce the qualification Statement of Attainment, if required). A list of units of competency achieved by each individual student must also be retained.</td>
<td>Wisenet</td>
<td>Records Officer</td>
<td>30 years 100%</td>
</tr>
<tr>
<td>Student Results Records (may be electronic or hard copy and should show, for each unit of competency, the final summative result - usually a notation of competent/not yet competent; and the date of final summative result).</td>
<td>Wisenet</td>
<td>Records Officer</td>
<td>30 years 100%</td>
</tr>
<tr>
<td>Assessment Instruments and Assessor’s Marking Guides/Criteria/Observation Checklist.</td>
<td>SHIC Server</td>
<td>Trainers &amp; Assessors /Records Officer</td>
<td>As per General Direction: Retention Requirements for Completed Student Assessment Items</td>
</tr>
<tr>
<td>Completed Assessment Items</td>
<td>(Records Management Room )</td>
<td>Records Officer</td>
<td>As per General Direction: Retention Requirements for Completed Student Assessment Items 6 months from the date competency is</td>
</tr>
</tbody>
</table>
### Relevant Documents:
- Quality Management Policy & Procedure
- Student Induction Policy & Procedure
- Student Contact Details Form
- Results of the Students

### Other Relevant Documents:
- Time tables
- Student files
- Consent Form for Confidential Information

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#### Table: Record Retention Policies

<table>
<thead>
<tr>
<th>Type of Record</th>
<th>Location</th>
<th>Responsible Person</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELICOS Academic progress feedback form</td>
<td>Records Management Room</td>
<td>Records Officer</td>
<td>2 Years</td>
</tr>
<tr>
<td>Student Identification information required for the USI.</td>
<td>Wisenet</td>
<td>Student Support Officer</td>
<td></td>
</tr>
<tr>
<td>Records of Enrolment and Student Participation.</td>
<td>Wisenet</td>
<td>Student Support Officer</td>
<td>5 years</td>
</tr>
<tr>
<td>Records for International Students (includes Records of Assessment outcomes). ESOS Act 2000 (S21).</td>
<td>Wisenet/ PRISMS</td>
<td>Student Support Officer/Records Officer</td>
<td>2 years after the person ceases to be an accepted student</td>
</tr>
</tbody>
</table>

#### Quality Management

- **Customer Complaints**
  - Location: Wisenet
  - Responsible Person: Student Support Officer / Admin Manager
  - Retention Period: 3 years

- **Appeals**
  - Location: Wisconsin
  - Responsible Person: CEO/ Training Manager/ Course Coordinator/ Admin Manager
  - Retention Period: 1 year

- **Client/Stakeholder Feedback**
  - Location: SHIC Server
  - Responsible Person: Training Manager/ Course Coordinator/ Admin Manager
  - Retention Period: 5 years

- **Internal Audits**
  - Location: SHIC Server
  - Responsible Person: Training Manager/ Course Coordinator/ Admin Manager/CEO
  - Retention Period: 2 years

#### Financial Management

- **Financial Management Records Including Fees paid records**
  - Location: SHIC Server/ Accounting software
  - Responsible Person: Accounts Officer
  - Retention Period: 5 years (as per ATO requirements)

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V.4 Mar 2020
1.0 Scope

This policy applies to all SHIC international VET students and SHIC staff who deal with all matters concerning VET.

2.0 Policy

This policy supports the ESOS National Code 2018 and RTO standards 2015

2.1 SHIC monitors, records and assesses the course progress of each student for each unit of the course for which the student is enrolled in accordance with this policy and procedures.

2.2 SHIC has and implements this policy and procedures for each course, which must be provided to staff and students, that specify the:

a. Requirements for achieving satisfactory course progress.
c. Procedure for intervention for students at risk of failing to achieve satisfactory course progress.
d. Process for determining the point at which the student has failed to meet satisfactory course progress; and
e. Procedure for notifying students that they have failed to meet satisfactory course progress requirements.

2.3 SHIC assesses each student’s course progress at the end point of each study period/term as mentioned below:

- Up to 28 weeks courses - 2 terms/ study period
- Up to 56 weeks courses - 4 terms/ study period
- Up to 90 weeks courses - 6 terms/ study period

2.4 SHIC report students, under the National Code 2018 and RTO standards 2015, who have breached the course progress requirements.

2.5 The following procedures will ensure that all students’ academic performance is monitored and students are given every opportunity to achieve the required academic progress for each course they are enrolled in.

2.6 The process for assessing satisfactory course progress is identified by the number of units assessed as ‘Competent’ within one term – that is, a student must be deemed ‘Competent’ in at least 50% of the total number of units assessed throughout a term (study period).

2.7 The following procedures outline a process to ensure that students are made aware and given opportunities to rectify the situation at the following stages of academic non-progression:

a. Notified when close to falling below the required academic performance for a single term
b. 1st Warning when a student’s academic progress falls below 50% for a completed single term
c. 2nd Warning when they have fallen below 75% academic progress in the current term after falling below the required academic progression in the previous term

2.8 Where students have been identified as at risk of non-compliance of this requirement, all possible efforts shall be made to ensure that the student is given the opportunity to rectify their position, but where this is not possible their non-compliance of this requirement must be reported to the Department of Home Affairs (DHA) through PRISMS.

2.9 The following procedures ensure academic progress records are accurately kept and monitored for all students enrolled within each course. It allows for early detection of poor academic results and enables Sacred Heart International College and the students an opportunity to rectify the situation before reporting the breach of the academic performance requirement to the DHA.

2.10. All staff is to be made aware of the requirements of this policy through induction, regular meetings and updates and continuous improvement practices. Students are made aware of the academic progress requirements through enrolment processes and throughout the program.

3.0 Procedure

3.1 SHIC will designate a person who shall ensure that all student academic progress practices are conducted in a professional manner. This person is currently the Course Coordinator/ Intervention Officer and this responsibility is included within the individual’s position description.

Recording Student Academic performance

3.2 The student’s academic performance shall be recorded using the ‘Student Academic Performance Record Sheet’. This spreadsheet will calculate the projected academic progress for the term, based on the total number of units that are required to be assessed and the outcome of these assessments.

3.3 All students shall be deemed ‘Competent (C)’ or ‘Not Yet Competent (NYC)’ for each unit within the qualification they are enrolled and complete. The assessment shall be conducted by qualified trainers / assessors using SHIC’s assessment tools/methods and recording processes as required. All academic results are entered into the Students Records Management System (Wisenet) by the Records Officer.

3.4 It is the responsibility of the Trainers to ensure that the ‘Student Academic Result Sheet’ and ‘Student Assessment Summary Sheet’ is also updated after each assessment is completed and recorded. I.e. if there were 6 units in total assessed in a term and a student has been assessed as ‘C’ in 4 units and ‘NYC’ in 2 units for the term, the student’s academic progress would look like:
3.5 These records are checked regularly by the Course Coordinator/Records Manager for currency and accuracy.

4.0 Monitoring Student Academic Performance

4.1 The Intervention Officer will monitor student academic performance via the 'Student Academic Performance Record Sheet' (Excel spreadsheet) and report any issues, as outlined below, to the Course Coordinator/Training Manager/CEO. This monitoring will occur on weekly basis and will be supported by the Course Coordinator who will also monitor the student’s academic progress regularly and will be involved in the counselling and reporting process as outlined below.

4.2 At a convenient time, on weekly basis, Course Coordinator/Intervention Officer will review the academic progress of all students and monitor the following points:

a. Any student who falls below 60% academic progress for a single term
Students shall be sent a Notification Letter indicating that they have fallen below 60% academic performance for the term to date, and failure to achieve Competency in further units undertaken the current term may result in failing to achieve academic progress for the term. Failing to achieve this academic progression in two consecutive terms will be deemed in breach of Visa requirements and be reported to the appropriate government agency(s). The students are given the opportunity to be counselled in their progress if required. (See Appendix A)

i. Notes: Student to be advised to invite a 3rd party as the student’s witness if required.

ii. If the student does not respond within 7 working days the Intervention Officer/Training Manager will attempt to contact the student via telephone. When this fails the matter shall be forwarded to the Marketing Manager to contact the registered agent and subsequently to the CEO.

c. Any student who is below 75% academic progress in their current term after falling below 50% in their previous term

i. Students shall be sent a '2nd Warning Letter' notifying them they are at risk of breaching their requirement to maintain academic progression for each term they are enrolled. They are informed they have fallen below 75% academic progress in the current term after falling below the required academic progression in the previous term. They are informed that if they fall below the required academic progression in two consecutive terms they will be reported to the appropriate government agency(s).

ii. They are also informed that they are required to organise an appointment with the Intervention Officer/Training Manager.

iii. Intervention Officer/Training Manager to discuss their poor academic progress and strategies to ensure they stay above the 50% Academic requirement for the term. (See Appendix C)

iv. If the student does not respond within 7 days, the Intervention Officer will attempt to contact the student via telephone. When this method of contact fails the matter shall be forwarded to the CEO.

d. When a student’s projected academic progress falls below 50% for 2 consecutive terms

The student shall be sent a 'Breach Recorded' letter indicating they are going to be reported to the DHA for unsatisfactory academic progress in their course of study. They are informed that this has occurred as they have failed to be deemed Competent in more than 50% for two consecutive terms.

They are also informed of their ability to access the appeals and complaints process and have 20 working days to do so. (Appendix D)

4.3 If the student does not go through any appeal or complaint process within 20 working days, the report shall be submitted via PRISMS.

4.4 All communications with students (notification letters, warning
3.5 These records are checked regularly by the Course Coordinator/Records Manager for currency and accuracy.

4.0 Monitoring Student Academic Performance

4.1 The Intervention Officer will monitor student academic performance via the 'Student Academic Performance Record Sheet' (Excel spreadsheet) and report any issues, as outlined below, to the Course Coordinator/Training Manager/CEO. This monitoring will occur on a weekly basis and will be supported by the Course Coordinator who will also monitor the student’s academic progress regularly and will be involved in the counselling and reporting process as outlined below.

4.2 At a convenient time, on a weekly basis, the Course Coordinator/Intervention Officer will review the academic progress of all students and monitor the following points:

a. Any student falls below 60% academic progress for a single term
   Students shall be sent a Notification Letter indicating that they have fallen below 60% academic performance for the term to date, and failure to achieve Competency in further units undertaken in the current term may result in failing to achieve academic progress for the term. Failing to achieve this academic progression in two consecutive terms will be deemed in breach of Visa requirements and be reported to the appropriate government agency(s). The students are given the opportunity to be counselled in their progress if required. (See Appendix A)

   PLEASE NOTE: Where a course has 2 or less units delivered in term, the Notification Letter will be issued when a student has failed a single unit or reaches 50%.

b. When a student’s projected academic progress falls below 50% for a completed single term
   When a student’s academic progress falls below 50% for a completed single term the Intervention Officer shall notify the Course Coordinator and a ‘1st Warning Letter’ shall be sent to the student to advise he/she must contact Sacred Heart International College and organise an appointment with the Intervention Officer to discuss their poor academic progress and strategies to ensure they stay above the 50% academic requirement for the following term. (Appendix B)

   i. Notes: Student to be advised to invite a 3rd party as the student’s witness if required.

   ii. If the student does not respond within 7 working days, the Intervention Officer will attempt to contact the student via telephone. When this method of contact fails the matter shall be forwarded to the CEO.

c. Any student who is below 75% academic progress in their current term after falling below 50% in their previous term

   i. Students shall be sent a ‘2nd Warning Letter’ notifying them they are at risk of breaching their requirement to maintain academic progression for each term they are enrolled. They are informed they have fallen below 75% academic progress in the current term after falling below the required academic progression in the previous term. They are informed that if they fall below the required academic progression in two consecutive terms they will be reported to the appropriate government agency(s).

   ii. They are also informed that they are required to organise an appointment with the Intervention Officer/Training Manager.

   iii. Intervention Officer/Training Manager to discuss their poor academic progress and strategies to ensure they stay above the 50% Academic requirement for the term. (See Appendix C)

   iv. If the student does not respond within 7 days, the Intervention Officer will attempt to contact the student via telephone. When this method of contact fails the matter shall be forwarded to the CEO.

d. When a student’s projected academic progress falls below 50% for 2 consecutive terms
   The student shall be sent a ‘Breach Recorded’ letter indicating they are going to be reported to the DHA for unsatisfactory academic progress in their course of study. They are informed that this has occurred as they have failed to be deemed Competent in more than 50% for two consecutive terms.

   They are also informed of their ability to access the appeals and complaints process and have 20 working days to do so. (Appendix D)

4.3 If the student does not go through any appeal or complaint process within 20 working days, the report shall be submitted via PRISMS.

4.4 All communications with students (notification letters, warning letters) shall be made in writing and are recorded and will all be kept in the student file.

5. Intervention Strategies

5.1 SHIC implements a documented intervention strategy, which are made available to staff and students, that specifies the procedures for identifying and assisting students at risk of not meeting the academic/course progress requirements. This strategy specifies:

   a. procedures for contacting and counselling identified students
   b. strategies to assist identified students to achieve satisfactory course progress; and
   c. the process by which the intervention strategy is activated.

5.2 The objective of this intervention strategy is to identify any
necessary action to assist the student, who are identified as failing or at risk of failing to meet academic/course progress requirements, in order to achieve or regain satisfactory course progress.

5.3 The Intervention Officer/ Course Coordinator is responsible for the implementation and monitoring of the Intervention Strategy.

5.4 At a minimum, the intervention strategy must be activated where the student has failed or has been deemed not yet competent in 50 per cent or more of the units attempted in any study period. SHIC activates an intervention strategy at any point before the end of the study period.

5.5 Within 10 working days of the completion of a unit, the Intervention Officer will review the academic progress of all students and identify those students who are “at risk” of not meeting satisfactory course progress requirements.

Notes: provide report as evidence

5.6 Depending upon the scenario, the required steps will be taken as per the ‘Monitoring International Student Academic Progress Policy’.

5.7 In the process of following the intervention strategies, the responsible Intervention Officer will ensure that he/she records and maintain the following documents to monitor further course progress levels of the students:

- Intervention Monitoring Database
- Appointment Record Sheet
- Intervention Summary Sheet

(Copies of all the notification letters, warning letters, Intervention summary sheet & all the other relevant documents require to be placed & retained in the student’s academic file)

Notes: Sample student files

5.8 The warning letter will inform the Student that he or she is able to access SHIC’s complaints and appeals process and that the student has 20 working days in which to do so.

5.9 If the student believes there are reasons why they should not be reported, they may appeal as detailed above. The student may appeal if they believe one or more of the following have happened:

a. SHIC has not recorded assessment outcomes correctly.

b. There are compassionate or compelling reasons which have contributed to their unsatisfactory progress. These circumstances could include but are not limited to:
   - Serious illness or injury, where a medical certificate states that the student was / is 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 emergency travel and this has impacted on the student’s studies; or
   - A 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)
     - Where the RTO is unable to offer a pre-requisite unit
     - Inability to begin studying on the course commencement date due to delay in receiving a student visa.

c. SHIC has not implemented their intervention strategy in accordance with their documented policies and procedures.

d. SHIC has not implemented any other policies which may impact upon their results – eg. assessment policy.

e. SHIC has not provided the complaints and appeals policy to the student.

5.10 The intervention meetings will be initiated by the Intervention Officer/ Training Manager; however appropriate personnel such as counsellors may be called on to assist with the process.

5.11 At the intervention meeting academic and non-academic issues are to be explored, solutions sought and the following intervention strategies will be put in place where appropriate:

a) academic skills support
b) additional English/Tutorial support
c) increased monitoring
d) a mentor programme
e) personal counselling
f) provision of customised timetable
g) being placed in a suitable alternative subject within a course or a suitable alternative course; or
h) a combination of the above and a reduction in course load.

5.12 Assessment Re-assessment: If the student fails his/her assessments, he will be provided with ongoing support as prescribed in the Training and Assessment Policy and Procedures: Assessment and Re-assessment and the Assessment Appeals.

5.13 The Intervention Strategy could be activated by:

a. a letter to the student
b. personal contact with the student by a suitably authorised staff member
c. contact with the student by the course counsellor/convenor;

5.14 Documentary evidence of the intervention measures implemented should be kept in each student’s files.

5.15 Students will be required to accept the intervention strategy proposed by SHIC within 10 working days by signing the Intervention Strategy Plan. Students failing to accept the proposed interventions strategy will be reported to the DHA for unsatisfactory academic progress.

5.16 If a student attends an intervention meeting, has signed the Intervention Strategy Plan but fails to adhere to the plan, the student will be sent an intention to report letter after the end of the second
consecutive study period. They will be provided with a copy SHIC’s
complaints and appeals policy and form advising the student of a 20
working days’ period within which to respond. If they do not respond
or their grounds for appeal are rejected they will be reported to the
DHA for unsatisfactory progress.

Note: Sample student file

5.17 Students failing to attend the intervention meeting without
a reasonable excuse (refer to compassionate and compelling
circumstances) will be sent an intention to report letter after the end
of the second consecutive study period. They will be provided with
a copy SHIC’s complaints and appeals policy and form advising the
student of a 20 working days’ period within which to respond. If they
do not respond or their grounds for appeal are rejected they will be
reported to the DHA for unsatisfactory progress reported to the DHA
for unsatisfactory academic progress

5.18 Where a student on the intervention strategy requires more
time to complete their qualification a new Confirmation of Enrolment
must be issued by the authorised PRISMS administrator and lodged on
PRISMS. The new Confirmation of Enrolment must indicate the revised
completion date and the reasons for the revised date. Refer to the
'SHIC Extending Course Duration Policy & Procedure'

6. Reporting ‘Breach of Student Academic Progress’ – Notice of
Intention to Report

6.1 Where SHIC has assessed the student as not achieving satisfactory
course progress, the student will be notified in writing of its intention
to report the student for not achieving satisfactory course progress.
The written notice must inform the student that he or she is able to
access SHIC’s complaints and appeals process in accordance with the
Complaints and Appeals Policy and Procedures and that the student
has 20 working days in which to do so.

6.2 All students who fail below 50% academic progress requirement for
two consecutive terms (study periods) and have no supporting reasons
shall be reported via PRISMS to the DHA for a breach of their Visa
condition.

6.3 Students have 20 working days from the date the ‘Breach
Recorded’ letter is processed to appeal the decision of their academic
non-performance. This does not mean that the complaints/appeals
process must be finalised within 20 working days.

6.4 If a student chooses to access SHIC’s complaints and appeals process,
SHIC must maintain the student’s enrolment while the complaints and
appeals process is ongoing and until any decision has been made.

6.5 Where the student has chosen not to access the complaints and
appeals processes within the 20 working days’ period, withdraws from
the process, or the process is completed and results support SHIC’s
decision, SHIC will notify DHA through PRISMS of the student not
achieving satisfactory course progress as soon as practicable.

6.6 After all complaints and appeals processes are finalised and a
student is deemed to have failed to meet satisfactory course progress,
SHIC must report this via PRISMS.

This process of reporting breaches into PRISMS is the responsibility
of the Intervention Office / Course Coordinator who monitors the
projected academic progress weekly. They are also supported by the
monitoring conducted by the CEO.

A copy of all letters and any reports are to be kept in the student files.

1. If applicable, the following will be maintained on the student files
   • 1st Warning Letter
   • 2nd Warning Letter
   • Breach recorded letter
   • Intervention Documents
   • Notes from counselling sessions
   • Medical certificates
   • Appeal documents
   • Other relevant documents

Course Progress Policy and Procedures for CRICOS Providers of VET
Courses. Ref: https://internationaleducation.gov.au/Regulatory-
Information/Documents/National%20Code%202018%20Factsheets/
Standard%208.pdf

V3.0 August 2019
1.0 Policy

1.1. The policy supports the RTO 2015 Standards and the National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Applicants 2018.

1.2. While student enrolled at Sacred Heart International College, the availability of complaints and appeals processes, does not remove the right of students to take action under Australia’s consumer protection laws as outlined in Standard 10 of the National Code 2018 “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”.

1.3. SHIC provides students with information prior to commencement of services including any third party arrangements affecting the delivery of training and/or assessment.

1.4. SHIC recruits’ students in an ethical and responsible manner and provide information that enables students to make informed decisions about studying with the registered provider in Australia. SHIC ensures students’ qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought.

1.5. The Institute will provide or make readily available information to the student that outlines the services the Institute will provide the student, along with the rights and obligations of the student and the Institute. This information is contained in the Institute’s Student Handbook, marketing materials, Letter of Offer and Written Agreement.

1.6. Written agreements stated in SHIC Letter of Offer and Acceptance Agreement between SHIC and students set out the services to be provided, fees payable and information in relation to refunds of tuition fees and non-tuition fees.

1.7. SHIC is to have a written agreement with each international student. SHIC does not accept tuition fees from international students before a Letter of Offer and the acceptance of the agreement signed by the International student or otherwise accepted by that student.

1.8. SHIC enters into a written agreement with the international students, signed or otherwise accepted by that student, concurrently with or prior to accepting tuition fee from the student. The agreement must:
   a) identify the course or courses in which the student is to be enrolled and any conditions on his or her enrolment
   b) provide an itemised list of tuition fees and non-tuition fees payable by the student
   c) provide information in relation to refunds of tuition fees
   d) set out the circumstances in which personal information about the student may be shared between the registered provider and the Australian Government and designated authorities and, if relevant, the Tuition Protection Service.

1.9. Credit Transfer- SHIC recognises qualifications and Statements of Attainment issued by another RTO. Where a student enrols in a qualification delivered and assessed by SHIC, then the Institute will recognise units of competency included on a Statement of Attainment/ Records of results issued to the applicant by another RTO towards the qualification assuming the units meet the packaging rules of the qualification delivered by the Institute and grants credit transfer in those units. Please refer to ‘SHIC Credit Transfer & RPL Policy and Procedures’ for any further information on this.

1.10. SHIC recognises students’ prior learning. Recognition of Prior Learning (RPL) is a process through which applicants gain course credits based on experience gained through similar study (but not direct equivalent), work experience (in any form) or through informal or formal training or other life experiences. Each qualification defines how RPL is to be assessed for that course and the units within that course. It is important that students lodge an application for RPL with their Application Form. Please refer to ‘SHIC Credit Transfer & RPL Policy and Procedures’ for any further information on this.

1.11. SHIC ensures that all procedures and policies for students enrolling into a course offered by us are followed correctly. SHIC has a student record management system (WISENET) in place that provides data that meets the AVET-
1.12. For international students, the Student Support Officer is to notify the Secretary and TPS Director via PRISMS of the following:

a. Provider Default within 3 business days of the default occurring and the outcome of the discharge of the Institute’s obligation within 7 days after the end of the Institute obligation period (the Institute’s obligation period is 10 business days after the day of the default).

b. Student Default within 5 business days of the default occurring and the outcome of the discharge of the Institute’s obligation within 7 days after the end of the Institute obligation period.

2.0 Procedure

2.1 Student Engagement before Enrolment for International Students

Prior to SHIC accepting a student, or an intending student, for enrolment in a course, we provide, in print or through referral to an electronic copy of Student Prospectus, current and accurate information regarding the following:

a) the requirements for acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required and whether course credit may be applicable

b) the course content and duration, qualification offered if applicable, modes of study and assessment methods

c) campus locations and a general description of facilities, equipment, and learning and library resources available to students

d) details of any arrangements with another registered provider, person or business to provide the course or part of the course

e) indicative course-related fees including advice on the potential for fees to change during the student’s course and applicable refund policies

f) information about the grounds on which the student’s enrolment may be deferred, suspended or cancelled

g) description of the ESOS framework made available electronically by the Department of Education, and

h) relevant information on living in Australia, including:

i. indicative costs of living

ii. Accommodation options; and

iii. Where relevant, schooling obligations and options for school-aged dependents of intending students, including that school fees may be incurred.

2.2 Application Process

a) On receipt of a completed Application Form - International Student, the Administration Officer / Admin Manager or authorised delegate will make a decision on eligibility.

b) Each enrolment application is to be assessed to ensure that the student’s qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought. This is completed through completing the Admission requirements.

c) The Administration Officer assesses the applicant’s previous educational qualifications (either obtained in Australia or overseas) necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enrol.

d) If the applicant’s educational qualifications do not meet the Institute’s admission requirements, other factors may be considered at the discretion of the institute. Verified evidence of these other factors must be included with the application. These other factors may include but not limited to:

i. Mature age, and or proof of being 18 years or older at the proposed date of commencement, Work experience,

ii. Attitude and aptitude,

iii. Previous academic results,

iv. Attendance / participation rate in the previous institute,

v. Ability and skills to function in an academic environment,

vi. Possibility to succeed in his/her academic endeavours.

e) Having arrived at an admission decision for the applicant’s educational qualifications, the English language skills (language and literacy) will be assessed. If student has a satisfactory IELTS score or equivalent (listed under entry requirements), the applicant will be offered a place in the chosen
course.

f) For onshore applicants, if an applicant has not attended an IELTS program or if the IELTS has expired, and they are unsure of their proficiency, they will be required to attend a meeting with the Admin Manager, who may (at CEO’s discretion), allow enrolment into the Institute. Each case will be examined on an individual basis and students may be required to sit an English Language Entry Test set out by the Admin manager.

g) For offshore applicants, if an applicant cannot produce a satisfactory IELTS score or equivalent and if there are doubts about the English language skills to cope in an academic environment, the applicant will be advised to enrol in an English as a Second Language course/ ELICOS course, for an appropriate duration until the student achieves an equivalent of IELTS score required by the course.

h) If the application is successful, a Letter of Offer and Acceptance Agreement-International Student will be sent to the applicant/ their agent/ representative (including details of tuition fees, commencement dates, OSHC and Visa information).

i) Applicants wishing to accept the offer must pay the fee requested in the Letter of Offer and Acceptance Agreements, complete, sign and date the Letter of Offer and Acceptance Agreements and return it to SHIC.

j) Once the completed acceptance agreement and the fee is received (and cleared by the bank) an electronic Confirmation of Enrolment (eCOE) will be generated and sent to the student/ the student’s agent/ representative.

k) Applicants must then apply for a student visa at their Australian Student Visa issuing centre and make travel arrangements to arrive in Australia in time to commence their course.

l) All completed applications are to be filed into the respective students’ folders.

m) No students under 18 will be enrolled in SHIC. Should a student not be 18 at the time of application, but will be 18 at the course commencement date, a statutory declaration from a parent or guardian must be provided along with the application.

2.3 Assessing Students’ Qualifications, Experience and English Language Proficiency for International Students

a) On receipt of a completed Application Form-International Student, the Admin Manager/ Admin Officer will make a decision on eligibility.

b) Each enrolment application is to be assessed to ensure that the student’s qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought. This is completed through completing the Admission Checklist.

c) The Admin Manager/ Officer assesses the applicant’s previous educational qualifications (either obtained in Australia or overseas) necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enrol.

d) If the applicant’s educational qualifications do not meet the Institute’s admission requirements, other factors may be considered at the discretion of the institute. Verified evidence of these other factors must be included with the application. These other factors may include but not limited to:

i. Mature age, and or proof of being 18 years or older at the proposed date of commencement,

ii. Work experience,

iii. Attitude and aptitude,

iv. Previous academic results,

v. Attendance / participation rate in the previous institute,

vi. Ability and skills to function in an academic environment,

vii. Possibility to succeed in his/her academic endeavours.

e) Having arrived at an admission decision for the applicant’s educational qualifications, the English language skills (language and literacy) will be assessed. If student has a satisfactory IELTS score or equivalent (listed under entry requirements), the applicant will be offered a place in the chosen course.

f) English Proficiency Entry Requirements for to Vocational Qualifications:

i. Enrolment into each course requires each International Student to meet the specified IELTS level or equivalent as per their chosen course.
ii. Each student is required to provide a certified/agent verified copy of their current IELTS level from their IELTS provider on application to SHIC.

iii. If the student’s IELTS has expired, an Australian Certificate IV qualification or an English language qualification at the upper intermediate level or above studied in Australia can be considered as a suitable entry requirement.

iv. If the IELTS test or its equivalent shows that the English language requirements have not been met, then the student will need to undertake a period of study in an English language course that gives an outcome at the upper intermediate level.

v. In the event that a student does not have formal evidence of English proficiency or of other vocational or higher education qualifications, they will be required to sit an English Language Entry Test. As a result of this test students may be enrolled directly into the course or may be required to undertake a specified period of English language study (ELICOS course).

vi. International students who are citizens of the following countries are not required to provide evidence of English proficiency provided they have at least one assessable qualification at year 12 level or above from one of the countries listed and the language in which they undertook the qualification was English.
   • Canada (excluding Quebec)
   • Ireland
   • New Zealand
   • Singapore
   • South Africa
   • United Kingdom (including Northern Ireland)
   • United States of America

2.4 Assessing Students’ Qualifications, Experience and English Language Proficiency for domestic Students

a) After receiving a completed Enrolment Form- Domestic Student, the Admission Staff will make a decision on eligibility.

b) Students will need to meet the following entry requirements dependent on the chosen course:
   a. Successful completion of Year 10 or equivalent study for Certificate IV levels
   b. Successful completion of Year 11 for Diploma and Advanced Diploma Level of vocational qualifications
   c. Successful completion of the SHIC’s Language Literacy and Numeracy (LLN) Test relevant to the levels
   d. Training Package entry requirements must be met and
   e. Applicant must be 18 years of age or above or - Mature aged students who have any have diverse academic, work and/or life experiences are encouraged to enrol.

c) Each enrolment application is to be assessed to ensure that the student’s Language, Literacy and Numeracy skills are appropriate for the course for which enrolment is sought.

d) A qualified assessor assesses the applicant’s Language, Literacy and Numeracy skills necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enrol.

e) If the applicant’s Language, Literacy and Numeracy (LLN) skills do not meet SHIC’s admission requirements, a learner may benefit from undertaking foundation skills training if there is a gap of one ACSF level between their existing performance and the level required to successfully complete a qualification/course. SHIC may also consider it unnecessary to provide foundation skills training unless there is more than one ACSF level difference between the existing level of a learner and the level needed to successfully complete a qualification/course. SHIC may determine that the VET course delivery will address the contextualised gap training needed so that the learner will be able to successfully complete without needing specific foundation skills delivery support. If the gap is too large, for example two ACSF levels, then the College may determine that specific foundation skills support is required.

f) Foundation Skills/ LLN Requirements for Vocational Qualifications:
   i. Enrolment into each course requires each domestic student to meet the specified LLN Skills as per their chosen course.
   ii. Each student is required to take a Language, Literacy and Numeracy Test for a relevant level. The LLN test will be assessed by a qualified assessor using a relevant Assessor Marking Guide.
   iii. If the LLN test result shows that the LLN requirements have not been met, then the student may be required to undertake a period of study in the General English course provided by SHIC that gives an outcome at the required LLN level.
   iv. Applicants who have successfully completed Year 10-12 in an Australian Secondary School or had an Australian Certificate IV qualification may not be required to undertake an LLN test, if they can provide an original or certified statement or certificate of confirmation, issued by a relevant school/ institution.
g) Third Party Agreements: Please note that we do not have third party agreements with any related institutions.

Other relevant documents:
- Institute’s student prospectus
- Marketing materials
- Letter of Offer and Written Agreements
- English Language Entry Test

V.3 Aug 2019
How to Apply

**Your Application**
- Read through the Sacred Heart International College Course Guide and pre-enrolment information at www.shic.vic.edu.au
- Choose your course.
- Download the Sacred Heart International College Application Form from www.shic.vic.edu.au Complete, sign and date the conditions of enrolment.
- Attach certified copies of supportive documents required in English.
- Forward all documents to Sacred Heart International College directly info@shic.vic.edu.au or to your local education agent.

**Application Assessment**
- Upon receiving your application, Sacred Heart International College will assess the application according to the admissions policies. Student may be required to attend the Genuine Temporary Entrants (GTE) interview at this stage.

**Offer Letter**
- You will be provided with a written Offer Letter and Student Acceptance Agreement if your application is successful and this will generally take 1 to 3 working days for Sacred Heart International College programs.

**Accepting Offer**
- To accept the offer, sign the Student Acceptance Agreement.
- Send the above documents to Sacred Heart International College or your local education agent.

**Making Payment**
Make payment amount according to student acceptance agreement. Please include your student ID, full name and date of birth as a reference for payment.

Fee Payment Methods:

- **Online Payments**
- **Telegraphic Transfer**
- **Direct Deposit**
- **Visit Our Accounts Office**

**Electronic Confirmation of Enrolment**
Electronic Confirmation of Enrolment (eCOE) will be issued upon receipt of complete Student Acceptance Agreement and relevant tuition fee payment.

**Visa Application**
- Include the eCoE(s) with your visa application.
- Please consult your local education agent about visa application matters or visit the Department of Home Affairs (DHA) website for more details on visa application to Australia: www.homeaffairs.gov.au

**Arriving in Melbourne**
- Attend orientation (Bring your eCoE, offer letter or evidence of payment, passport and copy of your visa to the orientation).
  For orientation date visit www.shic.vic.edu.au

*MasterCard and Visa are accepted. Visit www.shic.vic.edu.au
It is important to provide the deposit evidence and student enrolment details to the Sacred Heart International College Office for identification purposes.*

Account Name: Angel Investments Group Pty. Ltd.
Bank: Westpac
BSB No.: 033-003
Account number: 533049
SWIFT Code: WPACAU2S
Leviathan Building
Level 3, 271 - 281 Bourke St.  I  Melbourne (VIC) - 3000. Australia
Telephone: +61 3 9453 8330  I  +61 3 9453 8331
E-mail: info@shic.vic.edu.au

24/7 Emergency Contact Number: +61 406 097 111
Office Hours: Monday to Friday Time: 9:30 AM to 5:00 PM
Send all applications and supporting documentation to the above address.

The CEO, Course Coordinator & Admin. Manager, Training Staff and Administrative Staff of the college are available to provide general advice and assistance with matters such as studying, accommodation, English language problems and counselling. Students requiring special or intensive assistance must contact the Course Coordinator or the Student Support Officer who may refer them to external support services if required. The college will not charge for support services it provides or for referring students to external support services. Students will have to pay fees charged by external support services that they use.

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Student Administration Officer
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Management & Administration

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