



Student Participant Handbook

2020

WELCOME TO SYDNEY HIGHER EDUCATION INSTITUTE

I am pleased to welcome you to Sydney Higher Education Institute and would like to take this opportunity to congratulate you on choosing us as your preferred training provider.

Our commitment to providing excellence in delivering training and assessment services ensures a great training experience, whether you are here for professional development or a full qualification or any one of our short courses.

Our trainers are in touch with the latest trends and practices in the industry and their years of experience mean they can add those extra tips and tricks that you can only get from someone who has “been there, done that”.

You will be the beneficiary of the years of industry experience and training expertise that set our qualified and skilled trainers apart from the rest.

I know you will enjoy your learning experience.

Regards

Dr Max Conway

CEO

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INTRODUCTION

Who is SYDNEY HIGHER EDUCATION INSTITUTE?

Sydney Higher Education Institute, a dynamic Institute headquartered in Sydney, Australia, provides a unique opportunity for participation in a variety of learning programs which aim to address the needs of professionals and students in the business, hospitality and teaching fields.

Through our training organisation we provide students with cutting edge tailor- made courses in management, business, finance, tourism and English and through ACMHP (Australian Institute of Medical and Health Professionals) are able to provide a wide range of scientific, technical, health and medical courses to suit all levels of tertiary training.

Our vision is to be the most successful, prestigious and respected Accredited Further Education and Training Institute in the region and I take great pride in the quality of our lecturers and expert staff who are sourced from Australasia and internationally as recognised Sydney Higher Education Institute in their field. We aim to keep learning relevant to you by incorporating state-of- the-art knowledge with flexible learning options with the benefit of dedicated lecturers who are there to partner you on your learning experience.

Sydney Higher Education Institute

As a Registered Training Organisation (RTO) we are able to deliver nationally recognised (accredited) training, and issue Certificates for full qualifications or Statements of Attainment for partial qualifications in accordance with our Scope of Registration.

Our RTO is registered with the Australian Skills Quality Authority (ASQA) which is governed by the National Vocational Education and Training Regulator ACT 2011(NVR Act 2011). This legislation provides a framework to ensure that all RTOs are offering nationally recognised training that is consistent across all States and Territories and across all industries.

For more information on the requirements of being a Registered Training Organisation and how the National Regulator operates, visit the ASQA website at: <http://www.asqa.gov.au>

Through the audits conducted by our regulator we are given the opportunity to demonstrate that we are providing quality training and assessment services in accordance with relevant legislation.

We offer affordable, flexible and practical training through our courses, full qualifications and professional development workshops designed specifically for the individuals with a current job who are looking to move forward in their careers.

An effective and efficient vocational education and training (VET) system is essential to support workforce growth and skills development. With a combined experience in the education,

business, hospitality industries, and the healthcare system of over 30 years, Sydney Higher Education Institute aims to address the shortcomings often found in training by providing innovative, flexible learning for busy learners.

Information about course content, delivery options, schedules, pricing, and locations can be found on our website: <http://www.sydneyinstitute.org>/or by contacting Sydney Higher Education Institute team for more information on (02) 9596 4233

Scope of Registration

As an RTO we must notify ASQA of each of the training products we wish to deliver and provide evidence of our capability to deliver a quality service for these products. Once approval has been granted, these products are added to our Scope of Registration. We are not able to deliver training or issue certificates for any training product that has not been approved by ASQA to be included on our Scope of Registration.

You can check for the latest information about our Scope of Registration by visiting the National Register at: <http://training.gov.au/Home/Tga>

We are offering courses in the following products from our Scope of Registration:

- 10773NAT Certificate IV TESOL
- SIT50116 Diploma of Travel & Tourism Management
- BSB51415 Diploma of Project Management
- BSB80215 Graduate Diploma of Strategic Sydney Higher Education Instituteership

Student Handbook

This Student Handbook has been written to provide you with important information about undertaking courses and professional development programs with us. Here you will find information about your rights and responsibilities as a Participant and our obligations as a Registered Training Organisation, as well as information about our processes and how to access our services.

Please take the time to read this Handbook and ask one of our team members if there is anything you are unsure about.

Information for Students

SYDNEY HIGHER EDUCATION INSTITUTE (SHEI) obligations

SHEI is responsible for:

- The quality of the training and assessment in compliance with the VET Quality Framework. More details about the VET Quality Framework can be found on the ASQA website <http://www.asqa.gov.au/vet-registration/understand-the-requirements-for-registration/understand-the-requirements-for-registration.html>
- For the issuance of the AQF certification documentation. More details about the AQF certification standards can be found at <http://www.aqf.edu.au>
- Advising students, in advance, of any changes to the services, including new subcontracting arrangements or a change to existing subcontracting arrangements. This will be done by an announcement on the Institute web site.
- Advising students about their rights via the Code of Practice published on the Institute web site
- Advising students about the complaints and appeals procedure via the Institute web site.
- Advising students if the Institute, or a third-party delivering services on behalf of the Institute, closes or ceases to deliver a unit or units that the learner is enrolled in. This will be done by an announcement on the Institute web site.
- Advising students about any changes to services. This will be done by an announcement on the Institute web site.

Course assessment

A number of approaches to course assessment are used by Institute staff. Assessment approaches may include observation of performance in class, workshops, case studies, projects, assignments, presentations, role plays, written tests and exams. This may include use of simulated work environments and workplace policies and procedures.

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

Students are entitled to a maximum of two assessment attempts for each unit. If a student is unsuccessful after 2 assessment attempts, they will be required to repeat the unit and the students will be required pay a repeat unit fee. Not attending for a scheduled assessment will be counted as one assessment attempt for each occurrence unless:

- the student can provide a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or
- the student can provide independent evidence of exceptional compassionate circumstances beyond the student's control, such as serious illness of a close family member to explain the non-attendance at the assessment.

Course delivery

A number of approaches to course delivery are used by Institute staff. Approaches may include online delivery, workshops, seminars, tutorials and supervised study. During class time students will be expected to participate by, for example, answering questions, giving opinions, demonstrating tasks, working with others in groups, making presentations and role-playing situations.

Institute locations, facilities & resources

The Institute is located within an educational hub, with convenient access to trains and buses. The Institute has general-purpose classrooms, Internet access, student facilities for study, and computer access. Students could contact the Registrar, Administration and Student Services, to arrange access to the online library resources. Students will be given at least 20 working days' notice before any relocation of the training premises.

Students learning materials

Each student will be given below learning materials at orientation, at no additional cost to the student as it is included as part of the tuition fee:

- Student Workbooks for each unit of competencies within the enrolled qualification(s) or access to the Learning Management System.

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 indicating which modules or units of competency they have completed.
- Students are entitled, at no additional cost, to a formal Statement of Attainment on withdrawal, cancellation or transfer, prior to completing the qualification, provided the student has paid in full for the tuition related to the units of competency to be shown on the Statement of Attainment.

CODE OF CONDUCT

The Sydney Higher Education Institute Code of Conduct guides the actions and behaviour of all who are involved in providing training and assessment services. Development of the code reflects our commitment to all our stakeholders who are:

- Our participants
- Employers
- The Industry
- Our Members
- Our Staff
- Our registering body – the Australian Skills Quality Authority
- The Consumer – the ultimate beneficiary of our skilled professionals

The following principles provide the foundations for our Code of Conduct:

- We will act with integrity at all times in our dealings with our stakeholders.
- We will ensure that our practices are consistent; participant focused and in line with our conditions of registration at all times.
- We will ensure access to our services is non-discriminatory and our administrative processes do not unfairly disadvantage any person.
- We will provide clear and accurate information about the training products and services we offer.
- We will maintain a learning environment that is conducive to the success of all participants.
- We will maintain records of all participant engagement with training and assessment.
- We will ensure that we have clearly documented processes to support the quality management of our training operations.
- We will ensure continuation of training and assessment services to all our participants through responsible financial and business management practices.
- We will actively seek stakeholder feedback about all aspects of our training and assessment services to ensure that we continue to improve these services and meet the changing needs of our stakeholders.
- We will make every effort to ensure that each participant is able to complete the course in which they have enrolled. In the event that this is not possible the participant will receive a refund for the proportion of services not received.

Information on how we meet these principles is contained in this Student Handbook and in our Sydney Higher Education Institute Policies.

ACCESS AND EQUITY

What is Access & Equity?

Access refers to a person's ability to participate fully in our training and assessment services, regardless of racial, religious, cultural or language backgrounds, as long as they can meet the entry requirements of the Training Package.

Equity refers to how we apply the guidelines and practices that make access possible and that we apply these equally to all persons.

How do We Support Access & Equity?

We are fully committed to the entire process for every participant. From the design of our courses through to ensuring Natural Justice when things go wrong, we recognise the barriers that may exist and will take steps to ensure these barriers are identified and removed or reduced.

Our People – We have Policies which guide the behaviour of our people and the culture of our business to ensure that Access and Equity are not just words, but a belief system.

Our Courses – Our courses have flexible pathways and delivery options including course structure, locations and timetabling.

Our Selection, Enrolment and Administrative Processes – The selection criteria for entry into our courses are based on the requirements of the training product. Our administrative processes are designed to be simple and flexible, for example, completion and processing of enrolment documentation may be via electronic or hard copy, and will not be unnecessarily complex.

Our Training Environment – We actively promote an inclusive training environment by being supportive, setting standards for all participants, determining any special needs that may exist and ensuring that physical access is available to participants that may have difficulties.

Our Assessment Processes – We will recognise existing skills of our participants and provide them with adequate information about the assessment process and requirements to ensure they are ready for assessment and negotiate the time and place for assessment.

Support – We recognise that from time to time a person may require additional support to enable them to complete the course. We encourage all participants to discuss with us any special needs that they may have and where possible we will make adjustment to the training or assessment to accommodate these needs.

Participant welfare – The welfare of every participant is important to us and we will not allow bias, discrimination or harassment to interfere with any person's ability to fully participate in the training course.

Natural Justice – And, if things still go wrong, we have a fair and equitable complaints process that will not put any person at a disadvantage or interfere with their course whilst the issue is being resolved.

BEFORE YOU ENROL

Before you enrol with us, we want to make sure that you have been provided with enough information to make an informed decision about undertaking training with us.

The information you need includes:

- The course content and expected outcomes
- Entry requirements
- Training and Assessment arrangements
- Recognition (RPL or CT)
- Any resources or equipment you need to supply
- Fees, payment details and refunds
- Complaints and Appeals process
- Support and guidance services
- Government funding that may be available

Please email us at admin@sydneyinstitute.org or call +61-2- 9596 4233 for more information. Our staff are always available to answer any questions you might have if you need further clarification.

To ensure that you fully understand the options available and your rights and obligations, our induction and enrolment process includes discussion with one of our dedicated training team members where you will be provided with this information and given the opportunity to ask questions prior to enrolling in the course.

Once your training commences we will ensure that:

- The facilities, materials, resources and methods are adequate for the achievement of the required outcomes.
- The learning environment is free from harassment, discrimination and bullying.
- The learning environment does not pose any Occupational Health and Safety/Workplace Health and Safety risks to any persons.
- The course is conducted and completed as agreed.
- The confidentiality, safety and security of your training records are protected.
- You have timely and accurate access to your training records.

ENROLMENT

Who Can Enrol with Us?

Sydney Higher Education Institute is committed to non-discrimination and at all times complies with the equal opportunity and anti -discrimination legislation. Access to our courses is determined by the requirements of the Training Package, the availability of training places and the payment of appropriate fees and charges.

Pre-Requisites

In some instances, the Training Package may require pre-requisite units to be completed and formally recognised prior to engagement in the course. We will assist you to achieve these pre-requisites where possible.

Entry Requirements

Entry requirements are the informal requirements of the course and may include prior industry experience and Language, Literacy and Numeracy skills appropriate to the employment outcomes of the qualification.

Appropriately qualified persons will assess the extent to which you are likely to achieve the stated competency standards and outcomes of the course, based on your qualifications and proficiencies.

Most of our courses are delivered in an online and blended mode, including online learning, and on-the-job learning. You will be required to have access to computer resources connected to internet to complete the online component of the course and additional access to video equipment (such as a smart phone) capable of uploading. To complete the course within the planned timeframe, you are required to dedicate an average of 15 – 20 hours per week to online and self-paced learning activities.

For those courses where a work placement is required, the RTO will make the necessary arrangements with a suitable employer for your work placement hours. If you are employed, you may be able to use your current workplace for the work placement hours, you need to discuss your current role and workplace conditions with your trainer.

Enrolment Process

A completed enrolment form is required by all participants prior to commencement of training. You must answer all questions and sign your acceptance of the terms and conditions. The enrolment form may be posted, emailed or completed on premises. For participants accessing government funding subsidies there will be additional requirements including evidence of eligibility for the funding.

Arrangements will then be made for the payment of course fees.

When we receive the completed enrolment information and payment you will be enrolled into your chosen course.

A copy of this Participant Handbook is available to all participants prior to commencement of training. This Handbook also advises about Fees, Charges and Refunds, procedures for Assessment, Assessment Appeals, Complaints and participant support services.

Unique Student Identifier (USI)

Since 1 January 2015, if you are undertaking nationally recognised training delivered by a registered training organisation (RTO) you will need to have a Unique Student Identifier (USI).

Your USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards.

SYDNEY HIGHER EDUCATION INSTITUTE is unable to issue you with any nationally recognised VET qualification or statement of attainment without your USI.

If you do not have a USI:

- you can apply for it by visiting <https://www.usi.gov.au/students/create-your-usi>
- you can authorise Sydney Higher Education Institute to apply for it on your behalf Please see our enrolment form for further details and instructions.

Student Support

Our RTO caters to a diverse range of learners needs and aims to identify and respond to these needs for all students. Students are encouraged to express their views about their learning needs at all stages of their learning experience, from the initial counselling and enrolment stage through to completion of their training.

It is the responsibility of all staff to identify the students' needs throughout the course of their enrolment, as the Trainer will have the majority of the contact with the student, it is their responsibility to monitor student progress and notify the CEO of any needs that they have identified.

Our RTO is committed to providing students with additional support, advice or assistance throughout their training. To achieve this, and to ensure the quality of the delivery of training and assessment, we provide our students with Support Services to improve and extend their training outcomes. Students who wish to discuss these support services are advised to make an appointment *with their trainer* in the first instance, if required they can then make an appointment to see the CEO.

Student needs may be identified as, but not limited to, the following:

Flexibility of training

Adjustment to training

Disabilities

Access to materials and equipment

Knowledge and understanding of subject

Validation of current competencies

Using adaptive technology or specific equipment to assist learning

Considering cultural beliefs, traditional practises/religion observances

Referral to support services (ie hardship services like Lifeline or Support Services for addictions like drugs and alcohol)

Adjusting the physical environment

Language, Literacy and Numeracy

Access to payment plans

Additional to monitoring student progress within the training environment, client needs can be identified through the following documentation:

Enrolment Agreement Form

LLN Assessment Quiz
Training Evaluation
Complaints and Appeals

If a staff member identifies that a Student needs additional support, they are asked to contact the CEO and discuss strategies to meet the student needs.

If an adjustment to training is required the trainer should complete an Adjustment to Training Form.

Students will be monitored to ensure that support and progression is completed by:

Support

Students will be supported by academic staff to ensure that all assessments and knowledge of units of competence allows for the progression of the student activities within the assessments to be completed.

Trainers will assist with coaching calls to the students to ensure that all students are working competently through the assessments. Those students who require additional support will be supported with coaching from the Trainer for the difficulties that they may be finding with the assessment tasks.

Progression

All students will be monitored for progression with the units of competence. Those students not completing the work on time or not accessing material will be monitored and contacted as with the next steps.

Student Activity

Students who are registered in the Student Management System as Enrolled students will be contacted by Institute Administration Staff and/or Trainer Assessor to ascertain the reasons as to why the student has a low or inactive progression in the course.

1. Student to be contact by Email from the Institute.
2. No response within **10 calendar days** the Student will be requested a 'second time' to response to the Email and given another **10 calendar days** to respond.
3. No response after this time will result in a call from the management for a conversation as to what has occurred and why the student is not responding. this will result in one of the following decisions to be made by senior management to:
 - a) Student will continue in the course
 - b) Student will have a deferment of the course and this will be noted by completing a Deferral of Course Form
 - c) Student will request cancellation of the course and this will be noted by issuing the student a Cancellation of Course Form to be complete and return to the RTO within 48 hours.

Student Activity on LMS (Learning Management System)

The following process will be in place for all students enrolled in all courses of the RTO.

1. Students who have NOT LOGGED onto the LMS system within 60 calendar working days will receive an email and/or telephone call to ascertain why they have not been working on their assessments and logging into the LMS system.

a) Students information will be documented into the student contact spreadsheet with comments noted on the students file.

2. Students who have NOT SUBMITTED assessment work for units of competence within 60 calendar working days will receive an email and/or telephone call to ascertain why they have not been working on their assessments and logging into the LMS system.

a) Students information will be documented into the student contact spreadsheet with comments noted on the students file

Right to be Supported

General Principles

If you have met the entry requirements for a course you will also have access to a range of academic support options to provide you with the best opportunity to successfully complete your course.

During your pre-training review, we will seek to establish if there are any support requirements that may exist and continue to monitor your academic progress to identify potential obstacles to successful completion of the course.

Who is eligible for support?

Our support options are available to any currently enrolled participant.

We will provide a supportive learning environment to the best of our ability and resources. However, there may be support and welfare needs which are beyond our scope of expertise and you may be referred to an external provider.

Where possible, support will be provided by us at no additional cost to you. However, where support services are provided by an external provider the cost of accessing those services will be your responsibility.

Provision of personal counselling or personal support is beyond our scope of expertise.

Support options

Achievement of academic goals may be jeopardised by difficulties arising from a number of circumstances which may include:

- Language, Literacy and Numeracy
- Disabilities (both physical and psychological)
- Cultural
- Socio-economic
- Personal or environmental difficulties

Our enrolment process provides an opportunity to identify any existing special needs that may have an impact on your ability to complete the course.

It is not possible to list all potential support options; however, the following are examples of support that may be available:

- Reasonable Adjustment of assessment tasks
- Extended timeframes for completion of assessment tasks
- Alteration to training delivery timetables
- Individual coaching by training staff (Note: additional coaching may incur a fee)

Student Support Services

SYDNEY HIGHER EDUCATION INSTITUTE has a Student Services team who can be approached to gain advice on academic and personal issues. Our staff offers confidential advice where relevant. They can also provide links to external sources of support where the Institute staff are not qualified.

Student Support and Service Team:

Academic support

Training Program Coordinator: Ms Jan Wunderlich

E: jan@sydneyinstitute.org

Head Trainer and Assessor TESOL: Mr Jason Healy

E: jason@sydneyinstitute.org

Personal/Social/Medical Issues & Complaints and Appeals

Administration and Student Affaires: Ms Sue Davis email:

E: admin@sydneyinstitute.org F 1300 794 683

CEO and Principal: Dr R. Max Conway

E: mc@sydneyinstitute.org

M: +61 448 762 467

The common types of issues for which our Student Service team can provide support are:

Academic issues

Students can gain advice and support in ensuring they maintain appropriate academic levels. All student's progress is monitored. Guidance and support are provided where non-satisfactory results are identified by trainers. If non-satisfactory progression, the student may be requiring additional tutorial support and incur financial penalties involved in resubmitting their work.

Academic resources

Students are referred to resources for each unit. Class notes and handouts are prepared from the referred text and provided to students or via the Learning Management System.

Personal/social issues

Students have access to the services of the Student Service team during Institute hours. It is advised that you see a Student Services representative during class break times.

Medical Issues

The Student Service team can help you find medical professionals within access of the Institute.

Complaints and appeals procedure

The Institute has a complaints and appeals procedure to provide students with a fair and equitable process for resolving any complaints or appeals they may have.

Relevant legislation, information and external sources of support

A range of legislation and information applicable to staff and students.

Fire, ambulance and police
emergency

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Translating and Interpreting Service	131 450
Life Line 24 hour Counselling, Advice and Referral Services	131 114
Work Health & Safety	www.safework.nsw.gov.au
Protection of Student Fees	www.tps.gov.au
RTO and CRICOS registration	www.asqa.gov.au
Telephone Interpreter Service	131 450
Lifeline (Crisis Support)	131 114
Alcohol and Drug Information Service	02 9361 800
Sexual Assault, Domestic and Family Violence	1800 737 732
Training.gov.au	http://training.gov.au/
Equal Opportunity	http://www.lawlink.nsw.gov.au
NSW Legislation	http://www.legislation.nsw.gov.au/

Competency-Based Training & Assessment Process

Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace because of completing a training program. The aim of competency-based training is to ensure that vocational education and training programs better meet the needs of Australia's industries and enterprises.

Outcomes from competency-based training reflect workplace duties, working environment and performance requirements. This should include performing higher level duties such as planning, problem solving and managing tasks through to completion.

Competency-based training programs are comprised of Units of Competency that contain specific learning outcomes, which are based on standards set by industry. Delivery of training occurs in a face-to-face classroom session and workplace learning may apply to ensure an overall understanding of all skills and knowledge is available.

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards. Assessments through this course will require students to complete a variety of written work, oral questions, practical demonstrations, and assignment / portfolio presentations.

Submitting Assessments

Students are to access their current assessment unit via their student log in the Student LMS System. The Institute will not accept any other unit's contrary to the current unit posted. Students submitting any other unauthorised units will be deemed as having not submitted the current assessment unit. All students are advised to refer to the Compliance Officer or the CEO for any inconsistencies or irregularities.

Students are required to upload their assessments through LMS login. The due date of all assessments is towards the end of each term or as communicated by the Trainer.

No/Late/Re-submission of assessments Policy

Assessments are uploaded on LMS after the term ends. The Compliance Officer invites students who have received a 'Not Yet Competent' result to meet and discuss their options by sending NYC notices, 1st warning and 2nd warning according to the level warnings issued in the past.

If the student submits their assessment by the due date and receives a 'Not Yet Competent' result, at the Trainer's discretion, they will be subject to student class attendance and class performance review and may be granted 2 weeks from the decision of the assessment to do what is required to be deemed competent in their assessments. Failure to do so will incur a late submission fee, after these 2 weeks elapse.

If the student does not submit their assessment by the due date, at the Trainer's discretion, they will be subject to student class attendance and class performance review and may still be granted 2 weeks from the decision of the assessment to submit the assessment and to do what is required to be deemed competent in their assessments. The student will be required to pay a late submission fee in this case.

At the trainer's discretion, as the student will be subject to student class attendance and class performance review, they may be asked to repeat the term.

Students found to have cheated or plagiarised will not be entitled to re-assessments. Instead they will be required to repeat the term and pay the repeat term fee. Please note that due to the extension of time needed to complete the course, a new Confirmation of Enrolment (CoE) may need to be generated to extend your student visa. This may affect your visa. Please see the Deferring, Suspending or Cancelling an Enrolment policy.

Special Consideration may be given to students who provide documentation to show long term disability, illness or injury which has affected their ability to complete work or attend classes. In such cases re-assessment or re-enrolment fees may be waived.

SYDNEY HIGHER EDUCATION INSTITUTE offers catch-up term between tuition terms for students who are behind in their course progress and need extra support. This needs to be pre-arranged or offered by the Student services officer.

Appeals against Assessment Decisions Policy

If students do not agree with an assessment decision, or believe that you have been treated unfairly, you can appeal. The first step is to discuss the matter with the Assessor who marked your assessment. If you still do not agree with the assessment, you are able to request a re-assessment.

Students who wish to lodge an appeal and request re-assessment must complete the form **“Complaint and Appeals form”** and then hand the completed form to the CEO.

- The CEO will arrange for a different assessor to mark the assessment.
- If the student is still dissatisfied with their result, the CEO along with the two assessors involved, will review the assessment task
- If agreement has not been reached the matter will be referred to an independent external person or panel acceptable to all parties, with expertise in the area concerned

The complainant will be notified of the outcome of their appeal in writing from the CEO within 10 working days from the appeal date.

Late payment policy

Students are provided with the payment instalment plan in their enrolment agreement and they are expected to pay by the due date. Any late payment will incur a penalty. SYDNEY HIGHER EDUCATION INSTITUTE also sends payment reminders to students for due and over-due fees. If students do not pay by the due date they receive an 'Intention to Report for non-payment'. Students who do not pay or make alternate arrangement with the Institute within 20 working days.

Issuance of Statements of Attainment and qualification certificates

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

SYDNEY HIGHER EDUCATION INSTITUTE reserves the right to withhold any certification of qualifications achieved by the student if student fees remain outstanding.

Applying for Deferment, Suspension or Leave

Using the **‘Application for Course Deferment, Suspension or Leave’ form**, the student can defer, suspend or request for leave in their course only in certain limited circumstances.

Students may also have their enrolment suspended due to misbehaviour which can also be grounds for a course cancellation.

Students have the right to appeal a decision by the Institute to defer, suspend or cancel their studies. The appropriate government agency(s) gets notified automatically via PRIMS of a change to the enrolment status until the internal complaints and appeals process is completed. Please refer to the Course section of our website for additional fee details in relation to an application for course deferment, suspension or leave.

Student Initiated Deferment, Suspension or Leave

Students wanting to defer their course start date or suspend their course mid-studies or need leave during study term are required to complete an **'Application for course deferment, suspension or leave' form** and submit it to a Student Services staff member.

Applications for deferment, suspension or leave will only be approved if admin fee and all due fees are paid.

Reasons for deferment are under certain circumstances and 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 Institute is unable to offer a pre-requisite unit
 - An inability to begin studying on the course commencement date due to a delay in receiving a student visa.

Complaints and Appeals Policy

Sydney Higher Education Institute is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible to all stakeholders.

SYDNEY HIGHER EDUCATION INSTITUTE aims to:

- Develop a culture that views grievances as an opportunity to improve the organisation and how it works
- Set in place a grievance handling system that is client focused and helps SYDNEY HIGHER EDUCATION INSTITUTE to prevent grievances from recurring
- Ensure that any grievances are resolved promptly, objectively, with sensitivity and in complete confidentiality
- Ensure that the views of each complainant and respondent are respected and that any party to a grievance is not Discriminated against nor victimised.
- Ensure that there is a consistent response to grievances.

A grievance can be defined as 'the expression of dissatisfaction with any aspect of SHEI's services and activities', such as the:

- Enrolment, induction / orientation process
- Quality of education provided
- Academic matters, including student progress, assessment, curriculum and awards in a VET course of study
- Handling of personal information and access to personal records
- Way someone has been treated.

This *Complaints and Appeals Policy* is designed to ensure that SYDNEY HIGHER EDUCATION INSTITUTE responds effectively to individual cases of dissatisfaction.

Before an issue becomes a formal Complaint

All are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. There are support staff available within SYDNEY HIGHER EDUCATION INSTITUTE (including a **Wellness Officer**) to assist students to resolve their issues at this level.

Grievance handling process for students

This Policy can be utilised by SYDNEY HIGHER EDUCATION INSTITUTE stakeholders, including students enrolled and potential seeking to enrol in a course of study with SYDNEY HIGHER EDUCATION INSTITUTE for a grievance of an academic or non-academic nature. Grievances of an academic nature include matters related to student progress, assessment, curriculum and awards in a course of study. Grievances of a non-academic nature cover all other matters including grievances in relation to personal information that SYDNEY HIGHER EDUCATION INSTITUTE holds in relation to the student.

During all stages of this Policy SYDNEY HIGHER EDUCATION INSTITUTE will take all steps to ensure that:

- The complainant and the respondent will not be victimised or discriminated against
- The complainant has an opportunity to formally present their case and each party to the grievance may be accompanied and assisted by a support person at any relevant meetings
- A full explanation in writing for decisions and actions taken as part of the process will be provided if so requested by the complainant or the respondent
- Where the internal or external grievance handling or appeal process results in a decision that supports the complainant, SYDNEY HIGHER EDUCATION INSTITUTE will immediately implement any decision and/or corrective and preventative action required and advise the complainant of the outcome
- All records are filed in **Continuous Improvement Register**
- There is no cost to the complainant.

Stage one – Informal grievance

Any SYDNEY HIGHER EDUCATION INSTITUTE stakeholder with a question or complaint may attempt an informal resolution by raising the matter verbally or face-to-face with SYDNEY HIGHER EDUCATION INSTITUTE staff. Matters raised as such are not formal grievances, and are therefore not documented, recorded or reported unless identified by staff to whom the grievance was made as relevant to the wider operation of the Institute.

Students who are not satisfied with the outcome of their question or complaint are encouraged to register a formal grievance.

Stage two – Formal grievance

Using the **Complaints & Appeals Form**, which is available on SYDNEY HIGHER EDUCATION INSTITUTE website, a formal grievance must be submitted in writing in person at SYDNEY HIGHER EDUCATION INSTITUTE student services or via email to Institute CEO.

Appointed staff will receive and acknowledge the Complaints & Appeals Form and escalate it to relevant department manager.

The process commences within ten working days of the formal lodgement of the Complaints & Appeals Form along with supporting information, and all measures are taken by SYDNEY HIGHER EDUCATION INSTITUTE to finalise the process as soon as practicable.

Where SYDNEY HIGHER EDUCATION INSTITUTE requires more than 60 calendar days to process and finalise the complaint or appeal, it will:

- Inform the complainant in writing as to why more than 60 calendar days are required
- Provide the complainant with regular updates on the progress of the process

The relevant department manager or their nominee, will then endeavour to resolve the grievance and provide a written report to the complainant on the steps taken to address it, including the reasons for the decision. The report will further advise the complainant of their right to access the internal appeals process within 20 working days from the outcome if they are not satisfied with the outcome of their formal grievance.

Stage three – Internal appeal

If a complainant is dissatisfied with the outcome of their formal grievance they may lodge an appeal with SYDNEY HIGHER EDUCATION INSTITUTE CEO (who is senior to the original decision maker) again, using the Complaints and Appeals form.

The process commences within ten working days of the formal lodgement of the Complaints & Appeals Form along with supporting information, and all measures are taken by SYDNEY HIGHER EDUCATION INSTITUTE to finalize the process as soon as practicable.

Where SYDNEY HIGHER EDUCATION INSTITUTE requires more than 60 calendar days to process and finalize the complaint or appeal, it will:

- Inform the complainant in writing as to why more than 60 calendar days are required
- Provide the complainant with regular updates on the progress of the process

An appropriate person or committee will be appointed to consult with the complainant and other relevant parties.

Where possible, such consultations should take the form of face-to-face interviews. The complainant or the respondent may ask another person to accompany them to these interviews.

Following the consultation, the CEO or their nominee, will provide a written report to the complainant advising further steps taken to address the grievance, including the reasons for the decision. The report will further advise the complainant of their right to access the external appeals process if they are not satisfied with the outcome of their internal appeal.

Stage four – External appeal

If the complainant is dissatisfied with the outcome of their internal appeal, they may lodge an external appeal with the Overseas Student Ombudsman.

Contact details for the Ombudsman are:

Email:	ombudsman@ombudsman.gov.au
Website:	http://www.oso.gov.au/
Call: Within Australia:	1300 362 072 / Outside Australia: +61 2 6276 0111
Enquiries:	Monday to Friday: 9:00 am to 5:00 pm
Postal:	Commonwealth Ombudsman, GPO Box 442, Canberra ACT 2601

Students who wish to lodge an external appeal must complete the form online at <http://www.ombudsman.gov.au/making-a-complaint/overseas-students>, using the form in the “online complaint form” link. This is a free government service.

SYDNEY HIGHER EDUCATION INSTITUTE agrees to be bound by the external reviewer’s recommendations and the CEO will ensure that any recommendations made are implemented within 30 working days of receipt of the report from the external reviewer.

Further action

If a grievance remains unresolved after the external appeal, the complainant may decide to refer the matter to the Department of Education and Training National Training Complaints Hotline on 13 38 73.

The Policy set out in this document does not replace or modify any other responsibilities which may arise under other policies or under statute or any other law.

Nothing in this policy limits the rights of individuals to act under Australia's Consumer Protection laws. Also, this Policy does not circumscribe an individual's rights to pursue other legal remedies.

Enrolment status

Where a student chooses to access this policy, SYDNEY HIGHER EDUCATION INSTITUTE will maintain the student's enrolment while the grievance handling process is ongoing.

Record keeping and confidentiality

A written record of all grievances handled under this Policy and their outcomes shall be maintained for a period of at least five years to allow all parties to the grievance appropriate access to these records, upon written request to SHEI.

All records relating to grievances will be treated as confidential and will be covered by SHEI's privacy and personal information policy.

Language Literacy and Numeracy (LLN) Policy

Purpose

Best practice is about ensuring that students are enrolled into the correct course with appropriate support by your RTO. If you need guidance with enrolling or you are unsure about your course choice let SYDNEY HIGHER EDUCATION INSTITUTE student services know so you can be assisted.

Please note that for all prospective students, students must also meet course specific entry requirements and suitability assessments.

Special Assistance – Individual Learning Plans

SYDNEY HIGHER EDUCATION INSTITUTE request that students notify SHEI of any special assistance they may require in relation to language, literacy and numeracy. This will result in the trainer or student services member completing an Individual Learning Plan for that student.

Applicants requiring accommodation of a disability or temporary medical condition will be assessed under the SYDNEY HIGHER EDUCATION INSTITUTE Assessment Policy. SYDNEY HIGHER EDUCATION INSTITUTE will check if the applicant has identified that they have any additional support needs.

The Trainer / Assessor or Student Services team member will complete an Individual Learning Plan for the students that have been identified that they need assistance in one or more of the areas of:

<input type="checkbox"/> Learning	<input type="checkbox"/> Writing	<input type="checkbox"/> Numeracy
<input type="checkbox"/> Reading	<input type="checkbox"/> Oral Communication	

Source: SYDNEY HIGHER EDUCATION INSTITUTE Individual Learning Plan template

Once any special needs have been identified, the SYDNEY HIGHER EDUCATION INSTITUTE Trainer and Assessor will identify any actions or strategies to be implemented to address the identified needs for the student, including any adjustments required to the learning program, delivery strategy or materials and it will be recorded in an Individual Learning Plan and recorded on the student's file.

Right to Have Your Privacy Respected and Protected

General Principles

We gather personal information from staff, participants, potential participants and other stakeholders. We respect the privacy of the personal information gathered and take the storage and security of this information seriously.

Types of personal information collected

We collect personal information that allows for positive identification of each participant such as:

- Name, address, contact number, occupation, gender, date of birth, email address, literacy level, course results, credit card details and welfare information.

How and why personal information is collected

We collect personal information directly from you as part of services delivered. In some instances, personal information is sourced from a third party that has been referred to us by you.

We only collect personal information that is necessary to perform functions and duties such as:

- Conducting business as an education provider
- Determining eligibility for a course
- Analysing your needs
- Complying with specific reporting requirements of NCVER
- Complying with requirements from the National VET Regulator (ASQA)
- Complying with the requirements of the USI registrar

Security of personal information collected

We are committed to protecting your rights to privacy and will take all reasonable steps to ensure personal information is stored in a secure environment protected from unauthorised access, modification and disclosure. When we no longer require your personal information, we will dispose of the records in line with our Records Management Policy.

Accuracy of personal information

We will take reasonable steps to ensure that the personal information we collect, use and disclose is accurate, complete and up to date. If you feel that your personal information is not accurate, complete or up to date, you can request that the information be amended.

Access to personal information

You can request access to the personal information held by us. The request must be made in writing using the Access to Records Request Form. You can request a copy of this form

by phoning our office on 1800 455 058. There is no charge for you to access personal information; however, we may charge a fee to make a copy of this information.

Right to Have Your Existing Skills/Qualifications Recognised

General Principles

Under the Standards for RTOs 2015, we must recognise AQF Qualifications and Statements of Attainment issued by any other RTO. We will also recognise and assess the skills and knowledge you have gained over your years of work and life experiences. The underlying principle of Recognition of Prior Learning (RPL) and Credit Transfer (CT) is that no participant should be required to undertake a unit of competency for which they are already able to demonstrate competency as outlined in the endorsed training package.

We will offer recognition to all participants for any nationally recognised course we offer, prior to enrolment. We will only recognise credit for qualifications/units of competency completed within the Australian Qualifications Framework. All participants are informed at the pre-training induction of the availability of RPL/CT recognition. All participants have the right to apply for RPL/CT.

Applying for Credit Transfer (CT)

If you have previously completed some of the units contained in your chosen training course, you can complete an Application for Credit Transfer form or indicate on the pre-training induction paperwork that you wish to apply for Credit Transfer.

In order to apply for a CT, you must supply evidence to show that the unit(s) of competency has been successfully achieved. Evidence for this may include a Statement of Results or a Statement of Attainment. Where CT is being sought for units with different unit codes and there is insufficient correlation between the unit previously attained and the unit being sought, then you will be referred to the RPL application process.

We will assess the application and notify you of the outcome. If the CT application is successful, you will not need to attend classes or complete assessments for that unit of competency.

Successful CT applications may result in a reduction of the total course costs.

Applying for Recognition of Prior Learning (RPL)

In order to apply for RPL, you must supply evidence to demonstrate prior learning and relevant skills and knowledge gained through work and life skills. Evidence for this may include;

- Position descriptions from current/previous employment
- References from current or former employers
- Work samples
- Resume
- Qualifications
- Workshops

If you feel that you have gained the required skills and knowledge for some of the units contained in your chosen training course, you can complete a Request to Apply for RPL form or indicate on the pre-training induction paperwork that you wish to apply for RPL.

An RPL kit for that unit(s) of competency will be provided. The kit explains the process and outlines the evidence required to assess RPL. Complete and submit the RPL kit and all of the evidence to us.

Fees are payable for this RPL service prior to the application being assessed.

A qualified assessor of Sydney Higher Education Institute team will assess the application and notify you of the outcome.

If the evidence is sufficient to demonstrate current competency against the unit(s) of competency requirements, RPL will be granted and you will be notified.

If your RPL application is successful, you will not need to attend classes or complete assessments for that unit(s) of competency.

Unsuccessful applications for RPL/CT

If you are unsuccessful in the RPL/CT applications then you will have to enrol and attend training for those units of competency.

Assessment Appeals

If you are not satisfied with the outcome of your RPL/CT application, you can access our Assessment Appeals Policy and appeal the outcome.

Right to Access Your Records

Our policies and procedures ensure that you have timely access to records related to your participation, progress and final outcomes upon written request. We will manage current and past records of your participation in training to ensure their accuracy, integrity and privacy at all times.

Your records will be managed in line with the following principles:

- Our Records Management processes meet all regulatory and legislative requirements

- Records are kept in a consistent and easily accessible format
- Records are routinely checked for accuracy and currency
- Records are secure and protected
- Only authorised staff have access to participant records
- Sydney Higher Education Institute offices and work areas are secure and limited to authorised personnel
- Electronic records are routinely backed up

During the period of your enrolment we will provide information on the status of your training and assessment to ensure that you are able to progress through the course in accordance with the training schedule as discussed at your enrolment.

If you require access to your training records held by us you will need to apply in writing using the Access to Records Request Form. This form can be obtained by calling us on (02) 9596 4233. You will need to provide evidence of your identity prior to the release of the records.

We will provide the records to you via email, over the phone and/or hard copy via regular post.

Should you wish another person to receive your records on your behalf, you will need to provide the details of that person on the form and they will need to provide evidence of their identity before the records will be released to them.

There is no charge for you to access personal information; however, we may charge a fee to make paper copies of this information.

Re-issue of Certificates

In line with our Privacy Policy, Certificates and Statements of Attainment are considered personal information.

Replacement certificates can only be re -issued where the details provided on the form match the details we have on record. You can request a replacement certificate or statement of attainment by completing a Request for a Replacement Award form.

If you have changed address, we can send the replacement certificate to the new address as long as you have also provided the address that we have on record.

The name on the certificate must match the identification provided at enrolment. It is not permissible to alter the name unless it is to rectify a clerical error.

Re-issued or replacement certificates will indicate that the parchment is a re-issue.

Please contact your local SYDNEY HIGHER EDUCATION INSTITUTE office for details about the cost of a replacement certificate.

Right to Request an Extension of Time for Assessment

We understand that there may be occasions where events can interfere with your ability to complete assessment tasks in the timeframes originally agreed.

Requests for an extension must be made no later than 3 business days prior to the assessment due date. Failure to submit the assessment by the due date or request an extension may result in an outcome of Not Competent awarded for the unit(s).

Right to Re-Submit Assessment

Specific information about the completion of assessments is contained within each assessment booklet.

If you submit an assessment task that has incorrect answers, or answers that are incomplete or do not address the requirements of the unit(s) of competency you will be given the opportunity to re-submit the assessment.

A maximum of two re-submits are allowed. Should the assessment still not meet the requirements of the unit(s), further training may be recommended. You may be charged for any additional training required.

Right to Receive Feedback

Receiving feedback on progress is a fundamental concept of adult learning. You will be provided with feedback on the assessment work you submit.

This feedback is designed to provide acknowledgement of achievement of competency and guidance on areas which may need improvement.

Right to Give Feedback

We welcome all feedback from our stakeholders as this provides us an opportunity to improve our training and assessment services.

At the end of your course you will be asked to complete a survey either in the classroom or online. These surveys can be submitted anonymously or if you wish to be contacted, just include your name and contact details.

Additionally, the National Centre for Vocational Education Research (NCVER) may contact you directly for your feedback about the training you received.

PARTICIPANT OBLIGATIONS

Participant Code of Conduct

You are responsible for ensuring that:

- You attend training sessions regularly and maintain satisfactory progress

- You discuss any personal/medical circumstances with the Training Manager as soon as they become known. Medical conditions or personal circumstances which have not been declared, cannot normally be considered in assessing performance on the course.
- You are aware of the correct time, date and location of all training sessions and assessments tasks that you are required to attend
- All course work, assessments and portfolios of evidence are in concise and accurate English and your own work
- You behave in a way that is respectful of fellow participants and Sydney Higher Education Institute staff
- You take care of the training venue by keeping it clean and tidy and take care of the amenities that are provided for participants

It is expected that you will:

- Treat all Sydney Higher Education Institute staff, participants and the general public with respect, fairness and courtesy
- Be punctual and regular in attendance
- Submit assessment events by the due date or seek approval for an extension of time
- Observe safe practice standards by wearing appropriate clothing and footwear, using protective equipment and following instructions.

You must not:

- Smoke in any designated non-smoking areas.
- Litter
- Harass fellow participants, Sydney Higher Education Institute staff or the general public
- Use mobile phones, pagers or similar devices in the training room or during assessments – or use cameras or recording devices in mobile phones without the consent of the person being photographed or recorded.
- Damage, steal, modify or misuse SYDNEY HIGHER EDUCATION INSTITUTE property
- Be under the influence of alcohol or illegal drugs.
- Engage in behaviour which may offend, embarrass, threaten or harm other participants.

Appropriate behaviour

We provide a learning/training environment which aims to ensure the health, safety and respect of all participants. We seek to create an inclusive and productive learning environment at all courses for everyone.

To do so, we request that all participants ensure their behaviour is appropriate for an adult learning environment.

Some general tips

Noise levels – Please be aware of noise levels and be respectful of your fellow participants and any other occupants of the training venue.

Presence of non-participants - Due to the distraction and disturbance to other participants, no children or pets are to be brought to training rooms; where relevant.

Dress Standards – You are expected to dress in an appropriate manner.

Drugs and Alcohol - The use of illegal drugs and alcohol may impair an individual's capacity to learn safely, efficiently and with respect for other participants. The use of such substances may result in the risk of injury or a threat to a participant's well-being or that of other parties.

No participant is to attend training whilst under the influence of alcohol or illegal drugs.

Prescription medication – The use of prescription pharmaceuticals is not prohibited. You should check with your Doctor that the prescription medication will not impair your study performance ability, or put others at risk.

Sexual harassment - Sydney Higher Education Institute is committed to ensuring that its training environments are free from sexual harassment. Sexual harassment will not be tolerated under any circumstances, and disciplinary action will be taken against any participant who breaches this policy. Sexual harassment in education is illegal under the Sex Discrimination Act 1984. Some forms may constitute a criminal offence.

Consequences of breaches to any of the above behaviours

Sydney Higher Education Institute will assess each breach individually and consider the disciplinary action based on:

- Level of breach
- Extent of breach
- Participant's history with Sydney Higher Education Institute

Disciplinary action may include:

- A verbal warning
- A written warning
- Exclusion from enrolling in a particular competency and/or course
- Exclusion of the participant from Sydney Higher Education Institute

No Cheating and/or Plagiarism

We have a zero tolerance towards cheating and will not issue an assessment outcome of Competent for any unit(s) where cheating has been proven.

We will ensure that every participant is aware of the implications of cheating and we will seek to minimise the opportunities for deliberate or accidental occurrences of cheating.

We will conduct all investigations into suspected cheating with respect for the participant at all times.

We acknowledge that the level of intent to deceive and the extent of the plagiarism should be the criteria for determining penalties.

Penalties for plagiarism will vary and may include counselling and a warning or a finding of Not Competent for the unit/s of competence. We will consider the extent of the plagiarism, whether it is a first or repeated offence, whether there is evidence of deliberate deceit and whether advantage has been taken of another participant.

All staff involved in training and assessing will assist in providing a learning and teaching environment that upholds academic integrity.

Definitions

Cheating is an attempt to obtain or give credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. The most common form of cheating is plagiarism.

Plagiarism means knowingly presenting the work or property of another person as if it were one's own without appropriate acknowledgement or referencing. It includes:

- Word for word copying of text from one or more sources which are the work or data of other persons
- Closely paraphrasing sentences, paragraphs or themes
- Using another person's ideas, work or research data without due acknowledgment
- Submitting work which has been produced by someone else as if it were the work of the participant
- Copying or submitting computer files in whole or in part without indicating their origin
- In the case of collaborative projects, falsely representing the individual contributions of the collaborating participants where individual contributions are to be identified

You have a responsibility to:

- Ensure that you have knowledge of what constitutes cheating and plagiarism
- Clarify/check what actions could be interpreted as cheating and plagiarism
- Produce original work with appropriate and correct citations where work, information or ideas are taken from any source
- Take careful notes of ideas or information are sourced

How we manage and deal with cheating and plagiarism

We will not suspend any training whilst investigating alleged cheating. However, no further assessment submissions will be accepted until the matter under investigation is resolved.

The following procedures describe the process for managing alleged cheating and plagiarism:

- When cheating is suspected, the staff member will report the incident, together with relevant evidence, to the Training Manager.

- On receiving details of alleged cheating, the Training Manager, together with the staff member reporting it, will decide whether or not plagiarism has occurred.
- If plagiarism has not occurred, there will be no further action
- If cheating or plagiarism has occurred; the Training Manager will provide appropriate educational or remedial advice to you.
- You will be:
 - given written notification of the nature of the fault in your work
 - provided with the opportunity to correct your work
 - given the opportunity to re-submit the assessment (or part thereof) for remarking
 - Repeat offences may result in your withdrawal from training and your enrolment cancelled

FEES, CHARGES AND REFUNDS

Handy definitions

Tuition Fee/Course Fee/Student Contribution Fee: The full fee charged for the delivery of the training and assessment and is inclusive of all administration and materials costs.

Commencement Date: The date of the first training session of the first short course.

Accredited Courses: Courses which provide state and or/national recognition in accordance with the Australian Qualifications Framework.

For the purpose of applying these guidelines, please note that you will become liable for the full course fee upon enrolment. Whether you have agreed to pay the full course fee prior to commencement or have agreed for payments to be made in stages, as per the signed Course Fee Agreement, these guidelines apply.

Refunds

Cooling-off Period

For written cancellations received after enrolment but prior to course commencement (cooling-off period), we will refund all monies paid for that enrolment.

Once training has commenced

Once the course has commenced we will only refund monies in exceptional circumstances.

Requests for a refund must be made in writing to the Training Manager, by completing a Refund Request form.

Course Postponement

If we postpone a course you have paid for to an alternative start date you will receive a refund for that course or be offered an opportunity to transfer to the next available course.

Cancellation

If we cancel any part of your training, you will not be liable for costs associated with that portion of the training. You will be provided with a Statement of Attainment for all completed units of competency and offered the opportunity to re-enrol with us or another RTO with full recognition of that statement.

Additional Fees

There may be some additional costs to you not included in course fees. These might include specialist equipment which you retain after the training or optional charges for additional resources beyond or in a different format from what is provided as part of the course. Any additional costs will be explained prior to being charged.

There may be additional fees incurred for additional LLN support services. All services will be discussed with you before you're required to make any commitment.

Fees for RPL will be assessed on an individual basis. Credit Transfer will incur no fees.

Outstanding Fees

Your course may be suspended if payment has not been made in accordance with your signed Course Fee Agreement.

We will attempt to recover outstanding fees by contacting you directly via the contact details you provided to us at enrolment (or updated throughout the training period).

Where applicable, we will discuss payment plan options and personal circumstances. If payment is not received in full at completion of training, any testamurs (Certificates, Diplomas or Advanced Diplomas) or Statement of Attainment will be withheld until all outstanding fees have been received.

If payment is still outstanding six (6) months from the planned completion date or the date upon which you were deemed competent in all units (which ever comes later), we will engage the services of a debt collecting agency to recover outstanding fees.

VARIATION TO ENROLMENT

If you wish to vary your enrolment

If you wish to vary your enrolment in a course or professional development program that has not yet commenced you must do so at least 10 working days prior to the course commencing. Depending on the nature of the variation, you may be asked to complete a new enrolment form.

If a refund is requested, SYDNEY HIGHER EDUCATION INSTITUTE's Fees Charges and Refunds Policy will apply.

You may request deferment of a course on the grounds of compassionate or compelling circumstances (at the discretion of Sydney Higher Education Institute). The length of time you may have your enrolment deferred is at the discretion of the Training Manager but may not exceed six (6) months. Deferral does not automatically entitle you to a refund.

You are advised to retain your original documents (e.g. medical certificates) for your own records and submit copies with applications for deferment or cancellation. Please note that Sydney Higher Education Institute may ask to see the original documents.

You will be advised in writing of the outcome of your request for variation to your enrolment. If you are dissatisfied with the outcome of your request, you can access the complaints process.

Sydney Higher Education Institute initiated variation to enrolment

Sydney Higher Education Institute may defer, vary or cancel your enrolment in the following instances:

- Your failure to uphold and maintain the Sydney Higher Education Institute policies and procedures as set out in this Participant Handbook
- Repeated plagiarism or copying
- Cheating in an assessment task which has been reported by his/her trainer/assessor and following investigation, is proved to be correct
- As part of an intervention strategy for unsatisfactory course progress
- In compassionate and compelling circumstances
- Demonstration of serious misconduct as outlined in this Participant Handbook
- Erratic course progress (for example, consistent unsatisfactory course progress or continuous absence from scheduled sessions)
- Non-payment of fees – courses are to be paid strictly in accordance with the Sydney Higher Education Institute enrolment terms and conditions
- In the case of a Government funded training place, where a participant has been adequately informed of the requirements of the funded place but refuses to meet these requirements

PARTICIPANT RIGHTS

Right to Complain

Sydney Higher Education Institute is committed to maintaining an effective, timely, fair and equitable complaints handling system which is easily accessible.

The following principles apply to our Complaints handling:

- All our clients and participants have the right to raise any complaints or grievances without fear of retribution or threat to continuation of service.
- All complaints will be given due consideration with the primary objective of the complaints process being to find an immediate solution which is agreed to by all parties.
- Complaints handling and resolution processes are participant focused and help to prevent complaints from recurring.
- The views of each complainant and respondent are respected and all parties to a complaint are free from discrimination and victimisation.
- Written records are kept of all complaints and maintained in our Complaints Register.
- We respect the right of the complainant to seek the assistance of an external organisation to resolve the complaint, grievance or appeal.

Definition of a complaint

A complaint can be defined as your expression of dissatisfaction with any aspect of our services and activities including:

- The enrolment, induction/orientation process
- The quality of training or assessment provided
- Our trainers, assessors or other staff
- A third party providing services on our behalf
- Access to personal records
- The way someone has been treated

Before an issue becomes a formal complaint

You are encouraged, wherever possible, to resolve your concerns or difficulties directly with the person(s) concerned. Our staff are available to assist you to resolve the issues at this level.

Lodging a complaint

If you wish to lodge a formal complaint, your enrolment will be maintained throughout the process. There is no cost to you to lodge a complaint.

All complaints must be submitted by completing our Complaints Form. You can request a copy of the form by contacting your local SYDNEY HIGHER EDUCATION INSTITUTE office or by downloading a copy from our website. This form has the full details of the Complaints process. You can also request or download a copy of our formal Complaints Policy.

Right to Appeal an Assessment Outcome

General principles

We will ensure that all assessment appeals are handled in a fair, equitable and consistent manner and ensure that your rights are preserved at all times.

Our goal is to provide excellent service to our participants, and we seek to prevent the occurrence of appeals by ensuring that you are fully prepared for assessment. We will ensure that you are aware of the requirements of the assessment and will negotiate assessment arrangements, including timeframes and readiness for assessment, with you.

Grounds for appeal

An application for appeal will be considered where you:

- claim disadvantage because the trainer did not provide, in either written or verbal form, a subject outline
- claim disadvantage because the trainer varied, without consultation or in an unreasonable way, the assessment requirements as specified in the subject outline
- claim disadvantage because assessment requirements specified by the trainer were unreasonably or prejudicially applied
- are of the view that a clerical error has occurred in the documenting of the assessment outcome
- claim there is a discrepancy between the practical observation and the formal assessment

Process for appeals

If you wish to appeal an assessment outcome, you are encouraged to first discuss the issue with your Trainer/Assessor. If you are not satisfied with the outcome you can proceed with the Assessment Appeals process by completing the Assessment Appeals Form. You can request a copy of this form by contacting your local SYDNEY HIGHER EDUCATION INSTITUTE office or by downloading a copy from our website.

Assessment Appeals must be submitted within 10 business days from the date of notification of the original assessment outcome.

There is no cost for an appeal and your course will continue without interruption while the appeal is being assessed.

All Appeals must be submitted by completing our Assessment Appeals Form. This form contains the full details of the Appeals process. You can also request or download a copy of our formal Assessment Appeals Policy.

Critical Incident Management Plan

Preparation for, response to, and recovery from a critical incident affecting the students and staff requires the co-operative efforts of all managers in partnership with the functional areas supporting the operations of the Institute.

The objectives of this Critical Incident Management Plan (“CIMP”) are to make sufficient preparations for responding to a critical incident or emergency to minimise the effect upon the students, staff and operations of the business.

Management has a specific responsibility to respond to the needs of students in the case of a critical incident. Management also has a legal responsibility to protect its corporate resources and IT infrastructure and the information it holds. Any interruption to the normal operations of the Institute could be damaging to the future relationships with students and other stakeholders (including regulators) and could affect the public image of the Institute.

This CIMP is not designed to provide an answer to each type of critical incident that could happen, but rather is provided to identify the methods on how to manage a critical incident if one were to occur.

Critical incidents are extraordinary events that because of their scope, intensity or duration, overwhelm the organisation’s capacity to cope and maintain equilibrium. Critical incidents may be classified as natural; such as floods, bushfires, earthquakes, and storms; or human-caused, through deliberate attack on the people or resources of the Institute.

This CIMP also relates to the overall emergency plans of the Institute and aims to minimise the damage incurred during an emergency, by providing guidelines for a rapid and effective response to an emergency.

The CIMP is designed to complement procedures laid down elsewhere concerning the provision of a safe environment for students and staff, regular maintenance of buildings and facilities and evacuation procedures in case of emergency. Nothing in this plan is to be taken as contrary to guidelines and procedures laid down elsewhere concerning these matters. The plan assumes that:

- Students are properly orientated in how to respond to a critical incident and what support is available to them;
- All facilities are subject to regular maintenance;
- Emergency exits are clearly marked and kept clear of obstacles always; fire prevention measures and protection equipment are in place (e.g. fire wardens appointed, smoke detectors, alarm systems and fire extinguishers are in place and maintained);
- Normal safe work practices are followed routinely, and staff are familiar with fire drill and emergency evacuation procedures; and
- Back-ups of computer records are stored off-site and retrievable.

Examples of critical incidents

- The death or critical injury of a staff member, student or visitor on Institute premises or outings.
- The destruction of whole or part of premises that the Institute occupies (e.g. by fire).
- The threat of damage to premises that the Institute occupies (e.g. a bomb threat).
- Staff and/or students being taken hostage.
- A break-in accompanied by major vandalism.
- A natural or other major disaster in the community.

CIMP & Overseas Students

National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 20017 defines a critical incident as “a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury”. SYDNEY HIGHER EDUCATION INSTITUTE has in place a structured approach in responding to critical incidents as they occur and provides appropriate support and counselling services to overseas students.

Examples of Critical Incidents that may specifically affect overseas could include, but are not limited to:

- Death of a student or close family member residing in Australia.
- Attempted suicide of a student.
- Life threatening illness/injury of a student.
- Sexual and/or physical assault of a student.
- Missing student.
- Severe verbal or psychological aggression.
- Issues such as domestic violence, drug or alcohol abuse.

SHEI will ensure that all students are made aware at their orientation of; What to do in the case of a critical incident. The point of contact for any issues which require student support, including critical incidents. The Institute will also ensure that where required, and as appropriate: As soon as practical after a critical incident occurs, DEEWR/DIAC is notified of the details of the incident including the time, location and nature of the incident. In the case of a student's death or other absence affecting the student's attendance or course progress, the incident is reported via PRISMS. That the incident and its management are recorded in each student's file.

The Plan of Action

The emphasis of this CIMP is based on three major steps:

1. Reaction
2. Recovery & Restoration
3. Review

Reaction Communication

In the case of a critical incident, it is important that key people are notified. In an emergency, the primary objective is the safety of human lives. Salvage and recovery operations will be of secondary importance and will take place only when the affected area is declared safe.

When a critical incident occurs, notify the CEO

The CEO may delegate to another officer to contact relevant emergency personnel as required.

Immediate response to an incident

1. Notify the responsible persons as outlined above.
2. Immediately after notification of the incident the following questions need to be addressed and recorded by the officer in charge:
 - What happened?
 - What makes the event critical?
 - When did the incident occur?
 - Where did it happen?
 - Who was involved?
 - Who needs assistance?
 - What is the most appropriate intervention?
3. In the case that it is decided that evacuation is an appropriate intervention the evacuation plans given below should be utilised.

Recovery & Restoration

The first 24 hours

- Gather accurate facts and information.

- If possible, re-establish a sense of routine within the Institute. Staff members and students will feel safe once the regular patterns of management and organisation have been re-established.

The first 48 – 72 hours

- Restore routines while considering the needs of staff and students.
- Engage support services to manage the reactions of staff and students.
- Monitor the support services provided.
- Provide additional assistance if required and when necessary.
- Provide a formal staff meeting with professional input (if appropriate).

The first two weeks post the critical incident

- Monitor progress of those hospitalised or injured.
- Stay alert for delayed reactions from staff and students.
- Provide relevant information to those who require it.

Key actions:

- Notify all key personnel of the problem and assign them tasks focused toward recovery from the critical incident.
- Notifying students about the problem minimises panic or concern.
- Recall backups - if backup tapes are stored offsite, these need to be recalled. If using remote backup services, a network connection to the remote backup location (or the Internet) will be required.
- Organise alternate facilities to continue operations suppliers.
- During a critical incident, employees may be required to work longer, more stressful hours, and a support system should be in place to alleviate some of the stress. Prepare them ahead of time to ensure that work runs smoothly.
- Provide counselling opportunities and support - opportunities should be given for staff and students to discuss the incident in a supportive environment. If the incident involves death, staff and students should be apprised of funeral details and given leave to attend. Staff members are not expected to be counsellors; therefore, the establishment of a counselling support appropriate to the particular critical incident is important.

Review

After the critical incident has been dealt with, it is essential that the organisation undertakes an evaluation. Evaluation of the CIMP and the roles and functions of the Coordinators and relevant support staff are an essential part of the process. Senior management should conduct a formal evaluation of the process involved in the management of the critical incident after debriefing has occurred. Formal evaluation provides opportunities for feedback on the strengths and weaknesses of the CIMP and provides an opportunity for continuous improvement. Feedback should be sought from those who have been involved in various aspects of the operation of the CIMP.

Any action taken regarding the critical incident should be recorded along with the final evaluation of the handling of the critical incident. Where the incident, or an individual related to the incident is referred to another person or agency this should also be recorded; however, the privacy needs of individuals should also be respected in this case.

IT Infrastructure and data

Preventions against data loss

In relation to IT Infrastructure the following preventions should be implemented:

- Backups are sent off-site at regular intervals;
- Backups include software as well as all data information, to facilitate recovery;
- Use a Remote backup facility if possible to minimise data loss;

- Utilise surge protectors - to minimise the effect of power surges on delicate electronic equipment;
- Protect servers and essential equipment with an Uninterruptible Power Supply (UPS) and/or Backup Generator;
- Fire Preventions – install effective alarm systems and accessible fire extinguishers
- Employ anti-virus software, firewalls and other security measures

Campus Evacuation

Students are shown the evacuation area at Orientation.

Emergency Contacts

Emergencies: Ambulance Fire Brigade Police	000
Lifeline Crisis Helpline	13 11 14
State Emergency Service for storm, rain damage	132 5 00
Roads & Maritime Services for traffic hazards, information, and driving licenses	13 22 13
Safe Work NSW	13 10 50
	1800 022
Health Direct Australia	222
	0427 269
International Student Care Australia (ISCA)	360 or
	(07) 3851
	0704

Student Declaration

I..... declare that I have read and agree with the details of the student handbook information.

I have researched the website for Sydney Higher Education Institute and have read the following Policies and Procedures:

- Access and Equity Policy
- Complaints and Appeals Policy
- Course Transfer Policy and Procedure
- Course Progress Policy and Procedure
- Deferral, Suspension and Cancellation Policy
- Fees and Refunds Policy
- Student Administration Policy
- Student Code of Conduct Policy
- Credit Policy and Procedures

Signature of Student:

Date:/...../.....