



Aboard Training Australia Pty Ltd t/a

Aboard Training Australia

ACN 110 897 795 | ABN: 99 110 897 795

RTO Code 31500 | CRICOS Code 03881D

Melbourne, Australia



STUDENT HANDBOOK

2021-2022

Aboard Training Australia Pty Ltd t/a Trade Qualified Australia | RTO 31500 | CRICOS 03118D

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Aboard Training Australia Pty Ltd t/a Aboard Training Australia
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Key Contact Details

Melbourne Campus and Head Office

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Key Contacts: MELBOURNE

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Welcome to Aboard



Thank you for considering Aboard as your education and training destination in Melbourne Australia. This handbook provides useful information about student life in Melbourne and Aboard courses to help you to decide on your qualification and career choices.

In the last decade, we have witnessed a rapid and progressive advancement in automotive technology, hospitality, and business management, creating a major shift in market and consumer behavior, business processes and business thinking. Moreover, changes in business and industry dynamics also require an equal transformation in education and training. It becomes necessary that new graduates and skill workers are equipped with appropriate skill sets, competencies, and knowledge in their respective fields to be able to face new challenges of modern workplaces. With these concepts in mind, ABOARD TRAINING AUSTRALIA has developed courses that are industry specific, competency based and relevant to students who are looking to start a new career in their chosen field.

In Australia, the Vocational Education and Training (VET) structure is guided by the Australian Qualifications Framework (AQF), offering Nationally Recognised Qualifications in a wide range of industry sectors. The institutions delivering these qualifications to international students, operate under a quality assured regime of ESOS (Essential Services to Overseas Students) and VQF (VET Quality Framework). Students acquiring nationally recognised qualifications can obtain credits for all the successfully completed competencies between different educational institutes and courses, creating flexible education and career pathways.

ABOARD TRAINING AUSTRALIA is committed to provide a positive and resourceful learning environment to all its students to enhance their learning experience at. ABOARD TRAINING AUSTRALIA is further committed to student welfare as student is the prime focus of its operation. At Aboard, students have access to all levels of management to express their concerns, views, and suggestions. Aboard believes in continuously improving its services in both academic and administrative areas that add value to student experience at Aboard.

Aboard would like to welcome you as a new student.

With best wishes,

Arvind Tandon
CEO

Campus Location and Information

Campus Locations:

Aboard has its head office and campus in Melbourne (Victoria).



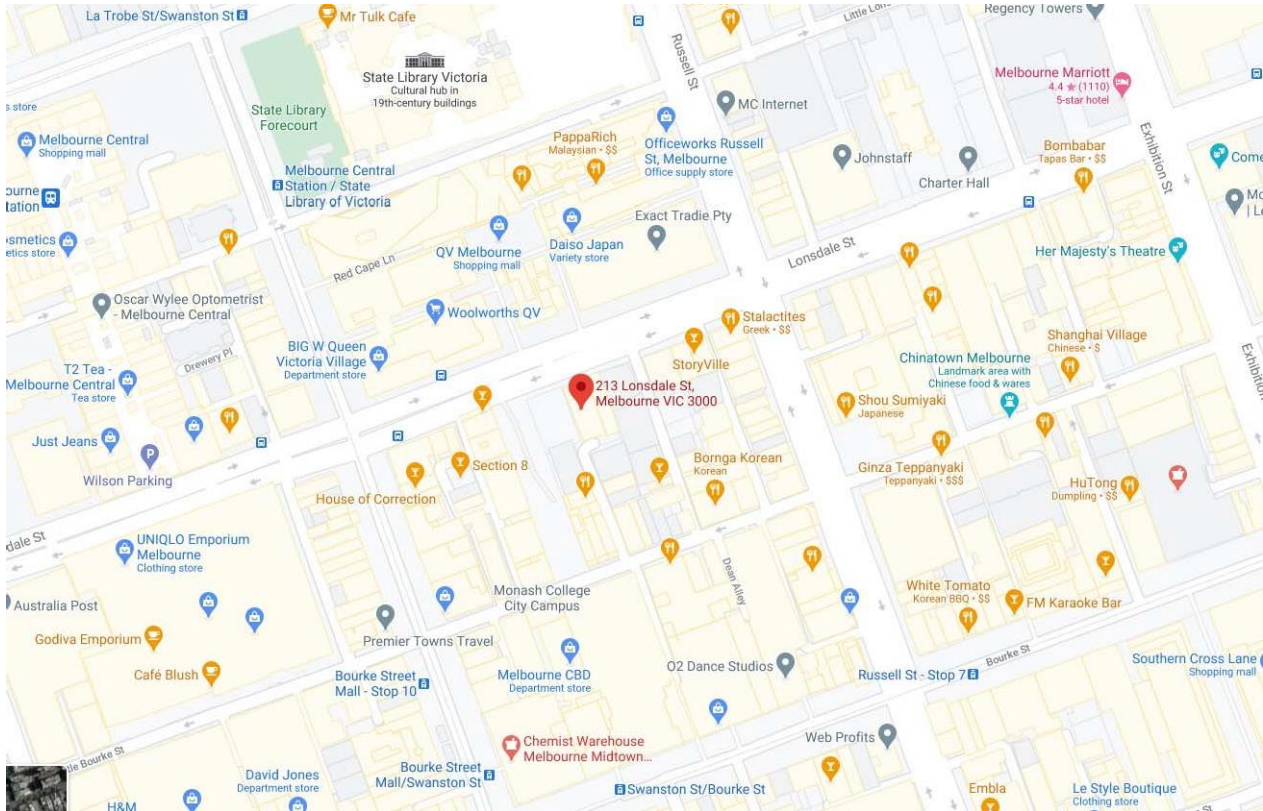
In Melbourne, ABOARD TRAINING AUSTRALIA is located at the heart of Melbourne CBD, a walking distance from major city attractions, public transport, a wide array of shopping, entertainment, restaurants, cafes, shops, and major university campuses.

Melbourne	Level 4, 213 Lonsdale Street, Melbourne VIC 3000	+61 3 9957 0827	https://goo.gl/maps/1EBwrXXy91CKcAtE8
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Within the vicinity of the Melbourne campus is the famous Burke Street Mall, Southern Cross Station and DFO, Dockland's harbor, Queen Victoria Market, Federation Square, and the CBD precinct with a range of shopping options and many other attractions close by. The Victoria State Library is in close vicinity. As a Aboard student, you also have access to Victoria University's library (guest access). Melbourne CBD is a hub of business and education activities with a vibrant multi-cultural environment.

MELBOURNE

Level 4, 213 Lonsdale Street, Melbourne



See full map HERE - <https://goo.gl/maps/1EBwrXXy91CKcAtE8>

How to Reach There

By Tram:

Trams run approximately every 10 minutes at peak hour and every 20 minutes outside of that from approximately 5:30am to 2:30am, depending which way and which day you are travelling.

Routes and Timetables

Route 86: <https://www.ptv.vic.gov.au/route/view/1881>

Route 96: <https://www.ptv.vic.gov.au/route/view/1041>

Route 58: <https://yarratrams.com.au/route-guides/route-58>

Yarra Trams tram TRACKER® App

You can get real-time tram arrival information with Yarra Trams tram TRACKER® using mobile, iPhone or mobile internet applications. Download the app you need [here](#).

By Train:

Melbourne's train network, operated by Metro, services the metropolitan area with 15 train lines. Trains normally run 5am - midnight, Monday to Thursday, with extended hours to around 1am on Friday and Saturday nights.

To reach the college by train, take a train to the Southern Cross station. From Southern Cross station, the campus is only a few minutes by walk. The campus can also be accessed from Flagstaff or Flinders Street stations. You can catch a tram by using the Public Transport Victoria journey planner - <https://www.ptv.vic.gov.au/journey> - or by using the tram TRACKER app.

Route Timetables

<http://ptv.vic.gov.au/timetables/metropolitan-trains/>

Public Transport in Melbourne

myki is Melbourne's ticket system to travel on the city's trains, trams, and buses in Zones 1 and 2, including V/Line services to Melton. It is a durable smartcard that stores value and can be used repeatedly.

A full fare myki card costs \$6. A concession (Note: International students are not eligible for concessions), seniors or child myki card costs \$3. When you buy a myki card it has no value on it, you must top it up before you travel.

You can buy a myki from:

1. Any retailers where you see the myki sign
2. All 7-Eleven stores
3. The customer service center or ticket window at Premium Stations
4. Myki machines (full fare myki only) at all metropolitan train stations and some accessible tram stops and bus interchanges
5. Online at: myki.com.au
6. By calling: 1800 800 007

For more information on myki and Melbourne's public transport system, please visit; <http://ptv.vic.gov.au/using-public-transport/brochures-and-guides/>

Campus Information



Modern and fully equipped campus located in the heart of Melbourne CBD. The campus boasts top student facilities and resources including:

- Spacious, modern, and fully fitted lecture rooms
- Fully networked campus and Wi-Fi throughout
- On-campus reference library
- Student lounge and kitchenette with microwave

The building has several cafés/restaurants nearby offering hot and cold drinks, snacks and meals. Major features and attractions:

- Modern and impressive campus
- Fully networked campus with modern networking hardware
- High speed broadband and Wi-Fi connectivity
- Spacious and tastefully furnished lecture rooms
- Projector and audio-visual equipment in each lecture room and lab
- Kitchenette for students
- Student lounge with TV and seating
- Student computers
- Printing and photocopying facilities
- Centrally located in Melbourne CBD
- Melbourne Central station and shopping at walking distance
- Education precinct with major universities in the vicinity
- Entertainment and social hub of Melbourne (CBD)

About Aboard

Aboard is a new and progressive registered training organisation, delivering a range of skill courses, including high-level (AQF 8) graduate programs, to its students.

Aboard aims to achieve a market distinction within the education industry as a quality education provider through its innovative academic programs, positive learning environment, student focus and principle of excellence in all areas of its operations. Aboard's quality framework provides the required oversight in maintaining academic integrity and improving its programs.

Aboard has invested in quality systems and resources to establish a strong brand awareness and reputation in the face of the changing industry landscape. It has expanded its scope of registration with new qualifications in business and management (graduate certificate and graduate diploma). In 2020 Aboard opened its Melbourne CBD campus. The new campus provides modern lectures room and connectivity, latest equipment, full library, high-speed internet, student recreational areas, modern facilities, and resources.

Aboard's mission of providing quality education and training to all its students and its commitment to

continuous improvement places it distinctively in the education sector with forward-looking strategy, robust governance structure, academic oversight and industry engagement. Aboard's values and quality processes are further enhanced by its focus on student outcomes and academic excellence. Aboard is managed by a team of highly qualified and experienced executives, managers, and trainers and assessors with years of professional experience in their respective fields and a strong and distinguished academic profile.

Aboard will constantly be engaged in developing new and skill-oriented learning programs for its students and forming alliances with corporate partners, industry bodies and universities. Aboard shall explore and secure articulation arrangements with prominent universities, private higher education providers, and vocational partners as part of its strategic initiatives. Focusing on its core expertise of developing and providing vocational education programs, Aboard envisions expansion of its operations in the overseas markets where it can leverage its marketing networks, brand image and industry associations in creating long-term business opportunities.

Academic Profile

Aboard is a Registered Training Organisation registered by the Australian Skills Quality Authority (ASQA) offering a range of vocational education and training programs to domestic and international students.

Core Principles

Aboard has as its primary purpose the provision of education and is committed to supporting free intellectual inquiry and nurturing a culture of scholarship throughout the organisation.

The objectives for which Aboard is incorporated are to foster and direct the systematic study of its core academic programs by teaching in a manner and at a level comparable to the standards of Australian institutions and colleges by:

- Establishing itself as a distinctive and responsible education provider within the vocational education and training sector in Australia and overseas
- Engaging in student-centered teaching and learning, that advances skills, knowledge, encourages free and open inquiry, and enhances the pursuit of academic excellence; and
- Facilitating each faculty realisation of the full potential of its formational, educative, and scholarly endeavor; and
- Promoting the study of business, management, and other disciplines in the wider community; and
- Underpinning these objectives through governance, procedural rules, policies, financial arrangements and planning, and quality assurance processes which are sufficient to ensure the academic integrity of Aboard's learning and teaching activities, and business endeavors.

Our Mission

Aboard is committed to providing quality and client-focused training and education services to its local and international clients through innovative programs, industry engagement and strategic alliances across its core business areas.

Our Vision

To establish ourselves as a distinctive higher education and training provider in Australia and overseas within the next five years by -

- Engaging with industry stakeholders and developing training programs that meet client, regulatory, and industry expectations
- Maintaining student focus
- Building strategic and pathway partnerships with universities and higher education institutes in Australia and overseas
- Embedding quality principles in all our operations
- Setting benchmarks for quality education and training; and maintaining compliance in all areas of operations
- Developing innovative and flexible delivery platforms and tailoring skill solutions to specific client needs
- Continuously learning, innovating, and transforming our organisation

Programs and Courses

Courses Currently on Scope of Registration: Nationally Recognised Qualifications

Code	Course Name	Available At
School of Business		
BSB50120	Diploma of Business	Melbourne
BSB60120	Advanced Diploma of Business	Melbourne
School of Learning and Management		
BSB80120	Graduate Diploma of Management (Learning)	Melbourne
Automotive		
AUR30620	Certificate III in Light Vehicle Mechanical Technology	Melbourne
AUR40216	Certificate IV in Automotive Mechanical Diagnosis	Melbourne
AUR50216	Diploma of Automotive Technology	Melbourne
Hospitality (Approval Pending – 2021)		
SIT30816	Certificate III in Commercial Cookery	Melbourne
SIT40516	Certificate IV in Commercial Cookery	Melbourne
SIT50416	Diploma of Hospitality Management	Melbourne

Articulation Arrangements

Aboard is currently in discussion with universities and higher education institutions to establish articulation arrangements to provide a learning pathway to our graduates. Currently, there are no articulation relationships/arrangements in place. When available, they will be updated on our website.

Student Information and Key Academic Requirements



Provider Information

Aboard Training Australia Pty Ltd t/a Aboard Training Australia is the registered entity to provide training to domestic and international students under its registered training organisation provider Code 31500 and CRICOS provider code 03881D. They can be accessed at:

National Register of VET:
<https://training.gov.au/Organisation/Details/31500>

CRICOS Register:
<https://cricos.education.gov.au/Institution/InstitutionDetails.aspx?ProviderCode=03881D>

Aboard is the sole authority to issue AQF certification, and **does not** have any other partnerships, or third-party arrangements with any party, to deliver training and assessment on its behalf (either in Australia or overseas).

International students may be recruited through approved marketing Agents/Agencies, under Aboard's policy and quality provisions.

A list of approved agents/agencies is provided on Aboard's website. Only the authorised agents can recruit students on Aboard's behalf and must adhere to agent's code of ethics.

Agents/Agencies have specific obligations to provide up-to-date, accurate, and unbiased information to all the prospective candidates, including course entry requirements, Aboard's policies and procedures, and fee information, and act in ethical and honest manner, and in the best interest of the students. Aboard constantly monitors Agent/Agency performance and collects data on quality of services to students.

Any enquiries or feedback regarding Aboard's registration, agents, or courses can be forwarded to the CEO – ceo@ataustralia.edu.au

As a Registered Training Organisation, Aboard is committed to providing quality training and services to all its clients and students. Provider obligations and student rights (under ESOS Act for international Students) are protected under the relevant standards and legislations:

Standards for RTOs;
<https://www.asqa.gov.au/standards>

ESOS Framework:
<https://internationaleducation.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx>

More information on ESOS Framework and student rights is provided in this guide.

Mode of Study

All international students must be enrolled in face-to-face study/training mode. No other modes offered in 2021.

Under Standard 8 of The National Code, Aboard has the flexibility to deliver some units online (none planned as of now). When planned, overall, no more than one-third of the total course load will be delivered online. As best practice, Aboard shall schedule the online unit as one of the units within any academic term, ensuring that in each academic term, there is at least one unit that is fully face-to-face and classroom-based in addition to the online unit. Only units suitable for online delivery will be selected. Where the requirements

of the unit of competency and the training package prevail, Aboard may not be able to deliver certain units online. Accordingly, some academic terms may not have online unit provision.

There will be no additional cost for online learning or resources. Assistance and support will be provided to students who have any difficulty accessing or using online portal or resources.

Assessments

Each unit has specific assessment requirements. Assessment methods generally include (but not limited to);

- Written tasks (e.g., essay, analysis etc.)
- Practical tasks (e.g., hands-on tasks that must be demonstrated and observed)
- Case studies
- Projects (e.g., research, plans, reports etc.)
- Examinations and Knowledge Tests

Assessments may include individual or group/team-based assessments. Assessments are scheduled over an academic term (generally 10 weeks), with time allocated for in-class project work and assessments, where observation of processes and skills is required.

The only grades are Competent “C” or Not Competent “NC”. To be able to complete a unit, all assessment tasks must be completed as per the assessment criteria; and to the satisfaction of the assessor (e.g., demonstration of skills).

Assessment task and other information will be provided within each unit of competency.

For online units, where skills or observation-based criteria need to be demonstrated (e.g., practical tasks), in-class assessment sessions will be allocated and organised.

Assessments will be scheduled according to lesson plans, enabling students to learn and practice before undertaking assessment tasks. Assessment schedules and due dates will be discussed and agreed at the start of the unit. Indicative lessons

and schedules will be provided as part of course materials/Learner’s Guide.

Where needed in-class project time and group activities will be scheduled to support the assessment process

Student Learning Support

All students have access to learning support, in addition to other support services (e.g., related to LLN, physical ability, cultural background or educational background etc.). Aboard has a dedicated support team to assist students with special needs, language, literacy, and numeracy needs, and academic assistance.

Aboard assesses student special needs as part of pre-enrolment and pre-training processes. During the sessions, the first point of contact is the trainer/assessor in the classroom. Students who feel that they may have difficulty understanding or completing the unit (or the course) should contact their trainer/assessor immediately. Students can also contact the front desk to make an appointment with the Student Support Officer to discuss their specific needs or concerns. Assistance may include (but not limited to);

- LLN support
- Academic support (e.g., developing essay writing skills, research skills etc.)
- Assistive technology
- Additional tutorials including online tutorial support
- Assistance in using technology for online delivery components
- Reasonable adjustment to assessment tasks and/or methods

Student Welfare and Support Policy has more details and can be downloaded from college’s website or requested from the front desk.

Rules of Progression: Packaged Courses

Students who enroll in packaged courses, i.e., enrolling in certificates courses leading to diploma or advanced diploma courses MUST fully complete each preceding qualification before they

can progress to the next one (e.g., a certificate III must be completed before a student can progress to a certificate IV, and a certificate IV must be completed before a student can progress to a Diploma etc. as part of packaged courses).

Students failing to achieve satisfactory academic outcomes will be subjected to college's *Course Progress and Completion within Expected Duration* policies and procedures.

Credits for Packaged Courses

Some course structures may have common units between different courses, which is more relevant if a student has enrolled in a packaged course (e.g., a packaged course comprising more than one qualification leading to the principal course of study, such as Certificate III + Certificate IV + Diploma + Advanced Diploma) over a prescribed duration.

Students progressing between the courses will be granted course credits as per AQF guidelines (AQF Qualifications Pathways Policy section 2.1.8). As the granting of credits may have an impact on the course duration, students who have been granted credits in the subsequent qualifications will have their eCoEs amended through PRISMS.

This information is also added to Course Brochure, Aboard's *Completion within Expected Duration Policy*, and provided to students prior to enrolment in the Student Agreement.

Monitoring Student Progress

Aboard monitors the progress of each overseas student to ensure the students can complete their course(s) within the expected duration specified on their CoE.

Aboard requires that students maintain a satisfactory course progress, with students completing at least 50% of the allocated units in an academic term. Where the number of units are odd numbers, student must complete majority of the units in a term – e.g., If there are three units in a term, students must complete at least two units.

Students not meeting course progress required will be deemed "At Risk" and subject to Aboard's *Course Progress Policy and Procedure*.

Further information on Course Progress is provided in the following sections of this guide.

Attendance

Under the conditions of your enrolment, you are required to attend on-campus face to face classes 20 hours per week.

Course Progress is closely linked to regular attendance, as most of the assessment tasks require some in-class work (in some units, progressive work over many sessions). Unsatisfactory performance may result in "At Risk" status and impact student's ability to complete the course in specified duration.

Student Code of Conduct

1. Purpose

Aboard is committed to providing a safe, supportive, collaborative, and positive learning environment to all the students. This Code sets out Aboard expectations of students with respect to their academic and personal conduct and outlines Aboard's responsibilities to students.

2. Scope

This code applies to all the students of Aboard enrolled with Aboard in Australia or overseas campuses, or students representing Aboard in any event or activity in Australia or overseas. This code does not replace, but supports, legislation, relevant professional bodies' codes of conduct or awards and policies.

3. Definitions

College Members: Means all employees of Aboard regardless of the type/tenure of employment, contractors, visitors, guest speakers and persons on honorary appointment

The Code: The Student Code of Conduct

4. Legislative Context

- ESOS Act 2000
- National Vocational Education and Training Regulator Act 2011
- Anti-Discrimination Act 1977
- Copyright Act 1968
- Equal Opportunity for Women in the Workplace Act 1999
- Freedom of Information Act 1989
- Occupational Health and Safety Act 1983
- Privacy and Personal Information Protection Act 1998
- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Protected Disclosures Act 1994
- Workplace Relations Act 1996

5. The Code

5.1 Compliance with all Aboard policies, procedures, and quality initiatives

All students are required to observe and comply with all college policies, procedures, guidelines, directive, and quality initiatives always during their enrolment at Aboard.

5.1 Student Obligations

Aboard expects its student to:

- Inform themselves of Aboard's rules and policies affecting them and always comply with this Code of Conduct.
- Treat all college staff, other students, and visitors to Aboard with courtesy, tolerance and respect.
- Ensure their contact details are up to date and that they regularly read all the communications and emails sent to their provided email and physical addresses.
- Identify themselves when required to do so by a college staff member and produce their student card on request to a college staff member fulfilling the requirements of their duties.
- Treat other students and staff with respect so as not to compromise their health, safety, privacy, and welfare.
- Abstain from bullying, harassing, and any other unlawful activity or Unacceptable student behavior whilst on campus or when representing Aboard in an activity or an event, including the online environment.
- Not engage in behavior that is perceived to be threatening or intimidating or causes any person to fear for their personal safety or well-being.
- Respect the rights of others to be treated equitably, free from all forms of unlawful discrimination and harassment, including sexual harassment.
- Adhere to course requirements and classroom norms established in class.
- Make timely payment of any fee, charge or penalty imposed by Aboard.

- Ensure their actions or inactions as a student do not harm, or bring into disrepute, Aboard's reputation or good standing.
- Abide by the conditions of the Student Agreement.

5.2 Unacceptable student behavior:

Unacceptable behavior may include but is not limited to:

- Endangering the safety of self or others
- Inappropriate physical contact and/or physical violence
- Bullying and intimidation of any other person
- Being affected by drugs and/or alcohol
- Consistently disrupting the work of learning in the classroom
- Inappropriate isolation of a group member from group activities
- Putting at risk the good reputation of any other person
- Making racist, sexist, or in appropriate comment to any person
- Demeaning another in any way
- Constantly and inappropriately seeking attention
- Behaving in a disruptive manner such as swearing, yelling, using offensive language
- Inappropriate invasion of another's personal space
- Stealing
- Disobeying any reasonable direction by a staff member
- Viewing or distributing offensive material via the internet, e-mail, or any other means
- Use of mobile phones in the classroom environment.

If your behavior is disruptive or unacceptable, disciplinary action may be taken against you. A trainer/assessor can ask you to leave the classroom or refuse entry to a classroom if your behavior is disruptive or dangerous. If your behavior threatens the safety of others, interferes with the duties of staff or other

students' study or damages or threatens college property, you may be suspended.

5.3 Integrity in Academic Works

Students are expected to:

- Not engage in plagiarism or other academic misconduct (Ref: *Plagiarism and Academic Misconduct Policy*)
- Actively participate in the learning process.
- Attend scheduled course training activities and submit assessment tasks on time, unless unforeseen or exceptional circumstances arise.
- Behave ethically, avoiding any action or behavior that would unfairly disadvantage or advantage either themselves or another student.
- Comply with the assessment conditions, trainer/assessor instructions, and ensure the proper use of copyright material.
- Not behave in a way that disrupts or interferes with any training or academic activity of Aboard.

5.5 College Resources

Students have a general responsibility to safeguard, properly use and care for college resources. Fraud or theft by a student may result in dismissal or a legal action.

Students are expected to:

- Use and care for all college resources, such as buildings, equipment, library, information, and communication technology resources, in a lawful and ethical manner, mindful of the need for resources to be shared by all college members.
- Not engage in behavior that is detrimental to college property, including Aboard library sources, and course materials.
- Not misuse library, computing or communications facilities in a manner which is unlawful, or which will be

detrimental to the rights and properties of others.

Students must use college resources only for purposes related to their studies. College facilities and resources are necessarily provided in an accessible manner on trust to staff and students. College information systems, including software and computer equipment, may be used only by staff or students.

6. College Responsibilities

The college has responsibilities to ensure that students:

- Study in an academic environment which fosters student participation in active and collaborative learning activities that contribute towards development to knowledge, skills, and graduate attributes.
- Are considered for selection into courses or programs based on criteria that are valid, explicit, fair, and reliable.
- Enroll in courses and programs of study that are of high standard, satisfy relevant professional requirements, are up-to-date and based on training packages and industry expectations.
- Have access to appropriately qualified academic staff and academic and learning support services.
- Have access to materials, equipment and other resources to enable completion of academic courses.
- Receive timely, complete, clear and accurate information in relation to the content, conditions, cost and assessment tasks of courses.
- Receive timely and appropriate feedback on assessment tasks.
- Receive timely and appropriate information in relation to administrative procedures that apply to them.
- Have an opportunity to provide feedback on the training, learning and assessment environment.
- Study and work in a safe, harmonious, tolerant and productive academic environment.


- Are treated with courtesy, tolerance, and respect as valued members of Aboard community.
- Are treated fairly, impartially, and consistently in all aspects of college policy, procedures, and practice.
- Are treated equitably, free from all forms of unlawful discrimination and harassment, including sexual harassment.

7. Breach of the Code

A student may be suspended or have their enrolment terminated from a course for behavior that contravenes this Code of Conduct.

Students have a responsibility to:

- Observe Aboard and classroom norms and this Code of Conduct
- Be courteous to staff and other students
- Behave in a manner which does not interfere with the learning of others
- Conduct themselves in a responsible manner while at Aboard or any other college activity, excursion, or function
- Abide by the policies and rules of Aboard
- Abide by the conditions of the Student Agreement

	<ol style="list-style-type: none">1. Plagiarism and Academic Misconduct Policy2. Harassment Policy and Complaint Procedure3. Anti-Discrimination and Bullying Policy and Procedure4. Health and Safety Policy and Procedure5. Critical Incident Policy	<p>In this Guide (Policies and Procedures) & College Website</p>
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ESOS Framework and Your Rights



The Australian Government wants overseas students in Australia to have a safe, enjoyable, and rewarding place to study. Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework, and they include the Education Services for Overseas Students (ESOS) Act 2000 and the National Code (2018).

Protection for overseas students

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

CRICOS registration guarantees that the course and the education provider at which you study meet the high standards necessary for overseas students. Please check carefully that the details of your course including its location and match the information on CRICOS.

Your rights

The ESOS framework protects your rights, including:

- Your right to receive, before enrolling, current and accurate information about the courses, fees modes of study and

other information from your provider and your provider's agent. If you are under 18, to ensure your safety, you will be granted a visa only if there are arrangements in place for your accommodation, support, and welfare.

- Your right to sign a written agreement with your provider before or as you pay fees, setting out the services to be provided, fees payable and information about refunds of course money. You should keep a copy of your written agreement.
- Your right to get the education you paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if your provider is unable to teach your course.
- Your right to know:
 - How to use your provider's student support services
 - Who the contact officer or officers are for overseas students?
 - If you can apply for course credit
 - When your enrolment can be deferred, suspended, or cancelled
 - What your provider's requirements are for satisfactory progress in the courses you study
 - If attendance will be monitored for those courses
 - What will happen if you want to change providers, and
 - How to use your provider's complaints and appeals process.

Your responsibilities

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

- Satisfy your student visa conditions
- Maintain your Overseas Student Health Cover (OSHC) for the period of your stay
- Meet the terms of the written agreement with your provider
- Inform your provider if you change your address
- Maintain satisfactory course progress

- If attendance is recorded for your course,
- Follow your provider’s attendance policy; and
- If you are under 18, maintain your approved accommodation, support, and general welfare arrangements.

The ESOS Framework can be found at;

<https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx>

The ESOS Act 2000 is an Australian Government Act that controls the delivery of international education in Australia that was introduced to provide a legislative framework to ensure the quality of programs and services provided to international students and to ensure that the rights of international students are protected.

The National Code 2018 of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code) is part of the ESOS legislative framework and it provides nationally consistent standards for the conduct of registered providers of international education and the registration of their courses.

The National Code can be downloaded here:

<https://www.legislation.gov.au/Details/F2017L01182/Download>

The ESOS Act only applies to international students studying in Australia on a student visa. It is not applicable to students who are studying in an offshore location who are not studying under a student visa as issued by the DIBP.

The Department of Education and Training has released a new fact sheet for international students containing important information about their rights and responsibilities while studying in Australia.

<https://docs.education.gov.au/node/39586>

Contact Information

Who	Why	How
Aboard	For policies and procedures that affect you	Contact college administration through front desk
Department of Education, Employment and Workplace Relations	For your ESOS rights and responsibilities	ESOS Helpline +61 2 6240 5069 Email esosmailbox@dest.gov.au
Department of Immigration and Border Protection (DIBP)	For visa matters	www.immi.gov.au Phone 131 881 in Australia Contact the DIBP office in your country.

Pre-Enrolment Information




International Student Guide

In addition to this Student Handbook Aboard has developed a pre-departure guide for prospective student that provides useful information about Australia, Melbourne, pre-arrival, settling-in, and culture and social adjustments.

This guide can be requested from Aboard administration in person or by email to student service – studentservices@ataustralia.edu.au

A shorter version of the guide is also provided at the end of this handbook.

	International Student handbook & Guide	College Reception & Admin
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How do intending students apply for admission in Aboard?

Students need to first complete and lodge college's relevant Application Form i.e., Application Form – International Student or Application Form – Domestic Students.

Prospective students may apply directly or through an Education Agent for an admission in their desired course(s). The courses can also be packaged to offer an academic pathway for

students looking for a specific educational outcome.

PLEASE NOTE: You must be 18 years of age or above at the time of application to get an admission into an Aboard course.

How does Aboard formalise the enrolment?

Once an application is received with the relevant documents, Aboard determines if the applicant meets the entry requirements in the intended courses.

Once all the enrolment conditions have been met, Aboard extends an offer letter to applicant along with a copy of Student Agreement. This agreement aims to ensure the obligations and rights of both the registered provider and student are clearly set out, including the course money payable and services to be provided (The National Code: Standard 3).

The college's enrolment process is guided by the *Student Admission and Enrolment Policy and Procedure*. This policy outlines the procedure for approving admission applications and enrolling students in the relevant courses or units of competency.

As part of the enrolment process, students need to undertake a pre-enrolment needs analysis (candidate self-assessment form, provided along with the application form) to help Aboard determine suitability of the course(s), as well as identify any special needs. At the time of application, candidates also have an opportunity to apply for recognition of prior learning (RPL), and/or credit transfer. Accordingly, Aboard determines the duration of the course (volume of learning) based on the pre-enrolment analysis of existing skills, knowledge, and prior experience, and makes an offer for a place.

There is no fee for Credit Transfer applications.

RPL fees are usually pro-rata per unit based on course tuition fee. RPL fees are published in Aboard's fee schedule on its website and provided to all prospective students in the course brochure.

Once the offer has been accepted and the enrolment conditions have been met, Aboard issues an eCoE to the students (in case of international students) which can be used for applying for a student visa in student's home country.

	Student Admission and Enrolment Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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What other information is provided to prospective students as part of the enrolment process.

All intending students are provided with an information pack that includes a copy of college's *Student Fees Policy, Fee Refund Policy and Procedure, Student Code of Conduct*, and a Pre-Enrolment Information Guide. The Student Handbook is available on college's website and provides essential information to students to plan and organise their trip.

College's website also contains further pre-departure information and link to various resources for student's information.

What is the Tuition Fee?

Tuition fees are fees we receive, directly or indirectly, from an overseas student or intending overseas student, or another person who pays the fees on behalf of an overseas student or intending overseas student that are directly related to the provision of a course that Aboard is providing, or offering to provide, to the student.

Tuition fees are clearly shown against each course of study in Aboard's Letter of Offer as well as Student Agreement.

What other types of fees may be charged along with the tuition fees?

Other types of fees may include:

- Application Fee
- Materials fee
- RPL fee

- Reassessment Fee
- Late Payment Fee

The college includes all the applicable fees for a student in the Student Agreement. Any fee type that is not included in the Student Agreement is not charged.

Are the fees refundable?

The only refundable fees are the tuition fees. Fee refunds will be based on unexpended (unused) tuition fees. RPL fee, once an RPL assessment has been conducted, is not refundable.

How much fee does a student have to pay prior to commencement?

As per the recent changes to the Education Services for Overseas Students Act 2000, effective 1 July 2012, only up to 50% of total tuition fees may be collected prior to student commencement (unless the course is 24 weeks or less: See Study Period below).

If a student enrolls in packaged courses (e.g., Cert IV + Diploma + Advanced Diploma), only up to 50% of the tuition fee of the first course may be collected prior to student commencement.

What does Aboard do with the pre-paid fees?

Aboard keeps the initial prepaid tuition fees in a separate pre-paid fees account within five (5) business days of receiving them. This account can only be drawn down when the student commences the course.

Aboard has established a mechanism for keeping pre-paid tuition fees separate from day-to-day operating expense accounts, so that if a refund is payable before the student commences, the refund can be made in full and in a timely way without impact on the financial operations of the business or recourse to the tuition protection system.

What is TPS?

From 1 July 2012, the TPS has replaced the Tuition Assurance Scheme (TAS) arrangements and the ESOS Assurance Fund.

The Tuition Protection Service or TPS is now a placement and refund service for international students. All providers (both public and private) will contribute annually to the TPS. More information on TPS can be found at: <https://tps.gov.au/Home/>

How are rest of the fees collected after commencement?

After the student commences, Aboard cannot require a student to pay any further fees until two (2) weeks before the start of the second study period (term). However, if a student voluntarily pays tuition fees after commencement but earlier than two weeks before the start of the second study period, Aboard is not required to return the fees and would not be considered in breach of this requirement.

Aboard invoices students on a term basis i.e., due date for fee for each term will be two weeks before the start of the term

What if Aboard's agents collect any fees on behalf of Aboard?

Under the obligations placed under Standard 4 of the National Code 2018, agents who collect prepaid tuition fees from international students do so on Aboard's behalf and in that case, from a legal aspect, the acts of an agent are the acts of Aboard. Aboard's agreement with agents must specify the responsibilities of the education agent and the registered provider and the need to comply with the requirements of The National Code 2018.

What if the students have any difficulty in paying their fees?

Aboard recognises that some students may face financial difficulties due to unforeseen


circumstances in their personal or family situation.

Aboard has a fee arrange system in place by which students can choose to pay the fees in instalment, or a later date as mutually agreed. The students must apply for fee extension or fee instalments using appropriate forms.

What does Aboard do with the fees received from the international students in advance?

Under the provisions of changes to the Education Services for Overseas Students Act 2000 enacted on 20th of March 2012 as part of the Government's second phase response to the Baird Review Aboard has set up a separate Pre-Paid Fees account that is used to hold all pre-paid fees. This account is only drawn down when the student commences the course.

A maximum of 50% of the course tuition fee will be collected as a pre-paid fee for course longer than 24 weeks in duration. For packaged courses, 50% of the fee of the first course of study will be collected as a pre-paid fee.

	1. Student Fees Policy 2. Fee Refund Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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How the LLN skills development is supported by the RTO for learners with non-English background?

For all learners, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing (The Crux of the Matter, DET, 2011). Accordingly, Aboard will embed LLN principles within its delivery and learning and assessment tasks.

Aboard uses Australian Core Skills Framework (ACSF) as a reference to assess current LLN skill levels. The ACSF provides:

- A consistent national approach to the identification of the core skills requirements in diverse personal, community, work, and training contexts.
- A common reference point for describing and discussing performance in the five core skill areas.

Further information on ACSF and assessment resources can be viewed at;

http://www.precisionconsultancy.com.au/acs_framework

<http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx>

Pre-training LLN assessments will be conducted during student orientation program to identify specific LLN needs of the students. These needs will be addressed through classroom learning and assessment activities over the duration of the program.

LLN tests will also be made available online as soon as the enrolment has been confirmed.

What RPL or Credit Transfer arrangement are place to assessment pre-training RPL eligibility of the students?

Aboard provides RPL and Credit Transfer opportunities to all its prospective and existing students. The college has a comprehensive *RPL and Credit Transfer Policy and Procedure* in place to support its commitment for recognition of prior learning.

Aboard recognises all National qualifications achieved within the AQF framework and provides credits for equivalent competencies achieved into its courses.

The college has RPL assessment resources for all its courses that are validated each year as part of college's quality and continuous improvement framework. RPL assessment is conducted in

accordance with the principles of assessment and the rules of evidence.

The college follows AQF's "*National Principles and Operational Guidelines for Recognition of Prior Learning*".

Under the AQF, each qualification Guideline provides for an RPL pathway as an 'alternative' or 'non-institutional' access point or source of credit. This keeps the system of qualifications open to recognition of the value of learning achieved outside the formal system, as part of everyday living in a continuum of learning throughout one's life.

	1. RPL and Credit Transfer Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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Is there a fee for RPL or Credit Transfer?

The college does not charge any fee for Credit Transfer applications.

RPL is an extensive process and the RPL fee is equivalent to a single unit fee on a pro-rate basis based on the total course fee.

How does Aboard ensure access and equity in its programs?

Access refers to the ability to enter training regardless of racial, religious, cultural or language backgrounds or physical attributes

Equity is about ensuring that all people have the supports that they need to access, participate, and achieve to the same level

The college has an *Access and Equity Policy* in place that ensures that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities,

or location. The college staff, trainers and assessors adhere to the principles and practices of access and equity in the provision of education and training services.

	Access and Equity Policy	In this Guide (Policies and Procedures) & College Website
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On Arrival: Commencing Your Studies



Student Orientation

Student Orientation is a welcome and orientation program for new students commencing their studies at Aboard. The program consists of presentation, campus tour, enrolment and information that helps new students settle into the new study environment.

All incoming students are expected to attend Aboard's orientation program.

The orientation session provides all new students with information about the training, assessment and support services, their responsibilities as student, key policies that impact upon their course progress and completion, and their rights and obligations at Aboard.

Students who miss the scheduled orientation session will be provided with a copy of the orientation presentation and information handed out during the session and given an opportunity to attend the next program if they wish to do so.

How do students start their student life at Aboard?

Following the orientation session, students are provided with their Student ID and details of their college network accounts.


The students are provided with their timetables and extended any further assistance they may need through college's student support system including the Student Welfare Officer.

The college is committed to providing a positive and a culturally vibrant learning experience to all its students; and ensuring student safety, welfare, and general well-being through a client-focused approach and continuous engagement. Students are free to contact anyone from Aboard administration and management, if they need more information or discuss any specific issues.

What support services are provided to students, especially international students who just begin their studies?

All incoming students are expected to attend a student orientation session on arrival. College's Student Orientation session is aimed at supporting students to adjust to study at Aboard and to life in Australia in general. The college invites guest speaker from various government agencies (e.g., DIBP) and industry for benefit of the students.

Student Orientation Policy and Procedure outlines the organisational and operational program structures for orientation.

	Student Orientation Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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The college also conducts a survey at the end of the orientation session to collect data for continuous improvement.

Student Cards

You will receive a Aboard student card on commencement. Student card must be always carried when on campus and produced to verify identification when asked by college staff members.

Library Services

All students have access to on campus Aboard Reference Library. Students can borrow the books for study on-campus.

Health & Safety on Campus

The College will take every practicable step to provide and maintain a safe and healthy work environment for all employees and students. To this end Aboard abides by the responsibilities specified by the OH&S Act 2004 and subsequent state and federal amendments. If the Students observe a safety hazard, they can report this to Campus/RTO Manager who would address it and take necessary steps to eliminate or reduce potential risk.

Timetables

Timetables are displayed on the College Notice Board in the student area. A list of students that belongs to each group is displayed on the Notice Board as well. Each student can refer to the list of names, find the group they are allocated to and find the relevant class according to the Timetables.

The new timetable for the new term will be updated one week prior to the Term commencement and will also be available on the Aboard website.

Student Support Officer

Aboard understands that being in a new country, new environment and engaging in your studies can be quite challenging. We are ready to help you through the process of your adjustment to the life in Australia and in fact through any of the issues you may face while studying at Aboard.

The college has designated a full-time, on-site student support officer to provide student welfare related services including (but not limited to) accommodation, counselling, crisis services, disabilities and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programs promoting social

interaction, religious and spiritual matters, and stress-management.

Students will need to make an appointment to meet the Student Support Officer. Urgent matters will be attended to promptly on advice of the front desk (initiated by the student) or college staff members.

Current Address Details

Students on an International Student Visa no longer need to keep DIBP informed of their home address in Australia, as DIBP will check these details with your education provider if required. Therefore, you **MUST ALWAYS** maintain a current residential address on your student file. If you have changed your address, please obtain a 'Change of Details Form' from the reception and fill it in and hand it back to them.

Academic Life & Necessities



Teaching & Learning in Australia

One thing you may find is that the Education system is much different in Australia than your home country. So are the teaching and learning methods. It is important for you to understand this difference which would help your adjustment to the student life in Australia. Aboard is a Vocational education and Training provider and the system in this sector is much different to Higher Education (University) sector and the secondary education sector.

You are expected to display adult learning capabilities that involve much of independent learning. You will be provided with the help and guidance by trainers however it is expected that you would manage your time and workload independently.

Active learning and cooperation among students are expected from you as adult learners. Active learning is defined as activities like the following:

- Finding and reading a reference referred to in a text or found when browsing the stacks
- Making an outline from class notes or readings
- Taking a test to measure your abilities, interests, or attitudes
- Working on a paper which integrates ideas from several sources
- Making presentations and doing tasks or activities

Keys to Academic Success

- Consistent Attendance
- Completion of work on time
- Establish time management
- Examine personal study habits
- Use study groups
- Participate in class discussions and activities
- Seek help from Trainers outside class time
- Learn to think critically
- Use campus resources and study materials effectively
- Improve writing skills (pre-write an outline, do a draft, re-read, and prepare final submission)

Study Skills

- Become a flexible reader (study reading, skimming, and scanning)
- Improving concentration
- Managing time (weekly schedule, term calendar)
- Having a good, prepared place to study
- Develop a strategy for reading textbooks (S.Q.R.W: S– Surveying, Q – Questioning, R-Reading, W – Writing)
- Setting Goals (S.M.A.R.T: S- Specific, M – Measurable, A – Achievable, R – Realistic, T – Timely)
- Motivation for studying (reward yourself at given times, evaluate yourself, reflect on what you have learned, remind yourself your goals)

Attendance

How can I maintain my course progress and attendance?

Attendance is closely linked to Course Progress. The college has adopted and implemented a course progress policy and procedures for all the students enrolled in CRICOS registered courses. While Aboard does not report students based on

attendance, attendance in the prescribed sessions must be maintained.

However, it does not mean that students can simply skip the classes. Student attendance in classroom learning and assessment session is strongly linked to academic performance. Further, in a competency-based environment, students need to demonstrate certain skills as part of their course which is best achieved during in-class assessment sessions.

Missing classes and remaining absent without college's approval may impact on your course progress and course duration.

Does Aboard keep attendance records?

Yes, attendance records must be kept as evidence of student participation and attendance during in-class assessment sessions. Students are expected to advise Aboard if they are unable to attend the class scheduled.

What to do if a student does not turn up for classes?

If a student misses three consecutive classes without an approved leave of absence from Aboard, trainers should complete and forward the *Trainer Concern Form* to the Course Coordinator. Continuous student absence may also mean that student enrolment has either been deferred or suspended due to certain reasons. Consult with the Course Coordinator to verify a student's status.

Course Progress

What is Course Progress?

Course Progress is the measure of advancement within a course towards the completion of that course irrespective of whether course completion is identified through academic merit or skill-based competencies (The National Code 2018).

How does Aboard monitor student progress?

The college has a *Course Progress Policy and Procedure* in place that ensures that students studying at Aboard maintain satisfactory course progress throughout the duration of their studies. This policy and associated procedure also provide the framework for dealing with unsatisfactory progress and taking remedial actions.

The college has adopted a proactive approach in monitoring students' course progress and notifying and counselling students who are at risk of failing to meet the accepted course progress requirements. Students who persist in failing to meet course progress requirements - even after attempts by Aboard to notify and counsel them through the intervention strategy - shall be reported to DET and DIBP in accordance with the ESOS Act 2000.

An Unsatisfactory Course Progress will be noted when a student has is deemed Not Competent (NC), in 50% or more of the units attempted in a study period.

Students with "At Risk" status may not be allowed to undertake new units of competency until the course progress matter is resolved or addressed through appropriate procedures.

What intervention strategies are in place to support the student course progress issues?

In the first instance, the student will be informed of the course progress issue by the trainer/assessor in the classroom through assessment feedback during each academic term (or a study period). Depending on the assessment outcomes, trainer/assessors may allow the student to resubmit the work or suggest a reassessment or a re-sit as per college's *Reassessment Policy*.

A range of intervention strategies are developed for different stages of intervention (See *Course Progress Policy and Procedure*). These strategies include, but are not limited to -

- The trainer/assessor providing information and support

- The student allowed to resubmit assessment tasks or allowed to undertake assessments missed
- The student allowed undertaking extras classes
- Undertaking reassessment in each of the failed units
- Undertaking a period of study during the scheduled break between study periods
- Repeating failed units during the next study period by
 - Attending additional classes
 - Undertaking a self-paced/online program
- Being required to undertake additional English language classes prior to reassessment
- Producing evidence of competence gained in the workplace
- Being referred to Student Welfare Officer if the progress is thought to be affected by personal issues and situation of the student
- Academic support in the areas such as developing research and paper/essay writing skills and general strategies for completing various types of assessments
- Change of course
- Course variation (extension of course duration)

How are these strategies implemented?

Students at risk of course progress will be notified in writing and asked to attend a course progress meeting with the designated officer. During the course progress meeting, reasons for unsatisfactory performance will be identified and a remedial action/measure discussed and agreed with the student.

Interview details will be kept on the student file and strategies agreed with the student implemented within the agreed time frame.

If any variations to the enrolment are noted, student’s PRISM record will be updated.

What happens if students continuous to show unsatisfactory performance even after intervention strategies have been implemented?

If the Student is unable to demonstrate competency in a majority of units half-way during the second consecutive study period, and has not fulfilled the necessary actions which were agreed upon during the interview, Aboard will notify the student in writing of its intention to report the student to DIBP-DE for unsatisfactory course progress.

A Letter of Intention to Report for Unsatisfactory Progress (or a Letter of Intention to Cancel Enrolment) will be sent by registered mail. This written notice will inform the student that he or she is able to access Aboard’s complaints and appeals process as per The National Code Standard 10 and that the student has 20 working days in which to do so.

If the Student chooses not to access the complaints and appeals processes within the 20-working day period, withdraws from the process, or the process is completed and results in a decision supporting Aboard, Aboard will notify the Secretary of DET through PRISMS of the Student not achieving satisfactory course progress as soon as practicable.

Copies of all outcomes and notifications related the appeal process is kept on the student’s file in accordance with Aboard’s complaints and appeals policy and procedure.

	Course Progress Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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Plagiarism

In some cultures, using information from other sources is acceptable. In Australia, if the other source is not cited this is a bad thing. Therefore, it is looked on in a bad way. This is called plagiarism. Plagiarism happens when you copy or reproduce someone else's work or ideas without acknowledging its original source. This includes, but is not limited to, obtaining information from books, the Internet, and fellow students.

Aboard treats plagiarism as cheating. Cheating and plagiarism are a serious offence and will be treated seriously. The college imposes severe penalties on students who cheat and plagiaries.

To avoid plagiarizing, it is very important to acknowledge all sources in all assignments submitted for marking. Acknowledgement may be in the form of footnotes, endnotes, or any other textual references. A reference list must be included at the end of an assignment if any acknowledgements have been made within the assignment, including sources that have been referred to but not cited within the assignment.

The words of another writer must be placed in quotation marks/inverted commas. These words must be followed by the author's name, the source (book, web site etc.) and page number of the source. The author's complete details should also be included in the reference list at the end of the assignment.

Please refer to specific links and resources provided in the classrooms for information about citing sources. You may also request your trainer or assessor for more information.

It is also a serious act to help another student to plagiarise written work. This includes lending another student work that you have completed so that it can be copied and submitted as the other student's own work. Aboard treats these instances as seriously as plagiarism and will impose severe penalties on students found to be assisting other students to cheat and plagiarise.

Penalties for plagiarism are severe. A student who is identified as cheating or plagiarising will receive 0% (Not Competent), pending resubmission of that assessment. They will have to resubmit that assessment, and the Course Coordinator may alter the assessment to protect its integrity (for example, they may make it an exam). Resubmission is only possible where the reassessment will be completed before the relevant unit ends. You may appeal if you feel you've been accused incorrectly.

Plagiarism can put you in breach of your visa conditions and may be subject to a DIBP investigation. The college may exercise the option of reporting the plagiarism to DIBP for review of the student's visa.

	Plagiarism and Academic Misconduct Policy	In this Guide (Policies and Procedures) & College Website
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Resources

The resources for units of all courses will be available with the Course coordinator. Please make maximum use of these resources as they are specially designed to meet the course requirements and the criteria for competence.

Assessments & Reports

The students are provided with a Learner Guide for each unit of competence. The Learner Guide specifies the Assessment, submission guidelines, timeline, and Assessment criteria for each individual assessment.

Aboard Assessment and Reassessment Policies specify the following requirements which students must be aware of. These are available on the Aboard website. We have included them in this Handbook for your easy reference.

- 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

Aboard will ensure that all assessments are:

- Valid, fair, flexible, reliable, feasible and incorporate clearly defined assessment criteria and evidence requirements
- Designed to measure students' achievements against explicit learning objectives, to promote learning, and improve student performance
- Based on a range of assessment practices or modes designed to accommodate the diversity of learners and allows them to demonstrate their achievement as learners
- Promote integrity in assessment to ensure, as far as possible, that students receive proper credit for assessable work which is their own

- Incorporate feedback that supports student learning and is prompt, informative and where appropriate provided throughout, not just at the end of, the learning process
- Be moderated or validated to ensure appropriateness to the unit/module and level of difficulty

Conditions of Assessment

- On commencement, the students should review and understand all the course related information including course structure, prerequisites, and competency requirements for each unit of competency.
- All assessment works for a unit of competency must be completed within the prescribed duration. Due dates for the assessments will be set by respective assessors on commencement of the unit and must be adhered to by all the students.
- The students have the responsibility to maintain the required attendance and participate in all the in-class activities and assessment/project tasks to be able to develop the required skills and knowledge.
- The students must keep record of their activities, assessments and research and take an active interest in exploring new concepts and ideas
- There are only two assessment outcomes, "C" (Competent) and "NC" (Not Competent)
- To successfully complete this unit of competency, the student must complete and obtain a "C" result in ALL the assessment tasks and activities of this unit
- Each assessment can only be attempted a maximum number of times. If marked "NC" in any unit of competency after all the allowed reassessment attempts have been exhausted, the student will need to re-enroll in the unit according to college's Re-assessment Policy
- Student's completing partial course will be awarded a "Statement of Attainment"

showing respective competencies achieved

- Other assessment conditions such as assessment due dates and conditions for group assessments may be separately set by the assessor under advice to the course coordinator
- To maintain fairness in assessment, all the students will be provided with similar and equitable assessment conditions (place, time, opportunity, and supervision) as applicable
- In-class assessment tasks must be completed during designated sessions in presence of an assessor

Special Needs and Reasonable Adjustment

This assessment strategy is applied in a flexible manner to ensure the resulting assessment is fair as well as valid and reliable. This requires the making of reasonable adjustments where special needs exist in regard to assessment. Examples of reasonable adjustment in assessment include:

- Substitution of an oral assessment task for a written one
- Provision of extra time
- Use of an interpreter
- Use of adaptive technology
- The existence or absence of special needs must be established, and an appropriate record kept of the efforts made to establish special need and the outcomes of those efforts.

Where special needs regarding assessment exist, then reasonable adjustments should be made in accordance with relevant policies and procedures of Aboard. Consequently, an appropriate method should be chosen to implement the same. The assessment should then be modified further, if appropriate and in line with the policy, to accommodate the identified special need. Reasonable adjustments should not decrease the rigor of the assessment but should accommodate the special need as much as is practical.

Reassessment

What types of assessments does a unit contain?

Depending on the course, a unit may contain written and practical tasks, case study, projects, presentations, tests, and exams. Some in-class activities may also contribute towards assessment in form of a portfolio.

Do I need to complete all the assessments to pass a unit?

Yes. To pass a unit, you need to complete all the given assessments and obtain a Competent "C" grade in each of the assessment tasks.

When are the assessments conducted?

The assessments are conducted at designated sessions during the academic term. Some assessments need to be completed in the class during in-class assessment sessions.

How will I know about assessment schedule and sessions?

Your trainer will provide you with an assessment schedule, conditions, and requirements at the beginning of the term.

Do I need to attend in-class assessment sessions?

You MUST attend all the designated assessment sessions to meet the assessment requirements.

What happens if I do not attend in-class assessment sessions and do not submit my assessments?

You will be deemed Not Competent (NC) in a unit if you fail to complete or submit any of the assessment tasks.

What happens after I get an "NC" (Not Competent) in a unit?

You will be subjected to college's Reassessment Policy. The following conditions apply -

1. If you have attended all the designated assessment sessions but have either failed to submit a task or have been deemed “NC” in a task.

You will be given TWO (2) more opportunities to correct and/or submit your work before the end of the term

2. If you have NOT attended any designated assessment sessions.

You will be provided an opportunity to attend supplementary assessment sessions organised before end of the term.

You will then have ONE (1) more opportunity to correct and/or submit your work before the end of the term at no extra cost if you are deemed “NC” in any of the assessment tasks.

You may also be subjected to college’s course progress policy if you do not pass in 50% or more units in an academic term.

3. If you have NOT attended any designated assessment sessions and the academic term has ended.

You will be deemed Not Competent (NC) and will need to re-sit/repeat the unit in the subsequent term

What is the impact of repeating a unit or more on my course and course duration?

- Generally, an extra load of a unit can be maintained along with the usual term load without affecting the course end date. However, if you continuously fail to complete the units and are deemed at risk of not meeting course progress, you will need to attend a course progress interview to discuss your options.
- If all reassessment options have been exhausted and you have been deemed Not Competent (NC) in one or more units, you will be asked to repeat (re-sit) the unit in the following term:
- which means

that you will have an extra load in addition to your usual term load.

- The cost of repeating a unit assessment is \$100 (per unit) which needs to be paid along with your usual term tuition fee.
- You will be required to attend an interview with the Director of Studies/Academic Manager to organise a re-sit.

PLEASE NOTE: Due to Course Progress Intervention, if you need to repeat several units, this may result in extending your COE for one more term, in which case you will need to pay the full tuition fee for the extended term.

If you think that you have not completed or are not able to complete any units during an academic term, you should make an appointment with the Director of Studies/Academic Manager to discuss your situation and options.

How can I ensure that I keep receiving all the important information and notifications from Aboard?

You have the responsibility to maintain your latest contact details with Aboard. If you think that you have not been receiving correspondences from Aboard, please contact Aboard reception and update your details.

Our advice for students is to attend your classes to best understand the requirements, submit your assessments on time to avoid late fees and possible visa issues and to ask us for help if you need it.

	Reassessment Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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Student Administration



International Student Transfer

Does Aboard have a policy in place to deal with international student transfers to and from other providers?

The ESOS Act 2000 and National Code 2018 impose obligations on registered providers of education services to overseas students studying in Australia on a student visa (international students). Under Standard 7 of the National Code 2018, registered providers are restricted from enrolling a student on to a course of study, where that student is transferring from another provider and has not yet studied six months of their principal course of study.

The college has a comprehensive *International Student Transfer Policy and Procedure* in place to ensure that all transfers are compliant with the standard.

What is a principal course of study?

Principle Course of Study is defined in the National Code 2018 as the “main course of study” that is or is due to be undertaken by an international student. This is generally the final program or highest qualification in a package of courses.

Under what circumstances can the students be transferred from or to Aboard without meeting the six-month of principle course requirement?

Six months of principal course of study is exempted where:

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

Under what circumstance will Aboard provide a student with a letter of release to transfer to another provider?

The college will grant a letter of release only where:

- The student has provided a letter from another registered provider confirming that a valid enrolment offer has been made
- There are no outstanding fees, complaint, appeal, or any other disciplinary issues outstanding against the student
- The transfer is deemed not to be in the best interest of the student

Do the students have to pay for a letter of release?

No. When granted, a letter to release is provided free of charge along with all due student results and/or testamurs and Statement of Attainments.

What happens if Aboard declines the request for a release?

Where college does not grant a letter of release, the student will be provided with written reasons for refusing the request and informed of his or her right to appeal the decision in accordance with college's *Complaints and Appeals Policy and Procedure*; and as per college's obligations under Standard 10 of The National Code 2018.

The student will continue to be enrolled at Aboard and if needed, provided counselling through the Student Welfare Officer.

Under what circumstances will Aboard accept a student from another provider?

The college will not actively recruit or enroll a student wishing to transfer from another registered provider's course prior to the student completing six (6) months of their principal course of study, except in limited circumstances where:

- The original registered provider has provided a written letter of release, or
- The course in which the student is enrolled has ceased to be registered by another registered provider on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), or
- The original registered provider has had a sanction imposed on its registration by the Australian Government or state or territory government that prevents the student from continuing their principal course

Will Aboard acknowledge existing credits or prior learning of transferred students?

Aboard provides RPL and Credit Transfer opportunities to all its prospective and existing students. The college has a comprehensive RPL and Credit Transfer Policy and Procedure in place to support its commitment for recognition of prior learning.

Aboard recognises all National qualifications achieved within the AQF framework and provides credits for equivalent competencies achieved into its courses.

All transferred students will be offered RPL and Credit Transfer opportunities and on successful completion granted appropriate credits in the Aboard courses.

	International Student Transfer Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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Course Duration: Deferral, Suspension and Cancellation of Enrolment

How does Aboard ensure that its students complete their courses in the intended timeframe?

The college has implemented a *Course Completion with Expected Duration Policy* to ensure that students complete their studies within the expected duration of the course and Aboard only extends the duration in the circumstances outlined in Standard 9 of the National Code of Practice for providers to international students.

This policy is further complimented by college's Deferral, Suspension, and Cancellation of Enrolment Policy, and Course Progress Policy and Procedure.

Students are required to complete their studies within the timeframe indicated on their CoE and student visa. The Aboard shall endeavor to ensure all students are given the opportunity to complete their studies within this timeframe. A copy of each student's CoE will kept on the student's file and variations to the CoE will also be retained within the student file.

Under what circumstance a variation to student course duration can be made?

Aboard will only extend the duration of the student's study where it is clear that the student will not complete the course within the expected duration, as specified on the student's CoE, as the result of:

- Compassionate or compelling circumstances (for example illness where a medical certificate states that the student was unable to attend classes or where the registered provider was unable to offer a pre-requisite unit); or
- The college implementing its intervention strategy for students who were at risk of not meeting satisfactory course progress; or
- An approved deferment or suspension of study has been granted under Standard 9 of The National Code 2018

What is a Deferment?

Deferment is postponement of the commencement of a course of study. It must occur prior to start of a new academic term or a study period. Deferment is usually of the course start date and granted for a completed term; allowing a student to commence or re-commence their studies in subsequent academic terms.

What is a suspension of studies?

Suspension of studies is a temporary postponement of an undertaken course of study. It may occur at any time during an academic term or a study period.

Under what circumstance are deferment or suspension of studies granted?

Under the provisions of The National Code 2018 Standard 9, Aboard can only defer or temporarily suspend the enrolment of the student on the grounds of:

- Compassionate or compelling circumstances (for example, illness where a medical certificate states that the student is unable to attend classes); or
- Misbehavior by the student

If a student's deferral or suspension application is rejected, the student will have an option to appeal the decision within 20 working days after receiving the notification.

What are compassionate or compelling circumstances?

These could include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes
- 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 Aboard was unable to offer a pre-requisite unit; or
- Inability to begin studying on the course commencement date due to delay in receiving a student visa.

Can international students remain in Australia after being granted a deferral or a suspension of studies?

If a leave of absence, deferral, or suspension of studies is approved for 28 days or longer, DIBP requires the students to leave Australia (unless there are exceptional circumstances). As an international student, they must:

- Remain offshore for the duration of their leave (if it is longer than 28 days); and
- Return no more than one month prior to the commencement of their next term/semester

A suspension of studies is a temporary postponement of an undertaken course of study and the student will need to apply for a deferment if the absence is likely to prolong beyond one academic term.

Can a student apply for a Leave of Absence while in Australia?

Yes. A leave of absence can be granted on compassionate grounds for a maximum duration of two weeks as per college's *Deferral, Suspension, and Cancellation of Enrolment Policy*.

Can Aboard suspend or cancel a student's enrolment?

The college may suspend or cancel a student enrolment on certain grounds including -

- Breach of Student Agreement conditions
- Breach of Student Code of Conduct or due to any disciplinary reasons where the student's offence is clearly established, and the appeal process has been exhausted
- Non-payment of tuition fees
- Non-commencement of studies while onshore and absence for a period of 28 days or longer without prior approval from Aboard
- Unsatisfactory course progress
- Student misbehavior

How is the deferral, suspension, or leave of absence requests processed?

Students need to apply for deferral and suspension of studies through the *Deferment and Allowable Suspension of Studies Application Form* and for a leave of absence through the *Leave of Absence Application Form*.

If an international student's arrival is delayed, Aboard will:

- Notify the Secretary of DET through PRISMS of the student's delayed arrival where the student's course end date remains the same; or
- Notify the Secretary of DET through PRISMS of the student's course deferral, issue a new CoE with the revised end date and inform the student to contact DIBP

For deferral **after the** course start date, Aboard will:

- ❖ Issue a letter to the student to inform them that any application to seek a deferral of his or her enrolment will be treated as a suspension of studies and may affect his or her student visa.
- ❖ Notify the Secretary of DET via PRISMS of the suspension and/or issue a new CoE when the student can only account for the variation/s by extending his or her expected duration of study

Is there a maximum duration of deferral?

Yes. Deferral beyond the maximum period of one academic year will not be approved. Offers to students who do not take up a place after a deferral of one academic year will lapse. Students must re-apply for a later intake if/when they are ready to commence study and normal course fees will apply.

Is there a maximum duration of suspension of studies?

Suspension of studies is a temporary postponement of an undertaken course of study. A suspension of studies is only granted up to the end of an academic term, after which, the student will need to apply for a deferment if the absence is likely to prolong.

Deferring or Suspending a Course of Study: Initiated by Student

- Students wishing to defer or temporarily suspend their enrolment may only do so when there are compelling or compassionate circumstances. Compelling or compassionate circumstances may include, but are not limited to:
 - Serious illness
 - Serious illness or death of a family member necessitating a return to the student's home country
 - Serious injury
 - Stressful family or personal situation or a traumatic experience
 - Major political upheaval or natural disaster in the home

country requiring emergency travel

- Students will need to substantiate their claims with appropriate supporting documentation. Deferral or suspension of studies cannot be used for personal travelling, undertaking hobbies, working, or taking holidays/breaks, and will not be approved on such grounds.
- Students who would like to defer the commencement of their studies or suspend their current course of study must first speak to the Student Admissions Officer in the case of deferment and the Course Coordinator or the Director of Studies/Academic Manager in the case of suspension.
- Prior to applying to suspend their studies, students must ensure that they have paid any outstanding course fees and library fines and have returned all library resources to the library.
- After these measures have been taken, and the student still wishes to defer or suspend their studies, a Deferment and Allowable Suspension of Studies Claim Form must be completed and submitted to the course Coordinator or the Director of Studies/Academic Manager with verifiable supporting documents. The form can be obtained from college reception or from Aboard website. The form must be submitted at least fourteen (14) working days prior to the requested deferral or suspension date.
- If an application for deferment and suspension being approved or denied, the outcome will be notified to the applicant in writing and, if denied, reasons for the refusal will be given.
- In the event of an application for deferment or suspension of studies being approved, a designated college Administration Officer will notify **the Secretary of DET via PRISMS within 14 days of the change to the student's enrolment status.**

Deferral, Suspension, or Cancellation: Initiated by Aboard

- Students may also have their enrolment deferred, suspended, or cancelled by Aboard in the event of:
 - Misbehavior (as outlined in the *Student Code of Conduct*, and *Academic and General Misconduct Policy*)
 - Breach of the *Student Agreement* (e.g., non-payment of fees)
 - Discovery of evidence of fraudulent documentation to gain admission to Aboard
 - If the student behaves in a way which could potentially bring Aboard into disrepute
 - The college implementing its intervention strategy for students at risk of not meeting satisfactory course progress (including where the student is clearly having difficulty in completing the course within the expected duration, as specified on the student's CoE)
- Students have the right to appeal a decision by Aboard to defer, suspend or cancel their studies and Aboard will not notify the Secretary of DET via PRISMS of a change to the enrolment status until the internal complaints and appeals process is completed.
- In cases where deferral, suspension or cancellation of a student's enrolment is initiated by Aboard, the student will be notified in writing and given twenty (20) working days to access Aboard's internal complaints and appeals process.
- After all due processes have been completed, and Aboard decides to defer, suspend or cancel a student's enrolment, a designated college Administration Officer must notify the Secretary of DET via PRISMS within 14 days of the change to the student's enrolment status. In the

event, however, of Aboard cancelling a student's enrolment due to a breach of a condition of a student visa, Aboard Administration Officer must give the Secretary particulars of this breach via PRISMS as soon as practicable after the breach occurs.

to the Director of Studies/Academic Manager

If a student's application for withdrawal from an enrolled course(s) is approved, a designated college Administration Officer must notify **the Secretary of DET via PRISMS within 14 days of the change to the student's enrolment status.**


Withdrawing from a course of study

Students intending to have their enrolment cancelled through course withdrawal must first speak to their course coordinator or the Director of Studies/Academic Manager. Reasons given by the student for course withdrawal should be discussed and appropriate advice obtained. After these measures have been taken, and the student still wishes to withdraw from their studies, a *Withdrawal from Course Form* must be completed by the student and submitted to the Director of Studies/Academic Manager. Prior to applying to withdraw from their program, students must ensure that they have paid any outstanding course fees and library fines and have returned all library resources to the library. The *Withdrawal from Course Form* can be obtained from college reception.

Restricted Period: If a student is intending to withdraw prior to the completion of six months of his/her principal course of study, they should be directed to and given access to Aboard's *Transfer between Providers Policy*. Students should be informed that colleges providing courses to international students are restricted from enrolling transferring students from other providers prior to the student completing six months of his or her principal course of study (*National Code, 7.1*).

When a student applies to withdraw from a course during this restricted period, the student must complete and submit a *Withdrawal from Course Form* which is accompanied by:

- a valid letter of offer from another provider
- a detailed letter clearly explaining the reasons for seeking withdraw addressed

	<p>1. Course Completion with Expected Duration Policy</p> <p>2. Deferral, Suspension, and Cancellation of Enrolment Policy</p>	<p>In this Guide (Policies and Procedures) & College Website</p>
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Change of Course

Students may choose to change a course of study if they think that the current course does not lead to their intended career or professional outcomes.


As the course may have long-term implications on a student's career and academic aspirations, Aboard will discuss and ascertain the reason(s) for a change of course with the student prior to making a decision on the application. The college will ensure that the change of course is not being sought merely as a convenience by the students and may decline such request if the stated reasons fail to clearly demonstrate the need for a change of course.

Entry requirements for new courses, including any prerequisites, must be met and procedures for enrolment in the new course must be consistent with relevant requirements under Student Admission and Enrolment Policy & Procedure.

Students, who wish to change their current course of study, and transfer to an alternative course within Aboard, should obtain a "Change of Course Form" from Aboard reception. They should fill this form out according to the form's instructions paying special attention to the reasons for which they wish to change their course of study. The

completed and signed form should, then, be submitted to the Course Coordinator of their current course.

Change of course will only be allowed one time during the enrolment period of a student. Any change of course will require completion of a new Pre-Enrolment Needs Analysis form and student interview.

	Change of Course Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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Student Complaints & Appeals

If a student has a complaint concerning any matter in relation to Aboard, there is a process in place to ensure that the complaint can be resolved amicably. Students have access to a complaints procedure if they feel they have been unjustly treated, undermined, vilified, or harassed in any circumstances. All the complaints will be treated in full confidence.

A complaint can be lodged in writing by letter or by email or in person. A student can lodge their complaint with any member of staff but should preferably lodge their initial complaint with the Student Welfare Officer. The student must lodge their complaint with only one member of staff at Aboard. If the complaint needs to be escalated, the staff member will follow the complaint policy. A written record of the complaint will be kept on the student file.

The college treats all complaints in confidence and will seek the permission of the student before discussing the complaint with any party mentioned or named in the complaint. The student will be given a written statement of the outcome, including details of the reasons for the outcome.

Aboard is committed to providing fair, safe, and productive study environment to all its students. It recognises that in some instances student may not agree with certain decisions, including assessments decision, made in relation to various

academic or administrative matters. Students have the right to appeal the decisions.

Consideration of appeals will be dealt with fairly, consistently, promptly, with sensitivity to all parties and in accordance with Aboard's policies and quality principles. Aboard will acknowledge receipt of the complaint or appeal within 10 days of receipt of the complaint or appeal and will advise students of the next steps and what they can expect.

Aboard appoints a Complaints and Appeals Committee comprising of at least three of the following senior staff members to consider all complaints and appeals:

CEO
Academic Manager
Campus Director
Student Support Officer
Staff Representative

External or independent members may be invited where necessary.

All the appeals will be heard by the committee on a designated date. Minutes of the meeting will be taken and filed. Students will be notified of the outcome within five days of the outcome being reached.

If the complaint/appeal is against Aboard's decision to report the student for:

- Unsatisfactory course progress; or
- Unsatisfactory attendance; or
- Non-commencement of studies (including non-resumption after a leave period)

Then, Aboard will maintain the student's enrolment (i.e. not report the student for unsatisfactory progress or attendance) until the external complaints/appeals process is complete and has supported Aboard's decision to report. Aboard will wait for the outcome of the external process in this case as reporting a student for unsatisfactory progress or attendance has serious consequences for the student's visa – it may result in automatic cancellation.

If the complaint/appeal is against Aboard's decision to:

- Defer or suspend a student's enrolment due to misbehavior or
- To cancel the student's enrolment for non-payment of fees

Then, Aboard only needs to await the outcome of the internal complaints/appeals process before notifying DET through PRISMS of the change to the student's enrolment.

Once DET has been notified of a deferment, suspension or cancellation of a student's enrolment, the student has 28 days in which to:

- Leave Australia; and
- Show the Department of Immigration and Border Protection (DIBP) a new Confirmation of Enrolment (CoE) or
- Provide DIBP with evidence that he or she has accessed an external appeals process.

External Referral

International students who wish to lodge an external appeal can do so through the Overseas Students Ombudsman. See the Overseas Students Ombudsman website www.oso.gov.au or phone 1300 362 072.

The Overseas Students Ombudsman offers a free and independent service for overseas students who have a complaint or want to lodge an external appeal about a decision made by their training provider. If the problem resolution fits within equal opportunity guidelines, it will be managed under college's relevant policies and procedures.

Students may also seek legal redress through the usual court processes if they feel unsatisfied. They may also approach other agencies relevant to their specific situation:


- The Privacy Commissioner (<https://www.oaic.gov.au/about-us/contact-us>)

- The Equal Opportunity and Human Rights Commissions (<http://www.antidiscrimination.justice.nsw.gov.au/>)
- Department of Education and Training (<https://www.education.gov.au/>)

Students may choose to contact the Department of Education and Training:

Department of Education and Training
GPO Box 9880, Melbourne VIC 2601
<http://education.gov.au/contact-department>

For further information, refer to Aboard's *Complaints and Appeals Policy and Procedure*.

	Student Complaints and Appeals Policy and Procedure	In this Guide (Policies and Procedures) & College Website
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Completing Your Studies



What is a Testamur?

A testamur is defined by the AQF as “an official certification document that confirms that a qualification has been awarded to an individual”.

What guidelines does Aboard use in the format and content of its testamurs and statement of attainments?

The college complies with Australian Qualifications Framework (AQF) *Qualifications Issuance Policy* and follows the templates suggested by AQF.

The college ensure that all testamurs and statements of attainment meet the (AQF) requirements.

Each testamur also contains the words, “The qualification is recognised within the Australian Qualifications Framework”.

What fundamental principles are followed in issuing testamurs and statement of attainments?

A learner who has successfully completed all the required units of competency or modules (as specified in the Training Package qualification or accredited course) is entitled to receive the following certification documentation on award of the qualification:

- A testamur, and
- A record of results

Aboard ensures that:

- Graduates receive the certification documentation to which they are entitled
- AQF qualifications are correctly identified in certification documentation
- Nationally Recognised Training (NRT) logo is used according to NTR logo specification to promote and certify national vocational education and training leading to Australian Qualifications Framework (AQF) qualifications or Statements of Attainment
- The NRT logo is not used on the record of results

What is a Statement of Attainment?

A Statement of Attainment is issued by Aboard when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s).

When is a Statement of Attainment Issued?

A statement of attainment is only issued if a learner successfully completes one or more units of competency or modules or an accredited short course but does not meet the requirements for a qualification (as specified in the Training Package). The statement of attainment will list all the units of competency or modules achieved.

The only logo required on statements of attainment is the Nationally Recognised Training (NRT) logo.

A Statement of attainment does not include the Australian Qualifications Framework (AQF) words or logo.

What are Learning Pathways?

Learning Pathways are formally approved links to enable students to enter and move between courses and programs in different sectors or within the same sector. Pathways may link

courses and programs in the same or different areas of study. (Students may also develop their own informal learning pathways.)

How does Aboard promote Learning Pathways?

Aboard is committed to providing learning pathways, within and across sectors, to facilitate the movement of students between chosen courses and qualifications. Such pathways may include access to qualifications within Aboard, articulation arrangements and/or credit granted within qualifications.

The college currently has articulation arrangements for its business and accounting diploma programs to advance their graduates into higher education programs with credits. Through an ongoing pursuit of VET and higher education articulations, Aboard will endeavor to maximise the development of pathways. Pathways will generally be developed between qualifications involving the same, similar, or complementary fields of study. Where appropriate, pathways may be between general and specialised qualifications.

The level of RPL and credit transfers awarded within a specific learning pathway is guided by college's RPL and Credit Transfer Policy and Procedures and the requirements of the ESOS Act 2000, the National Code of Practice 2018 and AQF guidelines.

Learning pathways based on credit and articulation arrangements, when applied, will not unfairly advantage or disadvantage either the students entering the courses and programs with credit transfer or articulation or those students who enter directly.

The college complies with the AQF Qualifications Pathways Policy.

Aboard will issue a VET qualification or VET statement of attainment (as appropriate) to persons whom it has assessed as competent in accordance with the requirements of the Training Package or VET accredited course either through completion of Aboard courses or Recognition of Prior Learning (RPL). RPL assessment will be conducted in accordance with Aboard's RPL and

Credit Transfer Policy and Procedure and inherent competency evidence requirements.

Procedure for Issuance of Statement of Result

A Statement of Result contains listing of a student's results in their enrolled unit(s) of competency:

- All student academic records are verified and updated by the Student Administrative Manager from the official results submitted by the Course Coordinator at the end of each academic term.
- At the end of every semester (two academic terms), all completed Statement of Result are printed by the Student Records Officer.
- Statement of Results are checked, approved, and signed by Director of Studies/Academic Manager
- Copies are made for the student file.
- For the current students, Statements of Results are distributed to students in class at the beginning of following semester.
- For students who have finished their course, Statements of Results are provided to students together with their Awards.
- Students may also request their Statement of Result at other times using *Request for Issuance of Academic Results, Attainment and Awards Form*.

Procedure for Issuance of Statement of Attainment


Where an AQF qualification is partially completed through the achievement of one or more endorsed units of competency, Aboard will issue a Statement of Attainment upon student's request.

- Students complete and submit a *Request for Issuance of Academic Results, Attainment and Awards Form* to the Student Records Officer.
- Student Administrative Manager obtains and verifies student results from the respective Course Coordinator.

- Student Administrative Manager prepares the Statement of Attainment.
- Statement of Attainment is checked, approved, and signed by Director of Studies/Academic Manager.
- Copies are made for the student file.
- Statement of Attainment is issued to the student

Procedure for Issuance of Testamur

- Students complete and submit a *Request for Issuance of Academic Results, Attainment and Awards Form* to the Student Administrative Manager
- Student Administrative Manager obtains and verifies student results from the respective Course Coordinator.
- Student Administrative Manager prepares the Statement of Attainment.
- Statement of Attainment is checked, approved, and signed by Director of Studies/Academic Manager
- Director of Studies/Academic Manager prepares the Award using officially approved template
- Each Award is assigned a unique number
- The CEO signs the Award and records the award details in the “Register of Testamurs”
- The Award along with Statement of Result is issued to the student

	<p>1. Issuance of Statement of Result, Statement of Attainment, Award, and Data Provision Policy and Procedure</p> <p>2. Aboard Pathways Policy</p>	<p>In this Guide (Policies and Procedures) & College Website</p>
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Miscellaneous Information

Students' Property

Please do not leave any valuables on Campus unattended. *The College is not responsible for the security of personal belongings.*

Lost Property

Lost property should be handed into reception. If you have lost anything, ask at the reception.

Right of Search

To *safeguard you* and to ensure that there is *no abuse* about the *removal of college property or equipment*, the College reserves the right to search any employee, student or the contents of parcels, bags or luggage entering or leaving the premises. The search will be conducted in the *presence of a third person*, and you will have the right to ensure that *another independent witness* is present if so required.

Unauthorised Notices

Students are *not* permitted to display notices, student information or 'other' *without the express approval of the Campus/RTO Manager*. When approval is given, the notice, student information or 'other' must include the name and contact details of the person responsible for providing such information.

Privacy

The College upholds the **Commonwealth Privacy Act**. You can be certain that all your personal details will remain confidential unless you specify otherwise. Equally, please respect the right to privacy and confidentiality of all other Staff, and of the students. This includes, but is not limited to:

- Not revealing contact details of any student or staff without their written permission. This includes e-mail addresses.
- Only discussing a student's results with appropriate staff members, such as the

Campus/RTO Manager or your Course Coordinator.

- Only discussing a student's fees with appropriate staff members, such as the Bookkeeper or Finance Manager.
- Alerting the Campus/RTO Manager or the Director of Studies/Academic Manager if there is any breach of privacy, so that the issue can be resolved quickly.

Access & Equity

In Victoria, it is **against the law to discriminate** against **anyone** because of:

- Age, race, or gender
- Disability
- Industrial activity
- Lawful sexual activity/orientation
- Marital, parental or career status
- Physical features (other than accessories such as dreadlocks, piercing or tattoos)
- Political or Religious beliefs or activities
- Pregnancy

These principles are upheld by the College Staff in the following ways:

- All Staff receives details of Aboard's commitment to equal access & equity at the time of their *Induction* (as you can see!)
- Management may, if required, develop with each staff member, *specific strategies* for upholding access & equity in their position
- Wherever applicable, the staffs are trained to provide for a *diverse range* of students
- Wherever applicable, *literature* and *facilities* are provided for a diverse range of students
- As specific access & equity cases are identified by Staff, strategies are *formulated, implemented, and documented* with management to overcome these difficulties
- *All reasonable support*, both internally, and externally, is provided to students and Staff where they face difficulties with their access & equity

- Specific groups may be asked occasionally to provide *feedback* on their access and equity, to ensure that fairness and equality is upheld

Every student at the College has fair and equal access and equity, appropriate to their respective study programs.

Key Policies and Procedures

Harassment Policy and Complaint Procedure

1. Purpose

Aboard aims to create a working environment which is free from sexual harassment and where all members of staff are treated with dignity, courtesy, and respect. This policy outlines the responsibility all employees have in ensuring the workplace is free from sexual harassment.

2. Scope

This policy applies to all the current staff members and students of Aboard; and any person engaged under a contract for services.

3. Definitions

Harassment: Harassment in Aboard environment includes a wide range of deliberate and unintentional behaviours which may humiliate, intimidate, or offend and which are unwelcome and uninvited. It includes behaviour which may be written, verbal, non-verbal or physical (including transmission of inappropriate electronic communications and display of inappropriate material from the internet) and is of a sexual nature or is based on:

- Race, where race includes colour, nationality and ethnic or national origin
- Sex
- Sexual orientation or gender identity
- Marital status
- Parental status, pregnancy, or breastfeeding
- Physical features
- Impairment or disability
- Age
- Religious belief or activity
- Status as a career
- Membership of a trade union or other industrial employee college
- Political belief or activity or industrial activity

Harassment has the effect of offending, humiliating, or intimidating the person at whom it is directed. It makes Aboard environment unpleasant and sometimes even hostile. If a person is being harassed, their ability to study and to work effectively is affected.

Sexual Harassment: Sexual harassment is any unwanted, unwelcome, or uninvited behavior of a sexual nature which makes a person feel humiliated, intimidated, or offended. Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, propositions, the display of offensive material or other behavior which creates a sexually hostile working environment.

Sexual Harassment can take various forms and may include:

- Staring, leering or unwelcome physical touching
- Sexual or suggestive comments, jokes or taunts
- The display of clearly sexual material including photos, pinups
- Making remarks with sexual connotations
- Unwanted invitations to go out on dates
- Requests for sex
- Unsolicited demands or request for sexual favours
- Intrusive questions about a person's private life or body
- Unnecessary familiarity such as deliberately brushing up against a person
- Unsolicited acts of physical intimacy
- Sexually explicit physical contact
- Sexually explicit letter, faxes, emails, or SMS text messages.

Sexual harassment is **NOT** behaviour which is based on mutual attraction, friendship, and respect. If the interaction is consensual, welcome, and reciprocated it is not sexual harassment.

4. Legislative Context

The legislative base for this policy is as follows:

- Equal Opportunity Act 1995
- Racial and Religious Tolerance Act 2001
- Anti-Discrimination Act 1977
- Sex Discrimination Act 1984 (Cth).
- Disability Discrimination Act 1992 (Cth).

- Racial Discrimination Act 1975 (Cth).
- Human Rights and Equal Opportunity Commission Act 1986 (Cth).
- Racial Hatred Act 1995 (Cth).
- Workplace Relations Act 1996 (Cth).
- Equal Employment Opportunity for Women in the Workplace Act 1999 (Cth).

5. Policy

5.1 Aboard considers any form of harassment an unacceptable form of behaviour, which will not be tolerated under any circumstances and disciplinary action will be taken against any staff member, contractor or student who breaches the policy. Aboard believes that all people have the right to work and study in an environment, which is free of intimidation and harassment.

5.2 Sexual Harassment is illegal under Commonwealth Sex Discrimination Act 1984 and the Equal Opportunity Act 1995; and any other form or type of harassment under legislative provisions as listed above.

5.3 Depending on the severity of the case, consequences may include an apology, counselling, transfer, dismissal, demotion, or other forms of disciplinary action. Immediate disciplinary action will be taken against anyone who victimises or retaliates against a person who has complained of harassment.

5.4 The fact that harassment is not intended does not mean that it does not contravene this policy or that it is not unlawful.

5.5 All harassment complaints will be treated in absolute confidence and Aboard will not tolerate any staff member or students from acting in a way that penalises or victimises a person who raises a complaint.

6. Harassment Complaint Procedure

Any incident of harassment must be dealt with and reported at the earliest. Ignoring the behaviour could be interpreted as tacit approval by the person causing the harassment. Harassment is not tolerated at Aboard. If you reasonably feel that you are being harassed, and you feel comfortable doing so, tell the person to stop, or make it clear that you find the behaviour offensive or unwelcome.

If the behaviour does not stop, or even if it does stop, but you wish to raise a complaint, you should follow the following steps as soon as possible after the incident or incidents have occurred.

If you experience harassment of any nature, there are a number of alternative approaches you may take, including:

Step 1: Consider resolving it yourself

- Determine and identify the nature of harassment
- Confront the offender and let them know that you will not tolerate this behaviour
- Make note of the incident and gather as many details as possible

Step 2: Report the harassment

- Contact your immediate academic or administrative authority or your immediate manager or supervisor, or someone from the management team with whom you can confide with
- Report the incident and provide as much information as possible and try to relieve any initial distress you may be feeling
- Explore information options such as someone from the management speak to the alleged harasser on your behalf
- Consider a face-to-face meeting with the alleged harasser to resolve the complaint

Step 3: Lodge a formal complaint

If, the complaint is not able to be resolved informally through steps 1 & 2, you can lodge a formal complaint, seeking an investigation.

- If the problem is not resolved through informal processes as described above, a formal complaint will need to be made in writing to the Campus Director
- The Campus Director will undertake a preliminary investigation of the complaint and will then submit a confidential written report to the CEO
- The CEO (or CEO's delegate) may carry out further investigations if necessary, including referral to an external mediator/conciliator
- The CEO will then take appropriate remedial and/or disciplinary action
- All parties to the complaint will be advised of the outcome

7. External Complaint

If the affected parties believe that their complaint is not effectively or timely managed, they have an option to access the Equal Opportunity Commissioner for advice at:

Level 3, 204 Lygon Street
Carlton, VIC 3053
Tel: 1300 292 153 (toll-free)

Further information is available at:
<https://www.humanrightscommission.vic.gov.au/contact-us>

8. Responsibility

Managers and supervisors have a responsibility to:

- Monitor the working environment to ensure that acceptable standards of conduct are always observed
- Model appropriate behaviour themselves
- Promote Aboard's harassment policy within their work area
- Treat all complaints seriously and take immediate action to investigate and resolve the matter
- Refer a complaint to another officer if they do not feel that they are the best person to deal with the case (for example, if there is a conflict of interest or if the complaint is particularly complex or serious).

All staff have a responsibility to:

- Comply with Aboard's Harassment Policy and Complaints Procedure
- Offer support to anyone who is being harassed and let them know where they can get help and advice
- Maintain complete confidentiality if they provide information during the investigation of a complaint

The Campus Director is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Anti-Discrimination and Bullying Policy and Procedure

1. Purpose

This policy underscores Aboard's commitment for providing a safe and healthy learning environment free from discrimination and bullying.

2. Scope

This policy applies to all the current staff members and students of Aboard; and any person engaged under a contract for services.

3. Definitions

Bullying: Long-standing violence, physical or psychological conducted by an individual or a group that includes threats, verbal abuse, sarcasm, coercion, and ostracism that humiliates or intimidates individuals or groups of workers that are not able to defend themselves in actual situation

Discrimination: Refers to unfair or less favorable treatment based on the following actual or assumed personal characteristics as defined under Commonwealth and State laws

Staff or Staff Member: A person employed or contracted by Aboard in any are of operation including "honorary" positions

Unreasonable Behaviour: Means behaviour that a person, having regard to all the circumstances, would expect to humiliate, intimidate, undermine, or threaten

4. Legislative Context

The legislative base for this policy is as follows:

- Commonwealth Age Discrimination Act 2004
- Commonwealth Disability Discrimination Act 1992

- Commonwealth Equal Employment Opportunity for Women in the Workplace Act 1999
- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Racial Hatred Act 1995
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Workplace Relations Act 1996
- Equal Opportunity Act 1995
- Occupational Health and Safety Act 2004
- Racial and Religious Tolerance Act 2001
- Anti-Discrimination Act 1977

5. Policy

5.1 Bullying is totally unacceptable at Aboard. All students, staff members and other members of Aboard are expected to treat each other with respect.

5.2 Aboard is an equal opportunity employer and education provider. All employees, potential employees and students are treated as fundamentally equal, without regard to race, sex, marital status, or any other factor not applicable to their situation.

5.3 Aboard does not tolerate any form of discrimination or bullying. We believe all employees and students have the right to work and study in an environment free of discrimination and bullying. Accordingly, Aboard staff members and students will not:

- Participates in harassing, discriminatory or bullying behaviour; or
- Victimises or retaliates against an employee who has lodged a complaint about harassment, discrimination, or workplace bullying.

5.4 Examples of behaviour that could constitute bullying for both staff and students include:

- Physical or verbal abuse
- Yelling, screaming or offensive language
- Excluding or isolating a staff member or student
- Spreading rumors or innuendo about someone
- Psychological harassment

- Unjustified criticism or complaints
- Intimidation
- Assigning staff members meaningless tasks unrelated to their job
- Giving staff members impossible jobs
- Interfering with someone's personal property or equipment
- Deliberately changing work arrangements, such as rosters and leave, to inconvenience staff members

5.5 Discrimination occurs when someone is treated unfavorably because of one of their personal characteristics. Discrimination may also involve:

- Offensive 'jokes or comments about another worker's racial or ethnic background, sex, sexual preference, disability or physical appearance
- Display of pictures, computer graphics or posters which are offensive or derogatory
- Expressing negative stereotypes of groups
- Judging someone on their political or religious beliefs rather than their work or study performance
- Using stereotypes or assumptions to guide decision-making about a person's career or study
- Undermining a person's authority, work performance or ability to study because you dislike one of their personal characteristics

5.6 Aboard aims to prevent bullying and discrimination at Aboard through the following preventive measures.

- Creating awareness of this Policy and Procedure.
- Informing, and instructing staff members.
- Encouraging reporting.
- Fair and timely procedures for managing incidents of bullying

6. Bullying and Discrimination Complaint Procedure

Step 1: Consider resolving it yourself

- Determine and identify the nature of bullying or discrimination
- Confront the offender and let them know that you will not tolerate this behaviour
- Make note of the incident and gather as many details as possible

- Keep a diary of the alleged bullying if the behaviour is repeated
- Assemble, where practical, any objective evidence of the bullying, including the names of witnesses

Step 2: Report bullying or discrimination

- Contact your immediate academic or administrative authority or your immediate manager or supervisor, or someone from the management team with whom you can confide with
- Report the incident and provide as much information as possible and try to relieve any initial distress you may be feeling
- Explore information options such as someone from the management speak to the alleged offender on your behalf
- Consider a face-to-face meeting with the alleged harasser to resolve the complaint through constructive steps

Step 3: Lodge a formal complaint

If, the complaint is not able to be resolved informally through steps 1 & 2, you can lodge a formal complaint, seeking an investigation.

- If the problem is not resolved through informal processes as described above, a formal complaint will need to be made in writing to the Campus Director
- The Campus Director will undertake a preliminary investigation of the complaint and will then submit a confidential written report to the CEO
- The CEO (or CEO's delegate) may carry out further investigations if necessary, including referral to an external mediator/conciliator
- The CEO will then take appropriate remedial and/ or disciplinary action
- All parties to the complaint will be advised of the outcome

7. External Complaint

If the affected parties believe that their complaint is not effectively or timely managed, they have an option to access the Equal Opportunity Commissioner for advice at;

Melbourne
Level 3, 204 Lygon Street

Carlton, VIC 3053
Tel: 1300 292 153 (toll-free)

Further information is available at:
<https://www.humanrightscommission.vic.gov.au/contact-us>

8. Responsibility

Managers and supervisors have a responsibility to:

- Monitor the working environment to ensure that acceptable standards of conduct are observed at all times
- Model appropriate behaviour themselves
- Promote Aboard's harassment policy within their work area
- Treat all complaints seriously and take immediate action to investigate and resolve the matter
- Refer a complaint to another officer if they do not feel that they are the best person to deal with the case (for example, if there is a conflict of interest or if the complaint is particularly complex or serious).

All staff have a responsibility to:

- Comply with Aboard's Anti-Discrimination and Bullying Policy and Procedure
- Offer support to anyone who is being harassed and let them know where they can get help and advice
- Maintain complete confidentiality if they provide information during the investigation of a complaint

The Campus Director is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Health and Safety Policy and Procedure

1. Purpose

Aboard is committed to providing and ensuring a safe and healthy working and learning environment for staff, students, and visitors to Aboard in accordance with its legislative obligations. This policy affirms Aboard's commitment to occupational health and safety and reflects the value Aboard places on the health and wellbeing of its staff members, students and people who visit or attend college for various reasons.

2. Scope

This policy applies to all the staff members and students of Aboard as well as visitors and contractors, as well as those activities undertaken by Aboard at other locations (e.g., Excursions).

3. Definitions

OHS: Occupational Health and Safety

Hazard: A source of danger or phenomenon to cause harm to a person or to the natural environment, which may include workstation, computer, furniture, lighting, noise, equipment, machinery, premises, flooring, electrical fittings, or chemicals

Risk: The likelihood, frequency and severity of harm arising from a hazard

Risk Control: The process to minimise, control or eliminate risk associated with a hazard

4. Legislative Context

The legislative elements of the OHS compliance framework are:

- Occupational Health and Safety Act, 2004
- Occupational Health and Safety Regulations 2007
- Occupational Health and Safety Compliance Framework Handbook
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2017

5. Policy

5.1 This policy recognises that the health and safety of all employees, students, and visitors within Aboard is the responsibility of college management. In fulfilling this responsibility, management has a duty to provide and maintain so far as is practicable a working environment that is safe and without risks to health and includes:

- Providing and maintaining safe equipment and systems of work.
- Making and monitoring arrangements for the safe use, handling, storage and transport of equipment and substances.
- Maintaining the workplace in a safe and healthy condition.
- Providing adequate facilities to protect the welfare of all employees and students.
- Providing information, training, and supervision for all employees
- Enabling them to work in a safe and healthy manner

5.2 Aboard will observe, implement, and fulfil its requirements under the OHS Act 2004, relevant OHS Regulations and other health & safety requirements to which Aboard subscribes.

5.3 Aboard will appoint a Health and Safety Officer and the duties of this role will be clearly articulated within the appointee's job description. Person assuming the role of Health and Safety Officer may also have responsibility in other work areas, but a realistic time will be allocated to fulfil health and safety duties.

5.4 The Campus Director and the Health and Safety Officer will jointly form an OHS Committee. This Committee will meet at scheduled times throughout the year. The Campus Director is responsible for organising the schedule of meetings.

5.5 In fulfilling the objectives of this policy, management is committed to regular consultation with employees to ensure that the policy operates effectively and that health a safety issues are regularly reviewed.

5.5 A safe culture will be reinforced through:

- Continually identifying, assessing, and controlling possible risks to the health and

safety of employees and students that may arise in the workplace

- The provision of information concerning such risks and the promotion, instruction, training and supervision of employees and students to ensure safe work practices
- Giving employees the opportunity to participate in health and safety decisions that affect them

5.6 Aboard will take every practicable step to provide and maintain a safe and healthy work environment for all employees, students, contractors, and visitors to Aboard.

6. Procedure

6.1 Hazard Identification and Reporting

- Any person who notices a hazard that may pose a risk of harm to people and/or environment must fill the *Hazard Report Form* available from college administration
- Completed form must be forwarded to the Health and Safety Officer.
- The Health and Safety Officer will assess the severity of the risk and take immediate steps to control, contain or eliminate the risk.
- Health and Safety Officer will present the risk assessment to the Health and Safety Committee in the next scheduled session for discussion and devising a risk control plan.
- All the documentation will be kept for records and future reference.

6.2 Risk Assessment

- On receipt of a Hazard Report Form, the Health and safety Officer will complete a Risk Assessment using the Risk Assessment Form to determine likely frequency and severity or the risk.
- A risk rating will be issued to help determine appropriate action.
- For the highest risk rating, immediate action will be taken to contain, minimise or eliminate the risk.
- For moderate risk rating, the hazard will be monitored until the time the risk is either minimised or eliminated.

- For low-risk rating, the hazard will be monitored until the time the risk is contained.
- The Health and Safety Committee will prepare a risk control plan to provide a long-term solution and prevent further hazards.

7. Responsibility

7.1 Management Duties

The management of Aboard:

- Is responsible for the effective implementation of Aboard health and safety policy.
- Must observe, implement, and fulfil its responsibilities under the OHS Act 2004 and regulations.
- Must ensure that the procedures for regular consultation between management and those with designated and elected health and safety responsibilities are followed.
- Must take regular assessments of health and safety performance and resources in cooperation with those with designated and elected health and safety functions.
- Must ensure that all specific policies operating within Aboard are periodically revised and consistent with college health and safety objectives.
- Must provide information, training, and supervision for all employees in the correct use of equipment and substances used throughout Aboard
- Must be informed of incidents and accidents occurring on Aboard premises or to college employees and students so that health and safety performance can accurately be gauged

7.2 Employee and Student Duties

All the employees and students of Aboard:

- Have a duty to take reasonable care of which they are capable for their own health and safety and others affected by their actions in Aboard.
- Should comply with all safety procedures and directions and
- Must, in accordance with college procedures for accident and incident reporting, report potential and actual

hazards to their elected health and safety representatives, or, in the case of students, to their teacher or administration

7.3 Visitors and Contractors

- In the interests of maintaining safety, students, contractors, their employees, and visitors are required to observe and comply with all health and safety standards and rules produced.
- This includes any safety signage or warnings, or instruction given by any college employee whilst on our premises

The Campus Director is responsible for effective implementation and management of this policy as well as maintaining and supporting a safe work environment.

The CEO has overall responsibility for the implementation and review of this policy. Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Critical Incident Policy

1. Purpose

The purpose of this policy and procedure is to provide a clear and systematic process that protects the interests and welfare of all individuals who are involved in critical incidents.

2. Scope

This policy relates to critical incidents directly involving members of Aboard, visitors or contractors which impact not only on the individual but also on other members of Aboard community, and possibly the wider community.

3. Definitions

Critical Incident: An event related to the operation of Aboard or member(s) of Aboard community which is of such a serious nature that it has impacted or is a risk of impacting on the health, welfare, safety or interests of any involved individuals or Aboard itself. Critical Incidents are the highest level of incident which may affect the operations of Aboard and referred to crisis, emergency, or other similar expressions.

Acute Stress Disorder: The essential feature of acute stress disorder is the development of characteristic anxiety, dissociative, and other symptoms that occur within 1 month after exposure to an extreme traumatic stressor, such as related to a critical incident. The symptoms must cause significant distress, significantly interfere with normal functioning, or impair the individual's ability to pursue necessary tasks.

Post-Traumatic Stress Disorder: The essential feature of post-traumatic stress disorder is the development of characteristic systems, lasting more than 1 month, following exposure to an extreme traumatic stressor, involving one of the following:

- Direct personal experience of an event that involves actual or threatened death or serious injury, or other threat to one's physical integrity.
- Witnessing an event that involves death, injury, or a threat to the physical integrity of another person.
- Learning about unexpected or violent death, serious hazard, or threat of death or injury experienced by a family member or other close associate.

The onset of symptoms may be delayed more than 6 months.

Critical Incident Management Team: This is a designated team of college personnel which consists of at least one member who is formally trained to deal with critical incidents. Other members should also be trained, at least internally by the qualified member. Members will likely comprise:

1. Chief Executive Officer
2. Campus Manager
3. Student Welfare Officer
4. Student Support Officer

Secondary Consultation: The situation where a staff member consults a counsellor about a student (secondary client) to improve the situation of concern, or to prevent harm

Defusing an Explosive Situation: An intervention with an objective of preventing a violent critical incident during an explosive situation where there is a high degree of agitation. The stages of this type of defusing are:

1. Observation
2. Preparation
3. Approach
4. Action, and
5. Follow up

Defusing after a Critical Incident: A process by which the immediate psychological needs of individuals involved in the critical incident are dealt with to ensure well-being over the next 24 hours (Source: Robyn Robinson's model of Critical Incident Management).

Psychological Debriefing: Psychological debriefings differ from operational debriefings by management and must be held separately. Psychological debriefings are normally held 24 – 72 hours after the event, should always be held by qualified staff, and deal with the reactions of people involved in an event and ways of handling it.

4. Legislative Context

The college has a responsibility to abide by relevant Acts of Parliament such as:

- Occupational Health and Safety Act 1988, Mental Health Act 1986
- Disability Discrimination Act 1992, Freedom of Information Act 1982

- Equal Opportunity Act 1984
- Criminal Injuries Compensation Act 1983
- Accident Compensation Act 1985

5. Policy

5.1 The college undertakes to exercise a duty of care to all individuals who access its services and visit its premises. From time to time, events of a critical nature may occur that require immediate, systematic, and comprehensive organisational processes. Being witness to or being involved in a critical incident can have a deep and lasting impact on individuals and groups. Early and appropriate action during and following a critical incident can do much to assist in minimising the effects of these incidents on the interests and welfare of involved parties. With these things in mind, Aboard:

- a) Supports pro-active strategies which will help minimise the occurrence of some critical incidents
- b) Encourages the early identification of potentially critical incidents within Aboard
- c) Ensures critical incidents in the workplace are managed in line with established quality management and occupational health and safety objectives and emergency or disaster procedures
- d) Provides clearly accessible and understood directions for all personnel caught up in a critical incident
- e) Assists people to cope with critical incidents by providing appropriate practical and psychological support
- f) Provides appropriate assistance to people who may require longer term assistance
- g) Ensures ongoing training, support, and review of the critical incident management team.

5.2 Critical Incidents

Examples of Critical Incidents include, but are not limited to:

- Serious injury to or serious illness or death of a college student, staff member, visitor, tenant or contractor, or any threat of these -
- A missing student, where the student is:
 - An international student; or
 - While undertaking fieldwork off-campus
- Severe distressing or disturbing behaviour.
- Physical assault, threats, or attack.

- Where a student, staff member, visitor, tenant or contractor has witnessed a serious incident.
- Natural disaster (e.g., cyclone, earthquake, tsunami, or flood).
- Fire, riot, bomb-threat, explosion, gas, chemical hazard, or another environmental hazard.
- Major overseas events, such as earthquakes or political unrest.
- Pandemics

5.3. Support for Students and Staff Involved in a Critical Incident

The Campus Manager and their delegates, in consultation with the Chief Executive Officer, will coordinate support for domestic students, their family, friends and next of kin, which may include, as appropriate:

- Referral to Aboard’s available counselling service.
- Contacting the CEO/Campus Director/Academic Manager to request rescheduling of assignments or withdrawal without academic penalty.
- Facilitating an application for deferred examination or special consideration in an examination.
- Assistance in application for withdrawal without financial penalty.
- Assistance with arrangements for hospital or medical treatment
- Assistance in the arrangements for family, friends and next of kin to visit Aboard e.g., in relation to accommodation and crisis support,
- Providing a single point of contact at Aboard for family, friends and next of kin
- Assistance with arrangements for hospital or medical treatment.
- Assisting with personal items and affairs including insurance issues.
- Contacting the consulate, high commission, or embassy for the student’s country.
- Assistance in obtaining visas for family, friends and next of kin to visit Aboard.
- Hiring interpreters; and
- Assistance in arrangements for repatriation, funeral, or memorial service, if required

5.3.3 Support for Staff Involved in a Critical Incident

The Campus Manager and their delegates, in consultation with the Chief Executive Officer, will coordinate support for members of staff, their family,

friends and next of kin, which may include, as appropriate:

- Referral to Aboard’s counselling service.
- Assistance with arrangements for hospital or medical treatment.
- Assistance in the arrangements for family, friends and next of kin to visit Aboard; and
- Providing a single point of contact at Aboard for family, friends and next of kin

5.3.4 Support for Visitors and Contractors Involved in a Critical Incident

The Campus Manager and their delegates, in consultation with the Chief Executive Officer, will coordinate support for visitors and contractors, their family, friends and next of kin, which may include, as appropriate:

- Referral to Aboard’s counselling service.
- Assistance with arrangements for hospital or medical treatment.
- Assistance in the arrangements for family, friends and next of kin to visit Aboard; and
- Providing a single point of a single point of contact at Aboard for family, friends and next of kin.

5.4 Critical Incident Management Principles

5.4.1 Roles and Responsibilities: The head of the Critical Incident Team is the campus manger, and he/she assumes operational command of a critical incident as soon as the policy is activated. Roles and Responsibilities should be delegated to appropriately trained personnel by the Campus Manager. Consideration needs to be given to appointing external personnel for debriefing critical incidents. Roles and responsibilities of personnel delegated to carry out this policy should be clearly defined to ensure co-operative functioning. The role of the counsellors employed by Aboard in critical incident management needs to be clearly defined.

5.4.2 Resources: Sufficient funds, resources and organisational support are provided to ensure the effective implementation of this policy.

5.4.3 Ongoing Improvement of Critical Incident Policy and Procedures: Should occur as part of quality improvement.

5.4.4 *Reporting of Critical Incidents: A Critical Incident Report Form* should be filled out for each incident and sent to the Critical Incident Management Team.

5.5 Critical Incident Management Framework

The Comprehensive Management of Critical Incidents will comprise 4 stages. Each stage has several issues and strategies that are relevant to successful outcomes.

The 4 stages are:

- Prevention
- Critical Incident Response Management
- Post-Incident Management, and
- Review

STAGE 1: PREVENTION

Prevention may occur either:

- Before any outward disturbances are apparent (primary prevention)
- When disturbances occur but have not yet resulted in a critical incident (secondary prevention) Or
- After a critical incident occurs, to prevent repetition (tertiary prevention).

Primary Prevention

The main activities are **preparation and education**

- General Education
- Information and discussion
- Training
- Planning: co-ordination; evaluation and improvement of policies and procedures, especially Orientation Policy, Access, and Equity Policy, OHS Policy,
- Environment modification/security measures/architectural planning
- Legal parameters defined
- Balance between duty of care and confidentiality defined
- Clear rights and protection regarding rules of conduct and personal safety for students and staff
- Customer service geared to satisfying customer needs and dealing with challenging behaviour
- Assessment of risk, through audits and records of critical incidents etc.

Secondary Prevention

Also known as Early Intervention.

- Identifying, assessing, and working with “at-risk” population individually or in groups
- Secondary consultation with counsellors by staff about a student/problem
- Counselling, referral, and information provided by counsellors
- Student discipline and other policies applied if relevant, including the use of behaviour contracts for students with challenging behaviour
- Interventions of calming challenging situations and defusing explosive situations
- Legal constraints adhered to
- Outside professional supervision provided to counsellors if required by them on a regular basis
- Monitoring and adjusting security measures to prevent specific incidents

Tertiary Prevention

To prevent further occurrence of same type of incident:

- Individualised Emergency Management Plan for students with challenging behaviour
- Adjusting security measures to prevent further incidents
- Most interventions from B. (Secondary Prevention) are recommended.

STAGE 2: CRITICAL INCIDENT RESPONSE MANAGEMENT

A response to the critical incident needs to be planned and a rapid and effective intervention needs to be implemented.

Assessment

An accurate assessment of the person/situation needs to be made. This is critical otherwise inadequate action may be taken. Several factors need to be considered.

- Type of incident
- Levels of risk and Probable Severity
- Levels of Urgency
- Implications of the incident

Assessment is usually ongoing until the situation is dealt with/resolved.

- Accountability hierarchy in relation to assessment of level of risk and urgency should be clarified.

Intervention:

- The Critical Incident Management Team should be convened as soon as possible to plan intervention.
- Relevant college policies and procedures need to be integrated for effective outcomes.
- Carrying out of intervention plan.
- Contacting outside service (police, Crisis Assessment Teams through hospitals, etc.);
- Emergency protocols need to be developed with minimum time delay, containing, waiting for services to arrive.
- If incident is ongoing (e.g., stalker or threats), continual assessment, planning and intervention needs to take place.

STAGE 3: POST CRITICAL INCIDENT MANAGEMENT

A plan of recommended interventions will need to be made by the Critical Incident Management Team as soon as practicable, and may include any of the following:

- An assessment of the degree of trauma and the affected persons.
- Informing campus community of state of affairs and available assistance in order to allay anxiety and to invite usage of assistance.
- Defusing of involved persons within 8 hours of incident.
- Psychological debriefing of students and staff 1 – 3 days after the incident (except if legal processes contra-indicate).
- Involvement of outside consultants in critical incident management and debriefing.
- Counselling/treatment/group sessions for affected persons.
- Training groups in stress management and coping strategies.
- Provision of information about community mental health services.
- Contribution to media releases.

STAGE 4: REVIEW OF EACH CRITICAL INCIDENT MANAGEMENT

PROCESS

A system of reviewing action taken at specific critical incidents should be developed and carried out by the Critical Incident Management Team. This may include debriefing of the Critical Incident Management Team and assisting staff.

6. Responsibility

The Campus Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: info@ataustralia.edu.au

Access and Equity Policy

1. Purpose

The purpose of this policy is to ensure that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location. Aboard staff, trainers and assessors adhere to the principles and practices of access and equity in the provision of education and training services.

2. Scope

This policy applies to all the current staff members and students of Aboard; and any person engaged under a contract for services.

3. Definitions

Access: refers to the ability to enter training regardless of racial, religious, cultural or language backgrounds or physical attributes

Equity: Equity is about ensuring that all people have the supports that they need to access, participate, and achieve to the same level

Discrimination: Refers to unfair or less favorable treatment based on the following actual or assumed personal characteristics as defined under Commonwealth and State laws.

Harassment: Any unwelcome or uninvited acts or behaviors that may humiliate, intimidate, or offend a person including written, electronic, verbal, non-verbal or physical acts or behaviors.

Racial Vilification: Occurs where a person engages in conduct that incites hatred, serious contempt, revulsion or severe ridicule against another person or group of people, because of their race or religious belief or activity.

4. Legislative Context

Aboard acknowledges its obligation under various federal and local government acts and regulations including:

- National Vocational Education and Training Regulator Act 2011 (Cth)

- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Commonwealth Racial Hatred Act 1995
- Commonwealth Equal Opportunity for Women in the Workplace Act 1999
- Commonwealth Age Discrimination Act 2004
- Equal Opportunity Act 1995
- Racial and Religious Tolerance Act 2001
- Charter of Human Rights and Responsibilities Act 2006

5. Policy

5.1 Aboard supports and adheres to the following principles of Access and Equity.

Access

Learning should be available to everyone who is entitled to them and should be free of any form of discrimination irrespective of a person's country of birth, language, culture, race, or religion.

Equity

Training and learning resources should be developed and delivered based on fair treatment of clients who are eligible to receive them.

Communication

Aboard will inform eligible clients of services and their entitlements and how they can obtain them. Aboard will also consult with its clients regularly about the adequacy, design, and standard of its training programs.

Responsiveness

Aboard will be sensitive to the needs and requirements of clients from diverse linguistic and cultural backgrounds and responsive as far as practicable to the circumstances of individuals.

Effectiveness

Training and learning programs and support services will be focused on meeting the needs of clients from all backgrounds.

Efficiency

Aboard will optimise the use of available resources through a user-responsive approach to training and student service, which meets the needs of clients; and collect relevant data to enable it continuously to improve its programs and services.

Accountability

Through its senior management and relevant governance bodies, Aboard will assume the responsibility of implementing the Access and Equity principles.

5.2 Aboard will embed and support substantive equality in its policies and procedures, ensuring they do not directly or indirectly discriminate against any group in the community

5.3 Aboard will recognise and respond to the needs of diverse groups of learners by encouraging and implementing flexible and innovative styles of training delivery and assessment that address academic and non-academic barriers.

5.4 Aboard will seek to enhance accessible learning and career pathways for people from diverse backgrounds through recognition of prior learning policy and processes that incorporate equity principles, and by developing flexible entry points and pathways in its learning programs.

5.5 Aboard will ensure that the training environment is free from all forms of harassment, discrimination and racial vilification at all times and that all training and assessment staff understand their obligations and responsibilities regarding safety and wellbeing of all students.

5.6 Aboard will provide access and equity information to all the new staff as part of its induction program and include the information in the Staff Handbook.

5.7 Meeting Client Needs

- Aboard shall ensure that it adequately facilitates equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity principles
- Aboard will ensure that all the prospective students receive adequate information on

their intended course of study, student services, learning environment, rights, responsibilities, resources, and other relevant pre-departure information prior to enrolment.

- To address specific learning and/or development needs of the clients (e.g., LLN, Welfare), Aboard will refer students to either internal or external support programs/agencies through its student support services.
- Students will have timely access to their academic records including participation and progress.
- Aboard will collect and analyse client feedback and satisfaction data through its scheduled surveys to ensure that its programs and services are effective in meeting its clients' needs and requirements.

6. Responsibility

The Campus Director is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Student Support and Welfare Policy

1. Purpose

Purpose of the Student Support and Welfare Policy is to foster an environment which is conducive to effective learning and in which each student feels safe and supported and contributes in a positive manner to Aboard community. This policy compliments college's other relevant policies and procedures, including the Health and Safety Policy and Procedure, and emphasises college's commitment to supporting student learning and well-being, and promoting a positive learning environment for all involved.

This policy provides a student support mechanism that not only provides academic and learning support services but also an opportunity for students to access welfare-related support services to assist with issues that may arise during their study.

2. Scope

This policy applies to all the current and prospective clients of Aboard.

3. Definitions

Student: Means a learner, enterprise or organisation that uses or purchases the services provided by an RTO

Student Support Services: Means the services provided by Aboard to students to assist and support the successful achievement of learning outcomes. Services may include (but are not limited to):

- Study and learning support and study skills programs
- Language, Literacy and Numeracy (LLN) programs or referrals to these programs
- Equipment, resources and/or programs to increase access for learners with disabilities
- Mediation services or referrals to these services
- Flexible scheduling and delivery of training and assessment
- Counselling services or referrals to these services
- Information technology (IT) support
- Learning materials in alternative formats, for example, in large print

Welfare Related Services: Services which address the mental, physical, social, and spiritual well-being of students. These services may include, through direct provision or referral, information/advice about accommodation, counselling, crisis services, disabilities and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programs promoting social interaction, religious and spiritual matters, and stress-management

4. Legislative Context

Aboard acknowledges its obligation under various federal and local government acts and regulations including:

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Education Services for Overseas Students (ESOS) Act 2000
- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Equal Opportunity Act 1995

5. Policy

5.1 Aboard is committed to providing appropriate support and welfare services to students to enable and provide them an environment, in which each student feels safe and supported, and contributes in a positive manner to Aboard community.

5.2 Aboard shall ensure that appropriate student support services are available to assist students in completing their studies and reaching their academic goals.

5.3 STUDENT SUPPORT MECHANISM

5.3.1 Student Support and Safety

Aboard is committed to providing and maintaining an environment that is without risks to the health, safety and security of Aboard employees and students. Aboard will achieve this by:

- Developing and implementing a Health and Safety Policy

- Developing and implementing policies on procedure to prevent and deal with any form of discrimination, harassment, or vilification of college employees and students
- Upholding the Student Code of conduct
- Appointing an OHS/WHS representative
- Appointing a Student Support Officer to address academic support and welfare related services
- Providing referrals to external counselling services to students to deal with issues that are not within college's expertise, scope, or authority
- Keeping students abreast of any general security issues or concerns (relevant to international students in particular) as observed in media, or government announcements; and providing relevant information as appropriate
- Monitoring student course progress and providing academic and administrative support to all the students within college's policy framework to enable them to achieve their academic objectives
- There are many issues that may affect a student's social or personal life. Students will have access to the Student Support Officer to gain advice and guidance on personal, accommodation, or family/friend issues. Where the Student Support Officer feels, further support may be required, a referral to an appropriate external support service will be organised (Ref 5.3.3).

5.3.2 Student Handbook

- All current and prospective students will be provided with a Student Handbook containing all the essential information to adjust to life in Australia including external resources for international students, college facilities and resources to help them with their studies.
- A copy of the Student Handbook will also be available on college's website.

5.3.3 Student Support Officer

- Aboard will appoint a full-time, on-campus Student Support Officer to provide student support services including (but not limited to) accommodation, counselling, crisis services, disabilities, and equity issues,

financial matters, legal issues, medical issues, mental health, peer mentoring, programs promoting social interaction, religious and spiritual matters, and stress-management. Student Support Officer will also coordinate learning and academic support services in consultation with the Academic Manager.

- Students will need to make an appointment to meet the Student Support Officer. Urgent matters will be attended to promptly on advice of the front desk (initiated by the student) or college staff members.
- Academic and learning support needs will be referred to the Academic Manager. The Student Support Officer will, however, ensure that the required academic support services have been provided to the students through scheduled learning support sessions and/or activities, and will maintain a regular communication with the students to obtain feedback. When needed, Aboard shall consider appointing/delegating an academic staff as the Learning Support Office based on the student needs analysis and review of the feedback. This position will dedicatedly assist and support students with academic issues and preparation, including writing, learning, and research skills under supervision of the Academic Manager.
- Counselling services and other external referrals will be arranged if deemed appropriate by the Student Support Officer. There is no fee attached to this welfare support and referral service. Any cost charged by the external services will be paid by the students.
- All students are required to attend an orientation day at the beginning of their studies (*Student Orientation Policy and Procedure*). The Student Support Officer shall discuss the provision or support services and how best the students can avail these services during their studies at the RTO.

5.5 Academic and Learning Support

- 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 program or completing within the expected duration. Aboard will, accordingly, provide an ongoing academic support to students in form of Language, Literacy and Numeracy (LLN) programs or referrals to these programs if needed, course progress intervention and academic support if deemed at risk of not completing the course on time, scheduled learning and study support sessions, and academic support for people with disability and learning difficulties.
- Students can access college's student support services by approaching either the Student Support Officer or any staff member in their immediate contact. Students will also be provided with a Student Concern form and additional information (Ref: 5.8) on the relevant policies and procedures to deal with and report any issues of concern or welfare.
- All students will have an unequivocal access to college resources and an equal opportunity to access college programs, services, and resources, including Information Technology (IT), library, course and learning materials, access to academic and administrative staff members, avenues to lodge and resolve complaints, student welfare and student support services, and access to their administrative and academic records.

5.6 Students with LLN Needs

- LLN needs may be identified through pre-enrolment and pre-training assessments, during student orientation, and/or trainer/assessors' recommendations. Aboard will analyse these needs and provide a strategy for assistance. These needs will be addressed through classroom learning and assessment activities over the duration of the program. Aboard's Language, Literacy, and Numeracy (LLN) Policy further supports these needs.

- For all learners, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing (The Crux of the Matter, DET, 2011). Accordingly, Aboard will embed LLN principles within its delivery and learning and assessment tasks.
- Aboard uses Australian Core Skills Framework (ACSF) as a reference to assess current LLN skill levels.
- LLN needs may be identified through student's self-assessment (pre-enrolment), during student orientation, and/or trainer/assessors' recommendations. These needs will be addressed through classroom learning and assessment activities over the duration of the program. Aboard may refer students to appropriate levels of English language programs within the RTO or external providers depending on the specific needs/requirements of the student.

5.7 Students with Disability

- Aboard acknowledges the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, and its obligation as an education and training provider to support the rights of students with disability to participate in educational courses and programs on the same basis as students without disability.
- Students who wish to apply for adjustments to teaching or assessment methods based on a disability, should contact Academic Manager, and bring supporting documents for consideration of disability (e.g., a letter from your treating professional).
- Reasonable adjustments to training and assessment methods are made using the following principles (Ref: ACARA):
 - Students with disabilities are subject to the standard rules and policy on assessment and teaching methods, and assessment is only varied where a student can demonstrate with appropriate

documentation that he/she is disadvantaged because of disability.

- The nature of reasonable adjustments is such that they are designed to minimise the disadvantage experienced by students with disabilities, rather than provide students with a competitive advantage.
- Any adjustments to assessment for a student with a disability are to be made in such a way as to ensure that the fundamental nature of the assessment remains the same i.e., students with disabilities are still required to demonstrate a pre-determined level of ability in relation to essential competency requirements.

5.8 Student Hardship

The requirements of study may present some students with hardship, due to economic, social, or other difficulties. Where genuine hardship exists, a student may seek permission to review their workload or other related matters.

To make a request, a student will be required to provide a letter to the Student Support Officer describing the reason for their hardship. It is essential to include evidence supporting a claim of hardship, for example:

- Financial hardship: Financial documents, pay slips or bank statements which indicate financial status
- Medical grounds: Medical certificates stating nature of condition, duration
- Family Situation: Doctor or Counsellor's report or recommendation, external community/welfare agency recommendation

Student Support Officer shall review the request and where necessary arrange a face-to-face meeting to discuss the issues and provide the required support through internal or external referrals and advice.

5.8 Information to Students

Information on student support services, and procedures for accessing these services, including

contact details of the Student Support Officer will be made available to all the students through:

- Student Handbook
- RTO Website
- Student Orientation Program

The Student Support Officer shall ensure that up-to-date information is available for student support services and that any contact details provided are current.

Students may access the Student Support Officer directly (e.g., email, phone), by contacting any administrative staff, Academic Manager, or via the front desk. The front desk shall also assist with organising appointments as soon as practicable.

6. Review and Continuous Improvement

In order to ensure that the Aboard has support services for students that are appropriate in scope and quality for the capacity of the Aboard and mode of delivery of its programs, Aboard will implement a regimen of regular review and feedback from various stakeholders to monitor the efficacy of the availability and accessibility of the support services and action enhancements and improvements where necessary.

Aboard shall ensure that its staff members who interact directly with overseas students are aware of the college's obligations under the ESOS framework and the potential implications for overseas students arising from the exercise of these obligations. Staff shall be required to undertake professional development activities to continuously apply their knowledge of the ESOS framework and requirements under the National Code 2018.

6.1 Stakeholder Feedback

Regular stakeholder feedback through the use of survey instruments will inform the Aboard when reviewing the adequacy of its support services through the following process:

- A survey of students is conducted for selected programs during each study period that will include a section on the quality of the Aboard's support services soliciting suggestions on any improvements which might be made to improve the student experience.

- The QA Committee will review the surveys, analyse the feedback, and summarise any issues raised regarding support services, and make appropriate recommendations to the CEO.
- The CEO will meet formally and informally with the Student Support Officer to discuss any issues raised and to formulate possible strategies for improvement.
- The Student Support Officer will recommend any improvements to support services to the CEO for action.
- All improvements that have been recommended by the Student Support Officer to the CEO for action will be discussed by the Senior Management Committee and allocated to a responsible person for completion within an agreed timeframe.
- Outstanding actions will be monitored by the Senior Management Committee until evidence of completion.
- Where amounts not allocated in the budget are required for the improvement of support services, the CEO will include it in their report to the Board of Directors in conjunction with a request for additional funding.

6.2 Ongoing Review

The Senior Management Committee will continuously review the efficacy of support services in their areas of responsibility through the following process:

- Each member of the Senior Management Committee will be required to report at each meeting on any issues related to support services that have arisen since the previous meeting. This will be a standing item on the agenda for meetings of the Senior Management Committee.
- Where improvements to the Aboard's support services need to be addressed, any actions required will be decided upon by the Senior Management Committee and will be allocated to a responsible person for completion within the agreed timeframe.
- Outstanding actions will be monitored by the Senior Executive Committee until evidence of completion.
- Where amounts not allocated in the budget are required for the improvement of facilities or resources, the CEO will include it in their report to the Board of Directors in conjunction with a request for additional funding.

7. Responsibility

The Campus Director is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The Student Support Officer is responsible for responding to and addressing the mental, physical, social, and spiritual well-being needs of students; and making appropriate referrals to external agencies when required.

The Academic Managers and the academic staff members are responsible for identifying and supporting academic needs.

The Academic Manager is responsible for planning, implementing, and monitoring learning and academic support services.

The CEO has the overall responsibility for management of these guidelines in consultation with the Senior Management Committee.

Staff members in their respective roles are responsible for using these guidelines to plan and enhance support services.

Student Admission and Enrolment Policy and Procedure

1. Purpose

This policy is intended to provide a broad framework, and minimal requirements for determining admission to training courses and programs of Aboard. This policy outlines procedure for approving admission applications and enrolling students, both international and domestic, in the relevant courses or units of competency.

2. Scope

This policy applies to all the applications for admission and enrolment into college's programs received by Aboard, including international students, Australian citizens and permanent residents. This policy is also relevant to staff handling and processing student admissions and enrolments, decision-making committees, and all the agents of Aboard.

3. Definitions

Course: A program of study leading to a qualification or an award. A course may comprise of units or modules. Also referred as "program".

Pre-requisite: Means specified minimum requirements an applicant must satisfy to be considered eligible for admission to a particular program.

Offer: Means the formal notification from college's Student Administration Office on behalf of Aboard, offering an applicant a place in a nominated program under specified conditions, such as location, mode of study, duration, course fee and type of place offered.

Admission: Acceptance of an applicant as a student of Aboard in the nominated course(s)

Enrolment: Allocation of unit(s) of competency as prescribed under each course as part of student's training plan that leads to attainment of the relevant competency or qualification on successful completion

LMS: Learning Management System

Learning Management System: Software that allows educational institutions to create and host courses on the Internet

USI: Unique Student Identifier (Local Australian students)

Department: Means the Capital Territories acting through the Department of Education and Early Childhood Development (or its successor).

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Standards for Registered Training Organisations 2015
- The ESOS Act 2000 and subsequent amendments
- VET Student Statistical Collection Guidelines
- Student Identifiers Act 2014
- Equal Opportunity Act 1995
- Human Rights and Equal Opportunity Commission Act 1986 (Cth)
- Disability Standards for Education 2005 (Cth)

5. Policy

5.1. Admission Criteria

5.1.1 Candidates are considered based on the following:

- Minimum entry requirements for respective courses
- Pre-requisites
- Minimum age
- IELTS score or equivalent English Language proficiency scores
- Student transfer status (onshore transferring students)
- Prior studies and existing skills and knowledge
- Pre-enrolment needs analysis and candidate self-assessment (course suitability assessment)

All admissions will be subject to review and document verification (6.1.3) and approval by the Academic Manager.

Students will be provided with an opportunity to apply for Recognition of Prior Learning (RPL) or Credit Transfer at the time of application.

English proficiency:

5.1.2 Entry to Aboard award courses assumes proficiency in English. English proficiency must be

demonstrated by an applicant for admission to Aboard by one or more of the following:

- A recent IELTS academic test overall band score of 5.5, with no sub-score less than 5.0 or equivalent such as TOEFL (46), Cambridge English (162), PTE (42)
- Completion of at least one year of study/training at Certificate IV level or above in an Australian institution in English medium.
- Completion of a General English Upper Intermediate or an English for Academic Purposes (EAP) level two ELICOS course from a registered ELICOS provider; or
- Any other form of equivalency that can map as equivalent to IELTS 5.5. outcome (conducted and verified by a TESOL qualified teacher based on the evidence).

5.1.3 Aboard shall not enroll an eligible candidate in a course or qualification that is at an inappropriate level for that student, including but not limited to courses that would not provide additional relevant competencies as per student's career/academic objectives.

5.1.4 In supporting the above policy measure (5.1.3), student interviews will be conducted prior to finalisation of enrolment, where students are transferring students from other domains/packages, entering same qualification level or from qualifications higher than intended course(s), or as deemed necessary based on the review of the application documents.

5.1.5 Aboard does not enroll students under 18 years of age.

5.1.6 Aboard shall conduct pre-enrolment assessment of all the applications received based on candidate self-assessment questionnaire to determine course suitability and prior skills and knowledge.

5.1.7 Aboard shall require that all the students applying for or enrolling in a course first provide Aboard with their **USI number for verification** - unless an exemption applies under the Student Identifiers Act 2014. Where an exemption applies, Aboard will inform the student prior to either the completion of the enrolment or commencement of course, 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.

Note: Admission/Admin staff to take note of the above and ensure that USI verification is conducted in accordance with the requirements and records maintained on student file/system.

5.2 Pre-requisites for Admission

Pre-requisites are the minimum requirements an applicant must satisfy to be considered for admission to a particular course. Pre-requisites may include units or qualifications completed to a specified level of achievement, or other requirements such as particular qualifications, or work experiences.

6. Admission Procedure

This section describes the processes associated with admission. These processes generally apply to both local and international students.

6.1 Pre-Enrolment Information

All the **prospective students** will be provided with or sent an application pack comprising of:

- Course Brochure/Prospectus, including college and campus details
- Application Form
- Pre-enrolment Self-Assessment Form
- Unique Student Identifier (USI) Consent Form
- Fee Schedule
- Fee Policy
- Fee Refund Policy
- RPL and Credit Transfer Policy and Procedure
- Language, Literacy, and Numeracy (LLN) Policy
- Important and Useful links (e.g., ESOS Framework, OHSC, college policies and procedures etc.)

Website links to other college policies and procedures, and the ESOS Framework, will be provided as part of the application pack. It is also available for download from Aboard's website under the Admissions section. Students applying through Aboard's approved education agents shall receive the application pack from the respective agents.

6.2 Formalisation

Once accepted in the course following the pre-enrolment assessment based on the above documents and information provided by the candidates, Aboard shall either accept or reject and application for admission and inform the candidate of the outcome.

Pre-enrolment interviews (face-to-face or video conference for offshore students) will also be conducted where it is determined that further information is required from the candidates or their choice of the course/s is not consistent with the stated academic and professional/career objectives (i.e. determination of course suitability), in particular where candidates have completed or attained a higher level course than the course they are applying for, moving/transferring from a similar course, or moving from a different or unrelated field (e.g., applying for a commercial cookery course having already complete a course in information technology). Candidates will be provided with the information on the planned Aboard course contents and outcomes and further advice on the pathways.

Accepted students will be provided with:

- A Letter of Offer
- Student Agreement (to be signed and returned)
- Pre-paid Fee Information and Bank Details
- Fee Policy
- Fee Refund Policy
- Complaints and Appeals Policy and Procedure
- Student Handbook

For international students, information on the ESOS Framework, their rights, responsibilities, and terms of enrolment will be contained in the Letter of Offer and the Student Agreement.

In accordance with the National Code 2018 Clause 3.1, Aboard shall enter into a written agreement with the overseas student or intending overseas student, signed or otherwise accepted by the student, concurrently with or prior to accepting payment of tuition fees or non-tuition fees. The written agreement shall contain all the requirements under the Clauses 3.3, 3.4, and 3.5.

6.3 Pre-Commencement

Once the written agreement has been accepted and signed, students will additionally receive:

- eCoE (subject to conditions of the offer)
- Enrolment and program details, key dates, and academic schedules

- Pre-Departure Information Pack/Guide
- Overseas Student Health Cover (OHSC) details
- Student Orientation Policy and Procedure
- Orientation program dates and details
- Timetable/s and campus information for new arrivals

Website links to other college policies and procedures will be provided as part of the pre-departure information pack.

6.4 New Applications

For all applicants, copies of the following documents will be received along with the application form:

- Photo ID: Passport
- Copies of previous transcripts, testamur, or any other formal or informal awards/achievements
- Valid English proficiency evidence
- Candidate Pre-enrolment Self-assessment form
- Address and current contact details
- Unique Student Identifier (USI) or USI Consent Form
- Additional documents as per course entry requirements

6.4.1 Prospective students seeking to be admitted to a course offered by Aboard must make application directly to Aboard or to a college/agent authorised to act on behalf of Aboard, as required.

Application forms and instructions, including the documentation to be submitted with the application, the method of application and application due dates are available on Aboard's web site as well as Aboard reception.

6.4.2 All students must provide their **USI** number for verification purpose. If provided by the student, Aboard shall verify the **USI** with the Registrar, before using that Student Identifier for any purpose.

Where an exemption applies under the Act, the student will be informed (via email or letter) prior to either the completion of the enrolment or commencement of course, 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.

6.4.3 Administrative staff processing new applications must verify the applicant's academic credentials, eligibility criteria, and the status of the awarding institution by means of, but not limited to:

- Where possible, sighting and certifying original transcripts, awards, and other supporting documents
- Accepting only certified copies of original documents for all applications made through electronic medium, post or through education agents
- Ensuring that all the supporting documents are in good condition, legible; and if containing foreign language, accompanied by certified and verifiable translation in English
- Matching and comparing the details of academic history and achievements stated in the application with that of accompanied documents, including full name, date of birth and date of completion
- When available, comparing official academic seals, testamurs and transcripts with academic records of other past or present students from the same institute
- Checking the status of awarding institutes/colleges on state registers
- When in doubt, bringing any illegible or doubtful documents or concerns to the attention of the Academic Manager and/or the Student Admission Manager for further enquiry
- Determination of course/program suitability for applicants seeking a place in a course through the Academic Manager

6.4.4 The Academic Manager shall approve all new admissions. Approval signatures must be obtained on the application form.

6.5 Offers

6.5.1 Admission offers are made to applicants who are eligible for admission to the course under this admission policy. An offer letter with course(s) code, name, duration, fee, study period, and other relevant information is sent to applicants.

6.6 Acceptance or Lapsing of Offer

6.6.1 An applicant receiving an offer of admission must respond to accept the offer by the due date and by the process specified in the letter of offer.

6.6.2 If an applicant fails to accept the admission offer by the due date specified in the notice of offer, the offer will lapse, and the applicant may have to lodge another admissions application.

6.7 Deferment

6.7.1 Deferment is accepting the offer of a place in the program but deferring commencement in the program for a specified period, especially where the circumstances do not permit students to commence their studies on planned dates. The maximum period of deferment is one year. The process deferment will be guided by college's *Deferment, Suspension, Cancellation and Exclusion Policy*.

6.8 Transfer

6.8.1 A student who is currently enrolled in a program and who has not completed the requirements for graduation from the program may under certain conditions transfer to another program as per Aboard's *Change Of Course Policy and Procedure*. To be eligible for transfer, the applicant must satisfy the entry requirements for the intended program.

6.8.2 A student may also make an application to transfer to another institute. Recognising student's right to exercise freedom of choice as consumers, as a principle, Aboard will grant a student's request to transfer to another provider, where it will not be of detriment to the student, pursuant to Aboard's *International Student Transfer Policy and Procedure*.

6.8.3 Where appropriate Aboard will counsel students, to consider their personal or academic reasons for transferring. Outcomes of counselling may include the identification of alternative academic programs within Aboard, and/or the recommendation of appropriate student support or study skills support as an alternative to the transfer.

6.8.4 In an unlikely event that Aboard needs to transfer students to another RTO as required and instructed by the regulatory agencies, Aboard shall ensure that it facilitates all the information and assistance to enable students to continue their training, including (but not limited to);

- Prompt and timely student notification
- Up-to-date student file
- Up-to-date student training information and competency records
- Academic testamurs and statements

- Delegated staff member(s) to personally assist the students

6.9 RPL and Credit Transfer

6.6.1 A person applying for an admission offer or having received an admission offer may apply for credit transfer based on prior study or on the basis of relevant skills and experience according to Aboard's *RPL and Credit Transfer Policy and Procedure*.

7. Enrolment – Commencing the Studies

7.1 Aboard will enrol students in their respective courses once their application for admission into a course has been approved by Aboard and the conditions of offer, including the entry requirements and pre-enrolment assessments, have been met by the applicants.

7.2 Administrative staff completing enrolment will ensure that the students are placed in appropriate groups and provided with student ID, course information, timetable, and student log-in information at the time of enrolment.

7.3 Students not able to enroll in their scheduled courses as per the start date of their enrolment must defer their studies according to *Deferral, Suspension, and Cancellation Policy* of Aboard.

7.4 All newly enrolled students must attend college's Orientation Program (*Student Orientation Policy and Procedure*).

8. Enrolment Procedure

8.1 Student file is checked to confirm that all the required documentations as per the application requirements have been obtained and advance fees have been received.

8.2 For all VET students, a **USI** is either provided by the students or applied by Aboard on behalf of the student by prior communication and consent. If provided by the student, Aboard shall verify the **USI** with the Registrar, before using that Student Identifier for any purpose.

8.2 Students are issued with a Confirmation of Enrolment when their application for admission into a course has been approved by Aboard and the conditions of offer have been met by the applicants.

8.3 A written Student Agreement is prepared and signed by both the parties.

8.4 Student details are entered into The Student Management System and student enrolment details are extracted and printed.

8.5 Students are sent a copy of their enrolment details.

8.6 Student is provided with the details of the next orientation program (usually held a week before the commencement of an academic semester).

9. Responsibility

The Student Admissions Officer has the responsibility to receive, review, and process all the new enrolments, and undertake due diligence as per the policy requirements.

The Student Admissions Manager has authority to make offers of admission to coursework programs offered by Aboard.

The Academic Manager is responsible for implementation and administration of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Student Fee Policy

1. Purpose

This document sets out a policy for collecting and managing student fees. It also addresses changes to the Education Services for Overseas Students Act 2000 commencing 1 July 2012. Related policy and procedure to this document is Fee Refund Policy and Procedure.

2. Scope

This policy applies to fees collected by Aboard prior to or after commencement of studies by an enrolled student.

In accordance with the Standard 7.3 of SRTO (2015), RTOs registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) must satisfy both the requirements of this clause and of the Tuition Protection Service (TPS) under the Education Services for Overseas Students Act 2000. The TPS requires that not more than 50 per cent of the fees for an overseas student be prepaid. This applies even if 50 per cent of the course fees would be less than the threshold prepaid fee amount.

This policy also applies to any education agents or college's overseas offices collecting any student fees on behalf of Aboard.

3. Definitions

Course: A program of study leading to a qualification or an award. A course may comprise of units or modules

Study Period: A discrete period of study up to a maximum of 24 weeks within a course, namely term, semester, trimester, short course of similar or lesser duration, excluding holidays and term/semester breaks

Enrolment Period: Means the total duration of study leading to the principal course of study for which a student is enrolled with Aboard

Fees: Includes all fees, fines, and charges payable as specified in the *Schedule of Fees*

Pre-paid Tuition Fees: Tuition fees paid in advance prior to commencement of the course or a study period

Principal Course of Study: Means the main or the final course of study to be undertaken by an overseas

student where a student visa has been issued for multiple courses of study

International Students: All those students who are on either on a student visa or a temporary visa that allows them to undertake formal studies in Australia

TPS: Tuition Protection Scheme (enacted on 20th of March 2012 as part of the Government's second phase response to the Baird Review) replacing Tuition Assurance Scheme and ESOS Assurance Fund

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Standards for Registered Training Organisations 2015
- The ESOS Act 2000
- The National Code 2018
- ESOS Regulations 2001
- The Education Services for Overseas Students Legislation Amendment (Tuition Protection Service and Other Measures) Act 2012
- The Education Services for Overseas Students (Registration Charges) Amendment (Tuition Protection Service) Act 2012
- The Education Services for Overseas Students (TPS Levies) Act 2012
- The Australian Consumer Law 2011

5. Policy

5.1 Aboard will set out its course tuition and other fees, in the *Schedule of Fees*, which will be reviewed annually and published in the relevant marketing materials or other publications including college's website.

5.2 The tuition fees are set for a complete course and cannot be charged, calculated, or broken up on a unit basis.

5.3 The tuition fees will be charged according to a student's enrolment periods. Study periods will be clearly defined in student's *Letter of Offer* and *Student Agreement*.

5.4 Aboard will list and provide complete information on the total amount of all fees including course tuition fees, administration fees, materials fees and any other charges to all the prospective students prior to enrolment and include them in the Student Agreement (written agreement). The information shall include;

- All tuition fees payable by the student for the course, the periods to which those tuition fees relate and payment options
- Any non-tuition fees the student may incur, including because of having their study outcomes reassessed, deferral of study, fees for late payment of tuition fees, or other circumstances in which additional fees may apply; and
- Amounts that may or may not be repaid to the overseas student (including any tuition and non-tuition fees collected by education agents on behalf of the registered provider).

5.5 Aboard will articulate and provide information on payment terms, including the timing and amount of fees to be paid, any non-refundable deposit/administration fee, security of pre-paid fees, and the fees and charges for additional services to all the prospective students prior to enrolment and include them in the Student Agreement. In addition, students will be advised:

- That they are responsible for keeping a copy of the written agreement as supplied by Aboard, and receipts of any payments of tuition fees or non-tuition fees
- That they may choose to pay more than 50% of their tuition fees before their course commences
- Information on Aboard's College's fee refund and protection mechanisms (e.g., TPS)
- Processes for claiming a refund

5.6 Aboard will provide all the prospective students with a copy of its *Fee Refund Policy* as part of enrolment process and always make a copy of the policy available on its website.

5.7 Pre-paid Tuition Fees

5.7.1 Aboard college shall determine pre-paid fees amount/s based on the total tuition fee and other services requested by the prospective students as outlined in the student agreement.

Aboard shall ensure that the written student agreement is signed by the student prior to accepting or receiving any fees.

5.7.2 For packaged courses, up to 50% of the fee of the first course of study can be collected as a pre-paid fee.

5.7.3 Where the RTO requires, either directly or through a third party, a prospective or current learner

to prepay fees more than a total of \$1500 (being the threshold prepaid fee amount), the fee will be kept in a separate bank account until the time when the student has commenced. Any pre-paid fee during the enrolment period will not be drawn until an invoice has been raised at least two weeks prior to start of a new term.

5.7.4 Aboard will keep initial prepaid tuition fees in a designated bank account within 5 business days of receiving them. This account will only be drawn down when the student commences the course.

5.7.5. Under the provisions of changes to the Education Services for Overseas Students Act 2000 enacted on 20th of March 2012 as part of the Government's second phase response to the Baird Review, Aboard will contribute annually to TPS and meet the new regulatory requirements. The Commonwealth Government's Tuition Protection Scheme (TPS) protects fees paid in advance by international students. Further details on the TPS are available at: www.tps.gov.au.

5.8 On Commencement

5.8.1 Aboard will not require students to pay any further fee prior to four (4) weeks of commencement date of the next study period/term.

5.8.2 Fee invoices and payment reminders will be sent out to the students at least four (4) weeks prior to start of a new study period/term with an appropriate due date according to this policy. If a student voluntarily pays fees earlier than due date, it will be treated according to pre-paid fee provisions set out in this policy (5.4) to enable college to refund any unused tuition fees according to its *Fee Refund Policy*.

5.9 Student tuition fees are required to be paid on or before the due date for a study period as notified to students through college's communications including offer letter, invoice, fee-reminder, college's website, or any other fee related correspondence.

5.10 Aboard reserves the right to amend student tuition fees, fines, and other charges as it so determines. However, the tuition and other fee(s) which have been agreed with a student at the time of signing the student agreement will not change for the duration of the enrolment and agreement period.

5.11 Aboard may impose a late payment fee where a student has not paid tuition fees by the advised due date for payment.

5.12 The enrolment will not be made effective until the required fees have been paid.

5.13 A fee-paying student who has not paid tuition fees by the advised due date may have the student's enrolment at Aboard cancelled.

5.14 A student who has outstanding fees owing to Aboard will not be permitted further enrolment (except where any Commonwealth or State legislation or code of practice provides otherwise) and will have their academic results withheld (as such will not be eligible to graduate) until the fee debt is paid in full. Aboard may refund relevant fees to a student in accordance with its *Fee Refund Policy and Procedure*.

5.15 A student excluded under a college rule (e.g., disciplinary action) is not entitled to a refund (except where any Commonwealth or State legislation or code of practice provides otherwise).

5.16 A default is only determined when any complaints and appeals processes are complete, and the student default is confirmed.

5.17 Aboard will notify the Secretary and TPS Director (via PRISMS) of student fee defaults for which education services are likely to be denied within 5 business days (Once any complaints and appeals processes are complete and the student default is confirmed).

5.18 The Executive Committee will review and approve all tuition fees for students of Aboard on an annual basis.

6. Responsibilities

The Finance Manager is responsible for ensuring that all student fees are collected and maintained as per the provisions of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Fee Refund Policy and Procedure

1. Purpose

The purpose of this policy is to ensure that Aboard adopts a refund policy that is fair to students who have valid reasons for requesting refunds and who give Aboard sufficient notice, while at the same time protecting Aboard from suffering economic loss that may be caused by refund requests that are not submitted within the required timeframe.

2. Scope

This policy and procedure apply to all the fees received from all the students enrolled by Aboard as well as fees received from all the prospective students who pay an advance fee when applying for a place at Aboard. As such this policy is also a part of Student Written Agreement.

This policy also applies to any education agents or college's overseas offices collecting any student fees on behalf of Aboard.

3. Definitions

Course: A program of study leading to a qualification or an award. A course may comprise of units or modules

Study Period: means an academic term within a course. Usually, there are four study periods in a year

Tuition Fee: Covers the cost of providing the course of study and use of resources at Aboard. Tuition Fee does not include Overseas Student Health Cover (OSHC), administration costs including enrolment/application fee, home stay booking fee and airport pick-up fee and costs related to equipment or training material purchases

Materials Fee: Covers the cost of learning materials and resources provided by Aboard

Application Fee: Covers the administrative costs of enrolment

Fees: A total of tuition, materials, and application fees

Pre-paid Tuition Fees: Tuition fees paid in advance prior to commencement of the course or a study period

Principal Course of Study: Means the main or the final course of study to be undertaken by an overseas student where a student visa has been issued for multiple courses of study

CoE Start Date: Refers to the day on which the course was scheduled to start, or a later day agreed upon between Aboard and the student – as mentioned in the Confirmation of Enrolment (CoE). Also referred to as the Agreed Start Date

Term Start Date: Date on which an academic term commences as per Aboard's yearly academic program calendar. Academic program calendar is published on college's website and available from Aboard reception

International Students: All those students who are on either on a student visa or a temporary visa that allows them to undertake formal studies in Australia

TPS: Tuition Protection Scheme (enacted on 20th of March 2012 as part of the Government's second phase response to the Baird Review) replacing Tuition Assurance Scheme and ESOS Assurance Fund

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000
- The National Code 2018
- ESOS Regulations 2001
- The Education Services for Overseas Students Legislation Amendment (Tuition Protection Service and Other Measures) Act 2012
- The Education Services for Overseas Students (Registration Charges) Amendment (Tuition Protection Service) Act 2012
- The Education Services for Overseas Students (TPS Levies) Act 2012
- The Australian Consumer Law 2011

5. Policy

5.1 The fees and charges required to be paid to Aboard by a student will be as specified in a signed written agreement between the student and Aboard that is entered into prior to the student commencing in the course(s) to which the agreement pertains.

5.2 Aboard shall publish an annual Schedule of Fees listing all the tuition fees and charges, including

refundable and non-refundable fees. This schedule will be available on Aboard's website.

5.3 The only refundable fees are the tuition fees (unless otherwise stated in the student agreement against any fee/s listed). Fee refunds will be based on unexpended (unused) tuition fees.

5.4 Where an enrolment change is necessitated by illness or other exceptional and compassionate circumstances beyond the student's control and which prevent the student from completing studies in that study period, any refund of tuition fees is contingent upon approval of the refund by the CEO.

5.5 Fees and charges may be consolidated under a "package" if the student is enrolled in more than one course at Aboard. The types of fees and charges payable to Aboard by a student may include, without being limited to, the following:

- Tuition fees (including fees referred to as course or program fees)
- Materials fee
- Application fee
- Reassessment or unit re-sit fee
- Late payment fees or charges (e.g., Late Submissions Fee)
- Fees for services
- Fees for re-issuance of AQF certification

5.6 Aboard does not allow its education agents to collect any tuition fees on its behalf. In exceptional circumstances where payments to an agent are approved and made under specific written instructions of Aboard, Aboard will treat these payments as payments made to Aboard. The following refund conditions and procedures will apply to all the fees whether paid directly to Aboard or through an approved agent of Aboard.

5.7 Full Refund of Tuition Fees

All unexpended (unused) tuition fees will be refunded in full where:

- The course does not start on the agreed starting date which is notified in the Letter of Offer
- The course stops being provided after it starts and before it is completed

- The Course is not provided fully to the student because Aboard has a sanction imposed by a government regulator; or
 - An offer of a place is withdrawn by Aboard and no incorrect or incomplete information has been provided by the student
- and in compassionate and compelling circumstances (supporting documents/evidence must be provided where possible) at any time where:

- A student is unable to obtain a student visa; resulting in not being able to come to Australia
- Illness or disability prevents a student from taking up the course
- A student is withdrawing due to a serious health issue/death of a close family member of the student; or
- Where a student formally withdraws from a course **more than eight (8) weeks** before the CoE start date
- Other special or extenuating circumstances preventing a student from taking up or continuing the course, including political, civil, or natural events, and personal well-being, will be considered on a case-to-case basis on review of the supporting evidence at the discretion of the CEO.

The student will have the right to choose whether to seek a full refund of the fees, or to accept a place in another course. If the student chooses placement in another course, Aboard shall ask the student to sign a new student agreement to confirm acceptance of the placement.

Additional Requirements for On-Shore and Transferring Students

- On-shore students transferring to another provider or changing their visa status to any other visa (other than a Protection Visa) will not be eligible for a full refund. Partial refund to be considered as per clause **5.8** below.

5.8 Partial Refund of Tuition Fees

Partial refunds of the amounts specified below will be provided in the following circumstances:

Off-Shore Students (New Commencements)

- Where a student formally withdraws from a course **more than four (4) weeks** before the CoE start date, **80%** of the tuition fees paid for that term or study period and any other unexpended (unused) or pre-paid tuition fees will be refunded.
- Where a student formally withdraws from a course **less than four (4) weeks** before the CoE start date, **50%** of the tuition fees paid for that term or study period and any other unexpended (unused) tuition fees will be refunded.
- Where a student formally withdraws from a course **less than two (2) weeks** before the agreed CoE start date, **25%** of the tuition fees paid for that term or study period and any other unexpended (unused) tuition fees will be refunded.

On-Shore Students (Transferring Students)

On-shore students transferring to another provider or changing their visa status to any other visa (other than a Protection Visa), **will only be eligible for a maximum of 50% refund of the unexpended (unused) or pre-paid tuition fees** in the following circumstances:

- Where a student formally withdraws from a course four (4) weeks prior to course commencement, **only 50%** of the tuition fees paid for the course and any other unexpended (unused) or pre-paid tuition fees will be refunded
- Where a student formally withdraws from a course after commencement and prior to four (4) weeks of the start date of an **academic term** (as per Aboard's College's Academic Calendar published on the college website) **only 50%** of the tuition fees paid for that term or study period and any other unexpended (unused) or pre-paid tuition fees will be refunded
- On-shore students who defer commencement of their studies will not be

eligible for any refunds for the deferred term.

- Where compassionate and compelling circumstances apply beyond student's control, refunds will be considered on a case-to-case basis on review of the supporting evidence at the discretion of the CEO.
- On-Shore students who withdraw less than four (4) weeks prior to course commencement or start of an academic term shall not be eligible for any refund.

5.9 No Refund of Fees

In certain circumstances, students will not be entitled for a refund of tuition fees. These circumstances include:

- Where a student formally withdraws from:
 - 1) a single course within Aboard; or
 - 2) the first course within a packaged program comprised of two or more courses within one or more Aboard schools/institutions

after the CoE start date, the student will not be entitled for a refund and will still be liable for the tuition fee for that/current term or study period. Any other unexpended (unused) or pre-paid tuition fees for future terms/study periods will be refunded as per the terms of this refund policy.

- Leave of absence, deferral, and suspension of studies do not entitle a student for a refund of tuition fees for the duration for which such absence, deferment or suspension were affected.
- A student whose enrolment is either suspended or cancelled by Aboard for academic and personal misconduct during an enrolment period, including but not limited to misbehavior or non-payment of fees to Aboard, shall not be eligible for a refund for that term.
- A Student whose visa is cancelled by Department of Human Affairs (DHA – formally DIBP) during an enrolment period while in Australia for any reason (other

than issuance of a Protection Visa) shall not be eligible for a refund.

- A student, who supplies incorrect or fraudulent information or document to obtain a place at Aboard, shall not be eligible for a refund.
- Any fees listed as “non-refundable” in the student letter of offer, or the student agreement (written agreement) shall not be part of any refund.

5.10 Penalties for Non-payment or Late Payment of Fees

5.10.1 A late payment charge of \$100 may apply where a student (or their agent in case of an international student) has not paid tuition fees by the fee due date notified to the student.

5.10.2 A student who has outstanding fees owing to Aboard will not be permitted further enrolment (except where any Commonwealth or State legislation or code of practice provides otherwise) and will have their academic results withheld (as such will not be eligible to graduate) until the fee debt is paid in full.

5.10.3 A student who has not paid tuition fees by the fee due date may have their enrolment cancelled at Aboard.

5.10.4 A student whose enrolment has been cancelled due to non-payment of fees may apply for reinstatement of the enrolment at any time, provided the student pays in full any outstanding amount owing to Aboard.

6. Procedure for Claiming Refunds

6.1 All refund claims must be submitted in writing via college's *Refund Request Form* accompanied by appropriate supporting documents as specified to Aboard reception.

6.2 All refund applications must be made and signed in person by the student. Where it is not possible for a student to be present in person (e.g., students residing overseas or international students) to claim a refund, the student must send a scanned copy of their signed forms to the Student Admissions Officer either by email or facsimile. On receipts of email or facsimile applications, the Student Admissions Officer will verify student's signatures on records

and may also telephone the student to verify student's identity. No refunds will be made on email or facsimile applications until the time when student's identity has been verified.

6.3 All applications for the refund will be authorised by the Chief Executive Officer or the Finance Manager.

6.4 When an amount is refunded to an international student, Aboard will provide the student with a statement explaining how the refund amount has been calculated.

6.5 A refund of fees in relation to an international student will be made in the same currency in which the fees were paid and be made to the party who entered into the written agreement with Aboard unless that person directs Aboard otherwise in writing.

6.4 In normal circumstance, Aboard will refund the amount within four (4) weeks after receipt of the completed and signed *Refund Request Form* together with appropriate supporting documents.

6.5 Payments will be made to students by electronic transfer in their nominated bank accounts.

6.6 For any refund to be paid to any other person than the students, a written authorisation from the student will be required (to be completed in the *Fee Refund Form*).

7. Grievances and Appeals

A student may appeal against a decision made with respect to fees, including refunds, and the appeal must be lodged in writing according to the processes for appeals as detailed in the *Student Complaints and Appeals Policy and Procedure*.

Availability of Aboard's complaints and appeals processes does not remove the right of a student or an intending student to act under Australia's consumer protection laws or to lodge an appeal with a relevant external body or to take other legal action.

8. Responsibility

The Accounts Payable Officer has the responsibility to process the refund claims and provide the student details and fee status to CEO for approval.

CEO has the responsibility to make a final decision about all the refund claims.

CEO has the responsibility to effectively implement the policy and maintain this policy and procedure.

Any enquiries or complaints regarding fee related matters should be forwarded to the accounts Team at – accounts@ataustralia.edu.au

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Student Orientation Policy and Procedure

1. Purpose

This policy and procedure relate to supporting students to adjust to study at Aboard and to life in Australia as part of the RTO Student Orientation Program.

2. Scope

This policy applies to all the current and prospective clients of Aboard.

3. Definitions

Student Orientation: A welcome and orientation program for new students commencing their studies at Aboard. The program consists of presentation, campus tour, enrolment and information that helps new students settle into the new study environment.

The National Code: National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The Standards for Registered Training Organisations
- The ESOS Act 2000
- The National Code 2018
- ESOS Regulations 2001
- Equal Opportunity Act 1995
- The Australian Consumer Law 2011

5. Policy

5.1 Aboard is committed to providing all enrolled students the opportunity to attend an age and culturally appropriate orientation program which not only satisfies regulatory obligations but proactively works towards equipping students with all the relevant resources and information which Aboard believes will be of benefit to them in realising their goals as students of Aboard and visitors to this country.

5.2 Aboard will especially strive to provide information to students through the orientation program that targets currently identified welfare

interests, especially regarding best practice student safety.

5.3 Aboard will ensure that in the orientation session, all new students are informed about the training, assessment and support services, their responsibilities as student, key policies that impact upon their course progress and completion, and their rights and obligations at Aboard.

5.4 Aboard will make a copy of student orientation presentation on its website for information of students who are unable to attend the scheduled orientation session.

5.5 Students who miss the scheduled orientation session will be provided with a copy of the orientation presentation and information handed out during the session and given an opportunity to attend the next program if they wish to do so.

5.6 All commencing students will be provided with a copy of Student Code of Conduct and a Student Handbook that contains the essential information about Aboard, studies and student life in Australia.

5.7 Students may be required to undertake Language, Literacy and Numeracy test and activities on the orientation day.

6. Procedure

6.1 Organisational

- The Academic Manager and Campus Director meet at the beginning of each academic year for the scheduling and planning of orientation program
- Suitable guest speakers to the program are identified and invited, and forwarded the orientation program schedule
- Staff inputs are sought on orientation program and contents
- The plan for the orientation program for the academic year is presented to the CEO for approval and modification

6.2 Operational - Program Structure

The orientation program should include at a minimum:

- A comprehensive and tailored presentation that addresses the needs of the target student group and adequately introduces a student to life at Aboard and courses of study

- Information that addresses the requirements of the *National Code Standard 6 and the relevant standards*
- Clear and simple explanation of the most relevant policies and procedures, especially the Course Progress Policy (and student visa implications), Complaints and Appeals Policy, and supplemented by the provision of print copies or reference to electronic versions of the same
- Presentations by relevant guest speakers
- Introduction to various college staff and descriptions of their roles
- Instructional explanations of computer and resource use within Aboard
- Student identification photograph session
- Campus tour and OHS information
- Critical incident overview
- Course progress overview
- Orientation survey

The Academic Manager assumes operational responsibility for the management of the orientation program and is delegated to assign tasks relevant to the administration of this policy.

The Campus Director is responsible for effective implementation and management of this policy and procedure.

The CEO has overall responsibility for the implementation and review of this policy and procedure.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

6.3 Content

The orientation program will include (but not limited to) information on -

- Campus facilities and student amenities
- Important dates and academic calendar
- Academic requirements and processes
- Student's fees and administration
- Student responsibilities, rights, and code of conduct
- ESOS Framework
- Student support and support services
- Language support services
- Critical incident policy and procedure
- Emergency and health services
- Complaints and appeal processes
- Legal services and referrals
- Australian workplace and overseas student rights and obligations
- Local information and guides

6.4 Gathering of Data

At the completion of the program, all students should be instructed to complete an Orientation Evaluation Survey. The survey should be collected and submitted to the available staff members. Survey data is forwarded to the Chair, Quality Assurance Committee for analysis and reporting.

7. Responsibility

RPL and Credit Transfer Policy and Procedure

1. Purpose

Purpose of this policy and associated procedure is to ensure quality, integrity, and consistency in recognizing and assessing prior learning and competencies. The procedure for claiming Recognition of Prior Learning and Credit Transfer ensures compliance with the VET Quality Framework and underpins the AQF National Principles and Operational Guidelines for Recognition of Prior Learning.

2. Scope

This policy and procedure apply to all the courses on college's scope of registration and CRICOS register. This policy and procedure also apply to all current and prospective students of Aboard who seek recognition for learning previously gained through formal, non-formal and informal learning, and work experiences.

3. Definitions

RPL: Recognition of Prior Learning: means an assessment process that assesses an individual's formal, non-formal and informal learning, and work experiences to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Credit Transfer: means transfer of credits from units of competencies achieved in formal and nationally recognised education and training system to equivalent units of competencies, satisfying the required competency standards.

Credit: Exemption from enrolment in a particular part of the course because of previous study, experience or recognition of a competency currently held, including academic credit and recognition of prior learning; also referred to as course credit.

Units of Competency means the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Department: Department of Education and Early Childhood Development

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Standards for Registered Training Organisations (RTOs) 2015
- Education Services for Overseas Students (ESOS) Act 2000
- Australian Qualifications Framework: National Principles and Operational Guidelines for Recognition of Prior Learning

5. Policy

The *National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)* represent a set of national cross-sector guidelines to support implementation of RPL as an important element of Australian education and training. At Aboard the granting of RPL and Credit Transfers will be established and maintained in accordance with -

- AQF National principles and operational guidelines for Recognition of Prior Learning (TAFE) Procedure
- Standards for Registered Training Organisations (SRTOs 2015)

5.1 RPL can be used for access and for the partial or complete fulfilment of the requirements of a Vocational Education and Training (VET) qualification or a course.

5.2 Aboard will make RPL available to all students in compliance with the relevant Standards for Registered Training Organisations, SRTOs 2015.

5.3 RPL assessments will be conducted in accordance with the principles of assessment and the rules of evidence.

5.3 Assessment will be undertaken by a qualified assessor who has successfully completed Certificate IV in Training and Assessment (TAE40110) or equivalent and meets the requirements as specified in Standard 1.13 – 1.16 of the Standards for RTOs 2015, and the relevant schedules (Schedule 1).

5.5 Aboard recognises course credit within the ESOS framework and will grant appropriate credit towards units of competencies achieved under a nationally recognised qualification

5.6 Candidates must apply for credit either through RPL or Credit Transfer. However, the submission of an application for RPL does not guarantee that an exemption will be granted.

5.7 Candidates seeking credit must provide current, relevant, valid, verifiable, and substantial information and/or evidence about their previous studies and other prior learning during the application stage for entry to a college course.

5.8 If the granting of credit results in shortening of the student's course, Aboard will report the change of course duration to the Department. All records will be kept for a minimum of two years from the

date student has ceased to be an enrolled student (*Ref: Documents and Records Management Policy*).

5.9 No fees will be charged for Credit Transfer applications.

5.10 Fees for RPL will be charged per unit of competency, calculated on a pro-rata basis on the total course fee. RPL fee will be in addition to the total course fee.

6. Procedure

6.1 Credit Transfer

The following procedure applies to Credit Transfer applications. There is **no fee** for Credit Transfers.

Steps	Responsibility	Comments
Complete the <i>Credit Transfer Claim Form</i> and attached all the required evidence	Student	Original copies of the transcript and awards must be presented
Make an appointment with the Course Coordinator or an officer designated by the Academic Manager to undertake RPL and Credit Transfer assessments	Student	Reception to assist with making the appointment
Assess the claim and determine the eligibility using the <i>RPL and Credit Transfer Evidence Form</i>	RPL Officer	Same units might have different code under different training packages Where required, units of competencies should be downloaded from NTIS to compare the competency standards and equivalence
Grant necessary credits if eligible	RPL Officer	Original documents must be sighted
Make copies of the evidence for the student file	RPL Officer	
Update student records on the student management system	Student Admin	Use appropriate code to recognise credit transfer
Send a letter to the student advising the outcome of the application	Course Coordinator	A copy goes in the student file

6.2 RPL

The following procedure applies to RPL applications. RPL fee may apply as per college's Fee Schedule.

Steps	Responsibility	Comments
Provide RPL advice and a copy of RPL Guide to the candidate	RPL Officer	Provide information on RPL process, required evidence, unit contents and RPL fee
Complete the <i>RPL Application Form</i> and attached all the required evidence	Student	A combination of formal and informal education and training, work experience and general life experiences can be used to determine prior learning

Provide evidence of previous skills, knowledge and learning	Student	Work experience certificates, awards, previous qualifications, citations, evidence of work/projects completed, testimonials, etc.
Pay the RPL fee and lodge the application with the nominated RPL officer along with all the evidence	Student	Fee: On a pro-rate basis based on total course fee, per unit
Acknowledge receipt of the application in writing	RPL Officer	Letter to the student
Assess the claim and determine the eligibility using the <i>RPL and Credit Transfer Evidence Form</i>	RPL Officer	If required, the students may be asked to provide a verbal or written evidence of competency or demonstrate the competency in assessor's presence
Grant necessary credits if eligible	RPL Officer	Partial credits can be granted if the evidence only satisfy a part of the unit
If not successful, document detailed reasons on the application form	RPL Officer	
Make copies of the evidence for the student file	RPL Officer	Original documents must be sighted
If successful, update student records on the student management system	Student Admin	Use appropriate code to recognise credit transfer
If unsuccessful, arrange for a refund of the RPL fee	Student Admin	Student should be advised of their right to appeal the decision
Send a letter to the student advising the outcome of the application	Course Coordinator	A copy goes in the student file

7. Responsibility

The Academic Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy and procedure.

The nominated RPL Officer is responsible for collecting, verifying, assessing, and filing evidence of competency and prior learning.

The CEO has overall responsibility for the implementation and review of this policy and procedure.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Deferral, Suspension, and Cancellation of Enrolment Policy

1. Purpose

Standard 9 of The National Code 2018 allows students to defer commencement of studies, take a leave of studies, or temporarily suspend their studies during their program where compassionate or compelling circumstances exist. Standard 9 states that registered providers may only enable students to defer or temporarily suspend their studies, including granting a leave of absence, during the course through formal agreement in certain limited circumstances.

This policy outlines the circumstances for the application, assessment and approval of the deferment, suspension, leave of absence or cancellation of enrolment when instigated by either student or Aboard and subsequent reporting requirements via PRISMS.

2. Scope

This policy applies to all the current international students of Aboard studying onshore, holding a student visa.

3. Definitions

Deferral: Postponement of the commencement of a course of study. Must occur prior to start of a new academic term or a study period

Suspension: Temporary postponement of an undertaken course of study. May occur at any time during an academic term or a study period

Cancellation: Termination of enrolment

Course: means a course of education or training as defined in the ESOS Act.

CoE: Confirmation of Enrolment

PRISMS: The Provider Registration and International Student Management System

Study Period: A discrete period of study within a course, namely term, semester, trimester, short course of similar or lesser duration, or as otherwise defined by

Aboard excluding the holidays as long as that period does not exceed 24 weeks. Aboard uses “Term” to define a study period. The term duration, usually a contact period of ten (10) weeks, is considered a study period.

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000
- Education Services for Overseas Students (ESOS) Regulations 2001
- The National Code 2018

5. Policy

5.1 Leave of Absence: Initiated by Student

Aboard may approve a personal leave of absence up to a maximum period of two (2) weeks within a study period. An *Application for a Leave of Absence* must be submitted to the Academic Manager for approval.

A leave of absence can only be granted on compassionate or considerate grounds (e.g., sudden illness, injury or professional development activity) and students must provide a valid reason for the leave. Aboard may ask for documentary or third-party evidence to verify the situation.

Students granted a leave of absence will be allowed to undertake any assessment tasks that they might have missed during their absence without any academic penalty. Students may have to attend extra classes, if available, on their return to make up for the lost time.

Only two leaves of absences can be granted in an academic year and may impact on course completion date. Any changes to student’s enrolment will be notified the Secretary of DET (Formally DEEWR) via PRISMS within 14 days of the change to the student’s enrolment status.

Leave of absence cannot be used for personal travelling, undertaking hobbies, working or taking holidays/breaks, and will not be approved on such grounds.

All leaves of absence are recorded as suspension of studies in PRISMS.

5.2 Deferring or Suspending a Course of Study: Initiated by Student

- Students wishing to defer or temporarily suspend their enrolment may only do so when there are compelling or compassionate circumstances. Compelling or compassionate circumstances may include, but are not limited to:
 - Serious illness
 - Serious illness or death of a family member necessitating a return to the student's home country
 - Serious injury
 - Stressful family or personal situation or a traumatic experience
 - Major political upheaval or natural disaster in the home country requiring emergency travel
- Students will need to substantiate their claims with appropriate supporting documentation. Deferral or suspension of studies cannot be used for personal travelling, undertaking hobbies, working, or taking holidays/breaks, and will not be approved on such grounds.
- Students who would like to defer the commencement of their studies or suspend their current course of study must first speak to the Student Admissions Officer in the case of deferment and the Course Coordinator or the Academic Manager in the case of suspension.
- Prior to applying to suspend their studies, students must ensure that they have paid any outstanding course fees and library fines and have returned all library resources to the library.
- After these measures have been taken, and the student still wishes to defer or suspend their studies, a Deferment and Allowable Suspension of Studies Claim Form must be completed and submitted to the course Coordinator or the Academic Manager with verifiable supporting documents. The form can be obtained from college reception or from Aboard website. The form must be submitted at least fourteen (14) working days prior to the requested deferral or suspension date.
- If an application for deferment and suspension being approved or denied, the outcome will be notified to the applicant in writing and, if denied, reasons for the refusal will be given.
- In the event of an application for deferment or suspension of studies being approved, a designated college Administration Officer will

notify the Secretary of DET (Formally DEEWR) via PRISMS within 14 days of the change to the student's enrolment status (Section 19, ESOS Act).

5.3 Deferral, Suspension, or Cancellation: Initiated by Aboard

- Students may also have their enrolment deferred, suspended, or cancelled by Aboard in the event of:
 - Misbehavior (as outlined in the *Student Code of Conduct*, and *Academic and General Misconduct Policy*)
 - Breach of the *Student Agreement* (e.g., non-payment of fees)
 - Discovery of evidence of fraudulent documentation to gain admission to Aboard
 - If the student behaves in a way which could potentially bring Aboard into disrepute
 - Aboard implementing its intervention strategy for students at risk of not meeting satisfactory course progress (including where the student is clearly having difficulty in completing the course within the expected duration, as specified on the student's CoE)
- Students have the right to appeal a decision by Aboard to defer, suspend or cancel their studies and Aboard will not notify the Secretary of DET (Formally DEEWR) via PRISMS of a change to the enrolment status until the internal complaints and appeals process is completed.
- In cases where deferral, suspension or cancellation of a student's enrolment is initiated by Aboard, the student will be notified in writing and given twenty (20) working days to access Aboard's internal complaints and appeals process.
- After all due processes have been completed, and Aboard decides to defer, suspend or cancel a student's enrolment, a designated college Administration Officer must notify the Secretary of DET (Formally DEEWR) via PRISMS within 14 days of the change to the student's enrolment status. In the event,

however, of Aboard cancelling a student's enrolment due to a breach of a condition of a student visa, Aboard Administration Officer must give the Secretary particulars of this breach via PRISMS as soon as practicable after the breach occurs.

5.4 Withdrawing from a course of study

Students intending to have their enrolment cancelled through course withdrawal must first speak to their course coordinator or the Academic Manager. Reasons given by the student for course withdrawal should be discussed and appropriate advice obtained. After these measures have been taken, and the student still wishes to withdraw from their studies, a *Withdrawal from Course Form* must be completed by the student and submitted to the Academic Manager. Prior to applying to withdraw from their program, students must ensure that they have paid any outstanding course fees and library fines and have returned all library resources to the library. The *Withdrawal from Course Form* can be obtained from college reception.

Restricted Period: If a student is intending to withdraw prior to the completion of six months of his/her principal course of study, they should be directed to and given access to Aboard's *Transfer between Providers Policy*. Students should be informed that colleges providing courses to international students are restricted from enrolling transferring students from other providers prior to the student completing six months of his or her principal course of study (*National Code, 7.1*).

While Aboard may grant a student a letter of release in this restricted period, it is not required to do so and it may exercise appropriate discretion. Possible reasons that a letter for release may not be given include, but are not restricted to:

- A student requesting a transfer has an inaccurate understanding of what the transfer represents to his/her study options
- The student still owes Aboard course fees
- It is suspected that the student is seeking transfer only to avoid being reported to DET (Formally DEEWR) for failure to meet course progress requirements.
- Aboard considers this transfer to be detrimental to the student's interests
- The reasons stated for the request to transfer have not been adequate

- The transfer does not appear to be for the purpose of an educational or career-oriented benefit
- The course requested transfer to is the same or like the currently enrolled course(s)
- The primary reason for a transfer request is for a different class schedule which is more suited to the student's current or anticipated employment interests, or other non-educational interest

When a student applies to withdraw from a course during this restricted period, the student must complete and submit a *Withdrawal from Course Form* which is accompanied by:

- a valid letter of offer from another provider
- a detailed letter clearly explaining the reasons for seeking withdraw addressed to the Academic Manager

If a student's application for withdrawal from an enrolled course(s) is approved, a designated college Administration Officer must notify **the Secretary of DET (Formally DEEWR) via PRISMS within 14 days of the change to the student's enrolment status (Section 19, ESOS Act)**.

6. Important Note - Visa implications

Leave of absence, deferral, suspension or cancellation of enrolment may have implications for a student's visa; especially if the course end date has been changed. Aboard recommends that students seek appropriate advice regarding these implications. Aboard does not provide immigration advice to students.

7. Appeals

Once a decision is made on deferral, suspension, cancellation and/or exclusion for either reasons initiated by the student or Aboard, the student will be notified in writing of the outcome, including reasons for the decision.

Student should also refer to Aboard's "**Student Complaints and Appeals Policy**", available with student services, front desk, and online at – www.ataustralia.edu.au for information on lodging an appeal against a decision.

8. Responsibility

Student Admissions Officer has the responsibility to provide the student details and fee status to CEO for effective implementation and maintenance of this procedure.

The Academic Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Course Progress Policy and Procedure

1. Purpose

The purpose of this policy is to ensure that students studying at Aboard maintain satisfactory course progress throughout the duration of their studies. This policy and associated procedure also provide the framework for dealing with unsatisfactory progress and taking remedial actions.

2. Scope

This policy applies to all the enrolled students of Aboard.

3. Definitions

The National Code: The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas students 2018, established pursuant to Part 4 of the ESOS Act 2000, as amended from time to time

DIBP (Formally DIAC): Department of Immigration and Citizenship

PRISMS: Provider Registration and International Students Management System

DET (Formally DEEWR): Department of Education and Training

Unsatisfactory Course Progress: Where the student has failed or is deemed Not Competent (NC) in 50% or more of the units attempted in any study period based on evidence from student's assessment tasks and activities

Units of Competency means the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Course: means a course of education or training as defined in the ESOS Act.

CoE: Confirmation of Enrolment

Study Period: Aboard uses "Term" to define a study period. The term duration, usually a contact period of ten (10) weeks, is considered a study period.

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000
- Education Services for Overseas Students (ESOS) Regulations 2001
- The National Code 2018

5. Policy

5.1 The National Code 2018 lays out the guidelines for the monitoring students' course progress under Standard 8. As directed by the Department of Education and Training (ESOS Agency), a provider who implements the DET (Formally DEEWR) -DIBP (Formally DIAC) Course Progress Policy and Procedures for its CRICOS registered courses is not required for ESOS purposes to monitor attendance for those courses. However, Aboard may monitor student attendance for internal purposes, including assessment eligibility and requirements.

5.2 Aboard will adopt a proactive approach in monitoring students' course progress and notifying and counselling students who are at risk of failing to meet the accepted course progress requirements. Students who persist in failing to meet course progress requirements - even after attempts by Aboard to notify and counsel them through the intervention strategy - shall be reported to and DIBP in accordance with the ESOS Act 2000.

5.3 Aboard shall ensure that duration of study specified in the CoE does not exceed the CRICOS registered duration for the respective courses.

5.4 This policy and associated procedures will be made available to the students through student

orientation, college website, and student handbook/manual.

5.5 Aboard will maintain student records in accordance with its *Documents and Records Management Policy* and use these records to consistently monitor student progress. Individual academic results and academic progress details for each student will be maintained on the student management system.

5.6 Aboard reasons that course progress is closely linked to student’s active participation in in-class learning and assessment activities, and timely completion of major assessments. At the beginning of each term and/or unit of competency, trainers/assessors will provide information on assessment requirements, conditions, assessment due dates and other relevant competency requirements.

5.7 An Unsatisfactory Course Progress will be noted when a student has failed, or is deemed Not Competent (NC), in 50% or more of the units attempted in a study period.

5.8 In the first instance, the student will be informed of the course progress issue by the trainer/assessor in the classroom through assessment feedback at the end of each academic term (or a study period). Depending on the assessment outcomes, trainer/assessors may allow the student to resubmit the work or suggest a reassessment or a re-sit as per college’s *Reassessment Policy*.

5.9 As an early detection process, trainers and assessors will be required to report to the Course Coordinator or the Academic Manager any student who has been absent for two (2) consecutive weeks in any academic term (or study period) and are likely to be at risk of not meeting the unit requirements through *Trainer Concern Form*.

5.10 At the end of each term or a study period, printed results from the student management system will be provided to the Academic Manager for course progress review. Any student with a NC result in 50% or more units on competency will be deemed “At Risk”. Trainer/assessors will be required to report the same to the Course Coordinator or the Academic Manager through *Trainer Concern Form*.

5.11 Students with “At Risk” status may not be allowed to undertake new units of competency until

the course progress matter is resolved or addressed through appropriate procedures.

5.12 Students deemed “At Risk” will be notified in writing and asked to make an appointment with their faculty/course coordinator or the Academic Manager to discuss their progress.

5.13 Aboard shall not extend the duration of the enrolment for students “At Risk” of not completing their course within the expected duration unless -

1. There are compassionate and compelling circumstances, and the student has provided sufficient evidence(s) to make such determination; and
2. The student has attended the required course progress interviews and agreed to the prescribed intervention strategies; and
3. Aboard has approved deferment or suspension of studies under its relevant policy and procedure

5.14 In the case where a student’s duration of enrolment has been approved and effected, the student will be advised of any potential impact on their student visa, including the need to obtain a new visa.

6. Intervention Strategies and Reporting

Stage of Intervention	Intervention Time
All Courses	
Stage 1: Early detection of, and intervention in, unsatisfactory academic performance or prolonged absence (two consecutive weeks or more)	During first study period (Meeting with trainer/assessor - First warning letter)
Monitoring of students with unsatisfactory academic progress during the study period	During first study period
Stage 2: Failure to attend classes (unauthorised continuous absence) or unsatisfactory academic performance (50% or more NYCs of total units) at end of a designated study period	During first study period (Second warning letter and Intervention Meeting)
Stage 3a: Non-commencement of students “At Risk” - or	Beginning of the second study period

prolonged absence (two consecutive weeks or more)	
Reporting: Letter of Intention to Report	Beginning of the second study period
Stage 3b: Commenced but no improvement noted in student performance midway through the term and/or student constantly failing to meet the assessment requirements	Mid second study period (Intervention Meeting with the Student)
Reporting: Letter of Intention to Report	Mid-end second study period
Stage 4: Reporting of student's breach of visa conditions via PRISMS	20 working days after letter of intention to report; and after any appeal process has been exercised and exhausted

Stage 1: Early detection of, and intervention in, unsatisfactory academic performance or prolonged absence (three consecutive weeks)

- a. *Trainer notification of likely "At Risk" student:* This notification consists of the trainer completing the "Trainer Concern Form" and submitting this to the Course Coordinator or Academic Director. This notification should take place at the time that the event occurs. Trainers will notify the Course Coordinator or Academic Director whenever a student, undertaking the first study period (term);
- i. Did not perform satisfactorily in the previous study period (term); or
 - ii. Fails to achieve a satisfactory result (C) in consecutive assessments (either through failure to submit work or demonstrate competence) that form part of any unit of competency in the current term; or
 - iii. Fails to achieve competency in a unit that would normally be completed prior to the end of the study period; or
 - iv. Fails to attend class for two or more consecutive calendar weeks, or
 - v. Is deemed to have irregular attendance that places satisfactory course progress in jeopardy
 - vi. Is deemed to have an identified issue affecting study in the course (language difficulty, unsuitable course, classroom behaviors, other issue)

- b. *Informal Meeting with Trainer/Assessor:* Trainer/assessor will provide the required information and try to ascertain the reasons for poor performance or non-attendance.

Such outcomes and actions from the meeting may include:

- The trainer/assessor providing information and support; and
 - The student allowed to resubmit assessment tasks or allowed to undertake assessments missed (not attended)
 - The student allowed undertaking extras classes, if needed
- c. *First Warning Letter:* Upon receiving the trainer/assessor notification, the Course Coordinator should submit this information to the Campus Director for processing. The Campus Director shall give notification of the details and purpose of a course progress intervention meeting, and this shall be provided to the student in writing by issuance of a "Course Progress – First Warning Letter". This letter can be given in person, emailed, or posted to the student.

Stage 2: Unsatisfactory academic performance (50% or more NYCs of total units) at end of a designated study period

During a study period Course Coordinators or Academic Director will review the academic performance of each Student. If as result of the review it is identified that:

- a. A student has failed or is deemed not yet competent in 50% or more of the units attempted in any study period; or
- b. A student has failed to/yet to achieve competence in any units of competence undertaken in that study period

Under delegation from the Academic Director, the Campus Director will contact the student by all available means to arrange for a meeting with the student to discuss their academic performance. This should take place in the manner of *Stage 1:c* above. If this is the first contact to the student regarding academic progress, the "Course Progress – First Warning Letter" should be used with details of the specific units where progress is not satisfactory.

Such outcomes and actions from the meeting may include -

Aboard:

- Advising the student on the suitability of the course that they are enrolled in
- Undertaking a review of the student's results
- Providing support and counselling and/or

The student:

- Undertaking reassessment in each of the failed units
- Undertaking a period of study during the scheduled break between study periods
- Repeating failed units during the next study period by
 - Attending additional classes
 - Undertaking a self-paced/online program
- Being required to undertake additional English language classes prior to reassessment
- Producing evidence of competence gained in the workplace.

Outcomes, actions and agreements of this meeting are documented on a *Record of Student Interview – Course Progress* form and signed by both the Course Coordinator or Academic Director and the student, and a copy will be given to the student and a copy kept on the student's file.

Students may be required to pay the designated fees for reassessment as outlined in the *Reassessment Policy* and the Student Agreement.

Students who fail to achieve competence in most units of competence undertaken during a study period will be advised that this lack of academic performance in any study periods could lead to the student being reported to in PRISMS, depending on the outcome of any appeals process.

- a. *Second Warning Letter*: Notification to the student of their unsatisfactory course progress and the details and purpose of a course progress intervention meeting shall be provided to the student in writing by issuance of a "*Course Progress – Second Warning Letter*". This letter can be given in person, emailed, or posted to the student. If no response to this communication is received from the student, a third warning letter may be issued straight away.
- b. *Intervention meeting with student*: the purpose of this meeting will be:

- To inform the student of the consequences of not achieving satisfactory course progress in consecutive study periods (reporting breach of student visa conditions to DIBP (Formally DIAC))
- To determine the reasons for the ongoing unsatisfactory performance
- To develop strategies involving student support and student action to assist the student to gain satisfactory competence by the end of the study period.

Outcomes, actions, and agreements of that meeting should be documented on a *Record of Student Interview – Course Progress* form and signed by both the Course Coordinator and the Student will be given to the student and a copy kept on the student's file.

Stage 3a: Non-commencement of students "At Risk" - or prolonged absence (two consecutive weeks or more).

If a student identified with "At Risk" status and monitored for course progress fails to commence the subsequently term or is absent for a prolonged period after commencing (two or more consecutive weeks), Aboard will notify the student in writing of its intention to report the student to in PRISMS for unsatisfactory course progress (Letter of Intention to Report).

Stage 3b: No improvement noted in student performance midway through the term and/or student constantly failed to meet the assessment requirements.

Students who commenced in the subsequent study period (term) but are not making satisfactory academic progress during that period either in their new units or in units being repeated will be contacted by the Campus Director to attend a meeting, in consultation with Course Coordinator and/or Trainer to discuss their academic progress. The procedure for the notification of the student and the convening of this meeting is as follows:

- a. *Intervention meeting with student*: the purpose of this meeting will be:
 - To inform the student of the consequences of not achieving satisfactory course progress in consecutive study periods

- To advise Students that they have **until the start of the next study period** (i.e., until the end of the break period between the second and third study periods) to be able to demonstrate competency in most units undertaken during the study period otherwise Aboard **will be obliged to report them in PRISMS**.
- To remind the students of past strategies identified for achieving satisfactory course progress
- To determine any other reasons for the ongoing unsatisfactory performance

Outcomes, actions and agreements of that meeting signed by both the Course Coordinator or Academic Director and the student will be given to the student and a copy kept on the student's file.

Letter of Intention to Report

If a Student is unable to demonstrate that they will be able to complete the required assessment or units halfway during the second consecutive study period, and who have not fulfilled the necessary actions which were agreed upon at Stage 3b (above), Aboard will notify the Student in writing of its intention to report the Student to in PRISMS for unsatisfactory course progress.

This written notice ("Letter of Intention to Report for Unsatisfactory Progress") will be sent by registered mail. The written notice will inform the student that he or she is able to access Aboard's complaints and appeals process as per ESOS Standard 10 (Complaints and appeals) and that the student has 20 working days in which to do so. A copy of this letter is retained within the student's file.

Stage 4: Reporting of student's breach of visa conditions via PRISMS

If the Student chooses not to access the complaints and appeals processes within the 20-working day period, withdraws from the process, or the process is completed and results in a decision supporting Aboard, Aboard will notify the Secretary of DET through PRISMS of the Student not achieving satisfactory course progress as soon as practicable.

Copies of all outcomes and notifications related the appeal process is kept on the student's file in accordance with Aboard's complaints and appeals policy and procedure.

7. Responsibility

Trainers and assessors are responsible for providing assessment feedback and an early detection of academic performance issues, and a possible "At Risk" notifications to the Course Coordinator.

The Academic Manager is responsible for maintaining records on course progress in the student database.

The Academic Manager is responsible for notifying students of their failure or risk of failure to meet satisfactory course progress and issuing Final Warning letters.

The Academic Manager is responsible for reporting Students to the Secretary of DET through PRISMS.

The Academic Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Reassessment Policy and Procedure

1. Purpose

This policy establishes how post-assessment feedback, results and reassessment are planned and conducted.

2. Scope

The policy applies to all assessable units and courses and training packages delivered by Aboard to its students.

3. Definitions

Course: A program of study comprising units of competency leading to a qualification or an award

Unit of Competency or Unit: A Unit of Competency, also generally referred to as a “unit”, is a statement of a key function or role in a particular skill or knowledge area. It is made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.

Assessment: The means by which progress or achievement in a unit is evaluated. This can include assessment methods such as essays, examinations, projects, practical tasks, and tutorial participation

Submission: When the assessments are first handed in for marking/grading according to assessment requirements for each unit of competency

Assessment Feedback: Post-assessment feedback provided by trainer/assessor to the students on their work

Resubmission: When an assessment task is submitted again by the student for assessment after minor corrections/modifications approved and allowed by the trainer/assessor within an agreed time frame

Reassessment: When the students are required to repeat or redo their assessments

Re-sit: When the students are required to re-enroll in a unit of competency and attend all the schedule classes and assessment in a subsequent academic term

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000
- Education Services for Overseas Students (ESOS) Regulations 2001
- The National Code 2018
- Australian Qualifications Framework (AQF)
- Equal Opportunity Act 1995
- Human Rights and Equal Opportunity Commission Act 1986 (Cth)
- Disability Standards for Education 2005 (Cth)

5. Policy

5.1 Assessment at Aboard is designed and conducted in accordance with VET Quality Framework and other regulatory requirements. It accords with the principles of assessment of validity, reliability, flexibility, and fairness. Training Package assessment guidelines and/or assessment criteria provided in unit description of each unit of competency are used to plan and conduct the assessments.

5.2 All assessments will be conducted by accredited Assessors hold the latest Certificate IV in Training and Assessment (e.g., TAE40116) from the TAA Training and Assessment Training Package or as required under Schedule 1 of Standards for RTOs 2015.

5.3 Trainers and assessors must also be able to demonstrate vocational competencies at least to the level of those being delivered and assessed. Vocational competencies must be current and may be demonstrated by relevant and current work history.

5.4 Formal agreement is obtained from both the student and the assessor that the assessment was carried out in accordance with agreed procedures.

5.5 Students are given an opportunity to be reassessed if they have undertaken the given assessments and not fully met the assessment requirements of respective units of competency.

5.6 Students must apply for re-assessed using *Request for Reassessment* form with all the required details.

5.7 Reassessment only applies to student work that have been actually “submitted” and marked/graded. Non-submissions do not qualify for reassessments. Students must pay the prescribed fee/s for reassessment.

5.8 Students will be provided two opportunities for reassessment. If the student work is still found to be unsatisfactory, student will be referred to support services and provided additional counselling and learning supported as needed.

6. Procedure

For students who have been assessed as Not Competent (NC), the following options will be available:

ASSESSMENT FEEDBACK: Trainers/assessors will provide assessment feedback to students and advise how they can improve their performance

RESUBMISSION: Further evidence for assessment might be required if the student has partially completed the assessments and some of the works/assignments can be corrected or completed for resubmission. To be eligible for resubmission, the student must participate in learning and classroom activities and undertake the given assessment tasks. Resubmission is an informal process and can be arranged between student and trainer/assessor through mutual understanding. Trainers/Assessors may allow up to two resubmission attempts before deciding the next step.

REASSESSMENT: If a student does not qualify for resubmission or is still deemed Not Competent (NC) after the resubmission, they will need to go through the reassessment process. To qualify for reassessment, the student must have completed and submitted the required assessments for the unit of competency as per the unit assessment schedule.

A reassessment fee may be applicable if resubmission attempts have not resulted in a Competent “C” outcome. Separate assessment sessions may need to be organised under supervision for assessment tasks.

Reassessment will occur only for those assessment tasks in which the student is deemed NC. Reassessment is a formal process and student must apply for reassessment through *Request for Reassessment Form* available from the reception.

ON approval and payment of reassessment fees, a reassessment schedule will be advised.

If still failed in two reassessment attempts, the student will need to repeat (re-sit) the unit.

RESIT (or repeat): The student will need to re-sit the unit in the following term/semester if they are not deemed eligible for any of the above post-assessment options, i.e., both the options of resubmission and reassessment have been exhausted. The student will also need to re-sit the unit if the result from reassessment is still Not Competent (NC). Re-sit may result in extension of course duration and may affect student’s original completion date of the course.

If a course is extended by an academic term, a pro-rata term fee based on total course fee will apply as per the course fees specified in the International Student Agreement.

Re-sit mean repeating the entire unit of competency. Re-sit is a formal process and student will be advised of re-sit options once all the term results are published. In the event where a student has been deemed NC in 50% or more units within a study period, they will be asked to attend a course progress interview and go through the course progress process according to college’s *Course Progress Policy*.

LATE SUBMISSION FEE: A late fee per assessment task may be charged if students fail to submit assessments on due dates.

ABSENTEES: Students are absent of the day of the assessment without prior approval or a valid reason (e.g., medical certificate) will be marked Not Competent and will be subject to college’s *Course Progress Policy*.

7. Appeals

A student may appeal against a decision in writing to the Academic Manager within seven (14) days of publication of the results.

If the appeal is in respect of an assessment or an outcome from the reassessment process, a review of available information/data is conducted within a reasonable timeframe by the course coordinator in consultation with Academic Manager. The appellant will be given the opportunity to formally present his/her case. This is designed to ensure fairness and

consistency and underpins the continuous improvement process.

If the appeal is to dispute the outcome of a complaint other than an assessment, the appeal will be scheduled to be heard by an independent person or panel, inviting the appellant to formally present his/her case.

Upon a decision being made, the appellant is provided with a written statement of the appeal outcomes, including reasons for the decision.

Student should also refer to Aboard's *Student Complaints and Appeals Policy* available with Student Administration and online at – www.ataustralia.edu.au for further information and other relevant procedures.

8. Responsibility

The Academic Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy. Any complaints or breaches in relation to this document should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Course Completion within Expected Duration Policy

1. Purpose

The purpose of this policy is to ensure that students complete their studies within the expected duration of the course and Aboard only extends the duration in the circumstances outlined in Standard 9 of the National Code of Practice for providers to international students.

This policy should be read in conjunction with the **Course Progress Policy**.

2. Scope

This policy applies to all the current students of Aboard.

3. Definitions

Course: A program of study comprising units of competency leading to a qualification or an award

Expected Duration: Expected duration of a course is as specified on Confirmation of Enrolment (CoE) for each course

DIBP (Formally DIBP): Department of Immigration and Citizenship

PRISMS: Provider Registration and International Students Management System

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000
- Education Services for Overseas Students (ESOS) Regulations 2001
- The National Code 2018

5. Policy

5.1 This policy supports course progress and completion requirements under Standard 9 of the 'National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Students 2018' which implies:

Registered providers monitor the workload of students to ensure they complete the course within the duration specified in their CoE and do not exceed the allowable portion of online or distance learning.

5.2 Students are required to complete their studies within the timeframe indicated on their CoE and student visa. The Aboard shall endeavor to ensure all students are given the opportunity to complete their studies within this timeframe. A copy of each student's CoE will be kept on the student's file and variations to the CoE will also be retained within the student file.

5.3 Aboard only provides on-line learning to international students as stipulated under the National Code standards and ensures that it maintains contact with students and monitor any issues that students may have.

5.4 All students are required to attend Aboard on a full-time basis to ensure they meet the assessment and participation requirements of respective units and courses.

5.5 Procedures for monitoring course progress and participation shall be implemented and appropriate intervention processes followed where students are not meeting these requirements. Aboard shall monitor all students' ability to complete their course within the expected duration in several ways:

- Trainers / Assessors shall meet regularly to ensure that students are progressing across all areas of training being provided.
- Monitoring of course progress and participation by Student Administration and the Course Coordinator
- Ensuring complete timetable and schedule for the program is developed, implemented, and reviewed where required.

5.6 Where a student is identified as being at risk of not completing the program within the expected duration Aboard shall implement appropriate intervention steps to prevent this from occurring.

These intervention steps will include meeting with the student to identify the cause that is placing the student at risk. Within this meeting, strategies to assist the student in completing the course within the expected duration shall be discussed and implemented as required. These strategies may include:

- Extra tuition and support to be organised
- Timetable adjustments
- Personal strategies to improve the student's ability to complete the course requirements
- Review of assessment strategies
- Variation of student enrolment load

5.7 Where a student is identified of being at risk of not completing their course in the expected duration due to lack of course progression, the student's enrolment load may be adjusted to ensure the student can complete the course successfully. Where this is the case the student's study period may be extended.

5.8 Student will have access to Aboard's student support services to ensure that students adjust to study and life in Australia, maintain satisfactory academic performance, and have access to student support services to assist in the transition to life and study in a new environment (Ref: Student Support and Welfare Policy). Aboard is committed to supporting students and ensuring that they achieve their intended academic goals.

5.9 Aboard will only extend the duration of the student's study where the student will not complete the course within the expected duration, as specified on the student's CoE, as the result of:

- a) Compassionate or compelling circumstances (for example illness where a medical certificate states that the student was unable to attend classes or where the registered provider was unable to offer a pre-requisite unit)
- b) Aboard implementing its intervention strategy for students who were at risk of not meeting satisfactory course progress; or
- c) An approved deferment or suspension of study has been granted under Standard 9 of The National Code.

5.10 All meetings must be documented, and any strategies arranged must also be documented.

5.11 All changes to a student's course duration is to be reported via the PRISMS reporting system and records / documents of reasons and the decision process to be kept in student files

6. Responsibility

Trainers/Assessors are responsible for monitoring student performance and reporting any irregularities.

Course Coordinator is responsible for monitoring students' overall course progress and identifying students at risk of not completing the program within the expected duration.

The Course Coordinator is responsible for implementing intervention strategy when necessary.

The Academic Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Student Complaints and Appeals Policy and Procedure

1. Purpose

Purpose of this policy is to ensure that all current and prospective students of Aboard are given access to free, effective, and fair complaints resolution and appeals processes.

2. Scope

This policy applies to all current and prospective students of Aboard, including students enrolled in online courses. Complaints may be related to the RTO, RTOs staff, education agents, and any other external stakeholders that engage with international students (e.g., guest speakers, counsellors etc.) during their enrolment with Aboard.

3. Definitions

Appeal: A request to review an adverse decision or an unfavorable outcome that may have arisen from any administrative, academic, or disciplinary processes. An Appeal may be an Internal Appeal or an External Appeal

Internal Appeal: An appeal against a decision where the appeal is brought under Aboard policies and code of conducts or where there is a process for appeal within Aboard policies and procedures

External Appeal: An appeal to an external agency against a final decision of Aboard. Agencies may include the Ombudsman, the Privacy Commissioner, the Equal Opportunity and Human Rights Commissions or Department of Education (In relation to ESOS Act)

Final Decision: A decision made by the member of staff authorised by the CEO to make that decision and communicated to the Complainant in writing when all Internal Appeal avenues within college's policy, procedures and codes have been exhausted

Complainant: A person lodging a complaint or an appeal

Respondent: A person responding to a complaint or an appeal

4. Legislative Context

The legislative base for this policy is as follows:

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Standards for Registered Training Organisations 2015
- The ESOS Act 2000
- Education Services for Overseas Students (ESOS) Regulations 2001
- The National Code 2018
- Human Rights and Equal Opportunity Commission Act 1986 (Cth)
- Equal Opportunity Act 1995

5. Policy: Complaints

This policy and procedure ensure that if a student has a complaint concerning any matter in relation to Aboard, there is a process in place to ensure that the complaint can be resolved amicably. Students have access to a complaints procedure if they feel they have been unjustly treated, undermined, vilified, or harassed in any circumstances. All the complaints will be treated in full confidence and neutrality, without any discrimination.

5.1 A complaint can be lodged in writing by letter or by email or in person. A student can lodge their complaint with any member of staff but should preferably lodge their initial complaint with the Student Support Officer. The student must lodge their complaint with only one member of staff at Aboard. If the complaint needs to be escalated, the staff member will follow the complaint policy. A written record of the complaint will be kept on the student file.

5.2 The student will have the opportunity to formally present their case at no cost. The student may be accompanied and assisted by a support person to present their case at any relevant meeting, if required.

5.3 Aboard will investigate and respond to all complaints lodged by a student in a fair, transparent, and professional manner. The process will commence within 10 working days of the formal lodgment of the complaint and supporting information and all reasonable measures will be taken to finalise the process in the shortest possible time. If the nature of the complaint requires immediate action, that staff member receiving the complaint will forward the matter directly to the Campus Director.

If the complaint is regarding something of a more academic or study related nature, he or she may refer the matter to the Academic Manager without delay. In the event of this happening, the Academic Manager assumes the Campus Director's duties of this policy for the incident.

5.4 Aboard treats all complaints in confidence and will seek the permission of the student before discussing the complaint with any party mentioned or named in the complaint. The student will be given a written statement of the outcome, including details of the reasons for the outcome.

5.5 Only Aboard staff authorised by the CEO can respond to a complaint.

5.6 If the process results in a decision that supports the student, Aboard will immediately implement the decision or preventive actions required and advise the Student of the outcome.

5.7 Students who are not satisfied with the outcome of their complaint may appeal the decision according to Aboard's Internal Appeal Process or choose to lodge an External Appeal with an appropriate agency if they wish to do so. If the student chooses to access Aboard's internal complaints and appeals processes, their enrolment will be maintained while the process is ongoing.

5.8 Aboard will maintain the student's enrolment until the external complaints/appeals process is completed and has supported Aboard's decision to report. Aboard will wait for the outcome of the external process with consideration for student welfare as reporting a student for breaches may have serious consequences for the student's visa; it may result in cancellation.

5.9 If any internal or external complaint or appeal process results in a decision or recommendation in favour of the students, Aboard shall immediately implement such decision or recommendation, and undertake a quality review process to correct/improve the processes and prevent future occurrences.

5.10 All the outcomes of a complaint or an appeal process will be notified to students within seven (7) working days, and copies of correspondences kept on student file for record.

5.11 Aboard shall maintain a Complaints and Appeals Register to record all instances of complaints and appeals and use this data for quality and continuous improvement purpose.

5.12 Academic Review

All students have the right to request an academic review. Where a student is dissatisfied with the outcome/result of assessment of an assignment and/or an examination, the student should discuss this informally in the first instance with their Trainer/Assessor.

If the issue cannot be resolved informally, a student may submit a request for a formal academic review in writing to the Course Coordinator within twenty (20) working days of receiving the reviewed academic result. The request must outline why the student has requested a formal review of the result. The Course Coordinator will seek to resolve a formal academic review through the appointment of an independent and impartial educator to investigate and make a recommendation. The Course Coordinator will make the final decision on all formal academic reviews.

All parties involved in any formal academic reviews will be advised in writing of the outcome and the reasons for the decision within twenty (20) working days from the date the review was lodged. If a student's formal academic review is successful, the academic result will be amended.

Where a formal academic review is not upheld by the relevant Campus Director, the student will be advised in writing of the option to access the appeals procedure.

6. Procedure: Complaints

1. Complainant gathers information and arranges to meet the Campus Director for advice and information discussion.
2. Online complainant or a complainant not able to physically attend Aboard may choose to communicate electronically or telephonically with the Campus Director
3. If not resolved in Step 1, the complainant fills and submits the complaint in writing using the Complaints and Appeals form to the Campus Director
4. Campus Director confirms the receipt of the complaint in writing to the complainant with three (3) working days of the date of receipt of the complaint and enters the complaint in the Complaints Register
5. Campus Director starts the process no later than ten (10) working days from the date of

receipt of the complaint and calls upon respective parties for discussions/meetings

6. All the evidence concerning the complaint are collected and reviewed
7. Assistance of Student Support officer is sought if student welfare is a concern
8. Campus Director discusses the outcomes with the CEO and reaches a decision
9. The complainant is advised of the decision in writing by the Campus Director
10. If the decision is not accepted, an internal or external mediator is appointed with mutual consent
11. If the mediation fails, external compliant options are advised and exercised
12. All the documents and noted are forwarded to Student Support Student Admissions Officer for filing
13. Campus Director updates the Complaints and Appeals Register with the outcome

7. Policy: Appeals

Aboard is committed to providing fair, safe and productive study environment to all its students. Consideration of appeals will be dealt with fairly, consistently, promptly, with sensitivity to all parties and in accordance with Aboard's policies and quality principles.

7.1 Aboard will appoint an Appeals committee comprising of at least three of the following senior staff members -

CEO
Academic Manager
Campus Director
Student Support Officer
Quality Compliance Manager
Staff representative

7.2 All the appeals will be heard by the committee on a designated date. Minutes of the meeting will be taken and filed.

7.3 Student enrolment will be maintained while the appeals process is ongoing

7.4 Students will be advised of their right to access an External Appeal process with appropriate agencies if they are not satisfied with Aboard's internal Complaints and Appeals processes of conduct of such processes.

7.5 If any internal or external appeal results in a decision or recommendation in favour of the students, Aboard shall immediately implement such decision or recommendation, and undertake a quality review process to correct/improve the processes and prevent future occurrences.

7.6 All the outcomes of an appeal process will be notified to students within seven (7) working days, and copies of correspondences kept on student file for record.

7.7 Aboard shall maintain a Complaints and Appeals Register to record all instances of complaints and appeals and use this data for quality and continuous improvement purpose.

8. Procedure: Appeals

1. The complainant arranges a meeting with the Campus Director and discusses appeals options
2. Online complainant or a complainant not able to physically attend Aboard may choose to communicate electronically or telephonically with the Campus Director
3. The complainant fills and submits the appeal in writing using the Complaints and Grievance form to the Student Support Officer (Note: The form can also be lodged with the Campus Director directly if the Student Support Officer is not available)
4. Student Support Officer enters the appeal in the Complaints and Appeals Register and forwards it to the Campus Director for action
5. Campus Director confirms the receipt of the complaint in writing to the complainant with three (3) working days of the date of receipt of the complaint
6. Campus Director notifies the Complaints and Appeals Committee and provides copies of the documents
7. Complaints and Appeals Committee convenes no later than ten (10) days from the date of receipt of the appeal
8. Case background and grounds for appeal are reviewed and discussed by the Complaints and Appeals Committee
9. Complaints and Appeals Committee reaches a Final Decision
10. The Final Decision is conveyed to the complainant in writing

11. If the decision is not accepted by the student, external compliant options are advised and exercised

9. External Complaints and Appeals

There is an external complaint/appeal process available to students if they have exhausted the above college/internal complaint and appeal procedures and still feel unsatisfied.

International students who wish to lodge an external appeal can do so through the Overseas Students Ombudsman. See the Overseas Students Ombudsman website www.oso.gov.au or phone 1300 362 072. The Overseas Students Ombudsman offers a free and independent service for overseas students who have a complaint or want to lodge an external appeal about a decision made by their training provider. Aboard agrees to be bound by the independent mediator's recommendations and the CEO, or their nominee, will ensure that any recommendations made are implemented within 30 days of receipt of the mediator's report. Each complaint, grievance, appeal and its outcome will be recorded in writing and each party to the complaint is given a written statement of the appeal outcomes, including reasons for the decision.

Students may also seek legal redress through the usual court processes if they feel unsatisfied. They may also approach other agencies relevant to their specific situation -

- The Ombudsman
- The Privacy Commissioner
- The Equal Opportunity and Human Rights Commissions
- Department of Education and Training

Students may choose to contact the Department of Education and Training

Department of Education and Training
GPO Box 9880
Melbourne VIC 2601

<http://education.gov.au/contact-department>

If the problem resolution fits within equal opportunity guidelines, it will be managed under Aboard's relevant policies and procedures. The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other

policies or under statute or any other law. Nothing in this policy and procedure limits the rights of individuals to act under Australia's Consumer Protection laws. Also, these procedures do not circumscribe an individual's rights to pursue other legal remedies.

10. Natural justice

The principle of Natural Justice underpins the duty to act fairly includes two rules: the fair dealing rule and the no bias rule. This means that all parties must be given the opportunity to present their case, be fully informed about allegations and decisions made and have the right to be represented by another person.

In addition, a decision maker must have no personal interest, beyond the scope of their role in this process and must be unbiased. If the decision maker cannot meet these requirements, they must immediately withdraw from the process. The procedure shall have regard to the duration of an overseas student's stay in Australia. To expedite the process, students shall also have regard for this and not unduly interfere with the mediation agent or the procedure. Should interference by the student affect the normal process of events, Aboard shall not be held responsible for the consequences.

11. Responsibility

The Student Support Officer is responsible for maintaining the Complaints and Appeals Register.

The Campus Director is responsible for effective implementation and management of this policy and procedure.

The Quality Compliance Manager is responsible for gathering and maintaining the data for QA purpose and making recommendations to the CEO for Corrective and Preventive actions.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Issuance of Statement of Result, Statement of Attainment, Award, and Data Provision Policy and Procedure

1. Purpose

The purpose of this policy is to maintain consistency and quality in issuance of Statement of Result, Award and Statement of Attainment that comply with Australian Qualifications Framework (AQF) and VET Quality Framework (VQF).

2. Scope

This policy applies to

All the students seeking a Statement of Result, an Award, or a Statement of Attainment; and
All the staff members preparing and issuing a Statement of Result, an Award, or a Statement of Attainment

3. Definitions

Statement of Result: A Statement of Result contains listing of a student's results in their enrolled unit(s) of competency

Statement of Attainment: A Statement of Attainment is issued when a student has completed one or more units of competency from nationally recognised qualification(s)/courses(s)

Award: A program of study or qualification offered by Aboard

Course: A program of study comprising units of competency leading to a qualification or an award

ASQA: Australian Skills Quality Authority

QI: Quality indicator

RTO: Registered Training Organisation

USI: Unique Student Identifier

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000

- Education Services for Overseas Students (ESOS) Regulations 2001
- The National Code 2018
- Australian Qualifications Framework (AQF)
- ASQA Data Provision Requirements 2011 (Section 22(3))

5. Policy

5.1 As a Registered Training Organisation (RTO), Aboard recognises AQF and VET qualifications and VET statements of attainment issued by any other RTO or TAFE institutions.

5.2 Aboard will issue a VET qualification or VET statement of attainment (as appropriate) to persons whom it has assessed as competent in accordance with the requirements of the Training Package or VET accredited course either through completion of Aboard courses or Recognition of Prior Learning (RPL). RPL assessment will be conducted in accordance with Aboard's *RPL and Credit Transfer Policy and Procedure* and inherent competency evidence requirements.

5.3 Aboard will ensure, through its internal quality assurance systems that all testamurs and statements issued are in accordance with AQF requirements and contain NRT and other approved logos in accordance with their current term of use.

5.4 All the testamurs and statements of attainment issued will be entered in Aboard's Testamur and Statement of Attainment Register and all competency records related to completion and participation be kept for a period of 30 years in a safe and secured location in accordance with Aboard's *Documents and Records Management Policy and Procedure*.

5.5 Where an AQF qualification is partially completed through the achievement of one or more endorsed units of competency, Aboard will issue a Statement of Attainment upon student's request. A Statement of Attainment will list all the units that students have attained during their enrolment at Aboard.

5.6 Where all units of competency in a qualification are achieved, the award (certificate of qualification) will be issued, and the student will graduate.

5.7 Aboard will not issue an award/AQF certificate until students have completed their enrolled course. Students will receive an award/AQF certificate if they have satisfied the requirements for qualifying

of the enrolled course **within 30 calendar days** of meeting the requirements, and no fees are outstanding.

5.8 A Statement of Result is a statement that records the cumulative units that students have attained for the entire duration of enrolment at Aboard. A Statement of Results will be provided after the end of each semester. If needed, the Statement of Result can be used as sufficient proof of the completed units until an Award or Statement of Attainment is available.

5.9 All the academic statements and award will have a consistent and uniform layout and format with Aboard logo, provider name, provider number and CRICOS number, date of issue, and Nationally Recognised Qualification (NRT) logo and statement – and meet the requirement of Schedule 5 of SRT0 2015.

5.10 Templates for all the academic statements and award will be created and controlled by the CEO.

5.11 in case of local/domestic students, Aboard will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier (USI) for that individual, unless an exemption applies under the Student Identifiers Act 2014. (Refer to *Admission and Enrolment Policy and Procedure* for USI requirements prior to enrolment/commencement)

5.12 AQF certification documentation will only be issued directly to the students, not to another party, such as an employer or an agent.

5.13 Aboard shall retain records of qualifications and statements of attainment issued for 30 years, which will include full AVETMISS data. In accordance with the Clause 3.4 of SRT0s 2015, Aboard shall retain sufficient data to be able to reissue a qualification or statement of attainment for the 30-year period, regardless of the storage method used.

If Aboard RTO ceases being an RTO, it will provide this information to ASQA in digital form within the stipulated period.

5.14 Aboard RTO shall ensure that current and past students are able to access records of their achievements. All students who hold a verified USI, and whose results have been reported into the USI system, will be able to access their records through the USI system. If a student's achievements have not

been recorded through the USI system, the students can make a request for reissuance of the AQF certificate or statement of attainment by contacting Student Services – ceo@ataustralia.edu.au or the current college contact details as published on its website and marketing materials. Reissuance fee may apply as per college’s current Fee Schedule published on its website – <http://www.ataustralia.edu.au>

5.15 Data and Reporting of Quality Indicators (QIs)

The Data Provision Requirements 2012 requires all registered training organisations (RTOs) registered with ASQA to provide an annual summary report of their performance against the learner engagement and employer satisfaction quality indicators to ASQA.

5.15.1 Aboard will use the You are required to use the Learner Questionnaire and the Employer Questionnaire to collect the data for the learner engagement and employer satisfaction quality indicators.

5.15.2 Aboard will use one of the following systems to report to ASQA (through Competency Completion Online System CCOS) on the questionnaire feedback:

1. Survey Management, Analysis and Reporting Tool (Until available); or
2. ASQA's Quality indicator annual summary report template

Note: With the introduction of national VET reporting for all RTOs in 2012, there is no longer a requirement for RTOs to report competency completions via CCOS.

5.15.3 Aboard will compile and report its learner engagement and employer satisfaction QI survey response rates, survey information feedback and improvement actions for reporting.

5.15.4 Aboard will submit its quality indicator data reports (previous year) in full to qidata@asqa.gov.au latest by close of business on 30 June any given year.

6. Procedure

6.1 Issuance of Statement of Attainment or Award through RPL to be managed as per Aboard’s RPL and Credit Transfer Policy and Procedure.

6.2 Procedure for Issuance of Statement of Result

- All student academic records are verified and updated by the Student Administrative Manager from the official results submitted by the Course Coordinator at the end of each academic term.
- At the end of every semester (two academic terms), all completed Statement of Result are printed by the Student Records Officer.
- Statement of Results are checked, approved, and signed by Academic Manager
- Copies are made for the student file.
- For the current students, Statements of Results are distributed to students in class at the beginning of following semester.
- For students who have finished their course, Statements of Results are provided to students together with their Awards.
- Students may also request their Statement of Result at other times using *Request for Issuance of Academic Results, Attainment and Awards Form*.
- For local/domestic students, ensure the USI is provided and verified by Aboard prior to issuance.

6.3 Procedure for Issuance of Statement of Attainment

Where an AQF qualification is partially completed through the achievement of one or more endorsed units of competency, Aboard will issue a Statement of Attainment upon student’s request.

- Students complete and submit a *Request for Issuance of Academic Results, Attainment and Awards Form* to the Student Records Officer.
- Student Administrative Manager obtains and verifies student results from the respective Course Coordinator.
- Student Administrative Manager prepares the Statement of Attainment.
- Statement of Attainment is checked, approved, and signed by Academic Manager.
- For local/domestic students, ensure the USI is provided and verified by Aboard prior to issuance
- Copies are made for the student file.
- Statement of Attainment is issued to the student

6.4 Procedure for Issuance of Award

- Students complete and submit a *Request for Issuance of Academic Results, Attainment and Awards Form* to the Student Administrative Manager
- Student Administrative Manager obtains and verifies student results from the respective Course Coordinator.
- Student Administrative Manager prepares the Statement of Attainment.
- Statement of Attainment is checked, approved, and signed by Academic Manager
- For local/domestic students, ensure the USI is provided and verified by Aboard prior to issuance
- Academic Manager prepares the Award using officially approved template
- Each Award is assigned a unique number
- The CEO signs the Award and records the award details in the “Register of Testamurs”
- The Award along with Statement of Attainment is issued to the student

The Academic Manager is responsible for maintaining integrity of the assessment reporting process and ensuring integrity and validity of student results.

The Academic Manager is responsible for effective implementation and management of this policy and procedure.

The CEO has overall responsibility for the implementation and review of this policy and procedure. Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to:

ceo@ataustralia.edu.au

6.5 Quality Indicators Reporting

Learner engagement and employer satisfaction:

Aboard shall prepare and complete the ASQA Quality Indicator Annual Summary Report template for the current year and email it, by 30 June, to Qidata@asqa.gov.au

Competency completion: Aboard shall collect AVETMISS-compliant records for all students, and for all competency enrolments and outcomes achieved, throughout the calendar year. AVETMISS delivery activity data report will be generated and submitted to the National Centre for Vocational Education Research (NCVER) prior to by 30 June each year.

7. Responsibility

The Student Admission Officer is responsible for maintaining, updating, and verifying student academic results.

The training staff are responsible for providing timely and accurate result and competency information to Aboard.

International Student Transfer Policy and Procedure

1. Purpose

The ESOS Act 2000 and The National Code 2018 impose obligations on registered providers of education services to overseas students studying in Australia on a student visa (international students). Under Standard 7 of the

The National Code 2018, registered providers are restricted from enrolling a student on to a course of study, where that student is transferring from another provider and has not yet studied six months of their principal course of study.

The purpose of this policy is to ensure Aboard meets the requirements of the Education Services for Overseas Students (ESOS) Act 2000 and Standard 7 of the National Code of Practice 2018 (The National Code) in respect of managing requests from international students who seek to transfer between CRICOS registered providers of education and training services (registered providers).

2. Scope

This policy applies to all current, prospective, and future students of Aboard.

3. Definitions

Student: Student means any person enrolled as a candidate for a degree, diploma, or certificate or for any course of study offered by Aboard including non-award students

International student: Refers to an overseas student who is studying onshore in Australia on a student visa

eCOE: Refers to an electronic Confirmation of Enrolment. Defined in The National Code 2018 as a document, provided electronically to students, which is issued by Aboard to international students who intend to study onshore

CRICOS: The Commonwealth Register of Institutions and Courses for Overseas Students. Education providers who wish to provide education services to international students must be formally registered on CRICOS

ESOS Act: The Education Services for Overseas Students Act 2000

Letter of Release: A statement issued from a registered provider which confirms approval of a student's request to be released from that provider to study with another provider

Principal Course of Study: Is defined in the National Code 2018 as the "main course of study" that is or is due to be undertaken by an international student. This is generally the final program or highest qualification in a package of courses

Registered Provider: An organisation that is registered as a provider of education and training services to international students on CRICOS

Transfer between Registered Providers: A request from a student to transfer from or to another CRICOS registered provider

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000
- The National Code 2018
- ESOS Regulations 2001
- Privacy Act 1988 (Cth)
- Equal Opportunity Act 1995

5. Policy

5.1 Student Request to Transfer from Aboard to another Registered Provider

5.1.1 An international student requesting a transfer from Aboard to another registered provider prior to completing six (6) calendar months of their principal course of study, must obtain approval from Aboard in the form of a request for a letter of release. A release will not be required where:

- An international student has completed six months or more of their principal course of study. Where this is the case Aboard will approve the request to study with another registered provider without restriction; and
- The course for which the student has received an eCOE will not be offered by Aboard, and/or has been ceased to be registered on CRICOS.

5.1.2 In accordance with Standard 7 of The National Code 2018 and recognising student's right to exercise freedom of choice as consumers, as a principle, Aboard will grant a student's request to transfer to another provider, where it will not be of detriment to the student.

With a focus on student welfare and support, Aboard shall grant a release where:

- The student will likely be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after implementing the required intervention strategies to assist the student in accordance with Standard 8 (Overseas student visa requirements)
- There is evidence of compassionate or compelling circumstances
- There is evidence that the overseas student's reasonable expectations about their current course are not being met
- There is evidence that the overseas student was misled by the registered provider or an education or migration agent regarding the registered provider or its course and the course is therefore unsuitable to their needs and/or study objectives
- Aboard is not able to deliver the course as outlined in the written agreement; or
- An appeal (internal or external) on another matter results in a decision or recommendation to release the overseas student.

Aboard considers the following factors as detrimental to the student, and therefore, as reasonable grounds for refusing a transfer request:

- The request is considered detrimental to the student's wellbeing
- Where the student is transferring to the same or a similar course with another provider
- The student has not started studying or has studied with Aboard (attending and participating in the classes) for less than four (4) weeks and has not had an opportunity to experience the program of study, and/or the range of support services available at Aboard. In this situation Aboard will re-visit the issue within a timeframe negotiated with the student

- The student has requested a transfer to a course with another registered provider that is considered by Aboard to be unsuited to student's academic capabilities, study plans or career aspirations. This includes where a student wishes to transfer from a higher-level qualification to a lower-level qualification (e.g., from a diploma level courses to a certificate level course)
- The transfer may jeopardies the student's progression through a package of courses
- The intended course will not provide adequate preparation for further study, and/or is not recognised by higher education or VET providers as meeting their entry requirements
- Aboard forms the view that the student is trying to avoid being reported to the Department of Immigration and Citizenship (DIBP (Formally DIBP)) for failure to meet the academic progress requirements; or
- The student is indebted to Aboard (non-payment of fees or college dues) and/or has outstanding disciplinary issues.

Aboard may agree to approve a request for a release if the student can demonstrate that the transfer would be in their best interests. If issued, there will be no cost to the student in obtaining the letter. When finalised and accepted, changes to student enrolment will be updated in PRISMS.

5.1.3 Where appropriate Aboard will counsel students, to consider their personal or academic reasons for transferring. Outcomes of counselling may include the identification of alternative academic programs within Aboard, and/or the recommendation of appropriate student support or study skills support as an alternative to the transfer. Where the student is eligible for a release, this will not affect their right to transfer.

5.1.4 As required by standard 7.2 of The National Code 2018, Aboard will only grant a release where the student has provided a letter from another registered provider confirming that a valid enrolment offer has been made (i.e., a letter of offer). In addition to this Aboard requires the student to outline in writing their reasons for requesting a transfer to another registered provider.

5.1.5 Where Aboard grants a release, a release will be issued at no cost to the student, pursuant to standard 7.4 of The National Code 2018.

5.1.6 Where Aboard does not grant a student's request for a release, Aboard will provide written reasons for refusing the request. In accordance with Standard 10 of the National Code, the student will be informed of their rights of appeal against the decision. All appeals will be carried out in line with *Aboard's Complaints and Appeals Policy and Procedure*.

5.2 Student Request to Aboard from another Registered Provider

As outlined under Standard 7 of the National Code, Aboard will not actively recruit or enroll a student wishing to transfer from another registered provider's course prior to the student completing six (6) months of their principal course of study, except in limited circumstances. These are as follows -

- The original registered provider has provided a written letter of release, or
- The course in which the student is enrolled has ceased to be registered by another registered provider on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), or
- The original registered provider has had a sanction imposed on its registration by the Australian Government or state or territory government that prevents the student from continuing their principal course.

5.3 Education Agents

In accordance with Standard 4.6 of The National Code 2018, Aboard will not accept students from, or enter into an agreement with an education agent, where it knows or suspects that the education agent has attempted to recruit a student where this conflicts with the obligations under Standard 7.

5.4 Fee Refunds

Where a student is granted a letter of release, their entitlement to a refund of course fees will be assessed in accordance with *Aboard's Fee Refund Policy*.

6. Procedure

6.1 Procedure for assessing students wishing to Transfer IN to Aboard

- The Student Admissions Officer receives an application from a student who is onshore and who has indicated that they are currently studying at another institution.
- The Student Admissions Officer uses PRISMS to decide if the student has completed 6 months of their principal course. They also use the copy of the student visa in the passport to ascertain when they arrived in Australia.
- If they have, the application process proceeds as for all offshore students.
- If they have not, they are asked to provide an appropriate letter of release as evidence in support of their application. They can be provided with a "conditional" offer which clearly states that an offer of a place is contingent on their obtaining a letter of release from their current provider. Note, 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 release request.
- If such a letter of release or such evidence is received, it is verified by contacting the relevant institution, if satisfactory, the application proceeds as for all offshore applicants.
- 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-activate their application when the six (6) month period has passed.
- Note that in the very rare circumstances where the original institution or course has ceased to be registered, or sanctions have been placed on the original institution by the Australian government which do not allow the student to continue with the course, no release evidence is required.

6.2 Procedure for assessing transfer applications from students wishing to transfer OUT of Aboard

- Students make a written request (e-mail is satisfactory) using *Request for a Letter of Release Form* to the Student Admin Manager to transfer to another provider.
- The student is asked to provide a valid offer of enrolment from the new institution.
- With these documents sighted, the Student Admin Manager shall delegate Student Admissions Officer to assess the transfer request considering the following criteria:

- The student requesting a transfer has an inaccurate understanding of what the transfer represents to their study options
 - The student still owes Aboard course fees or other fees
 - It is suspected that the student is seeking transfer only to avoid being reported to DE (Formally DET, DEEWR) for failure to meet academic progress requirements (SAO checks the relevant notes on student records)
 - The RTO considers this transfer to be detrimental to the student's interests
 - The reasons stated for the request to transfer have not been adequate (Ref 5.1.2 above)
 - The transfer does not appear to be for the purpose of an educational or career-oriented benefit
 - The course you have requested transfer to is the same as your currently enrolled principal course
 - The primary reason for a transfer request is for a different class schedule which is more suited to the student's current or anticipated work commitments; or
 - It appears the primary reason for a transfer request is to achieve or avoid a migration outcome.
- If the answers to all the above statements is "No" and are satisfactory and in accordance with this policy, **release will be granted at no charge to the student.** The student will also be advised of the need to contact DIBP (Formally DIBP) and obtain a new visa if the course they transfer to is not a Higher Education/VET course.
 - The Admissions Officer reports students' termination of studies through PRISMS.
 - If any of the answers to the criteria statements is "Yes", the release is not granted according to this policy and the Student Admissions Officer sends the student a *Release Letter Denied*, the template for which is contained in Aboard document management system
 - If any of the answers to the criteria statements are unclear, they should be referred to the Campus Director by phone or

email so the Campus Director can interview the student and gain a fuller understanding of the circumstances.

- The Campus Director will make a recommendation to the CEO if they believe the request should be refused or alternatively grant the letter of release. The Executive Director will inform the student in writing of a negative outcome with reasons and indicate that the student may access the student appeal process as per college's *Student Complaints and Appeals Policy*.

7. Records

- The above assessment procedure should not take more than 48 hours once the student has provided the necessary documentation.
- All requests, considerations, decisions, and copies of letters of release should be placed on student's file, and
- 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 of Aboard

Aboard will maintain records of all requests from students for a letter of release and the assessment of, and decision regarding, the request on the student's file. All records will be kept for a minimum of two years from the date student has ceased to be an enrolled student (*Ref: Documents and Records Management Policy*).

8. Responsibility

Student Admissions Officer is responsible for verifying and maintaining a student's enrolment status on PRISMS.

Student Admissions Manager is responsible for reviewing and approving all the requests and appropriate delegations for due diligence.

The Campus Director is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy, including issuance of the release letters.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Change of Course Policy and Procedure

1. Purpose

This policy relates to changes to enrolment where students wish to change their course of study but maintain Aboard as their course provider. This policy does not apply to situations where currently enrolled students wish to change to another provider or where students enrolled with another provider wish to transfer to Aboard. Current Aboard students who wish to discontinue their current course of study for valid reasons, and transfer to an alternative course within Aboard can do so according to the stipulations of this policy.

2. Scope

This policy applies to all the enrolled students of Aboard.

3. Definitions

CoE: Confirmation of Enrolment; Also known as eCoE: Electronic Confirmation of Enrolment

Course: A full-time registered program of education or training registered on CRICOS for the attainment of a qualification.

Current Course: Course(s) for which students hold a valid CoE from Aboard

Intended Course: Course(s) in which students intend to enroll

PRISMS: Provider Registration and International Students Management System

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000
- The National Code 2018
- ESOS Regulations 2001
- Equal Opportunity Act 1995

5. Policy

5.1 As the course of course may have long-term implications on a student's career and academic aspirations, Aboard will discuss and ascertain the reason(s) for a change of course with the student prior to making a decision on the application.

5.2 Change of course will only be allowed one time during the enrolment period of a student. Any change of course will require completion of a new Pre-Enrolment Needs Analysis form and student interview.

5.2 Aboard will ensure that the change of course is not being sought merely as a convenience by the students and may decline such request if the stated reasons fail to clearly demonstrate the need for a change of course.

5.3 Some of the reasons which Aboard may deem as inadequate for a change of course application include-

- Timetable issues (e.g., Academic timetable not fitting into one's work schedule)
- Reuniting with friends
- To circumvent Course Progress or any other disciplinary issues in the current course; or
- Deemed not in the best interest of the student based on their stated academic and professional goals.

5.4 Academic Managers of both the Current Course as well as Intended Course must approve the Change of Course application before any change is made on student enrolment on PRISMS.

5.5 Entry requirements for new courses, including any prerequisites, must be met and procedures for enrolment in the new course must be consistent with relevant requirements under *Student Admission and Enrolment Policy & Procedure*.

5.6 Domestic students must meet the eligibility criteria for entry into new courses as defined under the relevant state funding service agreement and outlined in *Student Admission and Enrolment Policy & Procedure*.

6. Procedure

- Students, who wish to change their current course of study, and transfer to an alternative course within Aboard, should

obtain a *Change of Course Form* from Aboard reception. They should fill this form out according to the form's instructions paying special attention to the reasons for which they wish to change their course of study.

- *Pre-Enrolment Needs Analysis (Candidate Self-Assessment)* form should be completed explaining how the new course shall address/contribute towards achievement of academic and professional goals.
- Completed and signed forms should, then, be submitted to the Academic Manager of their current course.
- After receiving the signed Change Of Course Form from the student, the Academic Manager will invite the student to attend a meeting with him or her. The purpose of this meeting would be to discuss the reasons that have been identified by the student for wishing to change to an alternative course. The Academic Manager should consider whether, the student is unsuitable to the current course of study, and whether a transfer to the intended course would be in the student's interest and welfare. A record of this meeting will be kept on a Record of Student Interview Form.
- If the Academic Manager of the Current Course has no objection to the change of course, he or she will sign and approve the request.
- The student will, then, need to get the transfer approved by the Academic Manager of the Intended Course.
- The Academic Manager of the Intended Course will arrange a meeting for the purpose of considering their suitability for the intended course. A record of this meeting is kept on a Record of Student Interview Form. It may be of benefit to the process that the respective Academic Managers discuss the matter of the suitability of the course transfer.
- If the Academic Manager of the intended course has no objection to the change of

course, he or she will sign and approve the request.

6.1 If the Transfer is approved

- The course coordinator of the intended course submits the signed *Change Of Course Form* to the administration office for processing.
- The administrative office will cancel the student's CoE and issue the student with a new CoE according to their application. The administrative office will notify the student in writing with confirmation of their current enrolment status.
- The student will be asked to sign a new Student Agreement.
- On completion of the above processes, the student will be transferred to the new course and provided with course and timetable information to commence their studies.
- Transcripts and testamurs, if eligible will be issued for the old course.
- Any prior learning, competencies, or the competencies achieved in the old course will be considered for RPL or Credit Transfer as per college's *RPL and Credit Transfer Policy and Procedure*.

6.2 If the Transfer is NOT approved

- The Academic Manager of the Current Course or the Intended Course will complete a *Course Transfer Request Letter (Denied)* Clearly stating the reasons for which the course transfer has been denied. Reasons course coordinators of the current course or the intended course may cite for denying an internal course transfer are, but are not restricted to:
 - A student requesting a transfer has an inaccurate understanding of what the transfer represents to his/her study options
 - The student still owes Aboard course fees
 - It is suspected that the student is seeking transfer only to avoid being reported to DE (Formally DET,

DEEWR) for failure to meet course progress requirements.

- The RTO considers this transfer to be detrimental to the student's interests
- The reasons stated for the request to transfer have not been adequate
- The transfer does not appear to be for the purpose of an educational or career-oriented benefit
- The course requested transfer to is the same or like the currently enrolled course(s)
- The primary reason for a transfer request is for a different class schedule which is more suited to the student's current or anticipated employment interests, or other non-educational interest

- The student may be contacted with this information either by post or by e-mail in an appropriate format. The letter will inform the students on their right or appeal the decision according to the RTO's *Complaints and Appeals Policy*. The letter should indicate that the student has 20 working days to access Aboard complaints and appeals process

6.3 Visa Implications

As implementation of this policy and procedure may affect a student's enrolment and can lead to the cancellation of the current confirmation of enrolment, this may have implications for a student's visa. Aboard recommends that students seek appropriate advice regarding these implications. The RTO does not provide immigration advice to students.

7. Responsibility

The Academic Manager has the responsibility to hold and record student meetings and ascertain the reasons for change of course request

The Academic Manager has the responsibility to check student records and identify any pending fee, course progress or disciplinary issues

The Academic Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy and procedure.

The CEO has overall responsibility for the implementation and review of this policy and procedure. Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to:

ceo@ataustralia.edu.au

Plagiarism and Academic Misconduct Policy

1. Purpose

The purpose of this policy is to maintain the integrity of the assessments and provide a consistent approach in dealing with plagiarism and student misconduct issues in the academic works.

2. Scope

This policy applies to all the students of Aboard. The policy applies to all types of student misconduct including general misconduct, academic misconduct, and administrative misconduct.

3. Definitions

Plagiarism: Plagiarism occurs when a student tries to pass off another person's work or ideas as their own. Plagiarism includes copying of work from internet, books, other student's work or any other published or unpublished source without appropriate citation and acknowledgement. Students commit plagiarism if they do not acknowledge the source of a direct quote, or a specific piece of writing that they have paraphrased, or even if they describe an idea or concept that they have heard or read somewhere without a reference or acknowledgement.

Examples of plagiarism include -

- Direct copying of paragraphs, sentences, a single sentence, or significant parts of a sentence
- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text
- Copying ideas, concepts, research results, computer codes, statistical tables, designs,

images, sounds or text or any combination of these

- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc. without changing the basic structure and/or meaning of the text
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is
 - A 'cut and paste' of statements from multiple sources
 - Presenting as independent, work done in collaboration with others
 - Copying or adapting another student's original work into a submitted assessment item

Enabling plagiarism contributes to plagiarism and therefore will be treated as a form of plagiarism by Aboard. Enabling plagiarism means allowing or otherwise assisting another student to copy or otherwise plagiarise work by, for example, allowing access to a draft or completed assignment or other work.

Collusion: Collusion occurs when a student collaborates with others to complete the work but presents the same work as their own.

Misconduct: Misconduct is an act or omission committed by a student on college property or involves the use of college resources including computer resources, or otherwise involves the student's relationship with Aboard community. Misconduct includes administrative misconduct and academic misconduct.

General and Administrative Misconduct

General and Administrative Misconduct Incidents are those which in the opinion of the Course Coordinator or the Campus Director may be adequately addressed within Aboard or by the Campus Director. The following conduct, in the absence of any circumstance of aggravation may be treated as Simple Misconduct

- Impeding the ability of any student or member of Aboard to study or participate in any college activity
- Acting in a manner which is threatening, intimidating, disrespectful or unprofessional towards any trainer, assessor or other staff member, student or other member of Aboard community

- Breaching any State or Commonwealth laws or any college policies on privacy, internet and computer use and copyright
- Causing any member of Aboard to hold reasonable fear for their safety or physical or psychological well-being
- Committing an act or making an omission which has the capacity to endanger the safety or health of any member of Aboard community.
- Assaulting any member of Aboard community
- Willful damage, wrongfully dealing with or interference with property of any member of Aboard community
- Tampering with a medical certificate issued in the student's name.
- Any act or omission which disrupts the peace and good order of Aboard

Serious Misconduct

The following conduct may be treated as Serious Misconduct -

- Any of the incidents in Simple Misconduct committed with a circumstance of aggravation
- Sexually harassing, discriminating against, and/or racially vilifying any member of Aboard community
- Fraudulent representation of grades or awards for prior learning including through the unauthorised use of any college name, seal or trademarks
- Making a fraudulent representation involving any medical certificate where the original certificate was stolen or not issued in favour of the student
- Breach of assessment conditions and processes
- Any other types of misconduct as deemed by Aboard to be Serious Misconduct from time to time

Academic Misconduct

The following conduct may be treated as Academic Misconduct

- Any act or omission by a student which attempts to circumvent or pervert Aboard's assessment process
- Cheating in an examination or test including speaking or communicating with other candidates, bringing unauthorised material

into the examination room including a mechanical or electronic device or consulting any person or materials outside the confines of the examination room without permission to do so, reading or attempting to read other students' answers, leaving examination or test answer papers exposed to other student's view.

- Plagiarism
- Collusion in the preparation of a response to a piece of assessment
- Tampering with examination or assessment materials

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- The ESOS Act 2000 & The National Code 2018
- ESOS Regulations 2001
- Privacy Act 1988 (Cth)

5. Policy

5.1 Aboard highly values academic honesty and integrity and places a great emphasis on ethical behaviors of its students. It does not tolerate any behaviors which diminishes the academic reputation of Aboard, impairs the ability of students to participate in any legitimate college activity or disrupts the peace or good order of Aboard and its learning environment.

5.2 Academic integrity is viewed as fundamental to the very nature of Aboard. Academic misconduct by students in examinations or in other forms of assessment is unacceptable.

5.3 Aboard investigates and deals with incidents of misconduct among its student community in a consistent manner, affording natural justice and applying penalties which are appropriate, fair and just.

5.4 Aboard treats plagiarism as cheating. Cheating and plagiarism is a serious offence and will be treated seriously. Aboard imposes severe penalties on students who cheat and plagiaries.

5.5 All the academic staff must inform the students about plagiarism policy and penalties arising from plagiarism.

5.6 All the academic staff have the responsibility to maintain integrity and fairness of the assessments and try to minimise the instances of plagiarism.

5.7 Any staff member reporting plagiarism must also produce evidence of plagiarism to support the allegation.

5.8 In the first instance when plagiarism is suspected, staff members should first determine if it is intentional or unintentional. Appropriate academic penalty must be applied to unintentional plagiarism. Where it is found that a student has plagiarised with an intention to cheat, the student must be reported for plagiarism.

5.9 Collusion will also be considered as cheating.

5.10 Any student lending his/her work to another student to copy will be considered a party to plagiarism and treated with academic penalty

5.11 Aboard recognises its obligation to educate students in the definition, identification, and avoidance of plagiarism

5.12 Plagiarism offence may have an impact on student visa conditions, and the student, and Aboard will exercise utmost care and diligence in determining plagiarism cases with a focus on student welfare and wellbeing.

5.13 As an ongoing continuous improvement initiative, Aboard shall implement further quality assurance practices and measures including (but not limited to);

- Making the Plagiarism and Academic Misconduct Policy available to students during orientation, and always on Aboard's website
- Articulating the academic process and plagiarism issues and precautions during student orientation
- Asking trainers/assessor to declare and sign that they have checked student work for plagiarism, whereby enhancing academic integrity
- Implementing third-party plagiarism checking software, such as Turn It In, and making it available to all trainer and assessors as an additional resource
- Implementing random monitoring and auditing of student work/files by the

Academic Manager or designated staff on a fixed schedule basis.

Aboard shall induct all academic staff members in the new policy initiatives through staff and faculty meetings, new staff induction process and ensure its implementation across all the faculties.

5.13 Academic Review

All students have the right to request an academic review. Where a student is dissatisfied with the outcome/result of assessment of an assignment and/or an examination, the student should discuss this informally in the first instance with their Trainer/Assessor.

If the issue cannot be resolved informally, a student may submit a request for a formal academic review in writing to the Academic Manager within twenty (20) working days of receiving the reviewed academic result. The request must outline why the student has requested a formal review of the result.

The Academic Manager will seek to resolve a formal academic review through the appointment of an independent and impartial educator to investigate and make a recommendation. The Academic Manager will make the final decision on all formal academic reviews.

All parties involved in any formal academic reviews will be advised in writing of the outcome and the reasons for the decision within twenty (20) working days from the date the review was lodged. If a student's formal academic review is successful, the academic result will be amended.

Where a formal academic review is not upheld by the relevant Campus Director, the student will be advised in writing of the option to access the appeals procedure.

Local Students/Trainees: Where a student is dissatisfied with the assessment of practical work and/or vocational placement assessments performed in the workplace (local students), the student should discuss this informally in the first instance with their workplace mentor/supervisor. If the student remains dissatisfied, the issue should be discussed informally with their Trainer/Assessor.

5.14 Reporting of Plagiarism

5.14.1 Where the assessor identifies minor lapses in referencing and/or use of source, whether by text matching, similar software, or other means, the

assessor shall treat the incident as an assessment matter and may reduce the overall mark or grade for the assessment task, and/or may permit re-submission.

5.14.2 Where plagiarism is suspected, the assessor shall document the reasons and evidence for this suspicion and refer the matter to the Academic Manager.

5.14.3 The Academic Manager, after assessing the evidence of the case, takes one of the following actions:

- If there is sufficient evidence to warrant it, request the student to attend a formal hearing, the purpose of which shall be to investigate and discuss the matter with the student as a means of deciding what further action, if any, should be taken.
- If the evidence appears to indicate a very serious breach of discipline, refer the matter to the Academic Manager for appropriate action.

5.15 Penalties for Plagiarism

If the student is found guilty of the charge of plagiarism, the Academic Manager shall determine the appropriate penalty taking into account:

- The extent of the plagiarism (e.g., which could range from minor lapses in referencing to copying substantial parts of published work including work from the Internet, or another person's work);
- The seriousness of the plagiarism (e.g., theft of another person's work; paying another person to do the assessment task)
- Whether it is a repeat offence
- Any mitigating circumstances in the case

The Academic Manager may impose one or more of the following penalties

- Any proven plagiarism case will result in an immediate "Not Competent" (NC) result in the respective unit and the student will need to re-enroll in the unit. No re-assessments will be allowed.
- Student will be placed on the Plagiarism register which will be available to all academic staff members.

- Repeated plagiarism offences may result in review of student's enrolment in Aboard.

5.16 Penalties for Misconduct

General, Administrative and Academic Misconduct

Any of the following penalties may be applied depending on the nature, intent and severity of the incident and as deemed appropriate by the Campus Director and/or the Academic Manager-

- Written warning with reprimand
- Order to attempt the assessment item again
- Order to attempt the assessment item again with a capped mark
- NC grade for the item of assessment
- NC grade for the course
- Mandatory counselling
- Academic probation with a requirement to attend and complete to the satisfaction of the Campus Director and complete counselling and remedial courses on code of conduct, plagiarism and academic integrity as directed
- Withhold results for a maximum of one term
- Entering the students name on a Plagiarism and Misconduct Register
- Order for compensation or restitution on such terms as are deemed fit and proper
- Entering a written undertaking regarding offending behavior
- Impose any combination of these penalties

5.17 Serious Misconduct

Any of the following penalties may be applied depending on the nature, intent and severity of the incident and as deemed appropriate by the Campus Director and/or the Academic Board -

- All the penalty options described in the General, Administrative and Academic Misconduct and
- Entering details on the student's permanent record; or
- Suspension from Aboard; or
- Expulsion from Aboard

All Misconduct complaints, which are Academic Misconduct matters, may be investigated and finally determined by the Academic Managers, or nominee.

All Misconduct offences, which are not Academic Misconduct matters, may be investigated and finally determined alone by the Campus Manager, or nominee

All Serious Misconducts matters may be investigated and finally determined by an appropriate committee set up by the CEO or the Senior Management Committee, which will include an independent member not directly connected with the management or operations of Aboard.

5.18 Natural justice

The principle of Natural Justice underpins the duty to act fairly includes two rules: the fair dealing rule and the no bias rule. This means that all parties must be given the opportunity to present their case, be fully informed about allegations and decisions made and have the right to be represented by another person.

In addition, a decision maker must have no personal interest, beyond the scope of their role in this process and must be unbiased. If the decision maker cannot meet these requirements, they must immediately withdraw from the process. The procedure shall have regard to the duration of an overseas student's stay in Australia. To expedite the process, students shall also have regard for this and not unduly interfere with the mediation agent or the procedure. Should interference by the student affect the normal process of events, Aboard shall not be held responsible for the consequences.

6. Appeals

The affected parties will have access to college's Complaints and Appeals processes if they think that the decisions made by appropriate authorities are not just and fair in their opinion.

7. Responsibility

Aboard is responsible for

- Making this policy available to all the academic staff members and students
- Ensuring that its academic and administrative staff members know how to deal with plagiarism and misconduct issues
- Providing students with an opportunity to appeal any decision arising from plagiarism or misconduct cases

The Academic Manager is responsible for

- Ensuring that all academic staff, including trainers and assessors are aware of this policy, new policy initiatives being introduced (as in 5.13 above), and their implementation across all the faculties
- Establishing and operating the plagiarism software once available; and training academic staff in its operations
- Ensuring trainers and assessors are checking for and reporting plagiarism instances as and when found in accordance with this policy
- Conducting random student work/file audit and reporting any inconsistencies.

The academic staff are responsible for

- Advising students on plagiarism policy and penalties for plagiarism
- Providing appropriate information on referencing requirements to all the students
- Providing examples of referencing techniques
- Distinguishing between intentional and unintentional plagiarism and providing candid feedback to the students
- Informing students on plagiarism software, when in use, and ensuring that all student work is submitted after due checking
- Operating and managing plagiarism software when available and in use
- Reporting instances of plagiarism to the Academic Manager.

Students are responsible for

- Maintaining academic integrity and produce their own work which is appropriately referenced
- Using plagiarism software provided by the college to check their work and obtain report prior to submitting for marking/grading
- Maintain an ethical behavior
- Protecting their own work and not allowing another student to copy
- Understanding the implications of plagiarism and misconduct and its impact on their academic; performance
- Asking the academic staff for help if they are not sure about appropriate use and

referencing requirements of information from other sources.

The Campus Director is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The Academic Manager is responsible for maintenance of this policy in their respective academic areas.

The CEO has overall responsibility for the implementation and review of this policy. Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@ataustralia.edu.au

Useful links and information

On living and studying in Australia

The Australian Government www.australia.gov.au

Study in Australia www.studyinaustralia.gov.au

Education in Australia www.edu.au.gov.au

The Department of Foreign Affairs and Trade (for contact details of your country's embassy)
www.dfat.gov.au

The Department of Immigration and Border Patrol
(for immigration and visa information)
www.immi.gov.au

The Australian Customs Service (for information about what you can bring into Australia)
www.customs.gov.au

The Australian Quarantine and Inspection Service
www.aqis.gov.au

The Australian Taxation Office www.ato.gov.au

Tourism Australia www.australia.com

Wages and working conditions
www.fairwork.gov.au

Important numbers

Emergency services: 000 (police, fire, ambulance)

Visa issues: 131 881

Dialing out of Australia: 0011 (country code) +
(city/region code) + (phone number)

Australia's country code: 61

In an emergency

Australia's emergency phone number is 000. This is a free call from every phone in Australia, including mobile phones.

Call 000 if you are in a life-threatening situation and need the help of the police, fire brigade or ambulance service. This includes if you are witnessing a crime in progress. If you are deaf or

have a speech or hearing impairment, you can call 106 using a text phone (TTY) or a computer with modem access, to request police, fire or ambulance assistance.

Do not use these numbers if it is not an emergency.

Local Information

About Victoria

Source:

<http://www.visitmelbourne.com/Information/About-Victoria.aspx>



Hugging the tip of the Australian east coast, Victoria is Australia's second-smallest state, covering 227,600 square kilometers – roughly the size of the British Isles.

Packed into such a compact area is a wealth of diverse regional areas and attractions, from sweeping coastline and pristine beaches to national parks and forests teeming with wildlife to wineries, lakes and mountains offering skiing, climbing, and hiking. Best of all, many of Victoria's unique and varied landscapes are easily accessible as day trips from Melbourne.

Seasons and climate

Despite its small size, the Victorian climate varies across the state. The north is much drier and warmer weather than the south. Australia's seasons are the reverse of those in the northern hemisphere. The climate can be characterised as warm to hot in summer (December to February), mild in autumn (March to May), cold and damp in winter (June to August), and cool in spring (September to November).

Melbourne

Victoria's capital, Melbourne, sits on the Yarra River and around the shores of Port Phillip Bay.

Lauded for its sense of style and elegance, Melbourne boasts glamorous festivals and events, Australia's best shopping, a lively passion for eating and drinking, and a flourishing interest in the arts. Restored and preserved nineteenth-century architecture, built following the discovery of gold, provides a heady reminder of a prosperous age, while beautifully tended parks and gardens present a therapeutic respite from the pace of city life.

Events

Melbourne and Victoria host some of Australia's most prestigious events throughout the year, including the Spring Racing Carnival culminating in the Melbourne Cup in November, the Australian Open Tennis Championships in January, the Formula 1™ Australian Grand Prix in March, the Melbourne International Arts Festival in October, the Melbourne International Comedy Festival and the Melbourne International Flower and Garden Show in March and April. Your tastebuds will be rewarded with several food and wine events around the state.

About Melbourne

Source: <http://www.melbourne.vic.gov.au>, <http://www.australia.com/explore/cities/melbourne.aspx>

Melbourne is a maze of hidden laneways, opulent bars, exclusive restaurants and off-the-beaten-track boutiques. Here you can soak up culture, hit the sporting grounds, taste the dynamic food, and wine scene, dance till dawn or wander the parks and leafy boulevards. Visit Federation Square, the city's landmark cultural space, and enjoy a sunset beer on the St Kilda promenade. Shop till you drop on funky Brunswick Street or upmarket Chapel Street. Wander Southbank's cafes, bistros and bars and get a world tour of cuisines in Carlton, Richmond, and Fitzroy. Take an Aboriginal Heritage Walk through the Royal Botanic Gardens and cheer with a capacity crowd at the Melbourne Cricket Ground.

Melbourne's Hidden Laneways

You never quite know what's in store when you wander off Melbourne's grid of city streets into the maze of gothic laneways behind them. Even

the locals find surprises here, where the venues for food, fashion and art are small, quirky, and sometimes hidden. Discover a late-night jazz bar or watch the world go by from a tiny trattoria, browse the boutiques and check out urban art. You can unlock the city's real secrets in these distinctively Melbourne streets.

Melbourne's precincts and suburbs

Melbourne, one of the world's most livable cities, is the capital city of Victoria, Australia. It is a city of energy, sophistication, and innovation. It is also a city of history and cultural diversity.

Melbourne's economic and political center is located within the Central Business District (CBD). This 37.6sqkm area includes most of Melbourne's famous sporting venues and major parks and gardens.

Almost 90,000 people from a wide range of cultures and backgrounds live in the municipality, which takes in the suburbs of Carlton, Docklands, East Melbourne, Kensington/Flemington, Melbourne and the CBD, North Melbourne, Parkville, Port Melbourne, Southbank, South Yarra and West Melbourne.

The City of Melbourne's Boundary map shows the boundaries of the municipality, while Suburb maps show the streets and boundaries of individual suburbs.

Melbourne CBD

Melbourne is the largest business, as well as residential area, in the municipality.

The central city is Melbourne's business and financial center. It encompasses the central city grid, plus the area between Victoria and Latrobe streets. The central city is home to retail, financial, legal, administrative, recreational, tourist and entertainment facilities and operates 24 hours a day, serving a wide variety of residents, workers, and visitors.

The over-supply of office space in the central city during the 1990s coupled with the City of Melbourne's Postcode 3000 initiative has led to a

resurgence in inner-city living. The central city's population has more than doubled since 2001.

Leafy St Kilda Road, one of Melbourne's famous boulevards and corporate addresses, is lined by a mix of office, residential and mixed-use towers.

Melbourne includes many major parks and gardens including the Royal Botanic Gardens, Kings Domain (which contains Government House), Queen Victoria Gardens, and Alexandra Gardens. The area also includes important sports facilities such as Olympic Park and Melbourne Park, home to a variety of sporting and entertainment events such as the Australian Open Tennis Championships.

Further information

[Map of the central city \(PDF. 632kb\)](#)

[Economic and Demographic Profile – Melbourne Socio-Economic Index for Areas \(SEIFA\) 2006 – Melbourne](#)

[Cultural precincts](#) (Greek precinct and Chinatown)
[That's Melbourne – Laneways and arcades](#)

Links

Visit Melbourne:

<http://www.visitmelbourne.com/>

Melbourne City:

<http://www.australia.com/explore/cities/melbourne.aspx>

City of Melbourne:

<http://www.melbourne.vic.gov.au>

Online:

<http://www.australia.com/en/places/melbourne-and-surrounds/guide-to-melbourne.html>

<http://www.melbourne.vic.gov.au/Pages/home.aspx> (Multi-lingual)

<https://www.lonelyplanet.com/australia/melbourne>

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