

HANDBOOK



GOLD COAST



ANGEL EDUCATION GROUP PTY LTD T/A

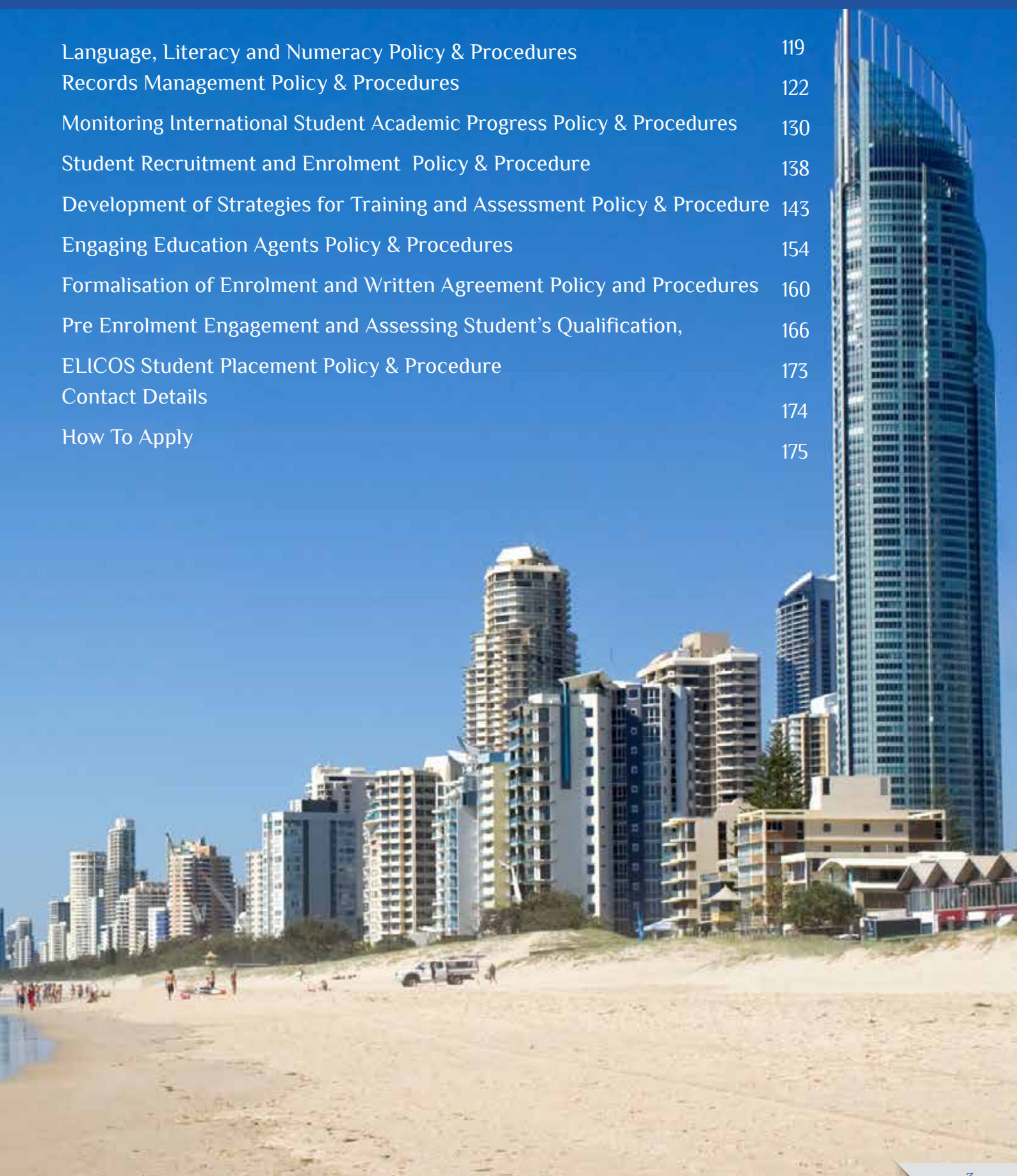
St Peters
International
College

RTO No: 45063 CRICOS No: 03559C

Index

01	Welcome	4
02	Our Mission	6
03	Facilities and Equipment	8
04	Information for Students	10
05	Student Support, Welfare and Behavior	16
06	Language Literacy and Numeracy Requirements	18
07	Australia	22
08	International Students	32
09	SPIC's entry requirements	42
10	Our Courses	43
11	Compliance: Policy & Procedures	53
	Complaints and Appeals Policy & Procedures	54
	Privacy Policy & Procedures	61
	Transfer of Students between providers Policy & Procedures	63
	Student Support Services Policy & Procedures	69
	Credit Transfer and RPL Policy & Procedures	74
	Fees and Refund Policy & Procedures	78
	Deferment, Suspension or Cancellation of Student Enrolment Policy & Procedures	85
	Critical Incident Policy & Procedures	90
	ELICOS Attendance Monitoring Policy & Procedures	103
	ELICOS Teaching and Assessment Policy & Procedures	107
	ELICOS Course Progress Policy and Procedure	113

Language, Literacy and Numeracy Policy & Procedures	119
Records Management Policy & Procedures	122
Monitoring International Student Academic Progress Policy & Procedures	130
Student Recruitment and Enrolment Policy & Procedure	138
Development of Strategies for Training and Assessment Policy & Procedure	143
Engaging Education Agents Policy & Procedures	154
Formalisation of Enrolment and Written Agreement Policy and Procedures	160
Pre Enrolment Engagement and Assessing Student's Qualification,	166
ELICOS Student Placement Policy & Procedure	173
Contact Details	174
How To Apply	175



Letter from the CEO

Welcome to St Peters International College. We are committed to academic excellence, with staff who are national and international leaders in their respective fields. We offer a comprehensive choice of courses in Business, leadership & Management, Commercial Cookery, Hospitality management and English language courses to support your learning. Our orientation program will enhance your international experience and give you an insight into local Australian culture.

Small group discovery is central to campus life and our unique education proposition. This innovative approach has a focus on education and friendly environment, so that every student in every program has an opportunity to experience the thrill of discovery in small classes. Studying in our College will challenge and inspire you. We will give you a rich education experience in beautiful surroundings. You will receive the very best academic preparation to achieve in your chosen discipline and to equip you with the knowledge and skills to make a real difference.

I look forward to welcoming you to St Peters International College.

Warm regards,
Eshwar Lakavath



Chief Executive Officer
St Peters International College





Important Note

All prospective students are advised to go through this Handbook prior to making an informed decision regarding their enrollment at SPIC. This information book and enrolment form is available on SPIC website.

Students will be provided with an orientation session, detailing the Institute facilities including policies and procedures of SPIC, services upon arrival and will be given a copy of this information book. Thank you for choosing SPIC as your place of study.

We hope this student Information will be helpful and informative to you.



St Peters International College is a comprehensive, learner-centered institution that constantly strives to become the standard of excellence for fostering intellect, creativity and character in an active, student learning community.

The College provides careers and continuous education coursework and programs that enhance dynamic, intellectual, cultural and, economic development challenges of Australia. Through

support services and a technology enriched learning environment, the college endeavors to empower each learner with skills, knowledge, and values needed for higher programs, workforce entry, advancement, and personal enrichment. Further, St Peters International College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.

The mission of St Peters International College is to educate and develop you as a professional. As an College uniquely situated in the heart of Gold Coast, we are committed to providing training that makes an important contribution to the lives of our students within Queensland, the nation and worldwide.

Our Core Values

Quality

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

Learner-Centered

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

Diversity

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

Inclusiveness

We promote a caring environment that is rooted in a participative governance structure. Mutual respect and trust are evidenced in collaborative work teams which cross over divisions, departments and programs.



Facilities and Equipment



✓ Integrity

All policies and procedures of the College represent fair, responsible, ethical practices and behaviors to ensure standards of excellence.

✓ Innovation

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

✓ Growth

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

✓ Accountability

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

✓ Location

St Peters International College campus are located in the heart of Gold Coast. Easily accessible by public transport and is just a few minutes'.

Buildings are situated close to main shopping centre, banks, doctors & dentists, food-courts, and libraries of Gold Coast.



- Students have internet access.
- MS Office - Word and Powerpoint for assignments and presentations in the class.
- Photocopier is available to the student for printing.
- Data projectors are used to enhance the quality of training.
- Access to student lounge.
- Climate control premises.
- Friendly, approachable and qualified staff.
- Colorful, vibrant and multicultural environment.







✓ Student Orientation

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

✓ Course Delivery

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

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

✓ Course Assessment

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

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

✓ Credit Transfer

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

✓ Recognition of Prior Learning (RPL)

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



already have some of the competencies in the course may apply for Recognition of Prior Learning (RPL).

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

Qualifications to be issued

Students completing all assessment requirements for a qualification will be awarded a certificate corresponding to the completed course. Students completing assessment requirements for part of a qualification will be awarded a Statement of Attainment (SOA) indicating which modules or Units of Competency they have completed. Results and SOA can be requested by the students at any interval of their course.





Workplace Health and Safety

St Peters International College complies with all relevant Workplace Health and Safety legislation. **Trainers** will actively take steps to identify hazards that could cause harm to participants in the classroom and learning environment. Where possible, the **Trainers** will take action to remove or control these hazards, and will report the hazard to the appropriate on site personnel.

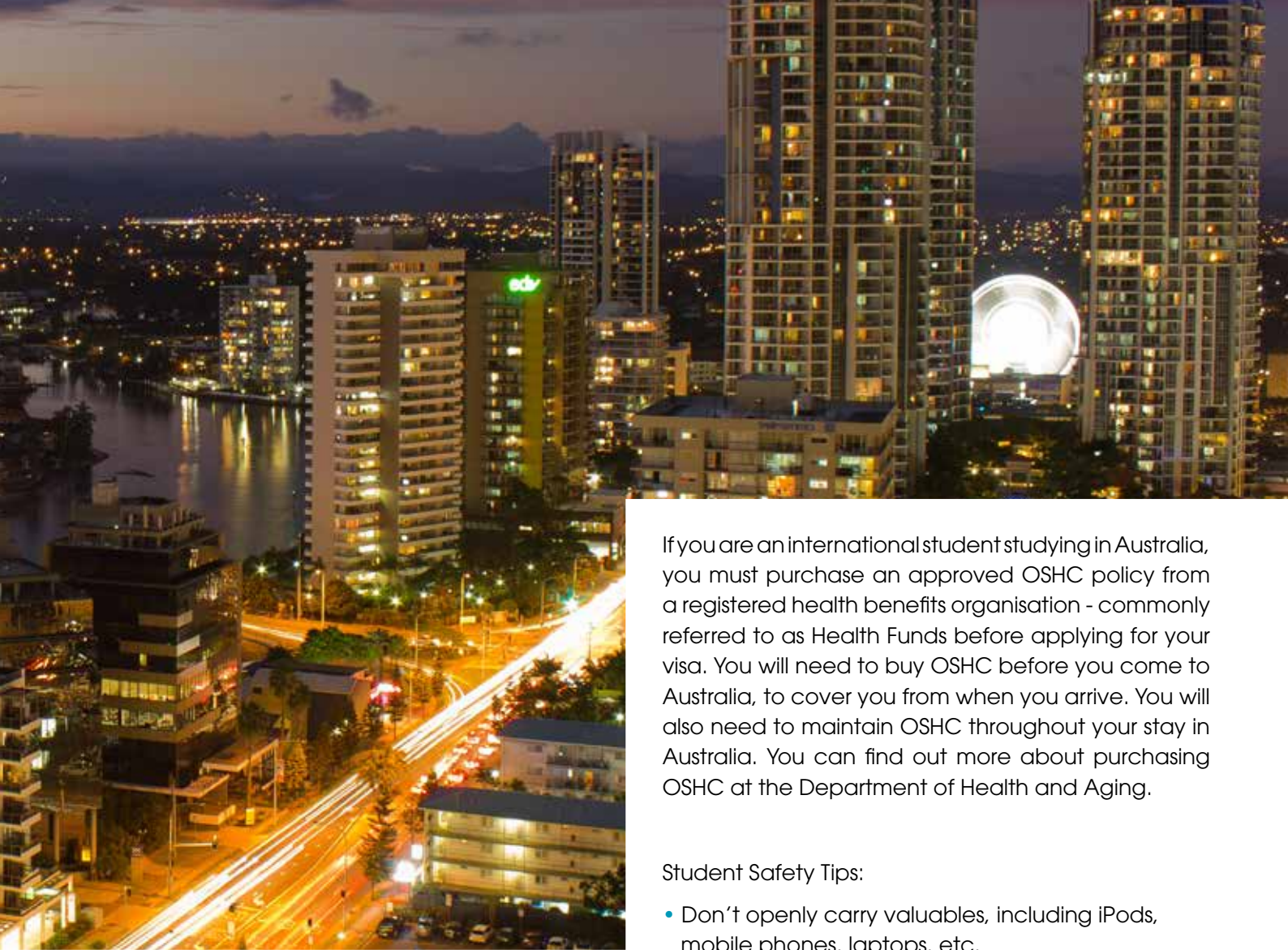
Where practicable, students must take responsibility for their own health and safety and that of their fellow students or employees. This means students must follow all safety rules, procedures and the instructions of their **Trainer** while in attendance at St Peters International College premises.

Student Safety

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

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





If you are an international student studying in Australia, you must purchase an approved OSHC policy from a registered health benefits organisation - commonly referred to as Health Funds before applying for your visa. You will need to buy OSHC before you come to Australia, to cover you from when you arrive. You will also need to maintain OSHC throughout your stay in Australia. You can find out more about purchasing OSHC at the Department of Health and Aging.

Student Safety Tips:

- Don't openly carry valuables, including iPods, mobile phones, laptops, etc.
- Find suitable and safe routes to petrol stations, shops and your local police station. Try to find routes that are well lit and busy.
- Avoid confrontation - it is better and safer to walk away if you are being provoked.
- If you feel you are being followed, cross the street, and if you are still worried, move as quickly as possible to a public area (such as a restaurant) and then telephone for help.
- At night, walk in pairs in well-lit areas and on busier streets, not dark alleyways and side-streets. Use the Lonsdale street Bus to get to a nearby car park or public transport.
- Have your keys ready well before you reach the door of your car or house.
- If you are going away, tell someone you trust where you are going and when you will be back.
- If travelling by bus or tram at night, try not to wait alone at the bus or tram stops. Arrange for others to meet you at your home stop if you are returning late and have a long way to walk home.

Department of Immigration and Border Protection

According to the Department of Immigration and Border Protection (DIBP) you must provide evidence that satisfies the assessment factors applicable to you to be granted a student visa. Assessment factors include your financial ability, English proficiency, likely compliance with the conditions of your visa and any other matters considered relevant to assessing your application". Additional information on student visa issues is available on Department of Immigration and Border Protection (DIBP) Website and the Study in Australia Website.

Overseas Student Health Cover

Overseas Student Health Cover (OSHC) is insurance that provides cover on the costs for medical and hospital care which international students may need while in Australia. OSHC will also pay for most prescription drugs and emergency ambulance transport.

☑ Access and Equity Policy

The College Code of Practice includes an access and equity policy. This document is available on request. It is the responsibility of all staff to ensure the requirements of the access and equity policy are met at all times.

☑ Dispute Resolution Procedure

The College has a dispute resolution procedure to provide students with a fair and equitable process for resolving any disputes or complaints they may have. The dispute resolution procedure includes a requirement that an independent mediator will be appointed at no expense to the student if the student, is dissatisfied with the resolution process undertaken by the College. The College will make no charge to the student for its dispute resolution process or referral to the independent mediator. If you have a complaint or appeal you should take the following steps:

- Contact the College to obtain a copy of the complaints and appeals procedure and the application form
- Complete the application form and lodge it with the College.
- Follow up with the College





✓ COVID-19 IN AUSTRALIA

Coronaviruses are a large family of viruses that cause respiratory infections. These can range from the common cold to more serious diseases. Symptoms include fever, coughing, a sore throat and shortness of breath. The virus can spread from person to person.

For more information on COVID-19 in Australia please visit - <https://www.health.gov.au/>

The following lists helpful resources (videos) to help with stopping the spread of Coronavirus and reducing your risk of catching coronavirus.

[Coronavirus video](#) - the new normal (1 June 2020)

[Coronavirus video - Social distancing](#) (21 March 2020)

[Coronavirus video - Help Stop The Spread](#) (3 May 2020)

[Coronavirus video - Good Hygiene Starts Here](#) (3 May 2020)

[Coronavirus video - Stay Informed](#) (20 April 2020)

[Coronavirus video - Mental Wellbeing](#) (3 May 2020)

[Coronavirus video - how to access health services](#) (1 June 2020)

[Coronavirus video - physical wellbeing](#) (1 June 2020)

Language Literacy and Numeracy Requirements

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

St Peters International College recognises that learning, reading, writing, oral communication and numeracy concepts and processes are integral skills required for work and are therefore an important component of training.

All students are required to undertake a Language Literacy and Numeracy (LLN) test prior to commencement of training. Outcomes from this test will be used by this college to develop support strategies for students' enrolment. It will also help the college decide whether to provide required support services or referral to external agencies.

The college requires a minimum **ACSF level 3** for enrolment into:

- SIT30816 Certificate III in Commercial Cookery
- SIT40516 Certificate IV in Commercial Cookery
- BSB40215 Certificate IV in Business

The college requires a minimum **ACSF level 4** for enrolment into:

- BSB50215 Diploma of Business
- BSB50420 Diploma of Leadership and Management
- SIT50416 Diploma of Hospitality Management
- BSB60215 Advanced Diploma of Business
- BSB61015 Advanced Diploma of Leadership and Management

Learning	Level 1	Level 2	Level 3	Level 4	Level 5
	Identifies and approaches a more Experienced worker or assessor for assistance	Discusses learning goals with supervisor/ assessor and identifies possible strategies to achieve	Participates in quality improvement processes in the workplace, considering the priorities and commitments of self and others	Actively seeks feedback from others as a way of Improving performance (eg approaches peers, manager, customers)	Critically reflects on extended research project, describes difficulties encountered, considers ways to improve performance and transfers insights to a new context
	Takes required materials to training/class	Plan to accommodate work needs	Develops and uses personal organisation systems such as files, notebooks, folders and check-lists	Uses a range of formal techniques to collaborate effectively with others to complete a multi-layered research task.	Implements systematic action learning process to support learning during team project
	Keeps list of frequently used words	Uses key words and search engine to find information	Negotiates professional Development plan aligned with personal and workplace needs, and takes responsibility for organising the formal training component	Keeps record of new technical terms or Procedures encountered Through independent study.	Evaluates workplace learning culture and pathways in relation to own need for further training and development

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
	Recognises very short Explicit pictorial texts,	Follows instructions to search for information	Reads and responds to notices posted on chat rooms	Gathers information for research from a variety of sources and critically analyses and reviews these, eg newspapers, journal articles, internet sites, blogs	Critically evaluates information on possible management courses as part of own performance appraisal review
	Reads and follows simple, familiar work timetable or schedule of activities specific to own job	Locates specific information from a short text, eg a table of employee benefits, a pay slip, employment documentation, own job description, work update from staff memo	Reads and follows Information presented in Technical drawings, manuals and work instructions, patterns eg specifications for job, construction plans	Reads a complex diagram and text to identify components and procedures for dealing with a technical fault or breakdown	Follows a complex flow chart in order to identify and distil relevant information, eg tracks source of non-compliance through workplace process
	Reads simple diagrams	Reads dials and scales on machinery/equipment, eg automatic weigher on packaging machine, temperature dials, counters, franking machine, sewing machine tension, air pressure gauge	Uses 'help' facility on Software program to find out how to format a text, eg brief report, contribution to workplace or community newsletter, emails to colleagues or to place orders, spreadsheets	Demonstrates understanding of text describing complex interrelationships of events, eg reads and reviews a report detailing a problem and steps taken to address it	Identifies, analyses and evaluates information from a wide variety of sources, eg -undertakes a task analysis in order to design and develop a training program for implementation in the workplace

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
	Writes routine, Familiar workplace specific vocabulary and abbreviations	Creates a short report, eg describes previous English classes or other training course	Completes performance appraisal review form and identifies personal goals	Writes clear and detailed Instructions organised sequentially for members of a group in order to complete an activity, eg writes Standard Operating Procedure for a process involving several work stations, develops detailed flow chart to guide community development project	Writes an organisational plan based on task analysis, survey of participants, and financial information
	Types own personal details into a computer assisted learning program	Writes a list of tasks to be completed by other members of the group, eg roster, action plan Writes a brief message for a fellow worker eg shift changeover note	Writes clear sequenced instructions for routine/everyday context, eg prepares workplace timetable for start up and shut down procedures	Prepares data for team/group using graphs to compare production output over a period of time, and including suggested recommendations for improving production targets Uses software to prepare a report or presentation, eg PowerPoint, Flash	Writes a position paper or report based on analysis of data and consultations conducted with a range of stakeholders eg external and internal customer feedback on quality of service Designs a survey to accurately ascertain customer satisfaction levels and presents a process to evaluate responses
	Uses calendar to record Information related to Community or public dates, e.g. class term dates, culturally significant celebrations		Uses email for day to day communication eg to work colleague, to teacher, to a friend		

Language Literacy and Numeracy Requirements

Oral Communication	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Makes and responds to Simple enquiries relevant to personal needs, eg asks about a training program advertised on the notice board; asks directions to toilets</p> <p>Listens to suggestions And participates in a Negotiated group activity, eg comes to an agreement about a meeting place for a workplace function, class excursion, family picnic</p> <p>Expresses opinion in a short spoken exchange, eg indicates possible cause for machine failure</p>	<p>Makes a telephone-call and responds appropriately to questions which require basic personal details, eg makes an appointment at the community health centre</p> <p>Listens to short, explicit instruction to learn new procedures needed to complete a task, eg to use a piece of machinery in the workplace, use a computer program</p> <p>Participates in a face-to-face oral exchange, eg job interview, enquires about training opportunities, time of delivery/pick up</p>	<p>Gives clear sequenced instructions of several steps, eg how to use a photocopier/CD player/, log on/log off computer</p> <p>Participates in an oral Exchange requiring some negotiation, eg responds to specific enquiries, complaints, problems with clients or customers</p> <p>Listens to and notes specific information from An announcement such as emergency evacuation procedures</p>	<p>Presents issue/agenda item in a class or Workplace meeting, and furthers group understanding of relevant ideas through constructive engagement in subsequent discussion</p> <p>Compares the procedures used to complete tasks in discussions with colleagues /group members</p> <p>Actively participates in group discussion of new technology and subsequent changes to work, study, personal routines</p>	<p>Listens and provides evaluative feedback at a training session on new procedures</p> <p>Explains technological concepts or scientific phenomena to an audience or work group unfamiliar with the concepts involved, using aids such as machine / equipment parts, photos, diagrams and scaled models</p> <p>Negotiates outcomes in discussions which embrace a range of potentially conflicting perspectives within an organisation, eg changes to work practices; formulation of mission statement</p>



Numeracy	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Estimates lengths of Familiar objects using metric units, eg a person's height, lengths of fabric or lengths of wood used in everyday work</p> <p>Identifies and compares Familiar items, their quantities, sizes and costs, eg checks weight and/or length of product against job ticket</p> <p>Uses calendar to record Information related to community, workplace or public dates, eg class term dates, RDOs, culturally significant celebrations</p>	<p>Calculates cost of two items and estimates change due after making a payment</p> <p>Records numbers or quantities of materials distributed or sales figures and data onto spreadsheet or familiar workplace computers or hand held devices</p> <p>Accesses and compares information contained in two column tables, eg calculates postage and fees for certified mail</p>	<p>Works in a group to undertake a simple survey and documents the results including at least one every day or routine graph, eg a workplace survey of workers' OHS knowledge</p> <p>Uses appropriate Technological devices to measure and record data and report and act on results, eg blood pressure machine, micrometre, temperature gauge</p> <p>Identifies and explains uses and application of shape in different contexts, eg use of 2D and 3D shapes in house or building construction</p>	<p>Works in a team to plan and develop an operating budget for a task/project/activity including income/revenue from different sources</p> <p>Uses a job or task description or set of instructions for making up a mixture based on ratios and selects, measures and makes up the mixture to any required amount correctly and according to OHS constraints (eg chemical spray, or industrial recipes)</p> <p>Interprets and uses ratios and scales to read and discuss the design and dimensions on the plan of a property in order to allocate working space and furniture, eg a building/workplace, a sports building/facility</p>	<p>Researches and investigates statistical data gathered through individual research or experimentation, organises data into groups in a frequency table, represents data graphically, calculates and records measures of central tendency and spread and analyses the results including their relevance and impact on the topic of research/investigation</p> <p>Given particular financial constraints and personal/family requirements, investigates and analyses the options for where to best rent or buy a home or holiday house based on location, prices and availability and make recommendations including cost</p>



✓ Australia

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

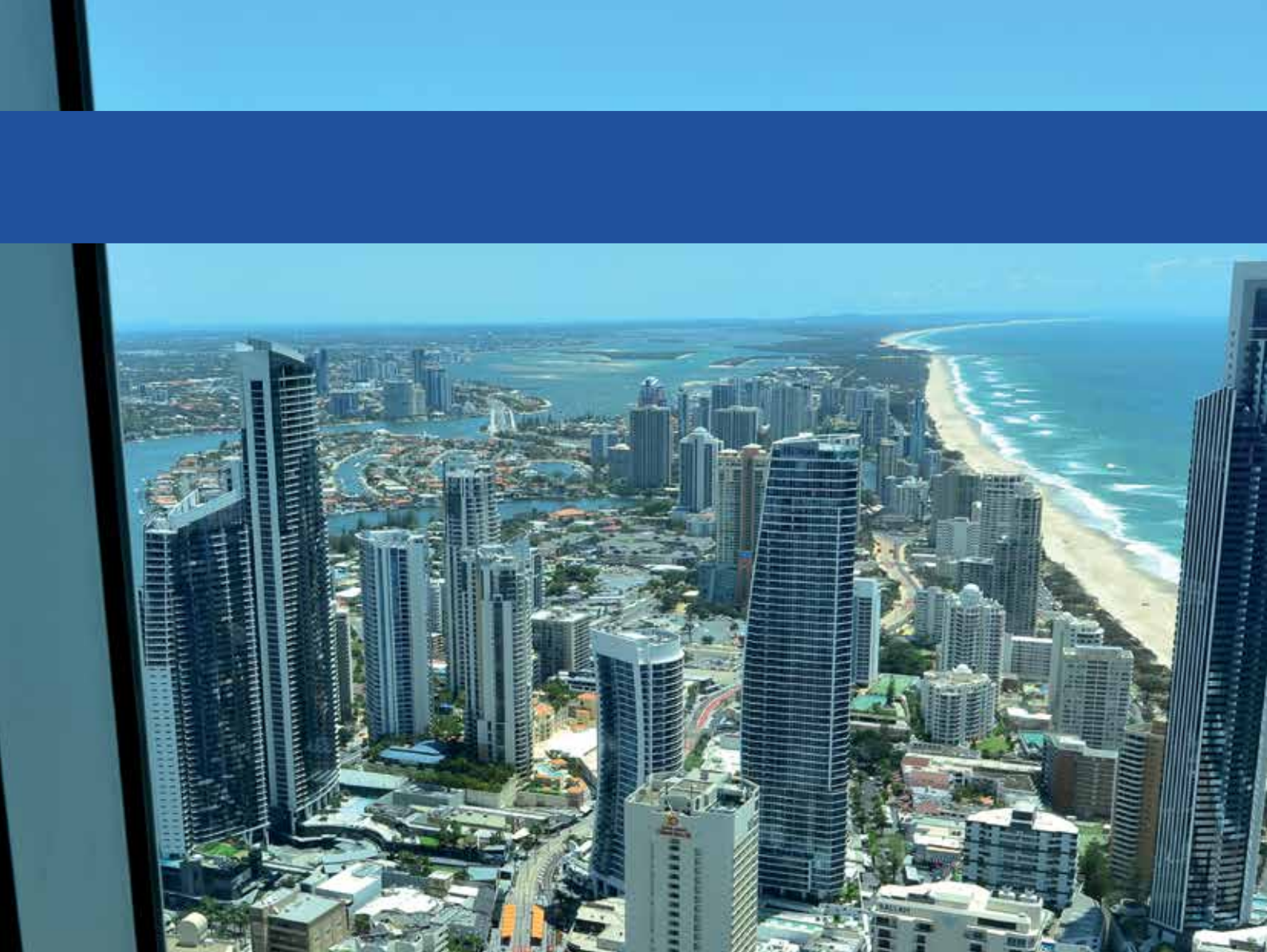
Surrounded by the Indian and Pacific Oceans, Australia has many animals and plants, which are unique on the planet. The surface geology is typically old and flat with a major mountain range stretching down the eastern coast and another mountain range in the north west of the continent.

✓ Queensland

Queensland is the second-largest and third-most-populous state in the Commonwealth of Australia. Situated in the north-east of the country, it is bordered by the Northern Territory, South Australia and New South Wales to the west, south-west and south respectively. To the east, Queensland is bordered by the Coral Sea and Pacific Ocean.

Queensland has a population of 4,750,500, concentrated along the coast and particularly in the state's South East. The state is the world's sixth largest sub-national entity, with an area of 1,852,642 km². The capital and largest city in the state is Brisbane, Australia's third largest city. Often referred to as the "Sunshine State", Queensland is home to 10 of Australia's 30 largest cities and is the nation's third largest economy.





✓ A Good Choice for Study

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

- Australia has a high quality education system, the equal of any country in the world
- Australia offers traditional education in reputable schools, Colleges and universities
- Awards from Australian institutions of higher education are recognized internationally
- Australian universities, Institutes and schools have established networks of support to help overseas students
- The Australian education system includes informality and accessibility of academic staff, the availability of computers, small group tutorials and close supervision
- Living costs and tuition costs compare well with other countries and most overseas students are permitted to work part-time.
- Australia is a safe and stable country with a pleasant climate.



Living in Gold Coast

From the iconic Surfers Paradise beach to the dining precincts of Main Beach and Broadbeach and out to the lush, green hinterland, there's a new experience waiting for you at every turn on the Gold Coast. Theme parks, world-renowned beaches and year-round sunshine are just a few of the reasons 10.5 million visitors flock to the Gold Coast each year.

Australia's Gold Coast is a city coming of age. Strategically located on the edge of the Asia-Pacific rim, with access to two international airports, the Gold Coast is perfectly positioned as a destination for business, investment, study, sport, events, tourism and lifestyle.

Situated in the south east corner of the state of Queensland, the Gold Coast stretches along 57 kilometres of coastline and is home to over half a million people. Beyond the city's beautiful beaches are vast, sub-tropical rainforests with breathtaking scenery.

Welcoming close to 12 million visitors each year, the Gold Coast is full of attractions and things to do. As Australia's premier tourist destination, the city offers a vibrant mix of shopping, accommodation, theme parks, restaurants, entertainment and events, along with an abundance of natural attractions.

The Gold Coast has developed into a diverse, cosmopolitan, forward-thinking city with a future full of promise. As host city for the Commonwealth Games™ in 2018, the Gold Coast is embracing transformative civic projects like never before, with more than \$13.5 billion in major infrastructure projects planned or underway set to change



the face of our city in a way that is distinctly our own, including a wide range of cuisines and over 2,300 elegant restaurants, bistros and cafes. Gold Coast has an excellent public transport system with trams, trains and buses providing an extensive network throughout the city and suburbs.

The Gold Coast offers a work-life balance unachievable in most of the world's major cities. The proximity of our professional environment to stunning beaches and lush rainforests enables a truly enviable lifestyle. The city remains one of the most bio-diverse in Australia with natural habitats that are home to more than 700 animals and 1800 plant species.

Our natural environment is an extraordinary asset and an integral part of our local identity and culture with 57 kilometres of coastline, 260 kilometres of navigable waterways, more than 2000 parks covering approximately 21,000 hectares and 100,000 hectares of world heritage-listed rainforests.



Australia

✓ Art

Australian contemporary arts reflect the world's oldest continuous cultural traditions and also a diverse, multicultural society. Our visual and performing arts communities receive international acclaim for their vibrancy, originality and cutting-edge work in the arts, literature, stage & cinema, dance, classical music and contemporary Australian rock music.

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

✓ Multiculturalism

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

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





✓ Language

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

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

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

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

✓ Religion

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

✓ Clean, Safe, Cosmopolitan

Students from all over the world come to Australia to take advantage of our world-class education and enjoy our friendly hospitality and cultural diversity. Australia has low crime rates and strict gun control laws providing a safe environment to learn and travel. With one of the highest standards of living in the world, Australia offers modern transport systems, convenient telecommunications, cosmopolitan shopping complexes and excellent health services.

Australia

Visitors from many parts of the world are attracted by Australia's spectacular natural environment and the distinctive personality and friendliness of the Australian people. Australia is rich in arts and is keen to preserve and display its diverse cultural heritage.

Australians are also environmentally conscious and keen to preserve the country's natural beauty and scenery. Our 'Clean up Australia' campaign is being adopted worldwide.

✓ Health Care

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

International students studying in Australia are required to have Overseas Student Health Cover (OSHC) for the duration of their student visa.

✓ Food

Australia has a fantastic variety of food.

Our top quality meat, fish, fruits and vegetables are exported to markets all around the globe. There is a large range of fruit and vegetables available at Australian produce markets. You should have no difficulty in finding the 'FOOD' that you are used to at home.

You can sample almost every type of cuisine available throughout the world in restaurants.



There are elegant restaurants or typical Aussie pubs. Ethnic restaurants offer cuisines from all around the world. Good food at reasonable prices can be found at bistros or cafes.

And for those who like takeaway, most of the major global fast food chains are well represented. The adventurous can try some of our 'bush tucker'

✓ Electricity

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

✓ Transport

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

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

Metered taxicabs operate in all major cities and towns. You will find taxi ranks at transport terminals, main hotels or shopping centres or you can hail taxis in the street. A light and sign on the roof indicates if

a cab is vacant. There is a minimum charge on hiring and then a charge per kilometre travelled. Taxi drivers do not have to be tipped.

✓ Telephones

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



Australia

☑ Sports and Recreation

Australians are very keen on sport and outdoor activities and have gained a worldwide reputation, both as individuals and as teams. Hosting the Year 2000 Olympic Games in Sydney highlights Australia as a leading destination for international events.

Australia has more than 120 national sporting organisations and thousands of state, regional and club bodies. It is estimated that 6.5 million people, about a third of the population, are registered sports participants. While there are over 120 sporting organisations, Australians also take part in bush walking, fishing, boating and water sports.

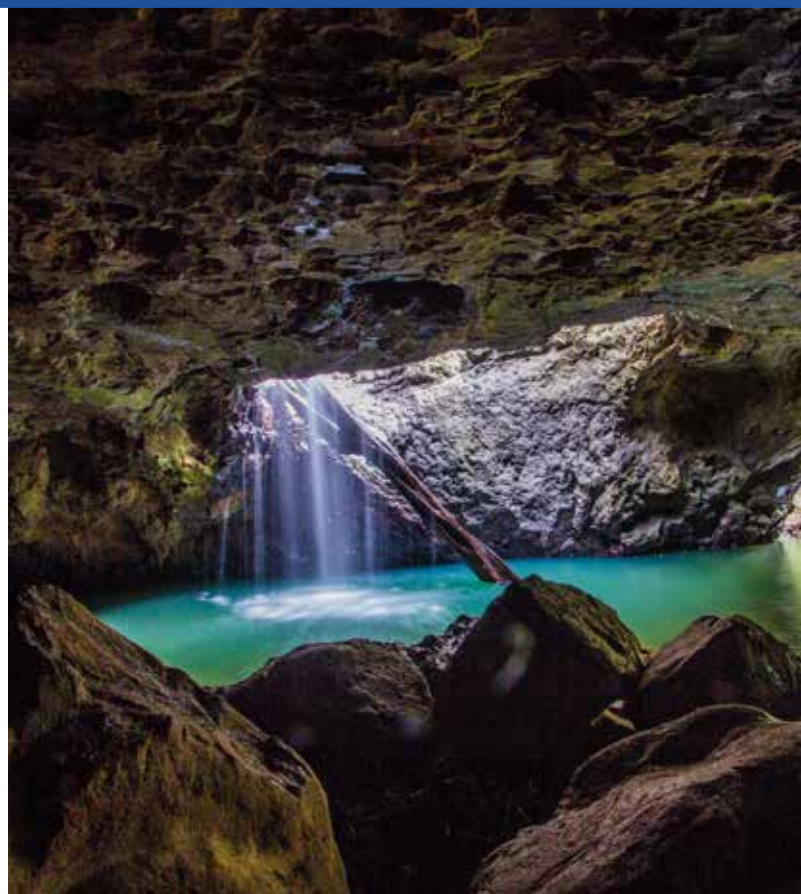
☑ Travel

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

☑ Australia Welcomes Overseas Students

Overseas students are welcomed in Australia because they:

- Contribute to the development of people and institutions both in their home country and in Australia.
- Contribute to Australia's research capability.
- Develop cultural, educational and economic links between Australians and people of other nations.



☑ Entertainment

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

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



✓ Study Methods

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

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

To be a successful student in Australia, you will need to adapt to these methods of learning, but most education institutions in Australia are very willing to help, as they offer counselling services and assistance to develop effective study skills. Many lecturers in Australia have vast experience teaching overseas students, they understand the difficulties in getting used to different study methods and they will be patient in helping you to develop new skills.

☑ Apply to study

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

☑ Plan your departure

Here is a checklist to help you plan your departure:

- Passport and Visa
- Student enrolment and orientation documents
- Overseas Student Health Cover (OSHC)
- Travel Insurance
- Airfares
- Contact details
- Australian currency
- Transport from the airport
- Accommodation details

☑ Remaining visa compliant

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

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



Most student visas allow you to work for up to 40 hours every two weeks while your course is in session, and unrestricted hours during any scheduled course break, but before you undertake any paid work you need to make sure your visa allows you to work. Find out more at the Department of Immigration and Border Protection Website: www.immi.gov.au



☑ Paid Work

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

Internships

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

Volunteering

There are many charities and non-government organisations (NGOs) in Australia and they always need volunteers to help out. It can be a great way to meet friends, get some hands on work experience and give back to the community.

Your rights

Everyone working in Australia, including international students or those on working holiday visas, have basic rights at work. These rights protect entitlement to:

- A minimum wage.
- Challenge of unfair dismissal from the job
- Breaks and rest periods.
- A healthy and safe work environment.

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

Finding Work

There are plenty of ways to find work that suits you, including:

- Newspapers and online job sites.
- Some institutions provide job notice-boards on campus and online. Contact your institution's international student support staff to find out what options your institution offers.
- Register your details at a recruitment firm; many of them help place people in casual or short-term work.



✓ Consumer Protection

Australia has a strong consumer protection framework to protect the rights of Australian consumers, including international students in Australia. The Australian Consumer Law includes a national law guaranteeing consumer rights when buying goods and services.

Visit www.australia.gov.au or www.consumerlaw.gov.au to find the relevant government agency for where you are living and studying.

✓ Overseas Students Ombudsman

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

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

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

✓ Tuition Protection Service

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

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

✓ Student Associations

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

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





☑ Disability Support

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

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

If you are experiencing a problem with your institution, you should first talk to staff at your institution. If informal discussions do not resolve the problem, you have the

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

www.youthforhumanrights.org

Insurance

As an international student in Australia, you are required to have Overseas Student Health Cover (OSHC) for the entire duration of your study in Australia. But there are also other types of insurance which you may find useful.

Overseas Student Health Cover

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

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

Travel insurance

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

Home and contents insurance

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

Vehicle insurance

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



✓ Health and Safety

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

✓ Banking

Australia has a range of choices when it comes to managing your money, from banks that cover the whole country to local credit unions and building societies.



Here are some quick tips on setting up your bank accounts.

- You can set up a bank account before or after you arrive.
- To open an account you will need to have your Electronic Confirmation of Enrolment (eCoE), passport, Letter of Offer and other forms of identification
- You may also need an Australian Tax File Number (TFN). You can find information about getting a TFN at the Australian Tax Office (ATO). The website of ATO is www.ato.gov.au
- Financial or **Student Support Officers** at your university or college will be able to give you information on how to set up a bank account.
- You can also read advice from the Australian Government's website.

☑ Money, Banking & Currency

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

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

Accessing your money

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

Be aware that if you use another provider's ATM they will usually charge you a fee. The ATM will advise you of the fee at the point of withdrawal.

Even if you haven't set up a bank account before you get here, most ATMs recognise international cards, so you will be able to use your credit or debit card from your home country. Just remember that there are fees associated with withdrawing money from your home account including transaction fees and the currency exchange rate. These vary by provider so check with your home financial provider before you arrive in Australia.

Moving money overseas or to Australia

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

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



provider will then electronically transfer the funds from your account to their account.

Banking Ombudsman

The Australian Banking and Financial Services Ombudsman assists individuals and small businesses to resolve complaints concerning all financial services provided by banks. For example, there may be an instance where you see that money has been withdrawn from your bank account without your consent. In this case, it may be necessary to talk to the banking ombudsman to resolve the issue. Free interpreter services are available. For more information on the banking ombudsman visit: www.fos.org.au or call 1300 780 808.

Accommodation

The following types of accommodation are available for International students:

- Full Board (Home stay): AU\$200 - AU\$270 per week
- Student house: AU\$150 - AU\$200 per week
- Half - Board: AU\$150 - AU\$200 per week (plus expenses).
- Leasing a House/Flat: AU\$200 - AU\$350 per week (unfurnished)

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

Some useful internet sites for housing are:

Student Housing Australia

www.sha.com.au

Share Accommodation

www.studentaccommodation.com

Youth Central Housing and Accommodation

<https://www.housing.services.qld.gov.au/#/>

Study in Australia Accommodation

www.studyinaustralia.gov.au



✓ Budgeting

You should work out a budget covering accommodation, food, transport, clothing and entertainment. Childcare, if applicable, should also be taken into account. The average international student in Australia spends about \$360 per week on accommodation, food, clothing, entertainment, transport, international and domestic travel, telephone and incidental costs. School students in Australia typically spend a little less - about \$265 a week- on accommodation and food, entertainment, transport and associated items. While this is a realistic guide, it is important to remember that individual circumstances will vary by location, course and lifestyle.

✓ Living Costs

Gold Coast is a reasonably priced city providing good quality affordable living and abundant accommodation

- The cost of living for a single international student is approximately **AU\$21,041 per year**.
- This includes rent, food, transport and other essential living expenses. It does not include tuition fees, text books, the cost of running a car, or social activities. The true cost of living depends on the sort of lifestyle you lead. Use the following guide to help you formulate a realistic budget.
- If you are bringing your family, you will need to budget for additional living costs.
- If your children are of school age, you must also budget for school fees and uni forms.

The Department of Immigration and Border Protection (DIBP) **advises that applicants for student visas require AU\$21,041 per year for living expenses.** For more information please visit the DIBP website www.immi.gov.au



Travel

PER PERSON	AMOUNT REQUIRED IN AUD
Applicant	Return air fare to Australia
Family members	One return air fare to Australia per person

Tuition

Applicant	Course fees
School-age children aged 5 - 18	One return air fare to Australia per person

Living

Applicant	AUD\$21,041 per year
Partner	AUD\$7,362 per year
First child	AUD\$3,152 per year
Each other child	AUD\$3,152 per year

Fruit, vegetables and meat are available fresh and at reasonable prices. Clothing and personal effects are usually good quality and available at a wide variety of prices. Below is a price table of typical daily items.

This is only a guide.

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

FOOD	PERSONAL	EFFECTS/SERVICES	
Milk 1 litre	\$2	Shoes 1 pair	\$70
Bread 1 loaf	\$3	Jeans 1 pair	\$80
Apples 1 kg	\$4	Toothpaste 140g	\$2.50
Potatoes 1 kg	\$3	Shampoo 500ml	\$3
Beefsteak 1 kg	\$15	T-shirt	\$20
Eggs 1 dozen	\$4	Hairdresser	\$20 to \$40
Cereal 1kg	\$3	Newspaper	\$2
Fruit Juice 2 litres	\$4	Cinema ticket	\$15
Rice 1 kg	\$4	Public transport city an inner suburbs	\$7 for a day pass

General Requirements for All Courses

Applications

Applications for admission for students on a student visa must be made using the student application form along with required documents which is available on SPIC website. Students must complete the student application form and send the completed form to the college along with required documents and the Application Fee. Completed student application forms will be processed by

the college and assessed on the basis of the information supplied. The participants for each program offered by the college will be selected in a manner that reflects access and equity principles. Completion of the student application form does not imply that the college will make an offer to the student.

Language, Literacy and Numeracy (LLN)

All students are required to undertake a Language Literacy and Numeracy (LLN) test prior to commencement of training. Outcomes from this test will be used by this college to develop support strategies for students' enrolment. It will also help the college decide whether to provide required support services or referral to external agencies.

Pre Enrolment/Training Review

"Pre Enrolment /Training review" (PTR) form: The purpose of this form is to review on student's previous education, training, work experience, goals, interests, expectations and achievement expected from the course etc. will be conducted through PTR form, prior to their enrolment. All the students are required to fill this form prior to their enrolment in the course which will be assessed by the Administration Manager. The form is a questionnaire related to purpose for the student to enrol in the selected course.

Recognition of Prior Learning (RPL)

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

Credit Transfer

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





Our Courses

General English (Elementary to Upper-Intermediate)

CRICOS CODE: 094013F

General English is an ideal way to learn to use English effectively in an everyday environment. St Peters International College offers 4 levels of General English with all levels carefully designed to cover the macro-skills of speaking, listening, reading and writing as well as grammar and pronunciation practice. Students find they progress in a fast and enjoyable manner. Lessons are of the highest quality which makes them both interesting and productive.

Course Fees (AUD \$)

Registration Fee	\$500 (non-refundable)
Material Fee	\$1,640
Tuition Fee	\$12,700
Total	\$14,840

Fees include all material costs and learning resources.

Course Duration

Delivery will occur over an 50 Week (44 weeks training and 6 weeks holiday break) period of full time study.

Career Opportunities

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

Entry/Admission Requirements

- Basic computer skills
- Meet all Student Visa requirements
- Entry to the course is determined by: In order to be placed in an appropriate ELICOS Course Level, students' current language proficiency level will be assessed based on their IELTS score or its equivalent including the result of the College's Placement Test by the administration staff and if necessary through consultation with the ELICOS Course Coordinator.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Assessment Methods

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

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

Students receive continuous feedback from their teachers about the progress.

Course Delivery

- Classroom-based
- Face-to-face
- Work books
- Practical activities.

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

LEVELS

LEVELS	
Elementary	12 weeks
Pre-Intermediate	12 weeks
Intermediate	10 weeks
Upper Intermediate	10 weeks
For further details of these units visit www.training.gov.au	

BSB40215 Certificate IV in Business

CRICOS CODE: 097729A

This qualification is suited to those working as administrators and project officers.

In this role, individuals use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Course Fees (AUD \$)

Registration Fee	\$500 (non-refundable)
Material Fee	\$500
Tuition Fee	\$4,200
Total	\$5,200

Fees include all material costs and learning resources.

Course Duration

Delivery will occur over an 28 Week (26 weeks training and 2 weeks holiday break) period of full time study.

- Where students successfully apply for credit and/or RPL the course duration will be shorten accordingly and adjustments made to any COE issued or remove it or add to course duration.

Entry / Admission Requirements

Pre-Training Review (PTR):

- Selection for enrolment in SPIC courses will be approved for applicants who meet the qualification selection criteria during the PTR prior to the confirmation of enrolment at SPIC. A satisfactory outcome of PTR with authorised SPIC Staff or representative will ensure applicants are placed in a suitable course with an appropriate training and assessment strategy. SPIC review applicants existing knowledge, skills, experience and qualifications. SPIC will then review this information in conjunction with other admission requirements below.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Prior Achievement Requirements

- Basic Computer Skills
- A good command of written English
- Meet all Student Visa requirements, including:
 - Year 12 academic education (or equivalent)
- * Students with overseas qualifications will need to have level equivalency determined by the Department of Education, Skills and Employment, online applications here: <https://internationaleducation.gov.au/services-and-resources/services-for-individuals/qualifications-assessments/pages/qualification-assessment.aspx>

LLN Requirements

- The qualification has been analysed to determine the Australian Core Skills Framework (ACSF) levels of Learning, Reading, Writing, Oral Communication and Numeracy. This is detailed in the Certificate IV in Business ACSF Profile.

- Students entering this qualification will have their LLN skills compared to the ACSF levels of the course to determine if there are specific support requirements needed, and make a recommendation about the suitability of the student to enrol.
- See the SPIC LLN Policy & Procedures for more details.

English Language Requirements

All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with DHA recommendations

- IELTS overall band of 5.5 or
 - TOEFL IBT test score band of 54-56 equivalents or
 - PTE Academic band score 42 equivalent or
 - Satisfactory completion of General English – Upper Intermediate level or
 - Successful Completion of Certificate III in Spoken and Written English (10725NAT) or equivalent course or
 - Successful completion of Senior Secondary certificate of education in Australia conducted in English or
 - Completion of full-time studies in Australia towards a Certificate IV or above or a foundation course or
 - Student's first language is English or
 - Student was educated for 5 years in an English speaking country.
- If there are doubts about the student's English language skills to cope in an academic environment and if he/she cannot provide a satisfactory IELTS score or equivalent, the student will undergo the college English placement test and be required to complete it with a satisfactory result.

Assessment Methods

Assessments will be conducted face to face which could include:

- Direct observation – in a simulated classroom environment – usually role plays
- Product based methods – these are generally reports, case studies, projects and presentations.
- Questioning – written and verbal questioning is used for a number of assessment tasks.
- A combination of the above methods.

Job Roles

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

- Administration Officer
- Sales Manager
- Customer Service Manager
- Personal Assistant

Course Delivery

- Face to face at our Gold Coast Campus - 20 hours per week of classroom based training sessions
- 8 hours of self study including structured self-directed learning & completing assessment work started in class
- Up to an hour per week of individual support if required

UNITS OF COMPETENCE			
Unit Code	Title	Unit Code	Title
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements.	BSBWOR404	Develop Work Priorities.
BSBADM405	Organise meetings.	BSBLED401	Develop teams and individuals.
BSBCMM401	Make a presentation.	BSBREL401	Establish networks.
BSBMKG414	Undertake marketing activities.	BSBCUS401	Coordinate implementation of CS strategies.
BSBRES401	Analyse and present research information	BSBCUS403	Implement customer service standards.

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

Training product status: Superseded as of 18th October 2020. Students will be transitioned to the equivalent new qualification as soon as practicable prior to 18th April 2022 and students will be advised of the impacts in writing.

BSB50215 Diploma of Business

CRICOS CODE: 094017B

This qualification would apply to individuals with various job titles including executive officers, program consultants and program coordinators. Individuals in these roles may possess substantial experience in a range of settings, but seek to further develop their skills across a wide range of business functions. Conversely, it may also apply to those with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to develop in order to create further educational and employment opportunities.

Course Fees (AUD \$)

Registration Fee	\$500 (non-refundable)
Material Fee	\$1,000
Tuition Fee	\$8,500
Total	\$10,000

Fees include all material costs and learning resources.

Course Duration

Delivery will occur over an 52 Week (44 weeks training and 8 weeks holiday break) period of full time study.

- Where students successfully apply for credit and/or RPL the course duration will be shortened accordingly and adjustments made to any COE issued or remove it or add to course duration.

Entry/ Admission Requirements

Pre-Training Review (PTR):

- Selection for enrolment in SPIC courses will be approved for applicants who meet the qualification selection criteria during the PTR prior to the confirmation of enrolment at SPIC. A satisfactory outcome of PTR with authorised SPIC Staff or representative will ensure applicants are placed in a suitable course with an appropriate training and assessment strategy. SPIC review applicants existing knowledge, skills, experience and qualifications. SPIC will then review this information in conjunction with other admission requirements below.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Prior Achievement Requirements

- Basic Computer Skills
- A good command of written English
- Meet all Student Visa requirements, including:
 - Year 12 academic education (or equivalent)
- * Students with overseas qualifications will need to have level equivalency determined by the Department of Education, Skills and Employment, online applications here: <https://internationaleducation.gov.au/services-and-resources/services-for-individuals/qualifications-assessments/pages/qualification-assessment.aspx>

LLN Requirements

- The qualification has been analysed to determine the Australian Core Skills Framework (ACSF) levels of Learning, Reading, Writing, Oral Communication and Numeracy. This is detailed in the Diploma of Business ACSF Profile.

ma of Business ACSF Profile.

- Students entering this qualification will have their LLN skills compared to the ACSF levels of the course to determine if there are specific support requirements needed, and make a recommendation about the suitability of the student to enrol.
- See the SPIC LLN Policy & Procedures for more details.

English Language Requirements

All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with DHA recommendations

- IELTS overall band of 5.5 or
 - TOEFL IBT test score band of 54-56 equivalents or
 - PTE Academic band score 42 equivalent or
 - Satisfactory completion of General English – Upper Intermediate level or
 - Successful Completion of Certificate III in Spoken and Written English (10725NAT) or equivalent course or
 - Successful completion of Senior Secondary certificate of education in Australia conducted in English or
 - Completion of full-time studies in Australia towards a Certificate IV or above or a foundation course or
 - Student's first language is English or
 - Student was educated for 5 years in an English speaking country.
- If there are doubts about the student's English language skills to cope in an academic environment and if he/she cannot provide a satisfactory IELTS score or equivalent, the student will undergo the college English placement test and be required to complete it with a satisfactory result.

Assessment Methods

Assessments will be conducted face to face which could include:

- Direct observation – in a simulated classroom environment – usually role plays
- Product based methods – these are generally reports, case studies, projects and presentations.
- Questioning – written and verbal questioning is used for a number of assessment tasks.
- A combination of the above methods.

Job Roles

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

- Manager
- Senior administrator
- Senior executive

Course Delivery

- Face to face at our Gold Coast Campus - 20 hours per week of classroom based training sessions
- 8 hours of self study including structured self-directed learning & completing assessment work started in class
- Up to an hour per week of individual support if required

UNITS OF COMPETENCE			
Unit Code	Title	Unit Code	Title
BSBWOR501	Manage Personal Work Priorities and Professional Development	BSBPMG522	Undertake project work
BSBADM502	Manage meetings	BSBR5K501	Manage risk
BSBWHS501	Ensure a safe workplace	BSBCUS501	Manage quality customer service
BSBADM506	Manage business document design and development	BSBHRM506	Manage recruitment, selection and induction process

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

Training product status: Superseded as of 18th October 2020. Students will be transitioned to the equivalent new qualification as soon as practicable prior to 18th April 2022 and students will be advised of the impacts in writing.

BSB60215

Advanced Diploma of Business

CRICOS CODE: 094019M

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

Course Fees (AUD \$)

Registration Fee	\$500 (non-refundable)
Material Fee	\$1,500
Tuition Fee	\$10,250
Total	\$12,250

Fees include all material costs and learning resources.

Course duration

Delivery will occur over an 80 Week (66 weeks training and 14 weeks holiday break) period of full time study.

- Where students successfully apply for credit and/or RPL the course duration will be shorten accordingly and adjustments made to any COE issued or remove it or add to course duration.

Ery/ Admission Requirements

Pre-Training Review (PTR):

- Selection for enrolment in SPIC courses will be approved for applicants who meet the qualification selection criteria during the PTR prior to the confirmation of enrolment at SPIC. A satisfactory outcome of PTR with authorised SPIC Staff or representative will ensure applicants are placed in a suitable course with an appropriate training and assessment strategy. SPIC review applicants existing knowledge, skills, experience and qualifications. SPIC will then review this information in conjunction with other admission requirements below.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Prior Achievement Requirements

- Basic Computer Skills
- A good command of written English
- Meet all Student Visa requirements, including:
 - Year 12 academic education (or equivalent)
- * Students with overseas qualifications will need to have level equivalency determined by the Department of Education, Skills and Employment, online applications here: <https://internationaleducation.gov.au/services-and-resources/services-for-individuals/qualifications-assessments/pages/qualification-assessment.aspx>

LLN Requirements

- The qualification has been analysed to determine the Australian Core Skills Framework (ACSF) levels of Learning, Reading, Writing, Oral Communication and Numeracy. This is detailed in the Advanced Diploma of Business ACSF Profile.

- Students entering this qualification will have their LLN skills compared to the ACSF levels of the course to determine if there are specific support requirements needed, and make a recommendation about the suitability of the student to enrol.
- See the SPIC LLN Policy & Procedures for more details.

English Language Requirements

All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with DHA recommendations

- IELTS overall band of 5.5 or
 - TOEFL IBT test score band of 54-56 equivalents or
 - PTE Academic band score 42 equivalent or
 - Satisfactory completion of General English – Upper Intermediate level or
 - Successful Completion of Certificate III in Spoken and Written English (10725NAT) or equivalent course or
 - Successful completion of Senior Secondary certificate of education in Australia conducted in English or
 - Completion of full-time studies in Australia towards a Certificate IV or above or a foundation course or
 - Student's first language is English or
 - Student was educated for 5 years in an English speaking country.
- If there are doubts about the student's English language skills to cope in an academic environment and if he/she cannot provide a satisfactory IELTS score or equivalent, the student will undergo the college English placement test and be required to complete it with a satisfactory result.

Assessment Methods

Assessments will be conducted face to face which could include:

- Direct observation – in a simulated classroom environment – usually role plays
- Product based methods – these are generally reports, case studies, projects and presentations.
- Questioning – written and verbal questioning is used for a number of assessment tasks.
- A combination of the above methods.

Job Roles

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

- Manager
- Senior administrator
- Senior executive

Course Delivery

- Face to face at our Gold Coast Campus - 20 hours per week of classroom based training sessions
- 8 hours of self study including structured self-directed learning & completing assessment work started in class
- Up to an hour per week of individual support if required

UNITS OF COMPETENCY			
Unit Code	Title	Unit Code	Title
BSBRSK501	Manage risk	BSBMKG609	Develop a marketing plan
BSBINN601	Lead and manage organisational change	BSBMKG607	Manage market research
BSBINM601	Manage knowledge and information	BSBMKG608	Develop organisational marketing objectives
BSBFIM601	Manage finances	BSBMGT617	Develop and implement a business plan

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

Training product status: Superseded as of 18th October 2020. Students will be transitioned to the equivalent new qualification as soon as practicable prior to 18th April 2022 and students will be advised of the impacts in writing.

BSB50420

Diploma of Leadership and Management

CRICOS CODE: 104307E

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

Individuals at this level display initiative and judgement in planning, organising, implementing and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements. They plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse and synthesise information from a variety of sources.

Course Fees (AUD \$)

Registration Fee	\$500 (non-refundable)
Material Fee	\$1,000
Tuition Fee	\$8,500
Total	\$10,000

Fees include all material costs and learning resources.

Course duration

Delivery will occur over an 52 Week (50 weeks training and 2 weeks holiday break) period of full time study.

- Where students successfully apply for credit and/or RPL the course duration will be shorten accordingly and adjustments made to any COE issued or remove it or add to course duration.

Entry/ Admission Requirements

Pre-Training Review (PTR):

- Selection for enrolment in SPIC courses will be approved for applicants who meet the qualification selection criteria during the PTR prior to the confirmation of enrolment at SPIC. A satisfactory outcome of PTR with authorised SPIC Staff or representative will ensure applicants are placed in a suitable course with an appropriate training and assessment strategy. SPIC review applicants existing knowledge, skills, experience and qualifications. SPIC will then review this information in conjunction with other admission requirements below.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Prior Achievement Requirements

- Basic Computer Skills
- A good command of written English
- Meet all Student Visa requirements, including:
 - Year 12 academic education (or equivalent)
- * Students with overseas qualifications will need to have level equivalency determined by the Department of Education, Skills and Employment, online applications here: <https://internationaleducation.gov.au/services-and-resources/services-for-individuals/qualifications-assessments/pages/qualification-assessment.aspx>

LLN Requirements

- The qualification has been analysed to determine the Australian Core Skills Framework (ACSF) levels of Learning, Reading, Writing, Oral Communication and Numeracy. This is detailed in the Diploma of Leadership and Management ACSF Profile.

- Students entering this qualification will have their LLN skills compared to the ACSF levels of the course to determine if there are specific support requirements needed, and make a recommendation about the suitability of the student to enrol.
- See the SPIC LLN Policy & Procedures for more details.

English Language Requirements

All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with DHA recommendations

- IELTS overall band of 5.5 or
 - TOEFL IBT test score band of 54-56 equivalents or
 - PTE Academic band score 42 equivalent or
 - Satisfactory completion of General English – Upper Intermediate level or
 - Successful Completion of Certificate III in Spoken and Written English (10725NAT) or equivalent course or
 - Successful completion of Senior Secondary certificate of education in Australia conducted in English or
 - Completion of full-time studies in Australia towards a Certificate IV or above or a foundation course or
 - Student's first language is English or
 - Student was educated for 5 years in an English speaking country.
- If there are doubts about the student's English language skills to cope in an academic environment and if he/she cannot provide a satisfactory IELTS score or equivalent, the student will undergo the college English placement test and be required to complete it with a satisfactory result.

Assessment Methods

Assessments will be conducted face to face which could include:

- Direct observation – in a simulated classroom environment – usually role plays
- Product based methods – these are generally reports, case studies, projects and presentations.
- Questioning – written and verbal questioning is used for a number of assessment tasks.
- A combination of the above methods.

Job Roles

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

- Office Manager
- Business Development Manager
- Corporate Services Manager
- Senior Administrator
- Senior Executive

Course Delivery

- Face to face at our Gold Coast Campus - 20 hours per week of classroom based training sessions
- 8 hours of self study including structured self-directed learning & completing assessment work started in class
- Up to an hour per week of individual support if required

UNITS OF COMPETENCY			
Unit Code	Title	Unit Code	Title
BSBLDR523	Lead and manage effective workplace relationships	BSBLDR522	Manage people performance
BSBPEF502	Develop and use emotional intelligence	BSBST502	Facilitate continuous improvement
BSBOPS502	Manage business operational plans	BSBWHS521	Ensure a safe workplace for a work area
BSBTWK502	Manage team effectiveness	BSBTWK503	Manage meetings
BSBCMM511	Communicate with influence	BSBOPS505	Manage organisational customer service
BSBCRT511	Develop critical thinking in others	BSBPEF501	Manage personal and professional development

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

This qualification reflects the role of individuals who apply specialised knowledge and skills, together with experience in leadership and management, across a range of enterprise and industry contexts. Individuals at this level use initiative and judgement to plan and implement a range of leadership and management functions, with accountability for personal and team outcomes within broad parameters. They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.

Course Fees (AUD \$)

Registration Fee	\$500 (non-refundable)
Material Fee	\$1,500
Tuition Fee	\$10,500
Total	\$12,500

Fees include all material costs and learning resources.

Course duration

Delivery will occur over an 80 Week (66 weeks training and 14 weeks holiday break) period of full time study.

- Where students successfully apply for credit and/or RPL the course duration will be shorten accordingly and adjustments made to any COE issued or remove it or add to course duration.

Entry/ Admission Requirements

Pre-Training Review (PTR):

- Selection for enrolment in SPIC courses will be approved for applicants who meet the qualification selection criteria during the PTR prior to the confirmation of enrolment at SPIC. A satisfactory outcome of PTR with authorised SPI Staff or representative will ensure applicants are placed in a suitable course with an appropriate training and assessment strategy, SPIC review applicants existing knowledge, skills, experience and qualifications. SPIC will then review this information in conjunction with other admission requirements below.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Prior Achievement Requirements

- Basic Computer Skills
- A good command of written English
- Meet all Student Visa requirements, including:
 - Year 12 academic education (or equivalent)
- * Students with overseas qualifications will need to have level equivalency determined by the Department of Education, Skills and Employment, online applications here: <https://internationaleducation.gov.au/services-and-resources/services-for-individuals/qualifications-assessments/pages/qualification-assessment.aspx>

LLN Requirements

- The qualification has been analysed to determine the Australian Core Skills Framework (ACSF) levels of Learning, Reading, Writing, Oral Communication and Numeracy. This is detailed in the Advanced Diploma of Leadership and Management ACSF Profile.

- Students entering this qualification will have their LLN skills compared to the ACSF levels of the course to determine if there are specific support requirements needed, and make a recommendation about the suitability of the student to enrol.
- See the SPIC LLN Policy & Procedures for more details.

English Language Requirements

All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with DHA recommendations

- IELTS overall band of 5.5 or
 - TOEFL IBT test score band of 54-56 equivalents or
 - PTE Academic band score 42 equivalent or
 - Satisfactory completion of General English – Upper Intermediate level or
 - Successful Completion of Certificate III in Spoken and Written English (10725NAT) or equivalent course or
 - Successful completion of Senior Secondary certificate of education in Australia conducted in English or
 - Completion of full-time studies in Australia towards a Certificate IV or above or a foundation course or
 - Student's first language is English or
 - Student was educated for 5 years in an English speaking country.
- If there are doubts about the student's English language skills to cope in an academic environment and if he/she cannot provide a satisfactory IELTS score or equivalent, the student will undergo the college English placement test and be required to complete it with a satisfactory result.

Assessment Methods

Assessments will be conducted face to face which could include:

- Direct observation – in a simulated classroom environment – usually role plays
- Product based methods – these are generally reports, case studies, projects and presentations.
- Questioning – written and verbal questioning is used for a number of assessment tasks.
- A combination of the above methods.

Job Roles

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

- Customer Service Manager
- Business Manager
- Business Analyst

Course Delivery

- Face to face at our Gold Coast Campus - 20 hours per week of classroom based training sessions
- 8 hours of self study including structured self-directed learning & completing assessment work started in class
- Up to an hour per week of individual support if required

UNITS OF COMPETENCY

Unit Code	Title	Unit Code	Title
BSBMKG609	Develop a marketing plan	BSBFIM601	Manage finances
BSBMGT605	Provide leadership across the organisation	BSBMGT617	Develop and implement a business plan
BSBMGT616	Develop and implement strategic plans	BSBIPR601	Develop and implement strategies for intellectual property management
BSBINN601	Lead and manage organisational change	BSBSUS501	Develop workplace policy and procedures for sustainability
BSBRKS501	Manage risk	BSBWHS605	Develop, implement and maintain WHS management systems
BSBMGT608	Manage innovation and continuous improvement	BSBCOM603	Plan and establish compliance management systems

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

Training product status: Superseded as of 18th October 2020. Students will be transitioned to the equivalent new qualification as soon as practicable prior to 18th April 2022 and students will be advised of the impacts in writing.

SIT30816 Certificate III in Commercial Cookery

CRICOS CODE: 094021F

This qualification reflects the role of commercial cooks who use a wide range of well-developed cookery skills and sound knowledge of kitchen operations to prepare food and menu items. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

Course Fees (AUD \$)

Registration Fee	\$500 (non-refundable)
Material Fee	\$1,500
Tuition Fee	\$10,000
Total Course	\$12,000

Fees include all material costs and learning resources.

Course duration

Delivery will occur over an **49 Week (47 weeks training and 2 weeks holiday break)** period of full time study.

- Where students successfully apply for credit and/or RPL the course duration will be shortened accordingly and adjustments made to any COE issued or remove it or add to course duration.

Entry/ Admission Requirements

Pre-Training Review (PTR):

- Selection for enrolment in SPIC courses will be approved for applicants who meet the qualification selection criteria during the PTR prior to the confirmation of enrolment at SPIC. A satisfactory outcome of PTR with authorised SPIC Staff or representative will ensure applicants are placed in a suitable course with an appropriate training and assessment strategy. SPIC review applicants existing knowledge, skills, experience and qualifications. SPIC will then review this information in conjunction with other admission requirements below.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Prior Achievement Requirements

- Basic Computer Skills
- A good command of written English
- * Students with overseas qualifications will need to have level equivalency determined by the Department of Education, Skills and Employment, online applications here:
<https://internationaleducation.gov.au/services-and-resources/services-for-individuals/qualifications-assessments/pages/qualification-assessment.aspx>

LLN Requirements

- The qualification has been analysed to determine the Australian Core Skills Framework (ACSF) levels of Learning, Reading, Writing, Oral Communication and Numeracy. This is detailed in the Certificate III in Commercial Cookery ACSF Profile.
- Students entering this qualification will have their LLN skills com-

pared to the ACSF levels of the course to determine if there are specific support requirements needed, and make a recommendation about the suitability of the student to enrol.

- See the SPIC LLN Policy & Procedures for more details.

English Language Requirements

All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with DHA recommendations

- IELTS overall band of 5.5 or
 - TOEFL IBT test score band of 54-56 equivalents or
 - PTE Academic band score 42 equivalent or
 - Satisfactory completion of General English – Upper Intermediate level or
 - Successful Completion of Certificate III in Spoken and Written English (10725NAT) or equivalent course or
 - Successful completion of Senior Secondary certificate of education in Australia conducted in English or
 - Completion of full-time studies in Australia towards a Certificate IV or above or a foundation course or
 - Student's first language is English or
 - Student was educated for 5 years in an English speaking country.
- If there are doubts about the student's English language skills to cope in an academic environment and if he/she cannot provide a satisfactory IELTS score or equivalent, the student will undergo the college English placement test and be required to complete it with a satisfactory result.

Assessment Methods

Assessments will be conducted face to face which could include:

- Direct observation – in a simulated classroom environment – usually role plays
- Product based methods – these are generally reports, case studies, projects and presentations.
- Questioning – written and verbal questioning is used for a number of assessment tasks.
- A combination of the above methods.

Job Roles

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

- Work as a cook. This qualification provides a pathway to work as a commercial cook in organisations such as restaurants, hotels, clubs, pubs, cafes, cafeterias and coffee shops.

Course Delivery

- Face to face at our Gold Coast Campus - 20 hours per week of classroom based training sessions
- 8 hours of self study including structured self-directed learning & completing assessment work started in class
- Up to an hour per week of individual support if required

UNITS OF COMPETENCY					
Unit Code	Title	Unit Code	Title	Unit Code	Title
SITHCCC005	Prepare dishes using basic methods of cookery	SITXFSA001	Use hygienic practices for food safety	SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes
SITHCCC018	Prepare food to meet special dietary requirements	HLTAID003	Provide first aid	SITXWHS001	Participate in safe work practices
SITXFSA002	Participate in safe food handling practices	SITHKOP001	Clean kitchen premises and equipment	SITHCCC020	Work effectively as a cook (48 shifts)
SITHCCC001	Use food preparation equipment	SITXINV002	Maintain the quality of perishable items	SITHKOP005	Coordinate cooking operations
SITHCCC006	Prepare appetisers and salads	SITHCCC007	Prepare stocks, sauces and soups	SITXWHS003	Implement and monitor work health and safety practices
SITHPAT006	Produce desserts	SITHCCC014	Prepare meat dishes	BSBSU201	Participate in environmentally sustainable work practices
SITHCCC019	Produce cakes, pastries and breads	SITHCCC013	Prepare seafood dishes	SITXHRM001	Provide first aid
SITHKOP004	Develop menus for special dietary requirements	SITHCCC012	Prepare poultry dishes	BSBWOR203	Work effectively with others

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

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

Training product status: Superseded as of 18th October 2020. Students will be transitioned to the equivalent new qualification as soon as practicable prior to 18th April 2022 and students will be advised of the impacts in writing.

SIT40516

Certificate IV in Commercial Cookery

CRICOS CODE: 094022E

This qualification reflects the role of commercial cooks who have a supervisory or team leading role in the kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

Course Fees (AUD\$)

Registration Fee	\$ 500 (non-refundable)
Material Fee	\$1,500
Tuition Fee	\$12,800
Total	\$14,800

Fees include all material costs and learning resources.

Course duration

Delivery will occur over an 19 Week (17 weeks training and 2 weeks holiday break) period of full time study.

- Where students successfully apply for credit and/or RPL the course duration will be shorten accordingly and adjustments made to any COE issued or remove it or add to course duration.

Entry/ Admission Requirements

Pre-Training Review (PTR):

- Selection for enrolment in SPIC courses will be approved for applicants who meet the qualification selection criteria during the PTR prior to the confirmation of enrolment at SPIC. A satisfactory outcome of PTR with authorised SPIC Staff or representative will ensure applicants are placed in a suitable course with an appropriate training and assessment strategy. SPIC review applicants existing knowledge, skills, experience and qualifications. SPIC will then review this information in conjunction with other admission requirements below.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Prior Achievement Requirements

- Basic Computer Skills
- A good command of written English
- * Students with overseas qualifications will need to have level equivalency determined by the Department of Education, Skills and Employment, online applications here: <https://internationaleducation.gov.au/services-and-resources/services-for-individuals/qualifications-assessments/pages/qualification-assessment.aspx>

LLN Requirements

- The qualification has been analysed to determine the Australian Core Skills Framework (ACSF) levels of Learning, Reading, Writing, Oral Communication and Numeracy. This is detailed in the Certificate IV in Commercial Cookery ACSF Profile.

- Students entering this qualification will have their LLN skills compared to the ACSF levels of the course to determine if there are specific support requirements needed, and make a recommendation about the suitability of the student to enrol.
- See the SPIC LLN Policy & Procedures for more details.

English Language Requirements

All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with DHA recommendations

- IELTS overall band of 5.5 or
 - TOEFL IBT test score band of 54-56 equivalents or
 - PTE Academic band score 42 equivalent or
 - Satisfactory completion of General English – Upper Intermediate level or
 - Successful Completion of Certificate III in Spoken and Written English (10725NAT) or equivalent course or
 - Successful completion of Senior Secondary certificate of education in Australia conducted in English or
 - Completion of full-time studies in Australia towards a Certificate IV or above or a foundation course or
 - Student's first language is English or
 - Student was educated for 5 years in an English speaking country.
- If there are doubts about the student's English language skills to cope in an academic environment and if he/she cannot provide a satisfactory IELTS score or equivalent, the student will undergo the college English placement test and be required to complete it with a satisfactory result.

Assessment Methods

Assessments will be conducted face to face which could include:

- Direct observation – in a simulated classroom environment – usually role plays
- Product based methods – these are generally reports, case studies, projects and presentations.
- Questioning – written and verbal questioning is used for a number of assessment tasks.
- A combination of the above methods.

Job Roles

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

- chef
- chef de partie.

Course Delivery

- Face to face at our Gold Coast Campus - 20 hours per week of classroom based training sessions
- 8 hours of self study including structured self-directed learning & completing assessment work started in class
- Up to an hour per week of individual support if required

UNITS OF COMPETENCY

Unit Code Title

SITXMG001	Monitor work operations	SITXHRM002	Roster staff
SITXCOM005	Manage conflict	BSBSUS401	Implement and monitor environmentally sustainable work practices
BSBDIV501	Manage diversity in the workplace	SITXFIN003	Manage finances within a budget
SITXHRM003	Lead and manage people	SITHIND002	Source and use information on the hospitality industry
BSBCMM401	Make a presentation	For further details of these units visit www.training.gov.au	

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

Training product status: Superseded as of 18th October 2020. Students will be transitioned to the equivalent new qualification as soon as practicable prior to 18th April 2022 and students will be advised of the impacts in writing.

Diploma of Hospitality Management - SIT50416

CRICOS CODE: 094023D

This qualification reflects the role of highly skilled senior operators who use a broad range of hospitality skills combined with managerial skills and sound knowledge of industry to coordinate hospitality operations. They operate independently, have responsibility for others and make a range of operational business decisions.

This qualification provides a pathway to work in any hospitality industry sector as a departmental or small business manager. The diversity of employers includes restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, cookery, food and beverage and gaming.

Course Fees (AUD\$)

Registration Fee	\$500 (non-refundable)
Material Fee	\$1,000
Tuition Fee	\$10,300
Total	\$11,800

Fees include all material costs and learning resources.

Course duration

Delivery will occur over an 68 Week (55 weeks training and 13 weeks holiday break) period of full time study.

- Where students successfully apply for credit and/or RPL the course duration will be shortened accordingly and adjustments made to any COE issued or remove it or add to course duration.

Entry/ Admission Requirements

Pre-Training Review (PTR):

- Selection for enrolment in SPIC courses will be approved for applicants who meet the qualification selection criteria during the PTR prior to the confirmation of enrolment at SPIC. A satisfactory outcome of PTR with authorised SPIC Staff or representative will ensure applicants are placed in a suitable course with an appropriate training and assessment strategy. SPIC review applicants existing knowledge, skills, experience and qualifications. SPIC will then review this information in conjunction with other admission requirements below.

Age Requirements

SPIC requires that all students must be 18 years of age or above at the commencement of the course.

Prior Achievement Requirements

- Basic Computer Skills
- A good command of written English
- * Students with overseas qualifications will need to have level equivalency determined by the Department of Education, Skills and Employment, online applications here: <https://internationaleducation.gov.au/services-and-resources/services-for-individuals/qualifications-assessments/pages/qualification-assessment.aspx>

LLN Requirements

- The qualification has been analysed to determine the Australian Core Skills Framework (ACSF) levels of Learning, Reading, Writing, Oral Communication and Numeracy. This is detailed in the Diploma of Hospitality Management ACSF Profile.

- Students entering this qualification will have their LLN skills compared to the ACSF levels of the course to determine if there are specific support requirements needed, and make a recommendation about the suitability of the student to enrol.
- See the SPIC LLN Policy & Procedures for more details.

English Language Requirements

All students entering this qualification must have the following minimum score of an internationally recognized English Language proficiency tests or equivalent in line with DHA recommendations

- IELTS overall band of 5.5 or
 - TOEFL IBT test score band of 54-56 equivalents or
 - PTE Academic band score 42 equivalent or
 - Satisfactory completion of General English – Upper Intermediate level or
 - Successful Completion of Certificate III in Spoken and Written English (10725NAT) or equivalent course or
 - Successful completion of Senior Secondary certificate of education in Australia conducted in English or
 - Completion of full-time studies in Australia towards a Certificate IV or above or a foundation course or
 - Student's first language is English or
 - Student was educated for 5 years in an English speaking country.
- If there are doubts about the student's English language skills to cope in an academic environment and if he/she cannot provide a satisfactory IELTS score or equivalent, the student will undergo the college English placement test and be required to complete it with a satisfactory result.

Assessment Methods

Assessments will be conducted face to face which could include:

- Direct observation – in a simulated classroom environment – usually role plays
- Product based methods – these are generally reports, case studies, projects and presentations.
- Questioning – written and verbal questioning is used for a number of assessment tasks.
- A combination of the above methods.

Job Roles

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

- café manager
- kitchen manager
- gaming manager
- restaurant manager

Course Delivery

- Face to face at our Gold Coast Campus - 20 hours per week of classroom based training sessions
- 8 hours of self study including structured self-directed learning & completing assessment work started in class
- Up to an hour per week of individual support if required

UNITS OF COMPETENCY

Unit Code	Title	Unit Code	Title	Unit Code	Title
SITXMG001	Monitor work operations	SSITHIND002	Source and use information on the hospitality industry	BSBMKG401	Profile the market
SITXCOM005	Manage conflict	SITXWHS001	Participate in safe work practices	BSBRES411	Analyse and present research information
BSBDIV501	Manage diversity in the workplace	SITXWHS003	Implement and monitor work health and safety practices	BSBRSK501	Manage risk
SITXHRM003	Lead and manage people	SITXFS001	Use hygienic practices for food safety	BSBADM502	Manage meetings
BSBCMM401	Make a presentation	SITHIND004	Work effectively in hospitality service (36 shifts)	SITXCCS007	Enhance customer service experiences
SITXHRM002	Roster staff	SITHIND001	Use hygienic practice for hospitality service	SITXMG002	Establish and conduct business relationships
SITXHRM001	Coach others in job skills	SITXCCS008	Develop and manage quality customer service practices	SITXGLC001	Research and comply with regulatory requirements
HLTAID003	Provide first aid	BSBITU306	Design and produce business document	SITXFIN004	Prepare and monitor budgets
SITXFIN003	Manage finances within a budget	BSBSUS501	Develop workplace policy and procedures for sustainability	BSBMGT517	Manage operational plan
For further details of these units visit www.bsb.edu.au				BSBMKG413	Promote products and services

Note: Delivery method is Online via video conferencing with phone and email support during COVID-19.

Training product status: Superseded as of 18th October 2020. Students will be transitioned to the equivalent new qualification as soon as practicable prior to 18th April 2022 and students will be advised of the impacts in writing.

Compliance Policy & Procedures

11



Complaints & Appeals Policy & Procedures

1.0 Policy

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

The RTO has a complaints policy to manage and respond to allegations involving the conduct of:

- the RTO, its trainers, assessors or other staff
- a third party providing services on the RTO's behalf, its trainers, assessors or other staff or
- a learner of the RTO

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

1. Responsibility

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

1.2. Requirements

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

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

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

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

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

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

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

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

I. For internal complaints and appeals:

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

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

- Deferral of commencement, suspension or cancelling a student enrolment
- Non achievement of satisfactory course progress

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

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

M. Students may have extenuating circumstances that prevent them from attending scheduled course dates that may include but are not limited to illness, family or personal matters, moving back to the home country (with confirmed one way tickets only) or other reasons that are out of the ordinary. Where evidence can be successfully provided to support the student's circumstances, course fees may either be transferred to the next available course where ap-

plicable, or a refund of unused course fees can be issued. This decision of assessing the extenuating circumstances is on the discretion the CEO and shall be assessed on a case by case situation. Please note that the student is not eligible to apply for any refund in case of change of mind that may include but are not limited e.g. change of course or transfer to the other provider in same or different city due to any reason

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

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

P. SPIC is a member of RESOLUTION INSTITUTE as a Student Mediation Scheme member availing the following services from RESOLUTION INSTITUTE:

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

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

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

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

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

- Contact a solicitor; or-
- Contact the Queensland Law Society, Law Society House, 179 Ann Street, Brisbane QLD 4000, telephone 1300 367 757 for a referral to a solicitor.

2.0 Procedure

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

2.1 Informal Complaints

• Any student with an issue, question or complaint may raise the matter with staff of the Registered Training Organization and attempt an informal resolution of the question or complaint.

• Students with an issue, question or complaint can arrange a meeting to discuss the matter with one of the following Institute staff members who are responsible to try and resolve the issue, question or complaint with the student:

- o Trainer
- o Training Manager/ Head of Studies/ Course Coordinator
- o Admin Manager
- o Student Support Officer

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

• The Student Support Officer will try and resolve the complaint at the meeting or if required investigate the matter and then arrange another meeting with the student to discuss the outcome of investigation and offer a solution if appropriate.

• Students who are not satisfied with the outcome of their discussion of the issue, question or complaint are encouraged to register a formal complaint.

Formal Complaint Process – purpose

• The formal complaint process will commence within 10 working days of the formal lodgment of the complaint or appeal and supporting information

• A maximum time of 10 working days from the commencement of the formal complaint process will be allowed for

Complaints & Appeals Policy & Procedures

the resolution unless all parties agree in writing to extend this time. This period is called the resolution phase.

- Formal complaints must be lodged using the Student complaint form which can be found on the website or be requested from the reception desk, the Student Support Officer.

- Formal complaints must be recorded in the Institute Complaints Register.

Formal Complaint Process – general complaints

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

- Obtaining a copy of the Student complaint form which can be requested from the reception desk or the Student Support Officer.

- Completing the Student complaint form

- Lodging the Student complaint form with the Student Support Officer

- Students having difficulty completing the Student complaint form should ask a trainer/assessor to assist them

- Once the Student complaint form is lodged with the Student Support Officer it will be dealt with as described in the formal complaint process below.

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

During the formal complaint process:

- Students will have an opportunity to formally present their case to the Student Support Officer, in writing or in person at no cost to the student

- Students may be accompanied and assisted by a support person at any meetings involving the complaint.

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

The role of the Student Support Officer or Training Manager/ Head of Studies/ Course Coordinator is to:

- Assist the student register their formal complaint
- Ensure the resolution phase commences within 10 working days of the written complaint being lodged
- Provide the student, or the students representative, with an opportunity to present their complaint
- Ensure they fully understand the student's complaint
- Work with the student to identify how the complaint can

be resolved to the satisfaction of the student

- Consult and negotiate with the all parties involved with the complaint in order to obtain their commitment and agreement to the proposed solution

- Formally document the resolution to the complaint including reasons for the method of resolution and provide the student with a written copy of the document

- Arrange for the proposed resolution to be signed off by the student.

- Monitor the implementation of the resolution to ensure that all parties adhere to the agreed resolution.

- Ensure that the details of the complaint are recorded in the Institute Complaints Register and reported (via the Student Support Officers report) to the Institute Monthly Management Group meetings for continuous improvement purposes.

- Advise the student to take the complaint to appeal if a resolution cannot be agreed upon

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

Complaints are to include the following information:

- o Submission date of complaint
- o Name of complainant;
- o Nature of complaint;
- o Date of the event which lead to the complaint
- o Attachments (if applicable)

- Once a formal complaint is received it is to be entered into the 'Complaints and Appeals Register' which is monitored by the Admin Manager regularly. The information to be contained and updated within the register is as follows:

- o Submission date of complaint
- o Name of complainant
- o Description of complaint / appeal
- o Determined Resolution
- o Date of Resolution

- A student may be assisted or accompanied by a support person regardless of the nature of the issue or complaint throughout the process at all times.

- Once a decision has been reached the Admin Manager shall be required to inform all parties involved of any decisions or outcomes that are concluded in writing. Within the notification of the outcome of the formal complaint the students shall also be notified that they have the right of appeal. To appeal a decision, SPIC must receive, in writing, grounds of the appeal. Students are referred to the ap-

peals procedure.

- Copies of all documentation, outcomes and further action required will be placed into the 'Complaints and Appeals Register' by the Admin Manager and on the students file.

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

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

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

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

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

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

During the formal complaint process:

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

The role of the Complaints Panel is to:

- Ensure the resolution phase commences within 10 working days of the written complaint being lodged
- Provide the student, or the students representative, with an opportunity to present their complaint to the Complaints Panel
- Consider the evidence that the Institute holds which lead to issuing a notice of intention to report

- Consider the evidence presented by the student or the students representative

- Ensure they fully understand the complaint and the matters raised by the student or the student's representative
- Review all the evidence and information provided by the student or the students representative and the Institute
- Consider if there are any applicable extenuating circumstances supporting the students case
- Make an independent decision, based on the evidence to either support the students case and cancel the notice of intention to report or support the Institute case and proceed with the Intention to report
- Within 24 hours of making its decision the panel must have formally documented the decision of the panel including reasons for the decision and convey the written decision and reasons for the decision to the student
- Advise the student to take the complaint to appeal if they are not satisfied with the outcome.

Formal Complaint Process – finalisation

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

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

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

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

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

2.2 Appealing a Decision

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

- o Assessments conducted
- o Deferral, suspension, or cancellation decisions made in relation to the student's enrolment

Complaints & Appeals Policy & Procedures

o Or any other conclusion / decision that is made after a complaint has been dealt with by SPIC in the first instance.

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

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

o The student shall be notified in writing of the outcome with reasons for the decisions, and the 'Complaints and Appeals Register' updated. The student shall also be provided the option of activating

Internal Appeal Process - purpose

Internal appeals may arise from a number of sources including appeals against assessment, appeals against discipline actions, appeals against notification of an intention to report a student to Department of Home Affairs and appeals against decisions arising from complaints. The essential nature of an appeal is that it is a request by a student for the Institute to reconsider a decision made by the Institute. Students who are not satisfied with the outcome of a formal complaint or wish to appeal a decision made by the Institute are encouraged to appeal against the Institute decision by:

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

A student's enrolment will be maintained whilst an appeal is in progress and the outcome has not been determined. The procedure will commence within 10 working days of the formal lodgment of the complaint or appeal and supporting information and all reasonable measures are taken to finalise the process as soon as practicable. The complainant or appellant is given a written statement of the outcome, including details of the reasons for the outcome. A maximum time of 10 working days from the commencement of the appeal resolution phase will be allowed for the appeal resolution unless all parties agree in writing to extend this time.

Internal Appeal Process - general

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

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

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

The role of the Appeal Panel is to:

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

Internal Appeal Process - assessment

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

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

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

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

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

If the assessor decides to refuse the student an opportunity for re-assessment, the student may lodge a formal appeal

by submitting a complaints and appeal form. The student must provide reasons for the appeal along with any supporting evidence.

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

- If the appeal is in relation to the Admin Manager's decision another member of staff will deal with the process.
- The staff member reviews all the supporting documentation and discusses the situation with the assessor and student. A decision will be made after all the evidence has been considered.
- Students will be forwarded a letter (by email or post) acknowledging the receipt of their appeal and a copy of this policy and procedure within 2 working days of SPIC receiving the Complaints and appeals form. If the Admin Manager or other staff member handling the process decides that the student's appeal be upheld the following will apply.
- The assessment in question will be marked by a different assessor and the outcome communicated to the student.
- The assessor should document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the student's file.
- The student will be awarded the grade that gives them the most favourable outcome between the two submissions.
- If the student's appeal is refused they will be sent written notification of the outcome within two working days of the decision being made. This will also include reasons and details for the decision. The letter will also inform the student of their right to access the external appeals process and how to do so.
- Students can only appeal an assessment decision once.
- If students are dissatisfied with the outcome of the internal appeals process, they may access the external appeals process. Details of this procedure and how to access it are outlined below.
- Students may also seek to pursue a legal route if they feel unsatisfied with the outcome. Costs of any legal action incurred by the student are to be covered by the student.

Internal Appeal Process – finalization

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

Following the internal appeals phase the Institute will implement the decision as conveyed to the student and undertake any improvement actions arising from the complaint through the Institute continuous improvement process. If there is any matter arising from a student informal complaint, formal complaint or appeal that is a systemic issue

which requires improvement action this will be reported in writing (via email to the CEO) to the Institute Management Group meeting so the matter can be recorded in the Institute Complaints Register and be used as part of the continuous improvement activities of the Institute.

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

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

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

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

External appeal process

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

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

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

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

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

All documentation must be placed in the student's file.

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

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

The student will be contacted within one business day of

Complaints & Appeals Policy & Procedures

receiving notification from the Overseas Students Ombudsman of the decision.

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

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

Other information to the students:

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

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

All student complainants

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

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

Relevant Documents:

- Complaints and appeals application form
- Complaints register
- Continuous improvement register

V4.0

Privacy Policy & Procedures

St Peters International College implements the Privacy and Personal Information Policy and Procedures to support and comply with Privacy legislative requirements including:

- Commonwealth Privacy Act 1988 and 13 Australian Privacy Principles (APPs),
- Victorian Information Privacy Act 2000.
- Freedom of Information Act 1982

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

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

1.4 The [Admin Manager](#) is responsible for the implementation and monitoring this policy and related procedures.

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

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

Reference: <http://www.oaic.gov.au/privacy/privacy-act/australian-privacy-principles>

1.7 SPIC designates the [CEO](#) to be responsible in the implementation of this policy and procedures.

1.8 Collection and use of personal information

a. St Peters International College will only collect personal information by fair and lawful means which is necessary for the functions of the RTO and is committed to ensuring the

confidentiality and security of the information provided to us.

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

1.9 Disclosure of personal information

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

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

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

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

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

Privacy Policy & Procedures

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

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

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

1.12 Security of personal information

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

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

1.13 Right to access and correct records

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

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

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

CEO

Angel Education Group Pty. Ltd. T/A St Peters International College

Level 1, 8 Short Street, Southport, QLD - 4215.

Work: +61 7 5635 1735 | Email: info@spic.qld.edu.au

How to complain about a breach in Privacy

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

Relevant Documents

- Complaints and Appeals policy and procedure

V3.0.

Transfer of Students between providers Policy & Procedures

1.0 Policy

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

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

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

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

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

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

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

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

1.9 Terminologies

- 'Principal Course' is the main course of study to be undertaken by an overseas student where the student

visa has been issued for multiple courses, and is usually the final course of study.

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

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

2.0 Procedure

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

Incoming students

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

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

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

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

Transfer of Students between providers Policy & Procedures

iii. Where a student has **NOT** completed 6 months of their principal course of study, SPIC may accept their enrolment application if the following conditions are met:

- The original registered provider has provided a written letter of release.
- They are asked to provide an appropriate letter of release in support of their application. To support the application, they can be provided with a 'Conditional Letter of Offer' (Appendix A) which clearly states that an offer of a place is contingent on their obtaining a letter of release.
- If they are in receipt of a Government scholarship, they should provide written support from this government agreeing to the change which will stand in lieu of any letter of release.
- Where the original institution or course has ceased to be registered, or sanctions have been imposed on the original institution by the Australian government which do not

allow the student to continue with the principal course, no letter of release is required. Evidence of this occurrence would need to be placed in the student file.

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

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

3.3 Outgoing students

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

- a. Students submit a completed Application to Defer, Suspend or Cancel Enrolment form to the **Student Support Officer** to transfer to another provider. The stu-

dent is provided with a receipt of his/her application. The application will be processed within 10 working days from the date the application was received.

- b. The circumstances for granting a 'Release Letter' are if:
 1. SPIC has cancelled/ceased to offer the students program (letter from RTO supplied)
 2. government sponsor considers the change to be in the student's best interest, if they are a sponsored student (written confirmation from sponsor required)
 3. Exceptional circumstances with the following documents:
 - a. A valid 'Offer of Enrolment' from the new provider authenticating the transfer
 - b. A letter from the student indicating the benefits of transferring from their current course of study.

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

- a. the transfer better meets the study capabilities of the student
- b. better meets the long term goals of the student, whether these relate to future work, education or personal aspirations
- c. The student wishes to change course in order to get access to greater support (may be through the services offered by another provider, commercial or non-for-profit services or through access to family, friends or a cultural support network).
- d. If the student claims or can provide evidence that his or her reasonable expectations about the current course are not being met.
- e. a student can provide evidence that he or she was misled by the provider or an education agent regarding the provider or its course, which constitutes a breach of the ESOS Act, or
- f. An appeal (internal or external) on a matter that may reasonably result in the student wishing to seek a transfer supports the student.

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

- i. Ensure any outstanding fees are paid

ii. Ensure the student is fully aware of all issues relating to the transferring of providers including their obligation to meet their student visa conditions.

iii. Check student records to ensure the student is not trying to avoid being reported to the appropriate government agency(s) due to lack of course progress or poor attendance records.

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

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

3.4 Granting a Letter of Release

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

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

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

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

3.5 Refusal to Grant a Letter of Release

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

b. New course outcome is not suitable to student situation

c. New course location is not suitable

d. Provider is not a CRICOS registered provider

e. The welfare of the student may be compromised

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

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

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

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

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

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

3.6 Appeals

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

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

Transfer of Students between providers Policy & Procedures

Appendix A: Conditional Letter of Offer

To *(Insert Student name)*,

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

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

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

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

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

Regards,

<Name>

Admin Manager

Appendix B: Letter of Release

To whom it may concern

Date:

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

Student Name: *(Insert Details)*

Student Visa number: *(Insert Details)*

Student Address: *(Insert Details)*

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

Provider name: *(Insert Details)*

Provider CRICOS number: *(Insert Details)*

Qualification code: *(Insert Details)*

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

St Peters International College will be notifying the appropriate government agency(s) of this change by terminating the student's COE via PRISMS.

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

Regards,

<Name>

Admin Manager

Relevant documents:

Other relevant documents:

- Student recruitment policy
- Agent recruitment policy
- staff induction
- Release letter
- Refund policy
- Complaints & Appeals Policy and Procedure

V.3.0 Aug 2019



Student Support Services Policy & Procedures

1. Policy

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

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

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

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

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

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

- a) About SPIC
- b) Legislative frameworks
- c) Client Feedback
- d) Offered qualifications or training programs
- e) Credit Transfer
- f) Recognition of Prior Learning
- g) support services available to assist them in the transition into life and study in Australia
- h) legal services
- i) emergency and health services
- j) facilities and resources
- k) complaints and appeals processes; and
- l) information on visa conditions relating to course progress and attendance.

m) SPIC's relevant policy and procedures including but not limited to:

- Monitoring International Student Academic Progress Policy and Procedures
- Critical Incident Policy and Procedures
- Transfer between Course Providers Policy and Procedures
- Extending Course Duration Enrolment Policy and Procedures
- Complaints and Appeals Policy and Procedures (and Intervention programs)
- Deferring, Suspending or Cancelling Student's Enrolment Policy and Procedures

n) Applicable student visa conditions

o) Student's rights and obligations

p) SPIC's rights and obligations

q) All information contained in the Student Information Handbook (copy to be provided to them during the orientation program or to refer them to SPIC's website).

r) English language or study assistance

s) The support services available to assist overseas students with general or personal circumstances that are affecting their education in Australia.

t) Information on their employment rights and conditions and how to resolve workplace issues such as through fair work ombudsman.

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

Critical incidents include but not limited to:

- Missing students
- Severe verbal or psychological aggression
- Death, serious injury or any threat of these

Student Support Services Policy & Procedures

- Natural disaster; and
- Issues such as domestic violence, sexual/physical assault, drug or alcohol abuse
- Non-life threatening events

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

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

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

2. Procedure

2.1. Prior to Enrolment

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

2.2. Student Orientation

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

2.3. Nominated Student Support Officers

Whilst all staff employed by SPIC have the responsibility to provide support to all students, SPIC shall nominate:

- '[Student Support Officers](#)' who are on site and are a first point of contact for students requiring academic or personal support.
- An [Admin Manager](#), who shall be available to all students, on an appointment basis, through the standard SPIC hours of business (Monday - Friday 9-5pm).

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

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

3. Student Support Services

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

3.1. Academic issues

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

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

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

3.2. Personal / Social / Welfare issues

There are many issues that may affect a student's social or personal life and Students have access to the [Support officer](#) through normal SPIC hours to gain advice and guidance on personal issues, accommodation issues, or family / friend issues. Where the [Admin Manager](#) feels further support should be gained, a referral to an appropriate support service will be organised.

3.3. Critical Incident

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

3.4. Complaints and appeals processes

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

3.5. Accommodation

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

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

3.6. Medical Issues

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

3.7. Legal Services

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

3.8. Social Programs

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

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

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

3.11. Student Support Services Referral List

The Admin Manager is able to provide links to external sources of support where staff at SPIC is not qualified, or it is in the student's best interests to seek professional advice. All

Student Support Services Policy & Procedures

preferred/ suitable external links will be listed on the Student Support Services Referral List, which is also maintained by the Admin Manager.

4.0 Following are the useful links and contact details:

Problem	Website	Phone no.
Alcoholism	www.aa.org.au	1300 222 222
Anxiety (including phobias & Obsessive-Compulsive Disorder)	www.ada.mentalhealth.asn.au	1300 794 991
Anxiety	https://wayahead.org.au	1300 794 992
Accommodation	http://melbourne.gumtree.com.au http://www.domain.com.au http://www.realestate.com.au http://www.hostelworld.com http://www.reiv.com.au	
Asthma	www.asthmansw.org.au/	1800 645 130
Abortion & Grief Counselling	https://www.abortiongrief.asn.au/	1300 363 550
Consumer credit and debt	www.cclcnsw.org.au	1800 808 488
Australian Search and Rescue	https://www.amsa.gov.au/	1800 627 484
Crime stoppers (report crime anonymously)	https://crimestoppers.com.au/	1800 333 000
Crisis counselling (Wesley Mission)	www.lifelinesydney.org	13 11 14
Depression	https://www.betterhealth.qld.gov.au/	1300 60 60 24
Depression (National Initiative)	http://www.beyondblue.org.au	1300 22 4636
Department of Home Affairs	www.homeaffairs.gov.au	131 881
Disabilities	www.ideas.org.au	1800 029 904
Domestic violence	https://www.qld.gov.au/community/ getting-support-health-social-issue/support-victims-abuse/domestic-family-violence	1800 737 732
Drug addiction: Narcotics Anonymous	www.na.org.au	1300 652 820
Drugs and mental health	www.thewaysidechapel.com	02 9581 9100
Families & friends with mental illness	https://www.sane.org/	1800 18 7263
Eating disorders	www.edf.org.au	02 9412 4499
Eczema	www.eczema.org.au	1300 300 182
Emergency services (police, fire, ambulance)		000
Epilepsy	www.epilepsy.org.au	1300 37 45 37
Family planning information	www.fpahealth.org.au	1300 658 886
Gambling Counselling (Wesley)	www.wesleymission.org.au	1300 827 638
G-Line (gambling)	https://stgeorge.org.au/	1800 633 635
Gay & lesbian counselling line	https://www.beyondblue.org.au/	1300 22 4636
Grief support	https://www.grief.org.au/	1800 642 066
Hepatitis C	https://www.hep.org.au/	1800 803 990

Homicide Victims' Support Group 24x7 (QLD)	www.qhvsq.org.au	1800774744
HIV/AIDS	www.sesiahs.health.nsw.gov.au	1800 022 222
Lifeline	www.lifeline.org.au/www.crosscultural.net.au	13 11 14
Legal information and advice	www.lawaccess.nsw.gov.au	1300 888 529
Mental health advice	www.mentalhealth.asn.au	9816 5688
Maternal and Child Health Line	https://www.betterhealth.qld.gov.au/	132 229
Poison Information Centre	https://www.health.gov.au/contacts/poisons-information-centre	131 126
Police Assistance Line (non-emergency)	https://www.police.qld.gov.au/	131 444
Pregnancy counselling	www.pregnancysupport.com.au	1300 737 732
Rape Crisis Centre	www.nswrapecrisis.com.au	1800 424 017
Relationship counselling	www.interrelate.org.au	1300 473 528
Schizophrenia	www.sfnsw.org.au	1800 843 539
Serious illness (sufferers & families)	www.can-survive.org	1300 364 673
Smoking - Quitline	https://www.quit.org.au/	131 848 / 137 848
Suicide Prevention	www.suicideprevention.com.au	1300 360 980
Suicide Helpline (Victoria)	https://www.suiceline.org.au/	1300 651 251
Study Queensland	https://www.studyqueensland.qld.gov.au/	1800 056 449
Telephone Interpreter Service	https://www.tisnational.gov.au/	131 450
The Lounge (Salvation Army)	http://www.salvationarmy.org.au	0451 374 507
Victims of crime support	https://www.qld.gov.au/law/crime-and-police/victim-assist-queensland	1300 546 587
Women's refuge referral service	https://www.dvrcv.org.au/womens-refuges	1800 015 188

Relevant Documents

- Change of Personal Details form
- Student Support Services Referral List

Other Relevant Documents

- List of Medical professionals
- ELICOS Students handouts
- Student Information Handbook
- Critical Incident Policy & Procedure
- Complaints and Appeals Policy & Procedure

V4.0.

Credit Transfer and RPL Policy & Procedures

1.0 Policy

- 1.1 St Peters International College (SPIC) employs a fair and equitable policy for Recognition of Prior Learning (RPL) and Credit Transfer.
 - 1.2 This policy aims to provide students with recognition for past experience, skills or qualifications gained. This experience may have been gained from employment, previous formal training undertaken or life experiences.
 - 1.3 All students are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. (Recognition of Prior Learning: RPL).
 - 1.4 The RPL process will match a student's experience to the requirements in a unit of competency and assess if recognition can be granted.
 - 1.5 SPIC recognizes qualifications and statements of attainment issued by other Registered Training Organizations.
 - 1.6 Candidates who have successfully completed whole units of competency contained within one of our courses with another RTO can apply for Credit Transfer (CT).
 - 1.7 The Director of Admissions/ Admin/Training Manager/ Head of Studies/ Course Coordinator is responsible for implementing this policy and reviewing its effectiveness in compliance with regulatory guidelines.
 - 1.8 Both processes allow the candidate to reduce the time and study load associated with achieving a qualification.
 - 1.9 This policy supports the National Code 2018. This policy supports the AQF Qualifications Pathways Policy. This policy also supports Standard for RTOs 2015 - Standard: "The RTO accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:
 - AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or
 - Authenticated VET transcripts issued by the CEO.
 - 1.10 SPIC appropriately recognises course credit within the ESOS framework.
 - SPIC will grant course credit to students with suitable prior learning or experience. Course Credits can be gained by a student through RPL or through Credit Transfer.
 - SPIC will ensure that the Standards for RTOs 2015 and other quality assurance requirements are met. Credit transfer is recognition for study already completed, which counts towards further study.
 - Where SPIC grants course credit, SPIC will:
 - o have documented procedures for the granting and recording of course credit; and
 - o provide a record of the course credit to the student, which must be signed or otherwise accepted by the student, and place it on the student's file.
 - Course credit may reduce the length of a student's course. If this occurs before visa grant, SPIC will indicate the actual course duration in the confirmation of enrolment issued for that student for that course. If the course credit is granted after visa grant, the change in course duration is reported via Provider Registration and International Student Management System (PRISMS) under section 19 of the Education Services for Overseas Students (ESOS) Act.
 - For the purposes of the National Code 2018, course credit is defined as follows: 'Exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held. Includes academic credit and recognition of prior learning.'
- Credit Transfers can be granted under any of the following circumstances:
- Under the principles of National Recognition, a student is granted an automatic credit for any unit that they have successfully completed at any other Registered Training Organisation (RTO).
 - When the unit has exactly the same code and title, even if it is not from the same Training Package.
 - When the unit has been reviewed and this has resulted in minor changes to the unit code or title. This indicates that the outcomes of the unit have remained substantially the same and there is at least 80% commonality with the original unit.
 - When the unit has been transferred from another Training Package/curriculum and recoded, however the learning outcomes remain the same.

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

- As per the definition from the RTO 2015 standards, Recognition of Prior Learning (RPL) means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.
- Students can base their Recognition of Prior Learning application on any combination of formal, non-formal or informal training and education, work experience or general life experience.
- SPIC will ensure that Recognition of Prior Learning is structured to minimise the cost and time to applicants whilst retaining the integrity required by the RTO 2015 standards to recognise competencies in accordance with the requirements of Training Packages or Curriculum documents.

2.0. Procedure for Credit Transfer

- Applicants for Credit Transfer must complete the Credit Transfer Application Form, attach an original (or certified copy) of a verified Award or Statement of Attainment and submit the application to the Student Support Officer.
- The Student Support Officer will forward the application to the Director of Admissions/ Admin Manager to check the Award or Statement of Attainment and grant credit transfers for identical units that have been identified as being completed at another Registered Training Organisation.
- The Director of Admissions/ Admin Manager will refer to its course structure and unit/subject offerings and determine whether course credit granted will affect the duration of the course for that student.
- SPIC will recognise units of competency included on a record of results or a Statement of Attainment issued to the student, by another RTO towards, towards the qualification, if the units meet the packaging rules of the qualification delivered by the organisation.
- Verified copies of Qualifications and Statements of Attainment or records of results used as the basis for granting Credit Transfer along with the Credit Transfer Application Form must be kept on the students file
- Once authorised, the Credit Transfer Application Form must be signed by the Director of Admissions / Admin

Manager and will act as a written record of the credit. This form will be placed in the students file, and recorded on the Student Management System (WISENET)

- After Credit Transfer is granted a student's course schedule must be reviewed and modified to ensure a full time load and details of this placed on the student's file.
- The Director of Admissions/ Admin Manager will inform the Student Support Officer regarding the outcome of the Credit Transfer Application.
- If the Credit Transfer leads to a shortening of the student's course:

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

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

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

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

3.0 Procedure for RPL students:

- To apply for recognition of prior learning students will need to complete the RPL Application Form that is available from reception and provide supporting evidence.
- Relevant assessors/trainer will give advice to the students on completing the RPL application form and gathering reliable evidence. Applicants will be encouraged to discuss the requirements and the types of evidence they are thinking of presenting prior to submitting the application.
- Any applicant for Recognition of Prior Learning is provided with:

Credit Transfer and RPL Policy & Procedures

- I. Information about the competencies and performance criteria relevant to their Recognition of Prior learning
 - II. Adequate information and support to enable them to gather reliable evidence of competency
 - III. Opportunities to obtain feedback on the evidence proposed prior to finalisation of the application
 - IV. Students who are eligible for credit transfer will be granted Credit Transfer status and will be subject to the Credit Transfer Procedure.
- It is accepted that RPL is an assessment of an individual's current knowledge, skills and attitude even though the evidence produced in support of the claim for recognition may be drawn from the past. It is up to the RPL Assessor to use his/her professional judgment (based on Training Package Assessment Criteria in general and each Unit of Competency in particular) whether the evidence produced demonstrates current knowledge, skills and attitude required in the Training Package and Units of Competency. Evidence may include:
 - I. Interview/professional conversation
 - II. Observation and questioning including workplace visits
 - III. Portfolio of work, which may include completed assessment items from previous study
 - IV. Supplementary assessment tasks or challenge test (oral, written or practical)
 - V. Assessment where no training is involved
 - VI. Trade test
 - VII. Authentication of evidence by supervisor or employer
 - The application will need to be submitted to the Student Support Officer who will forward the application to the Director of Admissions/ Admin/Training Manager/ Course Coordinator.
 - A copy of the Application Form is placed in the student's administration file by the Student Support officers.
 - The Director of Admissions/ Admin/Training Manager/ Course Coordinator will assign a Trainer/ Assessor who will assess the completed RPL application and the student will be advised promptly of the decision. Further information or an interview with the student may be required before evaluation of the application is completed.
 - The completed RPL Assessment Form must be signed by the student and the Trainer/Assessor.
 - Granting of RPL must be recorded as an outcome in the student's administration file using the RPL Assessment Outcome Form and signed by the Director of Admissions/ Admin/Training Manager/ Course Coordinator.
 - The Director of Admissions/ Admin/Training Manager/ Course Coordinator will inform the Student Support Officer about the outcome of the RPL application.
 - RPL application documentation, assessment processes and outcomes are placed in the student's academic file.
 - After RPL is granted a student's course schedule must be reviewed and modified to ensure a full time load and details of this placed in the student's administration file. If the RPL outcome leads to a shortening of the student's course:
 - I. If the course credit is granted before the student visa grant, the Student support officer will indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course, or
 - II. If the course credit is granted will affect the duration of the course, the Student support officer will record a change of course duration on PRISMS. This will result in the creation of a new CoE (with revised end date) and the cancellation of the original CoE.
 - III. If the course credit granted will not affect the duration of the course, the Student support officer will record the course credit in the student's file but does not need to take any other action.
 - Unsuccessful applicants have a right to formally appeal the RPL assessment, through the Complaints and Appeals Policy and Procedure.

4.0 Tips and Hints to help you prepare for Recognition of Prior Learning:

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. This means you must be involved in a careful and comprehensive process that covers the content of all unit/s or qualification/s you can be recognised for.

Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to talk about your job roles and your work history. Prepare a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.
2. Bring your position description and any performance appraisals you have from any enterprises or facilities you have worked in.
3. Consider the possibilities for workplace contact. Are you in a workplace that is supporting your goal to get qualified? Would you feel comfortable to have the assessor contact your workplace or previous workplaces so your skills can be validated?
4. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. The assessor will need to contact them. You may also have community contacts or even clients themselves who can vouch for your skill level.
5. Collect any certificates from in-house training or formal training you have done in the past.
6. You can speak with your training organisation about other ways you can show your skills. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

Relevant documents:

- Credit Transfer Application Form
- RPL Application Form
- RPL Assessment Outcome Form
- Transcript

V4.0

Fee & Refund Policy & Procedures

Policy

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

This policy supports the ESOS National Code 2018 Standard 3. This policy also supports the Standards for RTOs 2015 - Standard 5 Clause 5.3, that states:

"Where the RTO collects fees from the individual learner, either directly or through a third party, the RTO provides or directs the learner to information prior to enrolment of the commencement of training and assessment, whichever comes first, specifying:

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

and Standard 7 Clause 7.3 that states:

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

Fee protection requirements as in Schedule 6: (Ref: <https://www.legislation.gov.au/Details/F2019C00503>)

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

- 1. The RTO holds an unconditional financial guarantee from a bank operating in Australia where:
 - o the guarantee is for an amount no less than the total amount of prepaid fees held by the RTO in excess of the threshold prepaid fee amount for each learner for services to be provided by the RTO to those learners, and
 - o all establishment and ongoing maintenance costs for the bank guarantee are met by the RTO.
- 2. The RTO holds current membership of a Tuition Assurance Scheme approved by its VET Regulator which, if the RTO is unable to provide services for which the learner has prepaid, must ensure:
 - o the learner will be placed into an equivalent

course such that:

- the new location is geographically close to where the learner had been enrolled, and
- the learner receives the full services for which they have prepaid at no additional cost to the learner or
 - o if an equivalent course cannot be found, the learner is paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid fee amount.
- 3. Any other fee protection measure approved by the VET Regulator."

The Standard 7 Clause 7.3 explains:

"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 (ESOS Act). The TPS requires that not more than 50 per cent of the fees for an overseas student be prepaid, unless the student chooses to pay more. This applies even if 50 per cent of the course fees would be less than the threshold prepaid fee amount of \$1500."

Tuition Protection Service

Protection of tuition fees paid in advance by student visa holders is undertaken in accordance with ESOS requirements and the Tuition Protection Service Framework. The Institute is a member of the Tuition Protection Service (TPS). This means that the fees paid to the Institute are safeguarded if the Institute defaults on delivering the courses you are enrolled in.

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

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education complete their studies in another course or with another education provider or receive a refund of their unspent course fees

Students and their sponsors can choose to pay more than 50 per cent of tuition fees up front if they wish to do so.

This allows students and those paying fees on their behalf, such as their parents or a scholarship sponsor, to pay any amount greater than 50 per cent of the tuition fees to take advantage of favourable exchange rates or have the convenience of only paying once.

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

<https://tps.gov.au/StaticContent/Get/StudentInformation>

SPIC does not require international students to pay more than 50% of the course fee up front where the course is 25 weeks or more in duration, however may require it for courses that are shorter than 25 weeks. Students and their sponsors may choose to pay more than 50% of tuition fees up front if they wish to do so. This allows students and those paying fees on their behalf, such as their parents or a scholarship sponsor, to pay any amount greater than 50 per cent of the tuition fees to take advantage of favourable exchange rates or have the convenience of only paying once.

In addition to the protection offered by TPS, St Peter Institute further protects the tuition fees that are paid in advance by international students. Funds will be held in a separate bank account that can only be drawn down when the student commences. This prepaid tuition fees are held separately from the day-to-day operating expense accounts, so that if a refund is payable before the student commences, the refund can be made in a timely way without impact on the financial operations of the business or recourse to the tuition protection system.

FEES

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

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

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

b. processes for claiming a refund;

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

d. a statement that "This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws".

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

Fees may include Tuition fee, which is fees directly related to provision of a course; non-refundable Registration fee & Administration fee, Material fee for books/materials, Health Cover (for international students), and any other charges such as re-issuance of qualification certificates / statements of attainment.

Tuition fees are fees directly related to provision of a course. Tuition fees do not include the Overseas Student Health Cover (OSHC), Registration Fee & Administration Fee, books and/or other materials required to undertake the program or compulsory activities where relevant (such as fieldwork or excursions). All relevant fees are clearly mentioned in the Application Form – International Student and Letter of Offer and written Agreement – International Student.

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

Where a student chooses to pay more than 50% fee or \$1500 upfront as Initial Deposit, the remaining amount will be collected according to an agreed payment schedule detailed in the Written Agreement.

Collection of Fees after enrolment:

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

Fees Collection Process:

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

• Reminder Letter and SMS

In case the student instalment falls on a particular month, a friendly SMS reminder along with the Notification Letter (Reminder to Pay) is sent to all students in the first week of

Fee & Refund Policy & Procedures

that month to give the students ample time to arrange their funds.

- **Intention to cancel Enrolment**

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

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

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

REFUNDS

1. All refund requests for visa refusal or withdrawal must be made in writing by emailing a completed SPIC Refund Application Form to reception@spic.qld.edu.au. The Refund Application Form is available to download on the SPIC website. The student must attach any evidence or documentation relevant to the refund application.

2. All approved claims for refund are paid to the student or a person authorised by the student within four

weeks of receiving the written claim. Please note the refund application form is only valid after the COE has been cancelled even when the refund application form has been submitted along with the cancellation form. Thus, the four weeks will be counted from the date of cancellation in case the refund application form and the cancellation form are submitted together.

3. It is students' responsibility to apply for a refund if applicable.

4. In case of a refund due to the Institute default on the agreement, refunds will be made within 14 days of the default date.

5. The Accounts Officer processes refunds and the Admin/ Accounts Manager must approve student refunds.

6. If a student is dissatisfied with SPIC's decision in relation to their refund request the student may lodge an appeal under the Complaints and Appeals Policy and Procedure. The availability of complaint and appeal processes does not remove the right of the student to take action under Australia's consumer protection laws.

7. Details of refunds provided are maintained in electronic individual student folders and refund register.

Fees and Refund arrangements for International students

Fee schedule

Course fee	As per course offer and written agreements
Registration fee	As per course offer and written agreements
Administration fee	As per course offer and written agreements
Materials fee	As per course offer and written agreements
Recognition of Prior Learning fee	\$600 per unit
Credit transfer fee	No charge
Repeat unit fee	As per course offer and written agreements
Assessment resit fee (2 attempts) ¹	No charge
Re-assessment fee (after 2 attempts)	As per course offer and written agreements
Bank Transfer fee	What the bank charges for the transfer
Accommodation Services	Out sourced- contact College for details
Airport meeting	Out sourced- contact College for details
OSHC (Overseas Student Health Cover)	Out sourced- contact College for details

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

Refund arrangements

If a visa is refused by the Australian Government 5% of the tuition fees initially paid or \$500 (whichever is lower) will be deducted from the total tuition fees paid. Remaining deposit will be refunded back. Please note Registration fee and Administration fee won't be refunded. In order to receive the refund students will have to provide authenticated evidence of the student visa refusal to the College and attach this evidence to a completed refund application form which is available from the College and can be sent by post or email. The refund application must be used to apply for refunds and must be addressed to the Admin/Accounts Manager of the College.

If the Institute defaults on delivery of qualifications

In the unlikely event that the Institute is unable to deliver your course in full, you will be offered a refund of all the course fees and materials fees you have paid to date. The refund will be paid to you within 14 days of the day on which the course ceased being provided. Alternatively, you may be offered enrolment in an alternative course by the Institute at no extra cost to you. You have the right to choose whether you would prefer a full refund of course fees, or to accept a place in another course. If you choose placement in another course, we will ask you to sign a document to indicate that you accept the placement. If the Institute is unable to provide a refund or place you in an alternative course our Tuition Protection Service (TPS) provided. In the case of provider default there is no requirement for a student to lodge a refund application form as the Institute will initiate payment of the refund.

If a student defaults on their written agreement

The written agreement will be sent to students who are accepted into a course and will not take effect until it is signed and dated by the applicant and received by the Institute.

If students want to withdraw from their course after fees have been paid, then refunds will be made in accordance with the written agreement that the student signs with the Institute.

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

Scholarship, promotional fees or discount to any course is provided to the student with an intention that they will complete the course and/or course package. In case of any cancellations and whenever there is a fees refund, the reduced fees will be added back and the refund amount will be calculated as per the listed course fees on Website, Handbook or <https://cricos.education.gov.au/>

Please also note that in case a student is cancelled on Non Payment, Unsatisfactory Course Progress or Unsatisfactory Attendance, the student may be enrolled in the college on the discretion of CEO. However, re-registration fees and administration fees in addition to the overdue tuition fees will apply. Student may be eligible for credit transfer.

Cooling off period

SPIC provides applicants a 7 day cooling off period. This means that if a student accepts an offer of a place and pays SPIC relevant course fees before the course start date, and then changes their mind (for any reason), a full refund of course fees paid to date (minus the \$250 Registration fee) will be provided. Students must notify SPIC in writing within 7 days of paying SPIC any fees.

Scholarship/Discounts

Scholarship, promotional fees or discount to any course is provided to the student with an intention that they will complete the course and/or course package. In case of any cancellations and whenever there is a fees refund, the reduced fees will be added back and the refund amount will be calculated as per the listed course fees on Website, Handbook or <https://cricos.education.gov.au/>.

Please also note that in case a student is cancelled on Non Payment, Unsatisfactory Course Progress or Unsatisfactory Attendance, the student may be enrolled in the college on the discretion of CEO. However, re-registration fees and administration fees in addition to the overdue tuition fees will apply. Student may be eligible for credit transfer.

Fee & Refund Policy & Procedures

Refund conditions for Student defaults

Tick Box	Reason for asking Refund	Refund protocols in place
	Registration Fee, Administration Fee and any other non-tuition fees	No refund of Registration Fee, Administration Fee and any other non-tuition fees
	Withdrawal at least 60 days or more prior to course commencement date	5% of the tuition fees initially paid or \$500 (whichever is lower) will be deducted from the total tuition fees paid against the application processing fees. Remaining tuition fees will be refunded back. Registration Fee, Administration Fee and any other non-tuition fees won't be refunded.
	Withdrawal less than 60 days but more than 28 days of prior to agreed start date of the enrolled course as indicated on the current Letter of Offer	50 % of Tuition fees refunded Registration Fee, Administration Fee and any other non-tuition fees won't be refunded.
	Withdrawal less than 28 days of prior to agreed start date of the enrolled course as indicated on the current Letter of Offer	No refund of Registration Fee, Administration Fee, Tuition fees and any other non-tuition fees
	*Withdrawal after course commencement	No refund of Registration Fee, Administration Fee, Tuition fees and any other non-tuition fees . Tuition fees is not based on study periods.
	Residency status change from International to Permanent resident (Provide application along with proof of visa status changes with copies from passport)	Fee status will change from next course (If the residency status has changed after the start of the current course). No Refund applicable for the currently enrolled course that has already commenced.
	Airport pick-up	No refund
	Home stay fees and accommodation booking fee	No refund
	OSHC Refund Policy (Calculation of refund will be done as per the provider policy)	If SPIC has organized the OSHC, we will refund the OSHC directly to the student under following conditions: <ul style="list-style-type: none"> Calculation of refund will be done as per the provider policy
	Overpayment	Full refund of the overpaid amount (Any amount paid over and above the Registration fees/Administration fees/ Course fees/Tuition fees/ Material fees mentioned on the Written Agreement)

Other conditions conditions

#Refund Calculator (ESOS Calculation of refund specifications)- In following refund circumstances, this calculator may apply:
For subsection 47E (2) of the Act, the amount of a refund is calculated as follows:

refund amount = weekly tuition fee × weeks in default period

Source: <https://www.legislation.gov.au/Details/F2014L00907>

Tick Box	Reason for asking Refund	Refund protocols in place
	Visa refused prior to commencement, Visa extension refused or Visa cancelled due to actions of the student (off-shore & on-shore students)	Student must apply for cancellation of the course/s prior to the commencement and submit visa refusal letter: 5% of the tuition fees initially paid or \$500 (whichever is lower) will be deducted from the total tuition fees paid against the application processing fees. Remaining tuition fees will be refunded back. Registration Fee, Administration Fee and any other non-tuition fees won't be refunded. In case, Student apply for cancellation of the course/s after the commencement and submit visa refusal letter: If student applies for cancellation after the course commencement, then refund will be calculated as per refund amount calculator# and there will be no refund on any non-tuition fees paid.
	Visa extension refused/ Visa cancelled due to actions of the student (after course commences – on-shore students)	Refund will be calculated as per refund amount calculator#.
	College is unable to provide the course for which the original offer was made before commencement (Provider default)	Full refund of course fees
	Course withdrawn by the College after commencement (Provider default)	Calculation as per Refund amount calculator# (Default period of Provider taken in count)

Definition:

Weekly Tuition Fees	▶ Total tuition fees for the course/number of calendar days in the course 7
Weeks in default period	▶ Number of calendar days from the default day to the end of the period to which the payment relates 7
Refund amount	▶ Weekly tuition fees X Weeks in default period
Course Fees	▶ Sum of Tuition and Non Tuition fees except Registration fee and Administration fee

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

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

**Course Fees = Sum of Tuition and Non Tuition fees except Registration fee and Administration fee.

Please note:

Where the student breaches St Peters International College's Policies and Procedures no refund is payable.

Appeals:

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

Statement of Attainment:

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

Full details of refund arrangements and conditions are on the Written Agreement that the student and the Institute will sign once an application has been received, accepted by the Institute and an offer made to the student. There

Fee & Refund Policy & Procedures

is no obligation on the student or the Institute until the Written Agreement is signed by all parties, funds have been cleared by the Institute bank and an official receipt is issued by the Institute.

The written Agreement and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.

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

[https://internationaleducation.gov.au/Regulatory-Information/Documents/Fact%20Sheet%20ESOS%20Regulations%20Amendments%20180614%20\(4\).pdf](https://internationaleducation.gov.au/Regulatory-Information/Documents/Fact%20Sheet%20ESOS%20Regulations%20Amendments%20180614%20(4).pdf)

[https://internationaleducation.gov.au/Regulatory-Information/Documents/Fact%20Sheet%20ESOS%20refund%20specification%2040714%20\(2\).pdf](https://internationaleducation.gov.au/Regulatory-Information/Documents/Fact%20Sheet%20ESOS%20refund%20specification%2040714%20(2).pdf)

<https://aei.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/ESOS-Review/Documents/Final%20FAQs%2031%20July%20numbered.pdf>

V15.0 July 2021

How to make the payment:

Students shall only transfer the funds electronically to the bank account below:

Bank name - Nab

Account Name - Angel Education Group Pty. Ltd.

BSB - 083-004 | Account number - 878444742 | SWIFT

Code NATAAU3303M

Or

Pay the fee by using a debit card/credit card

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

Cash:

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

References:

<https://www.aei.gov.au/regulatory-information/education-services-for-overseas-students-esos-legislative-framework/esos-regulations/pages/default.aspx>

<https://internationaleducation.gov.au/Regulatory-Information/Pages/Recent-changes-to-ESOS.aspx>

Deferment, Suspension or Cancellation of Student Enrolment Policy & Procedures

1.0 Policy

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

2. The following procedures will ensure St Peters international College follows the required processes when either a student or St Peters international College, wishes to defer, suspend, or cancel a student's enrolment.

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

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

5. St Peters international College informs students of the following:

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

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

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

4.8. All records and relevant information that are exchanged between SPIC and the student, including those

records in the student file will be maintained and stored in compliance with SPIC's Privacy Policy and Procedures.

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

2.0 Procedure

2.1 Student Initiated Deferral, Suspension or Cancellation of Enrolment

Student Initiated Deferral or Suspension

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

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

- Serious illness or injury, where a medical certificate states that the student was / is unable to attend classes;
- Bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided);
- Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
- A traumatic experience which could include:
 - involvement in, or witnessing of a serious accident;or
 - witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports)
- Where St Peters International College is unable to offer a pre-requisite unit
- Inability to begin studying on the course commencement date due to delay in receiving a student visa.
- If an approved deferral of commencement of studies or the suspension of study has been approved in compliance with St Peters International College's policy & procedures.

Deferment, Suspension or Cancellation of Student Enrolment Policy & Procedures

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

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

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

- To process suspension, deferment or cancellation request further, the student must comply with the written agreement and all policies.

- The [Student Support Officer](#) will:

- Review all applications for deferral or suspension and determine if the application for deferral or suspensions is to be granted or rejected within 10 working days.

- Will ensure the student is informed in writing of the outcome of their application for deferral or suspension using the 'Letter of Notification'. This 'Letter of Notification' will also inform the student that the deferment or suspension may affect their student visa and they are advised to contact Department of Home Affairs in relation to the status of their student visa.

- In the case of a student application being rejected the written notification to the student will also be informed of their ability to access the complaints and appeals policy and procedure if they wish to appeal the decision.

- Will maintain all documentation in relation to the deferral or suspension application on the students file

- Notify Department of Education via PRISMS of the decision to defer or suspend a student enrolment as a result of the student's request.

Student Initiated Cancellation

A student may request to cancel their enrolment where they have decided to discontinue studying with St Peters International College.

1. Prior to completing 6 months of study in their principal course

Students wishing to transfer their enrolment prior to completing 6 months of study in their principal course must provide a letter of offer from an alternative provider along with their application form and submit it to the [Student Support Officer](#). Please refer to the 'Transfer between Providers Policy and Procedure' for further information on this.

2. After completing 6 months of study in their principal course

Students wishing to cancel their enrolment must complete an 'Application to Defer, Suspend or Cancel Enrolment' and submit to the [Student Support Officer](#).

- The [Student Support Officer](#) will:

- Maintain all application documentation for the cancellation of enrolment on the students file

- Notify Department of Education via PRISMS of the decision to cancel the enrolment as a result of the student's request.

- Will ensure the student is informed in writing of the outcome of their application for cancellation. This written notification will also inform the student that the cancellation may affect their student visa and they are advised to contact Department of Home Affairs in relation to the status of their student visa.

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

2.2 Provider Initiated Deferral, Suspension or Cancellation of Enrolment

Provider Initiated Deferral

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

Provider Initiated Suspension or Cancellation

St Peters International College may suspend or cancel a student enrolment where they have not paid fees as documented in their written agreement or has behaved in a manner that is not appropriate for an education setting such as misbehaviour. Such actions may include but is not limited to acts of discrimination, sexual harassment, vilification or bullying, as well as acts of cheating or plagiarism. Such acts of misbehaviour will be classified into one of two categories – Academic Misconduct or General Misconduct. Where the Academic or General Misconduct is considered severe enough, St Peters International College has the right to cancel the student enrolment.

Academic Misconduct

The following gives an indication to the types of behaviour that constitute 'Academic Misconduct' at St Peters International College.

- Students must not copy or paraphrase any document, audio-visual material, computer-based material or artistic piece from another source except in accordance with the conventions of the field of study
- Students must not use another person's concepts, results or conclusions and pass them off as their own
- In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.

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

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

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

General Misconduct

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

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

- Non-payment of fees as documented in the student's written agreement. For further details on the cancellation due to non-payment, please refer to the 'Fees and Refund Policy & Procedures'
- contravenes any rules or acts;
- prejudices the good name or reputation of St Peters International College;
- prejudices the good order and governance of St Peters International College or interferes with the freedom of other people to pursue their studies, carry out their functions or participate in the life of St Peters International College;
- fails to comply with conditions agreed in the contract;
- wilfully disobeys or disregards any lawful order or direction from St Peters International College personnel;
- refuses to identify him or herself when lawfully asked to do so by an officer of St Peters International College;
- fails to comply with any penalty imposed for

Deferment, Suspension or Cancellation of Student Enrolment Policy & Procedures

breach of discipline;

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

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

- acts dishonestly in relation to admission to St Peters International College;

- knowingly makes any false or misleading representation about things that concern the student as a student of St Peters International College or breaches any of St Peters International College rules;

- alters any documents or records;

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

- breaches any confidence of St Peters International College;

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

- steals, destroys or damages a facility or property of St Peters International College or for which St Peters International College is responsible; or

- is guilty of any improper conduct

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

misconduct that occurred when deciding penalties.

The penalties at St Peters International College may impose include:

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

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

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

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

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

- Students must be treated fairly, with dignity and with due regard to their privacy

- Students are to be regarded as innocent of the alleged misconduct until they have either admitted to it or been found by proper inquiry by the Admin Manager to have so behaved.

- Past misconduct is not evidence that a student has behaved in the same manner again.

- Each case is dealt with on its own merits and according to its own circumstances with the provision that the first instance of misconduct will be penalised more leniently than subsequent instances of misconduct.

Where a decision to suspend or cancel a student enrolment St Peters International College will inform the student in writing ('Letter of Student Misconduct (Suspension or Cancellation') of the following:

- The intention to suspend or cancel the student enrolment.
- That he or she has 20 working days in which to access St Peters International College's Complaints and Appeals policy and procedure and start the process of appealing the decision to suspend or cancel the enrolment. The student enrolment will not be cancelled or suspended until after this appeal period has passed.
- Where the student enrolment is to be suspended the length of the suspension must be included.
- Where the enrolment is to be cancelled the effective date of the cancellation (at least 20 working days from the date of the letter).
- Students must also be informed that St Peters International College is obliged to inform Department of Education via PRISMS after the 20-day period of the suspension or cancellation and this may affect their student visa.
- Students will be advised to contact Department of Home Affairs in relation to the status of their student visa.

The **Student Support Officer** will:

- Maintain all application documentation for the suspension or cancellation of enrolment on the students file.
- Notify Department of Education via PRISMS of the decision to suspend or cancel the enrolment as a result of the student's request only after the appeals period has passed. Where a student decides to access the complaints and appeals policy and procedure within 20 working days, the student must not be reported until the process has finished.

2.3 Default Notifications

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

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

B. Student Default within 5 business days of the default occurring and the outcome of the discharge of the Institute's obligation within 7 days after the end of the Institute obligation period.

Additionally, St Peters International College must report the outcome of the provider or student default within 10 working days of the end of the default period, i.e. report whether the student took the offer of an alternative course or a refund, and, if a refund, how much was paid.

All default notifications and reporting is to be completed through PRISMS by the Administration Manager using the following guide as per the link below.

<https://prisms.education.gov.au/Logon/Logon.aspx>

Relevant documents:

- Transfer between Providers Policy and Procedure
- Student Handbook
- Application to Defer, Suspend or Cancel enrolment form
- Letter of Notification for Approval/Rejection
- Letter of Student Misconduct (Suspension or Cancellation)

V.4.0.

Critical Incident Policy and Procedures

CRITICAL INCIDENT POLICY AND PROCEDURE

Note: This policy and procedure are based on a template developed by the Australian Council for Private Education and Training (ACPET) and the International Education Association (ISANA).

Table of Contents

Purpose of the policy:

1.0 Policy

2.0 Definitions

Reporting:

3.0 Procedure

Reporting procedure

Stress Management

Appendices to the Critical Incident Policy and Procedures

Appendix 1: Managing the Media

Appendix 2: Specialised Skills and Knowledge Needed

Within the Critical Incident Team

Appendix 3: A Critical Incident in a Cross-cultural setting:

Preparing yourself and others

Appendix 4: Police Involvement

Appendix 5: Funeral Information

Appendix 6: The Grieving Process

Appendix 7: Things to Remember

Appendix 8: Emergency Numbers for Critical Incident

Policy and Procedures

Appendix 9: Critical Incident Report

Appendix 10: CRITICAL INCIDENT NOTIFICATION LETTER

that minimise confusion, conflicts and breaches of confidentiality. A further useful resource is 'Pandemic Planning in the Workplace', published by the Department of the Prime Minister and Cabinet (2009), available at:

www.dpmc.gov.au/publications/pandemic/docs/Pandemic_Planning_in_the_Workplace.pdf

1.0 Policy

This policy/procedure supports *RTO 2015 standards and Student Support Services and Standard 14.2 – Staff capability, educational resources and premises of the 'National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Students 2007'* which states:

"The registered provider must have a documented critical incident policy together with procedures that cover the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken."

This procedure ensures that any critical incident that occurs is documented, reported and action taken by RTO where required.

This document outlines the RTO policy, support mechanisms and procedures for managing a critical incident. The policy ensures the RTO has:

- An effective approach in responding to critical incidents as they occur
- Appropriate support and counselling services available to those affected
- Appropriate training and information resources provided to staff.

2.0 Definitions

A Critical incident is defined as '*a traumatic event, or the threat of such (within or outside Australia which causes extreme stress, fear or injury.*' (Definition from National Code 2007).

A Critical Incident is a traumatic or tragic event or situation, or the threat of such (within or outside Australia) affecting an RTO student or staff member that causes extreme stress, fear or injury and emotional distress within the Academy community. Critical incidents are not limited to but could include:

- Death (including the death of a dependant residing in Australia for an international student)
- serious illness causing declining health of a student or staff member over time

- serious injury preventing or severely affecting a student's ability to continue with a course
- severe verbal or psychological aggression
- natural disaster
- domestic violence, sexual assault, drug or alcohol abuse.
- Non-life-threatening events could still qualify as critical incidents.

Such Critical Incidents are not limited to but may include:

- Missing students
- Severe verbal or psychological aggression
- Death, serious injury or any threat of these
- Natural disaster
- Issues such as domestic violence, sexual assault, drug or alcohol abuse

Examples of critical incidents that may occur to an International Student are:

- **Death** (Including death of a dependent residing in Australia)
- Accidental, Suicide, Result of an injury or terminal illness, or Murder
- **Serious Illness** which causes the deterioration of the student/staff member's health over time.
- **Serious Injury** which prevents or severely affects the student's ability to continue with or complete the course.

Reporting:

Police must be notified in any case of sudden unexpected death.

Police actions include:

- Reporting such death to the Coroner
- Notifying next of kin
- Obtaining official identification of the deceased (this must be done by someone who has known the deceased for some time)
- Conducting investigations on behalf of the Coroner, e.g. interviewing witnesses and others who may have been involved, collecting clothing and other items for use in evidence, delivering specimens for analysis. The Educational Services for Overseas Students (ESOS) Act 2000 requires the college to notify the Department of Education and the Department of Immigration and Border Protection (DIBP) as soon as practical after a critical incident involving an international student and in the case of a student's death or other absence affecting the student's attendance, the incident will need to be reported via the Provider Registration and International Student Management System (PRISMS).

On-campus Incidents

If the incident is on campus, the first action will be to contact the emergency services - fire, ambulance or police (Calling "000") - as would be the case with other WH&S matters. The **Training Manager/Admin Manager** must also be contacted immediately when the incident involves death, serious injury or a threat to life or property.

Off-campus Incidents

If the critical incident involves a student or staff member and is off-campus, the person receiving the information must immediately contact the **CEO** who will communicate other staff as appropriate. Emergency 24 hr. contact number for RTO is 0432 038 885 (**Mr. Eshwar Lakavath**) or 0406 097 111 (**Mrs. Misha Malhotra**).

Key Details to be Reported 0432 038 885 (CEO)

Key details to report include the time, location and nature of the incident (e.g. threat, accident, death or injury), names and roles of persons involved (e.g. staff, international or domestic student).

Non-life threatening events could still qualify as critical incidents although serious illness or injury would probably not be considered a critical incident in the broader campus community.

3.0 Procedure

Procedure Immediate Response (within 24 hours) When a critical incident has been identified, whether occurring on or off campus:

The staff member witnessing the incident or receiving the news immediately contacts the **Training Manager**, Ms. Daniela Rinaldo on 0419211211 (or if she is unavailable, the CEO of RTO, Mr. Eshwar Lakavath on 0432038885).

Key details to be reported include:

- Time, location and nature of the incident, e.g. threat, accident, death or injury
- Names and positions of person/s involved, e.g. staff, international or domestic student
- Current location of the student/staff member
- Whether emergency services have been called
- Whether an interpreter is required.

1. The above details should be documented for further reference. The management will seek additional information about the incident and will request that details

Critical Incident Policy and Procedures

are not immediately made public, if appropriate. The management will communicate with other staff as appropriate, including the **Student Support Officers** and the **CEO**.

2. The management or nominee calls an immediate meeting with the following staff to make decisions as to how to proceed:

- Training manager
- Admin Manager
- Student support officers
- Trainers

This group becomes the Critical Incident Team. One member of the team should scribe for all meetings to keep a record of all content and decisions made.

3. At the initial meeting of the Critical Incident Team the tasks are to:

- Create a clear understanding of the known facts
- Plan an immediate response
- Plan ongoing strategies
- Allocate individual roles/responsibilities for ongoing tasks.

4. Issues to be considered include:

- Notifying next of kin/significant others.
- Arrangements for informing staff and students
- Guidelines to staff about what information to give students
- Issuing a written bulletin to staff if the matter is complex
- Briefing the student support officer and other staff; delegating a staff member to deal with inquiries
- Liaising with necessary emergency services/hospital/medical
- Managing media/publicity
- Identifying those students and staff most closely involved and therefore most at risk.

These people are likely to be:

- Those directly involved
- Personal friends/family of those involved
- Others who have experienced a similar past trauma
- Other students and staff.

- Arrange a time and place for an initial group/individual debriefing session with counsellor/s. This session provides an opportunity to share the impact of the event, discuss various interpretations of the event in cultural/ethnic terms, the sense of vulnerability, the experience of painful emotions and the normalisation of reactions.

- Organise tasks, timelines and individual responsibilities for the next hours/days, etc. See the list below in Additional Action (48 – 72 hours)

- Plan ongoing feedback and regular meetings so the Critical Incident Team is in constant touch and working together

- If the case of a student's death, notify the general manager and relevant teaching staff so records are stopped

- Confirm access to Academy emergency funds if necessary

- If the incident involves death or serious injury to an international student, assist the student's family as needed.

This assistance may include:

- o Liaising with consular staff
- o Hiring interpreters
- o Making arrangements for visits from family and friends, e.g. accommodation, travel, crisis support and referral to appropriate services
- o Making arrangements for hospital/funeral/memorial service/repatriation – obtaining a death certificate
- o Assisting with personal items and affairs including insurance issues – assisting with visa issues
- o Notifying the student's Homestay or accommodation provider.
- Complete a Critical Incident Report (see Appendix 9 for template).

Additional Action (48 – 72 hours)

Issues to be discussed at subsequent meetings of the Critical Incident Team may include:

- Who is the decision maker?
- Who will follow up?
- Availability of mobile phones
- Notification of and liaison with sponsor/agent if applicable
- Liaison with police, doctors, hospital etc.
- Hiring independent interpreters
- Death notices
- Funeral/memorial service requirements

- Refunds of tuition fees to pay repatriation or associated expenses
- Copy of death certificate
- Consideration of personal items and affairs (including household and academic)
- Insurance matters (including OHSC cover, ambulance cover)
- Formal stress management interventions required for students and/or staff (release from classes, leave, re-scheduled assessments or exams)
- Liaison with academic staff or supervisors
- Arrangements for further support/counselling sessions for groups/individuals as necessary
- Liaison with DIBP re visa issues if studies will be interrupted
- Fee issues if applicable
- Legal issues if applicable, e.g. access to legal services, right to sue
- Condolence letters to family
- Financial assistance for victim's family if residing in Australia
- Roster of staff/students for hospital visits
- Restore normal functioning of Academy Follow-up – Monitoring, Support, Evaluation
- Assess need for ongoing support for affected students/staff
- Maintain contact with any injured/affected individuals
- Critical Incident Team to evaluate effectiveness of critical incident management plan, with feedback from staff/students and relevant community personnel.
- Be aware of any possible longer term issues, eg inquests, legal proceedings Policy

Reporting procedure

The critical incident policy works together with other policies and procedures serving the students by taking necessary actions during any incidents and record keeping of the incidents and action/s.

The RTO management will identify and report all critical incidents which includes the incidents occurred outside of Australia that can affect a learner e.g. a natural disaster in the region or village where the learner comes from that has affected their family, and the learner returns to their home country immediately.

The management notifies the department of immigration and border protection (DIBP) of a change of the student's visa status in accordance with section 19 of the ESOS Act within 14 days after the event specified below occurs:

- any termination of an accepted student's studies (whether as a result of action by the student or the provider or otherwise) before the student's course is completed;

Where a Critical Incident is identified the following procedures must occur. As part of the reporting process the **Admin Manager** shall confirm that the incident falls under the definition provided above of a 'Critical Incident.'

When a staff member feels, a critical incident has occurred, they are required to contact emergency services where required and contact the **Admin Manager /Student Support** officer immediately.

- A 'Critical Incident Report' (Appendix 9) is to be completed by the appropriate staff member involved in the incident or notification of the incident. Where appropriate the report will be completed/verified by the Admin Manager and given to the **CEO**.
- The 'Critical Incident Report' is to contain as much information as possible and indicate the people directly involved in the incident.
- The Educational Services for Overseas Students Act 2000 (ESOS Act) requires RTO to notify the appropriate government agency(s) soon as practical after the incident and in the case of a student's death or other absence affecting the student's attendance; the incident will need to be reported via the Provider Registration and International Student Management System (PRISMS).

Consultation of Action Plan

- The **Admin Manager /CEO** will assess the Critical Incident and implement a plan of action to follow up the Critical Incident.
- Where required, a meeting with appropriate staff/students will be organised to follow up the incident. This meeting will determine issues and responsibilities relating to:
 - o Assessing risks and response actions
 - o Liaison with emergency and other services
 - o Contact with students' relatives and other appropriate contacts
 - o Liaison with other external bodies, such as home stays, carers or foreign embassies, and
 - o Counselling and managing students and staff not directly involved in the incident.

Critical Incident Policy and Procedures

- o Media Management (Where required)
 - Where appropriate, RTO may be required to provide support to the family in the form of:
 - o Hiring interpreters
 - o Making arrangements for hospital/funeral/memorial service/repatriation
 - o Obtaining a death certificate
 - o Assisting with personal items and affairs including insurance issues
 - o Assisting with Visa issues

Follow up & Review of Critical Incident

Where a critical incident has occurred and all immediate action and reporting requirements have been fulfilled, RTO will conduct a follow up and review of the specific critical incident. This follow up and review will involve those staff members initially involved in the incident and action plan meeting and will ensure:

- Any required follow up such as de-briefing, counselling and prevention strategies have been completed.
- All staff and students involved in the incident have been informed of all outcomes from the incident
- A recommendation as to the response to the critical incident is documented and included in the continuous improvement submissions
- Any further follow up required is documented and responsibilities allocated to appropriate staff.

Record keeping requirements of a Critical Incident

All records of a critical incident are to be maintained by RTO and it is the responsibility of the **Admin Manager** to ensure that all paperwork, immediate action, and follow up action is completed.

Stress Management

The student counsellor is responsible for implementing and delivering stress management strategies, including the following stages:

1. Debriefing as soon as possible after the event on an individual or group basis
2. Further debriefing one or more days after the incident
3. Follow up 2 to 3 week's later, individual or group basis.
4. Ongoing counselling as required.
5. Recovery time for staff involved and the Critical Incident Team members

Appendices to the Critical Incident Policy and Procedures

- Appendix 1: Managing the Media
- Appendix 2: Specialised Skills and Knowledge Needed Within the Critical Incident Team
- Appendix 3: A Critical Incident in a Cross-cultural setting: Preparing Yourself and Others
- Appendix 4: Police Involvement
- Appendix 5: Funeral Information
- Appendix 6: The Grieving Process
- Appendix 7: Things to Remember
- Appendix 8: Emergency Numbers for Critical Incident Policy and Procedures
- Appendix 9: Critical Incident Report Form
- Appendix 10: Incident notification letter to the parents

Appendix 1: Managing the Media

Hints for Handling Publicity Surrounding a Critical Incident

In anticipation of some requests for comment from the media regarding a critical incident involving Academy students, it is advisable to have a press release drafted by media staff just in case. Listed below are some helpful hints, which can be used and applied within the role of the Critical Incident Team.

1 'No Comment' = Not a good idea.

2 A good press release should answer the following questions:

- What?
- How?
- When?
- Where?
- Why?

3 Add a joint statement from the CEO and student representatives (or from staff representatives with a student support focus) that will signify unity and dissuade the press from looking for an 'alternative angle' on the story. The statement should include an expression of surprise and sadness at the tragedy, as well as compassion for the family of the victim.

4 A comment should be included explaining the RTO policy on responding to this kind of situation. In addition, if the situation warrants, it would be appropriate to comment on what measures will be put in place to ensure that any future events of this nature are avoided.

5 A telephone contact for further information is always left at the bottom of a press release. The Coordinating Team should determine who will be responsible for media inquiries, and all staff should be alerted to the procedure for directing media inquiries to this person.

Sample Media Release for a Critical Incident Involving an International Student

An international male student from India, 31, has died at in metropolitan area, Gold Coast. The **CEO**,, said the incident had saddened (name of college) staff, its student body, and the international student community. 'We are all dispirited at the loss of a very promising young man. Our profound condolences go to his family,' said. A memorial service held at the college campus yesterday was attended by more than people, including academic staff, International Student Support staff, family, friends, and classmates.

NOTE: The release is short and to the point. It depicts the college as a caring institution, a position reinforced by the fact that the memorial service was held on the college's own grounds.

Note that the release was issued after the memorial service, to avoid the likelihood of media coverage at the service itself. The cause of death has not been revealed, because of the young age of the deceased. Should media investigate further, it is suggested that the CEO respond with a statement saying simply, 'We are sure you will understand that we are not prepared to discuss any of the personal issues which may have been associated with this young man's death. It has always been our policy to respect the privacy of our students and their families.' Each critical incident is unique and the dynamics of each situation will have to be assessed when it occurs. It is important that a structured approach to media management is developed and is included in the management plan to ensure the most

positive and supportive response from the media.

Take the Media Calls

The **CEO** or nominated person should handle the initial media calls. Be sure to return media calls as soon as possible. It is important that the story is balanced. Therefore, avoid answering questions with 'no comment'. Respond to questions accurately; however, it may be necessary to explain to the media that you are unable to answer their questions at this time because i) of the sensitive nature of the issue, or ii) you do not have the information available. It may be necessary to check with the police, ambulance or fire brigade etc., before making a statement.

Response Time is Important

Staff likely to be contacted by the media needs to be alerted immediately and kept informed as more details come to light. Inform Reception staff as soon as possible that the incident has occurred, even if the details are unclear. The **Marketing Manager** will need to be informed of the incident and will be able to assist by handling media inquiries, liaising with the **CEO** regarding the situation.

Channel All Media Inquiries through One Person

The **CEO** will liaise directly with the media as more details are known.

Relate to Journalists in a Positive and Friendly Way

Enlist the support of the media to report accurate information and avoid being defensive. Journalists are professionals too. They have been assigned the job of reporting the story. They feel the public have a right to know and they will report the story with or without the college's cooperation. In a major disaster, the media is an essential means of communicating information, e.g. providing hot-line phone numbers, etc.

Working with the media representatives as professionals and providing them with accurate information about the incident means staying in control. Cooperation can make the difference between inaccurate reporting resulting in a story that reflects negatively on the college and one which shows our caring role and our ability to respond effectively in a crisis. In media comment emphasise the support available to students and staff.

Determine What the Official Response Will Be

The Admin Manager/Training Manager may be able to provide advice to staff about other developments or broader

Critical Incident Policy and Procedures

issues that may need to be considered when framing the response. They may also be able to offer advice about the most effective methods of responding to newspaper, radio and television interviews.

Express concern. Restrict answers to facts. Accentuate the positive.

It is appropriate to state the facts about what has occurred and what is being done, eg when and where it occurred, how many people were involved or hurt, how much damage has been done.

Describe the assistance being provided for students and staff who may have been traumatised.

Explain that the whole college has been deeply shocked, that all available resources and support services have been gathered and what steps are being taken to rectify the situation and get things back to normal as soon as possible. It is imperative to avoid making comments that imply blame or fault for any part of the incident, as there could be significant legal implications.

Official inquiries, eg by the police, are likely to follow serious incidents. Media comments on the public record may have a bearing on proceedings at such inquiries.

Appendix 2: Specialised Skills and Knowledge Needed Within the Critical Incident Team

Key skills required in members of the Critical Response Team dealing with a critical incident involving an international student include the following:

- Cross-cultural skills
- Training skills in cross-cultural communication
- Awareness of one's own values and biases and how they may affect the students
- Knowledge of resources on and off college premises
- Uninterrupted access to those resources
- Communication skills
- Organisational skills
- Liaison skills
- Networking skills
- Stress management skills
- Delegation skills
- Maintenance of clear and direct communication channels with decision makers
- Panic diffusion skills

- Skills to eliminate time lags
- Sensitivity to the issue of confidentiality
- Sensitivity towards different cultural expressions of grief and other emotions
- Protocol knowledge (e.g.: for repatriation to home country)
- Diplomacy skills
- Debriefing skills
- Monitoring skills for those affected by incident
- Recognition skills re: warning signs of risk to students affected by the incident
- Follow-up skills
- Advocacy skills (for students)
- Referral skills to legal, medical, religious assistance
- Recognition of one's own limitations
- Self-care skills

Appendix 3: A Critical Incident in a Cross-cultural setting: Preparing yourself and others

Preparing Yourself How does one prepare for dealing with a critical incident in a cross-cultural setting? The attitude you assume is of the utmost significance.

The following tips are useful guidelines:

- Expect the unexpected. Not everything occurs between 9am and 5pm.
- Do not be easily upset or disturbed by even the most extreme situations.
- Convey empathy and respect for the emotions of those involved.
- Worry and fear should not be conveyed to the person.
- Provide a sense of stability and strength.
- Be able to alleviate tension and anxiety.
- Listen to what is said.
- Listen to what is not said.
- Create a personal equilibrium between your own values and those of a different value system, but keep the values of the client foremost in your mind.
- There will be times when you are unavailable. Don't be consumed by guilt. As long as policy and procedures are in place, there will be someone else who can step in and fulfil the required role.
- Network with ethnic groups in the local community. Keep a list of useful contacts who may be able to assist in matters not directly related to the college: religious customs, family support, interpreters, embassy or consulate contacts.

- It is not always important to remain within the specific religious affiliation to receive help in an emergency situation. Helping, coping, counselling skills are not religiously oriented...sensitivity is common to all members of the clergy. Keep this in mind when seeking assistance.
- Learn as much as you can from foreign nationals about how they would deal with specific scenarios – ask questions, e.g.:
 - o 'How the body of a Muslim car accident victim should be handled when the Coroner demands an autopsy and religious custom prohibits?'
 - o 'How does one act at a Chinese Buddhist funeral service? What is the proper way to express condolences?'
 - o 'How is mental illness regarded in your country?'
 - o 'What is the attitude toward rape in your country?'

The idea is to gain knowledge in advance, whenever possible.

- Keep in contact with support networks like ISANA (International Education Association), the representative body for international education professionals in Australia. Whether by telephone or email, there will always be someone available to use as a sounding board.

ISANA's details are:
Phone: 07 3366 0411
Email: secretariat@isana.org.au
Website: www.isana.org.au

Preparing Others

Many staff responds that they are not qualified to handle international students in crisis. Eradicate this 'us and them' attitude by engendering teamwork among staff with regard to assisting international students. Let them know that they can be of invaluable assistance in a crisis by offering short-term training and workshops. Below are some strategies to raise awareness and skills.

- Establish and maintain your own network of 'contacts'. Try to include as wide a variety of types and levels of staff as possible.
- Keep in regular contact whether formally or informally, as these contacts will be your most reliable allies at a moment's notice.
- Conduct training regarding the Critical Incident Policy for international students. It is important for staff to be aware of the existence of such a policy.
- Conduct a resource workshop to locate all relevant community resources in your immediate local area:

Funeral Directors, Police and Medical Authorities, Religious Leaders, Ethnic Group Leaders, Media Representatives, Insurance Representatives, local Embassy or Consular representatives.

- Coordinate and conduct a mock exercise to simulate a critical incident. Have the exercised observed and assessed by an outside party.
- Follow up with a debriefing and feedback session, inviting Counsellors to educate participants about Stress Management, Post Traumatic Stress and general counselling principles when dealing with international students.
- Conduct general Cross-cultural Awareness training at regular intervals.

Appendix 4: Police Involvement

Police Involvement

The police are required to investigate all cases of sudden unexpected death. Police actions include:

- Reporting such death to the Coroner
- Notifying next of kin
- Obtaining official identification of the deceased (this must be done by someone who has known the deceased for some time)
- Conducting investigations on behalf of the Coroner, eg interviewing witnesses and others who may have been involved, collecting clothing and other items for use in evidence, delivering specimens for analysis.

Coronial Investigations

Every death reported to the Coroner must be investigated. The body of the deceased will be taken to the morgue where it may be viewed by the relatives but not touched. Once the coronial inquiries are complete (and this may take some time), the body will be released to funeral directors to await instruction from the next of kin. At this stage the body may be touched.

Post Mortems (autopsies)

Most reported deaths require a post mortem examination to determine the medical cause of death. This usually involves an internal and external examination of the body, and of tissue, organ and blood specimens taken from the body. Cultural and religious objections to a post mortem may be discussed with the coroner or a court social worker. However, these objections very rarely influence the coroner's decision to conduct an autopsy.

Critical Incident Policy and Procedures

Inquests

An inquest is a public hearing before a coroner (and occasionally a jury) to decide the circumstances of death. Once initial investigations are completed, the Coroner may (as in 90% of cases) dispense with an inquest. However, the Coroner may order an inquest or, in certain circumstances (such as murder), an inquest may be legally required.

Appendix 5: Funeral Information

Funeral Information

This information is taken from materials published by the Australian Funeral Directors Association (AFDA, www.afda.org.au). A variety of reading material is available. Inquiries may be directed to: Australian Funeral Directors Association PO Box 291 Kew East VIC 3102 Phone: (03) 9859 9966 or email: info@afda.org.au

Arranging a Funeral

When faced with having to make funeral arrangements, most people have no prior experience in organising such an event, and little idea of what to do.

Initial interviews with the funeral director can be at a location nominated by you. While some people may have a fairly clear knowledge of the arrangements they want to make, others may want to consider a myriad of alternatives before making any decisions. The funeral director is there to guide and advise on the many matters that need to be considered.

Decisions to make will include:

- Time and location of the funeral
- Type of service
- Burial/cremation (reflection of the religious or ethnic attitudes and family traditions)
- Type of coffin
- Viewing arrangements
- Choice of participants
- Floral arrangements, motor vehicles and other relevant matters

The Funeral Director

The funeral director will take responsibility for arranging, with the family concerned, the time and place for an appropriate funeral service by coordinating and liaising with clergy members, doctors, hospitals and cemetery or crematorium officials.

The funeral director will lodge notices in the press, arrange floral tributes, provide a hearse and other vehicles, a funer-

al chapel and any other facilities and personnel required to carry out the wishes of the family being served.

All official forms must be completed and taken to the appropriate people at the right time. The funeral director, for example, registers the death with the Registrar of Births, Deaths and Marriages.

The funeral director ensures that human dignity both of the deceased and the survivors is preserved, and performs tasks in a sensitive and understanding manner. Kindness, helpfulness, understanding and the empathetic handling of funeral arrangements are the vital psychological components of the funeral director's role.

When Someone Dies

When death occurs, the first practical consideration in most cases will be the need for a doctor's attendance. In Australia today, relatively few people die at home and in most cases the medical necessities and formalities will be taken care of by the relevant hospital or other authorities.

The deceased's doctor or the hospital authorities will explain what steps, if any, are required to establish the cause of death and complete the necessary death certificate. Meanwhile, the family may begin making their desired funeral arrangements, which can be completed when the death certificate has been signed.

The Funeral Ceremony All reputable funeral directors are able to provide a broad range of services to suit the precise requirements of the bereaved family. Funerals can be as different as the people they are for, with their main purpose being to help the bereaved in the first stages of grief.

The order, style and content of service can all be varied to suit the family's needs. A personal tribute from a family member or close friend, or perhaps including appropriate cultural traditions, may make the service more meaningful.

Special Circumstances

Deaths from suicide and AIDS may sometimes present special problems because of old religious discrimination and/or social stigma. Nevertheless, the need for people to mourn and the rituals of the funeral are still essential for friends and family.

When there is no body (eg: drowning accidents, abduction) it is still important to acknowledge the life of the deceased and help the family and friends to accept that death has occurred. A special memorial service to allow

everyone to say goodbye and be able to get on with their grieving is essential. The use of photos, significant objects associated with the deceased's life, and perhaps candles are a great help to use in place of the body.

Appendix 6: The Grieving Process

Grieving Grief is not a single response, but a complicated series of feelings, emotions and even physical manifestations of a person's reaction to the bereavement.

Grieving is an intensely personal process. Each death is unique and everyone affected will respond differently. Most survivors however, will pass through similar stages of grief from initial shock, numbness, and often denial and anger to realisation, acceptance and finally readjustment.

The intensity of grief experienced will be affected by a number of factors, including the degree of attachment to the deceased and the duration and quality of relationship with them. The greater the attachment, the longer it is likely to take to resolve grief.

However, it is not the passage of time itself that brings resolution, but the working through of stages of grief. A meaningful funeral service can play a significant part in the crucial early stages of grieving.

Recovery Timeline

The successful management of critical incidents depends on the Academy taking appropriate action and providing support during and afterwards. The recovery timeline following a critical incident will vary depending on the circumstances.

1 Immediately (and within 24 hours)

- Gather the facts
- Ensure safety and welfare of staff and students and arrange for first-aid if necessary
- Where possible notify the time and place of the debriefing to all relevant persons
- Manage the media
- Set up a recovery room
- Keep staff, students and parents informed.

2 Within 48-72 hours

- Arrange counselling as needed
- Provide opportunities for staff and students to talk about the incident
- Provide support to staff and helpers
- Debrief all relevant persons
- Restore normal functioning as soon as possible;
- Keep parents informed.

3 Within the first month

- Arrange a memorial service, if appropriate
- Encourage parents to participate in meeting to discuss students' welfare
- Identify behavioural changes and the possibility of post traumatic stress disorder and refer to Health Contacts for Mental Health Services
- Monitor progress of hospitalised staff or students
- Monitor mental and physical health of all helpers.

4 In the Longer Term

- Monitor staff and students for signs of delayed stress and the onset of post traumatic stress disorder- refer for specialised treatment if necessary
- Provide support if needed.

5 In the Long Term

- Plan for and be sensitive to anniversaries, inquests and legal proceedings
- Access specialist support if needed.

Appendix 7: Things to Remember

1. In the event of any critical incident, the first thing to do is calm the affected party/parties down and offer hope. Communicate simply, take control and give clear and practical directions in order to reduce the anxiety and connect the logic of the affected party/parties.
2. You are not superhuman. Managing a critical incident can be a very lonely time, especially if you are regarded as the focal link with international students at your institution. While you are busy providing care or support to those directly affected by the incident, your own health and emotional wellbeing may be at risk. Self-care should NOT be forgotten in your management strategy.
3. Take time out each day to telephone or email another colleague. This will give you not only a chance to debrief, but also to compare notes with sympathetic colleagues who have had similar experiences and a real understanding of what you are feeling. You are helping others while you help yourself.
4. Customise this kit to your particular needs. Insert as many local telephone numbers and contacts, and as much information as you can so that you can refer to the kit as a 'stand alone' resource, thereby allowing you to take

Critical Incident Policy and Procedures

effective and immediate action when necessary.

Who Are You?

As an Academy staff member, you are a person who interacts with all students, including international students, in a professional capacity.

You may be one of the first people notified in the event of a critical incident.

In the life of an international student, you are ultimately a concerned, caring, informed, capable, 'significant other'. The student's own family structure will be unavailable, so assume that you will be helpful and a positive influence, in spite of your 'outsider' role. You, as an individual, will be more readily accepted than You as the Teacher or You as the Counsellor or You as the International Student Coordinator.

Optimise your own personal traits. Remember that it is more than likely that the international student has sought you out because of who you are, not what you are. So, follow your instincts and act accordingly.

Appendix 8: Emergency Numbers for Critical Incident Policy and Procedures

Police / Ambulance / Fire 000

AIDS Helpline Queensland 13 43 25 84

Asthma Queensland 1800 278 462

Cancer Helpline 13 11 20

Centre Against Sexual Assault (CASA) Crisis Line 9496 5770 / 1800 010 120

State-wide Sexual Assault Helpline 1800 010 120 / 1800 Respect 1800 737 732

Care Ring (formerly Crisis Line – 24 hour) 13 61 69

Mental Health Access Line 1300 642255

Coroner's Court (07) 3738 7050

Crisis Counselling:

- Lifeworks 1300 350 421
- Lifeline (24 hour) 13 11 14
- Care Ring (24 hour) 13 61 69

Direct Line (Drug and Alcohol Counselling – 24-hour 1800 177 833

Doctor (General Practitioner):

- Southport Metro Medical Centre 58 Scarborough St, Shop M032, Australia Fair METRO Shopping Centre,

Southport QLD / (07) 5612 7830

- Gold Coast Medical Centre 10/465 Oxley Dr, GOLD COAST QLD 4216/ (07) 5500 6555

Eating Disorder Programme - EDP – Gold Coast (07) 5635 9200

Electricity: Origin Energy 13 24 61

Epilepsy Association (07) 3435 5000

Gambling Helpline 1800 858 858

Gay & Lesbian Switchboard / QLife 1800 184 527

Griefline 1300 845 745

Hospitals:

- Gold Coast University Hospital (1 Hospital Blvd, Southport, QLD, 4215) 1300 744 284
- Robina Hospital Emergency Room (2 Bayberry Ln, Robina QLD 4226) (07) 5668 6000
- Dental Care Southport (5/115 Nerang St, Southport QLD 4215) (07) 5528 5044
- Gold Coast University Hospital Emergency Room 1300 744 284
- Gold Coast Private Hospital (07) 5530 0300
- The Gold Coast Eye Clinic (94 Nerang St, Southport QLD 4215) (07) 5532 9099
- Emergency: 1800 637 000 Immigration 13 18 81 Interpreting Services (24 hour) 13 14 50

Queensland Law Society (referral service) 1300 367 757

Legal Aid Queensland - Southport (07) 3496 7100

Men's Line Australia 1300 789 978 / Gold Coast Water Police 13 14 44

Quitline 13 7848

SANE Mental Illness Helpline 1300 MH CALL 1300 642255

Suicide Helpline Lifeline on 13 11 14

Suicide Call Back Service 1300 659 467

Poisons Information Centre 13 11 26

Pregnancy Helpline 1800 822 436

Deaf Services (07) 3892 8500

Victims of Crime Helpline 1300 546 587

Phone Crime Stoppers 1800 333 000

Water: 1300 000 928 (24 hr) or 07 5667 5801. For water and sewerage faults (24 hr) dial 13 23 64 (24/7)

Women's Domestic Violence: DV Connect Women's line 1800 811 811.

Women's Information and Services, QLD 1800 017 676

Women's Infolink service 1800 177 577 free call

WorkCover Authority 1300 362 128

Appendix 9: Critical Incident Report

Critical Incident Report to be completed after all critical incidents.

Name of Employee:	
Role within the College:	
Date of Critical Incident:	
Location of the incident	
People involved in the critical incident (& their role):	
Brief Description of incident (Include who, what, why as appropriate) Attach additional pages/ documentation if required	
Description of Critical Incident:	
Immediate action taken:	
Witnesses/Other key people involved:	
Name (Please print full name clearly) Student/ staff/other Phone no:	
Further action required:	
Did the incident involve an international student?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Emergency Service involved:	<input type="checkbox"/> Yes (Police / Ambulance / Fire) <input type="checkbox"/> No
Follow up required for people involved in critical incident:	<input type="checkbox"/> Medical <input type="checkbox"/> Counselling <input type="checkbox"/> Police Statements <input type="checkbox"/> Notification to family <input type="checkbox"/> Other Details of follow up _____ _____ _____ _____
Reported Critical Incident to:	

Please give the original form to the **Admin Manager** who will place it on the student's file, and forward a copy to the **CEO**.

NAME

SIGNATURE

DATE

Critical Incident Policy and Procedures

Appendix 10: CRITICAL INCIDENT NO- TIFICATION LETTER

LETTER TO PARENTS (Sample letter in the event of a tragedy)

Dear Parents,

It is with regret, that I inform that RTO has experienced (the sudden death, accidental injury) of one of our students. We are deeply saddened by the death/events.

(Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost)

If you would like advice or assistance you may contact the following people at the school:

Admin Manager

Yours sincerely,

V.3 Aug 19

ELICOS Attendance Monitoring Policy & Procedures

1. PURPOSE

This policy supports RTO 2015 Standards and Standard 8 of National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Under the Education Services for Overseas Students (ESOS) legislation, international students must attend a minimum of 80% of their scheduled hours in a course. If student's overall attendance drops below 80% of their scheduled hours during any course study period, it will constitute a visa breach.

For the purpose of monitoring attendance SPIC defines a study period as 2 weeks/ 10 consecutive sessions.

St Peters International College (SPIC) students must be reported to Department of Home Affairs through PRISMS, under the ESOS Framework and their visa conditions, if their overall attendance falls below 80% of their scheduled course contact hours during any study period.

The College believes good attendance is important in order to achieve the desired educational outcomes. International students should attend all classes (100%) of their course contact hours to gain optimum learning.

The College is responsible for maintaining and monitoring accurate attendance records.

ELICOS students must be monitored and reported on attendance while all international students must attend full time study as a requirement of their visa.

In instances where the records indicate that students are deemed at risk of not meeting course progress requirements due to their low attendance, the College's academic intervention strategy will be triggered. Refer to our Course Progress Policy and Procedure.

We monitor both the course progress and attendance of overseas ELICOS students. These requirements are provided to the students before they commence their course.

2. SCOPE

The scope of this policy extends to cover all ELICOS students

3. RESPONSIBLE PARTIES

CEO/ Head of Studies/ Training Manager/ ELICOS Course Coordinator
Intervention Officer/ Student Support Officer

4. DEFINITIONS OF TERMS

ELICOS – English Language Intensive Courses for Overseas Students
DHA – Department of Home Affairs.

PRISMS – Provider Registration and international Students Management System

ESOS – Education Services for Overseas Students Act 2000

Current Attendance – Students attendance averaged to date from commencement

Overall Attendance – The maximum possible attendance a student can achieve, if they are present for every single class moving forward

Compassionate or compelling circumstances – are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- serious illness or injury, where a medical certificate states that the student was unable to attend classes
- bereavement of close family members such as parents or grandparents
- 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; and 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).

Any other circumstance would require evidence to be considered as compassionate or compelling.

Session- Each session is made up of 4 hours of contact hours, 20 hours per week.

Medical Certificate - a certificate issued by a registered medical provider such as hospitals, doctors, dentists, physiotherapists, chiropractors, optometrists, ophthalmologists, psychiatrists and psychologists. SPIC does not accept certificates from alternative medical practitioners such as herbal practitioners, acupuncturists, Chinese therapists, massage therapists, iridologists, psychics etc.

Satisfactory course attendance – attendance of at least 80% of scheduled course contact hours for the overall course.

Study period – 2 weeks/ 10 consecutive sessions

SMS – Student Management System

5. APPLICATION

Monitoring the student's attendance assists the College to identify early and offer support to those at risk of not meeting course progress requirements or completing their studies within the expected duration of their COE and who are also at risk of failing to meet attendance requirements.

ELICOS Attendance Monitoring Policy & Procedures

Students must contact the College every time they will be absent prior to the regular class time, via email, phone or SMS to a member of staff. Students who do not advise the College of absences will be contacted/counselled by the Intervention Officer or another staff member.

All absences due to illness should be accompanied by a medical certificate, however students are still to be marked as absent.

Regular class attendance is essential in order for students to progress satisfactorily in their course and to be deemed as a genuine student.

St Peters International College will report students for non-attendance via PRISMS as per the conditions outlined in this policy. An outcome of reporting a student for non-attendance is the student's visa may be cancelled.

After intervention and the appeals process, the College will report students who are not meeting satisfactory course attendance to Department of Home Affairs, under Section 19 of the ESOS Act and as a breach of their student visa conditions.

The following rules will be applied to ensure compliance with the legislation.

6. RULES & PROCEDURES

- Trainers/teachers are to mark the roll a minimum of once per training session
- Each session is made up of 4 hours of contact hours. Students are expected to attend 5 sessions each week.
- Student Support Officer/Intervention Officer/ trainer/ teacher or delegated staff member is to call or email all students who do not notify the College of their absence before close of business on the day of absence.
- Summary of the calls made to the student by the intervention officer/trainer.
- Copy of the emails made to the students for follow up or for any assistance will also be placed in the student's file.
- All notes of calls and emails as journal entries by trainer / intervention staff to be entered on student management system which is wisenet. ELICOS Course coordinator/ Intervention officer to check all notes while analysing students who are at risk of falling behind the minimum course progress requirement. Student Support Officer/ Intervention Officer will record attendance in the Attendance Monitoring Database and analyse student absences fortnightly and take action as per below for students 'at risk'.
- All absences due to illness should be accompanied by a medical certificate. Intervention Officer is to follow up on medical certificates.

a. Contacting students

SPIC will at the minimum contact and counsel students who:

- have been absent for more than five consecutive days/ 10 consecutive sessions without approval; or
- are at risk of not attending for at least 80 per cent of the scheduled course contact hours

A record of all phone conversations, copies of letters, emails and notices relating to attendance will be kept on the student file.

- All communications to the student in regards to the course including letters related to attendance and warning will be communicated via emails or registered post only. It is the responsibility of the student to keep their contact details updated with the college whenever there is a change within 7 days of a change as per visa requirements. This information is provided to the student in the pre-enrolment process via agent/Student handbook. The copy of the handbook and this policy is available on the college website. This is further explained on the day of the induction prior to the start of the course.

- The Intervention Officer is made aware by the Records Officer of students who do not contact the college regarding their absences within the required timeframe of one study period.

- For students identified as at risk of not meeting attendance requirements, an appointment will be arranged with the Intervention Officer, where course attendance is discussed and students are reminded of their obligations to meet course attendance obligations. An assessment is undertaken and any support necessary to assist the student to meet their visa obligations. This support may include counselling or other required support. * At this time the Student will be again given another copy of the attendance Policy and procedure.

- All attempted communication with students must be recorded and saved against the students file in the College's student management system (SMS) and a copy placed in their intervention file.

- If in the event that the student cannot be contacted within a study period, efforts are made to contact their next of kin to locate the student and ascertain the reason for their absence. A report to authorities e.g., police may need to be made in extreme circumstances.

b. Recording Student Attendance

All ELICOS Trainers are responsible for marking the hard copy roll for each teaching session. Records Officer is responsible for entering the attendance data into the Attendance sheet on weekly basis.

Students are marked absent for the days they are sick, including days for which they have medical certificates. Students are encouraged to make appointments for personal matters outside class hours. If students are absent, they must supply documentary evidence to support any absence.

For absences due to an illness, students must:

- Complete an Absence Request Form and present it to a Student Support Officer.
- Submit an Absence Request Form with medical certificate attached.

If the student provides a medical certificate or another reasonable explanation for their absence in response to the communication with them, their absences are recorded as allowable absences and arrangements are made to make up for the classes/work they have missed so that their ability to achieve satisfactory course progress is not impaired. If any other support is required e.g., grievance counselling is needed, this is organised by the Student Support Officer.

c. Student Attendance Monitoring and Counselling

SPIC staff will ensure that accurate attendance records are kept for all ELICOS students, and that they maintain a satisfactory attendance level while studying at the College.

At all times the aim is to ensure that the student is not suffering from any problems that may be causing the unsatisfactory attendance. The student's welfare is always the main concern.

A three-step process is undertaken to ensure that the student is given every opportunity to maintain their required course attendance.

Once a student's attendance drops in the defined levels below, the formal process must begin.

I. Notification letter- A first notice of warning is sent out to students when their current attendance has fallen less than **80%** at the end of a study period (2 weeks/ 10 consecutive sessions). This initial warning (Notification Letter) is communicated via the student's personal email accounts, advising them of current attendance and suggesting that the student make an appointment with the Intervention Officer as soon as possible to discuss any issues which may be impacting on their ability to maintain a satisfactory rate of attendance. A copy of the warning is saved and any communication logged on the student's file. Students may take along a support person.

II. Warning Letter 1- If the student's attendance issues persist and their overall forecast attendance rate falls less than **90%** of the scheduled total course contact hours by the end of any study period, a notice of formal warning (Warning Letter 1) is sent out. This warning stresses the importance of maintaining course attendance and is communicated via the student's personal email accounts, advising them of overall attendance and requires that the student make an appointment with the Intervention Officer to discuss any issues which may be impacting on their ability to maintain a satisfactory rate of attendance. A

copy of the warning is saved and any communication logged.

If the student's overall attendance drops to below 80 %, students will be reported to DET/DHA via PRISMS unless compassionate or compelling grounds can be established

Where a student with low attendance is able to demonstrate (and provide evidence of) compassionate or compelling circumstances, the CEO will assess whether a temporary suspension of studies is in the best interest of the student. Refer Deferment, Suspension and Cancellation Policy.

III. Intention to Report for Unsatisfactory Attendance Letter-

If the student's overall forecast attendance falls to 80% or below the overall course attendance requirement by the end of any study period, a letter informing the student that the College intends to report them to Department of Home Affairs, along with a copy of the College's Complaints and Appeals Process, is sent to the student. This letter will include all action and assistance provided to the student to date. The student will also be told that this may result in their visa being cancelled. Students will also be notified that they have 20 working days to appeal against the decision.

- Notice of Intention to Report to DHA is sent to the student's:
 - o Email address
 - o Current postal address on SMS
- The Intention to Cancel Letter advises the student of the potential breach of visa condition due to unsatisfactory attendance and their right to appeal within 20 working days
- In case student appeals against the decision, the cancellation will be kept on hold and the student's appeal will be assessed in line with "Complaints and Appeal" policy. Please refer to the 'Complaints & Appeal policy & procedures' for further details.
 - o This policy is a part of pre-enrolment & Induction / orientation process. Students can access it anytime from the college website or the Students Handbook. This policy in student's handbook must be read and understood by the student to make an informed decision and is provided to students prior to enrolment.
- Students are advised to provide evidence of compassionate and compelling circumstances (if any)
- If the review of compelling and compassionate circumstances is accepted, the student is provided an "appeal outcome letter" advising they will not be reported for Unsatisfactory Attendance for current course
- However, if no appeal and compelling or compassionate circumstances documentation is provided and accepted, then the student will be reported for Unsatisfactory Attendance via PRISMS
- If a student has submitted an appeal, which is deemed unsuccessful, the student is advised in the "appeal outcome letter" that their appeal is unsuccessful and they have 10 days to

ELICOS Attendance Monitoring Policy & Procedures

externally appeal and provide evidence. Otherwise, the college will report the student for unsatisfactory attendance.

- If the student does externally appeal and evidence is provided, the college will place their decision to report on hold, until the external appeal process has reached an outcome.

- If a student is to be reported via PRISMS, the College will notify DHA of the student not achieving satisfactory course attendance as soon as practicable within 5 working days.

All documents listed above are to be stored in the student's file.

d. Student Absence for a consecutive period of five days i.e., 10 sessions

If a student is absent without approval (e.g., without approved holidays) for more than five consecutive days or 10 consecutive sessions, the college will make every effort to contact the student, their next of kin, and or their agent to ensure their safety.

Any absences longer than 5 consecutive days without approval will be investigated as a matter of urgency.

- Intervention officer will attempt to contact the student
- If student is not able to be contacted their agent will be contacted.
- Intervention Officer will counsel student on the importance of notifying the College when absent.
- If contact cannot be made the Intervention Officer will discuss with CEO and the relevant authorities will be notified (e.g., police, DHA, next of kin)

SPIC will at the minimum contact and counsel students who:

- have been absent for more than five consecutive days without approval; or
- are at risk of not attending for at least 80 percent of the scheduled course contact hours.

e. Cease of Attendance after leave

If a student ceases attending a course or does not return from leave, and/or is unable to be contacted, under Section 19(1) of the ESOS Act, SPIC will notify DHA via PRISMS of termination of the student's studies within 14 days of the event via a Student Course Variation. The College in this instance does not have to give students access to the appeals process. Students would not be entitled to a refund unless at the discretion of the CEO.

f. Notation of Students Attendance at completion of course

Students' attendance records are stated on their end of course Statement of Attainment as either Satisfactory or Unsatisfactory. Students who receive a satisfactory attendance comment must have attended more than 80% of classes.

Students who request an Attendance Certificate at any time are issued with one. The certificate shows the current attendance of students as a percentage of the total required attendance to that date. A note will be taken of the students who take approved holidays as a part of their total course duration on PRISMS and these periods will not be recorded as absences.

g. Monitoring Student Attendance

The Intervention Officer is responsible for monitoring the attendance on weekly basis and taking suitable action accordingly. The Intervention Officer then provides on-going support and advice to these students assessed as being at risk of not meeting attendance requirements, which is documented on the student's intervention strategy. Students are provided with the best opportunity to successfully meet and exceed these requirements and work towards a successful course outcome.

h. Monitoring Periods

Student attendance is monitored daily by teachers/trainers. Attendance is monitored and tracked on a weekly basis in the Attendance Monitoring Database but the action is only taken after the end of the study period.

For the purpose of attendance monitoring the calculation is based on a study period of 2 weeks.

i. Additional Strategies to assist identified students to achieve satisfactory attendance progress.

The Intervention Officer may recommend the following strategies for students to follow to improve their attendance progress:

- Referral to external a Counselling Centre for assistance with personal issues which are influencing attendance
 - Referral to the appropriate Health Service for assistance with medical issues which are influencing attendance
 - A change in course load with approval from Training Coordinator, therefore implementing a formal intervention strategy.
 - Attending an English Conversation Group to assist with language skills and social networking
 - Individual Case Management for students
- Records will be maintained on the student intervention file for audit.

j. Students excluded from class for misbehaviour

SPIC will record any 'period of exclusion' from class as absence (where the enrolment is not officially suspended on PRISMS) and include this absence in attendance monitoring calculations (potentially putting a student with marginal attendance in danger of being reported for unsatisfactory attendance).

Also refer Standard *Deferring, suspending or cancelling the overseas student's enrolment Policy and Procedure*.

Date:

«TableStart:AU_General_Main»

RE: Unsatisfactory Attendance – Notification Letter

«Client Title» «Client First Name» «Client Last Name»

«Client Post Add1»«Client Post Add2»

«Client Post Suburb» «Client Post State»

«Course Desc»

Dear «Client First Name»

Student ID «Client RefExternal»

It has come to our attention that you have missed your classroom sessions and your attendance currently has fallen **below 80%.** **However, there is still a chance for you to make up for your previous absence by attending all your future sessions.**

As an international student holding a student visa, you are required to comply with a number of conditions relating to that visa, including attending at least 80% of the scheduled hours in your overall course. If St Peters International College assesses your attendance as unsatisfactory, this must be reported to the Department of Home Affairs and may lead to cancellation of your student visa.

It is important to ensure that you must attend all classes. If you are sick you must submit a doctor's certificate; however, you will still be recorded as absent but further assistance will be provided to you to cover up the missed course work or attendance.

You are advised to contact undersigned Intervention Officer of St Peters International College to arrange a time and date for the meeting.

If you would like to reschedule the appointment, please contact me on telephone +61 7 5635 1735 or email to kangning@spic.qld.edu.au

Yours sincerely,



Kangning Li
Intervention Officer - General English
St Peters International College
Level 1, 8 Short Street
Southport, Queensland – 4215 Australia
Phone +61 7 5635 1735
www.spic.qld.edu.au
«TableEnd:AU_General_Main»

Date:

«TableStart:AU_General_Main»

RE: Unsatisfactory Attendance – Warning Letter

«Client Title» «Client First Name» «Client Last Name»

«Client Post Add1»«Client Post Add2»

«Client Post Suburb» «Client Post State»

«Course Desc»

Dear «Client First Name»

Student ID «Client RefExternal»

It has come to our attention that you have missed your classroom sessions and your projecting attendance for the overall course has fallen **below 90%.** This forecast is considering your current and or past poor attendance and assuming that you will be present in all the remaining sessions.

As an international student holding a student visa, you are required to comply with a number of conditions relating to that visa, including attending at least 80% of the scheduled hours in your overall course. If St Peters International College assesses your attendance as unsatisfactory, this must be reported to the Department of Home Affairs (DHA) and may lead to cancellation of your student visa.

It is important to ensure that you must attend all classes. If you are sick you must submit a doctor's certificate, however, you will still be recorded as absent but further assistance will be provided to you to cover up the missed course work or attendance.

Please note that this is your final warning before action is taken. Should you miss further classes, such that you can no longer attain 80% attendance in your overall course, you will be reported to DHA without further notice.

You are advised to contact undersigned Intervention Officer of St Peters International College to arrange a time and date for the meeting.

If you would like to reschedule the appointment, please contact me on the college contact numbers or email to kangning@spic.qld.edu.au

Yours sincerely,



Kangning Li
Intervention Officer - General English

St Peters International College
Level 1, 8 Short Street
Southport, Queensland – 4215 Australia
Phone +61 7 5635 1735
www.spic.qld.edu.au

«TableEnd:AU_General_Main»

Date:

«TableStart:AU_General_Main»

RE: INTENTION TO REPORT FOR UNSATISFACTORY ATTENDANCE

«Client Title» «Client First Name» «Client Last Name»
«Client Post Add1» «Client Post Add2»
«Client Post Suburb» «Client Post State»

«Course Desc»

Dear «Client First Name»
Student ID «Client RefExternal»

Your attendance in **092186A - General English (Elementary to Upper-Intermediate)** has been reviewed in accordance with the course attendance policies of St Peters International College (SPIC) and is considered **unsatisfactory**.

You were first identified as risk of falling below the satisfactory attendance percentage and St Peters International College issued you with a Notification letter notifying you about the repercussions.

Shortly thereafter, A Final Warning Letter was also issued to you for falling less than 90% in your projected attendance of the overall course. On each occasion you were provided the opportunity to discuss your attendance issues with the Intervention Officer.

As your attendance has fallen below 80% in your overall course, you have now been assessed as achieving unsatisfactory attendance. In accordance with the SPIC's ELICOS Attendance Monitoring Policy & Procedures, I must now inform you of SPIC's intention to report you to the Department of Home Affairs.

You now have 20 working days, to access the SPIC Complaint and Appeals process. SPIC Complaints and Appeals Policy & Procedures has been attached for your perusal.

If you choose to make a formal internal appeal, SPIC will not report you and your enrolment in the course is maintained until SPIC makes a final determination about your case. Also, until

then, it is important that you continue to study as usual, attend your classes and comply with all assessment, administrative and enrolment deadlines.

If you choose not to engage in the Complaint and Appeals process within the specified time frame, SPIC is required by law to report you to the Department of Home Affairs. This may result in the cancellation of the student visa. For advice on this issue, you may wish to contact a Student Support Officer on +61 7 5635 1735.
Yours sincerely,



Eshwar Lakavath
CEO
St Peters International College
Level 1, 8 Short Street
Southport, Queensland – 4215 Australia
Phone +61 7 5635 1735
www.spic.qld.edu.au

Encl:

1. Complaint and Appeals Policy & Procedure
2. Complaint and Appeals Application Form

«TableEnd:AU_General_Main»

V6.0 Mar 2021

ELICOS Teaching and Assessment Policy & Procedure

Purpose

This policy regulates St Peters International College (SPIC) in teaching and assessing achievement of learning outcomes of overseas/ international students who are enrolled in ELICOS courses. SPIC ELICOS Teaching & Assessment Policy and Procedures support Standard P3 and P4 of the ELICOS Standards 2018.

This policy exists in conjunction with other policies to provide overall high quality and continuous improvement at SPIC, including

- ELICOS Attendance Monitoring Policy & Procedures
- ELICOS Assessment Moderation Policy
- ELICOS Assessment Validation Policy
- Continuous Improvement Policy & Procedures
- ELICOS Course Progress Policy & Procedure
- Complaints and Appeals Policy and Procedure.

Scope

This policy applies to:

- International students enrolled in ELICOS Courses at SPIC.
- SPIC Academic, Admissions, Student Services and Administrative staff as well as the contractors employed in delivering the ELICOS course at SPIC.

Policy

This policy supports Standard P3 and P4 of the ELICOS Standards 2018.

This policy applies to the College's international ELICOS students and staff.

This policy and procedure is for teaching and assessing achievement of learning outcomes of ELICOS students.

The CEO is responsible for the implementation of the policy and procedures and to ensure that students and staff are aware of its application and implement its requirements.

All staff are made aware of the requirements of this policy through staff induction, regular meetings, staff updates, Handouts and continuous improvement practices. Students are made aware of the policy and procedures through the

Student handouts, College's website, Student Handbook, and during the enrolment and orientation processes.

SPIC's planning policies and procedures must enable teachers to:

- a. customise teaching to student needs
- b. access the resources required for delivery of the course
- c. research course content and developments in English language teaching to meet student needs.

SPIC must maintain records of teaching delivery for a reasonable period in accordance with the ESOS Act and ensure:

- a. retention and accessibility of records, including electronically
- b. learning outcomes are documented
- c. effective review, revision and delivery of courses.

SPIC must continuously improve delivery of courses by:

- a. making adjustments based on analysis of feedback from students and other stakeholders as appropriate.
- b. monitoring appropriateness of delivery for student groups
- c. regularly evaluating learning outcomes achieved.

SPIC clearly outlines assessment policies and procedures, which must provide for:

- a. formative and summative assessment
- b. clear identification of assessment outcomes as they relate to progress through the course
- c. assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, and
 - i. includes appropriate oversight or moderation of assessment outcomes
 - ii. in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.

SPIC, upon completion (or partial completion) of study, will

ELICOS Teaching and Assessment Policy & Procedure

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- Continuous Improvement Policy & Procedures
- ELICOS Course Progress Policy & Procedure
- Complaints and Appeals Policy and Procedure.

Scope

This policy applies to:

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- SPIC Academic, Admissions, Student Services and Administrative staff as well as the contractors employed in delivering the ELICOS course at SPIC.

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- b. clear identification of assessment outcomes as they relate to progress through the course
- c. assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, and
 - i. includes appropriate oversight or moderation of assessment outcomes
 - ii. in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.

SPIC, upon completion (or partial completion) of study, will issue each student with a document that:

- a. indicates the course name, the college name and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory
- b. includes, or is accompanied by, a plain English explanation of the terms used in awarding grades at all levels.

SPIC is committed to ongoing and regular evaluation and review of teaching process & assessments, so as to reflect current standards of TESOL teaching, maintain staff and student satisfaction, ensure compliance with industry regulations / guidelines, and maintain the ongoing achievement of learning outcomes. This is achieved by acting on data that comes from several sources

- a. Yearly Validation processes of course resources.
- b. Twice yearly Moderation processes of course resources.
- c. Twice yearly Teacher and Student Feedback surveys (refer to the Course Evaluation Policy for further information).

SPIC will undertake processes for continual improvement of student assessment by:

- a. making adjustments based on collection and analysis of feedback from students and other stakeholders as appropriate
- b. monitoring appropriateness of assessment for student groups
- c. regularly evaluating course outcomes achieved.

Procedures

Students based scores in the College's Placement Test will be placed in a class/ level appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement by the Administration staff and if necessary through consultation with the ELICOS Course Coordinator.

Students' special learning needs will be identified during enrolment processes by the Enrolment Officer and during the training and assessment activities by the trainers and arrangements are put in place to address these needs.

The course duration range may vary according to each student's learning goals which will be reflected in the expected duration of study specified on the student's Confirmation of Enrolment (CoE). Students can enroll for any level from Elementary to Upper Intermediate on the basis of the result of Placement Test. Students who are not completing any appropriate level will only be granting the partial completion certificate of the attained level. The completion certificate will only be granted to the students after successfully completing the summative assessment for each General English course level.

The Administration staff, if necessary through consultation with the ELICOS Coordinator, will allocate a maximum of 18 ELICOS students/ class.

Teaching Procedure

Students are informed of the outcomes to be achieved from the course in the Course Outline before commencing a new level. The Course Outline lists all the learning outcomes for each level and explains the assessments procedure.

The teachers are expected to follow the syllabus and achieve the learning outcomes for each week while customizing the lesson to suit each cohort of students. Teachers are encouraged to converse with their co-teachers as well as the Academic Manager for further guidance and direction if needed.

Class planning and customisation of teaching

During planning activities, the ELICOS teachers will need to:

- a. customise teaching to student needs
- b. access resources required for delivery of the course
- c. research any special purpose course content and developments in English language teaching to meet student needs

For this purpose, the teachers are provided with learning material that enables them to customise their teaching to meet the needs of all students in their class. Teacher learning resources are available to all teachers in hard copy and additional resources are available electronically.

The teachers room contains a plethora of supplementary resources which are categorized into macro skills (reading, writing, speaking listening and grammar). Teachers can research from the resources provided in hard copy and additional resources are available electronically to ensure they are abreast of course developments and content changes to meet student needs.

Teachers may also change their style or approach to delivery in order to meet the learning styles of learners in their classes.

Teachers are expected to pay close attention to students' weaknesses and needs and should be providing targeted learning to address their needs. For example, if a teacher realizes that their class requires further assistance with the week's grammar focus, the teacher is required to prepare and deliver extra grammar activities for that week. In some cases, it may be that just one or some of the students require

ELICOS Teaching and Assessment Policy & Procedure

some additional activities or resources, in which case those are also to be provided to those students, either after class or during.

Records are to be kept as follows:

- Where customisations are made, these should be recorded in the ELICOS Weekly Class Record.
- Where a student requires ongoing individual support as identified either at enrolment or at any time during the course (via course progress/attendance monitoring for example) an Intervention Meeting & Course Progress Support Form is completed and approved by the Head of Studies.

Assessment Structure & Procedure

In addition to teaching, ELICOS teachers are responsible for students' assessment, lesson preparation, course evaluation, projects, and End of level reports. All ELICOS teachers are to work together as a team to ensure the quality and consistency of the ELICOS courses.

The assessment tasks consist of but are not limited to:

- a. Report or descriptive writing for General English students.
- b. Note-taking for students.
- c. Report and/or essay writing for students.
- d. An oral presentation for a duration of 3 to 5 minutes for General English students.
- e. After the students present their assignments/tasks, teachers will correct their work, use the feedback sheet and record the students' completion of the task. They then return them to the students together with the feedback sheets. The students should keep a portfolio of their work to mark their progress.
- f. General English teachers use the feedback sheet to assess and provide feedback about the progress of the students' writing and speaking. They record the students' completion of the task.

Each unit (every week) students are required to complete a formative assessment during the week and a summative assessment at the end of the week. This method ensures that students are assessed before the unit is completed and are provided feedback on their learning progress. Furthermore, conducting the formative and summative assessment at different stages reduces the anxiety and pressure students are placed under when sitting an assessment on one given day.

The assessment tasks and activities are based on the theme for the week.

a. Formative assessments are conducted weekly through assessments and activities. The purpose of the assessment is to test students' prior ability to read, write, speak, or listen about the textbook theme of the week. In order to encourage students to do their best, they are allowed to use electronic devices for dictionary use only.

b. Summative assessments are also conducted weekly. These assessments test the grammar and vocabulary related to the study focus of the level. These are done under test conditions, without notes and reference material. The summative assessment formats include the following:

- i. All tests will be held in class. The relevant ELICOS teacher for each relevant class will be responsible for the preparation, collection and marking of the tests.
- ii. The speaking tests are taken from the General English course book for the appropriate level and / or based on other formal English testing resources. The ELICOS Coordinator or other ELICOS teachers may be requested to moderate the speaking tests.
- iii. The listening tests are taken from the General English course book for the appropriate level and / or based on other formal English testing resources.
- iv. The reading tests are taken from the General English course book for the appropriate level and / or based on other formal English testing resources.
- v. The writing tests are based on work covered in class in the preceding weeks and/ or other formal English testing resources.
- vi. A writing moderation session is regularly conducted so that all writing teachers can be involved in correcting the writing tests.
- vii. All ELICOS teachers are to record students' formative and summative assessments scores, sign off each student's final results and provide the final results to the Student Administration to be entered into the Student Management System.

Teachers discuss assessment results and/or findings with students either individually or collectively, depending on needs.

Grades are entered by the class teacher by the second study day of the week following the assessment. This allows teachers sufficient time to mark the assessments.

All details of the assessment tasks are available for General

English teachers in the General English Syllabus Elementary to Upper Intermediate level and Assessment tasks corresponding to the level.

Reassessments

Formative assessments cannot be reassessed. If students miss any formative assessments, their result will be marked as "Absent" but the result will not be considered when calculating the final result. Summative assessments can be reassessed on request if students are able to provide a **medical certificate** or any other similar documents in which compassionate grounds can be established. If students miss any summative assessments, their result will be marked as "Absent" and the result will be considered as a failed grade when calculating the final result.

Records Procedure

SPIC retains records of teaching delivery for 2 years and ensures:

- a. Records are filed by student or class group
- b. All records whether electronic or physical are stored securely and only accessible by relevant staff (protected via passwords and locks).
- c. Electronic records are regularly backed up to a separate hard drive

Records are stored and retained as follows:

- **Records of the outcome of the student's assessment**

This includes the following:

- o ELICOS unit result sheet- filed in the student academic file. *
- o Level outcome data kept in the student management system. *
- o Evidence of completed assessments and marking - kept in the student's academic file. ^

- **Records of learning outcomes and teaching delivery**

This includes the following:

- o Attendance Rolls - filed in the class group folder. *
 - o ELICOS Weekly Class Records- filed in the class group folder Intervention meeting & course progress support form. *
- Course Progress & Attendance
- o the Course Progress Intervention Database to monitor course progress in accordance with the SPIC

ELICOS Course Progress Policy and Procedure. *

- o Records of warning, notices and interventions along with any relevant appeals from the student. *
- o Intervention Meeting & Course Progress Support Forms - filed in the student academic file. *

- o Attendance Rolls - filed in the class group folder. *

*retained for a period of 2 years after the student ceases to be enrolled with SPIC:

^kept for a minimum of 6 months after the decision is made.

Intervention Procedure

The students at risk of not meeting course attendance requirements will be identified, notified and assisted before failing to meet such requirements as given in the ELICOS Monitoring Course Progress Policy & Procedure and ELICOS Course Progress Policy & Procedures.

Outcomes of any meeting held with students are recorded on the Intervention meeting & course progress support form

Promotion and demotion of students

Students are assigned to a class and level based on their performance on the placement test they complete upon enrolment. These tests are stored in SPIC's Student Management System which is wisenet. Teachers are to monitor students on a weekly basis and determine whether students are placed in the appropriate class or level. This is to ensure that students are placed in the best position to succeed in their studies.

Students are promoted on the basis that they demonstrate a commitment to their studies and have generally achieved the learning outcomes of their current ELICOS level. Students are demoted on the basis that they are unable to keep up with the content of study. The English coordinator is informed of any changes.

Students are not to be promoted in their final 2 weeks of study unless there is overwhelming reason to do so. This is to prevent students from trying to "cheat" the system e.g. study in elementary for 10 weeks and then after 2 weeks in the new level, they "exit" as a pre-intermediate student.

ELICOS Teaching and Assessment Policy & Procedure

Completion Procedure

Students who enroll in the 4 level General English course with SPIC need to complete every level to successfully complete the General English course (Elementary to Upper Intermediate). However, students who wish to discontinue course in midway are given an exit test corresponding to the level they have completed.

Upon completion (or partial completion) of study, each ELICOS student will be issued with a certificate and transcript that:

- a. indicate the ELICOS course name, the college name and contact details, dates of study, course duration, levels of achievement or proficiency across listening, reading, speaking and writing, authorized signature and name of signatory.
- b. include, or is accompanied by, a plain English explanation of the terms used in awarding grades at all levels.

Feedback

The teachers and ELICOS coordinator must continuously improve delivery of courses by:

- a. making adjustments based on analysis of feedback from students and other stakeholders as appropriate
- b. monitoring appropriateness of delivery for student groups
- c. regularly evaluating learning outcomes achieved.

Student Feedback surveys are done in class time, administered by a coordinator. The classroom teacher cannot be present during this time, except in cases where students require further explanation about the purpose of the activity. Surveys are collected inside a box by the coordinator or Lead Teacher at the end of the session.

Teacher Feedback surveys are done either during the teacher's preparation time or in the teacher's own time. Teachers leave their surveys in a box placed in the coordinator's office.

All feedback is anonymous in that the forms do not prompt for name and the addition of name is optional.

The survey data is collated by the coordinator and/or Lead Teacher, along with informal feedback and resolved or ongoing complaints. At least two staff members in a

managerial role discuss the findings and material and then seek strategies to improve the ELICOS program where necessary.

All other unsolicited and solicited feedbacks received by any member of the ELICOS team is to be raised at ELICOS staff meetings, and entered into the agenda and actioned as appropriate. If a member cannot attend they shall pass the feedback onto the meeting organizer to raise on their behalf.

Staff are encouraged to raise their concerns and issues. Individual student or class feedback should be raised with the manager, and larger departmental issues should be raised at ELICOS staff meetings, and entered into the agenda and actioned.

The ELICOS Course Coordinator is to present any other formal feedback collected (such as student numbers, overall assessment performance etc.) for discussion and actioning as appropriate.

Professional Development

Teachers are required to keep current by participating regularly in professional development and subscribing to ELICOS material and newsletters available by TESOL and English teaching organisations.

Related Standards

Please refer to related policies for additional information on procedures required

- ELICOS Attendance Monitoring Policy & Procedures
- ELICOS Assessment Moderation Policy
- ELICOS Assessment Validation Policy
- Continuous Improvement Policy & Procedures
- ELICOS Course Progress Policy & Procedure
- Complaints and Appeals Policy and Procedure.

V6.0 Mar 2021

ELICOS Course Progress Policy and Procedure

Purpose

This policy and procedure applies to international students on a student visa who are enrolled in an ELICOS course at St Peters International College (SPIC). It is a student visa requirement for all international students to achieve satisfactory course progress in the course in which they are enrolled.

This policy exists in conjunction with other policies to provide overall high quality and continuous improvement at SPIC, including the ELICOS Attendance Monitoring Policy & Procedures, ELICOS Teaching & Assessment Policy and Procedures, Continuous Improvement Policy, Course Evaluation Policy, and the Complaints and Appeals Policy and Procedure.

Scope

This policy applies to:

- International students enrolled in ELICOS Courses at SPIC.
- SPIC Academic, Admissions, Student Services and Administrative staff as well as the contractors employed in delivering the ELICOS course at SPIC.

To comply with legislative requirements SPIC must report students who fail to achieve satisfactory course progress requirements to the Department of Education/ Department of Home Affairs.

Policy

This policy supports Standard P3 and P4 of the ELICOS Standards 2018.

This policy applies to the College's international ELICOS students and staff.

The purpose of this policy and procedure is to ensure that international student ELICOS course progress is monitored, reviewed, and intervention action is taken when a student is in danger of not achieving satisfactory course progress or completing their course within the scheduled timeframe.

SPIC has this policy and procedures in place to ensure that:

- Students who are "at risk" of not meeting satisfactory course progress requirements are identified through the procedures in this document, provided the opportunity to discuss underlying issues, counselled and placed on an intervention strategy.
- All causes of unsatisfactory progress or being "at risk" are considered including academic/study causes and personal/ welfare issues.
- The course progress of each student is monitored during and at the end of each course level.
- In order to meet course progress requirements, students must achieve competency (70% on all test results) for 60% of the units in each level by either:
 - o Week 3 for courses of 5 or less weeks, or
 - o The end of the level for courses of 6 or more weeks.
- Course progress will be monitored by teachers along with the ELICOS Course Coordinator. Teachers are required to keep appropriate records and to undertake assessments in a timely fashion to enable effective monitoring of student progress and the implementation of all procedures.
- Teachers monitor student performance in formative and summative tests and provide feedback and support as required.
- Records of the outcome of the student's assessments are kept in accordance with the ELICOS Teaching & Assessment Policy and Procedures and used in order to monitor the course progress of students.
- Where the College has assessed the student as not meeting satisfactory course progress requirements the College will inform the student in writing of its intention to report the student to Department of Home Affairs DHA/ DoE, and that he or she is able to appeal this decision by accessing the College complaints and appeals process within 20 working days from the date on the college communication to the student.

The CEO along with ELICOS Course Coordinator is

ELICOS Course Progress Policy and Procedure

responsible for the implementation of the policy and procedures and to ensure that students and staff are aware of its application and implement its requirements.

All staff are made aware of the requirements of this policy through staff induction, regular meetings, staff updates and continuous improvement practices. Students are made aware of the policy and procedures through the Student Prospectus, College's website, Student Handbook, and during the enrolment and orientation processes.

SPIC may only extend the duration of the student's study as a result of:

- compassionate and compelling circumstances,
- where an intervention strategy is being implemented or
- where an approved deferment has been granted.

Definitions

- **Level** – Elementary (12 weeks) /Pre Intermediate (12 weeks) / Intermediate (10 weeks) / Upper Intermediate (10 weeks)
- **Mid-Point** – Mid of each level which is 6 weeks for Elementary & Pre Intermediate and 5 for Intermediate & Upper Intermediate
- The total mark for formative and summative assessments is recorded in the ELICOS Unit Summary Result Sheet, and entered in ELICOS Course Progress Intervention Database as follows:
 - o **Competent** – The student is said to be Competent (C) when they achieve 70% or above mark in the formative & summative tests each week.
 - o **Not Yet Competent** - The student achieves 69% or below total mark for each week.

Procedures

Students are informed of the outcomes to be achieved from the course via the Course Outlines for each level, provided by the teacher at the commencement of each level. Feedback from the tests is shared with the

students which indicates their progress in Reading, Writing, Listening, Speaking and Participation. The aim of delivering feedback is to help students focus on key weaknesses in skill development.

Students who do not achieve competency for at least 60% of the units by the monitoring point in the level by are identified 'at risk' and will be issued 'Notification Letter' (Appendix A). Monitoring points are as follows:

- the mid-point of the level for enrolments of 6 or more weeks, or,
- the end of the first week for enrolments of 5 or less weeks

Students identified as 'at-risk' will have a formal meeting with the ELICOS Course Coordinator to discuss further course of action and support that can be provided to the students as defined in the Intervention header.

The Course Progress Intervention Meeting Form will be completed and signed by student and ELICOS Course Coordinator. A copy will be given to the student and the original will be filed in the Student Course Progress Folder. The student's teacher will be advised about the student's progress and expectations. The student will be advised that they are expected to achieve at least 60% or greater average in assessment results before the end of level (which is generally 5 or 6 weeks away) otherwise they may be reported for unsatisfactory course progress.

The teacher will closely monitor assessment results on a weekly basis and inform the ELICOS Course Coordinator if progress is not being made according to the signed Course Progress Intervention Form. If student is not achieving satisfactory course progress within 2 weeks, and the overall percentage still falls below 60% competency for all levels, a Warning Letter (Appendix B) will be issued.

If students have received both a notification letter and a subsequent warning letter and are still not showing satisfactory course progress, in the following timeframes, the student will be deemed to not meeting course progress requirements and notified of the intent to cancel their enrolment:

- the end of the level, for enrolments of 6 or more weeks, or,
- the end of the third week for enrolments of 5 or less weeks,

Students will be sent a '**Intent to Cancel**' letter (**Appendix C**), informing them that:

- They have access to the Complaints and Appeals Policy and Procedure and have 20 working days to lodge an appeal.
- If the Student chooses not to access the complaints and appeals processes within the 20 working day period, SPIC will report the unsatisfactory course progress to the Department of Home Affairs.
- Reporting their unsatisfactory course progress may impact their Visa, and they should contact the Department of Home Affairs for further advice.

Copies of all outcomes and notifications related the appeal process is kept on the student's file in accordance with SPIC's Complaints and Appeals Policy and Procedure.

Intervention

Intervention meetings take place as soon as possible and no more than 10 working days from students being identified 'at risk'.

The purpose of the intervention meeting is to identify the underlying reasons for the unsatisfactory course progress and negotiate, agree, document and initiate an intervention strategy. Depending on the underlying reasons affecting the student's course progress either study and/ or personal welfare support services will be offered.

For students with English language/ study related issues an intervention strategy is negotiated by the ELICOS Course Coordinator and student at the intervention meeting. This is provided to the student in writing and signed.

At the intervention meetings the commitment to and effectiveness of the intervention strategy are reviewed. Intervention strategies may include one or more the following types of support:

- Arranging further opportunities for students to re-attempt weekly tests
- Amending the study load/ timetable/ course duration

- Move the student to a lower level
- Study support
- Managing study load
- Helping students adjust to the learning and assessment system
- Homework support
- Reviewing learner materials with the student
- Liaising with teachers to arrange the provision of support e.g. extra tuition, materials, exercises, amendments to timetables
- Arranging access to supplementary reference materials
- Arranging for supplementary exercises
- Arranging access to computers
- Arranging access to modified resources
- Liaising with assessors to provide opportunities to re-attempt assessments
- Providing guidance with organization/ time management skills
- Other English/ study skills support

* this is not a conclusive list and other intervention strategies may also be used

Reassessments

Formative and Summative assessments can be requested to be reassessed if students are able to provide a **medical certificate** or any other similar documents in which **compassionate** grounds can be established. If students miss any formative and summative assessments, their result will be marked as "Absent" and the result will be considered as a failed grade when calculating the final result.

ELICOS Course Progress Policy and Procedure

Appendix A: Notification Letter

Date:

«TableStart:AU_General_Main»

RE: Unsatisfactory Course Progress – Notification Letter

«Client Title» «Client First Name» «Client Last Name»

«Client Post Add1»«Client Post Add2»

«Client Post Suburb» «Client Post State»

«Course Desc»

Dear «Client First Name»

Student ID «Client RefExternal»

Your enrolment in «Course Code» «Course Desc» at SPIC began on «COR Start Date».

During the orientation programme, you were informed of the student visa condition relating to course progress. As an international student holding a student visa, you are required to comply with a number of conditions relating to that visa, including maintenance of satisfactory course progress.

Our records indicate that your academic progress forecast is below 60% for the current level.

In order to meet course progress requirements, you must achieve competency (70% on all test results) for 60% of the units in each level. If you do not achieve this by week 3 / the end of the level, this must be reported to the Department of Home Affairs and may lead to cancellation of your student visa.

You are advised to contact the **ELICOS Course Coordinator** at St Peters International College to arrange a time and date for the meeting. At St Peters International College our aim is to assist your satisfactory progression through your chosen course of study. We are very pleased to discuss any academic progression issues and attempt to reach satisfactory solutions.

In order to schedule the appointment, please contact me on telephone 07 5635 1735 or email to kangning@spic.qld.edu.au

Yours sincerely,



Kangning Li

ELICOS Course Coordinator

St Peters International College

Phone +61 7 5635 1735

www.spic.qld.edu.au

Appendix B: Warning Letter

Date:

«TableStart:AU_General_Main»

RE: Unsatisfactory Course Progress – Notification Letter

«Client Title» «Client First Name» «Client Last Name»

«Client Post Add1»«Client Post Add2»

«Client Post Suburb» «Client Post State»

«Course Desc»

Dear «Client First Name»

Student ID «Client RefExternal»

Your enrolment in «Course Code» «Course Desc» at SPIC began on «COR Start Date».

During the orientation programme, you were informed of the student visa condition relating to course progress. As an international student holding a student visa, you are required to comply with a number of conditions relating to that visa, including maintenance of satisfactory course progress.

Our records indicate that in the last 2 weeks after Intervention meeting with the ELICOS Course Coordinator and provision of extra support from the ELICOS Team at St Peters International College, your academic progress forecast is still below 60% for the current level.

In order to meet course progress requirements, you must achieve competency (60% on all test results) for 60% of the units in each level. If you do not achieve this by week 3 / the end of the level, this must be reported to the Department of Home Affairs and may lead to cancellation of your student visa.

You have been advised to follow the intervention strategy in order to reach a satisfactory course progression. If you fail to adhere to the intervention strategy you will be reported to the Department of Home Affairs and could result in the cancellation of your student visa.

Please contact Student Support Officer if you believe one or more of the following have happened:

- SPIC has not recorded or marked you correctly.
- There are compassionate or compelling reasons which have contributed to your unsatisfactory course progress.
- SPIC has not made relevant policies (e.g. Assessment and Academic Progress) available to you.

At St Peters International College our aim is to assist your

satisfactory progression through your chosen course of study. We are very pleased to discuss any academic progression issues and attempt to reach satisfactory solutions.

If you would like to reschedule the appointment, please contact me on telephone 07 5635 1735 or email to kangning@spic.qld.edu.au

Yours sincerely,



Kangning Li

ELICOS Course Coordinator

St Peters International College

Level 1, 8 Short Street

Southport, Queensland 4215

Phone +61 7 5635 1735

www.spic.qld.edu.au

Appendix C: Intent to Cancel

Date:

«TableStart:AU_General_Main»

RE: Unsatisfactory Course Progress – Notification Letter

«Client Title» «Client First Name» «Client Last Name»

«Client Post Add1» «Client Post Add2»

«Client Post Suburb» «Client Post State»

«Course Desc»

Dear «Client First Name»

Student ID «Client RefExternal»

Your enrolment in «Course Code» «Course Desc» at SPIC began on «COR Start Date».

During the orientation programme, you were informed of the student visa condition relating to course progress. As an international student holding a student visa, you are required to comply with a number of conditions relating

to that visa, including maintenance of satisfactory course progress.

In order to meet course progress requirements, you must achieve competency (60% on all test results) for 60% of the units in each level. If you do not achieve this by week 3 / the end of the level, this must be reported to the Department of Home Affairs and may lead to cancellation of your student visa.

As per the ELICOS Course Progress Policy, a student has made unsatisfactory progress if the student has not successfully completed or demonstrated competency in at least 60% of the units in a particular level.

Our records indicate that your academic progress is below 60% for the current level. You were first identified as at risk of making unsatisfactory progress according to the ELICOS course progress policy and procedure of SPIC. At that point, St Peters International College (SPIC) implemented its intervention strategy where you were advised that unsatisfactory course progress for a course could lead to you being reported to the Department of Home Affairs and could result in the cancellation of your student visa.

To assist you to meet course progress requirements, SPIC undertook all necessary actions as a part of its intervention strategy.

However, you have now been assessed as making unsatisfactory progress in your current level of study. In accordance with the ELICOS Course Progress Policy, I must now inform you of SPIC's intention to report you to the Department of Education through PRISMS for unsatisfactory progress in your current level of study. This action automatically alerts the Department of Home Affairs.

If you feel you have reasonable grounds for your poor academic progress in your course, you must contact St Peters International College in writing within 20 working days outlining your circumstances.

You may appeal within 20 working days, if you believe one or more of the following have happened:

- Has not recorded or calculated your marks correctly.
- There are compassionate or compelling reasons which have contributed to your unsatisfactory progress.
- SPIC has not implemented our intervention strategy in accordance with our documented policies and procedures.
- SPIC has not made relevant policies (e.g.

ELICOS Course Progress Policy and Procedure

Assessment and Academic Progress) available to you.

If you wish to discuss this matter further, please make an appointment with the ELICOS Course Coordinator by sending an email to kangning@spic.qld.edu.au or by telephone on 07 5635 1735.

You can bring a friend with you if you wish. The procedure for making an appeal is from our website www.spic.qld.edu.au.

If no response is received within 20 working days of the date of this letter St Peters International College will proceed with the reporting process. This may impact your student Visa, please contact the Department of Home Affairs (phone: 131 881) to seek further advice on this issue.

Yours sincerely,



Kangning Li

ELICOS Course Coordinator

St Peters International College

Level 1, 8 Short Street

Southport, Queensland 4215

Phone +61 7 5635 1735

www.spic.qld.edu.au

V3.0 Nov 2020

Language Literacy & Numeracy (LLN) Policy & Procedure

1. Policy

This policy/procedure supports RTO 2015 Standards and of the 'National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Students 2018' and ensures that SPIC's [trainers](#) can identify Language Literacy & Numeracy (LLN) skill levels and assist students with LLN skill needs, in order to provide them with assistance to complete their learning and assessment requirements, when attending St Peters International College (SPIC) Courses. Connecting LLN to a student's core VET program enables the student to address their gap LLN skills in a meaningful and relevant context.

This policy exists in conjunction with other SPIC enrolment policies which Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy and Procedures, Formalization of Enrolment and Written Agreement Policy & Procedures.

Purpose

SPIC recognises the importance of basic skills in English language, literacy, and numeracy (LLN) for students in being able to participate actively and effectively in any course of study. Improving basic skills will assist in breaking down barriers for students in communicating with their trainers, peers and in the workplace. SPIC's LLN Policy and Procedure sets out the framework for integration of LLN within SPIC and provides guidance to the institute on its implementation and monitoring. It also reflects the expectations and responsibilities of staff and its students. To achieve this, SPIC will ensure that all participants enrolled in our vocational training courses are given the opportunity to learn based on their individual competencies in LLN identified by an LLN assessment.

Scope

This policy and its procedure are specifically focused on LLN and apply to all students including potential students enrolled or seeking to enroll in a VET course of study with SPIC.

SPIC's Policy and Procedure is communicated to students at the time of course enquiry, course application or enrolment stage and information relating to this policy forms part of the Student Handbook.

SPIC recognises the importance of basic skills in English language, literacy, and numeracy (LLN) for students in being able to participate actively and effectively in any course of study. Improving basic skills will assist in breaking down barriers for students in communicating with their trainers, peers and in the workplace. To achieve this, institute will ensure that all participants enrolled in our vocational training courses are given the opportunity to learn based on their individual competencies in LLN identified by an LLN assessment test. We recognise that not all individuals have the same skills-set in reading, writing and performing calculations. Trainers and staff will endeavour to help and accommodate participants with difficulties in Language, Literacy or Numeracy

SPIC promotes the LLN Policy to students at initial enquiry and before their respective course commences. [Student Support Officers](#) advise students of the availability of the support services for those with LLN problems. It is ensured that [trainers](#) and assessors identify students with LLN problems as this will allow them to implement appropriate strategies to assist them with their learning. LLN issues are considered during development of training courses and assessment tools. Steps are taken to provide relevant staff the opportunities for professional development and publications for continued awareness of and competence with regard to LLN requirements.

Access & Equity

SPIC does not discriminate against students or potential students who have been identified as having low LLN skills. However, the individual will be referred to a LLN specialist trainer specialising in LLN for further assistance.

Ultimately it is the choice of the participant as to whether or not they proceed with the enrolment. In a situation where it is not possible to meet the students LLN needs, SPIC will offer the student to change the relevant course as per their capabilities or will provide the participant with a refund or a credit toward participating in an SPIC course at a later date.

Language Literacy & Numeracy (LLN) Policy & Procedure

All information relating to Students regarding LLN will be treated as confidential and in accordance with SPIC's Privacy Policy.

2. Identification of student abilities and requirement for additional support

Needs Identification - To maximize student's ability to meet course requirements, identification of training needs is to be undertaken using LLN competencies.

The process used at SPIC is two-fold, comprising of:

- a review of the contents of the pre- enrolment/ Training review form and application form;
- an LLN assessment;

The purpose of the pre enrolment / Training review form and the application form is to obtain any information about previous education, disabilities, LLN abilities. The information obtained in these two processes is to determine:

- the appropriateness of SPIC's course for the individual's own goals and aspirations
- the individual's grasp of English
- any relevant disabilities that need to be considered when the individual participates in the course.

Available on our website, is our LLN assessment test which is a required tool prior to enrolment in our vocational courses.

The aim of this assessment is to ensure that we confirm the learning needs of our participants prior to commencement of the training. If we can identify any participant with additional needs, we can then ensure that we modify our learning and assessment strategies to accommodate their needs and provide necessary ongoing support.

SPIC endeavours to establish students' LLN needs, prior to course commencement. SPIC analyses these needs and provides a strategy for assistance through LLN Support Form.

Where it is not possible to meet the students LLN needs, SPIC will offer the student the opportunity to change the course as per their capabilities or will provide the participant with a refund or a credit toward participating in an SPIC course at a later date.

3. Procedure

- **Student Support Officers** promote the SPIC LLN Policy to students at initial enquiry and before the course commences and of the availability of confidential support services if they have LLN problems.
- Prior to enrolment, students' LLN assessment Test is administered.
- **Qualified Trainers** assess the LLN test to identify students' LLN skill levels.
- **Qualified Trainers** provide students with opportunity to discuss and learn given their current LLN skill levels.
- Refer Students to the assigned LLN specialist Trainer specializing in LLN skills, where required by filling the LLN Support form.
- LLN specialist will contact the student within 5 working days of submitting the LLN support form and arrange a meeting to support plan.
- LLN specialist along with the intervention officer will also monitor the student's progress to ensure the improvement.
- Where support needs to go beyond what can be met with reasonable adjustment during the training and assessment process, and additional support is required, the Institute will direct participants to an external literacy specialist
- Students are requested to declare any learning disabilities/ language requirements as a part of the enrolment process. Once such requirements are identified, relevant staff are alerted to the students' requirements and remedial processes can be implemented.
- Escalate any LLN problems to the Head of Studies/ Course coordinator for final approval on strategy.
- All information relating to participants gathered during needs identification, training and evaluation will remain confidential.
- Participants will have access to any information gathered by the Institute about them as defined in the Institute's Privacy Policy and Procedure.

Access & Equity

SPIC must ensure that access to training is equal for all students. SPIC does not discriminate against students and/or prospective students whose learning needs are identified under the standards of LLN with regards to their enrolment in any current or future training courses. Where LLN levels are identified as being lower than the specified requirements for the qualification or course level, SPIC will provide advice and information on their options. All outcomes of LLN is to be recorded & filled.

However, it is important to note that this LLN test is a sole indicator of the student's LLN proficiencies and any needs identified to be addressed by the institute and does not provide assessment of the suitability of the student for their enrolled course, whether the overseas student's English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course.

Adjustments to Assessments

There are a number of ways that SPIC may make reasonable adjustments to the assessment procedure to allow for the LLN skills of students without losing the integrity component of the assessment. Any adjustments are made under guidance from the relevant Industry Skills Council.

These include:

- Reading aloud written material to students
- Allowing the use of a helper for students who cannot type the answers
- Using signs, pictures and graphics
- Allowing the use of an interpreter
- Writing material in plain English
- Asking parts of questions to be answered orally
- Asking students to demonstrate their skills

Depending on the specific types of assessment, not all above adjustments are possible, appropriate or permissible. For example, allowing the use of an interpreter, where an assessment specifically requires demonstration of English communication skills would invalidate that assessment.

4. Confidentiality

All information relating to participants gathered during needs identification, training and evaluation will remain confidential.

Note - Under the Data Provision Requirements 2012, SPIC is required to collect personal information about all students and to disclose that personal information to the National Centre for Vocational Education Research (NCVER).

All personal information as contained on an enrolment form and your training activity data may be used or disclosed by SPIC for statistical, regulatory and research purposes. SPIC may disclose your personal information for these purposes to third parties, including:

- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorized agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts;
- Facilitating statistics and research relating to education, including surveys;
- Understanding how the VET market operated, for policy, workforce planning and consumer information; and Administering VET, including program administration, regulation, monitoring and evaluation.

V6.0 Nov 2020

Records Management Policy & Procedure

1.0 Policy

This policy is designed to ensure that St Peters International College (SPIC) is able to effectively manage administrative, record management and reporting requirements in accordance with the requirements of the RTO 2015 Standards, the ESOS National Code 2018 and ELICOS Standards 2018

This policy and procedure applies to administration, records management, and record retention of all records and details collected and maintained for training and assessment services delivered by SPIC.

The policy and procedure also provides processes to ensure SPIC can maintain compliance with all external reporting responsibilities (i.e. – AVETMISS, ASQA, Quality Indicators, ESOS Act and Department of Home Affairs).

2.0 Procedure

2.1 Responsibility of Records Management (refer to Attachment 1)

- The **CEO** has the responsibility to ensure that all business related and financial records are maintained appropriately. This includes but is not limited to:
 - Financial and annual reports
 - Business plans
 - Minutes of meetings relating to business operations and governance arrangements
- The **Head of Studies/Course Coordinator in coordination with Director of Admissions** has the responsibility for ensuring that all records relating to the delivery of training and assessment services are maintained appropriately. This includes but is not limited to:
 - All records of delivery and assessment arrangements
 - Staff records
 - All required records to ensure compliance against the RTO 2015 standards and ESOS National Code 2018 and ELICOS Standards 2018

- The **Records Officers** have the responsibility for the storage, maintenance and archiving of all training and assessment records. This includes but is not limited to:

- Student records database
- Records and evidence of training and assessment services and completion of any training and assessment services provided

- The **Records Officers** have the responsibility for the storage, maintenance and archiving of all student's administration records. This includes but is not limited to:

- All related administration paperwork and records relating to student enrolment, progress,
- The student contact details are to be updated twice every year, for every enrolled student. The dates specified are: **30th June and 15th November** of every year. Student contact details form would be used to update the details.

- **Trainers and Assessors** have the responsibility for the recording of student progress, assessment results, enrolment withdrawal or cancellation; providing feedback and recording interactions with students in relation to complaints or appeals (in the first instance);

The RTO is required to maintain a Student Record Management System that is able to collect AVETMISS. Wisenet is currently used and meets this requirement.

2.2 Retention of Student Training Resources and Assessment Instruments (refer to Attachment 2)

The RTO is required to maintain all assessment instruments for all students for a period of 6 months beyond the date at which the student was deemed competent in the unit of competency unless the instruments are required for validation purposes.

Should the organisation activate any funding contracts, the period of retention will be extended to meet its contractual obligations.

Master copies of assessment and training materials and resources are also required to be maintained for a period of five years from the date the materials cease to be used within SPIC.

2.3 Retention of Student Records and Assessments

SPIC is required to ensure that all records of training and assessment are securely maintained for the duration of the student's enrolment in the course and a further 2 years after completion or cancellation of the student's enrolment in the course.

To ensure these records are maintained the **Student Support Officers** are to ensure that appropriate records are retained as indicated in the schedule below:

Hard Copy Student Files:

- Currently Enrolled Students
 - SPIC will maintain all student records (in hard copy) while a student is enrolled with us. This will include but is not limited to:

International Students:

- o Application form
- o Letter of Offer (International Students Only)
- o Written agreement
- o COE (International Students Only)
- o Evidence of meeting IELTS and/or entry requirements not for domestics
- o Pre Enrolment/Training Form
- o Completed LLN Test and Review
- Completed / Cancelled Students
 - Hard Copy student files will be retained in full for a period of 2 years after the completion/cancellation of training and assessment in the course. These files will be archived as per the archiving processes in place.
 - Each individual student file must include the following:

International Students:

- o Enrolment information and paperwork (Application form, letter of offer, written agreement, COE, evidence of meeting IELTS requirements)
- o A copy of all assessment tasks, including tests, assignment, role plays, projects etc. for all Units undertaken in the course (all assessment tasks must be marked)
- o A copy of the Assessment Outcome Record Sheet for each unit
- o Copy of Statement of Attainment or Qualification issued

The student files to be retained must include the following:

Student's Admin file:

- Enrolment forms and related Documents
- Course variation documents
- Student general request forms and related documents
- Any general communication with the students including letters.
- Complaints and Appeal related to general enrolment or fees & refund.

Student's Academic file:

- Students' academic timetable
- A copy of all assessment tasks (including tests, assignment, role plays, projects etc.) and related evidence of assessment for all units included in the student enrolment
- the learning outcome of every unit completed by the student in the ELICOS course with detailed teacher feedback given to the student
- A copy of the Assessment Outcome Record Sheet for each student for each unit
- Students certificate/SOA/Transcripts
- Intervention documents related to course progress and attendance
- Complaints and Appeals documents related to course progress and attendance

Records Management Policy & Procedure

SPIC will also maintain the electronic copy of all the receipts of payments made by the students under the written agreements for at least 2 years after the student ceases their study with us.

Electronic records:

Full electronic student records for all students will be retained for a period of thirty (30) years. This will be maintained in a format that is able to be transferred to the ASQA as required.

2.4 Retention of Fees paid records

The receipt of the fees paid by the student along with the fees agreements will be retained as a hard copy and in the Accounting software (QuickBooks) by the Accounts Officer (Accounts Department) for 5 years as per the ATO requirement.

2.5 Enrolments and participation

- All details of enrolment and ongoing participation in training and assessment are entered on the AVETMISS compliant Student Records Management System, Wisenet.
- This database shall also contain records of student progress that shall be maintained by the Student Support Officers.
- Student data shall be entered in a timely manner that reflects the student's current status. This includes identifying the training and assessment that has been undertaken as it occurs and maintaining an ability to provide up to date student records at any time.

2.6 Provision of student records to regulator

Transfer of records will be consistent with contractual and legal requirements and the requirements of the National VET Regulator (Australian Skills Quality Authority- ASQA). This may include regular reporting of various data (i.e. Quality Indicators) relating to the training and assessment services provided by the RTO.

2.7 Document retention and disposal

Student Records:

- All student records are stored securely at the RTO premises in line with the timeframes above.
- The manner of disposal after the retention period will be the responsibility of the **Student Support Officers**. To ensure confidentiality, documents containing personal details or other sensitive information will be destroyed before disposal.

All other documentation:

- The document retention period of all other documents relating to the RTO operations, if not contractually or legally required, shall be seven (7) years the manner of disposal after the retention period will be the responsibility of the **Head of Studies/Course Coordinator/Admin Manager**. To ensure confidentiality, documents containing personal details or other sensitive information will be destroyed before disposal.

Confidential Information

SPIC will make all reasonable efforts to protect confidential information received from clients or partner organisations during the course of business operations. This information will not be disclosed without the prior consent of the client or partner organisation. Please refer to the consent declaration signed by the student in the written agreement.

2.8 Secure storage of electronic records

- Student records and results are stored on the RTO's Student Record Management System, Wisenet. All electronic records are kept on a secure server that is backed up daily. Copies of the daily back up are kept in 2 different places (including offsite locations). The daily back up is the responsibility of the IT Manager.

2.9 Privacy and Student Access

Please refer to Privacy Policy for detailed information.

- Except as required under the standards and ESOS act for Registered Training Organizations, Government Contracts or by law, information about a student will not be disclosed to a third party without the written consent of the student.

- Access by students to their personal records is available upon request to the **Student Administration Department**. Students may contact **Student Support Officers** to discuss a suitable time to view their file and, access will only be granted once a student can confirm their identification.
- Student Access to the file will be granted only once written notification is received and the **Student Support Officers** has validated the student's identification.
- Access shall be provided within 5 days of confirming the student's identification.
- Information that may be accessed includes progress, personal details, and any relevant details of the student's enrolment that the RTO has collected.
- Document request form is to be filled by the student and an access would be provided to relevant documents after verifying the student ID. A copy of the form can be

access by Student Support Officers at the reception.

2.10 Monitoring and review of records

- On an annual basis, SPIC will conduct an internal audit against the Standards for Registered Training Organisations and this will include reviewing all RTO records to ensure compliance is being maintained. This process is supported within the Quarterly Review Schedule and the Quality Management Policy and Procedure.
- Student files will also undertake regular reviews to ensure information is included as required. This includes use of the 'Student File Checklist'.

Attachment 1: Schedule for Records Management of Training and Assessments:

TRAIN AND ASSESS LEARNERS		
Step	Responsibility	Required documentation
<p>Note: Trainers and Assessors are to conduct training as outlined in the Training and Assessment Strategy (TAS)</p> <p>Use a variety of delivery methods to meet requirements of training package and ensure a high level of learner engagement, taking into account individual learning styles.</p>		
Prior to enrolment based upon the Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency policy & procedures and Formalisation of enrolment and written agreement policy and procedure	Student Support Officer Director of Admissions	<ul style="list-style-type: none"> - Application forms - Qualification documents - Minimum English requirement evidence - Visa copy - Letter of Offer - Written Agreement - COE - Pre Enrolment Training Review Form - LLNT Test and review
2. Conduct Student induction according to the Student Induction Policy & Procedure and discuss information in the Student Information Handbook.	Student Support Officer	<ul style="list-style-type: none"> - Student Induction policy and procedure - Student Induction Feedback and Agent Services Survey - Unique Student Identifier-Authorization Form
3. Ensure sign-off by learners to confirm that they have attended the induction session.	Student Support Officer	<ul style="list-style-type: none"> - Student Induction policy and procedure - Student Induction Feedback and Agent Services Survey

Records Management Policy & Procedure

TRAIN AND ASSESS LEARNERS		
Step	Responsibility	Required documentation
4. Conduct the course trainings as per the session plans	Trainer and Assessor	Student Assessment Tools and Assessor Guides
5. Declare any conflicts of interest to ensure ethical and fair assessment.	Trainer and Assessor	Email to Course coordinator and SSO (Records Management)
6. Implement co-assessor arrangements when there are any conflicts of interest and record details in the TAS. 7. Record Student course progress in <u>Wisenet</u> student management system	Course Coordinator/ Trainer and Assessor Records Officer	Training and Assessment Strategy (TAS) Student Assessments and relevant forms to be signed by the trainers in the student assessments including feedbacks on students.
8. Enter participation in SMS.	Records Officer	WISE.NET
9. Retain all executed forms for the student in assessing criteria.	Assessor /Records Officer	Documents as per the Records management policy and procedure
10. Add all student documentation to Student file.	Records Officer	Documents as per the Records management policy and procedure
11. Conduct training according to the Delivery plan for each unit.	Trainer and Assessor	TAS
12. Complete an Enrolment withdrawal or cancellation form and Student Enrolment Summary report to record learners who withdraw or cancel their enrolment.	Student Support Officer	Enrolment withdrawal or cancellation form
Note: If a learner started training but withdrew before assessment was complete, evidence of participation (one piece), must be provided with the Enrolment withdrawal or cancellation form.		
13. Complete variation, and/or withdrawal or cancellation actions and retain the forms with the learner's enrolment documents.	Student Support Officer	Student file records management policy and procedure
14. Conduct formative assessment regularly.	Trainer and Assessor	Assessment tools Assessment marking guide and feedback (Assessor guide)
Note: Formative assessments may also provide evidence towards a decision on competence.		
15. Conduct summative assessments.	Trainer and Assessor	Assessment tools Assessment marking guide and feedback (Assessor guide)
16. Mark assessments	Trainer and Assessor	Assessment tools Assessment marking guide and feedback (Assessor guide)

TRAIN AND ASSESS LEARNERS		
Step	Responsibility	Required documentation
17. Respond to requests for extension or special consideration in a timely manner.	Student Support Officer	Student request form
18. Give appropriate feedback to students on submitted assessments within 14 working days from the due date set for assessment activity.	Trainer and Assessor	Assessment tools Assessment marking guide and feedback (Assessor guide)
19. Comply with confidentiality service standards.	Trainer and Assessor	Service Standard Confidentiality and Privacy policy and Procedures
Note: All results of student assessments will remain confidential. Access to assessment results will be provided only in accordance with Federal and State privacy legislation.		
20. Respond to requests for assessment appeals.	Intervention Officer	Complaints and appeals policy
21. Request feedback from learners and respond if necessary	Trainer and Assessor	Unit feedback form
Note: This information will be used as part of the course Training and assessment procedure – Review and improve (E2-P1d).		
22. Retain unit feedback forms in the unit delivery folder.	Trainer and Assessor	Unit delivery folder
23. Add all student documentation to Student file.	Records Officer	Student assessments file
24. Enter a final assessment result into SMS within 10 business days of the due date of the final assessment.	Records Officer	Records Officer
Note: Assessment Result codes are: C Competent NYC Not Yet Competent		
25. Archive all completed assessments.	Records Officer	
Note: Trainers/Assessors must retain the following items for each student in every unit of competency in which she or he is enrolled: · All completed student assessment tasks (for each unit of competence). Or, where this is impractical (e.g. practical demonstrations such as performing a welding technique or building a cubby house), for each unit: · a completed matrix showing the assessment mapping of the Training Package requirements or accredited course requirements for each unit of competence AND: · an observation checklist with sufficient detail and context · photo file/s, labelled with the student ID, unit/module & assessment codes and date · assessment feedback sheet with sufficient detail		
26. Add all student documentation to Student file.	Records Officer/ checked by Admin Manager	Student File
Note: Upon request at the SPIC reception, a Statement of Results can be issued to any student who has paid their course fees at any stage throughout their training by completing the Student request form. Students must present their Student ID card as proof of identity.		

Records Management Policy & Procedure

Attachment 2 Schedule for storage, retention and archiving

RETENTION AND DISPOSAL SCHEDULE

Type of Record	Location	Responsible Person	Retention Period
Human Resources			
Staff Personal Files	Admin Manager's office and the server	Head of Studies/Course Coordinator/ Admin Manager	7 years after date of separation
Training			
Qualifications/Statements of Attainment issued to each individual student must be retained (may be electronic or hard copy, and must contain enough information to reproduce the qualification Statement of Attainment, if required). A list of units of competency achieved by each individual student must also be retained.	Wisenet	Records Officer	30 years 100%
Student Results Records (may be electronic or hard copy and should show, for each unit of competency, the final summative result - usually a notation of competent/not yet competent; and the date of final summative result).	Wisenet	Records Officer	30 years 100%
Assessment Instruments and Assessor's Marking Guides/ Criteria/Observation Checklist.	SPIC Server	Trainers & Assessors / Records Officer	As per General Direction: Retention Requirements for Completed Student Assessment Items
Completed Assessment Items	(Records Management Room)	Records Officer	As per General Direction: Retention Requirements for Completed Student Assessment Items 6 months from the date competency is achieved in the unit with 10% of the assessment work stored up to 1 year for validation purposes
ELICOS Academic progress feedback form	(Records Management Room)	Records Officer	2 Years
Student Identification information required for the USI.	Wisenet	Student Support Officer	
Records of Enrolment and Student Participation.	Wisenet	Student Support Officer	5 years

Type of Record	Location	Responsible Person	Retention Period
Records for International Students (includes Records of Assessment outcomes, learning outcomes, effective review, revision and delivery of courses.)	Wisenet/ PRISMS	Student Support Officer/ Records Officer	2 years after the person ceases to be an accepted student
Quality Management			
Customer Complaints	Wisenet	Student Support Officer / Admin Manager	3 years
Appeals	Wisenet	CEO/ Head of Studies/Course Coordinator/ Admin Manager	1 year
Client/Stakeholder Feedback	SPIC Server	Head of Studies/Course Coordinator/ Admin Manager	5 years
Internal Audits	SPIC Server	Head of Studies/Course Coordinator/ Admin Manager/ CEO	2 years
Financial Management			
Financial Management Records including Fees paid records	SPIC Server/ Accounting software	Accounts Officer	5 years (as per ATO requirements)

Relevant Documents:

- Quality Management Policy & Procedure
- Student Induction Policy & Procedure
- Student Contact Details Form
- Results of the Students

Other Relevant Documents:

- Time tables
- Student files

V5.0 Aug 2020

Monitoring International Student Academic Progress Policy & Procedures

1.0 Scope

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

2.0 Policy

This policy supports the ESOS National Code 2018 and RTO standards 2015

2.1 SPIC monitors, records and assesses the course progress of each student for each unit of the course for which the student is enrolled in accordance with this policy and procedures.

2.2 SPIC has and implements this policy and procedures for each course, which must be provided to staff and students, that specify the:

- a. Requirements for achieving satisfactory course progress.
- b. Process for assessing satisfactory course progress.
- c. Procedure for intervention for students at risk of failing to achieve satisfactory course progress.
- d. process for determining the point at which the student has failed to meet satisfactory course progress; and
- e. Procedure for notifying students that they have failed to meet satisfactory course progress requirements.

2.3 SPIC assesses each student's course progress at the end point of each study period/term as mentioned below:

- Up to 28 weeks courses- 2 terms/ study period
- Up to 56 weeks courses- 4 terms/study period
- Up to 90 weeks courses- 6 terms/study period

2.4 SPIC report students, under the National Code 2018 and RTO standards 2015, who have breached the course progress requirements.

2.5 The following procedures will ensure that all students' academic performance is monitored and students are given every opportunity to achieve the required academic progress for each course they are enrolled in.

2.6 The process for assessing satisfactory course progress is identified by the number of units assessed as

'Competent' within one term – that is, a student must be deemed 'Competent' in at least 50% of the total number of units assessed throughout a term (study period).

2.7 The following procedures outline a process to ensure that students are made aware and given opportunities to rectify the situation at the following stages of academic non-progression:

- a. Notified when close to falling below the required academic performance for a single term
- b. 1st Warning when a student's academic progress falls below 50% for a completed single term
- c. 2nd Warning when they have fallen below 75% academic progress in the current term after falling below the required academic progression in the previous term

2.8 Where students have been identified as at risk of non-compliance of this requirement, all possible efforts shall be made to ensure that the student is given the opportunity to rectify their position, but where this is not possible their non-compliance of this requirement must be reported to the Department of Home Affairs (DHA) through PRISMS.

2.9 The following procedures ensure academic progress records are accurately kept and monitored for all students enrolled within each course. It allows for early detection of poor academic results and enables St Peters International College and the students an opportunity to rectify the situation before reporting the breach of the academic performance requirement to the DHA.

2.10. All staff is to be made aware of the requirements of this policy through induction, regular meetings and updates and continuous improvement practices. Students are made aware of the academic progress requirements through enrolment processes and throughout the program.

3. Procedure

3.1 SPIC will designate a person who shall ensure that all student academic progress practices are conducted in a professional manner. This person is currently the Head of Studies who directly reports to CEO and is assisted by Course Coordinator and Intervention Officer. The responsibilities are included within the individual's position description.

Recording Student Academic performance

3.2 The student's academic performance shall be recorded using the 'Spreadsheet A - Course Progress Results Sheet'. This spreadsheet will calculate the projected academic progress for the term, based on the total number of units that are required to be assessed and the outcome of these assessments.

3.3 Trainer/Assessors are allowed up to two weeks to complete marking of submitted assessments. All students shall be deemed 'Competent (C)' or 'Not Yet Competent (NYC)' for each unit within the qualification they are enrolled and complete. If a student is absent for assessment tasks that were planned for that day, or has not handed in due assessments, this is also considered NYC for

the purposes of recording course progress. The assessment shall be conducted by qualified trainers / assessors using SPIC's assessment tools/methods and recording processes as required. All academic results are entered in to the Students Records Management System (Wisenet) by the Records Officer.

3.4 It is the responsibility of the Trainers to ensure that the 'Student Academic Result Sheet' and 'Student Assessment Summary Sheet' is also updated after each assessment is completed and recorded. I.e. if there were 6 units in total assessed in a term and a student has been assessed as 'C' in 4 units and 'NYC' in 2 units for the term, the student's academic progress would look like:

TERM 1				
Student Name	Student No.	Number of Units Assessed 'Competent'	Number of Units Assessed 'Not Yet Competent'	Academic Performance Percentage (%)
Peter Smith	00123	4	2	66.67%

3.5 These records are checked regularly by the Head of Studies/ Course Coordinator/ Records Manager for currency and accuracy.

4.2 At a convenient time, on weekly basis, Intervention Officer along with the Course Coordinator/ Head of Studies will review the academic progress of all students and monitor the following points:

4. Monitoring Student Academic Performance

4.1 The [Intervention Officer](#) will monitor student academic performance via the Spreadsheet A - Course Progress Results Sheet" (Excel spreadsheet) and report any issues, as outlined below, to the Head of Studies/ Course Coordinator/ Training Manager/ CEO. This monitoring will occur on weekly basis and will be supported by the Head of Studies/ Course Coordinator who will also monitor the student's academic progress regularly and will be involved in the counselling and reporting process as outlined below. Where a student is at risk of not meeting course progress requirements, they will also be added to 'Spreadsheet B - Intervention monitoring database' in order to record the implementation of these procedures.

a. Any student falls below 60% academic progress for a single term or as per the discretion of the trainer where the student is at risk of falling under unsatisfactory course progress.

Students shall be sent a [Notification Letter](#) indicating that they have fallen below 60% academic performance for the term to date or at a risk of falling under unsatisfactory course progress, and failure to achieve Competency in further units undertaken the current term may result in failing to achieve academic progress for the term. Failing to achieve this academic progression in two consecutive terms will be deemed in breach of Visa requirements and be reported to the appropriate government agency(s). The students are given the opportunity to be counselled in their progress if required. (See Appendix A)

Monitoring International Student Academic Progress Policy & Procedures

PLEASE NOTE: Where a course has 2 or less units delivered in term, the Notification Letter will be issued when a student has failed a single unit or reaches 50%.

b. When a student's projected academic progress falls below 50% for a completed single term

When a student's academic progress falls below 50% for a completed single term the Intervention Officer shall notify the Head of Studies/ Course Coordinator and a '1st Warning Letter' shall be sent to the student to advise he/she must contact St Peters International College and organise an appointment with the Intervention Officer to discuss their poor academic progress and strategies to ensure they stay above the 50% academic progress requirement for the following Term. (Appendix B)

i. Notes: Student to be advised to invite a 3rd party as the student's witness if required.

c. Any student who is below 75% academic progress in their current term after falling below 50% in their previous term

i. Students shall be sent a '2nd Warning Letter' notifying them they are at risk of breaching their requirement to maintain academic progression for each term they are enrolled. They are informed they have fallen below 75% academic progress in the current term after falling below the required academic progression in the previous term. They are informed that if they fall below the required academic progression in two consecutive terms they will be reported to the appropriate government agency(s).

ii. They are also informed that they are required to organise an appointment with the Intervention Officer.

iii. Intervention Officer to discuss their poor academic progress and strategies to ensure they stay at least above the minimum requirement of 50% Academic requirement for the term. During the meeting the Intervention Officer will also ensure of discussing and providing the support to the student where required. All the agreed support strategies

will be noted in detail in the Intervention Summary Sheet which is attached as Appendix C.

d. When a student's projected academic progress falls below 50% for 2 consecutive terms

The student shall be sent a 'Breach Recorded' letter indicating they are going to be reported to the DHA for unsatisfactory academic progress in their course of study. They are informed that this has occurred as they have failed to be deemed Competent in more than 50% for two consecutive terms.

They are also informed of their ability to access the appeals and complaints process and have 20 working days to do so. (Appendix D)

4.3 If the student does not go through any appeal or complaint process within 20 working days, the report shall be submitted via PRISMS.

4.4 All communications with students including calls, emails and notification & warning letters are recorded and will all be kept in the student file.

5. Intervention Strategies

5.1 SPIC implements a documented intervention strategy, which are made available to staff and students, that specifies the procedures for identifying and assisting students at risk of not meeting the academic/course progress requirements. This strategy specifies:

- a. procedures for contacting and counselling identified students
- b. strategies to assist identified students to achieve satisfactory course progress; and
- c. the process by which the intervention strategy is activated.

5.2 The objective of this intervention strategy is to identify any necessary action to assist the student, who are identified as failing or at risk of failing to meet academic/ course progress requirements, in order to achieve or regain satisfactory course progress.

5.3 The Head of Studies along with the Intervention Officer and Course Coordinator are responsible for the implementation and monitoring of the Intervention Strategy.

5.4 At a minimum, the intervention strategy must be activated where the student has failed or has been deemed not yet competent in 50 per cent or more of the units attempted in any study period. SPIC activates an intervention strategy at any point before the end of the study period.

5.5 Even before the activation of a formal intervention strategy, as soon as a trainer identifies that the student has failed in the first unit, the trainer will make every attempt to contact the student and provide support where required. All the records of contacts made to the students' needs to be kept in the student file and notes to be made in the student management system. The following ways of recording the communication with the student to be maintained:

- Summary of the calls made to the student by the intervention office/trainer.
- Copy of the emails made to the students for follow up or for any assistance will also be placed in the students file and mentioned in detail in the Intervention Summary sheet.
- Reporting all notes of calls and emails as journal entries by trainer's/intervention staff to be entered on student management system which is wisenet. Head of Studies/ Course coordinator/ Intervention officer to check all notes while analysing students who are at risk of falling behind the minimum course progress requirement.

5.6 Within 5 working days of the completion of a unit, the Intervention Officer will review the academic progress of all students and identify those students who are "at risk" of not meeting satisfactory course progress requirements.

5.7 Depending upon the scenario, the required steps will be taken as per the 'Monitoring International Student VET Academic Progress Policy and procedures'.

5.8 In the process of following the intervention strategies, the responsible Intervention Officer will ensure that he/she records and maintain the following documents to monitor further course progress levels of the students:

- Intervention Monitoring Database
- Appointment Record Sheet
- Intervention Summary Sheet

(Copies of all the notification letters, warning letters, Intervention summary sheet & all the other relevant documents require to be placed & retained in the student's academic file)

5.9 The warning letter will inform the Student that he or she is able to access SPIC's complaints and appeals process and that the student has 20 working days in which to do so.

5.10 If the student believes there are reasons that they should not be reported, they may appeal as detailed above. The student may appeal if they believe one or more of the following have happened:

- a. SPIC has not recorded assessment outcomes correctly.
- b. There are compassionate or compelling reasons which have contributed to their unsatisfactory progress. These circumstances could include but are not limited to:
 - Serious illness or injury, where a medical certificate states that the student was / is unable to attend classes;
 - Bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided);
 - Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
 - A traumatic experience which could include:

Monitoring International Student Academic Progress Policy & Procedures

- involvement in, or witnessing of a serious accident; or
 - witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports)
 - Where the RTO is unable to offer a pre-requisite unit
 - Inability to begin studying on the course commencement date due to delay in receiving a student visa.
- c. SPIC has not implemented their intervention strategy in accordance with their documented policies and procedures.
- d. SPIC has not implemented any other policies which may impact upon their results – eg. assessment policy.
- e. SPIC has not provided the complaints and appeals policy to the student.

5.11 The intervention meetings will be initiated by the Intervention Officer/ Course Coordinator/ Head of Studies; however appropriate personnel such as counsellors may be called on to assist with the process

5.12 At the intervention meeting academic and non-academic issues are to be explored, solutions sought and the following intervention strategies will be put in place where appropriate:

- a) academic skills support
- b) additional English/Tutorial support
- c) increased monitoring
- d) a mentor programme
- e) personal counselling
- f) provision of customised timetable
- g) being placed in a suitable alternative subject within a course or a suitable alternative course; or
- h) a combination of the above and a reduction in course load.

5.13 Assessment Re-assessment: If the student fails his/her full or any part of the assessments, he/ she will be provided with

ongoing support as suggested above. The kind of support required will be assessed on individual case basis by the Intervention Officer along with the Course Coordinator/ Head of Studies.

- The student may be provided 3 chances of re assessments while receiving continuous support from the trainers in terms of extra study time, extra resources and mentoring.
- If a need is identified for extra tutoring time, the student will be given a special timetable to meet the trainers for support during the breaks in the regular course time tables.
- The records for these reassessment time tables, meetings will be made available to the Intervention Officer along with the assessments finally completed and deemed Competent.
- The inclusion of extra academic support and tutorial time during the break periods in the regular time table ensures that the student is able to meet the learning needs and goals within his/ her CoE duration.
- If there are no breaks in the course duration, the student who needs extra support in terms of extra academic and tutorial time may be provided with an extension to the CoE &/or a customised time table.

5.14 The Intervention Strategy could be activated by:

- a. a letter to the student
- b. personal contact with the student by a suitably authorised staff member
- c. contact with the student by the course counsellor/ convenor;

5.15 Documentary evidence of the intervention measures implemented should be kept in each student's files along with the notes of all the communication made with the student through the calls and emails.

5.16 Students will be required to accept the intervention strategy proposed by SPIC within 10 working days by signing the Intervention Strategy Plan. Students failing to accept the proposed interventions strategy will be reported to the DHA for unsatisfactory academic progress. The student is made aware of this when they meet the Intervention Officer with regards to the Intervention Strategy Plan and is

documented on the same.

5.17 If a student attends an intervention meeting, has signed the Intervention Strategy Plan but fails to adhere to the plan, the student will be sent an intention to report letter after the end of the second consecutive study period. They will be provided with a copy SPIC's complaints and appeals policy and form advising the student of a 20 working days' period within which to respond. If they do not respond or their grounds for appeal are rejected they will be reported to the DHA for unsatisfactory progress.

Note: Sample student file

5.18 Students failing to attend the intervention meeting without a **reasonable excuse (refer to compassionate and compelling circumstances)** will be sent an intention to report letter after the end of the second consecutive study period. They will be provided with a copy SPIC's complaints and appeals policy and form advising the student of a 20 working days' period within which to respond. If they do not respond or their grounds for appeal are rejected they will be reported to the DHA for unsatisfactory progress reported to the DHA for unsatisfactory academic progress

5.19 Where a student on the intervention strategy requires more time to complete their qualification a new Confirmation of Enrolment must be issued by the authorised PRISMS administrator and lodged on PRISMS. The new Confirmation of Enrolment must indicate the revised completion date and the reasons for the revised date. Refer to the 'SPIC Extending Course Duration Policy & Procedure'

6. Reporting 'Breach of Student Academic Progress' - Notice of Intention to Report

6.1 Where SPIC has assessed the student as not achieving satisfactory course progress, the student will be notified in writing of its intention to report the student for not achieving satisfactory course progress. The written notice must inform the student that he or she is able to access SPIC's complaints and appeals process in accordance with

the Complaints and Appeals Policy and Procedures and that the student has 20 working days in which to do so.

6.2 All students who fail below 50% academic progress requirement for two consecutive terms (study periods) and have no supporting reasons shall be reported via PRISMS to the DHA for a breach of their Visa condition.

6.3 Students have 20 working days from the date the 'Breach Recorded' letter is processed to appeal the decision of their academic non-performance. This does not mean that the complaints/appeals process must be finalised within 20 working days.

6.4 If a student chooses to access SPIC's complaints and appeals process, SPIC must maintain the student's enrolment while the complaints and appeals process is ongoing and until any decision has been made.

6.5 Where the student has chosen not to access the complaints and appeals processes within the 20 working days' period, withdraws from the process, or the process is completed and results support SPIC's decision, SPIC will notify DHA through PRISMS of the student not achieving satisfactory course progress as soon as practicable.

6.6 After all complaints and appeals processes are finalised and a student is deemed to have failed to meet satisfactory course progress, SPIC must report this via PRISMS.

This process of reporting breaches into PRISMS is the responsibility of the Intervention Office / Course Coordinator/ Head of Studies who monitors the projected academic progress weekly. They are also supported by the monitoring conducted by the CEO.

A copy of all letters and any reports are to be kept in the student files.

Monitoring International Student Academic Policy & Procedures

1. If applicable, the following will be maintained on the student files

- Summary of the calls made to the student by the intervention office/trainer.
- Copy of the emails made to the students for follow up or for any assistance will also be placed in the students file
- 1st Warning Letter
- 2nd Warning Letter
- Breach recorded letter
- Intervention Documents including Intervention Summary Sheet
- Notes from counselling sessions
- Customised timetable where required
- Medical certificates
- Appeal documents
- Other relevant documents

Course Progress Policy and Procedures for CRICOS Providers of VET Courses. Ref: <https://internationaleducation.gov.au/Regulatory-Information/Documents/National%20Code%202018%20Factsheets/Standard%208.pdf>

Other Relevant Policies & Procedures:

- ELICOS Course Progress Policies & Procedures
- ELICOS Monitoring attendance policy and Procedures
- Development of Training & Assessment Policies and Procedures
- Records Management Policies & Procedures
- Student Support Policies & Procedures
- Complaints & Appeal Policies & Procedures

V5.0 Oct 2020



Student Recruitment and Enrolment Policy & Procedure

1.0 Policy

1.1. The policy supports the RTO 2015 Standards and the National Code of Practice for Registration Authorities & Providers of Education & Training to Overseas Applicants 2018.

1.2. While student enrolled at St Peters international College, the availability of complaints and appeals processes, does not remove the right of students to take action under Australia's consumer protection laws as outlined in Standard 10 of the National Code 2018 "This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws".

1.3. SPIC provides students with information prior to commencement of services including any third party arrangements affecting the delivery of training and/or assessment.

1.4. SPIC recruits' students in an ethical and responsible manner and provide information that enables students to make informed decisions about studying with the registered provider in Australia. SPIC ensures students' qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought.

1.5. The Institute will provide or make readily available information to the student that outlines the services the Institute will provide the student, along with the rights and obligations of the student and the Institute. This information is contained in the Institute's Student Handbook, marketing materials, Letter of Offer and Written Agreement.

1.6. Written agreements stated in SPIC Letter of Offer and Acceptance Agreement between SPI and students set out the services to be provided, fees payable and information in relation to refunds of tuition fees and non-tuition fees.

1.7. SPIC is to have a written agreement with each international student. SPIC does not accept tuition fees from international students before a Letter of Offer and the acceptance of the agreement signed by the International student or otherwise accepted by that student

1.8. SPIC enters into a written agreement with the international students, signed or otherwise accepted by that student, concurrently with or prior to accepting tuition fee from the student. The agreement must:

- a) identify the course or courses in which the student is to be enrolled and any conditions on his or her enrolment
- b) provide an itemised list of tuition fees and non-tuition fees payable by the student
- c) provide information in relation to refunds of tuition fees

d) set out the circumstances in which personal information about the student may be shared between the registered provider and the Australian Government and designated authorities and, if relevant, the Tuition Protection Service. This information includes personal and contact details, course enrolment details and changes, and the circumstance of any suspected breach by the student of a student visa condition; and

e) advises the student of his or her obligation to notify SPIC of a change of address while enrolled in the course.

f) Refunds arrangements of tuition fees in the case of student and provider default:

- i. amounts that may or may not be repaid to the student (including any tuition fees collected by education agents on behalf of SPIC);
- ii. processes for claiming a refund;
- iii. a plain English explanation of what happens in the event of a course not being delivered; and
- iv. Scholarship, promotional fees or discount to any course is provided to the student with an intention that they will complete the course and/or course package. In case of any cancellations and whenever there is a fees refund, the reduced fees will be added back and the refund amount will be calculated as per the listed course fees on Website, Handbook or <https://cricos.education.gov.au/>.
- v. Please also note that in case a student is cancelled on Non Payment, Unsatisfactory Course Progress or Unsatisfactory Attendance, the student may be enrolled in the college on the discretion of CEO. However, re-registration fees and administration fees in addition to the overdue tuition fees will apply. Student may be eligible for credit transfer.
- vi. the following statement: "This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws".

1.9. Credit Transfer- SPIC recognises qualifications and Statements of Attainment issued by another RTO. Where a student enrolls in a qualification delivered and assessed by SPIC,

then the Institute will recognise units of competency included on a Statement of Attainment/ Records of results issued to the applicant by another RTO towards the qualification assuming the units meet the packaging rules of the qualification delivered by the Institute and grants credit transfer in those units. Please refer to 'SPIC Credit Transfer & RPL Policy and Procedures' for any further information on this.

1.10. SPIC recognises students' prior learning. Recognition of Prior Learning (RPL) is a process through which applicants gain course credits based on experience gained through similar study (but not direct equivalent), work experience (in any form) or through informal or formal training or other life experiences. Each qualification defines how RPL is to be assessed for that course and the units within that course. It is important that students lodge an application for RPL with their Application Form. Please refer to 'SPIC Credit Transfer & RPL Policy and Procedures' for any further information on this.

1.11. SPIC ensures that all procedures and policies for students enrolling into a course offered by us are followed correctly. SPIC has a student record management system (WISENET) in place that provides data that meets the AVETMISS Standard.

1.12. For international students, the Student Support Officer is to notify the Secretary and TPS Director via PRISMS of the following:

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

b. Student Default within 5 business days of the default occurring and the outcome of the discharge of the Institute's obligation within 7 days after the end of the Institute obligation period.

2.0 Procedure

2.1 Student Engagement before Enrolment for International Students

Prior to SPI accepting a student, or an intending student, for enrolment in a course, we provide, in print or through referral to an electronic copy of Student Prospectus, current and accurate information regarding the following:

a) the requirements for acceptance into a course, including the minimum level of English language proficiency, educational

qualifications or work experience required and whether course credit may be applicable

b) the course content and duration, qualification offered if applicable, modes of study and assessment methods

c) campus locations and a general description of facilities, equipment, and learning and library resources available to students

d) details of any arrangements with another registered provider, person or business to provide the course or part of the course

e) indicative course-related fees including advice on the potential for fees to change during the student's course and applicable refund policies

f) information about the grounds on which the student's enrolment may be deferred, suspended or cancelled

g) description of the ESOS framework made available electronically by the Department of Education, and

h) relevant information on living in Australia, including:

i. indicative costs of living

ii. Accommodation options; and

iii. Where relevant, schooling obligations and options for school-aged dependents of intending students, including that school fees may be incurred.

2.2 Application Process

a) On receipt of a completed Application Form - International Student, the Administration Officer / Admin Manager or authorised delegate will make a decision on eligibility.

b) Each enrolment application is to be assessed to ensure that the student's qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought. This is completed through completing the Admission requirements.

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

Student Recruitment and Enrolment Policy & Procedure

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

- a. Mature age, and or proof of being 18 years or older at the proposed date of commencement, Work experience,
- b. Attitude and aptitude,
- c. Previous academic results,
- d. Attendance / participation rate in the previous institute,
- e. Ability and skills to function in an academic environment,
- f. Possibility to succeed in his/her academic endeavours.

e) Having arrived at an admission decision for the applicant's educational qualifications, the English language skills (language and literacy) will be assessed. If student has a satisfactory IELTS score or equivalent (listed under entry requirements - Please refer to the course guide for further information; <https://spic.qld.edu.au>), the applicant will be offered a place in the chosen course.

f) For onshore applicants, if an applicant has not attended an IELTS program or if the IELTS has expired, and they are unsure of their proficiency, they will be required to attend a meeting with the Admin Manager, who may (at CEO's discretion), allow enrolment into the Institute. Each case will be examined on an individual basis and students may be required to sit an English Language Entry Test set out by the Admin manager.

g) For offshore applicants, if an applicant cannot produce a satisfactory IELTS score or equivalent (listed under English language requirements - Please refer to the course guide for further information; <https://spic.qld.edu.au>) and if there are doubts about the English language skills to cope in an academic environment, the applicant will be advised to enrol in an English as a Second Language course/ ELICOS course, for an appropriate duration until the student achieves an equivalent of IELTS score required by the course.

h) If the application is successful, a Letter of Offer and Acceptance Agreement-International Student will be sent to the applicant/ their agent/ representative (including details of tuition fees, commencement dates, OSHC and Visa information).

i) Applicants wishing to accept the offer must pay the fee requested in the Letter of Offer and Acceptance Agreements,

complete, sign and date the Letter of Offer and Acceptance Agreements and return it to SPIC.

j) Once the completed acceptance agreement and the fee is received (and cleared by the bank) an electronic Confirmation of Enrolment (eCOE) will be generated and sent to the student/ the student's agent/ representative.

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

l) All completed applications are to be filed into the respective students' folders.

m) No students under 18 will be enrolled in SPIC. Should a student not be 18 at the time of application, but will be 18 at the course commencement date, a statutory declaration from a parent or guardian must be provided along with the application.

2.3 Assessing Students' Qualifications, Experience and English Language Proficiency for International Students

a) On receipt of a completed Application Form-International Student, the Admin Manager/ Admin Officer will make a decision on eligibility.

b) Each enrolment application is to be assessed to ensure that the student's qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought. This is completed through completing the Admission Checklist.

c) The Admin Manager/ Officer assesses the applicant's previous educational qualifications (either obtained in Australia or overseas) necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enrol.

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

other factors may include but not limited to:

- i. Mature age, and or proof of being 18 years or older at the proposed date of commencement,
- ii. Work experience,
- iii. Attitude and aptitude,
- iv. Previous academic results,
- v. Attendance / participation rate in the previous institute,
- vi. Ability and skills to function in an academic environment,
- vii. Possibility to succeed in his/her academic endeavours.

e) Having arrived at an admission decision for the applicant's educational qualifications, the English language skills (language and literacy) will be assessed. If student has a satisfactory IELTS score or equivalent (listed under entry requirements- Please refer to the course guide for further information; <https://spic.qld.edu.au/>), the applicant will be offered a place in the chosen course.

f) English Proficiency Entry Requirements for Vocational Qualifications:

- i. Enrolment into each course requires each International Student to meet the specified IELTS level or equivalent (listed under entry requirements- Please refer to the course guide for further information; <https://spic.qld.edu.au/>) as per their chosen course.
- ii. Each student is required to provide a certified/agent verified copy of their current IELTS level from their IELTS provider on application to SPIC.
- iii. If the student's IELTS has expired, an Australian Certificate IV qualification or an English language qualification at the upper intermediate level or above studied in Australia can be considered as a suitable entry requirement.
- iv. If the IELTS test or its equivalent (listed under entry requirements- Please refer to the course guide for further information; <https://spic.qld.edu.au/>) shows that the English language requirements have not been met, then the student will need to undertake a period of study in an English language course that gives an outcome at the upper intermediate level.
- v. In the event that a student does not have formal evidence of English proficiency or of other vocational or higher education qualifications, they will be required to sit an English Language Entry Test. As a result of this test students may be enrolled directly into the course or may be required to undertake a specified period of English language study (ELICOS course).
- vi. International students who are citizens of the following

countries are not required to provide evidence of English language proficiency provided they have at least one assessable qualification at year 12 level or above from one of the countries listed and the language in which they undertook the qualification was English.

- Canada (excluding Quebec)
- Ireland
- New Zealand
- Singapore
- South Africa
- United Kingdom (including Northern Ireland)
- United States of America

2.4 Assessing Students' Qualifications, Experience and English Language Proficiency for domestic Students

a) After receiving a completed Enrolment Form- Domestic Student, the Admission Staff will make a decision on eligibility.

b) Students will need to meet the following entry requirements dependent on the chosen course:

- a. Successful completion of Year 10 or equivalent study for Certificate IV levels
- b. Successful completion of Year 11 for Diploma and Advanced Diploma Level of vocational qualifications
- c. Successful completion of the SPIC's Language Literacy and Numeracy (LLN) Test relevant to the levels
- d. Training Package entry requirements must be met and
- e. Applicant must be 18 years of age or above or - Mature aged students who have any have diverse academic, work and/ or life experiences are encouraged to enrol.

c) Each enrolment application is to be assessed to ensure that the student's Language, Literacy and Numeracy skills are appropriate for the course for which enrolment is sought.

d) A qualified assessor assesses the applicant's Language, Literacy and Numeracy skills necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enrol.

e) If the applicant's Language, Literacy and Numeracy (LLN) skills do not meet SPIC 's admission requirements, a learner may benefit from undertaking foundation skills training if there is a gap of one ACSF level between their existing performance and

Student Recruitment and Enrolment Policy & Procedure

the level required to successfully complete a qualification/course. SPIC may also consider it unnecessary to provide foundation skills training unless there is more than one ACSF level difference between the existing level of a learner and the level needed to successfully complete a qualification/course. SPIC may determine that the VET course delivery will address the contextualised gap training needed so that the learner will be able to successfully complete without needing specific foundation skills delivery support. If the gap is too large, for example two ACSF levels, then the College may determine that specific foundation skills support is required.

f) Foundation Skills/ LLN Requirements for Vocational Qualifications:

- i. Enrolment into each course requires each domestic student to meet the specified LLN Skills as per their chosen course.
- ii. Each student is required to take a Language, Literacy and Numeracy Test for a relevant level. The LLN test will be assessed by a qualified assessor using a relevant Assessor Marking Guide.
- iii. If the LLN test result shows that the LLN requirements have not been met, then the student may be required to undertake a period of study in the General English course provided by SPIC that gives an outcome at the required LLN level.
- iv. Applicants who have successfully completed Year 10-12 in an Australian Secondary School or had an Australian Certificate IV qualification may not be required to undertake an LLN test, if they can provide an original or certified statement or certificate of confirmation, issued by a relevant school/ institution.

g) Third Party Agreements: Please note that we do not have third party agreements with any related institutions.

Other relevant documents:

- Institute's student prospectus
- Marketing materials
- Letter of Offer and Written Agreements
- English Language Entry Test

V6.0 Feb 2021

Development of Strategies for Training and Assessment Policy & Procedure

1.0 Policy

1.1 St Peters International College develops and implements strategies for training and assessment for each training package qualification/ unit and accredited course on its scope of registration.

1.2 Assessments comply with the Principles of Assessment and the Rules of Evidence

1.3 SPIC assessment processes are fair, reliable, valid and flexible. Assessment decisions are made on valid, current, authentic and sufficient evidence.

1.4 Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry.

1.5 Staff, facilities, equipment, and training and assessment materials meet the requirements of the Training Package or VET accredited course, are consistent with training and assessment strategies and are developed through effective consultation with industry.

1.6 Staff, facilities, equipment and training and assessment materials are appropriate for satisfying student learner needs. The college employs highly qualified and experienced trainers with the skills and track record to impart quality training to learners, taking into consideration class sizes, delivery modes and learner needs.

1.7 The CEO/ Head of Studies/ Training Manager/ Course Coordinator/ are responsible for implementing this policy and reviewing its effectiveness in providing students high quality training and assessment services in compliance with regulatory guidelines.

1.8 This policy is implemented in compliance with the requirements of the Standards for Registered Training Organizations (RTOs) 2015 Standard 1.

- Updating all Strategies for Training and Assessment shall be the responsibility of the Head of Studies/ Training Manager/ Course Coordinator. They will ensure the Strategies for Training and Assessment are always updated (when) and indicate the correct codes, titles, delivery and assessment methods, and nominated Trainer/s for each Qualification/ Unit of Competency listed on the RTO's Scope of Registration. These strategies must reflect the current practices of the RTO and address specific client needs.

2.2 Development of the Strategy for Training and Assessment

When developing a new Strategy for Training and Assessment the following information is imperative to include:

- Name of RTO
- Training Package
- Qualification
- Target Group/Client's
- Mode of delivery
- Entry requirements
- Pathways for students
- Units of Competency and Nominal Hours
- Delivery arrangements
- Amount of Training
- Duration and Scheduling
- Assessment resources & methods
- Facilities and equipment
- Learner resources
- Physical resources
- Industry legislation
- Evidence gathering techniques
- Alignment of units (clustering of units for delivery or assessment purposes)
- Delivery and Assessment staff (Trainer's)
- Assessment validation process

2.0 Procedures

2.1 Authorising training requirements

- All training requirements are to be authorised by the Head of Studies/ Training Manager/ Course Coordinator. These requirements will be addressed through the Continuous Improvement process or transition to new Training Packages.

Development of Strategies for Training and Assessment Policy & Procedure

- Consultative processes
- Requirements to ensure course integrity

2.3 Industry Consultation

All development of Strategies for Training and Assessment are to involve consultation with industry to ensure the appropriateness of the course.

Consultation could take place with the following people or organisations:

- Business owners/ employers in that particular industry that the qualification that the Strategy for Training and Assessment is being developed for
- Business owners/ employers whose staff undertake accredited workplace training in the qualification that the Training and Assessment Strategy is being developed for
- Industry Consultants
- Industry Trainers and Assessors
- Other relevant stakeholders to the RTO's training and business opportunities

To document this consultation and feedback, the RTO is to have the industry representative to complete the 'Industry Consultation documentation following the Industry consultation policy procedure'

All completed Industry consultation documentation is to be kept with the associated Strategies for Training and Assessment as evidence that the consultation occurred.

2.4 Staffing

a) SPIC ensures that training and assessment is conducted by a trainer / assessor who:

- Possess a TAE40116 Certificate IV in Training and Assessment and
- Is able to demonstrate the vocational competencies at least to the level of those being delivered and assessed, and
- Have relevant current industry skills/ knowledge directly relevant to the training being delivered and assessed
- Continue to develop their VET knowledge and skills as

well as maintaining their industry currency and trainer/ assessor competence

b) SPIC training/ assessment staff engage in professional development activities directly related to the units/ courses they deliver/ assess and Vocational Education and Training.

c) SPIC staff contribute to assessment validation processes and Continuous Improvement activities.

d) Recruited and inducted SPIC staff members undertake professional development activities in compliance with the Staff recruitment, Induction and Professional development policies and procedures.

e) In order to maintain the high standards of the quality of our delivery of the training and marking of the assessments, we will check 100% of work for the first three units marked/assessed by any new trainer/assessor. This is to ensure accuracy and quality are being met.

f) After the first three units have been assessed, SPIC will use a statistical valid approach to assess the Trainer/ Assessors future submissions. To determine the correct amount of submissions to assess SPIC will use the following tools:

- <https://www.randomizer.org/>

- <http://www.raosoft.com/samplesize.html>

g) Trainers induction handbook contains more details on the expectations and performance requirements from trainers and assessors. Please refer to SPIC trainers and assessor's induction handbook for more details.

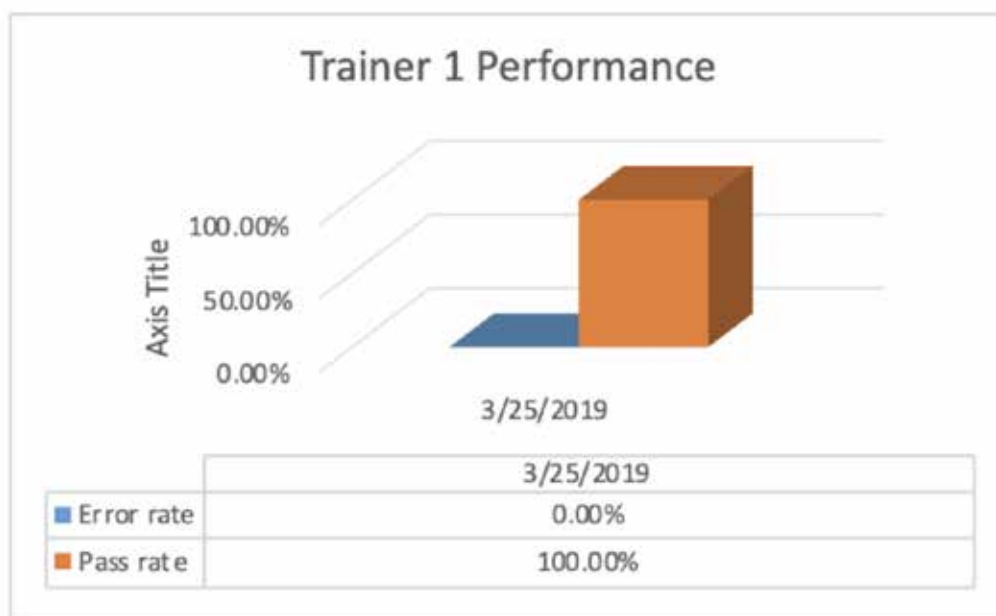
h) All trainers/assessors must be trained on the Assessment error process and will know what is required by a Trainer/Assessor when it comes to the submission of student assessments. Please refer to trainers and assessor's induction handbook for more details.

i) Trainer performance is assessed, tracked and monitored monthly by the Course Coordinator/ RTO Compliance & Quality Coordinator under the direct supervision of the CEO. Trainers will be assessed on their accuracy for all submitted assessments. Trainers that do not meet the required standards will be placed on performance management as explained in the Trainers & Assessors Induction handbook.

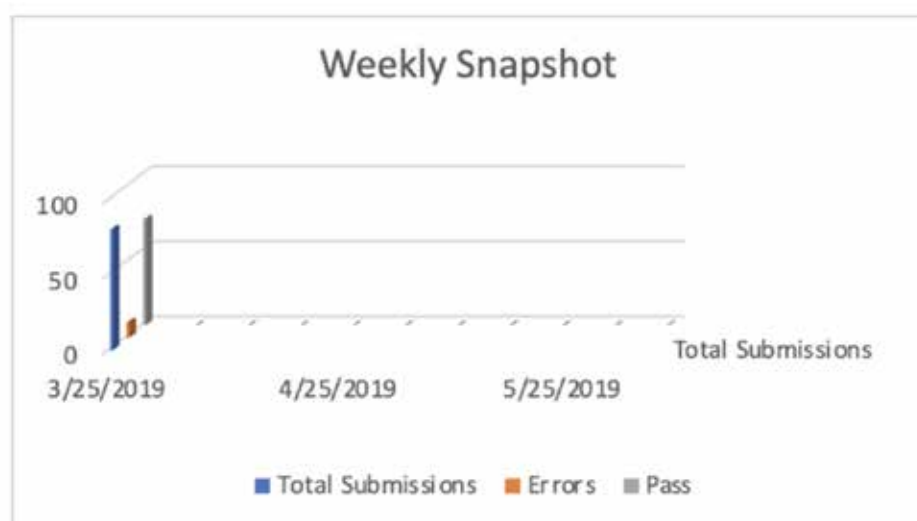
j) All meetings held with Trainers/Assessors will be file noted and placed in the trainers file for future reference.

Below is a sample of the reports provided for trainer performance:

Individual trainer's performance during one submission:



Overall weekly snapshot of all trainers:



Development of Strategies for Training and Assessment Policy & Procedure

2.5 Training Delivery

a) SPIC identifies, negotiates, plans and implements appropriate training and assessment strategies to meet the needs of each of its students.

b) SPIC employs a variety of training and assessment strategies in accordance with training package/ accredited course requirements and student's demands. Training and assessment strategies indicate how course are delivered and assessed, course duration, amount of training, student, entry requirements, pathways, how students are supported, course content, delivery and assessment resources, trainer/ assessors, industry consultation completed, course development process and any relevant legislation.

c) SPIC develops training and assessment strategies in accordance with the learner, industry, and training package, and Australian Qualifications Framework requirements. Training and Assessment Strategies are researched, negotiated and agreed prior to implementation. Consultation and feedback is undertaken with relevant internal and external stakeholders during the process.

d) A file is created for every student on the Student Management System (SMS) which is wisenet. This contains: name and contact details, title of qualification, competencies, scheduled hours, timeframe for achievement, delivery mode/s, training to be undertaken, assessment details and arrangements, staff responsible for delivery, and assessment of each unit of competency, records of CT and RPL granted.

e) SPIC monitors student progress in compliance with the Student support policy and procedure. Students who are unable to complete their course in the scheduled time span may have their course extended in compliance with the student support policy.

f) The scheduled course duration may only be extended in compliance with the Student support policy and procedure.

g) SPIC ensures that in developing, adapting or delivering training and/or assessment materials and services:

- Methods used to identify learning needs, and methods for designing training and assessment, are documented;
- The existing skills, knowledge, qualifications and the experience of the learner are considered;
- The requirements of the Training Package or accredited course are met;

- Core and elective units, as appropriate, are identified;
- Customization meets the requirements specified in the relevant Training Package or, for accredited courses; including training to relevant nominal hours, and RPL/CT assessments;
- Language, literacy and numeracy requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses;
- Delivery modes and training and assessment materials which meet the needs of a diverse range of students are identified;
- Principles of assessment, rules of evidence, access and equity principles and how processes and materials may be adjusted for special learning needs are considered.

h) SPIC validates all delivery material by having a qualified trainer/assessor complete the Assessment Quality Review Checklist and ensuring any issues are remedied and the mapping to the specifications in each unit of competency or accredited unit is accurate

i) SPIC reviews the effectiveness/ appropriateness of all learning materials annually through the Course and Industry Advisory Committee meetings and through feedback from stakeholders. Please refer to SPIC industry Consultation Policy & Procedure for more information.

j) Feedback is analyzed and amendments implemented where appropriate. The effectiveness of amendments is monitored.

2.6 Assessments

a) SPIC assessments meet the requirements of the endorsed components of training packages and the outcomes specified in accredited courses within the scope of its registration.

b) Assessment strategies are developed in consultation with industry.

c) SPIC ensures that assessment, regardless of whether through a training and assessment pathway or an assessment-only pathway:

- Comply with the Assessment Guidelines included in the applicable nationally endorsed training packages or the assessment requirements specified in accredited courses
- Lead to the issuing of a Statement of Attainment or

qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable training package or modules specified in the applicable accredited course

- Consider the principles of assessment, rules of evidence, access and equity principles and how processes and materials may be adjusted for special learning needs
- Provide for applicants to be informed of the context and purpose of the assessment and the assessment process
- Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance including task skills, task management skills, contingency management skills and job role environment skills
- That assessment judgements are consistently made
- Involve the evaluation of sufficient evidence to enable judgments to be made about whether competency has been demonstrated
- Provide written feedback to the applicant about the outcomes of the assessment process and guidance on future options
- Are equitable for all persons, taking account of culture and linguistic needs; and
- Provide for reassessment on appeal

d) SPIC undertakes the following assessment processes:

- Establishes the assessment guidelines in the AQF/ training package/ units of competency/ accredited course information
- Establishes student needs
- Develops training and assessment strategies and assessment tools in accordance with guidelines and student needs
- Plans and prepares all resources, materials, staff and equipment
- Communicates assessment requirements to student's pre and post enrolment
- Prepares students for assessment
- Administers assessments
- Gathers appropriate evidence from the students to make fair, valid, reliable and consistent judgments

- Prepares a marking guide/ model answers for trainers to employ when coming to a decision on performance / competency

- Prepares marking criteria for assessors to employ when coming to a decision on performance/ competency
- Records student performance- Per unit – C – Competent or NYC -Not Yet Competent.
- Provides the student with verbal and written feedback on performance on each task
- Provides opportunities for re-assessment
- Stores all assessment results and materials in compliance with the Records management policy.
- Reviews the assessment process and materials
- Seeks feedback from students, employers and industry
- Provides opportunity for students to appeal assessment decisions

e) Assessment processes and materials are employed in accordance with the principles of assessment.

f) Assessment is fair to the individual learner by:

- The individual learner's needs are considered in the assessment process
- Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs
- The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

g) Assessment is flexible to the individual learner by:

- Reflecting the learner's needs;
- Assessing competencies held by the learner no matter how or where they have been acquired; and
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

h) Any assessment decision of the RTO is justified,

Development of Strategies for Training and Assessment Policy & Procedure

based on valid evidence of performance of the individual learner. Validity requires:

- Assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- Assessment of knowledge and skills is integrated with their practical application;
- Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations, eg. Role Plays; and
- Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

i) The assessment process is reliable.

- The assessment process and materials allow for reliable evidence to be generated on which performance can be assessed against the unit of competence/ accredited unit requirements
- Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

j) Assessment processes and materials are employed in accordance with the rules of evidence.

The assessment process and materials generate valid evidence:

- The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

The assessment process and materials generate sufficient evidence:

- The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

The assessment process and materials generate authentic evidence:

- The assessor is assured that the evidence presented for assessment is the learner's own work.

The assessment process and materials generate current evidence:

- The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

k) Assessment Methods

Methods of assessment will be conducted for each competency. Some of the methods are:

- Observation: where the student will be observed performing a series of tasks a number of times to determine their competency.
- Projects (Written question and answers): when the student will be questioned to determine the depth of their understanding of the process to ensure that they are competent.
- Written assignment: In this instance the student will be given the opportunity to demonstrate their competency through written reports and assignments.
- Other methods include case studies, research projects and practical demonstration

All assessment tasks must consider any language, numeracy and literacy issues, cultural issues and special needs related to the task.

l) Assessment requiring observation by the assessor will be based on the following criteria:

- Student must be able to competently perform the skill over a period of time and in different contexts.
- The assessor will use Observation checklists to identify and record student performance.

m) Assessment will be based on the following criteria:

- Answering the Question
- Students must address what the question is asking. Look for key words that indicate how the question is to be approached and the information that is to be included. Sequence the answer to appropriately develop logical arguments.
- Referencing
- Any quotation or content that has been obtained from published sources must be referenced.
- Accuracy of Spelling, Grammar and Punctuation
- Accurate spelling, grammar and punctuation will ensure the trainer can correctly interpret what is written. Students should use the tools available (dictionary, thesaurus, spell-check on computers etc.) and must proofread before handing in.

All assignments must be the individual's own work. Trainers are responsible for ensuring that any "suspect" assessments are thoroughly scrutinised. Any irregularities will be reported to the Training Manager and dealt with accordingly. Students should keep a copy of their assessments.

n) Format

- All Assessment work to be word-formatted*
- Provide reference if content has been obtained from some source.

*NB: Exception allowed where students are unable to access appropriate equipment. Hand written assignments must be neat and legible.

o) Due Date Information

The trainer will advise students of the final date for the receipt of an assessment when the assessment is handed out. Assessments will only be accepted after this date in case of illness (doctor's certificate must be provided) or other exceptional circumstances (at the discretion of the trainer).

p) Submission

All written assignments must be submitted in accordance with Turnitin Assessment marking Policy & Procedure.

q) Marking

Trainer/Assessor are expected to complete marking submitted assessment tasks within two weeks .

After satisfactory completion of all the assessment required, students are deemed either 'competent' or 'not yet competent' in each unit of competency assessed. All outcomes will be recorded in the student management system and (for international students) the Course Progress (Results) sheet. If they are deemed not yet competent in any units of competency, they will be given written feedback on their performance and provided with guidance on future options. All students have the opportunity to appeal their results. The students are able to appeal any individual assessment decision.

Students are made aware of the assessment criteria used by trainers and assessors who provide information, which includes but is not limited to the context, purpose and process of assessment, assessment methods and alternative assessment methods if required to accommodate special needs or circumstances.

Information sessions are included with the introduction of each topic to advise the students of the assessment processes, number of assessments and types of assessments. Staff are available to discuss and provide professional advice as to the outcomes of the assessment process and guidance on future options.

r) Collection of evidence from the students:

Evidence collected is used by an assessor to make a judgement about whether a student is competent. It is the responsibility of the assessor to determine what and how much evidence is required to make the assessment judgement. Training packages provide guidance on the types of evidence required, and further advice may be gained through industry consultation.

2.7 Reassessment

a) All candidates are provided with an opportunity for reassessment when they have been assessed as "unsatisfactory" or "not yet competent" on all or part of the assessment.

b) Students are entitled to 3 assessment attempts for each assessment task where they have been marked

Development of Strategies for Training and Assessment Policy & Procedure

NYC on submission of their assessment tasks. First 2 attempts will be free and 3rd will be charged as per the offer letter and written agreements. If the student is unsuccessful after 3 assessment attempts they will be required to repeat the unit and pay the repeat unit fee. Students found to have cheated or plagiarized work may not be entitled to re-sit assessments, instead they may be required to repeat the unit and pay the repeat unit fee. Any NYC marked due to being absent will not be eligible for this entitlement.

c) Candidates are permitted a period of 2 weeks past the submission date to submit late work. Approval must be sought from the trainer before late work is accepted.

2.8 Students with special learning needs

a) SPIC provides access and equity to candidates with special learning needs.

b) As special needs extend to more than physical or learning difficulties, our trainers also consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non English speaking background.

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

d) SPIC staff contact other RTO's or our RTO consultant for assistance and guidance, as required.

e) In making arrangements for students with special learning needs all meeting minutes, advice and amended delivery/ assessment material is stored in the student file.

f) The student is kept fully informed of the process every time by the Head of Studies/ Training Manager/ Course Coordinator.

2.9. Assessment validation

- Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by assessors against the same competency standards for each unit; and

- Implementing and documenting any action taken to improve the quality and consistency of assessment.

- Reviewing the effectiveness of amendments and taking further action where required

- Seeking and reviewing feedback received from students, employers, staff and external parties

- The course and industry advisory committee will review all assessment strategies and materials once every two years. At least one member of the Course advisory committee will be independent of the RTO and possess:

- Vocational competencies and current industry skills relevant to the assessment being validated;

- Current knowledge and skills in vocational teaching and learning; and

- The training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the Standards for RTO's 2015

- Industry experts may be involved in validation to ensure there is the combination of expertise set out in the three points above.

a) Each assessment tool utilized will be validated at least once every two years.

b) At least 50% of the units of competency on the RTO scope of registration will be validated within the first 3 years of every 5-year registration cycle.

c) Records of validation activities are recorded and amendments incorporated where appropriate.

d) An assessment validation schedule, validation recording document, questionnaires, team meeting minutes, external review meeting minutes and complaints and appeals information are employed during this process.

e) SPIC validates assessments by:

- Reviewing feedback received from students, employers, staff and external parties

- Reviewing, comparing and evaluating the assessment decisions of trainers against the training package/ accredited course standards.

- Reviewing, comparing and evaluating the assessment decisions of trainers against the marking criteria for each assessment.

- Reviewing, comparing and evaluating the assessment decisions of trainers against each other to ensure consistency.

- Identifying variances in any of the above activities identified in the four points above

- Identifying, acting and recording any improvements

implemented to ensure consistent application of the standards.

f) Each assessor assessing a unit of competency will contribute to the validation process at least once every two years for each unit of competency.

g) Assessors will moderate other assessor's judgments by reviewing samples of submissions assessed by another assessor or observing performance of the completion of a practical task at the same time as another assessor.

h) An assessment moderation schedule, moderation recording document, questionnaires, team meeting minutes, external review meeting minutes and complaints and appeals information are employed during this process.

i) SPIC validation and moderation by implementing two main stages which are Pre Assessment Validation & Post Assessment Validation

Pre-assessment - Validation of assessment tools:

Validation of Assessment Tools for all units of Competency are completed by qualified course trainers & assessors. This process includes use of the Assessment Tool Quality Review Checklist verifying the following:

- Assessment methods and tasks ensure coverage of the assessment conditions/critical aspects of assessment.
- Mapping is accurate and covers all of the assessment requirements of the unit.
- Assessment methods and tasks are consistent and gather sufficient evidence
- Assessment tasks have clear instructions for both the assessor and students
- Assessment methods and tasks meet the requirements of the Principles of Assessment and Rules of Evidence

o Post Assessment - Validation of assessment outcomes:

Once assessments have been marked by the respective assessor, the post assessment marking

activities are undertaken by the Course Coordinator along with the qualified trainers & assessor:

- Review by using Post Assessment Validation Form.
- Reviewing feedback received from students, employers, staff and external parties
- Reviewing, comparing and evaluating the assessment decisions of trainers against the training package/ accredited course standards.
- Reviewing, comparing and evaluating the assessment decisions of trainers against the marking criteria for each assessment.
- Reviewing, comparing and evaluating the assessment decisions of trainers against each other to ensure consistency.
- Identifying variances in any of the above activities identified in the four points above
- Identifying, acting and recording any improvements implemented to ensure consistent application of the standards.
- Random sampling - An entire subject is chosen, and a sufficient number of randomly chosen assessments is selected to meet the particular confidence level by using the online tool- <https://www.randomizer.org/>

Please refer to SPIC Validation Policy & Procedures for more details.

2.10. Assessment appeals

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

b) Student should approach their assessor in this case outlining the reasons for their appeal.

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

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

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

f) Complaints & Appeals forms are to be submitted to: SPIC reception campus or via e-mail.

g) The staff member reviews all the supporting

Development of Strategies for Training and Assessment Policy & Procedure

documentation and discusses the situation with the assessor and student. A decision will be made after all the evidence has been considered.

If the Head of Studies/ Training Manager/ Course Coordinator or other staff member handling the process decides that the students appeal be upheld the following will apply.

a. The assessment in question will be marked by a different trainer and the outcome communicated to the student.

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

c. The student will be awarded the grade that gives them the most favorable outcome between the two outcomes.

d. If the students appeal is refused they will be sent written notification of the outcome within five working days of the meeting-taking place. This will include the outcome including reasons and details for the decision. The letter will also inform the student of their right to access the external appeals process.

e. Students can only appeal an assessment decision once.

f. If students are dissatisfied with the outcome of the internal appeals process, they may access the external appeals process. Details of how to activate this process are contained in the Complaints & Appeals policy and procedure.

g. Students must inform SPIC in writing if they are accessing the external appeals process

2.11. Facilities and equipment

a) Facilities employed for RTO purposes satisfy the requirements of the building code of Australia.

b) Facilities and equipment requirements are identified at the course development stage. Requirements are as per training package and industry requirements. SPIC also undertakes research with other RTO's to establish requirements.

c) Each training location undergoes a review to ensure adequate facilities and equipment is employed prior to course commencement.

d) Each training and assessment location has approval for educational use.

e) Industry consultation is sought when developing courses to ascertain/ assess facilities and equipment.

f) A facilities and equipment checklist is maintained for each course on our Scope of registration. This includes learning resources, including library materials, course delivery materials, computer hardware and software, and any other materials required to support course delivery

g) Facilities and equipment are reviewed as part of the Continuous improvement policy and procedure.

h) A timetable is employed for each course.

i) Session plans are employed for each unit of competency being delivered.

j) Students are provided access to a library with relevant resources to support learning and assessment activities.

k) Appropriate resources are employed to create a simulated workplace environment where appropriate.

l) Issues relating to facilities and equipment are immediately communicated to the CEO by trainers and addressed. Facilities and equipment is also an agenda item in management meetings.

m) Current and future enrolments are reviewed against the capacity of facilities and equipment. Facilities and equipment are secured where and when appropriate.

n) Students are supplied appropriate learning resources on commencement of their course and/ or units of competency. All information relating to costs (if any) are provided to student's pre enrolment.

o) The CEO will notify all students and designated authorities of any intention to relocate premises by way of letter at least 20 working days before the relocation.

p) Student feedback relating to all the areas of this policy is collected, analyzed and actioned (where appropriate) in compliance with the Continuous Improvement policy and procedure.

q) This policy is reviewed annually in accordance with the Continuous improvement policy.

2.12. Currency of training packages and accredited courses

a) SPIC reviews the currency of training packages as per legislation review policy.

b) SPIC implements new training packages/ accredited courses within 12 months of their introduction. SPIC provides opportunities for students to transfer to the

new training package so they are not disadvantaged by completing the superseded course.

c) All staff and students are informed of this process along with transition arrangements.

d) Staff is involved in the development of new courses and strategies for delivery and assessment.

e) Students will be informed in writing of any changes to training packages/ accredited courses and the implications of such a change.

f) Full details of the processes when ensuring currency and implementing new training packages are outlined in the Transition to new training packages/ accredited courses policy and procedure.

2.13. Monitoring of Strategies for Training and Assessment

a) The Head of Studies/ Training Manager/ Course Coordinator will manage the process of ensuring that all Strategies for Training and Assessment are current and accurate. Updates to the Strategies for Training and Assessment will need to be made when there is a change in:

- Trainer and assessor requirements
- Client group
- Delivery or assessment methods
- Licensing where applicable
- Training packages (relevant modifications or new endorsed and released training packages)
- Any other changes in the content of the current Strategies for Training and Assessment that are implemented by the RTO

b) The monitoring processes are through a combination of the continuous improvement processes implemented by the RTO including but not limited to meetings with feedback, validation, industry consultation, and general industry changes.

V6.0 Sept 2020

Engaging Education Agents Policy & Procedures

1.0 Policy

This policy and procedure supports The National Code of Practice 2018 Standards 4 and RTO standards 2015

1.2 St Peters International College (SPIC) will take all reasonable measures to engage education agents that have an appropriate knowledge and understanding of the Australian international education industry and do not use education agents who are dishonest or lack integrity.

1.3 SPIC has a formal written agreement with each education agent it engages to promote its courses with the intention to recruit students on its behalf and to formally represent it. The written agent agreement shall specifically include, but not limited to, the following conditions:

- a) Responsibilities of the education agent and SPIC along with the need to abide by the National Code 2018 and RTO standards 2015.
- b) SPIC ensures its education agents have up-to-date and accurate marketing information.
- c) SPIC monitors the activities of its education agents and takes corrective action if required.
- d) Termination conditions, including providing for termination in the circumstances when the education agent does not fulfill its responsibilities.

1.4 St Peters International College (SPIC) is not required to have a written agreement with agents who act on behalf of students or parents.

1.5 SPIC will monitor the education agent activities to ensure they maintain the reputation and integrity of Australian education. Further information is provided in point 6 below.

1.6 SPIC will not enter into an agreement with any Education Agent or potential Education Agent if it knows or reasonably suspects the Education Agent to be:

- o Engaged in, or to have previously been engaged in, dishonest practices, including the deliberate attempt to recruit a student where this clearly conflicts with the obligations of registered providers under the Standards.

- o Facilitating the enrolment of a student who the education agent believes will not comply with the conditions of his or her student visa

- o Using Provider Registration and International Students Management System (PRISMS) to create Confirmations of Enrolment for other than bona fide student; or

- o Providing immigration advice where not authorised under the Migration Act 1958 to do so.

1.7 Where St Peters International College has an agreement with an education agent and becomes aware or suspects that the education agent is engaged in dishonest activity, St Peters International College terminates the agreement with the education agent. However, where an individual employee or subcontractor of the education agent was responsible for the conduct and the education agent has terminated that relationship then St Peters International College does not have to terminate the agreement.

1.8 St Peters International College takes preventive action as soon as they become aware that education agent is being negligent, careless or incompetent or is engaged in false, misleading or unethical advertising and recruitment practices.

1.9 The Marketing Manager/ Director of Admissions is responsible for implementing this policy and reviewing its effectiveness in compliance with regulatory guidelines.

2.0 Procedure

Agent Recruitment

2.1 Any person wishing to enter into an agreement to promote SPIC must complete an 'Agent Application Form'. This form will be available upon request from the reception or can be downloaded from the Institute's website.

2.2 The completion of this application form does not provide permission or a guarantee that the education agent is able to act on behalf of SPIC. The application will be reviewed and if successful shall be required to sign an 'Education Agent Agreement'.

2.3 The application form is to be considered by the Marketing Officer/Marketing Staff who will check the application details for accuracy, correctness, adequateness and conducts a referral check. During this period, Marketing Officer/Marketing Staff can use various methods e.g. communicating with other providers and students. A referral check is conducted via email or phone with the referees.

2.4 Where St Peters International College chooses to not enter into an agreement with an applicant, that applicant will be notified as such in writing within 14 days of receipt of the application. A reason for the decision must be stated on the notification. Where an application is accepted, a written agreement will be produced and distributed.

Agent Agreements

2.5 All persons approved as an Education Agent shall be required to sign and return the 'Education Agent Agreement' prior to undertaking any promotion activities on behalf of SPIC.

2.6 The CEO will sign the Agency Agreement which will be sent to the education agent for signature. In some circumstances, Agency Agreements can be sent via post or email (for offshore agents) or via email or personal handover (for onshore agents).

2.7 The Education Agency agreements are valid for the period defined as per the agreement and will be reviewed prior to the expiration of the agreement for possibility of renewal.

2.8 In the event of legislative changes which affect the relationship between SPIC and the Agent, SPIC will send the change in writing in the form of email/postal letter and acknowledgement from the agent is required in the same form. SPIC may also request an updated business profile from the agent if it is deemed necessary. Any changes accepted must be part of the new agreement between the agent and SPIC.

2.9 All agents who are approved by SPIC and have a signed agreement as an Education Agent shall be paid an

agents commission as outlined in their specific agreement.

2.10 The original signed agent agreement shall be kept in the Education Agents file and the Education Agent shall also receive a copy.

Education Agents Register

2.11 SPIC must maintain an 'Education Agents Register' that lists all education agents with current agreements with SPIC as per the Engaging Education Agents Policy & procedure. SPIC will notify ASQA within 30 days of the commencement of the agreement and within 30 days of terminating the agreement with an education agent.

This register must contain the following details:

- Education Agents Business Name
- Contact Person
- Address
- Contact Details
- Area the Education Agent is operating
- Dates of engagement

2.12 All education agents that have an agreement with SPIC will be listed on the SPIC website and PRISMS

Agent Marketing Materials

2.13 Once an agent has been approved and is registered with SPIC, the following documents are to be provided to the Education Agent:

- a) Student Information Handbook
- b) Marketing brochures/materials

Engaging Education Agents Policy & Procedures

- c) Enrolment form
- d) Course information
- e) College policies and procedures
- f) Information on Australia Gold Coast
- g) Course entry requirements
- h) Enrolment process
- i) Student visa information

2.14 Any changes to marketing materials will be provided to the Education Agent who will be advised to discard the old materials.

2.15 The Marketing Manager/ Director of Admissions ensures that the Agent has access to up-to-date and accurate marketing information and materials by:

- a) Sending emails and/or meeting agents and obtaining sign-off or acknowledgement of receipt of such materials for onshore agents.
- b) Sending materials and information via emails or posted mails (if required) to offshore agents.

2.16 Agents are notified of alterations or updates to marketing materials within 14 working days of the alteration/ update taking place.

2.17 Copies of such correspondences and agent's acknowledgement are retained on the Agent's file.

2.18 Any receipt must acknowledge that all former materials will no longer be used and will be immediately replaced with the new materials. It is the responsibility of the Marketing Manager/ Director of Admissions to ensure such receipts are collected. All confirmations of receipt of materials must be stored in the Agent's file.

2.19 Updated marketing material is distributed within 14 working days of the update in sufficient volumes for the Agent to replace existing stock or sent electronically to the agent.

3.0 Agents' procedure in recruiting the students to SPIC:

Agent must follow and adhere to 'Student Recruitment and Enrolment Policy & Procedures' while recruiting students for SPIC.

- Agents must ensure that they stamp or provide their details in the student application form which is noted as an evidence for claim of student.

- The pre enrollment Interview form is required from the student to understand his background, intentions and future plans after finishing the selected course. For this purpose, the agents engaged with SPIC for recruiting students have the authority to conduct the pre enrollment interview from the student and submit to SPIC along with the student's completed enrollment form and other required documentation, which will be further assessed by the Director of Admissions.

4.0 Verification of student Documentation (Passport, English requirements, Academic requirements, financial requirements and any other copy of the student records historically)

All documentation provided to SPIC must be verified as originals or true copies of the originals.

Outside Australia: An Australian Registered Migration Agent; or A person who is the equivalent of a Justice of the Peace; or Commissioner for Declarations or other authorized official in the country you are enrolling from.

Onshore: Originals sighted at Institute campus locations and verified copies by the Admissions Team; or certified copies of the originals provided.

In an instance where the student documents supplied by the agent is found to be not genuine in any case at any point of time, a serious breach will be recorded and if the agent fault is determined, the agent agreement will be terminated and no student will be accepted from the agent.

The re-assessment of student enrolment will also be conducted for the student in this situation and in the

instance where the student is found not meeting the entry requirements, their COE' shall be cancelled.

5. Ensuring Agent Providing Quality Students

Internal Reports are created every month considering the following criteria matched to the respective agents:

- i. Student transfers
- ii. Student visa refusal
- iii. Student visa cancellation

These reports will be reviewed and give an insight of the quality of students recruited by the agent. These reports are part of the annual review of the agent.

In an instance where an agent is identified whose students COE's are cancelled on above grounds and is more than 50% of the students recruited by the agent and accepted by SPIC, the agent is notified in writing about the same matter. Training is provided to the agent which could be face to face, telephonic or via web conference. Hereafter, the respective agent is under performance management for 3 months of the period and in case the agent performance does not come to expected standards within the above 3 months, the agent agreement is terminated with a written notice in 10 working days after the completion of performance management period.

6. Monitoring Agent activities

To ensure that SPIC is using reputable agents the institute will initiate a monitoring procedure with all active agents. This monitoring process is outlined as follows.

- a) regular face-to-face meetings with agents onshore or offshore;
- b) telephone/teleconference meetings;
- c) regular reports from agents
- d) feedback surveys of students recruited by the Agent

- e) performance benchmarks included in agreements
- f) spot checks by providers, for example, to observe agents at work at education fairs; or

In addition to the above, the following reports will be generated from PRISMS on monthly basis to monitor the data of each and every agent. The report will then be discussed during the monthly meetings and if any issues are found, an action plan will be made and meeting will be held with the Education agent. The records will be kept in Education agent file:

1. Agent performance by institution Summary
2. Agency Performance by Institution Detail
3. Agent Performance by COE Completion rate

In considering the performance of the Agent, the Marketing Manager/ Director of Admissions will consider the following criteria:

- a) The Agent's compliance with the Agent Agreement and any conditions placed on the Agent by St Peters International College;
- b) The number of Students the Agent has recruited and the conversion rate of:
 - i. Enrolment Applications to Offers (Offers divided by Application);
 - ii. Offers to actual enrolment (Enrolment divided by Offers);
 - iii. the reasons why applications from potential Students did not proceed to Student enrolment status;
 - iv. the number of Student Visa refusals for Students recruited by the Agent;
 - v. Any feedback or information from Students or third parties regarding the Agent; students who have been recruited by the Agent, may complete a Student Feedback of Agent form. This form is provided by Student Support to all arriving students.
 - vi. Quality, accuracy and currency of information and advice provided by the Agent to Students.
 - vii. Quality of the appointment as assessed by St Peters International College.
 - viii. Agent's marketing materials and information access;
 - ix. Number of students transferring to other

Engaging Education Agents Policy & Procedures

educational providers and the reasons for any transfer.

x. Communication with St Peters International College in a timely manner.

xi. Response and action taken towards complaints are made in a timely manner.

- The review will be undertaken by the Marketing Manager/ Director of Admissions. Minutes of any meetings or notes of internal reviews will be taken and kept on the Education Agents file.

- Further monitoring of Education Agents activities and conduct with prospective students will be gained through feedback collected from students upon enrolment. Through the course orientation, students will be asked to complete a survey in relation to their dealings with Education Agents that represent SPIC.

This process ensures that any issues relating to Education Agents providing misleading or dishonest information to prospective students is identified and can be addressed.

- Any issues that are identified will be discussed in Monthly Meetings and if required, discussed with the particular Education Agent. This meeting / discussion is to be documented and kept on the Education Agents file.

- If an education agent is found as being negligent, careless or incompetent or being engaged in false, misleading or unethical advertising and recruitment practices, or engaged in practices that could harm the integrity of Australian education and training, the Marketing Manager/ Director of Admissions must organise a meeting with the Agent and Agent staff to counsel them immediately.

7. Monitoring Agent Websites:

- Marketing team target to go through all agent's website once in three months to ensure that all information regarding SPIC is correct and is advertised in an efficient manner.

- At all instances, any new dissemination of updated information from SPIC to the agents shall be acted immediately as practical as possible. However, all agent websites are checked by SPIC team in a week's times of any major information updated to the agents. In case, SPIC finds that agent website is not up to date with SPIC information or it differs in information, written notice via email is sent to them with a 10 working days' deadline to make the relevant changes.

8. Terminating an Education Agent Agreement:

Where any practices of the Education Agent are identified as being negligent, careless or incompetent or being engaged in false, misleading or unethical advertising and recruitment practices, including practices that could harm the integrity of Australian education and training, SPIC shall take immediate action and may impose one or more of the following sanctions or corrections:

- a) cancel the agent agreement (use Termination Conditions below)
- b) Correcting incorrect information provided to students; St Peters International College writes a letter to the Agent to inform about the incorrect information.
- c) The Agent must provide a written response within 10 working days of the date of the letter.
- d) After 10 working days and upon receipt of the Agent's letter, St Peters International College may consider the Agent's performance in light of:
 - i. the agent's response to the letter;
 - ii. whether the agent engaged in unprofessional conduct; and
 - iii. The consideration contained in the Agent Performance Appraisal.
- e) In consideration of the agent's conduct and performance, St Peters International College may:
 - i. Require the Agent to undertake further training about the agent's responsibilities under this agreement and requirements under the National Code, ESOS Act, ESOS Regulations.
 - ii. maintain the Agent's appointment;
 - iii. warn the Agent;

- iv. suspend the Agent's appointment;
- v. maintain the Agent's appointment subject to certain conditions; or
- vi. Terminate the Agent's appointment immediately.

9. The Agreement is automatically terminated when St Peters International College becomes aware or reasonably suspects that the Agent:

- i. Is engaged in or has been previously engaged in dishonest practices, including the deliberate attempts to recruit the student where this clearly conflicts with the Agent's obligations in this Agreement.
 - ii. Facilitates applications for Prospective Students who do not comply with his/her student visa requirements.
 - iii. uses Provider Registration and International Students Management System (PRISMS) to create Confirmation of Enrolment for other than a bona fide student, or
 - iv. provides Prospective Students with 'Immigration assistance' as defined in the Migration Act 1958 unless the Agent is rightfully registered under that Act;
- Either party may terminate the Agreement at any time by giving the other party 30 days' prior written notice.
 - St Peters International College may terminate the Agreement giving notice to the Agent that the Agent has breached a provision of the Agreement including if St Peters International College is directed or required to do so by a relevant Australian government department in such cases, termination will be effective immediately upon the service of the notice.
 - The notification of termination will be sent to the Agent and the nearest Australian Diplomatic Mission (for offshore agents) and other relevant government bodies.
 - On termination of the Agreement, the Agent must, within 7 days: submit to St Peters International College all applications and course fees from prospective students received up to the termination date; and
 - Immediately cease using any advertising, promotional or other material supplied by St Peters International College and return all materials to St Peters International College by registered mail or a reputable international courier.
 - The Agreement will lapse if the Agent does not refer any international students to St Peters International

College within the first 12 months of the agreement or such other time as agreed in writing with St Peters International College.

- Termination of the Agreement by either party does not affect any accrued rights or remedies of either party.
- Any collected evidence of engagement in dishonest activities by Agents, if available, and minutes of meetings noting relevant discussions are retained on file by the Marketing Manager/ Director of Admissions.
- Copies of all terminations of agreements are retained on file by the Marketing Manager/ Director of Admissions.
- If the Agent refuses to undertake the required corrective and preventative action, the Agency Agreement will be cancelled immediately.
- The institute may terminate this Agreement immediately where the Agent is in breach of any of its obligations under this Agreement and fails to remedy such a breach within fourteen (14) days of receiving notice requiring it to do so.

10. Re-appointment of the Agent

- If following completion of the final Agent review of an existing agreement, St Peters International College is satisfied that the Agent has not engaged in unprofessional conduct, a new Agent Agreement may be offered to the Agent.
- The new Agent Agreement is to be updated to include any new requirements of Department of Home Affairs or Department of Education or St Peters International College.
- The new Agent Agreement is kept on the Agent's file.

Appendix A: Please refer to the Education Agent Agreement

V5.0

Formalisation of Enrolment and Written Agreement Policy and Procedures

POLICY

This policy upholds the principle that all prospective students seeking to enroll with St Peters International College (SPIC) are treated fairly and equitably and provides a procedure for staff in relation to assessing overseas student application for admission, and issuing offers letter and Student acceptance written agreements. SPIC has an open, fair and transparent policy that is based on clearly defined entry requirements for making decisions about the selection of SPIC prospective students.

The purpose of this policy is to indicate the requirements of the Enrolment Acceptance written Agreement that is to be accepted prior or at the same time as accepting course money from students.

RESPONSIBILITY: Director of Admissions along with Administration Manager reporting to CEO

SCOPE:

This policy ensures that the "obligations and rights" of SPIC and the student are clearly set out; including the outlining the course or courses in which the student is to be enrolled, any prerequisites necessary to enter the course or courses, tuition and non-tuition fees, refund policies, registration fee and any conditions imposed on the student's enrolment and services that SPIC is obliged to supply to students.

This policy applies to:

- o Students enrolled at SPIC
- o SPIC Marketing, Admissions, Academic, Student

Services and Administrative staff.

All staff are made aware of the requirements of this policy through regular meetings, staff updates and continuous improvement practices. Students are made aware of this policy through the Student Handbook, during the enrolment and orientation processes and also throughout the course.

This policy must be read in conjunction with the following policies and procedures

- Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy & Procedure
- Credit transfer Policy and Procedure
- RPL Policy and Procedure
- Monitoring VET Course Progress Policy and Procedures
- ELICOS Monitoring Attendance policy and Procedures
- ELICOS Course Progress Policy & Procedures
- Deferment, Suspension and Cancellation Policy and Procedures
- Language, Literacy and Numeracy Policy and Procedures.
- Fees & Refund Policy & Procedure

Registration Fee:	The fee payable, set out in the student enrolment, to make an application to study a course at {"RTO"}. The registration fee is a nonrefundable fee covering the cost of registration; the registration fee is subject to change.
Course	A structured and integrated program of education, usually consisting of a number of units of study leading to the award of a qualification. For more information ref:- www.training.gov.au
Course Fees:	<p>The money received by {"RTO"} for providing the course to the student and includes:</p> <ul style="list-style-type: none"> - Tuition fees. - Any amount received by {"RTO"} that must be paid to a registered health benefits organization on behalf of the student. - Any other amount the student has paid, directly or indirectly, to the institute in order to undertake the course e.g. material fee. - A non-refundable fee covering the cost of registration. - A non-refundable airport reception and accommodation booking fee (where applicable). - Fees are subject to change.

ESOS Act	The Education Services for Overseas Students Act (2000) of the Commonwealth of Australia, as amended from time to time.
National Code	National Code of Practice for Providers of Education and Training to Overseas Students 2018 https://internationaleducation.gov.au/Regulatory-Information/Pages/National-Code-2018-Factsheets-.aspx
Student	A student who is enrolled at SPIC and includes both prospective students and Currently enrolled students who are 'overseas students' as defined in the National Code and hold student visas as defined by the ESOS Act (2000).
Tuition Fees:	The fees for enrolment in a course determined by the Institute and advised in the Letter of Offer, as being the tuition fees for the course.

REQUIREMENTS

Prior to enrolment or the commencement of training and assessment, whichever comes first, the SPIC provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.

Prior to enrolment or the commencement of training and assessment, whichever comes first, the SPIC provides Student Handbook, in print or through referral to an electronic copy which could be from the website www.spic.qld.edu.au, current and accurate information that enables the learner to make informed decisions about undertaking training with the SPIC and at a minimum includes the following content:

A. the code, title and currency of the training product to which the learner is to be enrolled, as published on the national register

B. the training and assessment, and related educational and support services, SPIC will provide to the learner including the:

- i. estimated duration
- ii. Expected Course Start Date
- iii. expected locations at which it will be provided
- iv. the offered modes of study for the course, including compulsory online and/or work- based training, placements, and/or collaborative research training arrangements

v. name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the SPIC's behalf

vi. any work placement arrangements.

vii. any prerequisites necessary to enter the course or courses, including English language requirements

viii. list any conditions imposed on the student's enrolment

ix. list all tuition fees payable by the student for the course, the periods to which those tuition fees relate and payment options (including, if permitted under the ESOS Act, that the student may choose to pay more than 50 per cent of their tuition fees before their course commences)

x. provide details of any non-tuition fees the student may incur, including as a result 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 (Please refer to Fee and Refund Policy and Procedures)

xi. set out the circumstances in which personal information about the student may be disclosed by the registered provider, the Commonwealth including the TPS, or state or territory agencies, in accordance with the Privacy Act 1988 Please refer to Privacy Policy and Procedure and Privacy Policy Statement

xii. outline the registered provider's internal and external complaints and appeals processes, in accordance with Standard 10 (Complaints and appeals) Please refer to

Formalisation of Enrolment and Written Agreement Policy and Procedures

Complaint and Appeal Policy and Procedures

xiii. state that the student is responsible for keeping a copy of the written agreement as supplied by the registered provider, and receipts of any payments of tuition fees or non- tuition fees

xiv. SPIC only use links to provide supplementary material.

C. SPIC enters into a written agreement with the student, signed or otherwise accepted by that student, concurrently with or prior to accepting tuition fee from the student. The agreement must:

i. Identify the course or courses in which the student is to be enrolled and any conditions on his or her enrolment

ii. Provide an itemised list of tuition fees payable by the student

iii. Provide information in relation to refunds of tuition fees

iv. Set out the circumstances in which personal information about the student may be shared between the registered provider and the Australian government, law and VET regulatory authorities and, if relevant, the tuition protection service. This information includes personal and contact details, course enrolment details and changes, and the circumstance of any suspected breach of a student visa condition requirement; please refer to Monitoring VET & ELICOS course progress policy and procedure and Monitoring ELICOS attendance policy and procedure; and

v. Advise the student of his or her obligation to notify SPIC of a change of address while enrolled in the course.

vi. SPIC includes in the written agreement the following information, which is consistent with the requirements of the ESOS Act, in relation to refunds of tuition fees in the case of student and provider Default;

- Amounts that may or may not be refunded to the student

- Processes for claiming a refund;

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

- A statement that "This agreement, and the availability of complaints and appeals processes, does not

remove the right of the student to take action under Australia's consumer protection laws" (Please refer to Fees and Refund Policy and Procedures)

vii. SPIC recognises qualifications and Statements of Attainment issued by another RTO where a student enrolls in a qualification delivered and assessed by SPIC. Please refer to Credit Transfer policy and Procedure.

viii. SPIC recognises students' prior learning. Recognition of Prior Learning (RPL) is a process through which applicants gain course credits based on experience gained through similar study (but not direct equivalent), work experience (in any form) or through Formal; Informal or No Formal Learning. Please refer to RPL Policy and Procedure. Please note RPL and Credit Trader is not available for ELICOS courses.

ix. SPIC ensures that all procedures and policies for international students enrolling into a course offered by us are followed correctly.

x. SPIC has a student management system (SMS) wisenet in place that provides data that meets the AVETMISS Standard.

xi. The SPIC must include in the written agreement the following information, which is to be consistent with the requirements of the ESOS Act, in relation to refunds of tuition fees and non-tuition fees in the case of student default and provider default:

xii. amounts that may or may not be repaid to the overseas student (including any tuition and non-tuition fees)

xiii. processes for claiming a refund (Please refer to Fees and Refund Policy & Procedure)

xiv. the specified person(s), other than the overseas student, who can receive a refund in respect of the overseas student identified in the written agreement, consistent with the ESOS Act

xv. a plain English explanation of what happens in the event of a course not being delivered, including the role of the TPS

xvi. a statement that "This written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies". (Please refer to "Complaint and Appeal Policy and

PROCEDURE

The SPIC obligations to the learner, including that the SPIC is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF (Australian Qualifications Framework) certification documentation

the learner's rights, including:

- i. details of the SPIC complaints and appeals process required by Standard 6
 - ii. If the SPIC, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in.
- the learner's obligations:
- iii. any requirements the SPIC requires the learner to meet to enter and successfully complete their chosen training product
 - iv. any materials and equipment that the learner must provide
 - v. to keep themselves up to date with the college policy and procedures by visiting college website www.spic.qld.edu.au or requesting the hard copies of the policies from the Student Support Officer.

the overseas student or intending overseas student, while in Australia and studying with that SPIC, must notify the registered provider of his or her contact details including:

- vi. the student's current residential address, mobile number (if any) and email address (if any)
- vii. who to contact in emergency situations
- viii. Any changes to those details, within 7 days of the change.

Where the SPIC collects fees from the individual learner, SPIC provides or directs the learner to information prior to enrolment or the commencement of training and assessment, whichever comes first, specifying:

- i. all relevant fee information including:
 - α fees that must be paid to the SPIC
 - α payment terms and conditions including deposits and refunds.

ii. the learner's rights as a consumer, including but not limited to any statutory cooling-off period, if one applies

iii. the learner's right to obtain a refund for services not provided by the SPIC in the event the:

- α arrangement is terminated early
- α the SPIC fails to provide the agreed services

"This written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies".

Standard 3:-Formalization of enrolment and written agreements

PROCEDURES:

The procedure relates to staff those are responsible for the assessment of overseas student applications for admission.

- i. On receipt of a completed Student Application Form, Pre-Enrolment/ Training Review Form (PTR) and Language, Literacy and Numeracy (LLN) test review - International Student, the Administration Manager or authorised delegate will make a decision on eligibility.
- ii. Each enrolment application is to be assessed to ensure that the student's qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought. This is completed through completing the Admission requirements.

Formalisation of Enrolment and Written Agreement Policy and Procedures

iii. The Administration Manager assesses the applicant's previous educational qualifications (either obtained in Australia or overseas) necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enroll.

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

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

v. Having arrived at an admission decision for the applicant's educational qualifications, the English language skills (language and literacy) will be assessed. If student has a satisfactory IELTS score or equivalent (listed under English language requirements - Please refer to the course guide for further information; <https://spic.qld.edu.au/>), the applicant will be offered a place in the chosen course.

vi. For onshore applicants, if an applicant has not attended an IELTS program or if the IELTS has expired, and they are unsure of their proficiency, they will be required to attend a meeting with the Admin Manager, who may (at CEO's discretion), allow enrolment into the Institute. Each case will be examined on an individual basis and students may be required to sit for College Placement Test

vii. For offshore applicants, if an applicant cannot produce a satisfactory IELTS score or equivalent (listed

under English language requirements - Please refer to the course guide for further information; <https://spic.qld.edu.au/>) and if there are doubts about the English language skills to cope in an academic environment, the applicant will be advised to enroll in an English as a Second Language course/ ELICOS course, for an appropriate duration until the student achieves an equivalent of IELTS score required by the course.

viii. For Students enrolling for ELICOS Course - Based on the College Placement test scores they achieve, students will be placed in an ELICOS level appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement provided by the Administration staff and if necessary through consultation with the ELICOS Course Coordinator.

ix. If the application is successful, a Letter of Offer and Acceptance Agreement-International Student will be sent to the applicant/ their agent/ representative (including details of tuition fees, commencement dates, OSHC and Visa information).

x. Applicants wishing to accept the offer must pay the fee requested in the Letter of Offer and Acceptance Agreements, complete, sign and date the Letter of Offer and Acceptance Agreements and return it to SPIC.

xi. Once the completed acceptance agreement and the fee is received (and cleared by the bank) an electronic Confirmation of Enrolment (eCOE) will be generated and sent to the student/ the student's agent/ representative.

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

xiii. All completed applications are to be filed into the respective students' folders.

xiv. No students under 18 will be enrolled in SPIC. Should a student not be 18 at the time of application, but will be 18 at the course commencement date, a statutory declaration from a parent or guardian must be provided along with the application.

REFERENCE

This policy/procedure supports:

Education Services for Overseas Students Act (2000),
National Code of Practice for Providers of Education
and Training to Overseas Students 2018, Standard 3:
Formalisation of enrolment and written agreements

Standard 5 (Clauses 5.1 to 5.3—Informing and protecting
students) -Standard for Register training organisation 2015

Documents/Forms:

1. Offer Letter
2. Acceptance Written Agreement
3. Student Handbook
4. General English Student Handouts for all levels
5. Refund Form
6. Complaints and Appeals Form
7. Student Application Form
8. College English Placement Test
9. Pre-Enrolment/ Training Review Form (PTR) and Language
10. Literacy and Numeracy (LLN) test

V2.0 Febr 2021

Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy & Procedure

Policy

This policy/procedure supports:

- **Education Services for Overseas Students Act (2000)**, National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 2: Recruitment of an overseas student
- **National Vocational Education and Training Regulator Act (2011)**, Standards for Registered Training Organisations (RTOs) 2015, Standard 4. Clause 4.1—Provide accurate and accessible information to prospective and current students, 'Standard 1 Clause 1.1-1.2' and Standard 5(Clauses 5.1 to 5.3— Informing and protecting students)
(Each learner is properly informed and protected)

This policy must be read in conjunction with the following policies and procedures

- Credit transfer Policy and Procedure
- RPL Policy and Procedure
- Enrolment and written agreement policy and procedures
- Monitoring VET Course Progress Policy and Procedures
- ELICOS Monitoring Attendance policy and Procedures
- ELICOS Course Progress Policy & Procedures
- Deferment, Suspension and Cancellation Policy and Procedures
- Language, Literacy and Numeracy Policy and Procedures.
- Fees & Refund Policy & Procedures.

This policy applies to:

- Current Student and Prospective students of St Peters International College (SPIC).
- SPIC Marketing, Admissions, Academic, Student Services and Administrative staff.

All staff are made aware of the requirements of this policy through regular meetings, staff updates, Staff Induction, Policy Procedure network drive and continuous improvement practices. Students are made aware of this policy through the Student Handbook, during the enrolment and orientation processes and throughout the course.

Purpose

The purpose of the Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy & Procedure is to provide guidance to staff and prospective students on the requirements, processes, communication, and documentation that must be undertaken and/or completed prior to a student being admitted and enrolled into a course on SPIC Scope of Registration.

These requirements involve the determining the suitability and relevance of a program based on a Student current competencies, existing educational attainment, capabilities, aspirations, and interests.

- SPIC have training and assessment strategies and practices that are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.
- SPIC determine the amount of training we provide our students with regard to the existing skills, knowledge and experience of the learner; mode of delivery and where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

SPIC ensure that learners are adequately informed about the services they are to receive, their rights and obligations, and the SPICs responsibilities to students, the SPIC will provide learners with information prior to commencement of services affecting the delivery of training and/or assessment.

The SPIC is to provide or make readily available information to the learner that outlines the services the SPIC will provide the learner, along with the rights and obligations of the learner and the SPIC.

Policy Statement

- SPIC recruits students in an ethical and responsible manner and provide information that enables students to make informed decisions about studying with the SPIC in Australia. SPIC ensures students' qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought.
- Information stated in the SPIC Letter of Offer and Written Agreement-International Student between SPIC and students set out the services to be provided, fees payable and information in relation to refunds of tuition fees.
- SPIC has written agreement with each student. SPIC

does not accept tuition fees from students before a Letter of Offer and Acceptance of Written Agreement- been signed or otherwise accepted by that student (Note: - SPIC does not enroll student under the age of 18-year-old). For more details on the students written agreement, please refer to the policy Formalisation of Enrolment and Written Agreement Policy and Procedures

Requirements

National Code 2018(Standard 2 Recruitment of an overseas student)

Recruitment of an overseas student

2.1 Prior to accepting an overseas student or intending overseas student for enrolment in a course, the SPIC must make comprehensive, current and plain English information available to the overseas student or intending overseas student on:

2.1.1 The requirements for an overseas student's acceptance into a course, including

- the minimum level of English language proficiency,
- educational qualifications or work experience required,
- and course credit if applicable

2.1.2 The CRICOS course code,

- course content,
- modes of study for the course including compulsory online and/or work-based training,
- placements,
- other community-based learning and collaborative research training arrangements, and assessment methods

2.1.3 course duration and holiday breaks

2.1.4 The course qualification, award or other outcomes

2.1.5 Campus locations and facilities, equipment and learning resources available to students

2.1.6 The details of any arrangements with another provider, person or business who will provide the course or part of the course

2.1.7 Indicative tuition and non-tuition fees, including advice on the potential for changes to fees over the duration of a course, and the registered provider's cancellation and refund policies

2.1.8 The grounds on which the overseas student's enrolment may be deferred, suspended or cancelled

2.1.9 The ESOS framework, including official Australian Government material or links to this material online

2.1.10 where relevant, the policy and process the registered provider has in place for approving the accommodation,

support and general welfare arrangements for younger overseas students (in accordance with Standard 5)

2.1.11 accommodation options and indicative costs of living in Australia.

2.2 The registered provider must have and implement a documented policy and process

- For assessing whether the overseas student's English language proficiency,
- Educational qualifications or work experience is sufficient to enable them to enter the course.

2.3 The registered provider must have and implement a documented policy and process for assessing and recording

- recognition of prior learning (RPL),
- and granting and recording course credit, if it intends to assess RPL or grant course credit. The decision to assess prior learning or grant course credit must preserve the integrity of the award to which it applies and comply with requirements of the underpinning educational framework of the course.

2.4 If the registered provider grants RPL or course credit to an overseas student, the registered provider must give a written record of the decision to the overseas student to accept and retain the written record of acceptance for two years after the overseas student ceases to be an accepted student.

2.5 If the registered provider grants the overseas student RPL or course credit that reduces the overseas student's course length, the provider must:

- inform the student of the reduced course duration following granting of RPL and ensure the confirmation of enrolment (CoE) is issued only for the reduced duration of the course
- report any change in course duration in PRISMS if RPL or course credit is granted after the overseas student's visa is granted.

Procedure

1. RECRUITMENT OF OVERSEAS STUDENT- BEFORE ENROLMENTS

Prior to accepting an overseas student or intending overseas student for enrolment in a course from direct or through any registered agent, SPIC provide comprehensive, current and in plain English language the information to the overseas/International Student or intending overseas student by electronic copy of Student Handbook which is

Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy & Procedure

available on SPIC Website:

a) the requirements for an overseas student's acceptance into a course, including:

- the minimum level of English language proficiency,
- educational qualifications or work experience required,
- and course credit if applicable
- the CRICOS course code,
- course content,
- modes of study for the course including compulsory face to face, online and/or work-based training etc.
- other collaborative research training arrangements, and assessment methods
- course duration and holiday breaks
- the course qualification, award or other outcomes
- campus locations and facilities, equipment and learning resources available to students
- the details of any arrangements with another provider, person or business who will provide the course or part of the course
- indicative tuition and non-tuition fees, including advice on the potential for changes to fees over the duration of a course, and the registered provider's cancellation and refund policies
- the grounds on which the overseas student's enrolment may be deferred, suspended or cancelled. Please refer to Deferment, Cancellation and Suspension Policy and Procedures
- the ESOS framework, including official Australian Government material or links to this material online
- granting and recording course credit, if it intends to assess RPL or grant course credit. For more information of the credit transfer and RPL, please refer to SPIC Credit transfer and RPL Policy and procedures.

b) relevant information on

- Student visa requirements
- Department of home affairs information – Victoria
- Student visa conditions
- Overseas student health cover (OSHC)
- Arriving in Australia
- Airport pickup
- Temporary accommodation
- Items to bring with you and approximate living cost per years
- Local amenities

- Accommodation options and indicative costs of living in Australia.

2. Assessing Student's Qualification, Experience & English proficiency

St International College (SPIC) will assess all students' enrolment applications to ensure that they meet the enrolment requirements of the course to ensure their ability to complete the qualification. SPIC will determine the amount of training they provide to each learner with regard to their existing skills, knowledge and the experience.

a. All enrolment applications received will be assessed by SPIC against the entry requirements for the applied course of study

b. Only completely filled application form accompanied with all the required documents will be processed. All International students are required to submit the following with their application form:

- An authorized copy of their visa (if applicable)
- Evidence of English proficiency
- Personal details page of the passport
- Mature age, and or proof of being 18 years or older at the proposed date of commencement
- Other supporting information such as previously attained qualifications, ("Academic Entry Requirements - Overseas Qualifications (for example Year 11 or Year 12)" Documents-
 - SPIC Administration Staff will check the academic Requirements against each course requirement
 - current OSHC (Overseas Student Health Cover) (If required OSHC can also be arranged by SPIC for students. Any amount towards OSHC is separately payable by the student.)
 - Copy of release (where applicable)

An International student's English proficiency is required to be evidenced by any ONE (1) of the following:

- Enrolment into each course requires each International Student to meet the specified IELTS level or equivalent (listed under English language requirements - Please refer to the course guide for further information; <https://spic.qld.edu.au/>) as per their chosen course.
- Each student is required to provide a certified/agent verified copy of their current IELTS level from their IELTS provider on application to SPI.

- If the student's IELTS has expired, an Australian Certificate IV qualification or an English language qualification at the upper intermediate level or above studied in Australia can be considered as a suitable entry requirement.

- If the IELTS test or its equivalent (listed under English language requirements - Please refer to the course guide for further information; <https://spic.qld.edu.au/>) shows that the English language requirements have not been met, then the student will need to undertake a period of study in an English language course that gives an outcome at the upper intermediate level.

- In the event that a student does not have formal evidence of English proficiency or of other vocational or higher education qualifications, they will be required to undertake the college's placement test to satisfy the applied course English proficiency requirement. As a result of this test students may be enrolled directly into the course or may be required to undertake a specified period of English language study (ELICOS course).

- International students who are citizens of the following countries are not required to provide evidence of English language proficiency provided they have at least one assessable qualification at year 12 level or above from one of the countries listed and the language in which they undertook the qualification was English.

- Canada (excluding Quebec)
- Ireland
- New Zealand
- Singapore
- South Africa
- United Kingdom (including Northern Ireland)
- United States of America

c. Pre Enrolment/ Training Review Form- The Pre-Enrolment/Training Review (PTR) is a process undertaken to determine but not limited to: the most suitable and appropriate course and training for an individual conducted prior to the enrolment into course of studies to ensure that the training and assessment provided by St Peters International College (SPIC) is able to meet the student's individual needs and their host workplace requirements (if applicable).

d. Before we make an offer, SPIC is required to conduct a review of a student's current competencies, including their literacy and numeracy skills, in order to enrol them in the most appropriate course to achieve their intended outcomes

e. Successful completion of the SPIC's Language Literacy and Numeracy (LLN) Test relevant to the levels:

- Each enrolment application is to be assessed to ensure that the student's Language, Literacy and Numeracy skills are appropriate for the course for which enrolment is sought.

- A qualified assessor assesses the applicant's Language, Literacy and Numeracy skills necessary for studying at the required level of the proposed qualification. The application is also assessed to determine whether the applicant meets the required entry level competencies for the particular qualification in which the applicant wants to enrol.

- If the LLN test result shows that the LLN requirements have not been met, then the student may be offered support from the college. Please refer to the Language, Literacy and Numeracy Policy and Procedures for more details.

f. A copy of the enrolment form and all the supporting documents will be kept on student file.

g. If an application meets the entry requirements, then Letter of Offer along with the "Student Written Agreement" is issued to the applicant.

h. If the application does not meet the entry requirement, Student/Student Representative will be advised of the same. The student can apply again in the future when He/She meet the Academic, Age and English requirements for the course.

3. Admission Process:

After the student application is assessed as successful, the following steps will be followed:

- Letter of Offer and International Student Agreement- will be sent to the applicant/ their agent/ representative (including details of tuition fees, information regarding refund commencement dates, OSHC and Visa information).

- Applicants wishing to accept the offer must pay the fee requested in the Letter of Offer and Acceptance Agreement, complete, sign and date the Letter of Offer and Acceptance Agreement and return it to SPIC. For more information, please refer to formalisation of enrolment and Written Agreement Policy and Procedures.

- Once the completed acceptance agreement and

Pre Enrolment Engagement and Assessing Student's Qualification, Experience & English proficiency Policy & Procedure

the fee is received (and cleared by the bank) an electronic Confirmation of Enrolment (eCOE) will be generated by PRISMS (Provider Registration and International Student Management System) and sent to the student/ the student's agent/ representative accordingly.

- Applicants must then apply for a student visa at their Australian Student Visa centre (Please check- Department of Home Affairs website for more information <https://www.homeaffairs.gov.au/> and make travel arrangements to arrive in Australia at least two weeks before the course commencement date (advisable).
- All completed applications are to be filed into the respective students' folders.

All students are encouraged to contact SPIC's staff at any time to clarify any doubts and seek more information. Students will again be explained in detail about all the policies and procedures during the Orientation Process.

Associated Documents/ Forms

1. Student Application Form/Enrolment form
2. Offer Letter
3. Written Agreement
4. Course Brochures
5. Student Handbook
6. General English Student Handouts for all levels
7. Pre-Enrolment/Training Review Form
8. Language, Literacy and Numeracy Test
9. College English Placement Test

V2.0 Febr 2021

How to Apply

YOUR APPLICATION

- Read through the St Peters International College Course Guide and pre-enrolment information at www.spic.qld.edu.au
- Choose your course.
- Download the St Peters International College Application Form from www.spic.qld.edu.au Complete, sign and date the conditions of enrolment.
- Attach certified copies of supportive documents required in English.
- Forward all documents to St Peters International College directly info@spic.qld.edu.au or to your local education agent.

APPLICATION ASSESMENT

- Upon receiving your application, St Peters International College will assess the application according to the admissions policies. Student may be required to attend the Genuine Temporary Entrants (GTE) interview at this stage.

OFFER LETTER

- You will be provided with a written Offer Letter and Student Acceptance Agreement if your application is successful and this will generally take 1 to 3 working days for St Peters International College programs.

ACCEPTING OFFER

- To accept the offer, sign the Student Acceptance Agreement.
- Send the above documents to St Peters International College or your local education agent.

MAKING PAYMENT

Make payment amount according to student acceptance agreement.

Please include your student ID, full name and date of birth as a reference for payment.

Fee Payment Methods:



**ONLINE
PAYMENTS***



**TELEGRAPHIC
TRANSFER**



**DIRECT
DEPOSIT**



**VISIT OUR
ACCOUNTS OFFICE**

Account Name: Angel Education Group Pty. Ltd.

Bank: Nab

BSB No.: BSB: 083 004

Account number: 878 444 742

SWIFT Code: NATAAU3303M

*MasterCard and Visa are accepted. Visit www.spic.qld.edu.au

It is important to provide the deposit evidence and student enrolment details to the St Peters International College Office for identification purposes.

ELECTRONIC CONFIRMATION OF ENROLMENT

Electronic Confirmation of Enrolment (eCOE) will be issued upon receipt of complete Student Acceptance Agreement and relevant tuition fee payment.

VISA APPLICATION

- Include the eCOE(s) with your visa application.
- Please consult your local education agent about visa application matters or visit the Department of Immigration and Border Protection (DIBP) website for more details on visa application to Australia: www.border.gov.au

ARRIVING IN GOLD COAST

- Attend orientation (Bring your eCOE, offer letter or evidence of payment, passport and copy of your visa to the orientation).
For orientation date visit www.spic.qld.edu.au

Contact Details

GOLD COAST CAMPUS

ADDRESS: Level 1, 8 Short Street - Southport. Queensland 4215 - Australia

Email: info@spic.qld.edu.au

Website: www.spic.qld.edu.au

Phone: +61 7 5635 1735

24/7 Emergency Contact Number: +61 432 038 885

St Peters International College Operating Hours: Monday to Sunday Time: 9:00 AM to 6:00 PM

Office Hours: Monday to Friday Time: 9:00 AM to 6:00 PM

Send all applications and supporting documentation to the above address.

The CEO, Director, Training & Admin. Manager, Training Staff and Administrative Staff of the College are available to provide general advice and assistance with matters such as studying, accommodation, English language problems and counselling. Students requiring special or intensive assistance must contact the **Training Manager** or the **Student Support Officer** who may refer them to external support services if required. The College will not charge for support services it provides or for referring students to external support services. Students will have to pay fees charged by external support services that they use.

Student Information Book Version 19.0



MANAGEMENT & ADMINISTRATION

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STUDENT SUPPORT OFFICERS

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GOLD COAST



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