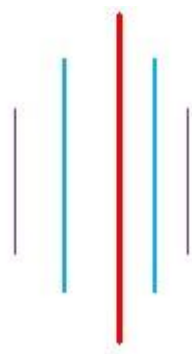




**WESTMINSTER COLLEGE**



## **Staff Handbook**

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## 1.0 What is Vocational Education?

Vocational education focuses on training and assessing workers in the skills and knowledge required of them to hold various positions within industry, manage a number of different tasks within a job, respond to irregularities and breakdowns in routines and deal with the responsibilities and expectations of the work environment.

Vocational Education is aimed at meeting the training needs of those wishing to enter the workforce, those currently in positions who require retraining or up-skilling or those workers wishing to develop their skills further.

### The Vocational Education System in Australia?

This is the system of government authorities, industry organizations and training institutions that deliver nationally recognised training in the form of Training Packages and Accredited courses to current and prospective workers

### The National Vocational Education and Training Regulator Act 2011

The VET act is designed to support the provision of quality and integrity of training services to all students in Australia. It does this by providing:

- Ensuring colleges meet their national agreed standards;
- Ensure college provide quality of service in its training systems;
- Supporting the compliance of the ESOS act; and
- Promote consistency of quality of training provided in Australia.

For more information: <http://www.comlaw.gov.au/Details/C2011A00012/Download>

## 1.1 Department of Education

The Department of Education and Training is responsible for national policies and programs that help Australians access quality and affordable early child care and childhood education, school education, higher education, vocational education and training, international education and research.

## 1.2 Australian Skills Quality Authority (ASQA)

Australian Skills Quality Authority (ASQA) is the National Vocational Regulator. ASQA conducts quality audits and grants RTO recognition for seven (7) years to training organizations that meet the RTO standards. <http://www.asqa.gov.au/>

## 1.3 Registered Training Organisation (RTO)

All Australian registered training organizations that wish to deliver nationally recognised qualifications or statements of attainment must be registered with ASQA as an RTO. <http://training.gov.au/>



## 2.0 Unique Student Identifier (USI)

A Unique Student Identifier (USI) is a compulsory reference number made up of numbers and letters that gives students access to their USI account. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completed training units and qualifications.

The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost.

The USI is available online and at no cost to the student. (<http://www.usi.gov.au/create-your-USI/Pages/default.aspx>). This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed.

Students need one form of identity (ID) from the list below:

- Driver's licence;
- Medicare card;
- Australian Passport;
- Visa (with Non-Australian Passport) for international students; or
- Citizenship Certificate.



### 3.0 Australian Qualifications Framework (AQF)

The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.

The users of the AQF span each education and training sector: schools, vocational education and training and higher education and include the accrediting authorities and institutions providing education and training. The many AQF stakeholders include industry and its representative bodies, unions, professional associations and licensing authorities and governments. Ultimately students, graduates and employers, both Australian and international, benefit from the quality qualifications that are built on the requirements of the AQF.

In Australia, education and training is a shared responsibility of all Commonwealth, State and Territory governments. Education, training and employment ministers collectively own and are responsible for the AQF. <http://www.aqf.edu.au>.





## 4.0 Competency Based Training and Assessment

All training at Westminster College is based on the principles of Competency Based Training. Delivery and assessment will involve students in accomplishing the tasks required to demonstrate competency in any unit and students will be provided with every opportunity to demonstrate that they can carry out required tasks.

*Competency based training and completion is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.*

*Competency based training programs are comprised of competency standards set by industry that each student is assessed against to ensure all the outcomes required have been achieved.*

*Progression through a competency based training program is determined by the student demonstrating that they have met the competency standards through the training program and related work, not by time spent in training. This way, students may be able to complete a program of learning much faster.*

*Registered training organisations (RTOs) have the prime responsibility for assessment of competency, consistent with the provisions of the Standards for registered Training Organisations (RTO) 2015. However meaningful and on-going consultation is required with the employer and the apprentice around the development, delivery and monitoring of a training plan and the attaining of competencies within the relevant qualification.*





## 5.0 What is a Training Package?

A Training Package is an integrated set of nationally-endorsed Competency Standards, Assessment Guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector, or enterprise.

**NOTE:** Each Performance criteria in a Training Package is the desired outcome and not to be used as the curriculum.

Each Training Package:

- Provides a consistent and reliable set of outcomes for training, recognising and assessing people's skills, and may also have optional support materials;
- Enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies;
- Encourages the development and delivery of flexible training which suits individual and industry requirements; and
- Encourages learning and assessment in a work-related environment, which leads to verifiable workplace outcomes.

### 5.1 Training Package Endorsed Components

The nationally endorsed components include the Competency Outcome Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.

### 5.2 Competency Outcome Standards

Each unit of competency identifies a separate workplace (simulated workplace) requirement and includes the knowledge and skills that underpin competency as well as language, literacy, numeracy and occupational health and safety requirements.

The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Competency standards are the nationally endorsed benchmarks against which competency can be measured.

### 5.3 Training Package Support Materials

A range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies produce Training Package support materials.

All RTOs produce training strategy material to suit the needs of individual trainees, client companies or enterprises or individual qualification training plans.

Similarly, assessors prepare assessment tools to cover individual trainee circumstances and situations. Assessment tools are tailored to provide support where individuals require support.

Specialised commercial companies develop training support materials professionally. Government or industry-sponsored groups such as Industry Skills Councils also develop training support material.



## 5.5 What is Competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. All definitions of competence mention the need for a standard to be measured against. If a standard does not exist, then the judgement of competence cannot be made.

Competency requires the application of specified skills, knowledge and attributes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks such as:

- Managing a range of different tasks;
- Responding to contingencies or breakdowns; and
- Dealing with the responsibilities of the workplace, including working with others.

Workplace competency requires the ability to apply relevant skills, knowledge and attributes consistently over time and in the required workplace situations and environments.

In line with this concept of competency, Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focusing on the learning process itself.

## 5.6 Principles of Assessment

Competency based assessment is different from other types of assessment which have traditionally been used in education and training. In competency based assessment, skills and knowledge are assessed against specific criteria as set out in competency standards.

Differences between competency based assessment and traditional forms of assessment are:

1. Competency based assessment is criterion-referenced

Learners are not assessed against each other, but against standard criteria.

2. Competency based assessment is evidence-based

A decision about whether a person is competent is based upon evidence provided by the candidate.

The evidence may be demonstrated or produced by the candidate or gathered by the assessor.

3. Competency based assessment is participatory.

Candidates are involved in the process of assessment.

Assessment links together the three (3) elements leading to effective workplace performance competency standards, training and practice.

Assessment is the process of gathering evidence and making judgements about whether the standards specified have been met and whether the evidence is sufficient to indicate competence.

All assessments carried out by RTOs are required to demonstrate compliance with the four principles of assessment:

- Validity;
- Reliability;



- Fairness; and
- Flexibility.

## 5.7 What is evidence?

As an assessor you will need to decide or series of decisions about whether the person/s being assessed has achieved the required competence. To do this you may be involved in deciding what evidence is required. Whether you have this task or not you will probably have to provide feedback to the candidate about the suitability of the evidence. To be able to do this you need to understand what evidence is and what makes it suitable.

In a competency based system, evidence is something that supports the candidate's claim of competency, or their having achieved a competency standard, a learning outcome or performance outcome.

Evidence can be collected on a wide range of measurable aspects of performance. These may include:

- Products that have been made;
- Processes that have been carried out;
- Underpinning knowledge and understanding; and
- Underlying attitudes.

## 5.8 Plagiarism

Westminster College follows a procedure for making sure that the work students submit is their own. The procedure is that a student sign an assessment declaration form declaring that all the works are of his/her own, and where works are sourced, they are appropriately acknowledged with appropriate references. Westminster College trainers may use plagiarism detection software where they believe that student work might have been plagiarised. Students who are found to have plagiarised their work will go through disciplinary procedure where the outcomes may range from receiving a warning to failing in the assessment in question (assessed as Not Satisfactory).

### 5.8.1 What is Plagiarism? (n.d.)

- Retrieved from <https://www.grammarly.com/plagiarism-checker>

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. In your assessments, you must come up with your own ideas, however, at times you may need to refer to work that has been conducted by others. Important points to be aware of:

- Know what plagiarism is.
- Plan your work; and
- Reference your work / acknowledge all of your sources.

## 5.9 How Should a Student Reference their Sources of Information?

Include a reference list at the end of your work on a separate page. You should reference the sources you have used in your assessments in the Harvard Style. For example:

Website Name – Page or Document name retrieved, insert the date. Webpage link.

For a book: Author surname, author initial Year of publication, Title of book, Publisher, City, State



Further sample information about the Harvard style of referencing is available in your Student handbook or at [http://www.harvardgenerator.com/references/website\\_generator/harvard/](http://www.harvardgenerator.com/references/website_generator/harvard/) or <https://www.refme.com/au/referencing-generator/harvard/>.



## 6.0 Professional Development

- 1.16. *The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.*

Standards for Registered Training Organisations (RTO) 2015

### 6.1 Policies and Procedures

As a trainer and/or assessor or an employee of Westminster College you are required as a component of your induction and professional development process to read and gain an understanding of all of the college's policies and procedures which will be made available to you.



## 7.0 Client Services

The College is committed to high standards in the provision of vocational education and training and all other client services. All staff are obliged to follow the provisions of the College Client Services Policy.

The College in all of its dealings will meet the requirements of the:

- WHS Act;
- EEO, Access and Equity and Anti-Discrimination and Harassment Acts;
- College Code of Practice;
- Industry Requirements;
- All other relevant legislation;
- Information covering this legislation are always available to all clients at reception;
- Management directs all clients to familiarize themselves with the provisions of the Client Services Policy and with the above mentioned legislation;
- Staff will behave courteously and professionally at all times when in contact with clients;
- All clients will receive fair and equitable service;
- All clients will receive clear and concise information about College Products, services, prices, refunds, policies and procedures and any College activity which affects them prior to and after registration;
- All administrative activities will be carried out in accordance with legislative requirements for the protection of clients;
- Information about students, agents and other clients will remain confidential;
- Management will provide prompt and accurate responses to all client inquiries;
- Decisions regarding student enrolments and assessments will be based on written evidence;
- All assessments will be fair, reliable, valid and moderated against other assessment activities;
- All grievances will be treated seriously and confidentially and follow set grievance procedures;
- Clients have the right to involve third parties in dispute resolution at any stage;
- All clients will receive the services that they have paid for and will not be charged for services not received;
- Students will be able to train in a productive, non-discriminatory environment and be provided every opportunity to become competent; and
- No policy and procedure of the College intends to or does remove the right of an individual to take further action under Australia's consumer protection laws or any other relevant legislation.

## 7.1 Critical Incident Management

### 7.1.1 Policy

This Policy relates to critical incidents directly involving staff and/or students on any campus which impact not only on the individual but also on other member of the College community. Where a Critical Incident is defined as a traumatic event where: physical safety or life is threatened such as rape, personal assault, an armed robbery, hostage situation, act of violence, accident, natural disaster or suicide.

- 1.1 Being witness to, or being involved in, a critical incident such as a robbery, act of violence, accident or suicide can affect people. Early appropriate professional intervention following an incident can assist in minimising psychological, physical, educational and social effects and the related human and financial costs to organisations in particular Work-cover.



- 1.2 The College has a responsibility to abide by relevant Acts of Parliament such as Occupational Health and Safety Act (NSW) 2000, Mental Health Act (NSW) 2007, Disability Services Act (NSW) 1993, Freedom of Information Act (Commonwealth) 1982.
- 1.3 The College has a responsibility to staff and students in terms of their physical safety and emotional well-being so the optimal learning and employment outcomes can be achieved.
- 1.4 Co-ordinated, systemic institutional procedures enable rapid, appropriate and comprehensive responses to a critical incident.

Therefore, it is the Policy of this College to ensure optimal educational and employment outcomes for all students, through effective Comprehensive Critical Incident Management, which:

- 2.1 Enables the College community to deal with all stages of critical incidents promptly and professionally in order to prevent the development of post-traumatic stress syndrome or harm to the learning environment.
- 2.2 Supports pro-active strategies which will help minimise the occurrence of some critical incidents.
- 2.3 Encourages the early identification of potentially critical incidents within the College.
- 2.4 Ensures critical incidents in the workplace are managed in line with established Quality Management and Occupational Health and Safety objectives and Emergency or Disaster procedures.
- 2.5 Provides clearly accessible and understood directions for all personnel caught up in a critical incident.
- 2.6 Assists people to cope with critical incidents by providing appropriate practical and psychological support.
- 2.7 Provides appropriate assistance to people who may require longer term assistance.
- 2.8 Ensures ongoing training, support and review for staff

### **7.1.2 Procedure**

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

Critical incidents are not limited to, but could include:

- absent students;
- severe verbal or psychological aggression;
- death, serious injury or any threat of these;
- natural disaster; and
- issues such as domestic violence, sexual assault, drug or alcohol abuse.

Westminster College will notify relevant authorities as soon as practical after the incident.

Any Westminster College staff member receiving news or information regarding a critical incident must contact the CEO as soon as practicable. If this is not possible then the most senior person available must be contacted and informed.

On receipt of news or information regarding a critical incident the CEO or senior person must:



- Create for themselves a clear understanding of the known facts;
- If an emergency exists, contact the relevant emergency services by phoning 000;
- If translators are required contact Translating and Interpreting Service by phoning 131 450;
- If counselling services are required contact Life Line on 131 114;
- Plan an immediate response;
- Plan ongoing strategies; and
- Allocate individual roles/responsibilities for ongoing tasks.

Based on an evaluation of the critical incident the CEO or most senior person must, where appropriate, make and implement the following actions:

- Contact with next of kin/significant others;
- Informing Westminster College staff and students;
- Prepare a guideline to staff about what information to give students;
- Prepare a written bulletin to staff and students if the matter is complex; and
- Briefing staff and delegating a staff member to deal with telephone/counter inquiries.

Managing media/publicity;

- Identify students and staff members most closely involved with the incident and ensure they are offered support and counselling;
- Arrange a time and place for an initial group/individual debriefing session with Counsellor/s; and
- Arrange access to emergency funds if necessary.
- Record the incident on the student file and include the following key details:
  - The time of the incident;
  - The location and nature of the incident;
  - The names and roles of persons directly involved in the critical incident;
  - The action taken by Westminster College including any opportunities for improvement; and
  - The organisations and people contacted by Westminster College

Students who request or are referred to welfare related support services to assist with issues that may arise during their study, including course progress and attendance requirements and accommodation issues will not be charged for the service. If Westminster College refers a student to external support services for any reason, Westminster College will not charge for the referral, but the student will be responsible for all external fees and charges.





## 8.0 College and Course Information Sheet

### 8.1 RTO Registration

The College is a Registered Training Organisation (RTO), registered by the Australian Skills Quality Authority (ASQA) to the Standards for registered Training Organisations (2015). The registration can be validated by <http://training.gov.au>

### 8.2 Nationally Accredited & Internationally Recognised Courses

All College courses are nationally accredited and nationally recognised, fulfilling the requirements of the National Training Packages.

### 8.3 Student Protection through Legislative Requirements

Westminster College follows all relevant Commonwealth and State laws and regulations. All of these documents and more can be sourced at (<http://www.austlii.edu.au/databases.html>). These acts form complex laws and legislations that all businesses must follow. Westminster College ensures its policy and procedures are in line with these regulations and provide the following summary of each for student's information. Students are encouraged to seek further information on each piece of legislation by accessing the Acts online or by speaking with a student services officer.

#### 8.3.1 Commonwealth of Australia Acts

##### 8.2.1.1 Copyright Act 1968

The copyright act is designed to protect the ownership and usage of books, websites, logos, songs photos and many other forms of creative media. When using resources in the learning environment Westminster College ensures it complies with the act by ensuring all resource owners are noted and the all copies/distribution of copyrighted materials DHAs not exceed regulated usage.

All students should ensure that any materials used when undertaking assessments should respect these laws and all quotes referenced appropriately.

For more information: [http://www.austlii.edu.au/au/legis/cth/consol\\_act/ca1968133/](http://www.austlii.edu.au/au/legis/cth/consol_act/ca1968133/)

##### 8.2.1.2 Disability Services Act 1986

In Australia laws are in place to allow people with disabilities a fair chance to work or learn in a field of choice. These laws forbid businesses for discriminating against people with disabilities. This is well supported by many services in place to help organisations adapt their workplace to ensure all people can gain access to work or education if they desire it.

Students with disabilities are given equal access to training through Westminster College and Westminster College DHAs not discriminate its employee based on Disability.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol\\_act/dsa1986213/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/dsa1986213/)



### **8.2.1.3 Education Services for Overseas Students Act 2000**

The ESOS Act is designed to provide international students quality education and training. It outlines a set of standards designed to ensure the level of service provided to overseas students meets or exceeds their expectations. The act sets out to:

- Provide financial tuition assurance for course fees paid by International Students;
- Enhance Australia's reputation for quality educational services; and
- Complement Australia's migration laws.

Information on the ESOS Act was provided in your enrolment pack and will be discussed during your orientation. If you require any further information, please speak to a student services officer or at the following website.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol\\_act/esfosa2000442/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/esfosa2000442/)

### **8.2.1.4 Equal Employment Opportunity Act 1987**

The EEO Act is designed to promote a fair system for employment selection which is based on ability to do the job role. This is done through its support of the sexual and racial discrimination acts, its support of the Equal Employment for Women in the Workplace Act, its support of the anti-discrimination act and through ensuring fair outcomes for part, full time and casual based employment and promotes a fair workplace for all.

Westminster College promotes equal opportunities for all people through acceptance and celebration of differences.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol\\_act/eeoaa1987642/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/eeoaa1987642/)

### **8.2.1.5 Migration Act 1958**

The Migration Act is designed to support the national migration systems in place in Australia. This is done through:

- Regulation of all migration services;
- Provide appropriate visas for entry and remaining in Australia; and
- Provide services to facilitate the removal and deportation of who are in breach of this act.

As an international student you have an obligation under the law to ensure you maintain your agreed standards of compliance as outlined in your visa. Please don't hesitate to discuss your concerns with a student services officer.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol\\_act/ma1958118/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/ma1958118/)

### **8.2.1.6 Racial Discrimination Act 1975**

This act is designed to support each state and territory-based legislation to ensure that all people are not discriminated against for their racial background. Australia is very multicultural and to ensure a fair society for all, the act provides systems to allow legal prosecution for those who do not comply.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol\\_act/rda1975202/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/rda1975202/)



### **8.2.1.7 Sex Discrimination Act 1984**

This act is designed to ensure that all people (especially women) are not disadvantaged through discrimination of others for:

- Family responsibilities;
- Potential pregnancy; and
- Marital status.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol\\_act/sda1984209/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/sda1984209/)

## **8.2.2 New South Wales Acts**

### **8.2.2.1 Anti-Discrimination Act 1977**

The Anti- Discrimination Act 1977 is an NSW state-based Act which supports the National Acts in Discrimination as described in National Legislation Section within this handbook. The NSW Act is designed to ensure that the act of discrimination against people is made unlawful and promote equality amongst all people. This includes discrimination based on:

- Race;
- Gender;
- Sexual Orientation;
- Transgender;
- Material or Domestic status;
- Disability;
- Responsibilities as a carer;
- HIV infection; and/or
- Age.

To support this legislation the Anti-Discrimination Board was formed to address complaints or matters raised by persons who feel discrimination has occurred.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol\\_act/aa1977204/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/aa1977204/)

### **8.2.2.2 Industrial Relations Act 1996**

The Industrial Relations Act 1996 is designed to ensure that each worker in NSW is given the opportunity to ensure all industrial relations outcomes to be fair and just. This includes the provision of a set of standards that all business must adhere to when negotiating with employee.

The act's objectives are to:

- Promote an efficient and effective economy in NSW;
- To strengthen employer/employee enterprise agreements;
- To facilitate employee standards through industry awards;
- To ensure equal pay is given to all workers doing equal levels of work;
- Provide resolution for industrial disputes; and
- To promote innovation and equitable productive workplace relations.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol\\_act/ira1996242/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/ira1996242/)



### 8.2.2.3 Work Health and Safety Act 2011

The Work and Health Safety (WHS) Act 2011 is designed to promote a safe working environment for all employees in NSW. It defines the responsibilities of the employer and the employees in the role to support safe working.

The act's objectives are to:

- Promote health safety and welfare of people at work
- Reduce the risks of health and safety whilst working
- Promote a safe workplace for all
- Facilitate consultation and cooperation between employees and employers
- Provide strategies to reduce and eliminate workplace health and safety risks
- Provide strategies for management and systems for handling dangerous goods
- Manage the framework for OHS legislations

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol\\_act/whasa2011218/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/whasa2011218/)

### 8.2.2.4 Privacy and Personal Information Act 1998

The privacy and personal information act is designed to ensure that all people have a right to privacy and that any information provided to any organisation must respect the owners' privacy. This is done through ensuring security of information is maintain at all times, including usage, retention and managing the distribution of these details.

The act is supported by the Privacy Commissioner who oversees the management of the framework to support the act and investigate complaints and make recommendations therein.

For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol\\_act/papipa1998464/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/papipa1998464/)

### 8.2.2.5 The National Vocational Education and Training Regulator Act 2011

The VET act is designed to support the provision of quality and integrity of training services to all students in NSW. It DHAs this by providing:

- Ensuring colleges meet their national agreed standards;
- Ensure college provide quality of service in its training systems;
- Supporting the compliance of the ESOS act; and
- Promote consistency of quality of training provided in NSW.

For more information: <https://www.legislation.gov.au/Details/C2011A00012>

### 8.2.2.6 Workplace Injury Management and Workers' Compensation Act (1998)

This act is designed to provide a system to facilitate the process of ensuring all workers injured in the workplace have access to prompt medical treatment and provided with fair compensation thereafter. This is done through:

- Assist in preventing workplace injuries and reducing risk
- Facilitate the prompt treatment and management of workplace injuries
- Provide system to facilitate employees in their return to work
- Provide income and support for employees and their families during incapacitation
- To ensure these services are fair, affordable and viable
- Promote awareness and management of risks, injury prevention and return to work programs



For more information: [http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol\\_act/wimawca1998540/](http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/wimawca1998540/)

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- Manage the framework for OHS legislations

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The act is supported by the Privacy Commissioner who oversees the management of the framework to support the act and investigate complaints and make recommendations therein.

For more information: <http://www.legislation.nsw.gov.au/maintop/view/inforce/act+133+1998+cd+0+N>

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For more information: <http://www.comlaw.gov.au/Details/C2011A00012>

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- Promote awareness and management of risks, injury prevention and return to work programs

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## 8.4 Code of Practice

Westminster College follows all provisions and directions of the National Code of Practice as applied in Westminster College Code of Practice.

## 8.5 Dissemination of Legislative Information, College and Course Information

Information covering all legislative requirements, College and course details, including Policy and Procedure documentation is disseminated to all students as both pre and post registration information through the following:

- College Policies and Procedures Manual
- Student Handbook
- Staff & Student Information Folder (Legislative Requirements)
- Student Orientation Handbook
- Student memos and notices
- Student Meetings
- Student and Staff notice boards
- Mail outs
- College Brochure, Posters
- College Website
- Reception

## 8.6 Access and Equity

The College follows Access and Equity principles in all dealings covering student and staff selection, registration (employment) and induction

In accordance with current legislation, the College prohibits discrimination and harassment towards any group or individuals in any form, inclusive of

- Gender
- Pregnancy
- Race, colour, nationality, ethnic or ethno-religious background
- Marital status
- Physical or intellectual or psychiatric disability, or any organism capable of causing disease
- Homosexuality (male or female, actual or presumed)
- Age (in relation to compulsory retirement)

Student and staff placements, grievance considerations, College policies, procedures and practices, physical facilities, training practices are all conducted with sole regards to considerations of appropriate selection criteria, qualifications, experience, timetabling restrictions, student needs, and physical accessibility.

### Procedure

1. Information covering legislative requirements and the College policy and procedure documentation is available to all staff and students through the following:
  - Client Services Policy;
  - Student Handbook;
  - Staff Handbook;
  - Legislation Information Folder;



- College Policy and Procedure Manual;
- Registrar Manual;
- Professional Development Schedule;
- Staff Meetings;
- Reception; and
- College notice boards.

#### Correspondence with staff and students

2. When required programs are to be designed and wherever possible facilities set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by all staff and clients;
3. Any staff member or client with a grievance concerning College action with regard to these policies should follow the College Grievance Policy and Procedure; and
4. If such a grievance cannot be adequately solved internally, all staff and clients are advised to avail themselves of the services and advice provided by government bodies

## 8.7 College Orientation

All registering students are required to undertake an orientation procedure provided by appropriate College staff. The orientation session is usually held few days before the start the term. During this procedure students will be provided with a Student Handbook and all College and course policies and procedures will be explained.

## 8.8 Client Academic & Vocational and Personal Counselling

When required or requested students will receive counselling for academic and vocational purposes from College staff. For personal counselling a suitably qualified person will be provided.

## 8.9 Student English Levels

All delivery, assessment and instruction are carried out in English. The type of English used is Academic and Business English with a high component of Technical English and subject specific jargon. English Proficiency is required to be certified for International applicants: IELTS 5.5 or equivalent. Students with below the required English language level cannot be enrolled in a Vocational Education Skills course. It is possible that they can be enrolled in specific English language programs.

### Process

- All students will be required to complete an Internal English Test to validate their current levels. Inaccurate or different than presented or certified outcomes will require referral to a suitable organisation for additional English language determination and/or tuition at the student's expense.
- The suitable English provider will issue an eCoE for the student and RTO Name will cancel the existing eCoE and issue a new eCoE with a new start and end date.
- During delivery and assessment at RTO Name, trainers will assist students with English whenever possible especially with jargon and technical terms.





### 8.9.1 Student Academic and/or Work Experience Levels

It is an entry requirement that all registering students must have completed a minimum of Year 10 or has enough work experience to enable them to handle technical English.

English language test	Minimum test score	Minimum test score when combined with at least 10 weeks ELICOS	Minimum test score when combined with at least 20 weeks ELICOS
IELTS	5.5	5.0	4.5
TOEFL (internet-based test)	46	35	32
CAE	162	154	147
PTE Academic	42	36	30
OET	Pass (A or B)	Pass (A or B)	Pass (A or B)

#### Procedure

1. Upon registration students provide evidence of English proficiency
2. English Proficiency may be evidenced by any of the following:
  - a. IELTS test results – score of 5.5 points;
  - b. Other internationally recognised testing results;
  - c. Certificate of completion of an English course completed in Australia at an Intermediate level or above;
  - d. Completion of another course in Australia that had the same English entry requirement i.e. Diploma, trade certificate, university degree;
  - e. HSC – completed in Australia;
  - f. HSC Foundation studies completed in Australia; and
  - g. ESL – completed as part of HSC completed in Australia.
3. The College assess evidence – and if sufficient student entry into vocational courses continues to be processed.

Students with below the required levels will be assessed by the College or entered into an appropriate front-end English course.

### 8.9.2 Student Age & Academic Entry Requirement

Students must be 18 years or older to enroll in the RTO Name courses and have completed the equivalent of the Australian HSC or a higher qualification or with consideration Year 10, 11 or 12.

### 8.10 Client Services

Westminster College is committed to high standards of client services and all staff are obligated to follow this provision through the Client Services Policy.



## **8.11 Quality Control of Training and Assessment**

All College training and assessment comply with the Standards for Registered Training Organisations (RTOs) 2015. These standards are maintained through continual staff professional development, monitoring, industry liaison, internal auditing and both internal and external moderation.

## **8.12 Flexible Delivery and Meeting Student Delivery Needs**

All courses are delivered on site as modified lectures in English following the competency based training guidelines of the relevant training packages. The College will establish student training requirements upon registration and Trainers will establish the training needs of the students at the start of each delivery unit. Different strategies will be used to meet these learning needs including presentations, role play, case studies, demonstrations, excursions, guest lectures, group work, calculations and exercises, tutorials, audio visual, individual learning, library use, magazines and newspapers. All training is designed to maximise student access and participation and hence the opportunity to achieve competency. Delivery units will be delivered in classroom studios.

## **8.13 Flexible Assessment and Meeting Student Assessment Needs**

All College assessment tasks are designed to allow students to demonstrate that they can satisfactorily complete all tasks as required by the competency units comprising the subject being assessed. The College will establish student assessment requirements upon registration and Trainers will assess student assessment needs at the start of each subject. Assessment tasks may include formal exams, research assignments, presentations, demonstrations, reports, simulations, computer based productions, group and individual work. Assessment tasks are constructed upon the principles of validity, reliability and fairness.

## **8.14 Repeating Subjects**

Students are not permitted to repeat a subject more than once within the duration of their course. Students with not yet competent (NYC) results at the completion of their course will be able to re-register into their course to complete these subjects.

## **8.15 Competency Grades**

Westminster College follows a competency system for grading the results of assessment tasks and final delivery unit results. Delivery unit results will be recorded on all official academic transcripts as either 'C' – competent, 'NYC' – Not Yet Competent or 'RPL' for acceptance of Recognition of Prior Learning and Credit Transfer. Early withdrawals from a delivery unit will result in the recording of an 'NYC' whilst non-attempted subjects will be recorded as an 'NA' – not assessed.

Individual UOC assessment methods will be graded 'S' - Satisfactory or 'NS' Not Satisfactory and recorded on the individual assessment method responses as well as the Competency Summary for each UOC.

Students have the right to appeal assessment results and should follow the Student Grievance and Appeals Procedure for this situation.

## **8.9 CRICOS Students**

Students registering under CRICOS i.e. on student visa must complete a min. of 36 weeks of supervised tuition for a minimum of 20 hours per week on premises per year.



## 8.10 Streamline Visa Processing (SSVF)

Westminster College is approved for recruiting students under the government's Simplified Student Visa Framework (SSVF) Program. Under this system, students seeking to enrol in the Westminster College course must apply to Westminster College or a Westminster College authorised Agents (listed on the website <http://www.westminster.nsw.edu.au/Agents/>) and with appropriate and sufficient primary evidence of the source of funds sufficient to sustain the duration of his/her stay in Australia. Effective from 1 July 2016 it is compulsory that the Student apply online for their Student Visas.

The following model is for all Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered providers and applies to all courses across all education sectors.

Under this model, Westminster College will be allocated an immigration risk rating of between one (lowest risk) and three (highest risk) based on the immigration risk outcomes of their international students over the previous 12 month period. The same approach is used to allocate an immigration risk rating to each country.

A student's financial and English language requirements could then be determined based upon a combination of the immigration risk outcomes of their education provider and their country of citizenship. For example, students enrolled at an education provider that demonstrates low immigration risk outcomes could potentially have minimal financial and English language requirements regardless of their country of citizenship, however students enrolled at an education provider associated with higher immigration risk outcomes might only have access to this type of arrangement for lower immigration risk countries.

	Education provider Immigration risk rating	Country Immigration risk rating	Possible evidentiary requirements
Lower Evidentiary Requirements	One	One, two or three	Generally, these students would not be required to provide evidence of their English language or financial capacity to the department
	Two	One or two	
	Three	One	
Higher Evidentiary Requirements	Two	Three	Generally, these students would be required to provide evidence of their English language or financial capacity to the department
	Three	Two or three	
Genuine Temporary Entry (GTE) requirement - The GTE requirement applies to all student visa applicants. The officer assessing the visa will and consider whether the individual circumstances of the student indicates that their intention is for a temporary stay in Australia. You must satisfy us that you have a genuine intention to stay in Australia temporarily.			

For additional Information - <https://www.homeaffairs.gov.au/busi/Educ/managing-immigration-risk>

## 8.11 College Orientation

All registering students are required to undertake an orientation procedure provided by appropriate College staff. The orientation session is usually held few days before the start the term. During this procedure students will be provided with a Student Handbook and all College and course policies and procedures will be explained.



## **8.12 Client Academic & Vocational and Personal Counselling**

When required or requested students will receive counselling for academic and vocational purposes from College staff. For personal counselling a suitably qualified person will be provided.

## **8.13 Language, Numeracy and Literacy Support**

Language, Numeracy and Literacy support will be provided in all subjects as normal tuition practice. Students requiring extra support will be provided that support upon request.

## **8.14 Client Services**

College is committed to high standards of client services and all staff are obligated to follow this provision through the Client Services Policy.

## **8.15 Quality Control of Training and Assessment**

All College training and assessment comply with the Standards for Registered Training Organisations (RTOs) 2015. These standards are maintained through continual staff professional development, monitoring, industry liaison, internal auditing and both internal and external moderation.

## **8.16 Flexible Delivery and Meeting Student Delivery Needs**

All courses are delivered on site as modified lectures in English following the competency based training guidelines of the relevant training packages. The college will establish student training requirements upon registration and Trainers will establish the training needs of the students at the start of each delivery unit. Different strategies will be used to meet these learning needs including presentations, role play, case studies, demonstrations, excursions, guest lectures, group work, calculations and exercises, tutorials, audio visual, individual learning, library use, magazines and newspapers. All training is designed to maximise student access and participation and hence the opportunity to achieve competency. Delivery units will be delivered in classroom studios.

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## **8.18 Repeating Subjects**

Students are not permitted to repeat a subject more than once within the duration of their course. Students with not yet competent (NYC) results at the completion of their course will be able to re-register into their course to complete these subjects.

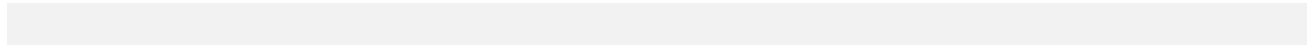


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Individual UOC assessment methods will be graded 'S' - Satisfactory or 'NS' Not Satisfactory and recorded on the individual assessment method responses as well as the Competency Summary for each UOC.

Students have the right to appeal assessment results and should follow the Student Grievance and Appeals Procedure for this situation.





## 9.0 Course Progress

In accordance with legislative requirements Westminster College will notify and counsel students of their visa non-compliance and subsequently advise DHA or report students to DHA via PRISMS for all students who do not comply with the satisfactory academic performance requirements. Lack of academic progress is reportable.

Westminster College will inform overseas students before they begin a course about the requirements to achieve satisfactory course progress and attendance requirements, where applicable.

The expected duration of study specified on the overseas student's Confirmation of Enrolment (CoE) must not exceed the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered duration for the course. This means that Westminster College will need to monitor the progress of overseas students to ensure they are able to complete the course within the expected duration specified on the CoE.

Some VET providers are required to monitor overseas student attendance as a condition of registration, the minimum requirement for attendance is 80 per cent of the scheduled contact hours for the course. This requirement does not currently apply to Westminster College.

To maintain satisfactory course progress, a student is expected to maintain satisfactory attendance, as well as participate in classroom learning activities. Students are also required to successfully complete all their assessment tasks. This represents satisfactory course progress.

Where a student fails one (1) or more assessment methods within a single Unit of Competency (UOC), they are to be re-assessed once, free of charge, and this must be completed within the immediate operational term, as per Westminster College's re-assessment policy. If the student does not pass one (1) or more assessment methods following the free re-assessment period they are to be offered two (2) more opportunities for re assessment, with the provision, that they must be charged a fee for each opportunity within the immediate following term.

### 9.1 Course Progress and Intervention

Westminster College will assist you to meet course progress requirements by monitoring your progress and providing you with the relevant support at an early stage. We can provide you with a range of support from extra time to complete tasks or a reduced study load to study skills programs. If after providing you with this support, you do not meet course progress requirements, you will be issued with a first warning letter stating that your course progress is unsatisfactory and inviting you to a meeting to discuss further support. Following the provision of this support, if your progress is still unsatisfactory, you will be sent a second warning letter and again inviting you to a meeting to discuss why you are still not meeting satisfactory course progress requirements and to discuss new or revised support arrangements.

Where you continue not to meet course progress requirements in two consecutive study periods, you will be reported to DHA for not meeting course progress requirements. DHA will make the final decision on whether your visa will be cancelled because of your unsatisfactory course progress.

You may appeal Westminster College decision to report you to DHA. However, an appeal will only be considered if Westminster College has not recorded or calculated the student's marks correctly, has not provided appropriate support as set out in this policy, has not implemented other policies such as assessment and feedback which could impact on the student's results or there are compassionate or compelling reasons which have contributed to the unsatisfactory progress. Circumstances that are compassionate or compelling circumstances 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.

A traumatic experience which has impacted on the student and which could include involvement in or witnessing of a serious accident; and witnessing or being the victim of a serious crime. These cases should be supported by police or psychologists' reports); or

Where Westminster College is unable to offer a pre-requisite unit.

Where the student is unable to begin studying on the course commencement date due to delay in receiving a student visa.

Where your study load is reduced due to difficulties with meeting course progress requirements, this may mean that you will need to do additional subjects in future sessions to complete your course in the time specified in your student visa.

## 9.2 Student Plagiarism, Cheating and Collusion

Queen Anne Business College has a no tolerance policy for plagiarism, cheating and collusion. Students are expected to act with integrity always and only submit work that is their own or that has been appropriately referenced and includes acknowledgements of all texts and resource materials utilised in the development of the work.

When you submit your assessments, you will be required to sign a declaration that the work provided is your own and that you have not cheated or plagiarised the work or colluded with any other student/s.

Where a student is suspected of plagiarising, cheating or colluding, Queen Anne Business College will take the necessary steps to detect if plagiarism, cheating or colluding has occurred by comparing work with electronic reference materials, internet resources and the work of other students, using electronic plagiarism detection software, comparing work against various academic databases and referring to our plagiarism register or any other appropriate method.

If you are found to have plagiarised, cheated or colluded, you will be given an opportunity to respond to the allegations. If you are found to have plagiarised, cheated or colluded, we will be required to take disciplinary action which is likely to require you to re-sit the assessment.

Disciplinary action may lead to the suspension or cancellation of your enrolment which may affect your visa.

### Definitions

**Cheating** - this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

**Plagiarism** - plagiarism is the submission of somebody else's work as if it was the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own, then this is also a form of plagiarism and cheating.



During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students are including other peoples; work in submissions e.g. passages from books or websites, then reference should be made to the source.

**Collusion** - this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

### 9.3 Appeals

The student has 20 working days from the date of the Warning of Intention to Report for Unsatisfactory Course Progress – 20 Days letter to appeal Westminster College’s decision on the following grounds:  
Westminster College has not calculated or recorded the results accurately or correctly;  
Compassionate or compelling circumstances;  
Westminster College has not implemented its intervention strategy and/or policies according to the documented policies and procedures available to students.

All appeals must be made in writing on the Student Appeal Form and will be assessed in accordance with the Student Grievances, Complaints and Appeals Policy and Procedures.

After completion of the appeals period, students will be reported to DHA for their unsatisfactory course progress if any of the below occurs:

- The student chooses not to appeal;
- The student withdraws from the appeals process;
- The outcome of the appeals process favours Westminster College’s decision.

### 9.4 Deferral, Suspension and Cancellation

Westminster College’s Deferral, Suspension and Cancellation Policy and related procedures outline the circumstances in which a student can defer, suspend or cancel their enrolment with Westminster College and where Westminster College can initiate the suspension or cancellation of the student’s enrolment.

Definitions

To defer or suspend enrolment means to temporarily put studies on hold. A student may request a temporary deferment or suspension to his or her enrolment on the grounds of compassionate or compelling circumstances.

Deferral is defined as postponement of the commencement of enrolment and suspension is a temporary postponement of enrolment.

Note: that a retrospective deferment or suspension may be justified if the student was unable to contact Westminster College because of a circumstance such as being involved in a car accident.

Cancellation is where the student voluntarily withdraws or is required to withdraw from a course. Deferral and suspension will be granted in compassionate or compelling circumstances.

Westminster College may also initiate suspension or cancellation of a student’s enrolment on the grounds of misbehaviour of the student or non-payment of fees. The Student Code of Conduct defines what is the behaviour expected by students and what might be defined as misbehaviour. Westminster College Student





Discipline Policy and Procedures will be followed to investigate the incident. In the case of student plagiarism, cheating or collusion, Westminster College's Student Discipline Policy and Procedure will be followed.

Cancellation of the student's enrolment due to unsatisfactory course progress or attendance will be handled as per Westminster College's Course Progress and Attendance Monitoring Policy and Procedures.

Students may also initiate cancellation of their studies using Westminster College's Application for Withdrawal form. Students should note Westminster College's Fees, charges and refunds policy and procedure in relation to withdrawal.

## **9.5 Erratic Course Progress**

Erratic progress is defined as inconsistent attendance without an acceptable explanation, combined with a low rate of participation in requirements for enrolled subjects and consistent failures. Together these may be grounds for cancellation of enrolment.

Westminster College will have documented policies and processes in place to identify, notify and assist overseas students who are at risk of not meeting course progress or attendance requirements.

There should be evidence from the overseas student's assessment tasks, participation in tuition activities, or other indicators of academic progress, to indicate the overseas student is at risk of not satisfying these requirements.

All students have the right of appeal under the Westminster College Policy on Complaints and Appeals.

## **9.6 Complaints and Appeals Process for Deferral, Suspension or Cancellation**

Where Westminster College initiates the suspension or cancellation of a student's enrolment, the student will be notified of this intention and will be informed that they have 20 working days to access Westminster College's Complaints and Appeals Policy and Procedure, unless extenuating circumstances relating to the welfare of the student applies.

Extenuating circumstances relating to the welfare of student may include medical concerns, severe depression of psychological issues which lead the provider to fear for the student's wellbeing; has engaged or threatens to engage in behaviour that is reasonably believed to endanger the student or others; or is at risk of committing a criminal offence.

Westminster College will not notify the Department of Education of a change in enrolment status until the internal complaints and appeals process is completed.

Students may choose to access an external appeal process as per Westminster College Complaints and Appeals Policy. In the case of an external appeal, Westminster College is not required to wait for the outcome of the external appeal before notifying Department of Education of the change to the student's enrolment status.

In most cases, Westminster College will continue to provide learning opportunities to students during the appeal process. However, where it is considered that a student should not attend classes during the appeals process, students will be provided with work that can be completed outside of the classroom environment.

## **9.7 Change in Visa Status**



Deferment, suspension or cancellation of a student's visa may affect the student's visa. When a student's enrolment is deferred, suspended or cancelled, Westminster College will notify the Department of Education via the Provider Registration and International Student Management System (PRISMS) of the change in enrolment status.

Students are to refer to the DHA web site (<http://www.homeaffairs.gov.au/>) or Helpline (131 881) for information and their local DHA office for advice on how the potential change to enrolment status may impact upon his or her visa.

Regardless of whether the suspension of enrolment is the result of a student request for suspension or a suspension imposed by Westminster College, the period of suspension of enrolment (as entered in PRISMS) will not be included in attendance monitoring calculations.

Where a suspension of enrolment is granted, Westminster College will suspend an enrolment for an agreed period - to a maximum of 12 months. If the suspension is required for longer than 12 months, the student shall have to re-apply once the initial suspension period has expired.

If a student's enrolment is suspended for a period of 28 days or longer, the student must return home (unless special circumstances exist). Students will be referred to DHA via the DHA helpline on 131 881 regarding whether they may remain in Australia during a period of suspension of enrolment.

Westminster College will always use its professional judgement to assess each student's case on its individual merits when determining whether compassionate or compelling circumstances exist.

In cases, where a student's enrolment is cancelled, the student must leave Australia, obtain enrolment in an alternative course or apply for a different visa within 28 days of cessation. If the student leaves Australia, the student's visa will be cancelled. A student who has left Australia and wishes to return to his or her studies must apply for a new student visa.

## **9.8 Records**

Westminster College will maintain records relating to satisfactory course progress. These include:

- Assessment of course progress records for each student;
- Assessment results (as required by s.21 of the ESOS Act);
- Records of contact with students;
- Notices of intention to report;
- Complaints and appeals outcomes; and
- Other relevant records in relation to course progress.

## **9.9 Reporting Student on Course Progress**

Where Westminster College has assessed the student as not achieving satisfactory course progress, The College will notify the student in writing of its intention to report the student for not achieving satisfactory course progress. The written notice will inform the student that they are able to access the Westminster College's complaints and appeals process and that the student has 20 working days in which to do so.

Where the student has chosen not to access the complaints and appeals processes within the 20 - working day period, withdraws from the process, or the process is completed and results in a decision supporting the registered provider, The College will notify DHA through PRISMS of the student not achieving satisfactory course progress as soon as practicable.



## 9.6 Reporting Student on Course Progress

The written notice will inform the student that they are able to access the Westminster College's complaints and appeals process and that the student has 20 working days in which to do so.

Where the student has chosen not to access the complaints and appeals processes within the 20 working day period, withdraws from the process, or the process is completed and results in a decision supporting the registered provider, The College will notify DHA through PRISMS of the student not achieving satisfactory course progress as soon as practicable.



## 10.0 Progress Intervention

Westminster College will provide best-practice student academic support and intervention to optimise achievement of learning outcomes as well as satisfy the provisions of Standard 10 of the National Code 2018. Coherent processes including academic monitoring are established to identify and refer at-risk students. The intervention strategies to which students are referred include:

- Academic skills support;
- Additional English support;
- Additional tutoring/study groups;
- Personal counselling;
- Reduction in course load; and
- Placement in a more appropriate class

### Procedure

The following procedures outline intervention strategies for students at risk of not meeting satisfactory course progress requirements, or of meeting their academic potential.

The procedures specify:

- Procedures for contacting and counselling identified students;
- Strategies to assist identified students to achieve satisfactory course progress; and
- The process by which the intervention strategy is activated.

### 10.1 Identification of at-risk students

At-risk students are addressed through a number of intervention methods. Academic and Attendance progress will be identified by the Trainer from individual knowledge and /or the Records Officer from statistics generated by the SMS. Students are categorised as being at-risk if they:

- Have been assessed Not Yet Competent (NYC) for half or more of their units in a study period; and/or
- Have been assessed Not Yet Competent (NYC) for the same unit twice; and/or
- Demonstrate difficulty with set diagnostic assessment pieces early in each term.

Intervention can also be triggered through a student's referral from the individuals below:

- The student themselves.

This intervention strategy includes provision for:

- a) Where appropriate, advising students on the suitability of the course in which they are enrolled;
- b) Assisting students by advising them of opportunities for a student to be reassessed for tasks in units or subjects where they have previously been assessed Not Yet Competent (NYC), or demonstrate the necessary competency in areas in which they not previously been able to demonstrate competency; and
- c) Advising students that unsatisfactory course progress in two consecutive UOC for a course could lead to the student being reported to DHA via PRISMS for unsatisfactory academic progress and cancellation of his or her visa, depending on the outcome of any appeals process.



## 10.2 The Strategy

Every student's academic progress will be reviewed **at the** end point of every UOC. Students assessed as being at risk of academic progress will be referred for an Intervention assessment review. Students identified as requiring intervention will be contacted by Reception by telephone in the first instance and/or by letter in the second, and an interview organised to determine an action plan at the earliest convenience with the trainer.

The second stage of intervention will be immediately implemented if a student is deemed by their trainer to be unresponsive to the strategy and therefore the Academic Coordinator will conduct an interview and determine a forward progress plan or alternative strategies such as suspension or cancellation in case by case basis.

### Plans

Plans developed by trainers and/or the Academic Coordinator will involve the student undertaking remedial work to assist in gaining competency. Remedial tasks will be conducted at the college dependant on the task required. This service will be provided at no additional cost to the student unless it conflicts with the reassessment fee structure.

### 10.2.1 Intervention

Westminster College will provide best-practice student academic support and intervention to optimise achievement of learning outcomes as well as satisfy the provisions of Standard 8 of the National Code 2018. Coherent processes including academic monitoring are established to identify and refer at-risk students. The intervention strategies to which students are referred include:

- Attending academic skills programs;
- Attending tutorial or study groups;
- Receiving individual case management;
- Attending study clubs;
- Attending counselling;
- Receiving assistance with personal issues which are influencing progress;
- Receiving mentoring;
- Being placed in a suitable alternative subject within a course or a suitable alternative course; or
- A combination of the above and a reduction in course load.

## 10.3 Deferment, Suspension or Cancellation

Westminster College may suspend or cancel a student's enrolment including, but not limited to, on the basis of:

- a. *misbehaviour by the student;*
- b. *the student's failure to pay an amount he or she was required to pay the registered provider to undertake or continue the course as stated in the written agreement; and*
- c. *a breach of course progress or attendance requirements by the overseas student, which must occur in accordance with Standard 8 (Overseas student visa requirements).*

Westminster College will:

- a. *inform the overseas student of the need to seek advice from Immigration on the potential impact on his or her student visa; and*
- b. *report the change to the overseas student's enrolment under section 19 of the ESOS Act.*



*The suspension or cancellation of the overseas student's enrolment under Standard 9.3 cannot take effect until the internal appeals process is completed, unless the overseas student's health or wellbeing, or the wellbeing of others, is likely to be at risk.*

Extract from Standard 9 of the National Code 2018

## **Definition**

*Compassionate or compelling circumstances are generally those that are beyond the control of the student, and which may affect their well-being or their progress such as a serious injury, illness, traumatic experience or the death of a close family member. In these situations, the student is generally allowed to remain on a Student visa, provided they are still enrolled in their course of study and intend to resume their studies*

Westminster College will not permit a student to defer commencement or suspend studies except on the grounds of illness as evidenced by a medical certificate indicating that the student cannot attend studies or other exceptional compassionate circumstances beyond the students control e.g. bereavement.

Students must notify Westminster College in writing stating the exact reason for the course deferral or suspension of studies and accompany the letter with full documentation.

In the case of deferment or suspension due to sickness the student must provide original doctors certificates – from a registered medical practitioner. No other certificates are acceptable.

Westminster College will notify the student in writing as to the decision to cancel the student's registration stating the reasons why.

Any deferment, suspension or cancellation of studies will be notified to DHA within 20 days via PRISMS. Students will need to be counselled that DHA has the final say as to whether reasons are acceptable.

Westminster College will inform the student of its intention to suspend or cancel the student's enrolment where the suspension or cancellation is not initiated by the student and notify the student that he or she has 20 working days to access Westminster College complaints and appeals process. If the student accesses the registered provider's internal complaints and appeals process, the suspension or cancellation of the student's enrolment under this standard will not take effect until the internal process is completed, unless extenuating circumstances relating to the welfare of the student apply.

Prescribed Information about an accepted student who does not commence on the nominated date must include:

1. The student's full name, gender, date of birth, country of birth, nationality;
2. CRICOS course code; and
3. Agreed starting day and day when the course is expected to be completed.

Westminster College can only defer or temporarily suspend the enrolment of the student on the grounds of misbehaviour by the student (e.g. Disciplinary or plagiaristic reasons)

## **Procedure**

All course deferrals and suspensions will result in the implementation of Westminster College Cancellation and Refund Strategy:

1. Student completes all registration processes;
2. COE is constructed with start and end date;



3. If student does not start a course on registered start date Westminster College will report to DHA via PRISMS;
4. If student contacts Westminster College to defer or suspend a course Westminster College will report to DHA via PRISMS;
5. If student contacts Westminster College to defer or suspend course due to exceptional circumstances i.e. medical, bereavement Westminster College will report to DHA via PRISMS;
6. If Westminster College initiates deferment, suspension or cancellation the student will be contacted in writing;
7. Westminster College will inform the student that deferring, suspending or cancelling his or her enrolment may affect his or her student visa; and
8. Westminster College will make an electronic and manual entry onto student notes and in the student file.

## 10.4 Unsatisfactory Academic Progress

A student who is assessed for the first time as achieving unsatisfactory progress, as previously described, will be considered at Intervention Level 1 and the initial intervention process is implemented with the development of a plan to achieve a return to satisfactory progress.

A student who has progressed through Intervention Level 1 and is identified as still not achieving satisfactory progress will be identified as Intervention Level 2. The Intervention activation must be immediately implemented to determine if the student can complete the course within the duration specified in their CoE. The timeframe to determine if a student can complete the program within the CoE duration is calculated by the remaining normal scheduled time until the completion of academic delivery for the specified program. If the time is determined as insufficient, within normal delivery parameters, then the student will be provided with a written notice of intention to exit them from the College. The complaints and appeals process may be implemented by the student, and they have 20 working days in which to do so. Whilst this process is being conducted the student will be permitted to attend classes and will be placed on an “Intervention Level 2” condition for the semester with a plan in place.

## 10.5 Calculations to Determine Academic Progress

### 10.4.1 Period Duration

The following calculation is to be used for determining academic progress and can be used for study periods or complete programs. The result will indicate the current progress. It may be possible for a student to have less than 50% progress and still be able to recover to above that figure. To determine this, use the calculation below:

$$\frac{\text{UOC successful}}{\text{Total UOC for the period}} \times \frac{100}{1} = \text{Percentage Academic Achievement}$$

## 10.6 Records



Westminster College will maintain records relating to any intervention meetings, counselling sessions or action plans. These include:

- Assessment of course progress records for each student;
- Assessment results (as required by s.21 of the ESOS Act);
- Records of contact with students;
- Notices of intention to report;
- Complaints and appeals outcomes; and
- Other relevant records in relation to course progress.





## 11.0 Recognition of Prior Learning (RPL)

Students may apply for RPL on the basis of previous and/or current work experience, life experience or non-accredited training. Only the supervising trainer as the course academic head may validate an RPL status. Students are required to indicate their intention to apply for RPL upon registration and complete the RPL & Exemption Information kit which is available at reception. Students will be informed in writing as to the results of their application and if any further evidence is required ([www.westminster.nsw.edu.au](http://www.westminster.nsw.edu.au)).

### 11.2 Exemptions and National Recognition

To comply with national recognition standards Westminster College recognises the qualifications issued by other Australian RTO's and will confer an exemption for all previous training resulting in a competent result for the exact same competency units as listed on Westminster College course profiles. Only the supervising trainer and the course academic head may grant exemption status. Students are required to indicate their intention to apply for exemption at the time of registration and complete the RPL & Exemption Information Kit. Students will be informed in writing as to the results of their application and any further evidence is required.

The granting of RPL will reduce course length. DHA/DHA will be notified as to the new course length. Any adjustments to course price due to RPL or exemptions must go through the Registrar only. Forms are available at <http://www.westminster.nsw.edu.au/> .



## 12.0 Registration Terms and Conditions

The College requires all students to access and understand all College and course information available on the website, at reception and included in the College application and marketing material. Students will be required to sign a declaration that they have read and understood all terms and conditions before registration and will be bound by these conditions once registration is complete.



## 13.0 Grievance and Appeals

Westminster College will deal with any complaint and/or grievance in an effective and timely manner. Westminster College has processes in place for all course students to lodge complaints and/or grievances in relation to any matter including academic decisions in relation to a College course or service.

The grievance procedure allows for:

- a) a process for lodging a formal complaint or appeal if the matter cannot be resolved informally, which requires a written record of the complaint or appeal to be kept;
- b) each complainant or appellant has an opportunity to formally present his or her case at minimal or no cost to him or herself;
- c) each party may be accompanied and assisted by a support person at any relevant meetings;
- d) the complainant or appellant is given a written statement of the outcome, including details of the reasons for the outcome; and
- e) the process commences within 10 working days of the formal lodgement of the complaint or appeal and supporting information and all reasonable measures are taken to finalise the process as soon as practicable.

### 13.1 Complaint/Grievance Submission and Appeals Procedure

Westminster College will manage internal complaints handling and appeals process that is as the following requirements indicate:

- a process is in place for lodging a formal complaint or appeal if the matter cannot be resolved informally;
  - speak to the person with whom you have the complaint/grievance with and try to resolve the issue or problem  
IF UNRESOLVED
- Lodge a written complaint to your trainer or reception and ensure that it registered;
  - speak to your Trainer  
IF UNRESOLVED
  - speak to the Senior Training Representative  
IF UNRESOLVED
  - make an appointment with the CEO

A student must access the complaint, grievance or appeals process within 20 working days of any issue that becomes the reason for the process. After this period where the issue is concerned with a lack of attendance, poor competence outcomes or failed financial payments Westminster College may be required to report the student to DHA.

If the student is not satisfied with the result or conduct of the internal complaint handling and appeals process, Westminster College will advise the student of his or her right to access the external appeals process at minimal or no cost.

If the student chooses to access the College complaints and appeals processes, Westminster College will maintain the student's enrolment while the complaints and appeals process is ongoing.

If the student is still not satisfied with the resolution of the grievance, they are able to seek advice and further assistance from the authorities listed below.



## Overseas Students Ombudsman

<http://www.oso.gov.au/overseas-students/>

**Call:** 1300 362 072\* within Australia. Outside Australia call +61 2 6276 0111.

Enquiries 9am to 5pm Monday to Friday Australian Eastern Standard Time (Australian Eastern Daylight Time when daylight savings is in effect)

**Email:** [ombudsman@ombudsman.gov.au](mailto:ombudsman@ombudsman.gov.au)

**Fax:** 02 6276 0123 within Australia. Outside Australia +61 2 6276 0123.

**Postal:** GPO Box 442 Canberra ACT 2601.

### 13.2 Appeals Process

A complaints/grievances and assessment appeal process is an integral part of the Standards for Registered Training Organisation (RTO) 2015 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students.

A fair and impartial appeals process is available to all students of Westminster College. If a student wishes to appeal his/her complaint/grievance/assessment result, he/she must first discuss the issue with the trainer/assessor.

If the student would like to proceed further with the request after discussions with the trainer/assessor a formal request is made in writing outlining the reason(s) for the appeal.

### 13.3 Grounds for Appeal

An application for appeal will be considered where:

- A student claims to be unfairly treated by fellow students or staff;
- A student claims to be unfairly treated by compliance with the Westminster College policy and procedures;
- A student claims a disadvantage because the trainer did not provide a subject outline;
- A student claims disadvantage because the trainer varied without consultation or in an unreasonable way the assessment requirements as specified in the subject outline;
- A student claims disadvantage because assessment requirements specified by the trainer were unreasonably or prejudicially applied to him or her;
- A student is of the view that a clerical error has occurred in the documenting of the assessment outcome; or
- A student claims that there is a discrepancy between the practical observation and the formal assessment.

All appeals are recorded and reviewed at Management Review Meetings. Results of all appeals are communicated in writing to the student, within 20 working days of the result being finalised, and a copy of any communication is also kept on file, both on the complaints register and, in the student's, individual file.



## 14.0 Student Information and Conditions

### 14.1 Course Deferral, Suspension or Cancellation

The College will not allow a student to defer commencement or suspend studies except on the grounds of illness as evidenced by a medical certificate indicating that the student cannot attend studies, other exceptional compassionate circumstances beyond the students control e.g. bereavement.

Students must notify the College in writing stating the exact reason for the course deferral or suspension of studies and accompany the letter with full documentation.

In the case of deferment or suspension due to sickness the student must provide original doctors certificates – from a registered medical practitioner. No other certificates are acceptable.

The college will notify the student in writing as to the decision to cancel the student's registration stating the reasons why.

Any deferment, suspension or cancellation of studies will be notified to the DHA within 20 days via PRISMS. Students will need to be counselled that DHA has the final say as to whether reasons are acceptable.

The college will inform the student of its intention to suspend or cancel the student's enrolment where the suspension or cancellation is not initiated by the student and notify the student that he or she has 20 working days to access the college complaints and appeals process. If the student accesses the registered provider's internal complaints and appeals process, the suspension or cancellation of the student's enrolment under this standard will not take effect until the internal process is completed, unless extenuating circumstances relating to the welfare of the student apply.

Prescribed Information about an accepted student who does not commence on the nominated date must include:

4. student's full name, gender, date of birth, country of birth, nationality
5. CRICOS course code
6. Agreed starting day and day when the course is expected to be completed.

The College can only defer or temporarily suspend the enrolment of the student on the grounds of misbehaviour by the student (e.g. Disciplinary or plagiaristic reasons)

### 14.2 Student Leave

It is recommended that all students attend 100% of class time as this tuition is vital for satisfactory academic results. Therefore, all student leave is to be restricted to the official College breaks. In cases of exceptional compassionate circumstances beyond the students control e.g. bereavement and sickness provision may be made for leave entitlements.

In cases of bereavement e.g. death in the family, students must provide the College with documentation covering the reason for bereavement and evidence of return air fares etc.

Sickness must be evidenced by a doctor's certificate from a registered practitioner i.e. with a medical provider number on the certificate. All other certificates are not acceptable. The College must sight original medical certificates before approving medical leave.



### **14.3 Student Support and Welfare**

Westminster College will assist students to adjust to study and life in Australia, including through the provision of an age and culturally appropriate orientation programme that includes information about:

- a) student support services available to students in the transition to life and study in a new environment;
- b) legal services;
- c) emergency and health services;
- d) facilities and resources;
- e) complaints and appeals processes, and
- f) any student visa condition relating to course progress and/or attendance as appropriate.

Westminster College will provide the opportunity for students to participate in services or provide access to services designed to assist students in meeting course requirements and maintaining their attendance.

Westminster College will provide the opportunity for students to access welfare-related support services to assist with issues that may arise during their study, including course progress and attendance requirements and accommodation issues. These services will be provided at no additional cost to the student. If the College refers the student to external support services, the College will not charge for the referral.

Westminster College has 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.

Westminster College has designated members of staff or members of staff to be the official point of contact for students. The student contact officer or officers will have access to up-to-date details of the College's support services.

Westminster College has sufficient student support personnel to meet the needs of the students enrolled with the College.

Westminster College ensures that its staff members who interact directly with students are aware of their and student's rights and obligations under the ESOS framework and the potential implications for students arising from the exercise of these obligations.

### **14.4 Cancellation and Refund**

The full Cancellation and Refund Policy is included on the application form and available on the College website. This policy covers default situations by both students and provider and the corresponding method and timing of refund calculation. Students not satisfied with the calculated refund may use the College Grievance procedure and ask for an independent 3rd party consultation. The College Cancellation and refund Policy and procedure do not remove the right of the student to take action under the Australian consumer protection laws.

### **14.5 Provider Default**

Refunds in situations of Provider Default are covered by the provisions of the ESOS Act 2000 and ESOS Regulations 2001. If College does not offer a course on the advertised start date, terminates a course after the course start date or before the course completion date or does not provide a course as advertised due to sanctions by any authority or does not provide a course in full, the College will pay a full refund which equals the total of the course money the College received in respect of the student before the default day plus the application fee. Such refunds will be made within four (4) weeks after the default date.



## 14.6 Warning and Reporting

In accordance with legislative requirements the College will notify and counsel students of their visa non-compliance and subsequently to advise DHA or report students to DHA via PRISMS all students who do not comply with the satisfactory academic performance requirements.

The situations that will initiate the College Warning and Reporting Policy and Procedure are a result of the following procedure:

- Trainers complete results records;
- Management collects Results Records at conclusion of delivery unit;
- The records officer enters records into electronic Student Management System and analyses for less than a 50 % achievement of competency.

### 14.6.1 Course Progress

Westminster College has implemented the Course Progress Policy for CRICOS Providers of VET Courses. Students' course progress is carefully monitored to ensure compliance with the relevant regulatory requirements.

#### Policy

Westminster College will assess each student's progress every five (5) weeks or at the end of each term whichever comes first. Unsatisfactory progress is defined as not successfully completing or demonstrating competency in at least 50% of the course requirements in that study period. The length of a study period is determined as a Westminster College semester (18 study weeks).

Westminster College will define course requirements for each study period and be able to identify when a student has not passed or demonstrated competency in 50% or more of the course requirements. The course requirements for each study period will be made clear to the student at the start of the course and each study period. If a student is identified for the first time as not making satisfactory course progress, the intervention strategy is implemented. The intervention strategy must be activated within the first four (4) weeks of the following study period.

### 14.6.2 Academic Warning

If a student's academic progress is less than 50% competent after any completed and assessed unit of competence as advised from the SMS database records (available to students) the Registrar

- Monitor student academic results upon completion of each study period;
- Mails out unsatisfactory Academic Warning Letter;
- Follows-up warning letter with phone call and organise intervention; and
- Make electronic entry and files copies in student file.

### 14.6.3 Academic Reporting

Where Westminster College has assessed the student as not achieving satisfactory course progress, The College will notify the student in writing of its intention to report the student for not achieving satisfactory course progress. The written notice will inform the student that he or she is able to access the Westminster College's complaints and appeals process and that the student has 20 working days in which to do so.



Where the student has chosen not to access the complaints and appeals processes within the 20 working day period, withdraws from the process, or the process is completed and results in a decision supporting the registered provider, the college will notify DHA via PRISMS of the student not achieving satisfactory course progress as soon as practicable.

### **14.7 Student Warning and Expulsion - Financial**

Students must remain up to date with all of their tuition and College fees. Students who are non-financial at any time will receive a warning letter and asked to attend an interview. Students remaining non-financial will be expelled and subsequently reported to Department of Immigration and Border Protection (DHA).

### **14.8 Student Sick Days and Other Absences**

Students registered under CRICOS should be advised that the College is not permitted to enter sick days or any other days absent (unless granted Exceptional leave) on attendance records. All unofficial absences, sick or otherwise will be recorded as absences and subject to the above rulings.

### **14.9 Student Disciplinary Procedures**

All College students are subject to Australian civil and criminal laws and to the College Disciplinary Policy and Procedure. The College reserves the right to expel students who break these conditions. In such circumstances students will be reported immediately to DHA and the depending on the seriousness of the incident the Police may be involved.

### **14.10 Change of Student Contact Details**

All students are required to maintain current and accurate contact details with the College at all times. In the event of a change in contact details students are required to complete a change of details form and submit to the Registrar. <http://www.westminster.nsw.edu.au/>

### **14.11 Expulsion**

The College reserves the right to expel students for serious breaches of discipline following appropriate the College disciplinary procedure. No money is refunded for expelled students and in the case of student visa holders, DHA will be notified.

### **14.12 Changing Courses**

If a Student holds a visa and they desire to change their course of study, they must ensure that they continue to meet all the conditions that apply to their student visa.

If they have not completed six (6) months of their principal course (the main course of study they are undertaking) and they want to change their education provider, the ESOS National Code Standard 7 explains the circumstances in which this will be possible. Unless special circumstances apply, a student needs to have permission from their existing education provider to transfer to another education provider.

If they want to transfer, Westminster College must assess or consider the request to transfer. Students must make sure they understand the Westminster College transfer policy, and what their written agreement says they must do, before they attempt to enrol with a new education provider.





If Westminster College does not give them permission to transfer to another education provider and students are not satisfied with the outcome, they should first use their education provider's internal appeal process. If they are still not satisfied, they can appeal the education provider's decision at an external complaint handling body such as the Territory Ombudsman.

<http://www.ombudsman.gov.au/making-a-complaint/overseas-students>

If a student has changed courses or education provider Westminster College will be notified electronically by their new education provider. They do not need to send their CoE to DIBP.

### **14.12.1 Students holding a Student visa (subclass 500)**

If a student already has a student visa and wants to change their main course of study to a lower Australian Qualification Framework (AQF) level course or a non-AQF level course, they will generally need a new student visa. This requirement applies even if the course they change to is with the same education provider.

For example:

- If a student is studying a Bachelor of Science (Level 7) at a university and wish to transfer to a Diploma of Accounting (Level 5) at the same institution, you would need to apply for and be granted a new student visa; and
- If a student is studying a Certificate IV (AQF level 4) and want to transfer to an ELICOS course (non-AQF course), they will need to apply for and be granted a new student visa.

If a student is studying a non-AQF course and want to transfer to an AQF course, they would not need to apply for a new student visa.

### **14.13 Work Conditions for Student Visa Holders**

If a student is a visa holder, they and their dependent family members have permission to work included with their visa. The student and their family members must not breach the work conditions that apply to the student visa.

A student cannot work until you have commenced their course in Australia. Once their course has commenced they are permitted to work a maximum of 40 hours per fortnight when your course is in session, and unlimited hours when your course is not in session.

Work that is a formal registered part of their course is not included in the limit of 40 hours per fortnight.

Voluntary, unpaid work, is not included in the limit of 40 hours per fortnight if it:

- Is of benefit to the community;
- Is for a non-profit organisation; or
- Is genuinely voluntary (that is, you are not paid either in cash or other—board and lodging is acceptable).

If the voluntary work could have been undertaken by an Australian resident who would have received a wage, then this is included in the 40 hours.



## 14.14 Student Transfer between Providers

The college will not enrol a student wishing to transfer from another registered provider prior to the student completing six (6) months of his or her principal course of study except for the circumstances outlined below.

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

The college will not allow a registered student to transfer from the college within the first six (6) months of their course until the college has assessed the student's request to transfer within this restricted period. The college will grant the student's request where:

- a. The transfer will not be to the detriment of the student;
- b. The student has provided a letter from another registered provider confirming that a valid enrolment offer has been made;
- c. The student can register into the other course at an appropriate point in the course; or
- d. The student's current academic progress indicates that the student can manage the new course.

Note that:

1. Students should allow a minimum of five (5) working days to assess the student transfer request the Letter of release, if granted, will be issued at no cost to the student and will advise the student of the need to contact DHA to seek advice on whether a new student visa is required;
2. If a transfer is granted the college will calculate any refunds according to the Refund Policy and Procedure and provide the student with a written statement; and
3. Students may use the college Grievance and Appeals process or involve an independent 3<sup>rd</sup> party at any time.

Where Westminster College does not grant a letter of release, the student will be provided with written reasons for refusing the request and will be informed of his or her right to appeal the College's Grievance and Appeals process.

### Procedure

1. Student completes Student Transfer Request Form and submits to reception;
2. Principal assess student request along with supporting evidence;
3. Principal calls a meeting with the student if required;
4. Principal completes a Student Release letter and submits to reception;
5. Reception provides letter to student and files a copy on student electronic and manual file;
6. The student is able to utilise the College Complaints and Appeals process if not satisfied;
7. No fees are charged for this activity; and
8. A record on the students file must be entered.



## 15.0 Critical Incident Management

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

Westminster College has 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.

Critical incidents are not limited to, but could include:

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

Westminster College will notify relevant authorities as soon as practical after the incident.

### 15.1 Procedure

Any Westminster College staff member receiving news or information regarding a critical incident must contact the CEO as soon as practicable. If this is not possible then the most senior person available must be contacted and informed.

On receipt of news or information regarding a critical incident the CEO or senior person must:

- Create for themselves a clear understanding of the known facts;
- If an emergency exists, contact the relevant emergency services by phoning 000;
- If translators are required contact Translating and Interpreting Service by phoning 131 450;
- If counselling services are required contact Life Line on 131 114;
- Plan an immediate response;
- Plan ongoing strategies;
- Allocate individual roles/responsibilities for ongoing tasks.

Based on an evaluation of the critical incident the CEO or most senior person must, where appropriate, make and implement the following actions:

- Contact with next of kin/significant others;
- Informing Westminster College staff and students;
- Prepare a guideline to staff about what information to give students;
- Prepare a written bulletin to staff and students if the matter is complex;
- Briefing staff and delegating a staff member to deal with telephone/counter inquiries;



## Managing media/publicity;

- Identify students and staff members most closely involved with the incident and ensure they are offered support and counselling;
- Arrange a time and place for an initial group/individual debriefing session with Counsellor/s; and
- Arrange access to emergency funds if necessary.
- Record the incident on the student file and include the following key details:
  - The time of the incident;
  - The location and nature of the incident;
  - The names and roles of persons directly involved in the critical incident;
  - The action taken by Westminster College including any opportunities for improvement; and
  - The organisations and people contacted by Westminster College



## 16.0 Student Welfare & Guidance

### 16.1 Culture Shock

Culture shock is the feeling of being out of place in an unfamiliar environment. The initial excitement of moving to a new country often subsides when different cultural expectations challenge you to attend to daily responses and behaviours previously taken for granted. The potential stress of dealing with these persistent challenges can result in feelings of hostility and frustration with your host country as well as a profound longing for home.

#### 16.1.1 Overcoming Culture Shock

Once you realise you have culture shock, getting over it and moving on to better adjustment with the host culture will depend on you. It is you who must take some positive steps to feel better, and the sooner you take them, the better!

1. **Recognition:** First, you should remember that culture shock is a normal part of your adjustment and that you may have some of the symptoms. Some of your reactions may not be normal for you; you may be more emotional or more sensitive or lose your sense of humour. Recognising your culture shock symptoms will help you learn about yourself as you work your way through it.
2. **Be objective:** Second, try to analyse objectively the differences you are finding between your home and your host country. Look for the reasons your host country does things differently. Remember that host customs and norms are (mostly) logical to them, just as your customs and norms at home are logical to you!
3. **Set goals:** Third, set some goals for yourself to redevelop your feeling of control in your life. These should be small tasks that you can accomplish each day. For example, if you do not feel like leaving your room, plan a short activity each day that will get you out. Go to a post office or store to buy something, ride a bus or go to a sports event. If you feel that language is your problem, set daily goals to learn more: study fifteen minutes a day; learn five new words a day; learn one new expression each day; watch a TV program in your new language for 30 minutes. Each goal that you achieve will give you more and more self-confidence that you can cope.
4. **Share your feelings:** Fourth, find local friends who are sympathetic and understanding. Talk to them about your feelings and specific situations. They can help you understand ideas from their cultural point of view.

### 16.2 Welfare Assistance

Westminster College will assist students to adjust to study and life in Australia, including through the provision of an age and culturally appropriate orientation programme that includes information about:

- a) Student support services available to students in the transition to life and study in a new environment;
- b) Legal services;
- c) Emergency and health services;
- d) Facilities and resources;
- e) Complaints and appeals processes, and
- f) Any student visa condition relating to course progress and/or attendance as appropriate.

Westminster College will provide the opportunity for students to participate in services or provide access to services designed to assist students in meeting course requirements and maintaining their attendance.



Westminster College will provide the opportunity for students to access welfare-related support services to assist with issues that may arise during their study, including course progress and attendance requirements and accommodation issues. These services will be provided at no additional cost to the student. If the College refers the student to external support services, the College will not charge for the referral.

Westminster College has 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.

Westminster College has designated members of staff or members of staff to be the official point of contact for students. The student contact officer or officers will have access to up-to-date details of the College's support services.

Westminster College has sufficient student support personnel to meet the needs of the students enrolled with the College.

Westminster College ensures that its staff members who interact directly with students are aware of their and student's rights and obligations under the ESOS framework and the potential implications for students arising from the exercise of these obligations.

<b>Problem</b>	<b>Website</b>	<b>Phone no</b>
Alcoholism	<a href="http://www.aa.org.au">www.aa.org.au</a>	1300 222 222
Anxiety (including phobias & Obsessive-Compulsive Disorder)	<a href="http://www.health.nsw.gov.au/">http://www.health.nsw.gov.au/</a>	9391 9000
Asthma	<a href="http://www.asthmansw.org.au/">www.asthmansw.org.au/</a>	1800 278 462
Consumer credit and debt	<a href="http://financialrights.org.au/">http://financialrights.org.au/</a>	1800 007 007
<b>Crime stoppers (report crime anonymously)</b>	1800 333 000	
Crisis counselling (Wesley Mission)		<a href="http://www.lifelinesydney.org/">www.lifelinesydney.org/</a>
Depression (National Initiative)	<a href="http://www.beyondblue.org.au/">http://www.beyondblue.org.au/</a>	1300 22 4636
Disabilities	<a href="http://www.ideas.org.au/">www.ideas.org.au/</a>	1800 029 904
Domestic violence	<a href="http://www.domesticviolence.nsw.gov.au/">http://www.domesticviolence.nsw.gov.au/</a>	1800 656 463
Drug addiction: Narcotics Anonymous	<a href="http://www.na.org.au">www.na.org.au</a>	1300 652 820
Drugs and mental health	<a href="http://www.thewaysidechapel.com/">www.thewaysidechapel.com/</a>	9581 9100
Families & friends with mental illness	<a href="https://www.sane.org/">https://www.sane.org/</a>	1800 18 7263
Eating disorders	<a href="https://thebutterflyfoundation.org.au/">https://thebutterflyfoundation.org.au/</a>	1800 33 4673
Eczema	<a href="http://eczema.org.au/">http://eczema.org.au/</a>	1300 300 182
<b>Emergency services (police, fire, ambulance)</b>	000	
Epilepsy	<a href="http://www.epilepsy.org.au/">www.epilepsy.org.au/</a>	1300 374 537
Family planning information	<a href="http://www.fpnsw.org.au/">http://www.fpnsw.org.au/</a>	1300 658 886



Gambling Counselling		<a href="https://www.relationships.org.au">https://www.relationships.org.au</a>
Gay & lesbian counselling line	<a href="http://www.glccs.org.au/">www.glccs.org.au/</a>	
Grief support	<a href="http://www.solace.org.au/nsw/">http://www.solace.org.au/nsw/</a>	9519 2820
Hepatitis C	<a href="https://www.hepatitisaustralia.com">https://www.hepatitisaustralia.com</a>	1800 437 222
HIV/AIDS	<a href="http://www.afao.org.au/">http://www.afao.org.au/</a>	9557 9399
Telephone Interpreter Service	<a href="https://www.tisnational.gov.au/">https://www.tisnational.gov.au/</a>	131 450
Legal information and advice	<a href="http://www.lawaccess.nsw.gov.au/">www.lawaccess.nsw.gov.au/</a>	1300 888 529
Mental health advice	<a href="https://wayahead.org.au/">https://wayahead.org.au/</a>	1300 794 991
<b>Poison Information Centre</b>	131 126	
Police Assistance Line (non-emergency)		
Pregnancy counselling	<a href="http://www.pregnancysupport.com.au/">www.pregnancysupport.com.au/</a>	1300 792 798
Rape Crisis Centre	<a href="http://www.nswrapecrisis.com.au/">www.nswrapecrisis.com.au/</a>	1800 424 017
Relationship counselling	<a href="http://www.interrelate.org.au/">www.interrelate.org.au/</a>	1300 473 528
Schizophrenia		<a href="https://www.one-door.org.au/">https://www.one-door.org.au/</a>
Smoking - Quitline	<a href="https://www.icanquit.com.au">https://www.icanquit.com.au</a>	13 78 48
Suicide Prevention	<a href="http://www.beyondblue.org.au/">http://www.beyondblue.org.au/</a>	1300 22 4636
Victims of crime support	<a href="http://victims-of-crime.com.au/">http://victims-of-crime.com.au/</a>	1800 000 055
Women's refuge referral service	<a href="https://www.vinnies.org.au">https://www.vinnies.org.au</a>	9568 0262
<b>Problem</b>	<b>Website</b>	<b>Phone no</b>
Alcoholism	<a href="http://www.aa.org.au">www.aa.org.au</a>	1300 222 222
Anxiety (including phobias & Obsessive-Compulsive Disorder)	<a href="http://www.health.nsw.gov.au/">http://www.health.nsw.gov.au/</a>	9391 9000
Asthma	<a href="http://www.asthmansw.org.au/">www.asthmansw.org.au/</a>	1800 278 462

### 16.3 Fees for Welfare Services

Internal counselling services and referrals to external services will be provided at no additional fee to students. External services may incur fees and may also be covered by OSHC.

### 16.4 Legal services

If there is an unusual situation such as an accident or issues with your landlord during your stay as an International student, you may need legal advice. We can counsel you to a point but then we will refer or recommend you to professional legal advisors that are available from Migrant Centres and from Solicitors that are known to the College. You can also visit the website, "The Law Society of New South Wales" at <http://www.lawsociety.com.au/> for more information on seeking legal advice.



## 17.0 Acknowledgement Declaration

I acknowledge that I have read and fully understand the contents of this Staff Handbook, which outlines the conditions my employment and responsibilities as an employee of Westminster College.

.....  
Name

.....  
Signature

.....  
Date

.....  
Name of Witness

.....  
Signature of Witness

.....  
Date