

STUDENT HANDBOOK



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INTRODUCTION

Welcome to Southern Institute of Early Learning and Leadership Pty Ltd T/A Southern Institute of Early Learning and Leadership (SIELL), we are a Registered Training Organisation that provides excellence in training and assessment services.

Southern Institute of Early Learning and Leadership (SIELL) philosophy encompasses first class customer service and the delivery of premium quality training and assessment services to all of our students.

Southern Institute of Early Learning and Leadership (SIELL) is committed to providing you with quality training and assessment and to assisting you in furthering your career and reaching your goals within your chosen field.

The contents of the Student Handbook will be discussed with you during the induction program. Therefore, it is important to bring this handbook with you to the induction and keep it safe during your training, as it will provide additional guidance and answers as you progress throughout your training.

In this handbook, you will find information about Southern Institute of Early Learning and Leadership (SIELL), policies and procedures together with forms and documents that you may have to refer to.

Southern Institute of Early Learning and Leadership (SIELL) Contact Details:

1. Southern Institute of Early Learning and Leadership (SIELL)
Level 5, 307 Pitt Street, Sydney NSW 2000

2. Staff contact

Student Admin Manager:

E: admin@siell.edu.au

Ph: +61 2 9264 4438

Student Welfare and Support Officer

E: info@siell.edu.au

Ph: +61 2 9264 4438

3. Emergency Contact:

Dr. Allen Najsatapanig

Ph: +61 432 771 812

CODE OF ETHICS

1. Southern Institute of Early Learning and Leadership (SIELL) shall at all time act with integrity in dealings with all students and members of the community.
2. Southern Institute of Early Learning and Leadership (SIELL) shall adopt such policies and practices to ensure the quality of vocational education and training programs offered are relevant and in accordance with:
 - (a) The VET Quality Framework which comprises of:
 - Standards for Registered Training Organisations 2015
 - Fit and Proper Person Requirements 2011
 - Financial Viability Risk Assessment Requirements 2021
 - Data Provision Requirements 2020
 - Australian Qualifications Framework
 - (b) The Education Services for Overseas Students Act 2000 (ESOS) and the National Code 2018 of Practice for Registration Authorities and Providers of Education and Training to Overseas Students. The provision of education to international students is regulated by the Department of Education, Skills and Employment through the Education Services for Overseas Students (ESOS) legislative framework. Department of Education, Skills and Employment has made available a brief overview of the ESOS Framework, including the rights and responsibilities of international students. ESOS Framework: <https://internationaleducation.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx>
 - (c) Commonwealth/State legislation and regulatory requirements.
3. Southern Institute of Early Learning and Leadership (SIELL) will ensure:
 - (a) the provision of adequate facilities in which to conduct training programs
 - (b) the employment of qualified staff and maintenance of staff training sufficient to deliver programs on an on-going basis
 - (c) the accuracy of any marketing and promotional advertising material
 - (d) compliance with an acceptable refund policy
 - (e) compliance with current Workplace Health & Safety (WHS) and Duty of Care requirements
 - (f) the maintenance of adequate records and security of all current and archival records
 - (g) students access to their records upon request
 - (h) the maintenance and continual improvement of a Quality Assurance System
 - (i) students to be notified of any intention to relocate premises or the college management changing within 20 working days before the relocation of the training premises.
 - (j) students will be informed for any change or updated of the legislation and the government regulation through the student online bulletin board, email, and the college website update new/event. The information session will be arranging for any change which direct impact to the student daily study program
4. Southern Institute of Early Learning and Leadership (SIELL) undertakes to maintain quality training and to uphold the highest ethical standards.
5. Southern Institute of Early Learning and Leadership (SIELL) undertakes to ensure that all employees, agents and representatives are familiar with and agree to comply with this code of ethics.
6. Southern Institute of Early Learning and Leadership (SIELL) shall refrain from associating with any enterprise, which could be regarded as acting in breach of this code of ethics.

Quality Statement

Southern Institute of Early Learning and Leadership (SIELL) is committed to providing and maintaining quality and vocational education and training services to the highest possible standards. All College courses are designed and

delivered to meet the requirements of the industries they serve and the community generally. The education and training services provided by the College are expected to prepare students for a confident entry into the workforce in their chosen field, armed with the knowledge, skills, attitudes, and behaviours required to enable them to perform to the standard required by their employers and industry generally.

Management Practices

Southern Institute of Early Learning and Leadership (SIELL) will at all times, develop and implement policies and procedures to ensure that the College and its operations are managed by appropriately qualified staff, in both Administrative and Teaching areas. The learning environment will be structured to facilitate the best possible learning situations for both the student body and teaching staff. Sufficient resources will be acquired and made available at the appropriate times to ensure effective teaching and facilitate the learning process for students.

All courses will be delivered by appropriately qualified staff that will be provided with quality teaching material and resources. Appropriate teaching and learning strategies will be employed in the learning environment to ensure students have the best possible opportunities for success. Students will be supported in their quest for achievement and will be given every opportunity to strive for excellence in their chosen field.

Marketing of College Courses

Southern Institute of Early Learning and Leadership (SIELL) guarantees to market its courses within the provisions of the current Trades Practices Act and the NSW Fair Trading Act. In addition to and in respect of these requirements, all courses will be marketed with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In all marketing and promotional material, no false or misleading statements or comparisons will be drawn with other providers or courses.

Prior to enrolment Information

Students will be provided with accurate, relevant and up-to-date information, prior to commencement of their courses. They will be given a handbook they may need to utilise at some time during their studies with the College. This information will include details about the College's Code of Practice, admission procedures, course fees and refund policies, competencies they are expected to achieve, methods of assessing and certifying them, grievance procedures, student support services and the facilities available to students throughout their stay at the College.

Students will be provided with additional information from time to time through student support office, notice board, and student online profiles.

Recruitment of Students

Recruitment and selection of students will be conducted in an ethical and responsible manner and in accordance with the requirements of the course curriculum. Selection will be made on the basis of educational criteria and in accordance with equal opportunity legislation. Applicants for enrolment will be assessed by appropriately qualified staff to determine whether they are capable of achieving the stated course competencies. This assessment will be made on the basis of their qualifications and proficiencies.

The literacy and numeracy test may be conducted to assess the candidate to ensure that they meet the LLN requirement for the proposed enrolling courses.

All students will be offered the opportunity for recognition of prior learning. Such applications will be assessed on the same basis as for entry into courses and in line with designated course and module outcomes.

Refunds and Tuition Assurance

Southern Institute of Early Learning and Leadership (SIELL) has a published refund policy which is made available to all students prior to enrolment. It aims to be fair and equitable to both the College and its student body. Southern Institute of Early Learning and Leadership (SIELL) guarantees to safeguard the fees of domestic and international students through its management and administrative systems. In the circumstance that the College is forced to close down, students will be guaranteed a continuance of their education and training by guaranteed acceptance into provider institutions of equal standing.

Student Grievances

Southern Institute of Early Learning and Leadership (SIELL) provides students with a published mechanism for dealing with grievances, in line with our Complaints and Appeals Policy and Procedure. Such grievances are resolved internally where possible. Should any grievance not be resolved internally, students will be advised of the appropriate legal body where they can seek further assistance:

- If the complainant is an overseas student, he/she may contact the Overseas Students Ombudsman (OSO) who offers a free and independent service for overseas students who wish to appeal against a decision made by their private education or training provider in Australia. Commonwealth Ombudsman GPO Box 442, Canberra ACT 2601. 1300 362 072, <http://www.ombudsman.gov.au/making-a-complaint>

Guarantee of Service

Southern Institute of Early Learning and Leadership (SIELL) pledges to honour all guarantees outlined in this Code of Practice. Southern Institute of Early Learning and Leadership (SIELL) reserves the right to modify any timetables, course schedules, College fees and refund policy to reflect changing circumstances.

Third Parties

Southern Institute of Early Learning and Leadership (SIELL) will have an arrangement with education agents who will only provide recruitment services on our behalf. This arrangement will be subject to a written agreement. Please note that all training, assessment, support services, issuance of AQF certification and any other support services are provided by SIELL.

STUDENT POLICIES AND PROCEDURES

Training Outcome Focus

Southern Institute of Early Learning and Leadership (SIELL)'s policies and management procedures are designed to maintain high professional standards in the marketing and delivery of vocational education and training services. Policies and procedures safeguard the interests and welfare of students. Southern Institute of Early Learning and Leadership (SIELL) is committed to the success of students and maintains an environment conducive to learning and assessment. We have the capacity to deliver the nominated course(s), provide adequate facilities, and use appropriate methods and materials.

Continuing Support

The college will determine the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in VET training packages courses prior to enrolment and between the students' course/program.

Support, information and counselling are available for all students on a wide range of issues and problems such as academic progress & intervention, accommodation, further study, orientation, and arrangements for independent grievance resolution. Any discussion will remain strictly confidential.

Use of Personal Information/Giving Information to Relevant Bodies

Information that students provide, the college may be made available to Commonwealth or State agencies, and the Fund Manager of the ESOS Assurance Fund.

The college systematically monitor students' compliance with student visa conditions relating to attendance and course progress. The college are proactive in notifying and counselling students who are at risk of failing to meet attendance and course progress requirements. The college report students under Section 19 of the ESOS Act who have breached the attendance and course progress requirements.

Change of Address

Student must inform Southern Institute of Early Learning and Leadership (SIELL) in writing within 7 days of your arrival in Australia of your current residential address and must advise any changes of address within 7 days. Please come to the Administration Office to fill in a Change of Address Form. The form will keep on the student file record and the details of you address will be recorded on the College's database program and PRISM. Log on to your Learning Management System to verify that all personal details have been input correctly.

Change of Enrolment

Change of enrolment is subject to program availability. Change of enrolment will not normally be considered after the program starts unless there is a compelling reason for the change. Change of enrolment may occur if the trainer and student agree on the benefits of the change and it does not disrupt other students. Refunds may only be made as a result of change of enrolment subject to the Refund Policy.

Deferral of Enrolment

If you have not commenced your studies and wish to defer your studies more than 14 days but less than 3 months, you are required to fill a Student Request Form for Deferral of Studies and explain the reason for your request in writing. Your deferral request will be approved for the following reasons only:

- Illness where a medical certificate from a registered medical practitioner states that the student is unable to attend classes; or
- Exceptional compassionate or compelling circumstances.

Once your deferral request is approved, a new CoE (Confirmation of Enrolment) will be issued to replace your current CoE for the international student. DHA will be notified via PRISMS as required by ESOS Act, which may affect your student visa.

Suspension/Cancellation of Enrolment (initiated by student)

If you are currently studying and wish to suspend your studies for more than 14 days but less than 3 months, you are required to fill a Student Request Form for Suspension of Studies and explain the reason for your request in writing. Your suspension request will be approved for the following reasons only:

- Illness where a medical certificate from a registered medical practitioner states that the student is unable to attend classes; or
- Exceptional compassionate or compelling circumstances.

Once your suspension request is approved, a new CoE (Confirmation of Enrolment) will be issued to replace your current CoE for the international student. DHA will be notified via PRISMS as required by ESOS Act, which may affect your student visa.

If you would like to withdraw from your studies, you are required to inform us in writing. If you are an international student, your enrolment and CoE will be cancelled. DHA will be notified via PRISMS as required by ESOS Act, which may lead a cancellation of your student visa.

Suspension/Cancellation of Enrolment (initiated by the College)

Southern Institute of Early Learning and Leadership (SIELL) may suspend/cancel the enrolment of any student:

- who has gained admission to the College by misrepresentation, by falsification of documents or by other fraudulent means, or
- who has failed to fulfil the normal requirements for admission or enrolment, or
- whose payment has been overdue more than 28 days, or
- who has been suspended their studies more than 3 months, or
- who has failed to meet course requirement (refer to "Reporting Student to DHA" on page 21), or
- for any act of grave misconduct associated with the academic program of the College.

The student will be informed by a Letter of Intention to suspend/cancel of enrolment and given 20 working days to make an appeal explaining why their enrolment should not be suspended/cancelled. (Please refer to "Appeal Policy" on page 20).

Refund Policy

College Refund Policy for Oversea Students:

Under the Tuition Protection Service (TPS) framework, students are entitled to a refund under the provision of the ESOS Act 2000 and ESOS Regulations 2001 in the following circumstances.

Fee refund schedule:

1. The application fee/holding fee, accommodation placement booking fee are not refundable under any circumstances, including visa rejection.
2. The airport pick up fee will be full refund if service cancelled prior to flight arrival
3. No refund will be given to any student who breaches their visa conditions or fails to meet course requirements
4. If a student completes the course early or 'fast-tracks', the full tuition fee and materials fee must be paid before any certification is issued.
5. Tuition fees will be refunded as per following:

Refund Circumstances	Refund Amount
If a student's visa application is rejected and the official rejection advice is provided to SIELL prior to the course commencement date.	Refund equal to 100% of Tuition fee paid. (Enrolment fee and Holding fee – where applicable, are not refundable. *)
If a student's visa application is rejected and the official rejection advice is provided to SIELL after to the course commencement date.	Refund equal to 100% of unused tuition fee (by calculation base on the course duration percentage)
If written notice of cancellation of enrolment is received by SIELL at least 28 days prior to the course commencement date.	Refund equal to 50% of Tuition fee Enrolment fee and Holding fee – where applicable, are not refundable.
If written notice of cancellation of enrolment is received by SIELL at less than 28 days prior to the course commencement date.	Refund equal to 30% of Tuition fee Enrolment fee and Holding fee – where applicable, are not refundable.
Withdrawal after the commencement date	No refund
Provider Default – The course offer does not start on the agreed starting date – Provider has had a sanction imposed	Full refund
All refunds will attract an administration charge of \$200	

REFUND PROCEDURE

1. Refund form signed by student needs to be submitted to the college Administration.
2. College assesses the application and supporting documents to make a decision
3. In the case of an application being granted, the document will be forwarded to the Accounts Department for processing of the refund amount.
4. The application refund case will be submitted to the college Chief Executive Officer to approve.
5. Student will be informed of the outcome
6. In the case of unsatisfactory outcome, the student will be advised to lodge a complaint and appeal as per consumer's rights in accordance with state/territory laws
7. All refund cases will have the refund processed within 28 working days

Tuition fees will not be refunded under the following circumstances:

- A student enrolment is terminated for failure to comply with SIELL's policies and procedures.
- A student enrolment is terminated for failure to comply with the requirements of their student visa.
- A student does not commence (i.e., does not arrive or has not arranged with us for a later start)
- A student terminates a course during the study period.

Transfer and Release Policy

Under the national code 2018 Standard 7, international students are restricted from transferring to another education provider if you have not yet studied 6 months in your principal course at the Southern Institute of Early Learning and Leadership (SIELL). If you wish to transfer to another education provider, you must apply for a Letter of Release by completing a Student Transfer/Release Request Form and providing a letter from another education provider confirming that a valid enrolment offer has been made and other relevant documentation supporting the reasons of the transfer/release.

Student transfer/release requests will be granted only:

- **Failure to Meet Conditions of Offer:**
Students will not be granted the release if they have not met the condition(s) of their offer or a student undertaking a packaged program and holding a packaged eCoE has not meet the entry requirements for the principal course of study. In order for a request for a release to be considered, the student must provide the evidence that they have attempted and not successfully completed their preliminary program;
- A course for which the institute has issued an eCoE to a student will no longer be offered or has ceased to be registered on CRICOS;
- **Compassionate or Compelling Circumstances:**
Student will be granted the release if they can demonstrate compassionate or compelling personal reasons or academic circumstances. It will normally be expected that such circumstances were unexpected and beyond the control of the student. In order for a request for a release to be considered, the student must provide relevant supporting documentary evidence which might include a personal statement and a statement of support from an independent professional (e.g. medical, legal, counselling, academic);
- **Offer Letter Not Detrimental:**
Students will be granted the release where a student submits a transfer that is accompanied by a letter of offer that is not considered detrimental to the student. Factors that may be considered as possibly detrimental include but are not limit to:
 - If the transfer may jeopardise the student's progression through a package of courses;
 - If the student is trying to avoid being reported to Department of Home Affair (DHA) for failure to meet the provider's attendance or academic progress requirements;
- If the student has recently started studying the course and the full range of support services are yet to be provided or offered to the student.
- if the student has not yet studied six months of the principal course from the course commencement date at the Southern Institute of Early Learning and Leadership (SIELL), however, has met all the following requirements:
 - a. the student has met academic progress requirements, and
 - b. the student has fully paid the six months tuition fee, and
 - c. the student has provided a letter from another registered provider confirming that a valid enrolment offer has been made, and
 - d. exceptional circumstances relating to the change of the student's study and career goal which require changing the education provider sector were satisfied by the College.

The provider will grant release only where the student has provided a letter from another registered provider confirming that a valid enrolment offer has been made.

The release will be issued at no cost to the student and the provider will advise the student of the need to contact DHA to seek advice on whether a new student visa is required.

If not granted, a written statement will be issued to inform the student of the decision and reasons for refusing the request and the right to appeal the decision in accordance with the Southern Institute of Early Learning and Leadership (SIELL)'s Complaints and Appeals Procedures.

The college will refuse the transfer request if:

- The transfer request would result in a breach of the student's mandatory or discretionary visa conditions;
- The intended course be the same or related to the course that student applied and/or will not provide adequate preparation for further study, nor better meets the long term goals of the student, whether these relate to future work, education or personal aspirations;
- No firm offer from another CRICOS registered provider has been supplied;
- The student has already been identified for unsatisfactory attendance and/or unsatisfactory progression and has received advice to this effect;
- The student has been served the notification of intention to report and fail on appeal the case
- The student has been reported in PRISMS for unsatisfactory attendance or course progress;
- The college is satisfied that the student intends to return to their home country

- The student continues to have an outstanding debt (i.e. tuition fees, material fees, admin fees, late payment fees etc.).

Note: Any intention by a student to return to their home country will require a cancellation of the temporary student visa connected to the college.

The outcome of a student transfer application will be given in writing if refusing the request and the student will be informed of the right to appeal the decision.

Circumstances where a Release is not required

A release is not required in the following circumstances:

- Where a student is financially sponsored by any government and:
 - the sponsor considers the change to be in the student's best interest; and
 - the sponsor has provided written support for the change.
- Where an eCoE has been issued for a registered course and the Australian government or state government imposes a sanction that prevents the student from continuing in their principal course.

International student visa holder

You must obey the conditions of your visa. If you breach these conditions, DHA has no alternative but to counsel you and possibly cancel your visa. This is because the Migration Act and Regulations have set out the actions that must be taken by the Department and are part of the law.

Here are the most common visa conditions:

You cannot work until you have commenced your course in Australia. Once your course has commenced you 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.

8202 You must maintain enrolment in a registered course that is the same level as, or at a higher level than, the registered course for which you were granted a visa. See: Changing courses

You must maintain satisfactory attendance in your course and course progress for each study period as required by your education provider.

8501 you must maintain Overseas Student Health Cover (OSHC) during your stay in Australia

8533 You must tell your education provider:

- the address where you live in Australia within seven days of arriving in Australia
- if you change the address where you live within seven days of the change
- if you change education provider within seven days of receiving the electronic confirmation of enrolment certificate or evidence of enrolment.

You must inform the College within 7 days of your arrival in Australia of your current residential address and **must advise any changes of address within 7 days**. The College is required by law to keep your residential address so you can be contacted if you do not satisfy course requirements. If you do not abide by this condition, you may not be aware of any such contact by the College. This situation may lead to the cancellation of your student visa.

Early Course Completions

Students who complete their course early will be reported to DHA for early course completion if they are enrolling as international student under the student visa program. In such cases you will be required to enrol in an alternative CRICOS registered course or leave Australia. The visa expiry date in the passport is no longer valid in these instances.

Note: All International students must comply with current visa conditions and regulations determined by the Department of Home Affairs (DHA). For more detailed information on current visa conditions and regulations visit the DHA website - <https://immi.homeaffairs.gov.au/>

Student Induction and Orientation

A Student Induction & Orientation Day and class registration is conducted for all new students. It is essential for students to attend this session to understand Southern Institute of Early Learning and Leadership (SIELL)'s academic system and familiarise themselves with the facilities.

At Induction & Orientation, all queries regarding course structure and timetables will be answered collectively with time for individual consultation if required. Through the orientation program, the student will be provided information on the class registration or any other learning support offer with reasonable support by the college to enable the students to achieve expected to learn outcomes regardless of the overseas student's place of study or the mode of study of the course, at no additional cost.

Delivery Focus

Southern Institute of Early Learning and Leadership (SIELL) recognises the principles of flexible delivery within the constraints by the Department of Immigration and Border Protection. Programs are designed to emphasise flexibility of delivery and assessment to maximise the opportunity for access and participation by disadvantaged students. Delivery alternatives include; computer-assisted learning, flexible timetabling, face to face lecture/tutorial.

Standard Learning environment

Today's workplace requires employees to use their initiative, work as a team member and be honest, loyal, tactful and courteous. It is expected that you will treat fellow students and staff with respect. At Southern Institute of Early Learning and Leadership (SIELL), we strive to achieve the following "basic principles" of interpersonal behaviour:

- Focus on the situation, issue or behaviour, not on the person.
- Maintain the self-confidence and esteem of others.
- Maintain constructive relationships with staff and fellow students.
- Take the initiative to make things better.
- Lead by example.
- Respect the property of Southern Institute of Early Learning and Leadership (SIELL) and fellow students.
- The use of inappropriate language will not be tolerated.
- Mobile phones are to be turned off during classes and in quiet study areas or set to silent.
- No food or drinks are allowed in lecture and computer rooms of Southern Institute of Early Learning and Leadership (SIELL).
- No chewing gum or smoking is permitted within Southern Institute of Early Learning and Leadership (SIELL).
- The student is not to enter staff rooms unless a teacher invites them to do so.
- Punctuality for class is very important. If you are more than 30 minutes late, or are not in the class when required, you will be marked absent.
- The student must present their student identification card when requested.
- If a computer is left for more than 10 minutes, please log out so that all fellow students may have the opportunity to use the computer.
- Only urgent telephone messages to the College will be accepted.

Every staff member and student is to hold every other staff member and fellow student responsible for living up to these principles at all times.

Resources to students

All student guides, PowerPoint presentations and assessment tools for each unit of competencies will be provided by Southern Institute of Early Learning and Leadership (SIELL). Other supplementary textbooks will be available and disseminated to students where applicable.

All students are recommended to bring their own stationery, notebooks, and laptops (highly recommended) to class to facilitate their studies. However, Southern Institute of Early Learning and Leadership (SIELL) also has computer labs and free Wi-Fi which are accessible to you during your studies.

Privacy Access to student Training Records

Southern Institute of Early Learning and Leadership (SIELL) recognises a student's right to privacy. Southern Institute of Early Learning and Leadership (SIELL)'s Privacy Policy identifies how we handle information we learn about as a learner. We collect and store your enrolment details and your progress reports.

Where State or Commonwealth funding supports training we are obliged to submit your enrolment details for statistical purposes.

We do not identify information you provide us. The information we collect from you is protected. Personal student files will only contain information pertinent to the student's training program.

Access to individual student training records must meet Commonwealth and State Privacy legislation and will be limited to:

- Individuals wishing to access their own personal records
- Individuals authorising releases of specific information to third parties in writing
- Our staff that require this information as part of their job role
- Officers from the ASQA/DHA or their representatives for activities required under the Standards for Registered Training Organisations
- Legal requirements (e.g. subpoena / search warrants / social service benefits /evidence act)

The confidentiality of all personal information in our records will be protected under the NSW Privacy and Personal Information Act 1998.

TRAINING AND ASSESSMENT POLICIES AND PROCEDURES

What are Competencies

A competency is a statement about the skills, knowledge and attitudes a learner needs to complete and these statements are contained in each UNIT. Each UNIT is often made up of several ELEMENTS.

The assessment of your competency means that you must be able to "Show, Tell and Apply" evidence and skills, which match and meet these units and elements against a set of key performance competencies and nationally set standards. This could include:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities and tasks
- Working with others in teams
- Leading teams
- Using mathematical ideas and technological tools
- Solving problems
- Demonstrating understanding

Competency Based-Training and Assessment

Competency Based Training is always concerned with what the student will be able to do at the end of training. There is not so much concern with what the inputs are or how the student got there. So as long as the student achieves the listed competencies, it does not matter who taught him or her, how or when the training takes place, what resources are used or of what the content material of the curriculum consists.

All assessments conducted by us will observe the following directives as required by the Competency Standards for Assessment from the National Training Package for Training.

- Competency Based Assessment - Assessment must take place within a competency based assessment system within established procedures as defined in the Guidelines for Conducting Assessment from the National Training Package for Training and Assessment;
- Validity - Assessment methods will be valid, that is, they will assess what they claim to assess;

- Reliability - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the learner and from context to context;
- Fairness - Assessment procedures will be fair, so as not disadvantage any learners. Assessment procedures will:
 - be equitable, culturally and linguistically appropriate;
 - involve procedures in which criteria for judging performance are made clear to all students;
 - employ a participatory approach; and
 - provide for students to undertake assessments at appropriate times and where required in appropriate locations;
- Flexibility - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment;
- Recognition of Prior Learning (RPL) - Individuals seeking RPL will be able to access the RPL process as described in Southern Institute of Early Learning and Leadership (SIELL) RPL Information Kit.
- Cost Effectiveness - Assessment conducted by or on behalf of us will be completed in a cost-effective manner. All of Southern Institute of Early Learning and Leadership (SIELL) trainers/assessors are responsible for determining issues with respect to cost effectiveness such as the timing and frequency of assessment. Decisions made in this regard are to be made clear to all students before they commence their training programs; and
- Comparability - The review of assessment systems and procedures and the outcomes of assessment will be undertaken at regular periods in order to ensure that they are functioning appropriately. The review process is essential in maintaining comparability of assessment. The comparability of assessment will be addressed within the quality management system. We will utilise a network of consultants to assist in maintaining comparability of all assessments at the delivery level.

Southern Institute of Early Learning and Leadership (SIELL) utilises a range of assessment methods these include but are not limited to:

- Role playing and scenarios
- Case studies
- Practical tasks and demonstrations
- Observation either on the job or in a simulated work environment
- Question and answer

Depending on the requirements of each unit of competency, a range of assessment methods will be used to ensure the collection of sufficient and valid evidence.

Assessment Policy and Procedure

Southern Institute of Early Learning and Leadership (SIELL) would conduct an effective assessment in according to RTO Standard 2015, Clause 1.8 – 1.12 within the Principles of Assessment that committed to validity, reliability, flexibility and fairness in assessment processes for the training programs that it delivers to its students and meet the Rules of Evidence.

Students are notified in advance of assessment dates and times by the member of staff responsible for the assessment.

The Following Conditions Apply to Assessments:

- 1A Students who are absent on the day of assessment must notify Southern Institute of Early Learning and Leadership (SIELL) of their inability to attend prior to the assessment time. A medical certificate must be supplied to the Administration Office.
- 2A Students attending under a traineeship scheme (if applicable) and who are unable to attend an assessment due to work commitments will need a letter from their employer stating the reason they are unable to attend.
- 3A Students who know in advance that an assessment date cannot be met must inform the member of staff responsible for setting the assessment.

Students who have missed an assessment for any reason covered under conditions 1A, 2A or 3A of this policy must apply for the missed assessment to be rescheduled.

The Following Conditions Apply to Reschedule Assessments:

- 1B Students must have rescheduled and completed the assessment within four (4) weeks of the original assessment date.
- 2B Students must organise to reschedule the assessment with the staff member responsible for the assessment.
- 3B Students must supply a medical certificate or letter from their employer as stated in condition 1A or 2A.

If conditions 1B, 2B or 3B are not adhered to, students will be deemed NOT YET COMPETENT.

Reassessment Procedure

If a student has previously attempted an assessment and has been deemed NOT YET COMPETENT they may apply for reassessment under the following conditions:

- 1C Where conditions 1B, 2B and 3B DO NOT APPLY, students deemed NOT YET COMPETENT may be reassessed and a fee will apply.
- 2C Where conditions 1B, 2B and 3B DO NOT APPLY, students who have previously attempted an assessment and are deemed NOT YET COMPETENT may be reassessed a second time and a fee will apply. Any reassessment covered under condition 2C will also incur a fee per assessment after a second reassessment has been attempted.
- 3C Students are not eligible to be reassessed if the failing of assessment result because did not attend any class activities.

Assessment Appeals

An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualification Framework and in accordance with the National VET Training Framework.

A fair and impartial appeals process is available to all students. If a student wishes to appeal his/her 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. Please refer to our Complaints and Appeals Policy and Procedure.

Grounds for Appeal

An application for appeal will be considered where:

- A student claims a disadvantage because the trainer/assessor did not provide a courses/competency units outline
- A student claims disadvantage because the trainer/assessor varied without consultation or in an unreasonable way the assessment requirements as specified in a courses/competency units 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
- A student claims that there is a discrepancy between the practical observation and the formal assessment.

If the appeal for re-assessment is proven, Southern Institute of Early Learning and Leadership (SIELL) will make all necessary arrangements to conduct the re-assessment of the student at a time that is mutually convenient for all parties concerned.

All appeals are recorded and reviewed fairly, professionally and transparently. Results of all appeals are communicated in writing stating the reasons for the decisions made to the student and a copy of this communication is also kept on file, both on the complaints register and in the student's individual file.

Recognition of Prior Learning – RPL and Recognition of Current Competencies - RCC

All Students, potential or actual, of Southern Institute of Early Learning and Leadership (SIELL) training programs are provided with full recognition of their current skills and knowledge. Southern Institute of Early Learning and Leadership (SIELL) promotes the acknowledgment of all 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process.

The recognition of prior learning (RPL) process conducted is an assessment process, which provides acknowledgement of all skills and knowledge gained through life experiences, work experience, previous training and formal education.

The RPL process examines the evidence within the following key principles:

- adopting a focus on the competencies held rather than on how, when or where the learning occurred;
- demonstrated commitment to recognising the prior learning of adults;
- providing access to the RPL process for all potential Students of courses;
- undertaking RPL processes which are fair to all those involved; and
- providing adequate support for all potential RPL applicants

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for course.

All Students are offered RPL at time of the pre-enrolment interview and can elect to be considered for RPL by selecting the option available on the application form.

The special needs of RPL applicants are also recognised and all necessary and reasonable adjustments will be made (taking into account such areas as LL&N) during the RPL assessment process where appropriate.

A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved the necessary competencies/learning outcomes to the required standard in the relevant national training program. All assessment mechanisms used are valid, reliable, flexible and fair and conducted in an ethical manner.

The key objectives of our RPL assessment process is to:

- minimise duplication of learning, training or skill acquisition;
- allow the completion of studies in the shortest possible time;
- provide clear RPL outcomes and access to further learning/training and career development;
- provide quality advice and support to potential and current applicants;
- conduct the RPL process only in respect to courses that we are registered to assess;
 - ensure that only fully qualified consultants are involved in the RPL process;
 - document the RPL process
 - recognise competencies and modules gained through an RPL process conducted at another registered training organisation via the requirements of mutual recognition;
 - ensure that the RPL processes are monitored, evaluated and updated where appropriate;
 - advise all RPL applicants of their right of appeal through the formal process; and
 - ensure fees and charges are fair and competitive with the industry standard

Please refer to our RPL and Credit Transfer Policy and Procedure for more detailed information, which is available on our website.

Issuing of Qualifications

Southern Institute of Early Learning and Leadership (SIELL) will issue all AQF qualifications and statements of attainment within 30 days of the training programs completion. All qualifications and statements of attainment issued comply with the standards outlined within the Australian Qualifications Framework (AQF) implementations handbook and in accordance with the requirements of RTO Standard 2015.

Southern Institute of Early Learning and Leadership (SIELL) will only issue AQF qualifications and statements of attainment within the scope of registration that certify the achievements of qualifications or industry/enterprise competency standards from nationally endorsed training packages or qualifications, competency standards or modules from accredited vocational courses.

Students are issued with a statement listing modules undertaken and stating whether competency has been achieved. As well as being issued with a statement regarding competency, students are issued with certification listing modules undertaken and results are stated as Competent (C) or Not Yet Competent (NYC)

Students' Rights and Responsibilities

Students' Rights

Southern Institute of Early Learning and Leadership (SIELL) recognises that students have the right to:

- Expect that Southern Institute of Early Learning and Leadership (SIELL) will provide training of a high quality that recognises and appreciates their individual learning styles and needs.
- Have access to all of the services offered by Southern Institute of Early Learning and Leadership (SIELL) regardless of their educational background, gender, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio-economic background, physical or intellectual impairment, and religious or political affiliation.
- Have their prior learning and experience appropriately recognised in the determination of their requirements for training and assessment.
- Be advised of all learning outcomes and prescribed assessment tasks for the training program of their choice prior to its commencement.
- Appeal for a review of the results of an assessment.
- Expect to achieve the stated learning outcomes from their training program, if they, in turn, devote the necessary time and diligence to it.
- Learn from fully qualified, competent and experienced trainers who observe their responsibility to address students' learning needs, assist them to achieve the course outcomes, and assess their work fairly.
- Learn in an appropriately appointed, safe and clean learning environment, free of all forms of harassment and discrimination.
- Be treated with respect, dignity and fairness.
- Expect that Southern Institute of Early Learning and Leadership (SIELL) will be ethical and open in its dealings, its communications and advertising.
- Expect that Southern Institute of Early Learning and Leadership (SIELL) will observe its duty of care towards them.
- Expect the efficient handling of administrative matters and processing of fees, concessions, refunds etc.
- Privacy and confidentiality, and secure storage of their records in accordance with its policies and procedures, to the extent permitted by law.

Students' Responsibilities

Students are responsible for:

- The understanding and accepting of the enrolment conditions for the training programs they undertake.
- Providing Southern Institute of Early Learning and Leadership (SIELL) with accurate information about them at time of their enrolment, and to advise of any changes to their address or phone numbers promptly.
- Paying of all fees and charges associated with their training program and providing their own course requirements where notified.
- Recognising the rights of all Southern Institute of Early Learning and Leadership (SIELL) staff and fellow Students to be treated with respect, dignity, fairness and behaving in an appropriate and acceptable manner towards them.
- Regular and punctual attendance.
- Ensuring that they attend classes sober and drug free, and smoke only in open areas away from other people.
- The security of their personal possessions whilst attending a training program.
- Promptly reporting all incidents of harassment or injury to Southern Institute of Early Learning and Leadership (SIELL) administration office.

- Respecting property of Southern Institute of Early Learning and Leadership (SIELL) and observing policy guidelines and instructions for the use of equipment.
- Seeking clarification of their rights and responsibilities when in doubt.

Trainer's Responsibilities

- Your Trainer will provide clear instructions about what is expected from you during your training.
- Training may consist of group/action learning activities and projects, assignments, case studies, presentations, discussions, workbook activities, research and reports etc. Each unit of learning is clearly outlined and indicates what is expected of you during the learning phase.
- Your trainer will provide their contact details and you will be able to contact your trainer regarding your learning and assessment activity.
- During assessment, the learner must be able to *Show, Tell and Apply* the evidence. The Trainer/Assessor records your evidence and/or skill demonstrations as "C" - *Competent* or "NYC" - *Not Yet Competent*. Competencies are not scaled or marked.

Attendance and Academic Progress Policy

Southern Institute of Early Learning and Leadership (SIELL) has implemented the Department of Home Affairs (DHA) policy. As such the focus is on academic performance and achieving satisfactory course progress. However it is compulsory for the student to attend a regular schedule class and the college will monitor the student attendance.

The College is required by law to report those students who do not meet the academic course progress within a period of 6 months or two semesters based on the college timetable. However, the intervention strategy will be implemented for any students who are in risk of failing the course progress. Once the student is reported to DHA for not achieving a course progress, the student is given 20 days to appeal before he/she is reported to DHA by the college.

There is to be no appeal of not achieving satisfactory course progress or attend unless:

- the student reported is the wrong student
- the student feels that the process was inappropriate or unfair and/or
- the student can be accommodated within exceptional/narrow compassionate grounds such as family bereavement or hospitalisation (medical certificate from a GP does not count).

It will be in the students' best interests to attend class regularly to gain the knowledge and skills to successfully complete individual units.

The policy of recording your name each time you come to class on the class roll will remain. Your trainer will continue to record your attendance for the purpose of implementing your intervention strategy program on the academic progress.

Southern Institute of Early Learning and Leadership (SIELL) considers students to be at risk of not meeting satisfactory course progress when they fail to demonstrate competency in 50% or more of the total units in one term. Unsatisfactory course progress is when you have failed to demonstrate competency in 50% or more of the total units in **TWO** consecutive terms.

Intervention Strategy

Southern Institute of Early Learning and Leadership (SIELL) **Intervention Strategy** with regard to students who are in risk of not achieving course progress.

According to the Department of Home Affairs (DHA) students must pass and meet their course progress.

To ensure students are given every opportunity to get over the 50% threshold, the college has drawn up an intervention strategy so that students will be aware of the process.

Intervention Strategy – Procedure

At the end of the term, the academic manager will identify any failing student result and issue a warning letter to the student who enrol under the VET course. The intervention strategy will be activated where the student has failed or is deemed at risk of unsatisfactory course progress.

Students who receive a warning letter are required to attend an intervention meeting with the Academic Manager. The outcome will be recorded, and students advised of what action they are required to take. Intervention strategy allows the provision of tailored support based on their unique circumstances aimed to assist students to achieve satisfactory course progress. The types of support services may include:

- LLN support - in the case of a student requiring Language, Literacy and Numeracy support, they will be advised to join an LLN class. A referral to an external agency will be made if required.
- One on one support – provides students with additional guidance/instructions based on their individual needs. This is particularly valuable for students whose English is not their first language.
- Catch-up class - in the case of a student being required to repeat the failed unit(s) due to compassionate and/or compelling reasons, the Academic Manager / Coordinator will make an arrangement and extend the enrolment duration. PRISMS will be updated for student course variation report.
- Reassessment – if required to be assessed, the Academic Manager / Coordinator will make an arrangement and the student is required to pay a reassessment fee. The result will be followed up by the Academic Manager. At the end of the reassessment, the Academic Manager / Coordinator will update the student result record.
- IT support – provides students assistance with using basic technology such as Microsoft Word, PowerPoint etc.
- Learning resources centre – provides students with a range of recommended textbooks to further enhance their knowledge and skills.
- Learning and assessment materials in alternative formats
- Welfare counselling - for students whose academic performance or ability is affected by personal circumstances, the Academic Manager / Coordinator will refer the student the counsellor. The outcomes of counselling including any recommendations, are recorded and informed to the Academic Manager / Coordinator. A referral to an external agency will be made if required.
- Mediation services or referral to these services.
- Orientation program – The orientation program enables students to familiarise themselves with SIELL's expectations, rules and facilities, as well as the social and cultural norms. The orientation program also provides information to overseas students needed in adjusting their life and study in Australia.

When additional support required by students is beyond the capabilities of SIELL, students will be referred to external support services and the referral of these services are free of charge.

Reassessment Policy

- 1) At the end of each semester, the college will contact all those students who failed a subject in that semester within 5 work days after the end of the term/block. Students will be asked to see the Academic Manager for an intervention meeting session and to discuss the reasons for the poor performance. The student will be given the opportunity for reassessment within a period of two weeks after the meeting.

A reassessment fee may apply.

- 2) Students will be required to see the trainer in charge to arrange a time and place to do the reassessment. Students are allowed two opportunities to pass the failed unit. To ensure fairness, students will be given the

opportunity to access the trainer in charge who will offer support and additional resources as required to prepare them for the reassessment.

- 3) If the student does not pass the subject on the second attempt, it will be recorded as a fail. Students will have to redo the subject at the student's own expense when the subject is being offered the next time round.

Appeal Policy

Internal Appeals Process

- 1) Should a student pass less than 50% of the subjects undertaken within their course enrolment period as per the college's timetable/academic calendar, the student will be informed via email the college's intention to report the unsatisfactory course progress to the Department of Home Affairs (DoHA), reasons for the intention to report as well as to provide you with the information about your right to access SIELL's complaints and appeals process within 20 working days since the receipt of the notification.

A valid appeal will normally fall within the following circumstances:

- the student believes that the assessment was unfair and/or
 - the student feels that the process was inappropriate or unfair and/or
 - due to other compassionate grounds.
- 2) Before making an appeal, the student should discuss the matter with the college staff concerned in an attempt to reach a decision. Should the student not be satisfied with the outcome, the student must lodge a formal Assessment Appeal Form (available from the Administration Office).

External Appeals Process

- 1) In the event of the student remaining dissatisfied with the result or conduct of the College's internal procedures for handling of the assessment appeal, the student has the right to access and external appeals process at minimal cost to him/her.
 - If the complainant is an overseas student, he/she may contact the Overseas Students Ombudsman (OSO) who offers a free and independent service for overseas students who wish to appeal against a decision made by their private education or training provider in Australia.
The relevant website is <https://www.ombudsman.gov.au/> and the telephone number is 1300 362 072.

Please refer to our Complaints and Appeals policy and Procedure for more detailed information.

Reporting Student to DHA

At the end of each study period (two term) the performance of each student will be reviewed. Those students who have not successfully completed 50% of the total subjects taken during two consecutive terms, will be served the intention to reported to DHA (subject to possible appeals).

- 1) Once the student is reported to DHA, the student's visa will be revoked by that department unless the student can provide evidence to DHA that:
 - the student reported is the wrong student
 - the student feels that the process was inappropriate or unfair and/or
 - the student can be accommodated within exceptional/narrow compassionate grounds such as family bereavement or hospitalisation (medical certificate from a GP does not count).
- 2) Once the student's visa is revoked by DHA, the student has 28 days to leave the country.

Plagiarism

It is unfair to honest students that other students cheat or plagiarise. Southern Institute of Early Learning and Leadership (SIELL) takes a serious view of plagiarism and cheating in any form of assessment.

Plagiarism can involve the use of someone else's argument, even if the exact words are not used. It can be the use of a quote without referencing it correctly. It can also mean the subtle changing of another author's sentences in order to present them as your own.

The phrase "using another person's work" includes, but is not limited to:

- using study guide material without acknowledgement;
- paraphrasing the work of another person;
- directly copying any part of another person's work;
- summarising the work of another person;
- using or developing an idea or theme derived from another person's work;
- using experimental results obtained from another person's work; and
- in the collaborative projects, falsely representing the individual contributions of the collaborating students where individual contributions are to be identified.

Penalties for plagiarism include: a caution or reprimand; awarding of zero marks in the assignment, essay, project, test, examination or other work in respect of which academic misconduct has occurred; a fail in the subject; a fine; suspended enrolment; or exclusion from the College.

Please note that we would much prefer to encourage students to submit assessments which clearly acknowledge sources rather than to detect plagiarism and to impose penalties.

Learning and Assessment Meet Individual

Students with special needs may receive assistance for learning and assessment, which will be determined on a case-by-case basis. Students applying for special consideration need to provide a statement from a health professional about their disability or illness, which also provides recommendations. Students will then meet with the Student Services Manager to discuss issues of accommodation, which will then be submitted to the Academic Manager and/or the College Principle.

WELFARE & GUIDANCE

Workplace Health and Safety Policy

The NSW Workplace Health and Safety Act 2011 prescribes the employees duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others in the work place. SIELL is committed to providing a safe and healthy environment for the benefit of all students, staff, and visitors. This will be achieved by:

- Regular maintenance and upkeep of all buildings, facilities and equipment
- Robust security measures in place on campus such as having CCTV cameras
- Establishing a Work and Health Safety Committee to monitor and ensure safe practices
- Attending an annual training related to work health and safety such as fire safety and emergency training, First Aid training.
- Requiring staff members, students, and visitors to report any possible safety issues immediately
- Providing WHS Induction to all new staff members
- Providing you as our students, information relating to personal safety, emergency contacts, and how to report any critical incidents.

All students and visitors are required to:

- Take reasonable steps to ensure their own health and safety, and that of others who may be impacted by their actions or omissions.
- Take reasonable care to ensure that their acts or omissions do not adversely affect the health and safety of other persons
- Comply with any instructions and policy and procedures of SIELL including Critical Incident Policy and Procedure

- Report any hazards, incidents, conditions or practices that could harm themselves and/or other people.

Language, Literacy and Numeracy Assistance

Southern Institute of Early Learning and Leadership (SIELL) determines the support needs prior and between the enrolments and will provide support services necessary for the individual learner to meet the requirements of the training product.

Southern Institute of Early Learning and Leadership (SIELL) trainers/assessors will offer the following support should a participant identify that they have language, literacy or numeracy needs or if, the trainer/assessor identifies that a participant has such a need.

These guidelines are what the trainer/assessor will follow:

- observe, identify and immediately act when a participant has needs with language, literacy or numeracy
- trainers/assessors will make every effort to maintain the confidentiality of the participant's needs
- trainers/assessors will not make discriminatory or judgemental statements about any participant based on the level of language, literacy or numeracy skills
- participants with language, literacy or numeracy needs will be offered counselling about their skill deficiency, and the possible impact on the proposed Southern Institute of Early Learning and Leadership (SIELL) training program
- Recommendations for assistance will be presented to the participant to overcome the skill shortage. However, no participant will be rejected because they decline the advice

Students may be referred to an external agency if required such as Reading Writing Hotline.

Legislation

Southern Institute of Early Learning and Leadership (SIELL) is subject to a variety of legislation and regulations related to training and assessment as well as those related to general business operations.

The relate legislation and regulation are continually being updated to the students.

Current legislation and regulations that effect Southern Institute of Early Learning and Leadership (SIELL) operations includes but is not limited to:

- Standards for Registered Training Organisations (RTOs) 2015
- National Vocational Education and Training Regulator Act 2011
- the Education Services for Overseas Students Act 2000 (ESOS Act)
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
- Apprenticeship and Traineeship Act 2001
- Work Health and Safety Act 2011 (NSW)
- Anti Discrimination Act 1997 (NSW)
- Racial Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Disability Services Act 1993
- Equal Employment Opportunity (Commonwealth Authorities) Act 1987
- Privacy Act 1998 (Commonwealth)
- Privacy and Personal Information Protection Act 1998 (Commonwealth)
- Privacy and Personal Information Protection Regulation 2014
- Privacy (Private Sector) Regulations 2001 (Commonwealth)

For further information in relation to legislation and regulations please contact the Southern Institute of Early Learning and Leadership (SIELL) administration office or alternatively you may go to the Australian Legal Information Institute website (www.austlii.edu.au).

Each individual student will be informed for any change or updated of the legislation and the government regulation through the email and the college website update new/event.

Equal Opportunity Policy

Southern Institute of Early Learning and Leadership (SIELL) is committed to the implementation of Equal Employment and Education Opportunity principles and practices

This commitment will ensure that the Institute environment is free from any form of discrimination in the workplace and in the classroom situation, and that all Institute practices are based on merit and equality of access.

The NSW Anti-Discrimination Act, 1977, states that it is against the law to discriminate against someone (treat them unfairly compared with others), or harass them because of their:

1. Sex
2. Pregnancy
3. Race, colour, nationality, ethnic or ethno-religious background
4. Marital status
5. Physical or intellectual or psychiatric disability, or any organism capable of causing disease
6. Homosexuality (male or female, actual or presumed)
7. Age (but only in relation to compulsory retirement)

For more information, contact:

Anti-Discrimination Board of NSW

Level 4, 175 Castlereagh Street, Sydney NSW 2000

Phone (02) 93185400 Fax (02) 9310 2235 Toll free 1800 670 812

Drug and alcohol

Southern Institute of Early Learning and Leadership (SIELL) is a drug and alcohol free College. To ensure the integrity of the school, the consumption, use, sale or distribution of alcohol and/or prohibited drugs by any student on the College's premises is strictly forbidden at all times. Any student who becomes affected by the use of substances whilst attending training is breaching a major violation of Southern Institute of Early Learning and Leadership (SIELL)'s policy and guidelines and is subject to severe disciplinary action. This can include suspension, dismissal, or any other penalty appropriate under the circumstances.

Induction

Southern Institute of Early Learning and Leadership (SIELL) will conduct a student induction prior to the commencement of all training programs. This induction process is applied for all Students and will include detailed explanations of the following:

- Support services available to assist overseas students to help them adjust to study and life in Australia
- English language and study assistance programs
- Any relevant legal services
- Emergency and health services
- SIELL's facilities and resources
- SIELL's complaints and appeals processes as outlined in Standard 10 (Complaints and Appeals)
- Requirements for course attendance and progress, as appropriate
- The support services available to assist students with general or personal circumstances that are adversely affecting their education in Australia
- Services students can access for information on their employment rights and conditions, and how to resolve workplace issues such as through Fair Work Ombudsman.

Student Equipment List

All students will require:

- dictionary
- calculator
- typing/computer paper (A4 white)
- red, black, blue biros

- pencil
- eraser
- ruler
- highlighter
- writing paper

Access and Equity

Southern Institute of Early Learning and Leadership (SIELL) is committed to providing opportunities to all people for advancement in training on an equitable basis, including:

- women where under-represented;
- people with disabilities;
- people from non-English speaking backgrounds;
- Indigenous Australians and
- rural and remote learners

Southern Institute of Early Learning and Leadership (SIELL) ensures that its selection criterion is non-discriminatory, providing fair access to training for all people.

All students who met the entry requirements (if applicable) as prescribed by the appropriate National Training Package will be accepted into any program within Southern Institute of Early Learning and Leadership (SIELL) scope of registration.

- Southern Institute of Early Learning and Leadership (SIELL) endorses the national equity strategy by incorporating the principles of equity into all programs/courses
- All staff is instructed in their responsibilities regarding Access and Equity Principles. These responsibilities include:
 - Upholding the values and integrity of Southern Institute of Early Learning and Leadership (SIELL) by complying with policies, procedures and legislative requirements, and incorporating access and equity principles into all functions and activities within Southern Institute of Early Learning and Leadership (SIELL), as well as the operation and culture of Southern Institute of Early Learning and Leadership (SIELL).
 - Providing training and assessment and learning resource materials of the highest quality that takes into account cultural and linguistic needs.
 - Participating in staff development programs to assist in developing training and assessment methods and practices, as well as in skills relating appropriately to a diverse student population.
 - Being responsive to the needs and suggestions of Southern Institute of Early Learning and Leadership (SIELL) students by ensuring that training and assessment procedures are flexible.
- All students have equitable access to all programs irrespective of their gender, culture, linguistic background, race, socio-economic background; disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.
- Some training programs offered may have limited number of places available and these will be filled as per the requirements detailed with the students selection information
- Our application admission and enrolment procedures will be free of any form of discrimination, and if an individual does not meet the entry requirements, all attempts will be made to assist them to identify all alternative courses of action

Harassment and Discrimination

At all times Southern Institute of Early Learning and Leadership (SIELL) will provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying).

Everyone, regardless of whether they are a student, trainer, administration or support staff, is entitled to expect the same rights.

- The right to learn, teach or carry out their duties
- The right to be treated with respect and treated fairly
- The right to be safe in the workplace emotionally and physically
- The right to have all reports of harassment and discrimination to be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated.

- The right to inform management of any harassment or discrimination and management has the responsibility to take immediate and appropriate action to address it.
- The right to when dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained.
- The right to whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation.
- Both the person making the complaint, and the person against whom the complaint has been made, has the right to receive information, support and assistance in resolving the issue.

Students have the responsibility to:

- Allows other to learn
- Make our premises safe by not threatening, bullying or hurting others in any way
- Make the classroom safe by obeying instructions
- Make our premises safe by not bringing illegal substances or weapons onto our premises
- Not steal, damage or destroy the belongs of others

Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised. Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers/ assessors.

Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in good national faith.

Student Counselling Services and Support

Southern Institute of Early Learning and Leadership (SIELL) caters to diverse student learning needs and aims to identify and respond to the learning needs of all students. Students are encouraged to express their views about their learning needs at all stages of their learning experience from the initial counselling and enrolment stage.

All students should make an appointment at reception with the Student Support Officer if they wish to ask about any vocational education and training or personal counselling services available at the College.

Southern Institute of Early Learning and Leadership (SIELL) provides suitable resources to help students to identify their learning needs and provides staff with the required student based information for use in designing student training and assessment strategies. In designing and adapting training and assessment products, Southern Institute of Early Learning and Leadership (SIELL) will do its best to ensure they are relevant to industry needs.

Student Vocational Counselling to improve and extend training outcomes. While this can be achieved on a one to one basis with Management, trainers, assessors and academic manager are required to monitor student progress. Students are advised to make an appointment at reception to see the Student Support Officer in the first instance. They can then make a time to see the Manager/Principal/trainers/assessors and academic manager who are responsible for monitoring student progress.

Personal Counselling services are available to all students and staff from management and may take the form of advice or referral to other services. Personal counselling services must meet the organisation's code of practice and confidentiality procedures. Personal counselling services include but are not restricted to:

- Grievance /conflict resolution
- Stress management
- Access and equity issues
- Student welfare and support

The Student Services Officer is the student welfare and support staff who available to counsel students in these areas. If required, a referral to an external agency will also be made.

Student Travel Concession Forms

Travel Concession forms are only available for **permanent resident** students, for State Rail Authority & State Transit Authority of NSW and Private Omnibus Services.

Students requiring a travel concession can obtain an application form from the Administration Office.

Student ID Card

To promote a safe and healthy learning environment all students are issued with a Southern Institute of Early Learning and Leadership (SIELL) Identification Card, containing their photograph, name, Student ID number, commencement and completion date and signature. Students are required to have their Identification card with them at all times whilst on the Southern Institute of Early Learning and Leadership (SIELL)'s premises.

Incident and Hazard Report

In the event that a student identifies something on the campus, which could cause injury to someone, or something, please advise our SIELL Team without delay. An incident report will be completed and the incident will be investigated.

Conditions of Fee Payments

During any period in which a student is absent from College, student will continue to be liable for fees payable.

In the case of instalment plan agree, student require to pay the fee on the set up due date. If fees are not paid by the due date, then Management may suspend enrolment at its sole discretion.

Protection of Fees Paid in Advance

Southern Institute of Early Learning and Leadership (SIELL) fee pain in advance amount would be retained in the primary bank account but shown in the accounts ledger as income in advance -pre-payments and would be protect under the college's tuition fee protection program.

All fees paid in advance must be received by a money order, credit card or direct deposit into the College's nominated bank. Where fees are paid in advance by a potential student, they are required to fax/mail confirmation of the advance fees paid.

On proof of payment the organisation will:

- Issue receipts upon receiving the fees/payment
- Check the tax invoice attached to fees/payment if paid by representative/agents
- Enter data to student records

The receipt and agreement will state:

- The College's name and Registered National Provider Code number/CRICOS provider
- The registered course number in which the student is enrolling
- Confirmation that the organisation receiving the fees will be the organisation delivering the training
- The terms and conditions of the organisation's refund policy
- The date of issue
- The full name of the student
- Acknowledgment of the payment method

Issue of student Receipts

Following payment from student, an official numbered receipt will be provided to students as confirmation of enrolment details and a copy is retained for the accounts section.

Copies of receipts will record the following information:

- The payment amount
- Brief description of purpose of receipt
- Name of person/organisation paying
- Receipt date
- Signature of person receiving the funds

Cancelled Receipts

An official numbered receipt, which is cancelled, will be clearly marked cancelled and briefly noted with reason for cancellation and signed by authorised personnel approving the cancellation.

Refunds

All refunds are subject to the College's refund policy and the College's administration fee which will be deducted from the refund.

Student Training Records

Southern Institute of Early Learning and Leadership (SIELL) has in place a policy and procedure for the collection, storage and protection all the training records of individual students to meet training and assessment activity requirements.

Southern Institute of Early Learning and Leadership (SIELL) is committed to maintaining and safeguarding the confidentiality and privacy of all of its individual student's information. Southern Institute of Early Learning and Leadership (SIELL) will document and implement procedures to assure the integrity, accuracy and currency of all student records.

All individual student records will be stored (including the daily backup of all electronic records) in a secure area and with safeguards in place to minimise loss, unauthorised access and use, modification or misuse. Student results will be archived for a period of not less than 30 years. Training records will be collected and stored to meet the requirements of external reporting requirements and the requirements of RTOs 2015.

Indicative costs of living in Australia

The Department of Home Affairs has financial requirements you must meet in order to receive a student visa for Australia.

As of October 2019 the 12-month living costs are;

- For students or guardians - AUD\$21,041
- For partners coming with you - AUD\$7,362
- For a child coming with you - AUD\$3,152

The Insider Guides 'Cost of Living Calculator' is also a useful, practical tool to help estimate your cost of living in Australia www.insiderguides.com.au/cost-of-living-calculator/.

Please refer to the <https://www.studyaustralia.gov.au/english/live/living-costs> for more details.

Accommodation and living options

The following types of accommodation are available for international students:

1. Full Board (Homestay) AU\$300 - AU\$550 per week
2. Student house AU\$350 - AU\$600 per week
3. Half - Board AU\$250 - AU\$500 per week (plus expenses).
4. Leasing an apartment/unit/house (2 bedrooms) AU\$500 - AU\$850 per week (unfurnished)
5. Leasing a bedroom in an apartment/unit/house AU\$200 - AU\$400

SIELL does not provide accommodation directly to prospective students, but we do support our overseas students in regard to their accommodation. If you need information and support for accommodation in Sydney, please contact our friendly student services staff by sending us an email to info@siell.edu.au or give us a call at least 21 days before you arrive in Australia.

Glossary of Training Terms

Accreditation means the formal recognition of a course by the State or Territory course accrediting body in line with the Standards for State and Territory Registering/Course Accrediting Bodies.

Accredited course means a structured sequence of vocational education and training that has been accredited and leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.

Assessment guidelines means an endorsed component of Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include: the assessment system overview; assessor requirements; designing assessment resources; conducting assessment; and sources of information on assessment.

Australian Qualifications Framework (AQF) means the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment.

RTO Standard (RTOs2015) means the nationally agreed quality arrangements for the vocational education and training system agreed to by the Ministerial Council.

Confidentiality is the requirement of non-disclosure, by a person handling a grievance matter.

Delivery and assessment strategies means delivery and assessment strategies for each qualification or part thereof, within the Registered Training Organisation's scope of registration.

Nationally Recognised Training means training and assessment, delivered by a Registered Training Organisation, which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses.

Qualification means, in the vocational education and training sector, the formal certification, issued by a Registered Training Organisation under the Australian Qualifications Framework (AQF), that a person has achieved all the requirements for a qualification as specified in a nationally endorsed Training Package or in an AQF accredited course.

Quality means the ability of a set of inherent characteristics of a product, system or process to fulfil requirements of customers and other interested parties.

Registered Training Organisation (RTO) means a training organisation registered by a registering body in accordance with compliance with all components of the Vocational Education and Training (VET) Quality Framework, within a defined scope of registration (see Scope of registration).

Registration means the formal approval and recognition of a training organisation, by a State or Territory registering body, in accordance with the Standards for Registered Training Organisations and the Standards for State and Territory Registering/Course Accrediting Bodies.

Scope of registration means the defined scope for which a training organisation is registered that identifies the particular services and products that can be provided. A Registered Training Organisation may be registered to provide either:

- training delivery and assessment services and products and issue Australian
- Qualifications Framework (AQF) qualifications and Statements of Attainment
- assessment services and products and issue AQF qualifications and Statements of Attainment

SIELL means the VET course provider Southern Institute of Early Learning and Leadership Pty Ltd, T/A Southern Institute of Early Learning and Leadership (SIELL) located at Level 5, 307 Pitt Street, Sydney, NSW 2000, RTO Number 45292.

Statement of Attainment means a record of recognised learning which, although falling short of an Australian Qualifications Framework qualification, may contribute towards a qualification outcome, either as attainment of competencies within a Training Package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course which may accumulate towards a qualification through Recognition of Prior Learning processes.

Training Package means an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.

Unit of competency means the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace

Acknowledgement Declaration

I acknowledge that I _____ have read and fully understand the contents of this student Handbook and Southern Institute of Early Learning and Leadership (SIELL) Code of Practice, which outlines the conditions and my rights and responsibilities as a student of a training program and that I have also received induction into my training program at Southern Institute of Early Learning and Leadership (SIELL) as outlined in this handbook.

Name

Signature

Date