



**STUDENT HANDBOOK
&
ORIENTATION GUIDE**

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1.0 Registered Training Organisation

London College is a Registered Training Organisation (RTO), approved by Australian Skills Quality Authority (ASQA) www.asqa.gov.au and compliant to the Standards for Registered Training Organisation (RTO) 2015 to provide nationally accredited and recognised qualifications to international and domestic students.

2.0 Mission, Philosophy and Vision

The mission of London College is to be a leading academic institute in Australia by providing students with high quality education designed to meet their vocational goals in an efficient, professional, compliant and safe learning environment.

We believe that 'opportunity comes from knowledge' and hence our vision is to assist all our students in developing themselves both personally and vocationally. London College believes in a holistic approach to education. It offers students from all over the world the opportunity to develop their potential in an educational environment that is warm, friendly, exciting and multicultural, free from discrimination and harassment.

Australia's diverse population and strong educational tradition make it particularly suited to international education and London College intends to continue to be a significant contributor to Australia's continuing role as a regional leader in education.

2.1 Ethics

London College undertakes to act always in an ethical manner. All activities of London College are carried out honestly, fairly, accurately to give value to our clients. High standards of financial probity, marketing and advertising integrity are always maintained. Program delivery benefits clients through high standards of education and training, up to date methods, quality materials and expert staff.

3.0 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 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.

4.0 Simplified Student Visa Framework (SSVF)

Australia's simplified student visa framework (SSVF) came into effect on July 1st 2016. The following changes were introduced:

- international students will apply for a single Student visa (subclass 500), regardless of their chosen course of study
- student guardians will apply for the new Student Guardian visa (subclass 590)
- all students and student guardians will generally be required to lodge their visa application online by creating an account in ImmiAccount (<https://www.border.gov.au/Trav/Visa/Immi>)

A new Student Document Checklist Tool on the DIBP website will allow students to check their financial and English language evidentiary requirements before applying for their visa. It will list all countries and all providers by their trading name and CRICOS code.

The SSVF is designed to make the process of applying for a student visa simpler to navigate - and without paper!

For more detailed information on the changes go to <https://www.border.gov.au/Busi/Educ/simplified-student-visa>

5.0 College Fees and the Tuition Protection Service

5.1 Collection of Fees

London College collects student fees in advance and therefore it will comply with the following options for initial and continuing fee collection and registration:

- Students, or the person responsible for paying the tuition fees, must pay but can now choose to pay more than 50 per cent of their tuition fees before they start their course;
- London College cannot require students to pay more than 50 per cent of their tuition fees before they start the course;
- A payment plan for any outstanding fees can be negotiated and is detailed on this document.

5.2 Fee Protection

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students can either:

- Complete their studies in another course or with another education provider; or
- Receive a refund of their unspent tuition fees.

Australia has a well established international education sector with over 1200 education providers delivering a high quality education to international students. For many years now Australia has been a world leader in protecting the tuition fees of international students studying in Australia on a student visa. Recent changes to the Education Services for Overseas Students (ESOS) Act have further strengthened protections for international students through the introduction of the Tuition Protection Service (TPS).

In the unlikely event your education provider is unable to deliver a course you have paid for and does not meet their obligations to either offer you an alternative course that you accept or pay you a refund of your

unspent prepaid tuition fees (this is called a provider's 'default obligations'), the TPS will assist you in finding an alternative course or to get a refund if a suitable alternative is not found.

6.0 Client Services

6.1 Pre-Departure Check List

6.1.1 Travelling Arrangements

1. Made all your travel arrangements?
2. Packed your most important documents in your hand luggage?
3. Booked your Airport Pick-up and Accommodation?
4. Checked Customs and Quarantine regulations? (<http://www.australia.gov.au/topics/tourism-and-travel/customs-and-quarantine>)
5. Organise to have at least Aud\$1,500 available to you on arrival in Australia? (Approximately Aud\$500 in cash and A\$1,000 in Travellers' cheques or available through credit/debit card)
6. Had medical/optical/dental checkups?
7. Written down the contact details of your country's consulate in the city of your residence? and
8. Got locks for your luggage?

6.1.2 'Do's' and 'Don'ts' on What to Bring

1. Most items you will need are available in Australia, though the cost of some may be higher than in your home country. Here is some advice on what international students may want to bring with them, and what is not necessary; and
2. Remember you are only allowed 20 - 30kgs of luggage on the flight to Australia.

6.1.3 DO Bring:

1. Clothing;
2. Electrical goods - computers, hair dryers, stereos and rice-cookers are items some international students choose to bring with them. However, bear in mind that these items may attract customs duty Goods and services tax (GST). If in doubt, refer to the section on Customs Regulations above;
3. Electricity adaptor plugs - Australia has 240 volt, AC 50 Hz cycle electricity;
4. Optical Spares – if you wear glasses or contact lenses you should bring spares;
5. Other personal items - you may find it useful to bring things like a small sewing kit, battery operated alarm clock, umbrella, dictionary, and prescriptions for medicines, sports gear, toiletries and other favourite personal items;
6. Document folder including:
 - i. Valid passport and student visa (including photocopies);
 - ii. Copy of your confirmation of enrolment form, your letter of offer and other material sent to you by London College;
 - iii. Receipts of payment for all fees;
 - iv. Certified copies of personal papers, including academic transcripts, educational or work qualifications you may already have completed;

- v. Identification papers such as birth certificate, proof of citizenship, international driver's license;
- vi. Credit cards;
- vii. Your medical records, immunization records and school records of all accompanying family members;
- viii. Marriage certificate if your spouse is coming with you;
- ix. Receipts of goods you may bring with you to Australia to assist with assessing customs duty and/or GST; and
- x. If you intend to drive in Australia you must bring your current driver's license with you. If possible, have the license updated to cover the duration of your studies.

6.1.4 DON'T bring the following

1. **Food** - Australia has strict quarantine regulations that limit what you can bring into the country, and you don't need to, because Australia is a multicultural, cosmopolitan country where you can get foods from most countries; and
2. **Winter clothes** - it is advisable to buy your winter clothing in Australia, as it will be more suitable to the local climate.

6.1.5 When you arrive in Australia:

1. Contact your parents/relatives to let them know you have arrived safely;
2. Find long-term accommodation;
3. Collect your OSHC or Health Cover membership card;
4. Attend orientation;
5. Collect your student card; and
6. Open a bank account.

6.2 Student Protection through Legislation

London College follows all relevant Commonwealth and State laws and regulations. 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. London 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.

6.2.1 Commonwealth of Australia Acts

6.2.1.1 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 London College ensures it complies with the act by ensuring all resource owners are noted and the all copies/distribution of copyrighted materials does 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/

6.2.1.2 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 from 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 London College and London College does not discriminate its employee based on Disability.

For more information: http://www.austlii.edu.au/au/legis/cth/consol_act/dsa1986213/

6.2.1.3 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.comlaw.gov.au/Series/C2004A00757>

6.2.1.4 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.

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

For more information: http://www.austlii.edu.au/au/legis/cth/consol_act/eeoaa1987642/

6.2.1.5 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/au/legis/cth/consol_act/ma1958118/

6.2.1.6 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/au/legis/cth/consol_act/rda1975202/

6.2.1.7 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/au/legis/cth/consol_act/sda1984209/

6.2.1.8 Workplace Relations Act 1996 (including amendments 2001, 2002, 2005, 2006)

Australia has a number of legislative policies to support a fair labour market, high employment levels, improved living and work standards, cooperative enterprise bargaining and agreements, fair award wages, involvement of unions in the workplace, assisting employers and employee set a balance of life and work priorities and respecting the diversity of the Australian workforce.

For more information: <http://www.industrialrelations.nsw.gov.au/Home.html> and http://www.austlii.edu.au/au/legis/cth/consol_act/wraolaa1996489/

6.2.2 New South Wales and Londonland Acts

6.2.2.1 Anti Discrimination Act 1977

The Anti Discrimination Act 1977 is a 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.legislation.nsw.gov.au/maintop/view/inforce/act+48+1977+cd+0+N> (Sydney)

http://www.austlii.edu.au/au/legis/qld/consol_act/aa1991204/ (Brisbane)

6.2.2.2 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 Australia;
- 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.legislation.nsw.gov.au/maintop/view/inforce/act+17+1996+cd+0+N> (Sydney)

http://www.austlii.edu.au/au/legis/qld/consol_act/ira1999242/ (Brisbane)

6.2.2.3 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. 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 work place 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/au/legis/nsw/consol_act/whasa2011218/ (Sydney)

http://www.austlii.edu.au/au/legis/qld/consol_act/whasa2011218/ (Brisbane)

6.2.2.4 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 always, 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.legislation.nsw.gov.au/maintop/view/inforce/act+133+1998+cd+0+N> (Sydney)

6.2.2.5 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 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 NSW.

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

6.2.2.6 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.legislation.nsw.gov.au/maintop/view/inforce/act+86+1998+cd+0+N> (Sydney)

http://www.austlii.edu.au/au/legis/qld/consol_act/wcara2003400/ (Brisbane)

6.2.3 Regulations and Codes

- Work Health & Safety Regulation 2011
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007

The information provided in the Commonwealth and/or State Acts and/or Regulations listed above is the guiding advice for the development of London College policies and procedures.

6.3 Code of Practice

London College follows all provisions and directions of the National Code of Practice as applied in London College Code of Practice. This information can be found in the Legislation Information Folder.

6.4 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 and Staff notice boards
- Student Handbook
- Mail outs

- Staff & Student Information Folder (Legislative Requirements)
- Student Orientation Handbook
- Student memos and notices
- Student Meetings
- College Brochure, Posters
- College Website
- Reception

6.4.1 Education Services for Overseas Students Act 2000

All students may have access to any details concerning legislative requirements, College and course information upon request to management. It is recommended that for a full explanation of the student requirements that students access the ESOS Act by:

For more information: <http://www.comlaw.gov.au/Series/C2004A00757>

The information provided in the Commonwealth and/or State Acts and/or Regulations listed above is the guiding advice for the development of London College policies and procedures.

6.5 Critical Incidents

6.5.1 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 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

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 London College refers a student to external support services for any reason, London College will not charge for the referral but the student will be responsible for all external fees and charges.

6.6 Access and Equity

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.

What is Equity?

Equity is about ensuring that all people have the supports that they need to access, participate and achieve to the same level. Equity is not the same as Equal Opportunity which is about making sure that people are not discriminated against and treated unfairly because of difference. Equal opportunity focuses on everyone having an equal start whilst equity focuses on participation and achievement to an equal level.

What are Equity Groups?

In the past certain groups of people were actively not included in education and training programs. Sometimes it was a deliberate exclusion whilst others were based on misunderstanding or lack of forethought. Historically these groups became known as equity groups to highlight their situations and address the disadvantage they clearly experienced and continue to experience today. Some groups of people are still under represented in vocational programs and employment.

These groups include:

- Women;
- Aboriginal people;
- People from culturally and linguistically diverse backgrounds;

- People with disabilities;
- People living in rural and remote areas;
- People without adequate literacy and numeracy skills;
- Offenders (including young offenders) and prisoners; and/or
- People of low socio-economic status

AND

- Unemployed people aged over 45 years

However, it needs to be remembered that none of these groups is homogenous and there will be members of these groups who do not experience any disadvantage while others will experience multiple levels of disadvantage.

What is Diversity?

Diversity is the recognising and valuing of individual differences. If we don't offer all people, the opportunity to develop and use their skills and abilities then we are denying the community access to much needed resources.

What is Access and Equity?

Access and Equity is about removing barriers and opening up opportunities. In relation to training it means ensuring that people with different needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location etc. It requires London College to identify and address the training needs of all students.

Legal Responsibilities

All VET trainers have a legal responsibility to ensure that discrimination does not occur. Legislation which provides protection against discrimination includes:

Commonwealth Legislation:

- Racial Discrimination Act 1975;
- Sex Discrimination Act 1984;
- Human Rights and Equal Opportunity Commission Act 1986;
- Disability Discrimination Act 1992; and
- Racial Hatred Amendment 1995.

The Disability Discrimination Act (DDA) 1992

The Disability Discrimination Act aims to eliminate, as far as possible discrimination on the grounds of a disability in areas of education, access to public premises, and employment. The definition of a disability under the Disability Discrimination Act is broad and inclusive of physical, intellectual, psychiatric, sensory, learning, neurological, physical disfigurements and the presence in the body of disease causing organisms.

All staff members have a responsibility to ensure that students do not experience any form of discrimination.

Under the DDA, training providers are obliged to:

- Ensure learners with disabilities are not unlawfully discriminated against when seeking to enrol in a course of study;

- Negotiate and implement any adjustments necessary to enable learners with disabilities to participate in a course to the same extent as other learners; and
- Ensure assessment procedures and methods are adapted to enable learners with disabilities to demonstrate the knowledge, skills or competencies being assessed.

The Disability Standards for Education 2003

The Disability Standards for Education 2003 were formulated under the DDA to clarify and elaborate on the legal obligation in relation to education in relation to enrolment and participation in education, training and educational services.

Reasonable Adjustment

Under the DDA it is expected that training organisations will sometimes need to adjust ensure equal opportunity for students with disabilities. The nature of reasonable adjustments is such that they are designed to minimise the disadvantage experienced by learners with a disability, rather than provide learners with a competitive advantage. This can include administrative, physical or procedural modifications.

Adjustments or changes will be made to any “standard” learning or assessment process to accommodate the unique learning needs of any individual as far as possible within the constraints of the training package. Trainer/assessors will seek to be aware of language and literacy issues and recognise that we are looking for methods to determine the skills and knowledge that the student has relating to the unit of competency and not looking to assess their English language or physical abilities unless it is directly related to the unit of competency.

Unjustifiable hardship

The DDA does not require training organisations to admit a student when the services and supports needed by that student would cause unjustifiable hardship to the organisation. Whether a learner with a disability poses unjustifiable hardship for a Registered Training Organisation will depend on the circumstances of the case. It will be decided on a case by case basis keeping in mind the intent of the DDA. No single factor alone is likely to constitute unjustifiable hardship. All relevant factors must be weighed up to see if, in all the circumstances, there is unjustifiable hardship.

Disclosure

Some disabilities are not visible or obvious and may be referred to as hidden disabilities. These may include mental illnesses and psychiatric disabilities. It is the right of a person with a disability to decide who and when to tell about their disability. Diagnosis and treatment should be left to the appropriate personnel but is good to investigate and understand the facts about psychiatric disability and not to make prejudgments or assumptions. All people pass through a selection process to gain entry to a course. Selection criteria should only relate to the core components of the course. The DDA is not intended to provide students with a disability with an advantage for entering training. It is to eliminate disadvantage and discrimination. Generally, ability to be employed during study should not be a requirement of selection.

Role of the RTO

It is important to remember the following points:

- Do not make assumptions;
- Treat every person on an individual basis;

- Do not assume that all people from an equity group require identical support as many people are skilled at adapting their environment to accommodate their needs (often the solutions to their needs are simple and inexpensive);
- Consult individuals about their needs before requesting or implementing adjustments; and
- Only ask for the information that you need. For example: what adjustments the person requires or how the disability might impact on their study.

Learner Rights

Any learner who feels that they have been discriminated against can lodge a complaint with the Human Rights and Equal Opportunity Commission (HREOC). Complaints can be taken to the Federal court if settlement is not achieved. HREOC can provide advice about the procedure for doing this. Any person in a Registered Training Organisation and anybody or establishment responsible for the control of the training organisation could have a complaint brought against them under the DDA (e.g. front counter staff, individual lecturers, Program Managers, Managing Director, members of College Governing Councils).

Settlement may include:

- An apology;
 - An agreement to enrol a learner with a disability;
 - An assurance that learners with disabilities will not be treated;
 - In a certain unfavourable way in the future;
- OR
- Compensation.

Should a complaint proceed to the Federal Court, the training provider would need to show why reasonable adjustments to accommodate the needs of the person with a disability impose an unjustifiable hardship.

What is an equitable RTO?

An equitable RTO will...

Create a positive image by:

- Promoting successful outcomes to staff to avoid stereotyping and challenge limits,
 - Challenging media images and misconceptions with case studies of achievement,
 - Ensuring organisational policies proactively eliminate discrimination,
 - Ensuring all courses are marketed to community organisations and advocacy groups within the area
- AND
- Making course information available in a variety of formats e.g. Internet (using accessible websites), print and audio copies, and large print.

Create a learning environment that recognises students' needs by methods such as:

- Evaluating suitability of learning materials and assessment processes for all clients. For example, use of audio tapes to support written text; use of captioned videos; availability of recognising text for perusal of course materials
- Ensuring support and counselling is available and easy to find
- Offering a wide range of course options
- Assisting students to identify and arrange additional services such as interpreters and trained note-takers

- Consult with the relevant stakeholder organisation
- Evaluating customer service procedures and training of support staff to ensure their responsiveness
AND
- Ensuring qualified tutorial support is available and factored into the course costing for all learners

6.7 Work Health and Safety

The safety of staff and students and other clients is of primary importance the London College. The College observes all Work Health and Safety legislation and copies of the relevant Act are available to staff and clients. Trainers incorporate WHS considerations when planning and delivering training, and students will be advised of the WHS requirements of their programs and supervised accordingly.

6.8 Catering to Diverse Student Learning Needs

London College aims to identify and respond to the learning needs of all students. It is College policy that all trainers are to identify, at the start of training, the leaning and assessment needs of their students. This may be accomplished informally through class discussion. Trainers will ask questions that uncover the general English level of the students, understanding of subject concepts and technical skills, previous experience and considerations regarding possible assessment formats. The trainers when formulating their lesson will use this information and assessment plans.

Students should express their views about their learning needs at all stages of their learning experience. London College helps students to identify their learning needs through the orientation procedure, Student Feedback Forms, Suggestion Box, lecturer discussion and an open invitation to approach staff with suggestions at any stage. Again, these strategies provide staff with the required student based information for use in designing client training, facilities and services and assessment strategies

6.9 Communication (LLN) Support

All courses incorporate competency units, which focus on communication skills. In addition, language, literacy and numeracy support is accessible to all College students and can be organised on a case-by-case basis during student orientation day. The Academic Coordinator will organise required communication support.

6.10 Student Welfare & Guidance

London 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.

London 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.

London 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.

London 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.

London 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.

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

London 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.

Problem	Website
Alcoholism	www.aa.org.au
Anxiety (including phobias & Obsessive-Compulsive Disorder)	www.ada.mentalhealth.asn.au
Anxiety	http://www.angelfire.com/co/serenitynsw/
Asthma	www.asthmansw.org.au/
Consumer credit and debt	www.cclcnsw.org.au/
Crime stoppers (report crime anonymously)	
Crisis counselling (Wesley Mission)	www.lifelinesydney.org/
Depression	www.depressiondoctor.com/
Depression (National Initiative)	http://www.beyondblue.org.au/
Disabilities	www.ideas.org.au/
Domestic violence	
Domestic violence	
Drug addiction: Narcotics Anonymous	www.na.org.au
Drug addiction	http://www.wesleymission.org.au/
Drugs and mental health	www.thewaysidechapel.com/
Families & friends with mental illness	www.arafmi.org/

Eating disorders	http://cedd.org.au/
Eczema	www.eczema.org.au/
Emergency services (police, fire, ambulance)	
Epilepsy	www.epilepsy.org.au/
Family planning information	http://www.fpnsw.org.au/
Gambling Counselling (Wesley)	www.wesleymission.org.au
G-Line (gambling)	
Gay & lesbian counselling line	www.glccs.org.au/
Grief support	
Grief support	www.solace.org.au/
Hepatitis C	www.hepatitisc.org.au/
HIV/AIDS	http://www.medwiser.org/hiv-aids/facts-overview/what-is-hiv-aids/
Telephone Interpreter Service	
Legal information and advice	www.lawaccess.nsw.gov.au/
Mental health advice	www.mentalhealth.asn.au/
Poison Information Centre	
Police Assistance Line (non-emergency)	
Pregnancy counselling	www.pregnancysupport.com.au/
Rape Crisis Centre	www.nswrapecrisis.com.au/
Relationship counselling	www.interrelate.org.au/
Schizophrenia	www.sfnsw.org.au/
Serious illness (sufferers & families)	www.can-survive.org/
Smoking - Quitline	www.13quit.org.au
Suicide Prevention	www.suicideprevention.com.au/
Victims of crime support	http://www.victimsservices.justice.nsw.gov.au/vss/vs_index.htm
Women's refuge referral service	

6.10.1 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.

6.10.2 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 of "The Law Society of New South Wales" at <http://www.lawsociety.com.au/> for more information on seeking legal advice.

7.0 College Entry Requirements

7.1 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.

Therefore, it is an entry requirement that all registering students must have an IELTS of 5.5, or its equivalent – as evidenced upon registration by submitting an IELTS Test Report or other equivalent credentials.

English Language Tests for Student Visas											
Test	Test Score Band										
IELTS	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0
TOEFL iBT	31	32	35	46	60	79	94	102	110	115	118
PTE Academic	29	30	36	42	50	58	65	73	79	83	86
Cambridge English: Advanced (CAE)	32	36	41	47	52	58	67	74	80	87	93
OET	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
TOEFL PBT	433	450	500	527	550	n/a	n/a	n/a	n/a	n/a	n/a

Legend:

- International English Language Testing System (IELTS);
- Test of English as a Foreign Language internet-Based test (TOEFL iBT); and
- Pearson Test of English (PTE) Academic.

During the registration process, student orientation and during tuition staff members will identify any student with a possible English problem – either spoken or written. These students will be referred to the Registrar or CEO/Academic Head who will recommend suitable English tuition.

The recommended English provider will issue an ECoE for the student and London College will cancel the existing ECoE and issue a new ECoE with a new start and end date. During delivery and assessment trainers will assist students with English whenever possible especially with jargon and technical terms.

7.2 Student Academic and/or Work Experience Levels

It is an entry requirement that all registering students must have completed a minimum of Year 12 or has enough work experience to enable them to handle technical English.

7.3 Student Age & Academic Entry Requirement

Students must be 18 years or older to enroll in the London College courses and have completed the equivalent of the Australian HSC or a higher qualification.

7.4 International Students

London College is bound by the Education Services for Overseas Students (ESOS) Act (latest version 2007) and the National Code when dealing with international students. International students are also expected to abide by all current legislative requirements.

<http://www.comlaw.gov.au/Series/C2004A00757> and <http://www.aei.gov.au>

7.5 Pre Requisites and Entry Requirements

Code	Title	Entry Standards
BSB30115	Certificate III in Business	No entry requirements.
BSB40215	Certificate IV in Business	No entry requirements. Preferable to complete Certificate III
BSB50215	Diploma of Business	No entry requirements. Preferable to complete Certificate IV
BSB51915	Diploma of Leadership and Management	No entry requirements. Preferable to complete a Certificate IV
BSB60215	Advanced Diploma of Business	No entry requirements. Preferable to complete a Diploma
BSB61015	Advanced Diploma of Leadership and Management	No entry requirements. Preferable to complete a Diploma
10363NAT	Certificate II in Spoken and Written English	No entry requirements. Minimum of IELTS 4.0
10364NAT	Certificate III in Spoken and Written English	No entry requirements. Minimum of IELTS 5.0
Non AQF	English for Academic Purposes (Upper Intermediate to Advanced)	No entry requirements.
Non AQF	General English (Beginner to Advanced)	No entry requirements.

7.6 Visa Requirements

All international students need to be reminded that DoE and DIBP will want to see evidence of average course attendance (class roles) - including start and finish dates as well as academic performance (i.e. academic transcripts) more than 50% success for visa maintenance and extensions. In addition to that students must notify the college of the change of contact details as soon as they occur and make sure that they have valid visa at all the time. As part of the supervision of overseas students on student visas London College must notify DoE/DIBP about student failure to maintain satisfactory academic progress via the Provider Registration and International Students Management System (PRISMS).

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

7.7 Confirmation of Enrolment

London College will only create CoE for overseas students on a student visa and who are studying their primary course at London College. That is if the student is applying for a student visa to study a course offered by London College.

7.8 Attendance and Minimum Rates of Progress

Students who are in Australia on student visa are required to:

- Attend London College for 20 hours of supervised tuition per scheduled academic week; and
- Maintain a satisfactory academic record always i.e. such that at their current rate of academic progress (more than 50% success) they will be able to complete their course by their due completion date.

All students are required to abide by all legislation and London College terms and conditions.

Illness or other excused absences must be supported by documentary proof. These should be submitted as soon as possible after the absence and be available to submit to DoE/DIBP.

7.9 Overseas Student Health Cover

All students who are in Australia on student visas are legally required to obtain Overseas Student Health Cover (OSHC). There are five (5) providers of OSHC -

https://oshcaustralia.com.au/en?c=oshc&gclid=CjwKEAiApLDBBRC8oICb9NvKsg0SJAD9yOHshpqVagQRFzzRYJrqshfq9uZPOep57k0OAfeLG2ghPxoC5SHw_wcB

AHM	http://ahmoshc.com/english.aspx
NIB	http://www.nib.com.au/overseas-students
Bupa	http://www.bupa.com.au/health-insurance/cover/oshc
Medibank	http://www.medibank.com.au/oshc/
Allianz (Worldcare)	https://www.oshcallianzassistance.com.au/
Compare All	http://www.bupa.com.au/health-insurance/cover/oshc

7.10 Students with College Age Dependants

Students with school age dependants are reminded that all school age children must attend a government approved school for the duration that they are in Australia. Full school fees will be charged and the student should make provision for these costs in their financial budgets.

http://www.immi.gov.au/students/students/bringing_family/

7.11 Leave Entitlements

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 immediate family, students must provide London College with documentation covering the reason for bereavement leave 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. London College must sight original medical certificates before approving medical leave.

7.12 Punctuality

Students should be at the College 15 minutes prior to the start of any session and are to return on time to lectures after lecture breaks. Students not in class when the attendance roll is called will receive partial absences.

7.13 Preparation

Students are responsible for their academic progress and should come to class prepared to study. Please bring stationary with you and any texts and references that are required.

7.14 Change of Provider

7.14.1 Changing course

On 1 July 2016, a new condition was introduced requiring all Student visa (subclass 500) holders to maintain enrolment at the same level or a higher Australian Qualification Framework (AQF) level for which they were granted a visa, unless they are undertaking a doctoral degree (AQF10) and transfer to a master's degree (AQF9).

Transferring to a lower AQF level course or transferring from an AQF level course to a non-AQF Award course is a breach of the student visa condition and might result in the visa being cancelled.

Students who want to change to a lower level course or non-award course must apply for, and be granted, a new student visa before they change their course.

Standard 7 of the National Code of Practice for Providers of Education and Training to Overseas Students 2007 also applies to transfers between CRICOS registered providers.

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

London 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; and
- 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;
2. 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 DIBP to seek advice on whether a new student visa is required;

3. If a transfer is granted London College will calculate any refunds according to the Course Cancellation and Refund Policy and Procedure and provide the student with a written statement; and
4. Students may use London College Complaints and Appeals process or involve an independent 3rd party at any time.

Where London 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 using London College's Complaints and appeals process.

8.0 Training Delivery

8.1 Competency Based Training

All training at London 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 because 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.

8.2 Training Package Requirements

All London College courses, delivery and assessment comply with the requirements of the nationally endorsed Training Packages. Students may have access to these packages or course outlines and familiarize themselves with all competency unit criteria. <http://training.gov.au/Home/Tga>

8.3 Professional Staff Recruitment

All the College staff is employed based on having the requisite skills, knowledge, experience and attitude for the position. London College follows employment legislation and promotes EEO principles in its recruitment practices.

8.4 Guest Trainers

At London College, we recognise the necessity to maintain industry involvement and for our teaching to be reflective of industry practice and needs. Therefore, lectures may incorporate guest trainers from industry or professional association whenever possible.

8.5 Flexible Delivery

London College practices the principles of flexible delivery. Programs are designed to maximize the opportunity for access and participation by all students. It is College policy that trainers must adopt a modified lecture approach i.e. a maximum of 50% of tuition time may be lecturer lead explanation and discussion, with the remaining 50% focusing on student lead activities.

At all times learning at London College will be:

- Student focused;
- Current in terms of the information and case studies used;
- Based on dialogue, using current business English;
- Applied – not theoretical only; and
- Practical involving students in hands-on activities.

At the start of each delivery UOC trainers will identify the delivery needs of the students and adopt a variety of delivery strategies designed to meet these needs.

Delivery alternatives may include: presentations, role play, case studies, demonstrations, excursions, guest lectures, group work, calculations, exercises, journals, projects, observations, computer assisted learning, tutorial style and individualized learning, library use, magazines and newspapers, video and audio-visual

The College is an English Emersion learning environment and class discussions are to be conducted in English only.

8.6 Excursions

London College encourages relevant activities beyond the classroom. Suggestions for furthering links with outside organisations and sites are always welcome. Students at London College may also be required to attend excursions as part of certain units.

Excursions will be documented on the Excursion Form and written into lesson plans. Trainers will be required to account for the academic purpose of the activity by relating the activity to the competency units in the lesson plan.

8.7 Training Outcomes

All delivery and assessment is geared towards one outcome only - that is the awarding of a nationally recognised qualification or statement of attainment. Therefore, delivery and assessment will be conducted according to the competency unit criteria as stipulated in the respective training package.

9.0 Assessment

9.1 Competency Grading

London 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.

9.2 Industry Consultations

London College liaises with industry to confirm that: Current course material and training is reflective of industry needs, instilling skills to meet the employment and skill demands of industry; proposed courses are reflective of future industry and employment growth and assessment strategies, assess significant points and provide results that are useful to prospective employers.

London College seeks industry contact through: Letters to industry. It happens through means of Letters. They issue letters stating Consultation and the Representations, membership of professional, industry organizations; employment of training staff with local industry skills and experience; contact with Skills Councils; guest trainers; excursions; use of local media – newspaper, magazines, journals etc. in training.

9.3 Flexible Assessment

The London College assessment policy stipulates that all delivery units must be assessed at the time of delivery. All assessment tasks must be competency based and cover the entire competency units required. Assessment tasks are to be designed to evaluate evidence that a student can demonstrate competency in all relevant subject competencies. Students are provided with every opportunity, within their course duration, to obtain and show competency. Students who are not able to show competency after the completion of their course will have the opportunity to re enrol in the course and complete the outstanding subjects.

At the start of each delivery unit trainers will identify the assessment needs of students and program a range of assessment strategies to meet these needs. Such assessment strategies might include: formal exams, demonstrations, presentations, calculations, projects, reports, audio-visual, questions and answers, case studies etc.

9.4 Assessment Validation/Moderation

9.4.1 Validation

Validation is a quality review process. It involves checking that assessment tools produce valid, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package can be met. It includes reviewing and making

recommendations for future improvements to the assessment tool, process and/or outcomes. This process is normally conducted prior to the use of a resource.

9.4.2 Moderation

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements. This process is normally conducted after the use of a resource.

9.5 Assessment Recording

The trainer of the delivery unit conducts the assessment and evaluates the student's academic performance. Academic results are recorded by competency unit on the Student Competency Summary. This record is then entered onto the electronic SMS. Students can access this data base by using their individual codes that are provided at the initial induction, through their personal Internet Portal linked to the SMS. Students can only access academic progress by this method.

9.6 Late Submissions

The due date for all assessment tasks will be explained to students at the start of each unit. These dates must also be reproduced on the Assessment Task Cover Sheets.

Students will be permitted to submit assessment tasks at any time during their course. An automatic 'NYC' will be awarded to any assessment task not submitted.

9.7 Plagiarism

London 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. London 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).

9.7 Incomplete Assessment

Students not completing all assessment tasks by the end of a unit or past the last method submission date will be awarded an 'NYC' for that unit and provided every opportunity to submit the outstanding tasks by the end of their course. The 'NYC' result will be reconsidered upon the submission of assessment tasks.

9.8 Appeals for Reassessment

All appeals should follow the Student Grievance Procedure. Appeals regarding assessments will generally be conducted through an interview first with the trainer and then the CEO/Academic Coordinator. A copy of the assessment task under question should be brought to the interview (a copy of all assignments must be made by students prior to submission).

9.9 Student Submission of Group Work

In areas where the development of group skills is important students will be allowed the opportunity to submit group assessments as the product of the contribution of all work team members. Instructors will ensure that group work is appropriate for the task and that a maximum group size is set and that students list on the covering page each team member's name with a description of individual contributions.

9.10 Oral Assessments

This type of assessment takes the form of an assessor observation of interaction, leadership, content, contribution and the planning capabilities of students. The instructor will provide students with a marking scheme before the presentation and a completed marking scheme after the presentation.

10.0 Recognition of Prior Learning (RPL) and Exemptions

10.1 Recognition of Prior Learning

Students may apply for RPL based on 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 (<http://www.London.edu.au/>).

10.2 Exemptions and National Recognition

To comply with national recognition standards London 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 London 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. DoE/DIBP 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.london.edu.au/>.

11.0 Registration

11.1 Subject and Course Registration

Students will only be permitted to register for units that are required for their course. Students wishing to register for any other units must obtain permission from the CEO or Registrar.

11.2 Course/ Program Information

London College provides accurate, relevant, and up-to-date course/program information to students both prior to commencement, upon commencement and during their course. This information is available to students always through the:

- Pre registration information
- Student Handbook
- College and course information sheets available at reception
- Student and Staff Information Folder
- Orientation procedures

11.3 Registration on Behalf of Other Students

All students must register in person. This is to permit a sight check of all registered students at London College and to provide appropriate academic counselling.

11.4 Change of Course and Subject Registration

Students wishing to change subject registration can do so only in the first week after subject commencement. Students should see reception for an Office Request Form and consult with the Registrar. Trainers must make available to the students all notes; class exercises and assessment tasks the student has missed. However, it is the responsibility of the student to submit any outstanding assessments by the end of the subject.

11.5 Discontinue Studies

A student who desires to discontinue their study program is required to complete the form available from Reception.

12.0 Orientation

12.1 Student Orientation

All starting students will be taken through a College orientation conducted by a student Services of London College staff. It is essential for students to attend this session to understand London College's academic system and familiarise themselves with College facilities and services.

Students are required to bring their passport and a passport size photograph at this time in order to make their student card. During orientation, all queries regarding course structure and timetables will be answered. The orientation is usually held few days before the start of the new term.

12.2 First Day of Class

On the first day of class trainers will:

<ul style="list-style-type: none"> • Call out the attendance roll and check the names, student number and registration of each student 	<ul style="list-style-type: none"> • Ask students to sign the Student Subject Outline Acknowledgement Sheet
<ul style="list-style-type: none"> • Direct all students not on the roll to the Registrar 	<ul style="list-style-type: none"> • Ascertain, through discussion, the learning and assessment needs of the students.

<ul style="list-style-type: none"> • Explain the attendance and results recording procedure to be used 	<ul style="list-style-type: none"> • Identify possible English problems and refer to Registrar or CEO/Academic Head
<ul style="list-style-type: none"> • Provide each student with a Subject Outline (includes subject aim, learning outcomes, delivery and assessment strategies, resources) and explain the outline to the students 	<ul style="list-style-type: none"> • Start training

12.3 Orientation

- 9.00am – 9.30am Welcome to the college by Chief Executive Officer.
 Tour of the college and Emergency and Evacuation Procedures, Assembly point and work health and safety.
- 9.30am – 10.30am College Information and Documentation
- Student receive Student Handbook and Orientation Guide. The handbook discussed and students invited to ask questions and clarify all points. Student sign back page of the handbook.
 - Student ID cards;
 - Student contact noted into Change of Details forms
 - AVETMISS form filled.
 - Rules and responsibilities of students at our College
 - Login into computers and SMS ID issued to students.
- 10.30am – 11.30am Students are provided with the following information to adjust to life in Australia.
- Information with Living in Australia
 - Student Safety
 - Sydney Transport, Trains, Buses, ferries, taxis.
 - City Library information
 - Accommodation options
 - Legal Services
 - Emergency Health Services
 - Complaints and Appeals processes
 - Attendance and Academic requirements as per Visa Condition.
 - Facilities and resources.
- 11..30am – 12.30 pm **Student Lunch Break**
- 12.30am – 1.30pm Visa requirements
- Some important information regarding immigration requirements; Working regulations under student visa
 - Information about Overseas Student Health Cover (OSHC);
 - Introduction to Australian Health system.

1.30pm – 2.00pm **Tea Break**

2.00pm – 3.00pm Students registered into classes. The students meet the Academic Coordinator and Director of Studies. Students provided with the following information.

- Academic Calendar
- Textbooks and course information
- Timetables and subject information
- Trainer and Assessor introductions
- Student Support Information
- Subject Induction signed.

12.4 Academic and Vocational Counselling

Students may receive academic or vocational counselling from the College, instructors or another qualified person. Trainers will monitor student progress and provide counselling or support as appropriate, and where needed refer the student to the Academic Coordinator, depending on the nature of the problem.

12.5 Personal Counselling

Students experiencing distress or discomfort are invited to approach either of the Student Services Officer/Reception who will treat each case confidentially and refer the student to the most appropriate agency for assistance with whom the student considers they will feel comfortable with. Where necessary the CEO will assist the student to access external professional assistance as required. All staff will treat clients with courtesy and empathy always.

12.6 Client Input and Feedback

All students at London College are encouraged to provide continual client input and feedback. This input and feedback may be provided either informally through conversation, observation or suggestion or formally through interviews and surveys. London College will attempt, whenever and wherever possible, to incorporate feedback in planning and development.

Trainer and student surveys will be distributed after each term and a suggestion box is available always at reception. Students are welcome to make appointments with staff members to discuss issues personally.

13.0 Records Management

13.1 Records

London College maintains electronic and manual files covering all administrative, student information. Files are stored for the legislated period and electronic files are backed up regularly.

Student File Contains:

- Application documents
- Acceptance and enrolment documents
- Copies of issued academic records
- Memos or file notes regarding the student

- Immigration documents
- Copies of other certificates or awards attained
- All correspondence with or concerning students
- Completed assessment tasks

London College ensures through its Records Management Policy and Procedures the:

- Security and Confidentiality of all records
- External Reporting
- Archiving of all records
- Access of records by clients

13.2 Security and Confidentiality

Student Records – information concerning contact details, financial status, academic status, attendance status, registration details, identification details, evaluations, feedback, surveys, counselling, warning and reporting documentation, payment schedules, sickness, leave.

- Each student has a unique student identifier (USI) number and a College Student Number
- Staff can only access electronic files by unique access codes which have been provided on a need to know basis
- Each student is supplied with a unique student card
- Student details are only distributed externally to regulatory agencies on formal request and not without London College making every attempt to contact the student first
- Cards are non-transferable
- No student details are ever to be given out to other students, agents, businesses etc.
- Students can only register for College, courses, attendance, results and documentation in person
- Students requesting access to personal information must complete an Office Request Form which will be submitted to the appropriate management representative for processing
- Student files are maintained electronically and manually as files. All electronic and manual files are accessible by management only.
- Student information made available will be handed to the student personally

13.3 Access to Records by Students

Students have access to personal records on request by completing a Document Request Form. In all cases London College, will protect the privacy of all client information. Academic progress can be accessed from the internet based Student Portal that is linked to the SMS database by using their individual codes that are provided at the initial induction.

13.4 Change of Student Contact Details

Students are obligated to keep London College informed of their current contact details and to inform London College immediately of any change in these details. Students should be advised that if they do not receive any College or authority correspondence due to incorrect contact details at London College they are fully responsible. Forms: <http://www.london.edu.au/> .

13.5 Student Results Recording

Students' results will be recorded on the Competency Summary. Results are to be entered at UOC level. After each subject trainer, will calculate a final assessment and record the final assessment. This information is submitted to the Registrar after the subject for entry into the student database and filing. No student is to enter any data or handle at any time the Competency Summary. This record is then entered onto the electronic SMS. Students can access this data base by using their individual codes that are provided at the initial induction. Students can only access academic or attendance progress by this method.

Interim transcripts may be provided upon request. Final transcripts will be provided after the course.

13.6 Class Rolls and Attendance Recording

Student attendance will be recorded daily on the Class Attendance Rolls. These rolls are legal documents and as such are never to be handled to students, left anywhere other than the staff room or removed from College premises for any reason. In the case of excursions trainers will still record attendance on blank rolls.

As soon as student attendance falls below 80% of completed duration (determined two weekly) that may result in the student being unable to obtain a minimum of 80% course attendance.

Attendance will be recorded for each student listed on the class roll for every class. The roll will be called by the trainer within the first and last 10 minutes of class time. The only notations that are to be entered onto class rolls are:

- Official leave dates
- Sick certificates
- Subject changes
- Course changes

14.0 Warning and Reporting

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

14.1 Attendance Monitoring

London 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. This means that attendance is not reportable data but attendance monitoring is maintained to validate the academic progress of a student.

14.2 Academic Monitoring

If a student's academic progress is less than 50% competent after any completed and assessed unit/s of competency as recorded, at the completion of a study period, as indicated from the SMS database and the manual records, the following actions will be implemented by the Trainer and/or the Registrar. The length of a study period is determined as a London College semester (18 study weeks). The monitoring procedure is:

1. Review student academic results upon completion of each study period as referred by the Trainer or the Records officer;
2. Mail out of an unsatisfactory Academic Warning Letter as required;
3. If there is no response; follow-up the warning letter with telephone call and organise a proposed counselling session;
4. Determine an action at the counselling session about the Intervention Strategy to develop a plan to address the situation;
5. Make an electronic entry and file copies in student file;
6. Refer any issues to alternate grievance/appeal agency as required; and
7. Report the student if rectification progress cannot be achieved or the student cannot recover a 50% academic progress rate in their remaining enrolment period.

14.3 Reporting Student on Course Progress

Where London 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 can access the London 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 DoE through PRISMS of the student not achieving satisfactory course progress as soon as practicable.

15.0 Progress Intervention

London 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 2007. 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

These 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.

15.1 Identification of at-risk students

At-risk students are addressed through several intervention strategies. 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 study periods for a course could lead to the student being **reported to DoE via PRISMS for unsatisfactory academic progress** and cancellation of his or her visa, depending on the outcome of any appeals process.

15.2 Intervention Strategy

Every student's academic progress will be reviewed **at the end of every study period**. Students assessed as being at risk of academic progress or achieving less than 50% competency 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.

15.3 Deferment, Suspension or Cancellation

London College can only defer or temporarily suspend the enrolment of a student on the grounds of:

- a. *compassionate or compelling circumstances (e.g. illness where a medical certificate states that the student is unable to attend classes); or*
- b. *misbehavior by the student.*

London College will:

- a. *inform the student that deferring, suspending or cancelling his or her enrolment may affect his or her student visa; and*
- b. *notify the Secretary of DoE via PRISMS as required under section 19 of the ESOS Act where the student's enrolment is deferred, temporarily suspended or cancelled.*

Extract from - National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007

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

London 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 London 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.

London 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 DIISRTE within 20 days via PRISMS. Students will need to be counselled that DIISRTE has the final say as to whether reasons are acceptable.

London 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 London 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. student's full name, gender, date of birth, country of birth, nationality

2. CRICOS course code
3. Agreed starting day and day when the course is expected to be completed.

London 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 London 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 London College will report to DoE via PRISMS;
4. If student contacts London College to defer or suspend a course London College will report to DoE via PRISMS;
5. If student contacts London College to defer or suspend course due to exceptional circumstances i.e. medical, bereavement London College will report to DoE via PRISMS;
6. If London College initiates deferment, suspension or cancellation the student will be contacted in writing;
7. London College will inform the student that deferring, suspending or cancelling his or her enrolment may affect his or her student visa; and
8. London College will make an electronic and manual entry onto student notes and in the student file.

16.0 Code of Practice for Students

16.1 Student Rights and Responsibilities

This Code of Conduct has also been developed to reflect the requirements and obligations of London College towards staff and students.

The principles of conduct have been derived from and are consistent with London College's values which are:

- High academic standards, intellectual rigour and high quality education;
- Intellectual freedom and social responsibility;
- Recognition of the importance of ideas and the pursuit of critical and open inquiry;
- Tolerance, honesty and respect as the hallmarks of relationships throughout the London College community; and
- High standards of ethical behaviour.

16.2 Meeting Student Expectations

Regarding policies and procedures, students can expect that London College will:

- Ensure that all admission, selection, enrolment, assessment and academic progress policies and procedures are valid, explicit, fair and reliable;
- Guarantee that changes to courses, administrative procedures and regulations will not be made without appropriate notice and will not disadvantage currently enrolled students if satisfactory academic progress is made;
- Ensure that complaints and grievances are dealt with quickly and satisfactorily in accordance with procedures;
- Provide a healthy and safe environment in accordance with London College WHS policies and procedures; and
- Comply with the privacy act and the freedom of information act and ensure that students have access to information held about them in accordance with these acts.

London College will provide students with timely and accurate information as follows:

- Clear statements of the objectives, goals and assessment details of all subjects offered at the commencement of study in those subjects.
- Access to accurate and clear information about financial costs and available support services to enable students to make an informed choice about their applications for study.
- Access to accurate and timely information about subjects and courses including subject objectives, course content, assessment, workloads and attendance requirements.
- Dissemination of results within a reasonable time of completion of subjects or units of study and feedback on those results by teaching staff.

London College will assure the quality of its programs of study through:

- A teaching and learning environment that meets quality standards for its courses, its teaching and its physical and academic infrastructure;
- A study environment in which students can engage in rational debate and freely express alternative points of view in that debate; and
- Reasonable access for students to academic staff for individual consultation, support and guidance.

London College will enable student participation and feedback through:

- Allowing for, and encouraging considered feedback on students' teaching and learning experience in subjects and courses;
- Incorporating student feedback into London College's continuous improvement cycle; and
- Providing for the representation of students on relevant decision-making committees.

London College will ensure students' human rights by:

- Providing a study environment that is free from harassment, discrimination and abuse of power, and one which respects the privacy of individuals;
- Treating students with courtesy and respect;
- Providing equitable treatment irrespective of gender, sexual orientation, race, ethnic or cultural background, disability, marital status, age or political conviction; and
- Allowing students to express dissent or political and religious views and to engage in peaceful protest, subject to complying with the laws of Australia and not endangering the safety of other students, staff or members of the community.

16.3 Student Responsibilities

During their time engaged in London College activities, London College expects students to assume the following responsibilities:

Regarding policies and procedures, students must:

- Ensure that they are aware of, and understand the policies and procedures concerning their enrolment and use of London College facilities and any property or facilities used by London College to deliver activities, and to comply with London College rules and policies and procedures as contained in the London College Student Handbook and on the London College web site;
- Respect all London College property and facilities, including the library and computing resources and to respect the rights of others to use these facilities;
- Maintain academic integrity; and
- Not engage in frivolous complaints or grievances where there are no demonstrable or substantiated grounds for complaint.

Regarding timely and accurate information, students must:

- Attend classes and submit work in a timely manner; and
- Supply accurate and timely personal and other information to London College, recognising that London College is required to comply with the privacy act and the freedom of information act.

With regard to their educational experience, students must:

- Be well informed about course requirements and to plan appropriately;
- Take joint responsibility for their learning and to accept responsibility for moving towards intellectual independence.
- Monitor their own progress in the teaching and learning environment and academic program, in the context of reasonable access to academic staff for assistance and to the various academic support services;
- Prepare for and actively participate in learning experiences such as discussion and debate;
- Incorporate feedback into their learning experience, and be aware of the specific rules and course requirements applying in the school of their course of study; and
- Conduct themselves in a professional manner while undertaking professional placement and fieldwork and respect the confidentiality of client or commercial information made available to them as part of their placement.

With respect to participation and feedback, students must:

- Provide considered and honest feedback to London College and its staff on the quality of teaching and services; and
- Participate actively in and contribute to the committees on which they are representatives or members.

With respect to human rights, students must:

- Treat staff and other students with respect and courtesy;
- Treat other members of London College equitably irrespective of cultural background, disability, gender, sexual orientation, marital status, age or political conviction;
- Respect the rights of other members of the London College community to express dissent or different political or religious views, subject to those actions or views complying with the laws of Australia and not endangering the safety of other members of the community;

- Show awareness of and sensitivity towards other cultures; and
- Respect the opinions of others and to engage in rational debate in areas of disagreement.

16.4 Standards of Behaviour

This Code of Conduct establishes the following standards of behaviour for students while they are studying at London College. At all times students, must:

- Follow all London College regulations and requirements and respond to all lawful and reasonable directions from staff;
- Be aware that all forms of academic dishonesty or misconduct are unacceptable and that London College may take measures to test compliance;
- Use all equipment and resources appropriately, legitimately and safely following all work health and safety requirements; and
- Follow the recognised policy and procedures for grievances complaints and resolutions.

These Standards also establish any of the following behaviour as unacceptable:

- Wilful unlawful and/or violent and/or unsafe disruptions of teaching, tutorials, lectures, periods of instruction or other learning-based activities;
- Bullying, assaulting, harassing, intimidating or displaying aggressive, disruptive or ill mannered behaviour towards others;
- Interfering with, or causing wilful or negligent damage or defacing to any London College property;
- Theft of London College or any personal property;
- Attending under the influence, or in possession, of alcohol, drugs or any prohibited substance;
- Attending with weapons or items likely to cause harm or intimidation to others at any time;
- Smoking within five (5) metres of building openings, air-conditioning intakes, gas storage areas or upon any external stairways or balcony; and
- Discriminating against anyone on the grounds of gender identity, sexual orientation, lawful sexual activity, marital, parental or carer status, pregnancy, breastfeeding, age, physical features, impairment, race, ethnicity, political or religious belief or activity, or industrial activity, health status, both known or presumed, including HIV, viral hepatitis or STI status, or engagement in sex work or illicit drug use.

16.5 Breaches of the Code of Conduct

Students who breach the standards of this Policy may be subject to disciplinary action through the London College's Counselling & Discipline Policy and Procedures.

Serious breaches may involve permanent expulsion from London College and, in cases of suspected criminal activity, may involve referral of the matter to the relevant law enforcement authorities.

16.6 Consumption of Alcohol and Drugs

Alcohol consumption is illegal under the age of 18 and consumption of alcohol at London College is not permitted by anyone, except where special permissions are granted by London College management for designated functions to be held by and at London College, and only for those of 18 years of age and above. Attending London College under the influence of alcohol is also considered a breach of the Workplace Health and Safety Act, in that you place yourself and others at risk. Illegal use of alcohol or the use of illegal drugs on the premises of London College will be reported to the police. London College does not take responsibility

for students whose function is impaired using prescription drugs. It is the students' responsibility to inform London College staff if they consider themselves in any way compromised by alcohol or drugs so appropriate measures can be taken.

16.7 Use of Communication and Information Devices

Use of mobile phones, iPods, MP players or cameras in classrooms is not permitted. Electronic learning resources such as computers and associated software, internet, intranet, online learning and e-library are available to students for educational purposes related to their studies at London College only, and should not be used for unlawful or irresponsible reasons.

17.0 Grievance, Complaint and Appeals Procedure

London College will deal with any complaint and/or grievance in an effective and timely manner. London 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.

17.1 Complaint/Grievance Submission and Appeals Procedure

London 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 London College may be required to report the student to DoE.

If the student is not satisfied with the result or conduct of the internal complaint handling and appeals process, London 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, London 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 can seek advice and further assistance from the authorities listed below.

Overseas Students Ombudsman
<p>http://www.oso.gov.au/overseas-students/ http://www.aei.gov.au</p> <p>Call: 1300 362 072* within Australia. Outside Australia call +61 2 6276 0111.</p> <p>Enquiries 9am to 5pm Monday to Friday Australian Eastern Standard Time (Australian Eastern Daylight Time when daylight savings is in effect)</p> <p>Email: ombudsman@ombudsman.gov.au</p> <p>Fax: 02 6276 0123 within Australia. Outside Australia +61 2 6276 0123.</p> <p>Postal: GPO Box 442 Canberra ACT 2601.</p>

17.2 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 London 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.

17.3 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 London 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.

18.0 College Resources

London College maintains suitable and up to date premises and equipment, which comply with all relevant government regulations and are kept in good order and upgraded as necessary. London College maintains administration and training facilities and equipment to ensure smooth and effective operations. Facilities and equipment are set up, cleaned and maintained regularly to provide a pleasant and efficient working environment. Records of premises and equipment are kept for financial and maintenance purposes. Staff and students have access to necessary instructional and assessment facilities, materials and equipment.

Training facilities have:

- Accessible amenities such as toilets and drink stations
- Adequate acoustics without disturbance from external noise
- Adequate lighting for normal viewing, writing and reading, without glare, brightness or distractions
- Adequate ventilation and heating/cooling sufficient to maintain a suitable temperature for work and study
- Clear sight and hearing from all points and to the point of presentation
- Comfortable, ergonomic chairs, designed for use over a sustained period
- Flexible layout options appropriate to room size, shape and furniture
- Pleasing aesthetics
- Sufficient power points placed appropriately
- Suitable audio visual and presentation equipment
- Suitable tools and equipment set up safely and securely
- Tables that have appropriate space for writing and training activities

Students can also display personal advertisements and messages on the notice boards.

18.1 Computers and the Internet

London College has a computer laboratories with printing and saving facility. The students must supply their own saving device (USB Port) for personal use.

Students are given unlimited access to computer and Internet facilities for educational and study purposes only. Student printing facilities are available in the laboratories.

18.2 College Building Security System and Smoke Alarms

All rooms on campus are fitted with smoke alarms and have the emergency exit procedures displayed on the walls. In the case of an emergency student are requested to remain calm and follow staff instructions.

Students should familiarize themselves with the Emergency Procedures as posted on the student notice board.

18.3 Equipment

Equipment is available for College purposes only by both staff and students. Please ensure that you use all equipment safely and follow WHS procedures always. Get help if there is a problem.

18.4 Text and Reference books

London College has made available textbooks and reference books that are required by students for study purposes. The student textbooks list will be provided to students. Further students may also make use of London College facilities for study purposes and Trainers may take students to outside libraries and organise a library representative to explain membership and research techniques.

19.0 Issuance of Qualifications

On completion of a course students will be issued with the appropriate certification/testamur. On completion of delivery Units of Competency trainers will submit Student Results Forms to the Registrar for entry into London College's SMS. On completion, at competent level, of all subjects within the appropriate course, students will be eligible to receive qualifications if all financial matters are settled. Financial requirements are a requirement of completion. The standards are that the College has 30 days to issue a Certificate after the total completion of a student's program.

Upon exit, if students do not complete all required subjects at competent level they will not be eligible to receive a Certificate. They will, however be eligible to receive a Statement of Attainment for their successes.

All qualifications and statements of attainment issued will be issued without alteration or erasure and be identified by as unique College student number – printed on the qualification or statement. London College will maintain a record of all qualifications issued for a period of 30 years.

19.1 Secondary Courses

London College will register student visa students who are doing their primary course, secondary course or both at London College. It is the responsibility of the student to maintain all, of their student visa conditions with regards to their primary provider. If a student does not fulfil the requirements of the primary provider and has their visa cancelled and is subsequently unable to continue their secondary course for this or any other reason) London College will apply the College cancellation and refund policy with regards to student default.

20.0 Course Completions

Students must complete, at competent level, all subjects that comprise a course at London College. Both core and elective competency units have been preselected to maximize vocational outcomes and to this end London College may have included bonus units at no extra cost to the student.

20.1 Rules Ensuring Comfort & Convenience

As London College is a place for training and learning certain rules apply, during the conduct of courses, for the convenience and comfort of all students and staff. Compliance with rules is a condition of entry to London College.

20.1.1 Alcohol

Alcohol is NOT permitted on London College premises. It being an educational Institution, the influence of alcohol spoils the learning environment of the Institution.

20.1.2 Smoking

London College is a NON SMOKING workplace and we ask for your assistance not to smoke on College premises or within the building.

20.1.3 Chewing Gum

The chewing of gum is NOT allowed on the premises, as all of classrooms and hallways have carpets.

20.1.4 Drugs

You must NOT bring drugs to London College. Anybody found doing any sort of dealing with the drugs will be expelled from the Institution and will be reported to the police.

20.1.5 Spitting

Spitting is NOT allowed in public places in Australia. It is against the law and you can be fined if you are caught spitting.

20.1.6 Firearms and Knives

It is against the law in New South Wales to carry firearms or knives at the public places. You must NOT bring any firearms, knives or any kind of weapons to London College. Anybody found with any sort of weapons will be expelled from the Institution and will be reported to the police.

20.1.7 Dress

Dress should be neat and tidy, giving a professional look to students. Thongs or any clothing considered by management to be offensive will not be allowed.

20.1.8 Mobile Phones

All mobile phones should be switched off during class or any seminar. You can use the mobile phones out of class sessions, during the breaks and in the common room.

20.1.9 Food and Drink

No Food or Drink is allowed in the classrooms, computer labs, hallways, stairways and lifts. You can use the common room for eating and drinking.

20.1.10 Litter

Please use the rubbish bins provided for the litter.

20.1.11 Other Important Tips

Never leave your belongings unattended. In case anything is lost, check at Reception and in the student room. Keep London College premises clean and do not write anything on the walls or on the desks. Student is required to leave London College premises in neat and tidy condition.

21.0 Emergencies

21.1 Evacuation of Buildings

FIRE/SMOKE OR IMMEDIATE EMERGENCY CONDITIONS

All students are to follow three primary safety principles during any emergency:

- Follow the instructions of Public Safety and Fire or Police Department personnel and College staff
- **DO NOT PANIC**
- **DO NOT USE ELEVATORS**

If an emergency condition arises here is what to do:

When you hear the fire bell

- **Don't panic**
- **Listen for a warning that the alarm may only be a test**
- If requested to evacuate remain calm and proceed with orderly evacuation
- Follow College staff to the exit signs and use the **Fire Exit stairwells only**
- Go to the designated safety area and wait with staff and students
- Your trainer will check your name against the class roll
- **NEVER USE THE ELEVATORS UNLESS DIRECTED BY FIRE DEPARTMENT**
- **Do not return to fire/smoke floor until instructed to do so.**

22.0 Student Induction Declaration

Understanding of College Rules

I,College Student ID No:.....
acknowledge that all of London College and Course Information, Enrolment Terms and Conditions, Registration and Course fees and Refund Policy and Visa terms and conditions have been provided and fully explained to me during my College Orientation and that I understand and agree to abide by these terms and conditions.

I understand:

- That if I am in jeopardy of breaching any of these terms and conditions London College will initiate a Warning and Reporting Procedure;
- That if I am in breach of any of these terms and conditions, my enrolment from London College will be cancelled and if I am on a visa my details will be forwarded to the Department of Immigration and Border Protection with a recommendation for the cancellation of student (Temporary) visa;
- That while I am on a Student (Temporary) Visa in Australia, I am obligated to attend London College for 20 hours of supervised tuition on-site;
- That I am required to maintain, as London College defines (50%), a satisfactory rate of academic progress, doing all the required assignments, appearing in all the required tests/examinations (written/oral), attending all the required seminars and being on time on all occasions;
- That I will notify London College of any change of contact details;
- That I must remain 'financial' at all times and will pay all my Fees including Tuition Fees on time;
- That I will maintain my Overseas Student Health Insurance at all times;
- That I have read and understood all London College rules, policies and procedures as detailed in the student handbook, Legislative Requirements Student Information Folder, all course and marketing information and Student Orientation; and
- That I again understand and agree that if I am in breach of any of these conditions my enrolment will be cancelled and details recommended to DIBP for cancellation of student visa.

.....
Student Signature

.....
Date