Student Handbook
&
Orientation Guide
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1.0 Registered Training Organisation

Registered Training Organisations (RTO) are providers and assessors of nationally recognised training. Only registered training organisations can issue Australian Qualification Framework qualifications.

In order to become registered, training providers must meet the requirements of the VET Quality Framework. This ensures the quality of vocational education and training throughout Australia.

Training organisations must register with their relevant state or territory registration authority to provide nationally recognised training.

Adelaide College of Technical Education assures the protection of student fees through membership of Tuition Protection Service - https://tps.gov.au/StaticContent/Get/StudentInformation
2.0 Mission, Philosophy and Vision

The primary mission of ACTE is to educate the leaders of the future. Central to this mission are teaching and learning.

2.1 Philosophy

ACTE provides post-secondary education and educational support services to students interested in and capable of benefiting from programs of vocational education.

The College prepares students for a successful life beyond College by promoting the principles of general education as set forth in the College’s General Education Statement. Students will leave ACTE with varied learning experiences and an understanding of the diversity of life.

The College makes students aware of their ethical responsibilities to the community, the environment, and their fellow human beings. The College provides educational opportunities, resources, and programs tailored to changing social, economic, and technological needs.
3.0 Ethics

ACTE abides by the Code of Ethics, which affirms the professional standards expected of education and training providers in relation to the management, marketing and delivery of education and training services.

4.0 Client Services

Adelaide College of Technical Education is committed to high standards in the provision of vocational education and training and other services to all Adelaide College of Technical Education clients. Adelaide College of Technical Education in all of its dealings will meet the requirements of the:

- WH&S Act;
- EEO, Access and Equity and Anti-Discrimination and Harassment Acts;
- National Code of Practice and Adelaide College of Technical Education Code of Practice;
- ESOS Act; and
- any other relevant legislation.

4.1 Student Protection through Legislation

The Adelaide College of Technical Education follows all relevant Commonwealth and State laws as detailed below:

Commonwealth of Australia Acts

- Copyright Act 1968
- Disability Services Act 1986
- Education Services for Overseas Students Act 2000
- Freedom of Information Act 1982
- Income Tax Act 1986
- Migration Act 1958
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Workplace Relations Act 1996

South Australia

- Disabilities Services Act 1993
• Equal Employment Act 1984
• Mental Health Act 2009
• Work Health and Safety Act 2012
• Racial Vilification Act 1996
• Taxation Administration Act 1996
• Training and Skills Development Act 2008
• Vocational Education And Training (Commonwealth Powers) Act 2012

All students may have access to any details concerning legislative requirements, Adelaide College of Technical Education and course information upon request to management.

4.2 Dissemination of Legislative Information, ACTE and Course Information

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

• Adelaide College of Technical Education Policy & Procedure Manual
• Student and Staff notice boards
• Student Handbook
• Mail outs
• Adelaide College of Technical Education Brochure, Posters
• Adelaide College of Technical Education Website
• Student memos and notices
• Student Meetings
• Reception

All students may have access to any details concerning legislative requirements, Adelaide College of Technical Education and course information upon request to management.

4.3 Critical Incidents

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 Adelaide College of Technical Education
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.

- 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.


- Adelaide College of Technical Education 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.

- Co-ordinated, systemic institutional procedures enable rapid, appropriate and comprehensive responses to a critical incident.

Therefore it is the policy of Adelaide College of Technical Education to ensure optimal educational outcomes for all students, through effective Comprehensive Critical Incident Management, which:

- Enables Adelaide College of Technical Education community to deal with all stages of critical incidents promptly and professionally in order to prevent the development of post traumatic stress syndrome or harm to the learning environment.

- Supports pro-active strategies which will help minimise the occurrence of some critical incidents.

- Encourages the early identification of potentially critical incidents within Adelaide College of Technical Education.

- 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.

- Provides clearly accessible and understood directions for all personnel caught up in a critical incident.

- Assists people to cope with critical incidents by providing appropriate practical and psychological support.

- Provides appropriate assistance to people who may require longer term assistance.

- Ensures ongoing training, support and review for staff

All staff of Adelaide College of Technical Education will act as an immediate “Point of Contact” for all critical incidents. They will then refer the student to the CEO.
4.4 Access and Equity

Access and equity policies are incorporated into the Code of Practice and all operational procedures. Adelaide College of Technical Education prohibits discrimination towards any group or individuals in any form, inclusive of

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

Programs are designed and wherever possible facilities set up to enhance flexibility of delivery in order to maximize the opportunity for access and participation by all students.

4.5 Work Health and Safety

The safety of staff and clients is of primary importance. Adelaide College of Technical Education 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.

4.6 Catering To Diverse Student Learning Needs

Adelaide College of Technical Education aims to identify and respond to the learning needs of all students. It is Adelaide College of Technical Education 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. Adelaide College of Technical Education helps students to identify their learning needs through the orientation procedure, Student Feedback Forms, 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.

4.7 Student Support Services

The student support and welfare policy is designed to provide a comprehensive range of services for all students and staff.

A range of support strategies will be utilised based on best practice grounded in educational/psychological theories. The focus will be both at a classroom level, teacher professional development and individualised support. These strategies include, but are not limited to:

1. Using inclusive teaching practices
2. Acknowledging a range of learning styles and adapting teaching strategies to reflect the needs of learners
3. Using a variety of modified teaching and learning strategies
4. Regularly revising content
5. Setting effective classroom management techniques, such as focused group interactions
6. Using partnering or buddy techniques
7. ESL support
8. Note-taking and assignment writing skills
9. Allowing additional time to complete tasks
10. Welfare referral agencies

4.7.1 Language, Literacy & Numeracy

ACTE aims at all times to provide a positive and rewarding learning experience for all of its students. The recruitment process including the enrolment form requests students to provide information regarding their LLN requirements or any other special learning needs. In the event of LLN becoming an issue, the training facilitator will contact the student to discuss their requirements.

Students must ensure that they have discussed with their training facilitator any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties. ACTE can offer to any student, on request or pre notified need (Enrolment form) at enrolment a reading and comprehension exercise to ascertain suitability for enrolment into a course.
Where language, literacy and numeracy competency is essential for course students, ACTE will make every effort to ensure that students are adequately supported to enable them to complete their training. Some examples of the type of support that ACTE can offer include:

4.7.2 **Literacy**

- providing students only essential writing tasks;
- consider the use of group exercises so that the responsibility for writing rests with more than one person;
- provide examples and models of completed tasks;
- ensure that documents and forms are written and formatted in plain english; and
- use clear headings, highlight certain key words or phrases and provide explanations of all technical terms used.

4.7.3 **Language**

- present information in small chunks;
- speak clearly, concisely and not too quickly;
- give clear instructions in a logical sequence;
- give lots of practical examples;
- encourage students to ask questions; and
- ask all questions to ensure students understand.

4.7.4 **Numeracy**

- ask students to identify in words, what the exact problem is and how they might solve it;
- show students how to do the calculations through step by step instructions and through examples of completed calculations;
- help students to work out what math’s/calculations/measurements are required to complete the task; and
- encourage the use of calculators and demonstrate how to use them.

<table>
<thead>
<tr>
<th>English Language Tests for Student Visas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
</tr>
<tr>
<td>IELTS</td>
</tr>
<tr>
<td>TOEFL iBT</td>
</tr>
<tr>
<td>Test</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>PTE Academic</td>
</tr>
<tr>
<td>Cambridge English:</td>
</tr>
<tr>
<td>Advanced (CAE)</td>
</tr>
<tr>
<td>TOEFL PBT</td>
</tr>
</tbody>
</table>

**Legend:**
- International English Language Testing System (IELTS)
- Test of English as a Foreign Language internet-Based test (TOEFL iBT)
- Pearson Test of English (PTE) Academic
- Cambridge English: Advanced (CAE) test (also known as Certificate in Advanced English).
- Occupational English Test (OET)
- Test of English as a Foreign Language (TOEFL) Paper-Based Test (PBT)

4.7.5 Reasonable Adjustment

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 need 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. A Reasonable Adjustment form will be completed when this is required.

4.7.6 Welfare

ACTE 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.

ACTE 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.

ACTE 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 must be provided at no additional cost to the student. If the registered provider refers the student to external support services, the registered provider must not charge for the referral.

If counselling services are required contact the General Manager or Life Line on 131 114 and if the situation is more critical then the students will be referred to ACCESS OCAR (outsourced for student welfare services) and ACTE will pay only for first consultation.

ACTE will have a documented critical incident policy together with procedures that cover the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken.

ACTE will designate a member of staff or members of staff to be the official point of contact for students. The student contact officer or officers must have access to up-to-date details of the registered provider’s support services.
ACTE will provide sufficient student support personnel to meet the needs of the students enrolled with ACTE.

ACTE will ensure that its staff members who interact directly with students are aware of ACTE under the ESOS framework and the potential implications for students arising from the exercise of these obligations.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Website</th>
<th>Phone no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholism</td>
<td><a href="mailto:csoaasa@bigpond.com">csoaasa@bigpond.com</a></td>
<td>8346 4004</td>
</tr>
<tr>
<td>Consumer credit and debt</td>
<td><a href="http://www.cclcnsw.org.au/">www.cclcnsw.org.au/</a></td>
<td>1800 808 488</td>
</tr>
<tr>
<td>Crime stoppers (report crime anonymously)</td>
<td></td>
<td>1800 333 000</td>
</tr>
<tr>
<td>Crisis counselling</td>
<td><a href="http://www.relationships.com.au">www.relationships.com.au</a></td>
<td>1800 182 325</td>
</tr>
<tr>
<td>Disabilities</td>
<td><a href="http://www.ideas.org.au/">www.ideas.org.au/</a></td>
<td>1800 029 904</td>
</tr>
<tr>
<td>Domestic violence</td>
<td><a href="http://www.dvsa.asn.au/cgi-bin/wf3.pl">http://www.dvsa.asn.au/cgi-bin/wf3.pl</a></td>
<td>1800 656 463</td>
</tr>
<tr>
<td>Eczema</td>
<td><a href="http://www.eczema.org.au/">www.eczema.org.au/</a></td>
<td>1300 300 182</td>
</tr>
<tr>
<td>Emergency services (police, fire, ambulance)</td>
<td></td>
<td>000</td>
</tr>
<tr>
<td>Service</td>
<td>Website/Contact Information</td>
<td>Phone Number</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Epilepsy</td>
<td><a href="http://www.epilepsy.org.au/">www.epilepsy.org.au/</a></td>
<td>1300 374 537</td>
</tr>
<tr>
<td>Family planning information</td>
<td>Centacare Catholic Family Services</td>
<td>8210 8200</td>
</tr>
<tr>
<td>Telephone Interpreter Service</td>
<td></td>
<td>131 450</td>
</tr>
<tr>
<td>Poison Information Centre</td>
<td></td>
<td>131 126</td>
</tr>
<tr>
<td>Police Assistance Line</td>
<td></td>
<td>131 444</td>
</tr>
<tr>
<td>Serious illness (sufferers &amp; families)</td>
<td><a href="http://www.can-survive.org/">www.can-survive.org/</a></td>
<td>1300 364 673</td>
</tr>
<tr>
<td>Smoking – Quitline</td>
<td></td>
<td>13 18 48</td>
</tr>
<tr>
<td>Support Type</td>
<td>Website</td>
<td>Contact Number</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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</table>
5.0 ACTE Entry Requirements

5.1 Student English Levels

All delivery, assessment and instruction is 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 Form.

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 Academic Head who will recommend suitable English tuition.

The English provider will issue an ECoE for the student and Adelaide College of Technical Education 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.

5.2 Student Academic and/or Work Experience Levels

It is an entry requirement that all registering students must have satisfactory completion of primary and secondary education of approximately 12 years duration or have enough work experience to enable them to handle technical English.

5.3 Student Age & Academic Entry Requirement

Students must be 18 years or older to register for Adelaide College of Technical Education courses.

5.4 International Students

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

5.5 Department of Education, Employment and Workplace Relations (DEEWR)
All international students need to be reminded that DEEWR 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) for visa maintenance and extensions. As part of the supervision of overseas students on student visas Adelaide College of Technical Education must notify DEEWR about student failure to maintain minimum rates of academic progress, attendance or who suspend or cancel their courses.

5.5.1 Mandatory Visa Conditions

The following table describes the mandatory conditions that are attached to all Student visas in the following subclasses.

<table>
<thead>
<tr>
<th>No.</th>
<th>Subclasses</th>
<th>Description</th>
</tr>
</thead>
</table>
| 8105 | All | You cannot work more than 40 hours per fortnight* when your course is in session (other than work which has been registered as a part of the course).  
**Note:** No work limits apply during recognised periods of vacation offered by your education provider.  
You cannot undertake work until you have commenced your course in Australia.  
*A fortnight means any period of 14 days commencing on a Monday and ending at the end of the second following Sunday.  
If you have a subclass 574 visa, you have no work limits applying once you have commenced your Masters by research or Doctorate course in Australia. |
| 8202 | All | You must remain enrolled in a registered course (unless you are a Foreign Affairs or Defence sponsored student or secondary exchange student in which case you must maintain full-time enrolment in your course of study or training).  
**Note:** A registered course is one that is on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).  
See: CRICOS  
You must maintain satisfactory attendance in your course and course progress for each study period as required by your education provider. |
| 8501 | All | You must maintain adequate arrangements for health insurance during your stay in Australia.  
**Note:** Under policy, this means that you must maintain Overseas Student Health Cover (OSHC). |
<p>| 8516 | All | You must continue to satisfy the requirements for grant of your student visa. This means, for example, that your main course of study must continue to be a course in the education sector that matches your student visa, and that you must continue to have sufficient financial... |
| 8517 | All | You must maintain adequate schooling arrangements for your school-age dependents who joined you in Australia on a student dependent visa for more than 3 months. | capacity to support your study and stay in Australia. For further information on the implications of changing courses: See: Information on changing courses |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8532</td>
<td>All (except 576)</td>
<td>If you have not turned 18 you must maintain adequate arrangements for your accommodation, support and general welfare for the duration of your stay in Australia. To maintain adequate arrangements for welfare you must stay in Australia with: your parent or legal custodian or a relative who has been nominated by your parents or custodians who is aged over 21 and is of good character or accommodation, support and general welfare arrangements that have been approved by your education provider. <strong>Note:</strong> You must not change those arrangements without the written approval of your education provider. If your welfare arrangements are approved by your education provider you must not travel to Australia until your welfare arrangements are due to commence.</td>
</tr>
<tr>
<td>8533</td>
<td>All</td>
<td>You must notify your education provider of your residential address in Australia within 7 days of arriving in Australia. You must notify your education provider of any change in your residential address within 7 days of the change. You must notify your education provider of a change of education provider within 7 days of receiving the electronic Confirmation of Enrolment certificate or evidence of enrolment.</td>
</tr>
<tr>
<td>8534</td>
<td>Assessment Level 3 and 4 applicants only, where the course duration is 10 months or less, in the following subclasses: 570 572 573 574 575</td>
<td>You are not entitled to be granted a further substantive visa, other than: a Student visa with Permission to Work <strong>Note:</strong> if you apply for and are granted Permission to Work, this will change only the work conditions on your Student visa, all other conditions will remain the same including 8534 a further Student Guardian visa or a visa to engage Australia’s obligations under the 1951 United Nations convention relating to the status of refugees.</td>
</tr>
<tr>
<td>8535</td>
<td>576</td>
<td>You are not entitled to be granted a further substantive visa, other than: a Student visa with permission to work <strong>Note:</strong> if you apply for and are granted permission to work, this will change only the work conditions on your Student visa, all other conditions will remain the same including 8535</td>
</tr>
</tbody>
</table>
a Student visa that is supported by the sponsoring government agency or
a visa to engage Australia's obligations under the 1951 United Nations
convention relating to the status of refugees.

Note: The effect of this visa condition is that, except in extremely limited circumstances, it will not be possible for you to remain in Australia beyond the date authorised by your visa.

5.6 Confirmation of Enrolment

Adelaide College of Technical Education will only create CoE for overseas students on a student visa and who are studying their primary course at Adelaide College of Technical Education. That is if the student is applying for a student visa to study a course offered by Adelaide College of Technical Education. Adelaide College of Technical Education may issue letters of offer to all intending students.

5.7 Attendance and Minimum Rates of Progress

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

- attend Adelaide College of Technical Education for 20 hours of supervised tuition per week
- maintain a satisfactory academic record at all times i.e. such that at their current rate of academic progress they will be able to complete their course by their due completion date.
- maintain a minimum average course attendance of 80%.

All students are required to abide by all legislation and Adelaide College of Technical Education 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 DEEWR.

5.8 Health Insurance for Students

You must have health insurance while in Australia. Health insurance can be provided by obtaining Overseas Student Health Cover (OSHC) which provides medical and hospital insurance. See: Overseas Student Health Cover – Frequently Asked Questions

You can ask your education provider to organise OSHC for you, or you can select an approved OSHC provider yourself and pay the insurance.
Exceptions: You do not need OSHC if you are:

- a Norwegian student covered by the Norwegian National Insurance Scheme
- a Swedish student covered by the National Board of Student Aid or by Kammarkollegiet
- a Belgian student covered under the Reciprocal Health Care Agreement with Australia.

If you are studying at more than one educational provider and both are arranging OSHC, you will have to ensure that there is no gap between policies. This means that as one policy expires the next commences immediately.

OSHC is available for a period of up to five years. If your course exceeds five years in length, then OSHC providers may issue cover for a longer period.

If you have a child born after your arrival in Australia, and you only have a single OSHC policy you must change that to a family policy. If family members join you after your arrival in Australia they will have to demonstrate that they have an OSHC policy for the duration of their visas.

Proof of insurance: When you lodge your application, you must provide a receipt or other proof of your OSHC payment. The OSHC should commence when you arrive in Australia.

5.9 Students with School Age Dependants

Students with Adelaide College of Technical Education age dependants are reminded that all Adelaide College of Technical Education 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.

5.10 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 Adelaide College of Technical Education 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 Adelaide College of Technical Education with documentation covering the reason for bereavement and evidence of return air fares etc.
Sickness must be evidenced by a doctor’s certificate from a registered practitioner i.e. with a medical provider number on the certificate. All other certificates are not acceptable. Adelaide College of Technical Education must sight original medical certificates before approving medical leave.

5.11 Punctuality

Students should be at Adelaide College of Technical Education 15 minutes prior to the start of trainers 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.

5.12 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.

5.13 Change of Provider

ACTE will not knowingly enrol a student wishing to transfer from another registered provider’s course prior to the student completing six months of his or her principal course of study except where:

- the original registered provider has ceased to be registered or the course in which the student is enrolled has ceased to be registered;

- the original registered provider has provided a written letter of release;

- the original registered provider has had a sanction imposed on its registration by the Australian Government or state or territory government that prevents the student from continuing his or her principal course; or

- any government sponsor of the student considers the change to be in the student’s best interest and has provided written support for that change.

ACTE will assess requests from students for a transfer between registered providers prior to the student completing six months of the principal course of study in accordance with their documented procedures.

ACTE will grant a letter of release only where the student has:
provide a letter from another registered provider confirming that a valid enrolment offer has been made, and

A letter of release, if granted, will be issued at no cost to the student and will advise the student of the need to contact DEEWR to seek advice on whether a new student visa is required.

Where ACTE does not grant a letter of release, the student will be provided with written reasons for refusing the request and must be informed of his or her right to appeal the ACTE decision in accordance with Standard 8 (Complaints and Appeals).

ACTE will maintain records of all requests from students for a letter of release and the assessment of, and decision regarding, the request on the student's file.

ACTE will respond to all requests within five (5) working days.

5.14 Student Rights and Responsibilities

This college policy is defined as a Code of Conduct for Students and sets out what they can reasonably expect while undertaking their studies at ACTE and also documents what ACTE expects of students so that they can gain full benefit from their experience with ACTE.

This Code of Conduct has also been developed to reflect the requirements and obligations of ACTE towards staff and students under State and Federal legislation such as:

- Anti-Discrimination Act (NSW) 1977
- Ombudsman Act (NSW) 1974
- Privacy and Personal Information Protection Act (NSW) 1998
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- Work Health and Safety Act (NSW) 2011

The principles of conduct have been derived from and are consistent with ACTE'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 ACTE community; and
• High standards of ethical behaviour.

5.14.1 Meeting Student Expectations

With regard to policies and procedures, students can expect that ACTE 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 provided that satisfactory academic progress is made.
• Provide protection for students to their legitimate share of intellectual property rights.
• Ensure that complaints and grievances are dealt with quickly and satisfactorily in accordance with procedures.
• Provide a healthy and safe environment in accordance with ACTE WHS policies and procedures.
• 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.

ACTE 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.

ACTE will assure the quality of its programs of study through:

• Up-to-date course and subject content that is informed by current scholarship.
• 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.

• Reasonable access for students to academic staff for individual consultation, support and guidance.

ACTE 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 ACTE’s continuous improvement cycle.

• Providing for the representation of students on relevant decision-making committees.

ACTE 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.

• 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.

5.14.2 Student Responsibilities

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

With regard to policies and procedures, students must:

• Ensure that they are aware of, and understand the policies and procedures concerning their enrolment and use of ACTE facilities and any property or facilities used by ACTE to deliver activities, and to obey ACTE rules and policies and procedures as contained in the ACTE Student Handbook and on the ACTE web site.

• Respect all ACTE property and facilities, including the library and computing resources and to respect the rights of others to use these facilities.

• Maintain academic integrity and to respect and comply with the conventions of academic scholarship.
• Not engage in frivolous complaints or grievances where there are no demonstrable or substantiated grounds for complaint.

With regard to timely and accurate information, students must:
• Attend classes and submit work in a timely manner.
• Supply accurate and timely personal and other information to ACTE, recognising that ACTE 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.
• 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 ACTE and its staff on the quality of teaching and services.
• 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 ACTE equitably irrespective of cultural background, disability, gender, sexual orientation, marital status, age or political conviction.
• Respect the rights of other members of the ACTE 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.
• Respect the opinions of others and to engage in rational debate in areas of disagreement.

5.14.3 Standards of Behaviour

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

• Follow all ACTE 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 ACTE may take measures to test compliance;
• Use all equipment and resources appropriately, legitimately and safely following all work health and safety requirements;
• 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 willful or negligent damage or defacing to any ACTE property.
• Theft of ACTE 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.
• 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.

5.14.4 Breaches of the Code of Conduct

Students who breach the standards of this Policy may be subject to disciplinary action through the ACTE’s Academic and Non-Academic Misconduct Policy and Procedures.
Serious breaches may involve permanent expulsion from ACTE and, in cases of suspected criminal activity, may involve referral of the matter to the relevant law enforcement authorities.

5.14.5 Consumption of Alcohol and Drugs

Alcohol consumption is illegal under the age of 18 and consumption of alcohol at Kings Business College is not permitted by anyone, except where special permissions are granted by Kings Business College management for designated functions to be held by and at Kings Business College, and only for those of 18 years of age and above. Attending Kings Business 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 Kings Business College will be reported to the police. Kings Business College does not take responsibility for students whose function is impaired by the use of prescription drugs. It is the students’ responsibility to inform Kings Business College staff if they consider themselves in any way compromised by alcohol or drugs so appropriate measures can be taken.

5.14.6 Use of Communication and Information Devices

Use of mobile phones, IPods, MP3 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 Kings Business College only, and should not be used for unlawful or irresponsible reasons.
6.0 Training delivery

6.1 Competency Based Training

All training at Adelaide College of Technical Education 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.

6.2 Training Package Requirements

All Adelaide College of Technical Education courses, delivery and assessment comply with the requirements of the nationally endorsed Training Packages or Accredited Courses. Upon request students may have access to these packages or course outlines and familiarize themselves with all competency unit criteria. Packages are available to be accessed http://www.training.gov.au/

6.3 Professional Staff Recruitment

All Adelaide College of Technical Education staff are employed on the basis of having the requisite skills, knowledge, experience and attitude for the position. All training and assessment staff have achieved the qualification level that they provide and have achieved the TAE40110 Certificate IV in Training and Assessment or an equivalent. Adelaide College of Technical Education follows employment legislation and promotes EEO principles in its recruitment practices.

6.4 Guest Trainers

At Adelaide College of Technical Education 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.

6.5 Flexible Delivery

Adelaide College of Technical Education practices the principles of flexible delivery. Programs are designed to maximise the opportunity for access and participation by all students. It is Adelaide College of Technical Education 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 Adelaide College of Technical Education 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

• Practical involving students in hands-on activities

At the start of each delivery unit 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 individualised learning, library use, magazines and newspapers, video and audio-visual

This Adelaide College of Technical Education is an English Emersion learning environment and class discussions are to be conducted in English only.

6.6 Excursions

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

6.7 Training Outcomes

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

7.1 Competency Grading

Adelaide College of Technical Education 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 ‘E’ exemption. 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.

Assessment is competency based which means:

- Students are assessed on their ability to obtain relevant information;
- Students comprehend the information; and
- Students are able to apply that information and understanding to a workplace situation.

Competency is defined as the possession and application of both knowledge and skills to defined standards, expressed as outcomes that correspond to relevant workplace requirements and other vocational needs. It focuses on what is expected of the person in applying what they have learned and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Consequently, assessment methods compose two outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>the student has achieved the status as per the requirements of the specified assessment method</td>
</tr>
<tr>
<td>Not Satisfactory</td>
<td>the student has not yet achieved the status as per the requirements of the specified assessment method</td>
</tr>
</tbody>
</table>

Subsequently, at the completion of a series of assessment methods the student will achieve one (1) of two (2) outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Explanation</th>
</tr>
</thead>
</table>

## 7.1 Competency Criteria

<table>
<thead>
<tr>
<th>Competent</th>
<th>the student has achieved the status as per the above definition of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet Competent</td>
<td>the student has not yet achieved the status as per the above definition of competency but with further learning he/she will</td>
</tr>
</tbody>
</table>

All trainers who are particularly involved in planning and conducting assessment must be familiar with the following competencies of Assessment and Workplace Training - training package:

- TAEASS401A Plan assessment activities and processes
- TAEASS402A Assess competence
- TAEASS404A Participate in assessment validation

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

### 7.2 Industry Committees

Adelaide College of Technical Education liaises with industry in an effort 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 that assessment strategies, assess salient points and provide results that are useful to prospective employers.

Adelaide College of Technical Education seeks industry contact through:

- Industry committees, 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.

### 7.3 Flexible Assessment

Adelaide College of Technical Education 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 not able to show competency after the completion of their course will have the opportunity to reenrol 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.
7.4 Assessment Validation

At Adelaide College of Technical Education assessors are required to validate all assessment tasks to ensure that the tasks and hence the results are reliable, valid and fair and to ensure that the marking procedures are also fair and valid.

To validate an assessment task is defined as comparing one assessment task against another, for the same learning outcomes or competency units, to check the: range, coverage, depth, terminology, duration, of questions and answers.

Assessment tasks and results may be validated by using any of the following strategies:

- Internally validate against other current assessments tasks and results
- Internally validate against past assessment tasks and results
- Externally validate against validate against standard assessment tasks and suggested answers e.g. in support material
- Validate against exercises as published in texts and references

7.5 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 Records and entered onto the Student Records management system.

7.6 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.

7.7 Incomplete Assessment

Students not completing all assessment tasks by the end of a unit 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.
7.8 Appeals for Reassessment

All appeals should follow the Complaints, Grievance and Appeals process (appropriate forms are available at reception). Appeals regarding assessments will generally be conducted through an interview first with the trainer and then the Academic Head. A copy of the assessment task under question should be brought to the interview (a copy of all assignments has to be made by students prior to submission).

Students wishing to make an appeal should first make an appointment with the instructor of the subject in question to discuss results and go through tasks. If the matter is not resolved an appointment should be made for an interview with the Academic Head. All appeals are eligible to be heard by an independent party as per the Complaints, Grievance and Appeals process.

7.9 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 should ensure that group work is appropriate for the task and 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.

7.10 Oral Assessments

This 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.

7.11 Plagiarism

Plagiarism, either intentional or unintentional is a practice which is offensive to Adelaide College of Technical Education’s values of effort, excellence and integrity. There is an expectation that students will prepare and submit work which is their own and which acknowledges the work of others. The recommended referencing guide is Harvard.


If a Student plagiarises and:

1. It is the first time the student has been reported for plagiarism at ACTE they will automatically forfeit any credit that the student might have obtained in the task to which the plagiarism relates
or at the discretion of the relevant General Manager or his/her nominee a lesser penalty may be applied;

2. It is the second time the student has been reported for plagiarism at ACTE, the Student will automatically forfeit any credit that the student might have obtained in the course to which the plagiarism relates;

3. It is the third or subsequent time the student has been reported for plagiarism at ACTE, the student will automatically forfeit any credit that the student might have obtained in the course to which the plagiarism relates and the matter will be referred to the General Manager for further determination with regard to expulsion.

7.12 Harvard Referencing System

The following referencing guide, based on the Harvard system is to be used by students in both paper based and electronic assignments. Regardless of where information is sourced, e.g. books, magazines, websites, it must be referenced. http://sydney.edu.au/library/subjects/downloads/citation/Harvard_Complete.pdf (sourced November 2014)

Both in-text referencing and a reference list are to be used in any given assignment.

In-text referencing is used throughout the body (text) of the assignment and includes in parentheses (brackets), the Author and Date of publication cited (referred to). Page numbers, whilst not always necessary are preferred in all circumstances for the sake of simplification of this referencing method. In-text referencing is required for direct quotes (using the author’s words exactly) and for paraphrasing (stating the author’s words ideas in your own words, without altering the meaning, or giving your interpretation).

Examples:

Students should punctuate in-text referencing, and reference lists as shown in the examples below.

Direct quote:
“The number of neurons in the nervous system begins to decrease in the middle of the second decade, which can lead to functional changes.” (Crisp & Taylor, 2009, p. 230)

Or
Crisp & Taylor (2009, p. 230) states, “The number of neurons in the nervous system begins to decrease in the middle of the second decade, which can lead to functional changes.”
**Paraphrase:**
Crisp & Taylor (2009, p. 230) argue that functional changes can occur from the middle of the second decade as a result of a decrease in neuron numbers in the nervous system.

**Magazine articles** require information about the author, title and page numbers of the article as well as the name and edition of the magazine itself. Note in the example references list below the entry for Dixon, T. The name of the article ‘Contemporary connectivity’ appears within single inverted commas.

**Web based articles** also require referencing with similar information to paper-based articles. A web link or website address should be included. Note the entry for Gallagher, H given as an example in the References list below.

**Reference list**
The reference list entitled “References” occurs at the end of your assignment. It lists all sources cited throughout the text of the assignment. References are listed alphabetically. (Single author sources are listed prior to a source authored by one or more e.g. Crisp would come before Crisp & Taylor.)

**Example Reference List:**

**References**


Crisp, J 1932, *Fictional nursing title*, Publisher, Fortitude Valley, Qld, Australia


**7.13 Assessor Qualifications**

ACTE’s training and assessment is delivered only by persons who have:

a) vocational competencies at least to the level being delivered and assessed;

b) current industry skills directly relevant to the training and assessment being provided; and

c) current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.
ACTE’s training and assessment is delivered only by persons who have:

a) the training and assessment TAE40110 Certificate IV in Training and Assessment or its successor or a diploma or higher level qualification in adult education.

Where a person conducts assessment only, ACTE ensures that the person has:

a) the training and assessment TAE40110 Certificate IV in Training and Assessment or its successor, a diploma or higher level qualification in adult education or TAESS00001 Assessor Skill Set or its successor.

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

ACTE does not conduct training and assessment under any other conditions with the exception of guest speakers for which no assessment is necessary.

8.0 Recognition of Prior Learning (RPL) and Exemptions

8.1 Recognition of Prior Learning

Students may apply for RPL on the basis of previous and or current work experience, life experience or training. Only the supervising trainer as the course academic head may grant 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.

Recognition of prior learning defined

Recognition of prior learning (RPL) is defined in the AQF as follows:

*Recognition of prior learning is an assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.*

This is underpinned by the AQF definition of credit as follows:

*Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.*
8.2 Exemptions and National Recognition

Under national recognition Adelaide College of Technical Education recognises the qualifications issued by other Australian RTOs and will confer an exemption for all previous training resulting in a competent result for the exact same competency units as listed on Adelaide College of Technical Education 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 that may be required.

The granting of RPL will reduce course length. DEEWR 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.
8.3 Credit Transfer

8.3.1 Credit Terminology

Credit is the principal overarching term for recognising learning. This term is supported by key terms that address the:

- inputs that form the basis for credit, that is, the different forms of learning that are recognised for credit;
- processes used by education and training providers for determining credit; and
- forms of credit, that is, the different credit outcomes.

8.3.2 Credit

Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications which reduces the amount of learning required to achieve a qualification.

8.3.3 Credit inputs

Formal learning refers to learning that takes place through a structured program of learning and assessment that leads to the full or partial attainment of a recognised AQF qualification or other formally recognised qualification.

Non-formal learning refers to learning that takes place through a structured program of learning but does not lead to a formally recognised qualification.

Informal learning refers to learning gained through work-related, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support.

8.3.4 Processes for determining credit

Articulation is a process that enables students to progress from one completed qualification to another with credit in a defined pathway.

Credit transfer is a process that provides students with agreed and consistent credit outcomes based on equivalence in content and learning outcomes between matched qualifications.

Recognition of Prior Learning (RPL) is an assessment process that assesses the individual’s relevant prior learning to determine the credit outcomes of an individual application for credit.
8.3.5 Types of credit

Credit outcomes are expressed as block credit, specified credit, unspecified credit or exemption, as appropriate.

*Block credit* is credit granted towards whole stages or components of a qualification.

*Specified credit* is credit granted towards particular or specific components in a qualification.

*Unspecified credit* is credit granted towards elective components in a qualification.

8.3.6 Credit Transfer with ACTE

Credit Transfer with ACTE will give a standard level of credit or formal recognition to a learner who has previously achieved competence in a training or educational environment. Some Credit Transfer arrangements are also called Advanced Standing or Exemptions.

Applicants must complete the RPL Kit, attach a certified copy of the qualification or Statement of Attainment and submit the application to the Operations Manager.

The Operations Manager will check the qualification or Statement of Attainment and grant credit transfers for a unit(s) of competency that have been completed at another Registered Training Organisation.

Where the Operations Manager is unable to make a decision on the granting of credit transfer, the application must be passed to the Principal who may request further information from applicant if required.

Verified copies of qualifications and Statements of Attainment used as the basis for granting Credit Transfer must be kept on the student file.
9.0 Registration

9.1 Subject and Course Registration

Students must only register for units that are required for their course and for which they have successfully completed all prerequisites. Students wishing to register for any other units must obtain permission from the Academic Head.

9.2 Course/ Program Information

Adelaide College of Technical Education 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 at all times (see dissemination of information) through the:

- Pre registration information
- Orientation procedures
- Student Handbook
- Adelaide College of Technical Education and course information sheets available at reception

9.3 Course Deferment and Suspension

Adelaide College of Technical Education will only enable students to defer or temporarily suspend their studies, including granting a leave of absence, during the course through formal agreement in certain limited circumstances.

Adelaide College of Technical Education has in place a procedure for assessing, approving and recording a deferment of the commencement of study or suspension of study for the student. The documented request/application/notice will be kept on a student’s file.

Adelaide College of Technical Education will 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) misbehaviour by the student (e.g. disciplinary action or malicious damage to College property).

The registered provider must:
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 DEEWR via PRISMS as required under section 19 of the ESOS Act where the student’s enrolment is deferred, temporarily suspended or cancelled.

Adelaide College of Technical Education 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 Adelaide College of Technical Education internal complaints and appeals process as per Standard 8.1 (National Code). If the student accesses the Adelaide College of Technical Education internal complaints and appeals process, the suspension or cancellation of the student’s enrolment under this standard can’t take effect until the internal process is completed, unless extenuating circumstances relating to the welfare of the student apply.

9.4 Registration on Behalf of Other Students

All students must register in person. This is to sight check all registered students at Adelaide College of Technical Education and to provide appropriate academic counselling.

9.5 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 Change of Course application and consult with the Principal. 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.
10.0 Orientation

10.1 Student Orientation

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

Students must 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.

10.2 First Day of Class

On the first day of class trainers will:

- Call out the attendance roll and check the names, student number and registration of each student
- Ask students to sign the Student Subject Induction Acknowledgement Sheet
- Direct all students not on the roll to the Operations Manager
- Ascertain, through discussion, the learning and assessment needs of the students.
- Explain the attendance and results recording procedure to be used
- Identify possible English problems and refer to Operations Manager
- Provide each student with a Subject Outline (includes subject aim, learning outcomes, delivery and assessment strategies, resources) and explain the outline to the students
- Start training

10.3 Structure of Orientation Proceedings

- Students receive Student Handbook
- Students asked to provide 2 passport sized photos and passport
• Students discuss Adelaide College of Technical Education and course information

• Students asked to sign Student Induction Form

• Students registered into classes

• Tour of Adelaide College of Technical Education

10.4 Academic and Vocational Counselling

Clients may receive academic or vocational counselling from the Academic Head, instructors or other qualified person. Instructors will monitor student progress and provide counselling or support as appropriate, and where needed refer the student to the Academic Head, depending on the nature of the problem.

10.5 Personal Counselling

Students experiencing distress or discomfort are invited to talk to whichever staff member they feel comfortable with. Where necessary the CEO will assist the student to access external professional assistance. All staff will treat clients with courtesy and empathy at all times.

10.6 Client Input and Feedback

All students at Adelaide College of Technical Education 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. Adelaide College of Technical Education will attempt, whenever and wherever possible, to incorporate feedback in planning and development.

Trainer and student surveys will be distributed at the conclusion of each term and a suggestion box available at all times at reception. Students are welcome to make appointments with staff members to discuss issues personally.

Adelaide College of Technical Educations is able to determine and process a student transfer request assessment by a policy and procedure, which is available to staff and students. The policy specifies:

• the circumstances in which a transfer will be granted;

• the circumstances that Adelaide College of Technical Education considers as providing reasonable grounds for refusing the student’s request, including when a transfer can be considered detrimental to the student, and
• a reasonable timeframe for assessing and replying to the student's transfer request having regard to the restricted period.
11.0 Records Management

11.1 Records

Adelaide College of Technical Education maintains electronic and manual files covering all administrative, student information. Files are stored for the legislated period of time and electronic files are backed up regularly.

Student File Contains:

- Application documents
- Acceptance and enrolment documents
- Immigration documents
- All correspondence with or concerning students
- Memos or file notes regarding the student
- Copies of issued academic records
- Copies of issued attendance records
- Copies of other certificates or awards attained
- Completed assessment tasks

Adelaide College of Technical Education ensures through its Records Management Policy the:

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

11.2 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 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 Adelaide College of Technical Education 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 Adelaide College of Technical Education, 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

11.3 Access to Records by Students

Students have access to personal records on request by completing an Administration Request Form. In all cases Adelaide College of Technical Education will protect the privacy of all client information.

11.4 Change of Student Contact Details

Students are obligated to keep Adelaide College of Technical Education informed of their current contact details and to inform Adelaide College of Technical Education immediately of any change in these details. Students should be advised that if they do not receive any Adelaide College of Technical Education or authority correspondence due to incorrect contact details at Adelaide College of Technical Education they are fully responsible

11.5 Student Results Recording

Students’ results will be recorded on the Assessment Summary Sheet. Results are to be entered at competency unit level. At the conclusion of each subject trainers will calculate a final assessment and record the final assessment in the appropriate column. These sheets are to be submitted to the Registrar at the conclusion of the subject for entry into the student database and filing.
Interim transcripts may be provided upon request. Final transcripts will be provided at the conclusion of the course.

### 11.6 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 by students, left anywhere other than the staff room or removed from Adelaide College of Technical Education premises for any reason. In the case of excursions trainers will still record attendance on blank rolls.

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
- Subject changes
- Sick certificates
- Course changes

### 11.7 Course Progress

#### The National Code 2007

*Under Standard 11.2 of the National Code 2007, a provider who implements the DEEWR-DIAC Course Progress Policy and Procedures for its vocational education and training (VET) courses is required for ESOS purposes to monitor attendance for those courses.*

ACTE has chosen to implement the DEEWR-DIAC Course Progress Policy and Procedures and will implement the policy and procedures for all of its CRICOS registered VET courses. This choice has been registered through PRISMS.

**Policy**

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

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

ACTE has an intervention strategy for any student who is not making satisfactory course progress. It is available to staff and students and specifies:

i. procedures for contacting and counselling students;

ii. strategies to assist identified students to achieve satisfactory course progress; and

iii. the process by which the intervention strategy is activated.

The intervention strategy also includes:

i. where appropriate, advising students on the suitability of the course in which they are enrolled;

ii. assisting students by advising of opportunities for the students to be reassessed for tasks in units or subjects they had previously failed, or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency; and

iii. advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to DEEWR and cancellation of his or her visa, depending on the outcome of any appeals process.

However, if a student is identified as being at risk of making unsatisfactory course progress before the end of the study period, ACTE will implement its intervention strategy as early as practicable.

If a student is identified as not making satisfactory course progress in a second consecutive compulsory study period in a course, the provider must notify the student of its intention to report the student to DEEWR for unsatisfactory progress. The provider does this through the written notice procedure - Student Attendance and Academic Warning, Reporting and Counselling Policy.

The written notice (of intention to report the student for unsatisfactory progress) informs the student that he or she is able to access the ACTE complaints and appeals process under Standard 8 and that the student has 20 working days in which to do so. A student may appeal on the following grounds:

i. ACTE's failure to record or calculate a student's marks accurately;

ii. compassionate or compelling circumstances; or

iii. ACTE has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the student.
Where the student’s appeal is successful, the outcomes may vary according to the findings of the appeals process.

i. If the appeal shows that there was an error in calculation, and the student actually made satisfactory course progress (successfully completed more than 50% of the course requirements for that study period), the provider does not report the student, and there is no requirement for intervention; or

ii. If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support must be provided to the student through the provider’s intervention strategy, and the provider does not report the student.

Where:

i. the student has chosen not to access the complaints and appeals processes within the 20 working day period;

ii. the student withdraws from the process; or

iii. the process is completed and results in a decision supporting ACTE (i.e. the student’s appeal was unsuccessful) ACTE will notify the Secretary of DEEWR through PRISMS as soon as practicable of the student not achieving satisfactory course progress.
12.0 Grievance, Complaint and Appeals Procedure

Adelaide College of Technical Education has a Student Grievance and Appeals Policy and Procedure ensuring that all student grievances are considered confidentially with expediency and to the satisfaction of all parties involved. Students are encouraged to make all grievances, Complaints or appeals known to Adelaide College of Technical Education management either through the student suggestion box (located at reception), Student Services Officer or through the Grievance and Appeals Policy and Procedure (available at reception and in the student handbook). Students may complete a Grievance and Appeals form and lodge it at the reception. An appropriate staff member will contact the student and organise a meeting to discuss the situation. If an amicable result cannot be achieved the student may access 3rd party intervention as made available by Adelaide College of Technical Education or independently by the student. Students will receive a student complaint, grievance or Appeals outcome statement. Adelaide College of Technical Education Grievance and Appeals Policy and Procedure does not restrict the student’s right to pursue other legal remedies.

Adelaide College of Technical Education has in place arrangements for a person or body independent of and external to Adelaide College of Technical Education to hear complaints or appeals arising from Adelaide College of Technical Education’s internal complaints and appeals process to refer students to an existing body where that body is appropriate for the complaint or appeal.

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

If you choose to access Adelaide College of Technical Education complaints and appeals processes Adelaide College of Technical Education will maintain your enrolment while the complaints and appeals process is ongoing.

If the internal or any external complaint handling or appeal process results in a decision that supports the student, Adelaide College of Technical Education will immediately implement any decision and/or corrective and preventative action required, and advise you of the outcome.
13.0 Adelaide College of Technical Education Resources

Adelaide College of Technical Education 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. Adelaide College of Technical Education maintains administration and training facilities and equipment so as 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
- Student Library
- 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
- Computer and internet access

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

13.1 Computers and the Internet

Adelaide College of Technical Education has computers with network connection with printing and saving devices. The students will have to supply their own saving device (USB Port).

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

13.2 ACTE 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.

EMERGENCY EVACUATION AND FIRE

STAFF

Evacuation of Buildings

FIRE/SMOKE OR IMMEDIATE EMERGENCY CONDITIONS

Fire Evacuation Procedure

- Evacuation will be initiated by activation of the Evacuate Signal that is audible in all sections of the building or at the discretion of a member of Adelaide College of Technical Education if they consider there is any danger to personnel in their immediate vicinity.

- Staff members shall evacuate all persons in immediate control, beginning with those furthest from the designated fire exits.

- Where lectures or laboratories are being conducted, the person conducting (or nominally in charge of) these shall, upon receiving instructions to evacuate, conduct their students out the designated fire exit.

- Do not use the lifts unless you are directed to by Emergency Personnel.

- If there are any mobility-impaired persons in the building, it is the responsibility of the staff members to assist them if necessary.

- During evacuation, doors shall be kept closed, but not locked, to retard the spread of smoke and fire. This is particularly important with respect to corridor smoke doors.

- Staff members shall convey the order to evacuate as firmly as necessary to ensure compliance.

- Following evacuation, each staff member shall post volunteers near building entrances to prevent re-entry by unauthorised persons. Staff Members shall then report to the CEO/Director of Studies or the most senior staff member for further instructions.

- After leaving the building, assemble outside the front door on the opposite side of the road to the building. Do not re-enter the building until clearance is given.

- **Do not leave the assembly area without informing your respective staff member** - Emergency Services personnel will risk their lives if it is thought you are still in the building.
Evacuation Drills

Evacuation drills will be conducted at least once a year. These will not necessarily be fire drills; other types (e.g. bomb threat) will be used on some occasions. Advanced notice will be given, and all persons present in the building will be expected to participate.

STUDENTS

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 Adelaide College of Technical Education 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 Adelaide College of Technical Education 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
- Do not return to fire/smoke floor until instructed to do so.

EMERGENCY EVACUATION AND FIRE
13.3 Equipment

Equipment is available for Adelaide College of Technical Education purposes only by both staff and students. Please ensure that you use all equipment safely and follow OH&S procedures at all times. Get help if there is a problem.

13.4 Texts and References

Adelaide College of Technical Education has available the texts and references that are required by students for study purposes. Appropriate Text books will be provided to all students. Further students may also make use of Adelaide College of Technical Education facilities for study purposes and Trainers may take students to outside libraries and organise a library representative to explain membership and research techniques.
14.0 Issuance of Qualifications

On completion of a course students will be issued with the appropriate certification. On completion of delivery units trainers will submit results to the Operations Manager for entry into Adelaide College of Technical Education data management system. On completion, at competent level, of all subjects within the appropriate course, students will be eligible to receive qualifications.

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

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

14.1 Secondary Courses

Adelaide College of Technical Education will register student visa students who are doing their primary course, secondary course or both at Adelaide College of Technical Education. 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) Adelaide College of Technical Education will apply Adelaide College of Technical Education cancellation and refund policy with regards to student default.
15.0 Course Completions

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

15.1 Rules Ensuring Comfort & Convenience

As Adelaide College of Technical Education 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 Adelaide College of Technical Education.

15.1.1 Alcohol

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

15.1.2 Smoking

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

15.1.3 Chewing Gum

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

15.1.4 Drugs

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

15.1.5 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.

15.1.6 Firearms and Knives
It is against the law in South Australia to carry firearms or knives at the public places. You must NOT bring any firearms, knives or any kind of weapons to Adelaide College of Technical Education. Anybody found with any sort of weapons will be expelled from the Institution and will be reported to the police.

15.1.7 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.

15.1.8 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.

15.1.9 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.

15.1.10 Litter

Please use the rubbish bins provided for the litter.

15.1.11 Other Important Tips

Never leave your belongings unattended. In case anything is lost, check at Reception and in the student room. Keep Adelaide College of Technical Education premises clean and do not write anything on the walls or on the desks. Student must leave Adelaide College of Technical Education premises in neat and tidy condition.
16.0 Living in Adelaide

Home to 1.2 million people and as Australia's fifth largest city, Adelaide is located between white sandy beaches and the Mount Lofty Ranges. Known as the 20-minute city, it takes 20 minutes to get from the city to the hills or beaches. It's also renowned for its parklands, which ring the city centre and make up 45 per cent of the total city area. The New Yorker magazine called Adelaide “possibly the last well-planned and contented metropolis on earth” and Lonely Planet described it as “civilized and calm in a way that no other Australian State capital can match”.

Whether you're into arts, music, sports, outdoor activities, or simply spending time within Australia. The city is a popular venue for international and national sporting events such as Test cricket at the Adelaide Oval, the SA Open Golf Championship, the Classic Adelaide car rally, and the Tour Down Under cycling race.

All of the city's major learning and cultural institutions are only a short walk or drive from the heart of Adelaide. Tree-lined North Terrace in the city centre is home to the South Australian Art Gallery, the State Library, the South Australian Museum, Government House and two of UniSA's campuses. Just a stroll from the Botanic Gardens and the banks of the River Torrens, these campuses are in ideal settings for study, entertainment or relaxation.

Adelaide is regarded as the food and wine capital of Australia, with 50 per cent of all Australian wine produced here. Many major department stores, shopping centres, boutiques, cafes, restaurants and entertainment facilities are conveniently located within the city and outer suburbs. It is also home to the National Wine Centre and numerous food and wine events. Adelaide has more restaurants per head of population than any other major Australian city, over 70 pubs in the city centre and the largest fresh produce market in the Southern Hemisphere.

Climate

Adelaide has four distinct seasons that include comfortable temperatures in summer to refreshingly mild winters. Whyalla, because of its location is generally warmer

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<tr>
<th>Summer</th>
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<td>December to February</td>
<td>March to May</td>
<td>June to August</td>
<td>September to November</td>
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<td>Dry and hot</td>
<td>Warm</td>
<td>Cold and wet</td>
<td>Sunny and cool</td>
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<td>15º to 35º C</td>
<td>10º to 29º C</td>
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<td>(59º to 95º F)</td>
<td>(50º to 85º F)</td>
<td>(41º to 66º F)</td>
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Cost of Living
In Adelaide, you can do more with less. The affordability of Adelaide means more to spend on food, accommodation, supplies, travel and entertainment.

Living costs can be affected by whether you live alone or share with others; whether you live in areas of high demand such as by the beach or in the city centre; and by your style of accommodation.

The following is a guide to what an average student can expect to pay before and after arriving in Australia, average basic weekly expenses and costs of some regularly purchased items. All prices are in Australian dollars.

**Accommodation Options**

Adelaide boasts a diverse range of accommodation options. Students may choose to live with an Australian family, in student lodging, or take on independent apartment rental. For student accommodation needs Adelaide College of Technical Education recommends Homestay and Student Living Australia (SLA). Whatever you choose, we suggest arranging your accommodation as early as possible - preferably as soon as you have accepted the offer of a place. For students who have not decided where they would like to live in Adelaide, a minimum booking of four weeks at a Homestay will guarantee you somewhere to stay upon arrival and while you make more definite arrangements. Airport pickup can be arranged with accommodation.

**Homestay**

Homestay, with an Australian family in a private furnished bedroom, is a great opportunity for students to improve their language skills and have an authentic cultural experience. Students under 18 years of age must have a local guardian. This can be provided by Australian families who are selected by Adelaide College of Technical Education Homestay Provider Homestay Network. Further information regarding the services provided by this agency and the associated costs can be obtained by contacting these respective providers directly and visiting their respective websites for further information ([http://www.adelaidehomestay.com](http://www.adelaidehomestay.com)).

**Permission to work**

If you are granted a student visa with work rights you are limited to 20 hours work per week while your program is in session. However, you may work full-time during session breaks. If you are found to be working in excess of your limited work rights your visa must be cancelled.

If you wish to work you must apply for a visa with 'permission to work' (condition 8105) after you have commenced study or if you have been granted 'permission to work' you must not engage in work prior to your course commencement. You will also need to obtain an Australian Tax File Number. You can obtain further details from the [Department of Immigration and Citizenship (DEEWR)](http://www.immi.gov.au) (link opens in a new browser window).
Time zone

Adelaide is +9.5 hours GMT and +10.5 hours GMT during daylight savings time (summer time). For example 12-15 hours ahead of the United States and 7-8 hours ahead of the United Kingdom and Europe.
Dress

Dress on campus is informal. In summer, lightweight clothes and sandals or sneakers are sufficient. In winter, warm clothing with woollen sweaters, coat and a waterproof jacket are needed.

Transport

Unlike sprawling cities like Melbourne and Sydney, Adelaide is a quick and easy place to get around, with an integrated bus, train and tram public transport system connecting all parts of the city and suburbs. It is possible to reach almost any point of the metropolitan area within 20 minutes. Students receive a discount on public transport fares, and a 10 trips multitrip ticket will cost a student about AUD$14.40. (Rates may vary)

There is also the Adelaide FREE bus services, the "City Loop', which allows you to travel around the city centre at no cost.

Depending on your personal finances and where you live, you may wish to purchase a bicycle or a car. Please note that all motor vehicles must be registered, and you will require a driver's license to drive a motor vehicle in Australia. You may be able to use your international driver's license, depending on the class of license you hold.

Food and Restaurants

South Australia offers a diverse range of high quality food products at competitive prices. The availability and affordability of fresh and processed food means that you can buy the ingredients to prepare your own food at home. On the other hand you can choose to eat at one of the many restaurants in Adelaide. You can select from a range of cooking styles, price ranges and locations. You may want to have a coffee at a café, eat at a fast food outlet, and enjoy a meal at a hotel (called a pub meal) or sit down to a formal meal at a restaurant.

Eating Out

You may want to eat at a restaurant on special occasions while you are living in Adelaide. You will not be disappointed because Adelaide has one of the best ranges of restaurants in Australia. Many parts of the world have food vendors’ stalls or carts on the street from dawn to past dusk. This is not a feature in Australia although there are a few 24 hour fast food outlets.

Food halls are located in some inner-city shopping centres and some food stalls are found in markets. However, their opening hours are limited to the opening hours of the shopping centre or market. As well as a wide range of food styles, there are also restaurants catering for a wide range of budgets. You are certain to find something to your taste and in your price range. You can search for restaurants in Adelaide based on location and type of cuisine at the Best Restaurants of Australia website.

Recreation in Adelaide
Adelaide is a friendly, cosmopolitan city surrounded by cool, green parks. To the east of the city are the undulating Adelaide hills while to the west Adelaide's 30 kilometre long sandy coastline provides facilities for all types of water sports and relaxation. This information site provides you with details about some of the most popular attractions in and around Adelaide. For further information, contact SA Visitor and Travel Centre.

Living costs in Adelaide

Once you have arrived in South Australia, found accommodation for yourself and started your studies at the University, you will start thinking about how to make the best use of your money while you are a Student here.

One of the big advantages of coming to Adelaide to study is that South Australia has a much lower cost of living than most other Australian cities. You will find that your dollars go much further in Adelaide when you have to pay for food, rent, transport and entertainment.

As a student, your minimum cost of living is estimated at around AUD$255 per week. When you calculate your weekly cost of living, don't forget that the decisions you make as a student will influence how much money you spend. For example, the amount of rent you pay will depend on whether you decide to live in a student residence, rent a small unit (or flat) by yourself or with one other person, or rent a whole house with three or four other students. You can reduce costs by sharing with other students. The following figures are only intended as a guide to your weekly cost of living in Adelaide.

Guide to average weekly expenses

- Rent $90 - $250
- Food $60 - $90
- Electricity/gas/phone $30
- Transport $15 - $20
- Telephone / postage $20 - $30
- Other (including entertainment) $40 - $50
- Total weekly expense $255 - $470 per week.

It is useful to remember that some weeks, particularly the beginning of each study period, could be more expensive than usual.

One of the best advantages of Adelaide is that it is a well-planned city where all services, such as transport, banking, health or sport as well as shopping areas, are in easy reach of where you live or study. This will save a lot of time and money that you would spend in travelling to these facilities in some other cities.
However you may still find the cost of living in South Australia higher than in your home country. Most students usually budget carefully.

**Telephone, Internet and Post**

Internet services at the College are available at no additional fee.

The cheapest way to phone overseas is using a phone card. These are available at newsagents and convenience stores. Different phone cards will have different rates. You will need to compare different cards to see which is the cheapest for your country. If you would like a mobile phone, packages start from around A$15 a month plus call costs for a two year contract. You can also buy a pre-paid mobile phone for about A$100.

To post a letter overseas the cost is between $1.10 and $2.60 through Australia Post. Parcels and freight are a lot more expensive and the cost will depend on how much you are sending and where it is going to.

**Banking**

There are many different types of bank accounts. Ask about the different types of accounts before you decide which one you would like to open. A Savings Account is probably the most suitable account for students. When you open an account you will normally receive an ATM Card allowing you to withdraw money after hours. Many shops in Australia will not accept cheques but most will take credit cards. An ATM Card cannot be used for credit but it can be used in some supermarkets to pay for the bill (as long as there is money in your account) and it can be used to withdraw money from the machine (ATM) you find outside banks.

**Emergency**

Police, Fire, Ambulance 000       Telephone Interpreter Service (TIS) 13-1450

**International calls**

0011 + country code + area code + number (country codes may be found in the telephone directory).
0012 + country code + area code + number (to find out the cost of the call immediately afterwards)

**School Aged Dependent Children**

Students are advised that any school aged dependants accompanying them will be required to pay full fees if they are enrolled in either a government or non-government school.

**Indicative Cost of Living ($AUD)**
The figures below are estimates only to give an indication of living expenses in the city of Adelaide for one year (excluding course fees): Accommodation/Electricity/Phone/Food and Public transport excluding taxes.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation/Electricity/Phone/Food and Public transport excluding taxes</td>
<td>$16,500.00</td>
</tr>
<tr>
<td>Travel/Incidentals</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>Yearly Total</td>
<td>$19,300.00</td>
</tr>
</tbody>
</table>
17.0 Student Handbook Acknowledgement Declaration

I, .................................................................................................................. Student ID No:............................................. acknowledge that all of Adelaide College of Technical Education 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 Adelaide College of Technical Education Orientation and that I understand and agree to abide by all of these terms and conditions.

I understand:

- That if I am in jeopardy of breaching any of these terms and conditions Adelaide College of Technical Education will initiate a Warning and Reporting Procedure;

- That if I am in breach of any of these terms and conditions, my enrolment from Adelaide College of Technical Education will be cancelled and if I am on a visa my details will be forwarded to the Department of Immigration Multicultural and Indigenous Affairs 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 Adelaide College of Technical Education for 20 hours of supervised tuition on-site and maintain an attendance of not less than 80% at any time;

- That I am required to maintain, as Adelaide College of Technical Education defines, 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 Adelaide College of Technical Education 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 Health Insurance at all times;

- That I have read and understood all Adelaide College of Technical Education 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 DEEWR for cancellation of student visa.

........................................................................................................... ...........................
Student Signature Date