



# **HILLS INTERNATIONAL INSTITUTE OF EDUCATION (HIIE)**

RTO Provider No 30590      CRICOS Provider No 00997E

## **DOMESTIC STUDENT HANDBOOK**



**HILLS EDUCATIONAL FOUNDATION LTD**

## Hills International Institute of Education (HIIE)

Hills International Institute of Education has paved the way for students from Australia and around the world to study with us at our Jimboomba based campus. We are committed to delivering quality education and training to domestic and international students. By undertaking your studies through HIIE, you can join the ranks of those who have become persons of influence. We build this vision into everything we deliver and stand for; our trainers, course materials and delivery methods are testimony to that.

*“Your journey begins today”*

### Hills International Institute of Education part of the Hills Educational Foundation Limited Group.

In the 18 years since our establishment, Hills Educational Foundation has built a global reputation as a leader in education and training through, recruitment, global linkages and industry advocacy. We have trained students worldwide and placed many in employment, both nationally and internationally. Hills International Institute of Education has also paved the way for students from around the world to study with us at our Jimboomba based Campus, and externally throughout Australia.

A strong care philosophy underpins our approach to training and business. It also drives our network-building activities with international partners. This has resulted in formal agreements and the delivery of qualifications and skill-sets to Australian Standards across Indonesia, Vietnam, China, Japan, Malaysia, Sri Lanka, India and the Philippines. These partnerships and networks also provide our students with practical overseas learning opportunities that benefit the local communities they visit.

We aim to provide all students with a full learning experience. All courses delivered by HIIE provide an ideal balance of theory and practical skills ensure students graduates ready for work.



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## Hills International Institute of Education

Hills Educational Foundation Ltd trading as Hills International Institute of Education

RTO provider Number: 30590

CRICOS Provider Number: 00997E

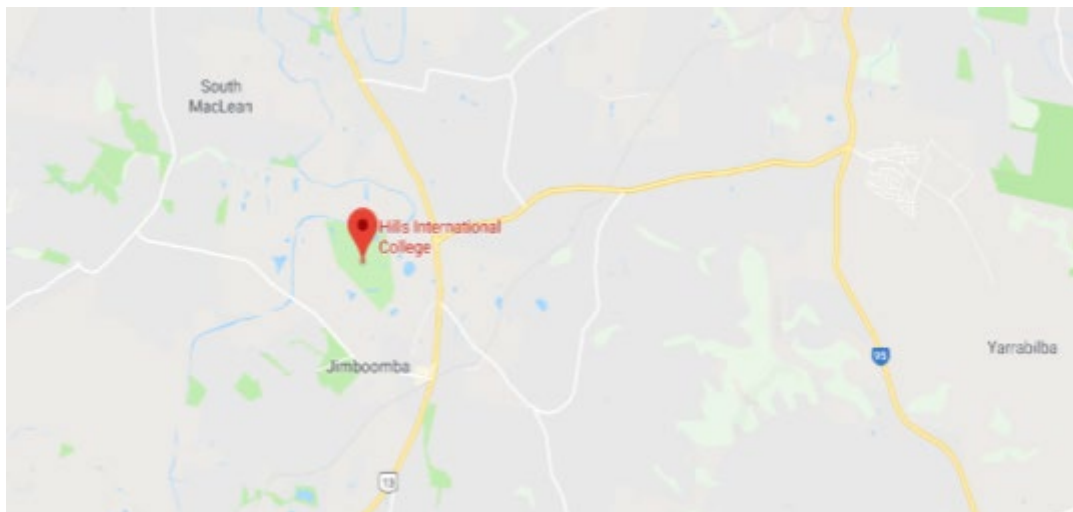
[www.hiie.edu.au](http://www.hiie.edu.au)

### **Jimboomba Campus**

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### **HIIE Postal Address**

Hills International Institute of Education

PO Box 1

Jimboomba Qld 4280

Australia

## Purpose of the Student Handbook

This booklet provides you with the information you will need during your time studying at HIIE. Please make sure you have ongoing access to this book as you will need to refer to it throughout your studies in Australia.

### HIIE Staff

The following table provides details of HIIE staff that will provide support during your study duration at HIIE.

DEPARTMENT	POSITION	NAME
Department of Directors & Executives	CEO	Mr Joseph Marinov
	Assist CEO	Mr Norihide Hirayama
	RTO Manager	Mrs Sue-Ellen Matthews <a href="mailto:sue.matthews@hills.qld.edu.au">sue.matthews@hills.qld.edu.au</a>
Administration	VET Administration Officer / Student Services	Mrs Megan Morley <a href="mailto:megan.morley@hills.qld.edu.au">megan.morley@hills.qld.edu.au</a>
<b>Student Services</b>		<a href="mailto:enquiries@hiie.edu.au">enquiries@hiie.edu.au</a>
VET Academic Department	Early Childhood Education and Care Trainer / Assessor	Mrs Teresa Thoms teresa.thoms@hills.qld.edu.au
	Early Childhood Education and Care Trainer	Mrs Jessica Panther <a href="mailto:jessica.panther@hills.qld.edu.au">jessica.panther@hills.qld.edu.au</a>
	Education Support Trainer / Assessor	Mrs Jessica Panther <a href="mailto:jessica.panther@hills.qld.edu.au">jessica.panther@hills.qld.edu.au</a>
<b>Student Assessment Submissions</b>		<a href="mailto:rto submissions@hills.qld.edu.au">rto submissions@hills.qld.edu.au</a>

## Entry Requirements for Vocational Education and Training

Entry requirements are in place to ensure students who gain entry to study HIIE courses have the skills and abilities required in order to successfully complete their studies.

Students need to be 15 years old and are required to have reading, writing and comprehension skills equivalent to Year 10 pass level to successfully complete Certificate level courses.

Students whose first language is not English will be tested prior to the commencement of their course. Hills International Institute of Education (HIIE) requires an IELTS 5.5 with no band less than 5, or equivalent (as determined by HIIE), or satisfactory completion of 6 weeks of General English at Upper Intermediate level delivered through Hills Language College

**Should you feel you may not possess these literacy skills or have completed a formal leaving certificate please contact us to discuss support arrangements.**

### Enrolment and Admission Procedures

Access to approved vocational courses is open to all students who have successfully attained the prerequisite English language level as determined by HIIE.

Courses will be offered if enrolment numbers are viable and human and physical resources are available.

The following will be provided to students at the beginning of each course prior to enrolment

- A pre-enrolment questionnaire
- A Student Handbook
- A course outline indicating
  - Course duration
  - Units of competency
  - Assessment requirements
  - Practical placement components including workplace observations (if required)
  - Resource materials
  - Equipment required (including personal laptop if possible)
- The Record Database will be explained
- RPL process, Complaints and Appeals processes will be discussed
- Vocational outcomes & opportunities
- The Code of Practice
  - Credit transfers will be outlined
  - HIIE Policies & Procedures

A Student File will be established and maintained throughout the enrolment process and duration of studies.

### Program Outcomes and Benefits

Students will be provided with opportunities to achieve the following outcomes:

- Link off job learning at HIIE to on job training in the workplace.
- Establish pathways to qualifications nationally recognised by industry, education and vocational training authorities.
- Students may apply for Recognition of Prior Learning (RPL) to determine on an individual basis, the competencies obtained by a person through previous formal or informal training, work and/or life experience.
- Receive assistance with English language study.

## HIIE Code of Practice

**Preamble:** Hills International Institute of Education (*National Provider Number 30590*) is a Registered Training Organisation (RTO) and discharges its responsibilities for compliance with the Australian Quality Training Framework standards for Registered Training Organisations.

This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

The mission of the HIIE as a Registered Training Organisation is to deliver quality training in accordance with the National Training Packages. HIIE reserves the right to amend the **CODE OF PRACTICE** to suit the needs of the training organisation as required. All amendments will be in accordance with legislation governing RTOs.

**Access and Equity:** All students will be recruited in an ethical and responsible manner and consistent with the requirements of the National Training Package. Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. The students' English Proficiency Level will be tested prior to the commencement of Vocational Education and Training courses. HIIE requires an IELTS 5.5 with no band less than 5, or equivalent (as determined by HIIE). Appropriate, qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

**Administration and Management:** HIIE has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position and safeguards trainee fees until used for training/assessment. Fee payment procedures are outlined in the Fee Schedule issued with the Prospectus and annually thereafter. Records are managed securely and confidentially and are available on request. HIIE has adequate insurance policies.

**Enrolment Procedure:** Prior to enrolment, prospective students will receive an Enrolment Package which contains the Enrolment Form, information on Fees and Charges, Pre Enrolment Questionnaire and a Course Brochure. Entry requirements, the Induction and Orientation Procedure, Refund Policy, payment options and unit details are included in these documents. In order to apply for enrolment students must return the completed Pre Enrolment Questionnaire, Enrolment Form and Payment Plan. This process ensures that all fees and charges are known to students before enrolment. Course content and assessment procedures are explained and vocational outcomes are outlined in the Student Handbook and are covered during the Student Induction procedure in the first session.

**External Review:** HIIE participates in external monitoring and audit. This covers annual internal audits, random quality audits, audit following complaint and audit for the purposes of re-registrations.

**International Students:** HIIE will be bound to the Education Services for Overseas Students (Consequential and Transitional) Act 2000

**Privacy:** HIIE is bound and committed to supporting the Australian Privacy Principles (APPs) as set out in the Privacy Act 1988. We collect and hold personal information from our employees, clients and students. Our main purpose for collecting such information is to facilitate training and assessment, and for the purpose of issuing statements of attainment and qualification as outlined in our scope. As an RTO, we are required to hold student training and employment details.

The confidentiality of the information we collect from you is protected under the Privacy Act. Such information will be stored in our electronic system which is protected by security

## Commencement of your studies with HIIIE

HIIIE orientation and induction is provided as an essential support to ensure students are fully prepared for their course and their academic progress whilst also enjoying the wonderful life experience of studying in Australia.

Student's orientations and inductions are organised up to one week prior to your course commencement date and will include the following:

- Registration sessions to complete required HIIIE forms
- HIIIE Welcome session
- Orientation of campus facilities, amenities & evacuation procedures
- HIIIE student induction
  - Copy of student handbook
  - Outline of course – content, vocational outcomes, units any practical placement components including workplace observations (if applicable)
  - Trainer details
  - Course expectations and durations
  - Course locations on campus and class times
  - Student Timetable
  - Attendance Policy
  - Dress Code
  - Recognition of Prior Learning (RPL) Policy
  - Fees and Payment
  - Provide information regarding student questions
- Maintaining current contact information
- Course resource allocation
- Information and guidance on how to apply for a Unique Student Identifier USI (mandatory for all vocational students in Australia)

### USI – Unique Student Identifier

ALL students studying a vocational course in Australia are required to have a USI. It's free and easy to apply.

Please apply at <https://www.usi.gov.au/students/create-your-usi> and forward your USI student services at [enquiries@hiie.edu.au](mailto:enquiries@hiie.edu.au)

### What is a USI?

Your USI is a unique student number that links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards. When applying for a job or enrolling in further study, you will often need to provide your training records. One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet or smart phone any time.

How to get a USI It's free and easy to create your own USI and will only take a few minutes of your time. All international students in Australia will have been issued with an Australian Visa. This will let you use your passport as proof of ID when creating your USI. Please go to <https://www.usi.gov.au/students/create-your-usi> and select Create Your USI. You should note down your USI and keep it somewhere safe.

**Please let us know your USI** once you have it as we need to include this in your student file.



## HIIE Vocational Courses

### CHC30113 Certificate III in Early Childhood Education and Care

**Duration:** Students are able to study for up to two (2) years

#### Course Outcomes:

The CHC30113 Certificate III in Early Childhood Education & Care reflects the role of educators in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development.

Students will be involved in theory and practical training to gain the qualification as the training is offered through blended delivery strategies predominantly institutional pathway integrated with remote self-paced learning and industry/work placement in early childhood education and care services.

CHAPTER	CODE	UNIT OF COMPETENCY	CORE/ ELECTIVE
<b>Chapter 1</b> Children's Health and Safety	HLTWHS001	Participate in work health and safety	Core
	CHCECE016	Establish and maintain a safe and healthy environment for children	Elective
	CHCECE002	Ensure the health and safety of children	Core
	CHCECE004	Promote and provide healthy food and drinks	Core
<b>Chapter 2</b> First Aid	HLTAID004	Provide an emergence first aid response in an education and care setting	Core
<b>Chapter 3</b> Workplace Effectiveness	CHCLEG001	Work legally and ethically	Core
	CHCECE009	Use an approved learning framework to guide practice	Core
	CHCPRT001	Identify and respond to children and young people at risk	Core
<b>Chapter 4</b> Play and Development	CHCECE007	Develop a positive and respectful relationship with children	Core
	CHCECE006	Support behaviours of children and young people	Elective
	CHCECE010	Support the holistic development of children in early childhood	Core
	CHCECE011	Provide experiences to support children's play and learning	Core
	CHCECE013	Use information about children to inform practice	Core

<b>Chapter 5</b> Physical and Emotional Wellbeing	CHCECE003	Provide care for children	Core
	CHCECE005	Provide care for babies and toddlers	Core
<b>Chapter 6</b> Culture and Community	CHCECE001	Develop cultural competency	Core
	CHCDIV001	Work with diverse people	Elective
	CHCDIV002	Promote Aboriginal and / or Torres Strait Islander Cultural Safety	Core

### SKILLS WORKBOOK – Practical Placement workplace observations

**CHC30113 Certificate III in Early Childhood Education and Care Skills Workbook** consists of projects and observations that need to be conducted during your practical placement at an Early Learning centre.

**Practical Placement** – One hundred and twenty (120) hours

#### Important Information

- First Aid training is a 1 day course
- Students must complete their First Aid successfully prior to entering work placement in an Early Childhood Education and Care setting.
- Work placements are during daytime hours in registered Early Childhood Education and Care centres
- Students are encouraged not to book any trips/holidays during work placement periods.
- For students studying in class semester dates will be provided at the start of each course enrolment.

During this qualification there are three units that require skills and performance related to culture and community.

#### Chapter 6 Culture and Community

- CHCDIV001 Work with Diverse People
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCECE001 Develop Cultural Competence

HIIE have a memorandum of understanding with an Elders association to enable students to complete the above listed units of competency in Chapter 6 as per the Department of Education and Training requirements.

#### CHC30113 Certificate III in Early Childhood Education and Care Vocational Placement Hours

During your course studies there will be a requirement for students to initiate individually or with assistance from HIIE RTO, a vocational placement position with an approved and regulated child care service setting and complete a 'Skills Workbook', covering the majority of CHC30113 Certificate III in Early Childhood Education and Care course units. The duration of Vocational Placement is 120 hours. In particular there is a requirement for students to demonstrate evidence that they have completed 120 hours of duties specifically covering the following units:

Units of Competency		Work placement hours
CHCECE003	Provide care for children	120 hours
CHCECE005	Provide care for babies and toddlers	120 hours
CHCECE007	Develop positive and respectful relationships with children	120 hours
CHCECE010	Support the holistic development of children in early childhood	120 hours

**Please Note:** There are further assessment requirements that certain tasks are completed a number of times or must be completed involving the care of different ages of children.

## CHC50113 Diploma of Early Childhood Education and Care

**Duration:** Students are able to study for up to two (2) years

### Course Outcomes:

The CHC50113 Diploma of Early Childhood Education & Care reflects the role of early childhood educators who are responsible for designing and implementing the curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They may have the responsibility for supervision of volunteers or other staff.

Students will be involved in theory and practical training to gain the qualification as the training is offered through blended delivery strategies predominantly institutional pathway integrated with remote self-paced study and industry/work placement in early childhood education and care services.

CHAPTER	CODE	UNIT OF COMPETENCY	CORE / ELECTIVE
<b>Chapter 1</b> Children's Health and Safety	CHCECE002	Ensure the health and safety of children	Core
	CHCECE004	Promote and provide healthy food and drinks	Core
<b>Chapter 2</b> First Aid	HLTAID004	Provide an emergence first aid response in an education and care setting	Core
<b>Chapter 3</b> Workplace Effectiveness	CHCLEG001	Work legally and ethically	Core
	CHCECE009	Use an approved learning framework to guide practice	Core
	CHCPRT001	Identify and respond to children and young people at risk	Core
<b>Chapter 4</b> Play and Development	CHCECE007	Develop a positive and respectful relationship with children	Core
	CHCECE006	Support behaviours of children and young people	Elective
	CHCECE010	Support the holistic development of children in early childhood	Elective
	CHCECE013	Use information about children to inform practice	Elective
<b>Chapter 5</b> Physical and Emotional Wellbeing	CHCECE003	Provide care for children	Core
	CHCECE005	Provide care for babies and toddlers	Core
<b>Chapter 6</b> Culture and	CHCECE001	Develop cultural competency	Core

Community	CHCDIV001	Work with diverse people	Elective
	CHCDIV002	Promote aboriginal and / or torres strait islander cultural safety	Core
<b>Chapter 7</b> Health, Safety Management	CHCECE016	Establish and maintain a safe and healthy environment for children	Core
	HLTWHS003	Maintain work health and safety	Elective
<b>Chapter 8</b> Leadership and Service Management	CHCECE019	Facilitate compliance in an education and care service	Core
	CHCECE025	Embed sustainable practices in service operations	Core
	CHCMGT003	Lead the work team	Elective
<b>Chapter 9</b> Program Design and Implementation	CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	Core
	CHCECE018	Nurture creativity in children	Core
	CHCECE022	Promote children's agency	Core
	CHCECE023	Analyse information to inform learning	Core
	CHCECE024	Design and implement the curriculum to foster children's learning and development	Core
<b>Chapter 10</b> Children's Behaviour and Inclusion	CHCECE020	Establish and implement plans for developing	Core
	CHCECE021	Implement strategies for the inclusion of all children	Core
	CHCECE026	Work in partnership with families to provide appropriate education and care for children	Core

### SKILLS WORKBOOK – Practical Placement workplace observations

CHC50113 Diploma of Early Childhood Education and Care Skills Workbook consists of projects and observations that need to be conducted during your practical placement at an Early Learning centre.

**Practical Placement** – Two hundred and forty (240) hours

#### Important Information

- First Aid training is a 1 day course
- Students must complete their First Aid successfully prior to entering work placement in an Early Childhood Education and Care setting.
- Work placements are during daytime hours in registered Early Childhood Education and Care centres
- Students are encouraged not to book any trips/holidays during work placement periods.
- For students studying in class semester dates will be provided at the start of each course enrolment.

During this qualification there are three units that require skills and performance related to culture and community.

Chapter 6 Culture and Community

- CHCDIV001 Work with Diverse People
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCECE001 Develop Cultural Competence

HIIE have a memorandum of understanding with an Elders association to enable students to complete the above listed units of competency in Chapter 6 as per the Department of Education and Training requirements.

**CHC50113 Diploma of Early Childhood Education and Care Vocational Placement Hours**

During your course studies there will be a requirement for students to initiate individually or with assistance from HIIE RTO, a vocational placement position with an approved and regulated child care service setting and complete a 'Skills Workbook', covering the majority of CHC50113 Diploma of Early Childhood Education and Care course units. The duration of Vocational Placement is 240 hours. In particular there is a requirement for students to demonstrate evidence that they have completed work placement hours and duties specifically covering the following units:

Units of Competency		Work placement hours
CHCECE003	Provide care for children	120 hours
CHCECE005	Provide care for babies and toddlers	120 hours
CHCECE007	Develop positive and respectful relationships with children	120 hours
CHCECE010	Support the holistic development of children in early childhood	120 hours
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	240 hours
CHCECE019	Facilitate compliance in an early education and care service	120 hours
CHCECE024	Design and implement the curriculum to foster children's learning and development	240 hours

**Please Note:** There are further assessment requirements that certain tasks are completed a number of times or must be completed involving the care of different ages of children.

## CHC30213 Certificate III in Education Support

**Duration:** Students are able to study for up to two (2) years

### Course Outcomes:

The CHC30213 Certificate III in Education Support students will learn how to help and assist children to learn and grow in the classroom, including children living with disabilities, children who are culturally diverse or children who may have other special needs.

Students will be involved in theory and practical training to gain the qualification as the training is offered through blended delivery strategies predominantly institutional pathway integrated with remote self-paced study and industry/work placement in a regulated educational / school environment

CHAPTER	CODE	UNIT OF COMPETENCY	CORE/ ELECTIVE
<b>Chapter 1</b> Support Student Development	CHCECE006	Support behaviours of children and young people	Core
	CHCEDS003	Contribute to student education in all developmental domains	Core
	CHCEDS007	Work effectively with students and colleagues	Core
<b>Chapter 2</b> Support Program Implementation	CHCEDS002	Assist implementation of planned educational programs	Core
	CHCEDS005	Support the development of literacy and oral language skills	Core
	CHCEDS006	Support the development of numeracy skills	Core
	CHCEDS011	Search and assess online information	Elective
<b>Chapter 3</b> Work Within an Educational Framework	CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	Core
	CHCEDS004	Contribute to organisation and management of classroom or centre	Core
	CHCDIV001	Work with diverse people	Core
	CHCDIV002	Promote aboriginal and/or torres strait islander cultural safety	Core
<b>Chapter 4</b> Participate in Work Health and Safety	CHCEDS017	Contribute to the health and safety of students	Core
	HLTWHS001	Participate in work health and safety	Elective

<b>Chapter 5</b> Support Students with Special Needs	CHCEDS016	Support learning for students with disabilities in a classroom environment	Elective
	CHCEDS018	Support students with additional needs in the classroom environment	Core
	CHCEDS025	Facilitate learning for students with disabilities	Elective
	CHCDIS007	Facilitate the empowerment of people with disability	Elective
<b>Chapter 6</b>	SKILLS WORKBOOK – Practical Placement Workplace Observations		

**CHC30123 Certificate III in Education Support Skills Workbook** consists of projects and observations that need to be conducted during your practical placement in a regulated educational / school environment.

**Practical Placement** – One hundred (100) hours

#### **Important Information**

- Work placements are during business / operating hours in a regulated educational / school environment.
- Students are encouraged not to book any trips/holidays during work placement periods.
- For students studying in class semester dates will be provided at the start of each course enrolment.

During this qualification there are two units that require skills and performance related to culture and community.

Chapter 3 Work within an Educational Framework.

- CHCDIV001 Work with Diverse People
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

HIIE have a memorandum of understanding with an Elders association to enable students to complete the above listed units of competency in Chapter 3 as per the Department of Education and Training requirements.



## CHC30213 Certificate III in Education Support Vocational Placement Hours

During your course studies there will be a requirement for students to initiate individually or with assistance from HIIE RTO, a vocational placement position with an approved and regulated child care service setting and complete a 'Skills Workbook', covering the majority of CHC30213 Certificate III in Education Support course units. The duration of Vocational Placement is 100 hours. In particular there is a requirement for students to demonstrate evidence that they have completed 100 hours of duties specifically covering the following units:

Units of Competency		Work placement hours
CHCEDS002	Assist implementation of planned educational programs	100 hours
CHCEDS003	Contribute to student education in all developmental domains	100 hours

**Please Note:** There are further assessment requirements where students must demonstrate the completion of duties relevant to the following units.

- CHCEDS004 Contribute to organisation and management of classroom or centre.
- CHCEDS017 Contribute to the health and safety of students.

## HIIE Recognition of Prior Learning (RPL) Policy

Recognition of prior learning means recognition of competencies currently held, regardless of how, when or where the learning occurred. These competencies may be attained through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the student is currently against the endorsed industry or enterprise competency standards or outcomes, specified in Australian Qualifications Framework accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable current and sufficient.

HIIE appreciates the value of workplace and industry experience and recognises that students will acquire vocational skills and knowledge from a variety of sources other than formal training. These skills are legitimate irrespective of how they were acquired and the RPL process is designed to provide validation of such relevant skills. Recognition of Prior Learning (RPL) is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and / or partial or total completion of a VET qualification.

The recognition of prior learning (RPL) process will be offered to and explained to all relevant students. All students will have access to HIIE's policy which is contained in the HIIE student's handbook and is available on request. Students who believe they have already obtained current skills and knowledge that would otherwise be covered in the qualification / unit of competence for which they intend to attain, should apply for RPL at the time of enrolment. The student's skills and knowledge will be assessed and validated and where appropriate, unit of competency acknowledged, and face-to-face training reduced.

As part of the HIIE enrolment policy, trainers will advise students of the availability of RPL policy, explain what the process involves and how it relates to the attainment of the qualification in some circumstances. Trainers will remind students of this option progressively throughout their time in training, in order to provide multiple opportunities for students to engage in the RPL process

### **When approached by a student seeking RPL, trainers will:**

- Provide the student with copies of an RPL application form
- Provide the student with information about the types of evidence that can be used to support an RPL application
- Assess the students information and notify students of the outcome of the RPL process

### **Recognition of prior learning fee**

The student will be charged 50% of the scheduled course fee. This includes the initial application, consultation either in person or via phone with the suitably qualified assessor, the RPL assessment and (if successful) certification.

Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit by unit basis based on the scheduled course fee.

## Complaints, Grievance and Appeals Policy Non Academic

### Introduction

HIII is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is accessible and offered free of charge.

This policy will be available to all students (current or prospective) irrespective of their location, place of residence or area of study. If a student undertakes a grievance against a Non Academic issue there is no cost to the student or a reasonable cost may be incurred.

The Advisory Board is the governing body which ratifies all policies, decisions and appeals. The Board meets a minimum of once per quarter. It is the responsibility of the Advisory Board to ensure the implementation, control and continuous improvement of the grievance procedures whilst giving due consideration to any recommendations that may arise from any External Review.

If at any stage the student is concerned about the conduct of HIII they may contact the Queensland State Registration Authority (SRA) who may take action against the provider through suspension or cancellation of the provider or course. These dispute resolution procedures do not circumscribe student's right to pursue other legal remedies.

### Purpose

- Develop a culture that views grievances as an opportunity to improve our organisation and how we work;
- Set in place a grievance handling system that is client focussed and helps us to prevent grievances from recurring;
- Ensure that any grievances are resolved promptly, objectively and with sensitivity and in complete confidentiality;
- Ensure that the view of each complainant or respondent are respected and that any party to a grievance is not discriminated against or victimised;
- Ensure that we are consistent in our response to grievances.

### Definition

A grievance can be defined as a person's expression of dissatisfaction with an aspect of HIII's services and activities. These may include

- The enrolment, induction/orientation process
- The quality of education provided
- Access to their personal records
- The way they were treated

### Procedure

To be used by all students, potential students and staff.

#### Stage One

1. Formal grievances must be submitted in writing to the HIII RTO Manager. Receipt of grievance will be acknowledged in 5 working days.
2. HIII RTO Manager or their nominee, will, if necessary, seek to clarify the outcome that the aggrieved person hopes to achieve. Such clarification may be sought by written or verbal through face-to-face interview with the aggrieved person.
3. Interview – if it is decided to have a face-to-face interview then the aggrieved person may ask another person to accompany them.
4. The HIII RTO Manager or their nominee will endeavour to resolve the grievance by providing a written report to the aggrieved person on the steps taken to address the grievance within 15 working days if requested by the person.

- a. Written report – includes reasons and a full explanation for decisions and actions taken during Stage One and will be made available upon request by aggrieved person or their respondent

## Stage Two

1. If the grievance remains unresolved, a member to the Advisory Board will be appointed to consult with the aggrieved person and other relevant parties within 10 working days.
2. Where possible consultations should take the form of face-to-face interviews. The aggrieved person or the respondent may ask another person to accompany them.
3. The Advisory Board meets on a quarterly basis but will be convened to meet within 7 working days of the complaint being lodged to evaluate complaint and make decisions in relation to the complaint. The Advisory Board must follow all HIIE policies including Equity in Education Policy and not discriminate and victimise the complainant.
4. Once the HIIE RTO Manager or their nominee receives a report of the outcome of the Advisory Board, a written report will be provided to the aggrieved person on the further steps taken to address the grievance within 10 working days if requested by the person.
  - a. Written report – with full explanation and actions taken during Stage Two will be made available to the aggrieved person or respondent upon request.

## Stage Three

1. If the complainant remains unsatisfied with the outcome of their grievance, they may make a written request to HIIE that they wish the matter be dealt with through an external dispute resolution process provided by the Queensland Training Ombudsman
2. HIIE will then advise Queensland Training Ombudsman in writing of the request within 5 working days. Queensland Training Ombudsman will arrange for a Round Table Discussion to be held between HIIE and the complainant within 10 working days of the written notification. HIIE agrees to be bound by the decision reached through this discussion.
  - a. Complainant or the respondent may ask to have another person accompany them to meetings with Queensland Training Ombudsman or the mediator
3. If the independent mediator makes recommendations in relation to a grievance they have reviewed, Queensland Training Ombudsman will forward those recommendations to the HIIE RTO Manager or their nominee, on receipt of the recommendations, and they will provide a written report to the complainant and ensure that the recommendations are implemented within 5 working days.
  - a. Written report – reason and full explanation of decisions and actions taken arising from the external dispute resolution process will be made available to the complainant or the respondent

Queensland Training Ombudsman – <http://trainingombudsman.qld.gov.au/>  
[info@trainingombudsman.qld.gov.au](mailto:info@trainingombudsman.qld.gov.au) Ph: 1800 773 048

If the grievance still remains unresolved after the external dispute resolution process, the complainant may decide to refer the matter to an external agency such as The Anti-Discrimination Commission or The Office of Fair Trading.

## **Records & Confidentiality**

Records of all grievances handled under this procedure and their outcomes shall be maintained for a period of at least 5 years to allow all parties to the grievance appropriate access to these records, upon written request to the HIIE RTO Manager

All records relating to grievances will be treated as confidential and will be covered by the HIIE Privacy Policy.

## **Additional Information**

The Non Academic Grievance Handling and Resolution Policy limits the rights of students to take action under Australia's Consumer Protection laws. The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other VET provider policies or under statute or any other law. These dispute resolution procedures do not circumscribe student's right to pursue other legal remedies.

HIIE will maintain the students' enrolment during the complaints or appeals procedure.

If the internal or external complaint handling or appeal process results in a decision that support the student, HIIE will immediately implement any decision and/or corrective and preventative actions required and advise the student of the outcome. This policy will be made public by publication in the Student Handbook It will also form part of the induction of staff process.

## **Advisory Board**

Board Members include:

- HIIE RTO Manager
- Compliance & Administration Officer
- Student Services Officer

## REFUND POLICY

### Policy, Intent and Applicability

Hills International Institute (HIIE) accepts there will be occasions when a student may require a full or partial refund of fees or other payment.

We commit to assessing these requests promptly and fairly and providing students with a clear explanation of our decision. We will also provide students with a process to have our decisions independently reviewed if desired.

All cases will be individually decided on merit and according to this policy, our Equity in Education Policy, associated procedures and any relevant state or federal legislation or guidelines.

This policy does not remove the student's right to take further action under Australia's consumer protection laws or to pursue other legal remedies.

### Publishing, Distribution and Promotion

Information about courses, course schedules, enrolment dates, withdrawal dates, withdrawal process, fees, charges and refunds is published below and in the HIIE Student handbook.

All Students prior to commencement receive a copy of this information via email and a copy is distributed with the Student Handbook on first day of a course.

Students are encouraged to contact HIIE should they wish to obtain further information or seek clarification about this Refund Policy.

## COURSE UNAVAILABILITY, CANCELLATION OR CESSATION

In the event that HIIE is unable to provide a scheduled course, unit of study or VET unit of study, cancels a course, unit or VET unit of study, or an offer of a place to a student is withdrawn by HIIE no tuition fee liability will accrue to the student for that course, unit or VET unit of study. HIIE will attempt to make suitable arrangements for the student to complete the course, unit or VET unit of study at another institution, or offer the student a comparable unit or VET unit of study. If arrangements cannot be made to the satisfaction of the student, the student will receive a full refund of any tuition fees paid, for that course, unit of study or VET unit of study as described below for the applicable type of student. In this situation, a student does not need to make an application to receive the refund.

If a Statement of Attainment for unit or VET unit of study is requested by the student HIIE will issue the learner with their Statement of Attainment once their file has been AQF checked by HIIE's Compliance Team and all fees associated with completed units or VET units of study have been paid in full.

### Eligibility

Eligibility requirements for a refund following a Student-initiated action, vary depending on the course of study, type of student and state or federal

### Consideration of Application

Applications received by the HIIE RTO Manager will be acknowledged (by email or in writing) within five (5) business days of receipt.

If no further information or clarification is required from the student by HIIIE the student can expect a decision on their application, in writing, within three (3) weeks of receipt. The decision making process will comply with the principles contained in our Equity and Fairness Policy.

If the student's application is rejected, we will provide a clear explanation as to why the Special Circumstances offered by the student were considered insufficient to justify a refund.

### Review of Decision

Where a student is not satisfied with the initial decision regarding their refund application, they may apply for an independent internal review, in accordance with the HIIIE Grievance and Review Policy.

Should the student remain unsatisfied following the internal review, further options are available to the Student, as outlined in the Grievance and Review Policy, for an independent external review.

### How Refunds Will Be Paid

Where a refund is paid (either automatically or subsequent to a successful application by a Student) HIIIE will process the payments as below.

### Refund Amounts

#### Refund schedule for all Domestic Students

Withdrawal	Domestic Students
More than 5 days prior to enrolment start date	100% Tuition fees less non-refundable enrolment fee
Less than 5 days prior to enrolment start date	80% of tuition fees less non-refundable enrolment fee
Commencement of course	No refund However HIIIE will consider each application on a case by case basis

### Special Circumstances

HIIIE will approve a student's application for refund if we are satisfied that some or all of the following Special Circumstances apply to the student's case.

It is the student's responsibility to provide sufficient background, independent supporting documentation or other evidence that the Special Circumstances exist.

#### Circumstances Beyond a Student's Control

Such circumstances include situations arising that a reasonable person would consider is not due to the student's action or inaction, either direct or indirect, and for which the student is not responsible.

These situations would generally be expected to be unusual, uncommon or abnormal.

#### Circumstances Impacting After Critical Dates

Such circumstances include situations arising that do not make their full impact on the student until on or after critical dates such as withdrawal date for a course, unit or VET unit of study.

The situation may be known before the date(s) but the full impact or magnitude may not become apparent until on or after the date(s).

### **Circumstances making it impractical to complete study requirements**

These circumstances would make it impractical for the student to undertake the necessary private study required, attend sufficient lectures to meet attendance requirements, complete the required assessment work or sit required examinations.

Such circumstances would include:

- Medical circumstances (e.g.: if a student's medical condition has changed to an extent that they are unable to continue studying).
- Family or personal circumstances (e.g.: death or severe medical problems within a family, or unforeseen financial difficulties, so that it is unreasonable to expect a student to continue study).
- Employment related circumstances (e.g.: if a student's employment status or arrangements have changed to an extent that the student is unable to continue studies and this change is beyond their control).
- Course related circumstances (e.g.: if HIIE has changed the unit of study or VET unit of study and the student is disadvantaged by not being able to complete the unit or VET unit of Study and a credit cannot be given towards another course, unit or VET unit of study).

### **What are not considered Special Circumstances?**

Special Circumstances do not include the student's:

- Lack of understanding of study requirements or HIIE policies procedures and guidelines.

### **Further Information**

- Further information or clarification regarding this policy can be obtained by contacting the HIIE RTO Manager



## DEFERRAL, CANCELLATION AND EXCLUSION

### Introduction

- Students are able to defer or temporarily suspend their studies during their course only in certain limited circumstances and only on the grounds of compassionate or compelling circumstances.
- Students may also have their enrolment deferred or suspended due to misbehaviour which can also be grounds for cancellation of studies.

### Responsibility

HillE staff should discuss any issues about student conduct with the RTO Manager who will report to the Chief Executive Officer or person authorised by the Chief Executive Officer to ascertain appropriate outcomes.

### Deferring a semester

Students who wish to defer their studies must first speak to the Student Support Officer. Students must apply in writing to the RTO Manager stating the reasons for the deferral which will need to be approved by the RTO Manager. Prior to applying to defer their program students must ensure that they have paid fees up to that date and returned any outstanding materials that may have been borrowed

## ACADEMIC MISCONDUCT

All students are expected to maintain high standards of academic honesty and integrity. Academic misconduct is defined as attempts by students to cheat, plagiarise or otherwise act dishonestly in undertaking an assessment task, or assisting other students to do so. Students are considered guilty of cheating if they seek to gain advantage by unfair means such as copying another students' work, or in any way mislead a lecturer or tutor about their knowledge, ability, or the amount of original work they have done.

### Students Responsibilities

#### Examinations

- Students must not help or receive assistance from other students.
- Students must not request the loan of, or lend materials or devices to, other students.
- Students must not bring any materials into the examination room other than those specified for that examination.

A student may be excluded from a final examination in a unit for any of the following reasons:

- Unauthorised absence from class.
- Failure to meet unit requirements, for example non-submission of assignments or failure to attend class.
- Academic misconduct.
- General misconduct (see below).

#### Other assessment tasks

- Students must not copy or paraphrase any document, audio-visual material, computer-based material or artistic piece from another source except in accordance with the conventions of the field of study.
- Students must not use another person's concepts, results or conclusions and pass them off as their own.

- In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.
- Students must not ask another person to produce an assessable item for them.

## **HIIE's REPOSIBILITIES**

### **Procedural fairness**

- Students must be treated fairly, with dignity, and with due regard to their privacy.
- Students are to be regarded as innocent of the alleged misconduct until they have either admitted to it or been found by proper inquiry to have so behaved.
- Past misconduct is not evidence that a student has behaved in the same manner again.
- Each case is dealt with on its merits and according to its own circumstances with the proviso that the first instance of misconduct will be penalised more leniently than subsequent instances of misconduct.

### **Penalties**

- Penalties imposed will take into account the nature and the extent of the misconduct.
- Penalties imposed will take into account the student's stage in the program.
- Penalties imposed will take into account the conventions of the field of study.
- A student's second offence is penalised more severely than their first offence and a third offence will result in exclusion from HIIE
- The following penalties may be imposed: a warning, resubmitting all assessment, failing the unit, exclusion from HIIE

### **Notification and Appeal**

Students must be notified in writing of penalties imposed as a consequence of academic misconduct

The grounds for appeal are:

- Procedural irregularities, and/or
- Factual errors on which the decision was based and which were of such magnitude as to invalidate the decision.

Appeals must be lodged in writing with the Chief Executive Officer within 20 business days of the date of the student being notified of the penalty imposed. In the case of exclusion for misbehaviour, the process will commence within 10 working days from the date of receipt of the student's appeal.

### **General Misconduct**

Students are expected to respect other students, staff and property so that learning and teaching can take place freely, safely and without impediment due to the misconduct of others.

#### **General misconduct is where a student:**

- Acts dishonestly.
- Harasses other students or staff.
- Interferes with students or staff.
- Prevents or disrupts learning.
- Disobeys/fails to comply with contractual or legal requirements.
- Misuses, damages or steals HIIE property or the property of others.
- Alters/defaces HIIE documents or records.
- Prejudices the good name of HIIE or
- Otherwise acts in an improper manner.

HIIE will report all criminal acts committed by its students to the relevant authorities. The following examples indicate the kinds of behaviour which constitute student misconduct. They are for illustrative purposes only and are not intended to be exhaustive.

### **Student misconduct occurs when a student**

- Contravenes any rules or acts.
- Prejudices the good name or reputation of HIIE
- Prejudices the good order and governance of HIIE or interferes with the freedom of other people to pursue their studies, carry out their functions or participate in the life of HIE
- Fails to comply with conditions agreed in the contract.
- Wilfully disobeys or disregards any lawful order or direction.
- Refuses to identify him/ herself when lawfully asked to do so by an officer of HIIE
- Fails to comply with any penalty imposed for breach of discipline.
- Misbehaves in a class, meeting or other activity under the control or supervision of HIIE or on HIIE premises or other premises to which the student has access as a student of HIIE
- Obstructs any member of staff in the performance of their duties.
- Acts dishonestly in relation to admission to HIIE
- Knowingly makes any false or misleading representation about things that concern the student as a student of HIIE or breaches any of HIIE rules.
- Alters any documents or records.
- Harasses or intimidates another student, a member of staff, a visitor to HIIE or any other person while the student is engaged in study or other activity as a HIIE student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason.
- Breaches any confidence of HIIE
- Misuses any facility in a manner which is illegal or which is, or will be, detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at, or away from HIIE premises, while acting as a HIIE student, in a manner which is illegal or which is, or will be, detrimental to the rights or property of others.
- Steals, destroys or damages a facility or property of HIIE or for which HIIE is responsible. Or is guilty of any improper conduct.

### **Penalties for General Misconduct**

Penalties imposed will take into account the nature and the extent of the misconduct

A student's second offence is penalised more severely than their first offence and a third offence will result in exclusion from HIIE

If the student admits to the alleged misconduct, the Chief Executive Officer or a person authorised by the Chief Executive Officer may impose one or both of the following:

- A charge for the cost of damage to facilities and equipment.
- Temporary exclusion from HIIE

The Chief Executive Officer, or a person authorised by the Chief Executive Officer may, as well as the above, impose the penalty of permanent exclusion from HIIE in the case of physical or verbal abuse of students or staff of HIIE repeated or severe misconduct, or in the case of criminal acts.

### **Notification and Appeal**

Students must be notified in writing of penalties imposed as a consequence of general misconduct. The grounds for appeal are:

- Procedural irregularities, and/or

- Factual errors on which the decision was based and which were of such magnitude as to invalidate the decision

Appeals must be lodged in writing with the Chief Executive Officer within 20 business days of the date of the student being notified of the penalty imposed.

The process will commence within 10 working days from the date of receipt of the student's appeal.

## Educational Access and Equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools are urged to consider the most appropriate means of incorporating the following notions of equity.

Schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources. Trainer and Assessors should ensure that the particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non- English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

The subject matter chosen should include, where appropriate, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered when selecting subject matter. In choosing suitable learning experiences Trainer and Assessors should introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

It is desirable that the resource materials chosen recognise and value the contributions of both females and males to society and include the social experiences of both sexes. Resource materials should also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts should be made to identify, investigate and remove barriers to equal opportunity to demonstrate achievement. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment, of particular students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

### Expectations

The expectations of the program have been developed specifically for the implementation and conduct of Vocational Education and Training programs offered by HIIE. HIIE reserves the right to amend the expectations to suit the needs of the educational institution as required.

HIIE, recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training.

- Is registered with the Department of Education and Training to provide the vocational education components of the Training Packages.
- Has access to the facilities and resources required for the registered vocational education and training programs;
- Has in place an assignment/assessment policy.

- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies.
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide him/her with advice and guidance about the vocational education program at HIIE, for example Trainer and Assessors, Director of Studies, CEO.
- The Student Careers and Guidance Counsellor is available and will meet with all students who require this service.

### **The Student**

- Will make a serious commitment to his/her studies at HIIE and will make every effort to provide original work, and will refrain from copying the work of others. Plagiarism can be avoided by using accurate referencing. Plagiarism is using more than 10% of a source.
- Will meet the expectations and demands of HIIE in terms of participation, co-operation, punctuality, successful submission of work and high standards of behaviour and conduct.
- The student will participate in structured Vocational Placement (workplace learning) as arranged by HIIE, and will be responsible for contacting the Vocational Placement Centre (workplace) and the Administration Officer at HIIE to give notification of any late or non-attendance as early as possible before the beginning of a shift.
- The students will be dressed in an appropriate manner (no bikini tops or similar apparel or clothing with offensive language written)

## **Delivery and Assessment**

Flexible learning and assessment procedures are in place to address individual student needs. Studies completed prior to enrolling in a VET course can be recognised through the RPL process.

Units of competency can be repeated, re-sat or revisited if unsuccessful at the first attempt. Students are invited to negotiate with their Trainer and Assessor if they believe certain types of evidence should be collected to validate competency.

After commencement of a course, it is possible for students entering late, to undertake all units of competency by completing additional studies. Competencies can sometimes be assessed in the workplace when on work placement or in a casual job. Assessment results may be appealed by following the Appeals procedure.

### **Purpose of Assessment**

Assessment will be diagnostic, formative, and competency based.

### **Diagnostic Assessment**

Diagnostic assessment provides the student with opportunities to perform tasks and the results are not recorded. Trainers and Assessors use these tasks to check student progress and provide feedback.

### **Formative Assessment**

Formative assessment also provides feedback to the student on their performance to date and results are recorded on the student profile. If a student leaves the course before the completion of the course, it may be used for summative purposes. Formative assessment is designed to improve everyone's understanding of the student's achievement.

## Competency-based Assessment

Competency-based assessment is the process of collecting evidence and making judgments about whether or not the student has the knowledge and skills to meet the performance criteria required in the workplace. For example is the student able to use workplace equipment competently?

With this type of assessment the student will be given more than one opportunity to gain competency in particular units of competency or learning outcomes. Students will be required to demonstrate their skill at least three times in order to be deemed competent.

## Assessment Items

In each unit the student will complete a number of items of assessment that will be used to assess their level of achievement in this subject. Students are required to retain a copy of their assessment items prior to submission. These assessments may include but are not limited to:

- Objective and short answer/response tests
- Written responses (Learner Guides, Theory Assessments, Case Scenario's and Projects)
- Response to stimulus material Research and project work Practical work (Practical Assessments)
- Oral presentations Presentation of information Procedural applications Demonstrations
- Trainer and Assessor observation

## Resources and Learning Materials

Learning materials and resources will remain the property of HIIIE until the student end date. All resources provided to students are to be returned in their original condition if the student finishes before the end date.

HIIIE learning materials are predominately electronic so it is recommended that students have their own laptops but all HIIIE classes are also equipped with student computers.

HIIIE will endeavour to assist all students regarding any concerns relating to electronic assessment resources & materials to ensure all academic needs are fully supported and catered for.

## Vocational Placement

Vocational Placement forms an essential part of competency based assessment and provides the student with practical job skills and work experience.

An individualised Training Plan and Practical Placement Logbook will be used to track course progress and Vocational Placement hours

Before a student starts a vocational placement, HIIIE must ensure that a vocational placement agreement is signed by all parties for insurance purposes.

## National Training Packages

The HIIIE delivers quality training in accordance with the National Training Packages. A Training Package is a set of nationally endorsed standards and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace. Training Packages are a key resource for registered training organisations (RTOs) in the delivery of structured, accredited training.

Training Packages are developed by industry through national industry skills councils (ISCs) or by enterprises to meet the identified training needs of specific industries or industry sectors. Training packages are monitored and reviewed by industry through national industry skills councils to ensure they are current and continue to meet the existing and emerging needs of industry.

Any transition from one package to another will be facilitated to minimize disruption to students.

This transition will not cause severe disruption or disadvantage to the student.

Employability Skills are skills that apply across a variety of jobs and life contexts. They are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills, and transferable skills. Industry's preferred term is Employability Skills. Employability Skills are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". There are eight Employability Skills and they have been integrated into each unit of your study

## **Certificates**

When a student has successfully completed all the requirements of the qualification and they have paid any outstanding fees, they will be entitled to have the relevant certificate stating the completion of the qualification within 28 working days.

If the qualification is incomplete, then, only the units of competency or learning outcomes that have been assessed as competent will be recorded. The student will receive a Statement of Attainment which records successful units of competencies or learning outcomes.

## **Policy on completing students**

When students reach their end date they have finished their course. All assessment must be submitted on the due date which is well before the enrolment end date. Students may resubmit any assessment deemed not to be competent after this date, however, assessment which is deemed not competent must be finalised by the assessor within 4 weeks after their end date. HIII will issue a Qualification or Statement of Attainment after this date.

HIII will recognise all qualifications issued by any other RTO.

## **Procedure**

In the first session, the Trainer and Assessor shall make students aware that any existing qualifications they possess will be recognised by HIII. Trainer and Assessors will remind students of this policy at the beginning of each new study period (10 weeks).

If a student presents a qualification to the Trainer and Assessor, the Trainer and Assessor will take a copy and bring it to the attention of the Vocational Teaching Area Co-ordinator, who will make a note on the student file, and will pass it to the Quality Manager.

The Quality Manager will verify the authenticity of the qualification. The verified copy of the qualification is placed in the student's file. Once the qualification is verified, the Trainer and Assessor will give the student exemption for the units of competency or modules identified in the qualification and update the student's records accordingly.

## Recognition of Prior Learning

### Definition

RPL means getting credit for what you know - no matter where or how you obtained your knowledge and skills and are of the same standard as required in your vocational course.

RPL will allow you to:

- progress through the course at a faster rate
- do only new work (and not repeat the work in which you are already competent)
- have your knowledge and skill level formally recognised

### What Learning Might Count Towards RPL?

Knowledge and skills learnt in:

- other subjects
- work experience or industry placement a part-time job or unpaid work
- hobbies, activities, clubs, and sports interests inside or outside school activities you undertake as part of your family, holiday, home routines

### In what parts of the course does RPL Apply?

RPL can only be granted for the vocational training competencies or learning outcomes in the course you are studying. (These are the job-related knowledge and skill areas of the course.)

Each vocational training program has a number of learning outcomes or units of competency. You can apply for RPL in either an entire training program or in individual learning outcomes.

### If You Decide to Take Advantage of RPL

Ask for specific information about the learning outcomes or competencies of the training program

Complete the RPL Application Form in detail (and attach all relevant evidence)

You may be asked to attend an interview, or to do a practical task, or to provide more information

### How Does RPL Assessment Work?

An assessor (usually your trainer) will look through your application. The assessor will look at the evidence you have provided in the application (and perhaps in an interview) to decide on the outcome of your application. If the Trainer and Assessor does not have sufficient evidence to grant RPL, you may be asked to do a practical test.

- After the RPL assessment is finished you will be notified of the result in writing
- successful
- partially successful
- unsuccessful

### Student Records

During this course of study your Trainer and Assessor will update your results in the record data base and training plan. The Student Practical Record Book is your responsibility. If you undertake Vocational Placement in your industry area you will participate in an induction procedure and interview. Your Student Practical Record Book can be used to document activities in the workplace. During your course you will be asked to evaluate your studies.

On leaving a VET course you will take your Student Record Book with you and you will be provided with a Statement of Attainment or Certificate for the units of competency you complete. You will also be provided with a summary of your work placement experiences. If you lose or misplace your certificates you can contact the HIIE for another copy. A fee will be applicable.



## **Access to Personal Information**

Information is recorded during many of the operations associated with the HIIE management system. This information provides evidence of the performance of the activities carried out. This evidence is not only important because it provides an historical record but it may also assist in detecting trends so that preventative action can be taken.

A full list of records is indicated in the Records Database. The fields in the Database illustrate the controls in place. All electronic records are backed up according to the Control Data Procedure.

Access to students' records is limited by password. A student can have access to their records only if they have received written permission from the CEO who will have clarified the identity of the student prior to preparing the written permission. Except as required under legislation, students records will only be made available to third parties if written permission is obtained from the student.

All confidential information is filed with access limited to the discretion of the CEO. This information may have come from industry committees, other RTOs or organisations acting on HIIE's behalf.

## **Destination Studies**

After you leave HIIE, you may be contacted and asked to provide information on how your VET studies may have helped you gain work or further study. This information is kept confidential and is used to plan programs for VET students in the future. You are not compelled to provide information, but if you do so, you will be helping us to improve our services for future students.

## DRESS CODE POLICY

### Purpose

The purpose of the dress policy is to describe the standard of dress expected by Hills International Institute of Education (HIIE) whilst students are undertaking their studies on campus and in the workplace (ie: practical placement)

HIIE requires that all students wear a standard of dress appropriate to the circumstances and environment in which study, work & practical placement is performed. Importantly, attire should be neither offensive nor likely to give rise to health and safety risks on campus and/or in workplace.

### Commencement of the Policy

This policy will commence from 13 September 2018. It replaces all other HIIE Dress Code Policies (whether written or not).

### Health and Safety

HIIE is required to remove any reasonably foreseeable risk to workplace health and safety. If HIIE considers that a particular item of clothing or jewellery constitutes a foreseeable hazard having the potential to harm health or safety, HIIE may take whatever action it considers necessary to satisfactorily address the situation.

Action may include directing the student and/or workplace participant to remove the particular item of clothing or jewellery whilst on campus and/or in the workplace. If it is not practicable to remove the particular item, HIIE may direct the student and/or workplace participant to leave the workplace. A workplace participant is required to comply with any such direction.

### Unacceptable Attire

The following is a guide to attire that is unacceptable on campus and/or in the workplace. It is not an exhaustive list. A student and/or workplace participant that presents for class, practical placement and/or work placement wearing unacceptable attire may be directed to go home and change before being permitted to resume work.

Due to HIIE RTO campus being located on the grounds of an international primary and secondary school the following is also included as unacceptable attire.

- Thongs/flip flops
- Midriff/cleavage revealing/sheer tops
- Revealing shorts, skirts or dresses
- Offensive / inappropriate wording or slogans.
- Ripped clothing
- Facial piercings (excluding ears)
- Singlets

## **Practical Placement / Work Placement**

Dress appropriately to industry standards in the nominated practical placement / work placement. As a general rule, dress standards should be of a smart, clean and modest in nature. Also as a Work Health and Safety requirement HIIIE recommends that closed in shoes be worn at all times during practical placement / work placement.

HIIIE host employers have the right to send students home from practical placement / work placement if they deem the student to have unacceptable attire.

HIIIE recommends that hair be kept neat, clean and tidy at all times. Long hair must be tied back or fastened in such a manner so as not to hang below the collar. Facial hair is to be kept clean – shaven or neatly trimmed. Approved headwear must be clean, neat and tidy.

HIIIE recommends that fingernails be kept clean and well – manicured

Facial or other visible body piercings is to be kept to a minimum for health and safety reasons. If practical placement / work placement students are directed by the host employer to remove piercings they must comply with the request.

HIIIE students completing practical placement / work placement should be mindful that the nature of providing direct client care will bring them in close contact with others and poor personal hygiene practices can impact on others and pose an infection control risk. HIIIE students undertaking practical placement / work placement are asked to observe the following basic requirements.

- Wear clean uniforms and shower every day to reduce the risk of cross contamination
- Direct care work is often undertaken in a warm environment so students are advised to wear an antiperspirant deodorant to reduce body odour.

## **MOBILE PHONE POLICY**

HIIIE acknowledges we live in a technology rich world where mobile phones are an important communication tool. To ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment HIIIE's mobile phone policy guidelines are as follows

### **Adult students**

During class times mobile phones are to be switched off/silent and out of site at all times

Mobile phones are to be kept in student's personal bag/handbag during class times and must not be used in class.

Mobile phones are not to be used in any manner or place that is disruptive to the normal routine of HIIIE RTO.

Important emergency only phone calls may be taken, however you must excuse yourself from the classroom and limit any interruptions to yours and others study.

Mobile phones are permitted during student allocated break times whilst on HIIIE campus grounds.

It is a criminal offence to use mobile phones to menace, harass or offend another person. Students using phones to engage in personal attacks, harass, or post private information about another person using SMS/MMS messages, taking photos or objectionable images or bullying other students, or who use vulgar, derogatory or obscene language while using a mobile phone, will face severe sanctions, as determined by the HIIE RTO Manager. In extreme cases, HIIE may consider it appropriate to involve the police.

In phone cameras are not to be used anywhere a normal camera would be considered inappropriate. Nor are students to photograph or film others without their consent.

Mobile phones are used at their owner's risk. In the event of the loss, theft or damage of any device, HIIE will accept no liability unless it can be established that the loss, theft or damage resulted from HIIE's direct negligence.

**Students under 18 years of age** (*ie; school students & school based trainees*)

During class times mobile phones are to be switched off/silent.

Mobile phones are to be handed in to the trainer and or locked in the administration safe at commencement of class and after any subsequent allocated breaks during the day.

Mobile phones are not to be used in any manner or place that is disruptive to the normal routine of HIIE RTO.

Any emergency communication can be easily and effectively managed via the HIIE administration officers on 07 5547 9666 who will then discretely inform and allow students to use their personal mobile phones.

Mobile phones are permitted only during student allocated break times within HIIE campus grounds.

HIIE students under 18 are not permitted to use their mobile phones on Hills Educational Foundations College's main Campus at any time unless permitted by HEF's College Principal.

It is a criminal offence to use mobile phones to menace, harass or offend another person. Students using phones to engage in personal attacks, harass, or post private information about another person using SMS/MMS messages, taking photos or objectionable images or bullying other students, or who use vulgar, derogatory or obscene language while using a mobile phone, will face severe sanctions, as determined by the HIIE RTO Manager. In extreme cases, HIIE may consider it appropriate to involve the police.

In phone cameras are not to be used anywhere a normal camera would be considered inappropriate. Nor are students to photograph or film others without their consent.

Mobile phones are used at their owner's risk. In the event of the loss, theft or damage of any device, HIIE will accept no liability unless it can be established that the loss, theft or damage resulted from HIIE's direct negligence.

## PRIVACY AND CONFIDENTIALITY

All people, students, employees & visitors of HIIE expect and are entitled to confidential, fair and respectful treatment of information about them. As a student of HIIE you must be respectful when talking to your family, friends and other people both at home and in public places.

It is of the utmost importance that every student, employee and visitor of HIIE observes strict confidence in regard to personal information of other students, employees and visitors of HIIE. Any discussions or disclosure of information concerning other students, employees or visitors of HIIE is a serious betrayal of trust and could lead to cancellation of enrolment, termination of employment or disciplinary action.

HIIE also recognises both the benefits and challenges of social media for all students' employees and visitors of HIIE. HIIE aim to ensure that all students, employees and visitors of HIIE are not compromised in any way on any format of social media.

HIIE will investigate all occurrences where a student, employee or visitor defames, harasses or bullies another student, employee or visitor of HIIE.

HIIE will investigate all informal and formal complaints regarding HIIE students, employees or visitors defaming, harassing or bullying other students, employees or visitors of HIIE.

Any students, employees or visitors of HIIE found guilty of privacy and confidentiality misconduct may result in a cancellation of enrolment, termination of employment or disciplinary action.

### HIIE Student Declaration

I declare that I have received, fully read and understand the HIIE Domestic Student Handbook and agree to abide by all the HIIE policies and procedures during my enrolment with Hills International Institute of Education.

<b>Course Name</b>			
<b>Student Name</b>			
<b>Student Signature</b>		<b>Date</b>	

*If under 18 years*

<b>Parent/Guardian Name</b>			
<b>Parent/Guardian Signature</b>		<b>Date</b>	

## HIIE POLICIES, PROCEDURES & FORMS

FORMS	HIIE WEBSITE LINK
HIIE Complaint Appeal Lodgement Form	<a href="http://www.hiie.edu.au">www.hiie.edu.au</a>
HIIE Credit – RPL Application Form	<a href="http://www.hiie.edu.au">www.hiie.edu.au</a>
HIIE Change of Course Details Form	<a href="http://www.hiie.edu.au">www.hiie.edu.au</a>
HIIE POLICIES AND PROCEDURES	HIIE WEBSITE LINK
HIIE Assessing English Proficiency	<a href="http://www.hiie.edu.au">www.hiie.edu.au</a>
HIIE Critical Incident	<a href="http://www.hiie.edu.au">www.hiie.edu.au</a>
HIIE Equal Opportunity & Fair Treatment	<a href="http://www.hiie.edu.au">www.hiie.edu.au</a>
Student Code of Conduct	<a href="http://www.hiie.edu.au">www.hiie.edu.au</a>
HIIE Workplace Health & Safety	<a href="http://www.hiie.edu.au">www.hiie.edu.au</a>