


Student Handbook 2022

Version 6.0



A young man with short brown hair and black-rimmed glasses is sitting on a black beanbag chair in a library. He is wearing a light grey t-shirt and dark blue jeans. He is holding an open book in his hands and looking towards the camera with a slight smile. The background shows wooden bookshelves filled with books, some of which are blurred. The lighting is warm and focused on the man.

“ To deliver education by using innovative approaches in a supportive environment to equip our students with knowledge and practical skills enabling them to be an active member of the wider community and future leaders in their chosen field.”

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Letter to Students from the CEO

Welcome to Southern Cross Education Institute Higher Education (SCEI-HE).

I wish you every success as you commence the learning journey that will launch your new career. I am honoured to welcome you to our student community.

SCEI-HE is registered to provide higher education Bachelor courses of study.

As the founder and CEO of SCEI-HE, I am personally invested in ensuring that your learning experience with us fosters active intellectual enquiry and the pursuit of knowledge and excellence. Your time at SCEI-HE will expand your professional and creative opportunities by enabling and challenging your innate creativity, critical thinking and problem solving capabilities. I have faith that you will make lifelong, meaningful friendships during your time here that will assist in establishing a global SCEI-HE Alumni.

Through the efforts of our dedicated, experienced and talented academic staff, our Institute will deliver a progressive and successful centre of education. This semester, you will become an integral part of our success story by joining the first cohorts of students in SCEI-HE programs.

We are excited to be partners with you in your personal and professional development. SCEI-HE prides itself on its cultural diversity and its dynamic and evolving learning environments, and we look forward to your personal contribution to the shared experiences of our student family and to the national and global communities of practice in your new careers.

Azeezur Rahaman
Managing Director

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About SCEI Higher Education

Mission

To deliver quality education through innovative methods in a supportive environment; to equip our students with the knowledge and practical skills to empower them as lifelong learners and active members of the wider community and future leaders in their fields.

SCEI-HE believes that quality higher education should not only serve the demands of the labour market and enhance the career prospects of graduates, but also contribute to an improved national economy through graduates' professional innovation in business, industry, research and government, their positive and beneficial engagement with community and ongoing contribution to a democratic, equitable and civilised society.

Vision

To be valued by stakeholders as a respected, ethical, innovative and sustainable national quality provider of education and training.

Purpose

SCEI Higher Education (SCEI-HE) provides empowering learning experiences to enrich every student's higher education journey and every community sector with which they engage. Through dynamic community engagement, up-to-the-minute research and active support of low socioeconomic students, SCEI-HE's primary goal is to advance knowledge and practice in the students we teach, to benefit industries our practice ready graduates enter and the enrichment of communities with which our graduates connect.

Values and Principles

There are certain fundamental principles shared by the higher education sector as a whole to which SCEI-HE are committed: a sound academic base for all disciplines; methodologies based on reason and evidence; academic freedom of inquiry; the pursuit of knowledge and understanding; social responsibility; and transparency. SCEI-HE acknowledges the following values and principles:

- *Academic freedom of inquiry and opinion*

The principle ensures the freedom to debate received wisdom, and, for all staff, students and individuals of the communities with which we interact, to be permitted to offer controversial and sometimes dissenting views without fear of condemnation or loss of job or privilege.

- *Accountability*

Responsibility for decision-making is situated at all levels within SCEI-HE relevant to the position, department or area. Decisions are informed, consultative where required and transparent in execution.

- *Communitas*

This refers to the pursuit of mutual respect, tolerance and collegiality among peers and students. This principle defines and promotes the rights and responsibilities of everyone within and connected to the institution with respect to all activities, pedagogical, social, behavioural, cultural and economic.

- *Excellence*

Our aim is to ensure the academic excellence, innovation, enterprise and achievements that enrich society and drives industry. Our diversity program provides students, teachers and community with opportunities to discuss and explore topics and issues of behavioural, societal, cultural, historical, scientific and political perspective that promote understanding of access, excellence and inclusion, and inform our interdisciplinary and trans-disciplinary approaches. We seek to enrich the student experience and afford them critical insights into the trans-disciplinary opportunities and challenges explicit to our diverse cultures and communities.

- *Inclusivity*

Integral to the previous value, the support of cultural diversity and Indigenous perspectives is a foundation principle for SCEI-HE. Based on the underpinning values of equity and social justice for all, SCEI-HE is committed to overturning the legacies of exclusionism.

- *Partnership*

The aim of this principle is the development of partnerships that will be mutually beneficial to all parties, by working locally and nationally with groups and institutions internal and external to SCEI-HE.



Campus Locations

Melbourne Campus 1

Head Office and Main Campus

Located: 155-161 Boundary Road, North Melbourne VIC 3051

The Melbourne Head Office multi level campus is located ten minutes by car from the Melbourne CBD. Trams leave Elizabeth Street every ten minutes and your departure at the #22 Tram stop on the corner of Racecourse Road and Boundary Road will leave you with a quick walk across the road to the main campus. Free street parking is available.

As the largest of the SCEI facilities, 155 Boundary Road is well equipped and houses:

- 15 Large classrooms
- 4 Computer labs
- 6 Simulated work environment rooms for:
 - > Early Childhood and Education courses
 - > Community Healthcare courses
 - > Aged Care courses
 - > Pathology courses
 - > Disability courses
 - > Massage courses
- A well equipped student library
- Student kitchen and meals area
- Quiet study area
- Administration offices and Executive offices
- Boardroom
- Wi-fi facility is available for students who use self owned electronic devices.

Melbourne Campus 2

Second Campus

Located: 41 Boundary Road, North Melbourne VIC 3051

Melbourne's second multi level campus is a five minute walk from the main campus. Free onsite and street parking is available. It comprises:

- 4 Large Classrooms
- Student Kitchen and meals area
- Student Library

Graduate Attributes

SCEI-HE's set of graduate attributes represent the broad skills, knowledge and readiness for employment that it expects students of our higher education programs to graduate with. They are not necessarily course specific, but reflect the kind of professional, ethical and reflective individual that we hope will not only benefit the individual, but the community, industry and economy.

It is a list of qualities we want to see in our graduates as they practice their craft out in the greater national and global community; what we want our graduates to be like, as opposed to what they can do.

The SCEI-HE experience will enable graduates to become:

- Flexible and independent learners with a commitment to lifelong learning
- Academically knowledgeable at a level appropriate to the program
- Able to use their knowledge and skills to solve problems and think critically
- Competent in academic research methodologies
- Effective communicators in spoken and written English
- Able to work effectively as part of a team
- Technologically competent

Course Outcomes

Course outcomes represent the skills and knowledge specific to the course of study the student is enrolled in. These are

identified in the Course Guide specific to the higher education qualification.





Student Charter

Student Rights

As a student of SCEI-HE it is expected that you will:

- Be treated with respect and fairness.
- Be assured of privacy and confidentiality of all personal and academic information.
- Have any complaints, grievances and appeals dealt with fairly, confidentially and in accordance with policies and procedures.
- Be provided with feedback on all academic work submitted.
- Enjoy a safe learning environment free of discrimination, harassment and bullying.
- Have access to learning resources, materials and facilities to encourage engagement and enhance learning.
- Be provided with accurate and timely information about courses of study.
- Be provided with information about student support services
- Have opportunities to represent the student body on committees and provide feedback on the learning experience.
- Have access to guidance and support from staff on any administrative or academic matters.
- Have access to channels for complaints and grievances resolution.

Student Responsibilities

As a student of SCEI-HE it is expected that you will:

- Engage in learning, fulfil attendance and assessment requirements and meet or exceed course progress expectations.
- Have read, understood and abide by the rules, policies and procedures of SCEI-HE.
- Treat everyone with respect, dignity and courtesy.
- Not engage in any unlawful behaviour.
- Not misuse or damage Institute property or the property of other students and staff.
- Not endanger the health and safety of self and/or others
- Respect the rights of others to study and work in an environment free of discrimination, harassment and bullying.
- Display professional conduct during any industry placement, field trips or excursions.
- Allow others to have a voice during discussion and respect their opinions and beliefs.
- Abide by the rules governing plagiarism, cheating and collusion and use copyright material appropriately.

Admission

Admission Requirements

School leavers

To qualify for admission to an undergraduate degree the applicant must fulfil all of the following requirements:

- Australian citizen or Australian permanent resident.
- Have completed the Victorian Certificate of Education (VCE) or an equivalent qualification e.g. International Baccalaureate (IB);
- Achieve the required marks in each of the prerequisite subjects (see relevant Course Guide for details);
- Meet the English language requirements (see relevant Course Guide for details).

Non-Year 12 applicants

To qualify for admission to an undergraduate degree, the applicant must fulfil all of the following requirements:

- Australian citizen or Australian permanent resident.
- Be aged 21 years or over by the commencement date of the course;
- Relevant work experience;
- Have completed an accredited Diploma level or higher qualification; and
- Meet the English language requirements (see Course Guide for details).

Admission requirements specific to the course of study, please refer to the Course Guide or the website at www.scei-he.edu.au/

English Proficiency

All courses at SCEI-HE are delivered in the English language. It is essential that a student has language, literacy and numeracy (LLN) skills sufficient to successfully undertake studies at the higher education level.

Non-Year 12 applicants

Non-school leaver applicants must demonstrate their capacity to successfully participate in tertiary study by achieving satisfactory results in the Special Tertiary Admissions Test (STAT) - both Written English and Multiple Choice sections.

How To Apply

To apply for admission into an undergraduate degree, you are required to:

- Read the list of courses on offer.
- Select the course you wish to enrol in.
- Ensure you meet the entry requirements into the course.
- Complete the HEFOR20 Enrolment Form and attach any supporting documentation (some may require to be certified).
- The form can be accessed from www.scei-he.edu.au/ or Student Administration.
- Submit the application and supporting documents to Student Administration.

What happens next?

- The application will be reviewed by the Admissions Officer and the Course Selection Committee.
- Successful applicants will be notified of their acceptance through a full or conditional Letter of Offer.

- Non-successful applicants will be notified by mail including the reasons for non-acceptance.
- Non-successful applicants may appeal the decision. Refer to the HEPP03 Student Complaint and Grievance Policy and Procedure.

To accept an offer

To accept the offer, the applicant is required to:

- Complete and sign the Offer Acceptance page and submit to Student Administration via:
 - **POST or IN-PERSON: 155-161 Boundary Road, North Melbourne 3051**
 - **EMAIL: admissions@scei-he.edu.au**
- Provide payment of the tuition fees by the one of the methods stated in the Letter of Offer.
- Upon receipt of the Offer Acceptance and Payment, the applicant will receive a Confirmation of Enrolment letter.

To defer an offer

An applicant may defer their offer of admission for a period of up to one academic year. A deferral is only available to applicants who have not commenced the course.

Before deferring an offer of admission, applicants should understand that courses are under continual review and the course applied for maybe revised or discontinued during the period of deferment. In this situation, SCEI-HE will contact the applicant and discuss alternative options e.g. the offer of placement in another course.

To defer an offer

- An applicant must complete the HEFOR23 Deferral of Admission Form available at www.scei-he.edu.au/ and email to admissions@scei-he.edu.au
- The Course Selection Committee will consider the request and email confirmation of the outcome within 10 working days of receiving it.

To decline an offer

To decline the offer, the applicant is required to:

- Complete the decline offer section of the Offer Acceptance page of the Letter of Offer and submit to Student Administration via:
 - **POST or IN-PERSON: 155-161 Boundary Road, North Melbourne 3051**
 - **EMAIL: admissions@scei-he.edu.au**

For more information relating to the Admissions procedure, please refer to the HEPP37 Admissions Policy and Procedure.

Advanced Standing or Credit

Advanced standing is the granting of credit towards the completion of an undergraduate degree based on previous studies or experience that has been judged to be equivalent to the subjects in the undergraduate degree for which the applicant is applying.

To apply for advanced standing or credit the applicant should complete an HEFOR24 Application for Advanced Standing Form. The completed form and any supporting evidence should be forwarded to Student Administration for processing.

Advanced Standing Limit

When setting advanced standing recognition limits for a student with an Australian Qualifications Framework (AQF) qualification towards a higher level AQF qualification in the same or related discipline, SCEI-HE will take into account the relevant requirements and processes as outlined above as well as the AQF guidelines.

Where potential for advanced standing may be governed by regulatory or professional body requirements of quality, content and delivery mode, SCEI-HE will not contravene the set regulations.

For more information relating, please refer to the HEPP36 Advanced Standing Policy and Procedure at www.scei-he.edu.au/

Orientation

Prior to commencing their studies, students are required to attend an orientation day. This day is arranged through Student Administration and provides students with vital information about their course and studying at SCEI-HE. Students will receive email correspondence regarding orientation following the confirmation of enrolment.

Graduation

In order to graduate, students must fulfil all subject requirements by the end of semester two in the year prior to their intended graduation.

An HEFOR09 Intention to Graduate form must be submitted to Student Administration by the end of Semester two in the year prior to graduation. The form can be accessed at www.scei-he.edu.au/ or from Student Administration.





Fees and Charges

All students are expected to pay for their course tuition fees upon enrolment or enter into a payment instalment arrangement.

FEES	
Fee Type	Domestic
Administration Fee	\$250 per application (non-refundable)
Tuition Fee (annual)	\$18,000 - International \$16,000 - Domestic

CHARGES	
Charge Type	Cost
Issue of Transcript (other than original)	\$20
Issue of Testamur (other than original)	\$50
Late Payment of Fees	\$200
Transfer of subject	\$200
Letter of Course Completion	\$20
Re-issue Student ID Card	\$15
Reinstatement of Enrolment	\$50
Payment Plan Establishment Fee	\$50

Payment of Fees

Students may pay fees and other enrolment-related charges by:

- Cash
- Money Order
- Credit Card (in person or via mail or phone)
- EFTPOS

Students may pay their fees in full prior to the commencement of the course or by entering an arrangement with SCEI-HE for a payment plan.

Students who do not pay fees as required may have their enrolment suspended until all fees owing are paid.

Students on an approved payment plan must meet all agreed payment deadlines. Missed payments will result in a late payment penalty fee and may result in suspended enrolment.

Further information on fees, refer to the Fees and Charges Policy at accounts@scei-he.edu.au

Payment Plan

A Payment Plan is available to students as an alternative option for paying their tuition fees. A Payment Plan

- Is arranged on an annual basis only
- Cannot be applied retrospectively
- Is only available to full-fee-paying students
- Individualised to the student

To apply for a payment plan

You must complete a HEFOR25 Payment Plan Application Form and a detailed personal statement describing your financial difficulties and why you are unable to pay your fees in full and submit to the Accounts Department at accounts@scei-he.edu.au

Applications must be submitted no later than the fee payment due date as per the student invoice. Applications received after the fee payment due date will not be considered.

Applications are reviewed individually and applicants will be notified of outcome within five working days. The application form can be accessed from www.scei-he.edu.au/ or Student Administration.

An administrative fee of \$50 will be charged to establish a payment plan.

Refund Policy

The refund policy and procedure informs applicants and students of eligibility requirements for a refund of fees.

Partial or full refunds will be given where a student has paid tuition fees, and then withdraws from the course prior to the course commencement date. If a course or subject is cancelled by SCEI-HE, a full refund of tuition fees paid will apply.

To apply for a refund, students must complete the HEFOR06 Refund Application Form with accompanying documentation and submit it to Student Administration. Each application will be considered on its merits in conjunction with the supporting documentation provided. Supporting documentation should provide enough detail for an informed decision to be made regarding the case for a refund. For the purposes of determining whether a refund is approved, the date of withdrawal from a course is the date on which SCEI-HE receives written notification of withdrawal by the student.

A student requesting a review of a decision about a refund may lodge a formal appeal in writing within 20 days of the notification of an unsuccessful refund application to the Manager, Student Administration.

For further information refer to HEPP25 Refund Policy and Procedure at www.scei-he.edu.au/

Tuition Assurance

Under the provisions of the Higher Education Support Act 2003 (HESA) and the associated Higher Education Provider Guidelines, SCEI-HE is required to provide a tuition assurance arrangement for domestic students who are currently enrolled in an approved Higher Education course of study.

This requirement is to protect a student in the event that SCEI-HE ceases to provide a Higher Education course of study in which the student is enrolled.

In the event that SCEI-HE ceases to provide a Higher Education course of study in which a student is enrolled, the student is entitled to a choice of:

- An offer of a place in a similar course of study with a Second Provider without any requirement to pay the Second Provider any Higher Education tuition fee for any replacement unit of study (this is known as the "Course Assurance Option");

OR

- A refund of any up-front payments for any unit of study that the student commences but do not complete because SCEI-HE ceased to provide the Higher Education course of study of which the unit of study forms part (this is known as the "Student Contribution/Tuition Fee Repayment Option").

Studying at SCEI-HE

ELearning Platform

When a student commences their course of study, they will receive a web-site address and password to log into Moodle, SCEI-HE's online learning platform. Here students will be able to access their course material and assessment details, submit assessments, contribute to group forums and contact the course or subject co-ordinator.

Assessment

Assessment is the process of collecting evidence and making judgments on the extent to which students have achieved the intended learning outcomes of a course. SCEI-HE uses various types of assessment. For each subject within each course, the final grade for a student is determined from the student's performance in all of the assessments tasks for the subject.

Assessment at SCEI-HE is undertaken to provide:

- Feedback to students on the effectiveness of their learning
- Evidence for industry bodies and employers that students have attained a defined level of understanding of the subject content
- An indicator for the lecturer, Course Coordinator and Academic Director of the effectiveness of teaching delivery
- An indicator of any need for intervention and/or support
- Benchmarks for the Academic and Corporate Boards on the effectiveness of teaching and learning in SCEI-HE's programs

The assessment processes for each subject will be provided in the subject outline. Every subject will be assessed using at least two different assessment methods one of which may be an invigilated component e.g. examination.

Assessment methods and the criteria by which assessments are judged will be explicit, appropriately defined, fair and based on academic achievement. Assessment tasks may include (not an inclusive list):

- Annotated Bibliography
- Interview
- Project
- Case Studies
- Journal
- Reflective Journal
- Community Projects
- Literature Review
- Research Proposal
- Concept or Mind Maps
- Observation
- Role Play
- Critical Writing
- Online Quizzes
- Simulation
- Data Analyses
- Oral Presentation
- Skills Assessment
- Debates
- Peer Assessment

- Test
- Essay
- Portfolio
- Video
- Examination
- Poster Presentation
- Work Integrated Placement
- Forum
- Professional Practice
- Written Report

Submission of Assessment Tasks

Written assessment tasks should be submitted electronically and, where stipulated, through Moodle. Where hard copies of assessments are endorsed in the subject outline, a secure collection centre must be stipulated in the subject outline. All hardcopy assessments are required to have a stamped, signed acknowledgement of receipt. Students are to keep a copy of all work submitted until the final course grades are recorded and released.

Late assignment penalty is 5% of the total mark applicable for the assessment task, for each day or part day that the item is late (a "day" for this purpose is defined as any day on which SCEI-HE campus student administration is open).

Assessment Extension

If a student is unable to complete their assessment by the due date because of extenuating circumstances, they are entitled to apply for an extension. Requests for extension of time must be made in advance of the due date, by completing the HEFOR14 Application for Extension of Assessment form and applying directly to their lecturer. Supporting evidence in the form of a Statutory Declaration, together with medical certificate or other substantiating documentation, must accompany this application form. Any supporting evidence must provide detailed reasons as to why the student is unable to meet the assessment requirements by the due date.

The maximum length of extension for any written assessment item will be two (2) weeks from the due date. If for any reason, the student is still unable to meet the extended due date, they must apply for further consideration under the Special Consideration Policy.

Approval for extension may be granted on the following grounds:

- Serious personal or emotional trauma (such as a death in the immediate family)
- Serious student illness which would prevent attendance on campus

The following are not considered grounds for extension and applications for extension under any of these circumstances will not be accepted:

- Work commitments
- Holiday arrangements (including overseas travel and school holidays)
- Social and leisure events or personal commitments (including weddings)
- Misreading the assessment timetable
- Forgetfulness

Examinations

Examinations play an integral part in assessing the skills and knowledge attained by students as a result of studying a particular subject. Examination dates and times are advertised on campus, on the website and on Moodle. It is the responsibility of the student to be aware of the dates and times of examinations. Instructions for examinations are provided by the subject lecturer during tutorials.

Attendance at examinations is compulsory. All students are expected to be available to attend campus for the entire examination period. A student who fails to attend an examination with no satisfactory explanation receives no mark for the examination unless he or she has applied for and been granted a deferred examination.

Deferred Examination

If due to extenuating and unforeseen circumstances a student is unable to attend their scheduled examination, a HEFOR26 Deferred Examination Application Form must be completed and submitted to the Course Coordinator with accompanying supporting evidence within three (3) working days of the exam date.

Supporting evidence in the form of a Statutory Declaration, together with medical certificate or other substantiating documentation, must accompany the application form. Any supporting evidence must provide detailed reasons as to why the student is unable to attend the scheduled examination date.

The deferred examination must be completed on the date and time provided on approval of the application for deferred examination. These dates and times are not negotiable.



GRADING SYSTEM	
Grade	Definition
High Distinction (outstanding performance) Code: HD Mark range: 80% - 100%	<ul style="list-style-type: none"> • Complete and comprehensive understanding of the subject content • Development of relevant skills to an outstanding level • Demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative • Excellent achievement of all major and minor objectives of the subject
Distinction (very high level of performance) Code: D Mark range: 70% - 79%	<ul style="list-style-type: none"> • Very high level of understanding of the subject content • Development of relevant skills to a very high level • Demonstration of a very high level of interpretive and analytical ability and intellectual initiative • Comprehensive achievement of all major and minor objectives of the subject
Credit (high level of performance) Code: C Mark range: 60% - 69%	<ul style="list-style-type: none"> • High level of understanding of the subject content • Development of relevant skills to a high level • Demonstration of a high level of interpretive and analytical ability and intellectual initiative • Analytical ability and achievement of all major objectives of the subject, with some minor objectives not fully achieved
Pass (competent level of performance) Code: P Mark range: 50% - 59%	<ul style="list-style-type: none"> • Adequate understanding of most of the basic subject content • Development of relevant skills to a satisfactory level • Adequate interpretive and analytical ability • Achievement of all major objectives of the subject, with some minor objectives not achieved
Fail (unsatisfactory performance) Code: F Mark range: less than 50%	<ul style="list-style-type: none"> • Inadequate understanding of the basic subject content • Failure to develop relevant skills • Insufficient evidence of interpretive and analytical ability • Failure to achieve some or all major and minor objectives of the subject
Fail - No Assessment Submitted Code: FNS	<ul style="list-style-type: none"> • Did not present any work for assessment, to be considered as failure.
Deferred Examination Code: DE	<ul style="list-style-type: none"> • A final grade is yet to be awarded for the subject, as a deferred examination has been approved due to special consideration. This is a temporary grade only and must be finalised before the end of the following semester.
Supplementary Examination Code: SE	<ul style="list-style-type: none"> • A final grade is yet to be awarded for the subject, as the outcome has been a marginal fail and a supplementary examination has been offered. This is a temporary grade only and must be finalised before the end of the following semester.
Withdraw With Failure Code: WF	<ul style="list-style-type: none"> • Cancelled enrolment in the subject after the final date for withdrawal without failure.
Withdraw Without Failure Code: AW	<ul style="list-style-type: none"> • Cancelled enrolment in the subject before the final date for withdrawal without failure. This grade may also be awarded to students who withdraw from a subject after the withdrawal date under special or compassionate circumstances. In these cases the grade is awarded at the discretion of the Teaching and Learning Committee. • A subject with the grade of AW does not appear on a student's academic transcript.
Advanced Standing Code: AS	<ul style="list-style-type: none"> • Credit has been granted for the subject of study following an application for Advanced Standing.

Copyright

Students may only copy material in accordance with the Australian Copyright Act 1968. For study and research purposes, students are permitted to copy:

- One chapter or 10% of a book; or
- One chapter, or 10% of the number of words of text materials in electronic form; or
- One article per issue of a journal, magazine or newspaper or more than one article if each article relates to the same subject matter.

Internet material, artist, dramatic, film, and musical works are also covered by copyright legislation. Students should reference the copyright works used in order to avoid plagiarism, which is considered academic misconduct.

Students must comply with licences for the use of intellectual property, including software. All software loaded on SCEI-HE computers or provided by the SCEI-HE is licensed and there is no permission to copy software unless permitted by licence.

Academic Integrity

SCEI-HE requires its students to observe the highest ethical standards in every aspect of their academic work. SCEI-HE actively demonstrates its commitment to academic integrity by recognising scholarly work and penalising all forms of academic dishonesty.

SCEI-HE's students are responsible for:

- Having a clear understanding of academic integrity and what constitutes academic dishonesty.
- Fully integrating this understanding into any work submitted for assessment, including:
 - Ensuring that their work is in no way falsified or plagiarised
 - Acknowledging appropriately the work of others by using approved referencing conventions as per the requirements of each assessment e.g. APA
- Taking reasonable steps to prevent other students from copying or plagiarising their work, including:
 - Not leaving their work unattended and accessible to other

- Log off computers and remove USB Flash Drive from computer ports when finished
- If working on computers and stepping away temporarily, ensure the computer is locked and hard-copy work is not accessible by others
- Recording all bibliographic information for referencing when using other resources.

Plagiarism

Plagiarism is the act of copying and using another person's expressions or ideas, without acknowledging them. Unintentional plagiarism arises due to student confusion over how and where to reference, poor information literacy skills and confusion over the difference between copyright and common information. Intentional plagiarism involves the deliberate act of presenting someone else's work or ideas as if it were their own.

Students are required to:

- Be aware of their responsibilities in regard to plagiarism.
- Reference all assessments for submission appropriately.
- Seek advice and support from academic staff.

Academic Referencing

Referencing is a standardised method of formatting the information sources you have used in your assignments or written work. Any given referencing style serves two purposes:

- Acknowledges the source
- Allows the reader to trace the source

SCEI-HE follows the APA (American Psychological Association) referencing convention to all print, electronic and multimedia sources. The APA style of referencing consists of:

- In-text citations in the body of the paper that include the author, the date and often a page number; and
- A reference list at the end of the paper giving full bibliographic details of all in-text citations.

For further information refer to the Publication Manual of the American Psychological Association, Sixth Edition, accessed at <http://www.apastyle.org/products/4200067.aspx?tab=2>



Student Support Services

SCEI-HE is committed to providing students with appropriate academic and welfare support services, information, advice and assistance to help them attain academic success and improve their personal well-being whilst undertaking a course at SCEI-HE.

Academic Support

The Academic Director, Academic Support Coordinator, Course Coordinators and Student Administration Manager are available to assist students with information and advice in regard to enrolment issues, academic progress or educational outcomes and pathways. Students seeking academic study skills support should contact the Student Welfare Officer to discuss their requirements. Where staff are unable or not appropriate to provide help, the student will be referred to a relevant person or support service.

English Language Development

Available to students from non-English speaking backgrounds to improve their conversational and academic English language proficiency. Students can book into these workshops through Student Welfare and Support Services or teachers may refer a student to attend English Language Development sessions where it is impacting on their academic progress. All sessions are delivered onsite in face to face mode.

Academic Learning Support

Individual sessions and group workshops are available to students to assist in improving their academic learning skills. This includes:

- Academic Writing (essays, reports).
- APA Referencing.
- Study Skills (time management, prioritisation).
- Avoiding plagiarism (quoting, paraphrasing, intext

- referencing and referencing lists).
- Research skills (how to efficiently and effectively search using online library).
- Oral presentations .
- Reflective writing and journaling.
- Critical thinking and inquiry.

Students can book into these sessions or request an individual support session through Student Welfare and Support Services. All sessions are delivered onsite in face to face mode.

Counselling Services

A Student Counsellor is available to discuss personal, physical, mental, or emotional issues that may arise for students during the course of their studies. We provide the student with the support necessary, or refer to an external service appropriate to their needs. Any costs associated with the use of external professional external will be borne by the student.

Legal Advice

Students should initially contact the Student Welfare Officer for any support on legal matters. The Student Welfare Officer will refer students to further sources of legal aid if required.

Support for Students with Disabilities

Students should advise SCEI-HE in advance and provide documentation of any disabilities that may affect the student's progress prior to commencement of the course. Where staff are aware of a disability affecting a student, reasonable adjustments can be made to teaching arrangements, assessment and/or materials and access to assist these students with their learning.

Facilities and Services

Student Breakout Area

The campus has two student break out areas, one on each level. This is an area for students to socialise with other students, relax, study, eat, meet friends and learn together.

Kitchenette

The campus has two kitchenettes for students use for the preparation of beverages and/or meals. The kitchenette's have a fridge for food storage and microwaves for heating meals.

Reception

Located on the ground floor of the campus is Student Administration and Reception. During campus opening hours students can approach Reception with questions they may have about their studies regarding:

- Enrolments

- Timetables
- Forms and procedures
- Booking a meeting with a Student Welfare Officer
- Printing and photocopying
- Other general enquiries

Online Library Services

Students have 24/7 access available to the online library databases. The databases are collections of e-journals (including full-text articles), e-books, newspapers, videos, images and other material subscribed by SCEI-HE.

Student Identification Cards

During orientation, students will be issued with a Student Identification Card, free of charge. The student must provide valid photo ID to reception staff to have their Student ID printed. A photograph is taken on the spot, the card is generated and ready to be collected at the end of orientation.

Student ID cards provide proof of enrolment and are used as identification for admission to examinations, transport concession, purchasing textbooks and other learning resources e.g. uniforms. Student ID cards must be produced on request and remain the property of SCEI-HE.

If the student misplaces or loses their Student ID card, there is a fee to replace it – see fees and charges on page 10.

Wireless Connectivity

SCEI-HE provides free wireless access within the campus.

SCEI-HE embraces an inclusive and safe environment for all staff and students. SCEI-HE recognises that every individual is unique and has the fundamental right to be valued, treated with respect and to reach their full potential in a learning environment that consistently delivers a high quality education to support outcomes for all.

SCEI-HE distinguishes its identity by creating a welcoming community for all its students and staff that:

- Values and celebrates the cultural and social diversity of its community.
- Demonstrates ongoing commitment to access and equity.
- Encourages understanding, acceptance, tolerance, cooperation and compromise.
- Demonstrates fair and ethical conduct toward all students, staff and visitors.
- Ensures all reasonable care is taken to safeguard the health and safety of all students, staff and visitors.
- Always reflects the core vision and mission to provide an enriching learning and working experience.
- Recognises the importance of cross-cultural proficiency and understanding.
- Raise awareness to personal safety risks and issues and what to do in the event of a personal crisis.
- Aims to provide a learning and working environment that is reflective of Australia's diverse society.

Health and Safety Procedures

SCEI-HE health and safety management system has been developed in line with legislative requirements and consultation processes. The policies and procedures that form part of this system, provide general and, in some cases, specific guidelines to assist all stakeholders to meet their workplace health and safety obligations under the Victorian Health and Safety legislation.

In accordance with health and safety legislation, all staff, contractors and students have health and safety responsibilities. Each student must take reasonable care of their own health and safety and the health and safety of others by following the information provided in the HEPP26 Occupational Health and Safety Policy available.

SCEI-HE has monitored video security cameras throughout the campus. The video footage can be accessed upon request to the IT Manager in the event of theft, damage, destruction, unacceptable behaviour or emergencies.

Students are able to connect their personal digital devices (laptops, mobiles and other devices) to the Internet via the Institute wireless network. Information on this simple connection process is provided during orientation.

Student Email

All students of SCEI-HE will be issued with an email account and the username and password to access it. Students can access their account on campus or on any external device with internet access.

Health and Safety

Where incidents are reportable to law enforcement, a copy of video footage of the relevant incident will be provided to relevant law enforcement agencies e.g. Police.

Alcohol, Drugs and Smoking

In recognition that the consumption of alcohol, drugs or other substance abuse by staff or students may impair their ability to perform tasks, learn and interact with others in a safe manner; SCEI-HE has a zero tolerance approach towards attending the campus whilst under the influence of such substances.

No student is to attend the campus whilst under the influence of alcohol or other drugs. All enrolled students are strictly prohibited from any involvement in professional practice when under the influence of alcohol or other drugs.

SCEI-HE has a legal obligation to maintain a smoke free environment. Students are not permitted to smoke in buildings, lifts and stairwells, or within 4 metres of entrance to the campus.

For further information refer to HEPP07 Student Conduct Policy.

What to do in an Emergency?

In the event of an emergency, students should follow the directions of SCEI-HE staff.

On hearing the alert tone or an instruction from the Chief or Area Warden, all persons must;

1. Immediately cease all activity, collect personal valuables and proceed to the nearest emergency exit.
2. Remain calm.
3. Exit the building in an orderly manner, via the nearest exit door.
4. Assist others to evacuate.
5. Do not use the lifts (elevators).
6. Move to the designated assembly area unless otherwise instructed.
7. Remain at the assembly area until instructed to leave by an Area Warden or Emergency Services Personnel.
8. Do not re-enter the building until informed that it is safe to do so by a the Chief Warden or Emergency Services Personnel.

First Aid

First aid officers are located on campus. If a student needs first aid they should advise a member of staff who will contact a First Aid Officer to assist.

Policies

Appropriate use of IT and Electronic Equipment

SCEI-HE recognises that computing and electronic resources are a valuable source of learning and information relevant to programs of study. These resources include video conferencing, Internet, and Intranet services provided by SCEI-HE such as email, email lists, web browsing, website publication, chat and newsgroups (forums). You are encouraged to make use of these resources for purposes relating to study being undertaken through SCEI-HE. However, SCEI-HE computing and electronic resources are not to be used for purposes other than course requirements.

SCEI-HE reserves the right to:

- Moderate access to Internet and Intranet services, including filtering of websites, and blocking selected non-educational and training websites, in order to improve the speed and quality of education delivery.
- Monitor and record all usage of its computer networks, including its Internet and Intranet services.
- Access a student email account where it is considered that there may have been misuse of the email system.

Any misuse of computing or electronic resources is considered to be an act of behavioural misconduct and will be addressed as such. This may mean the withdrawal of access to the resources, suspension, or expulsion. Any unlawful use may lead to legal action being taken.

For further information refer to HEPP44 ICT Use Policy and Procedure.

Student Academic Misconduct

SCEI-HE is committed to outstanding teaching and learning experiences for its staff and students. It seeks to foster an academic environment that promotes the most rigorous standards of independent scholarship, critical inquiry, and academic integrity. All staff and students at the Institute are held to the highest standards of academic ethics and integrity in their work. For students, penalties for academic misconduct vary according to the severity of the case, and may include the requirement to do further work; deduction of marks; an award of zero marks for the assessment; failure of a unit or course; suspension from a course; exclusion from SCEI-HE; non-conferral of a degree; diploma or other award to which the student would otherwise have been entitled.

Academic misconduct at SCEI-HE is defined for students on three levels.

1. Minor Academic Misconduct
2. Moderate Academic Misconduct
3. Major Academic Misconduct

Plagiarism

The following scale has been adopted across the Institute for the purposes of preliminary classification in cases of plagiarism:

- Less than 10% - minor.
- 10-25% - moderate.
- More than 25% - major

This refers to the substantive content of the work (i.e. word length excluding properly referenced quotes, and footnotes/endnotes except where plagiarism is contained in the latter). The extent of plagiarism will be calculated to include both unattributed word for word copying; work in which minor amendments have been made to unattributed source material (through substitution, transposition or exclusion of words); and the close paraphrase of the words and/or specific ideas of another person.

For further information refer to the HEPP02 Academic Misconduct Policy and Procedure.

Student Progress and Exclusion Policy and Procedure

SCEI-HE will monitor the progress of each student and take appropriate steps to maximise the opportunity for each student to graduate. Students must meet the requirements of a course within a prescribed number of years from the date of first enrolment. The rationale for placing a timeframe on course completion is to ensure that the qualification awarded reflects currency of knowledge and skills.

Students who fail to complete course requirements within the specified timeframe (including any extension of time granted) will have their enrolment terminated and provided with a statement noting that the maximum period of candidature has been exceeded. Students are required to attain minimum academic standards.

Students do not meet minimum academic standards in a course if they:

- Fail a particular unit of study more than once; or
- Fail 50% or more of the units of study attempted in a semester.

Students who do not meet the minimum academic standards will be deemed to be "at risk" and provided with additional support by the Student Welfare Officer.

For further information refer to the HEPP29 Student Progress and Exclusion Policy and Procedure.

Complaints and Grievance

SCEI-HE is committed to providing effective, timely, fair and confidential complaint and grievance handling processes for all students.

Where possible, all informal attempts should be made to resolve the complaint or grievance in the first instance. This may include advice, discussions and general mediation in relation to the adverse event and the nature of the complaint or grievance.

A student may escalate a complaint or grievance to a formal process at any stage. General principles that apply to all stages of this policy and procedure will be adhered to by SCEI-HE as follows.

Formal Complaint or Grievance

1. Formal complaint or grievance should be submitted in writing to the Academic Board. The notification of the complaint must provide a description of the complaint or grievance in detail including relevant information such as names, dates, venues, course details, and any supporting documentation, e.g. emails.
2. The complainant must also indicate what actions they have already taken to resolve the complaint or grievance and indicate the outcome they are seeking.
3. If a formal complaint lacks sufficient information, it may not be possible for the Institute to investigate.
4. Upon receipt of the formal complaint or grievance a delegated officer will be appointed by the Academic Board.
5. The delegated officer will investigate the complaint or grievance by:
 - a. Validating the complaint
 - b. Verify the facts of the complaint
 - c. Obtain all the evidence related the nature of the complaint, including policies and procedures
 - d. Conducts discussions and interviews with the relevant parties e.g. complainant and respondent
6. Following the investigation phase, the delegated officer will:
 - a. Analyse all the evidence gathered
 - b. Formulate the findings
 - c. Determine the outcome and any recommendations, these may include:
 - i. Counselling
 - ii. Mediation
 - iii. Formal apology
 - iv. Disciplinary action e.g. warning
7. Review of the Institute's policies and procedures
8. The delegated officer will prepare a response of the investigation and outcome of the complaint for the Institute's records and provide to the Academic Board.
9. The complainant will be advised in writing of the outcome of the complaint or grievance investigation including detailed reasons for the outcome, within ten working days of the formal complaint or grievance being received.
10. The complainant will be advised of their right to access the appeals process if they are not satisfied with the outcome within ten working days of the investigation concluding.

Appeals

All students have the right of appeal for a reversal, change or reconsideration of the decision where they are not satisfied with the decision.

Appeals must be submitted within the timelines set out in this policy and procedure.

Upon receipt of an appeal, the Academic Board will:

- Register the appeal in the appeals register
- Acknowledge receipt of the appeal in writing to the appellant within two working days of the appeal being received
 - Refer the appeal to an independent review
- The reviewer will conduct all necessary consultations with the appellant and other relevant parties.
- The appellant will be advised in writing of the outcome, including detailed reasons within ten working days.
- If the appeals process results in a decision or recommendation in favour of the appellant, SCEI (Higher Education) will, within 24 hours, implement the decision or recommendation and/or take preventative or corrective action required by the decision or recommendation and advise the appellant of that action.
- The student has a right to access the external appeals processes at minimal or no cost. Such external bodies include:
 - Commonwealth Ombudsman - <http://www.ombudsman.gov.au/making-a-complaint/overseas-students>
 - Victorian Equal Opportunity and Human Rights Commission - <http://www.humanrightscommission.vic.gov.au/>

Privacy

SCEI-HE recognises the right to privacy of student and is committed to complying with the Australian Privacy Principles as defined in the Commonwealth of Australia Privacy Act 1988. In complying with the Commonwealth Privacy Act 1988 SCEI-HE shall meet the minimum standards for the collection, use and disclosure of personal information. It should be noted that academic records of students are ultimately the property of SCEI-HE.

The Privacy Amendment (Private Sector) Act 2000 prevents SCEI-HE from providing any student details to any person other than the student. All matters in relation to enrolment, results, fees or any other issue can only be discussed with the student.

All information collected by SCEI-HE is for the purpose of providing a high quality education and service for all students. Only personal information necessary to provide education and services is collected. For more information, please refer to the HEPP34 Privacy Policy.

Access to Personal Records

Under the Commonwealth Privacy Act 1988 a student has the right to access their personal information unless prohibited by law. If requested, SCEI-HE will provide students access to and correction of their personal information held by SCEI-HE at no charge. There are certain circumstances where SCEI-HE is not required to provide access. These circumstances can include:

- Where providing access would have an unreasonable impact upon the privacy of other individuals
- Access for frivolous or vexatious use
- Where providing access would reveal the intentions of SCEI-HE in relation to negotiations with the individual in such a way as to prejudice those negotiations
- Where providing access would be unlawful.

For further information refer to the Records Management Policy and Procedure.

Discrimination

Discrimination occurs when a person is treated less favourably than another person because of perceived attributes such as age, gender, sexuality, race, ethnicity, cultural background, disability status, or socioeconomic status. Discrimination whether direct or indirect is unlawful under the Equal Opportunity Act 2010 (Vic). Acts of discrimination will be considered as acts of behavioural misconduct and will result in disciplinary action, and may be reported to the appropriate authorities.

Bullying and Harassment

Harassment is any behaviour that offends, humiliates or intimidates any other person on any grounds, where the behaviour is not welcome. Harassment may be sexual or non-sexual. Harassment due to race, sex, pregnancy, religion, marital status, sexual preference, disability, transgender status or age is against the law. Harassment can take many forms:

- Material that is racist, sexist, ageist, sexually explicit, anti-gay, anti-transgender that is displayed publicly, circulated or put on someone's desk or belongings, on a computer (including e-mail) or on the internet including social media platforms;
- Verbal abuse or comments that put down or stereotype people generally, or an individual particularly, because of their sex, pregnancy, race, homosexuality, disability, transgender (transsexual), age or marital status, or physical characteristics such as height and weight;
- Jokes based on gender, race, marital status, homosexuality, disability, age or transgender (transsexual). There is a difference between harmless humour which may refer to gender, race and so on, and using a racist or sexist joke to have a "dig" at someone - and therefore to harass them.
- Offensive gestures;
- Ignoring, isolating or segregating a person or group;
- Staring or leering in a sexual manner;
- Sexual or physical contact, such as grabbing, kissing or touching;
- Intrusive questions about sexual activity;
- Unwelcome wolf whistling; or
- Repeated sexual invitations when the person has refused a similar invitation before.

Harassment does not have to be an ongoing pattern of behaviour or number of incidents. Just one act can be enough to be harassment. Someone does not have to say "no" before any particular type of behaviour or action can be considered harassment. If at any time a student is not sure if their behaviour is offending or will offend someone, then that behaviour should stop immediately. It is also against the law for anyone to:

- Victimise anyone because they complained about harassment,
- Victimise anyone because they supported someone who complained about harassment.

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