



FROM POSSIBILITY TO ACTUALITY

Student Handbook

Version 2.3

Crown Institute of Higher Education Pty Ltd ABN: 22 611 573 301

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www.cihe.edu.au

Introduction

Crown Institute of Higher Education's (CIHE) vision, mission and values focus on providing a quality student experience.

Vision

Crown Institute of Higher Education's vision is to provide the highest quality education to our students to enable them to achieve their professional and personal goals. In pursuing this vision, our priorities are to:

- Offer a transformative learning experience that facilitates the development of professional and personal skills
- Provide a caring and supportive educational environment so that our students can fully apply themselves to their educational and professional development
- Offer a rich and comprehensive curriculum and educationally sound course structures
- Enable our students to become work-ready, professionally capable graduates oriented to creativity and innovation.

Mission

Crown Institute of Higher Education's mission is to provide to our students learning experiences that are:

- Well-structured, creative and research-driven
- Personally engaging
- Infused with well-structured practical experience
- Facilitative of effective learning and the development of a disposition to lifelong learning
- Rich in theoretical and applied knowledge, and the most up-to-date in our fields of inquiry
- Imbued with a sense of ethical responsibility, the values of collaboration and free intellectual inquiry.

Values

At Crown Institute of Higher Education, we place the highest value on:

- Integrity and ethical conduct in all endeavours
- Collegiality and a commitment to learning communities and partnerships
- Scholarly rigour and critical inquiry
- Learning through doing.

WELCOME



I am very pleased to welcome you to Crown Institute of Higher Education. You have made a terrific choice for your undergraduate study. All of us here at Crown Institute of Higher Education want to ensure that your time studying with us is enjoyable and rewarding

As the leader of Crown Institute of Higher Education's academic team, it is my goal to ensure that you have the best learning experience that we can provide. We want to make sure that you can fully apply yourself to your educational and professional development.

I am looking forward to working with you and supporting your educational journey.

Prof Grant Jones

Dean

Crown Institute of Higher Education

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The information contained in this handbook is important for your study at Crown Institute of Higher Education. Please ensure that you read it carefully so that you have a clear understanding of all section in this handbook.

Using this handbook

Before commencing your program, you should check that you have been provided with and have understood the following information at the orientation session:

- Course outline, the course duration (length of study) and the units in the course
- Timetable and structure of your learning and assessment
- Credit transfer (from earlier studies)
- National recognition of Australian qualifications
- Enrolment terms and conditions (in your letter of offer)
- Resources and support services provided and/or made available to you – the library and language and learning support
- Fees and refund policy
- How to make a complaint
- Withdrawal, deferment and appeals processes
- Student code of conduct
- Equity and Diversity
- Health and safety considerations
- Critical incidents response

Additional questions can be directed to Student Support Services on 02 9955 0488 or by email to info@cihe.edu.au

Your Current Contact Details

You must notify CIHE of any changes regarding you address or personal situation within 7 days of the change (National code standard 3.5). It is your responsibility to keep us informed and you must complete a *Change of Details Form* available from administration in order to maintain updated information.

Keeping your address and contact details updated at all time will ensure you receive the notices that relate to your studies, student visa conditions and other matters that may require your urgent attention.

International Students

It is our responsibility to let the Department of Home Affairs (DHA) know should you:

- breach any conditions of your student visa,
- fail more than 50% of the unit in each study period (semester),
- not make your tuition fee payments on time without a mutually agreed payment arrangement.

Remember we are here to help and ensure your progress is maintained. Please be sure to inform us if you have any problems at any stage of your course.

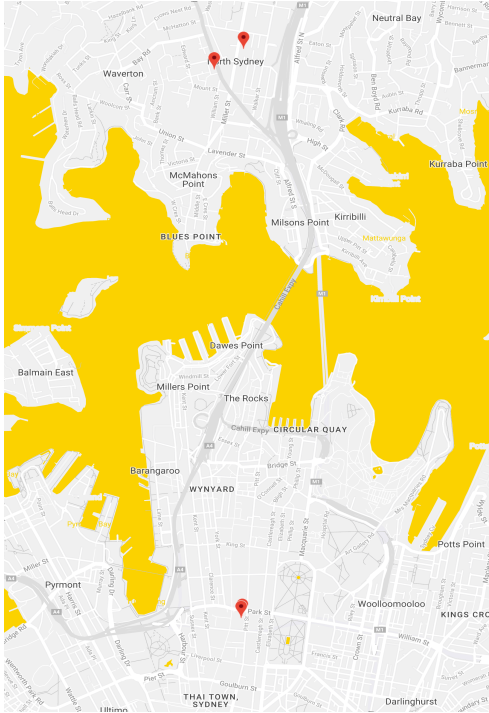
Please note as per ESOS Act changes on 01 July 2012 you must update contact details (address, mobile number, email address) with us at least every six months.

International students must ensure they read the section for International Students on page 34.

Useful contact

Role and staff member	Consultation times	Email
Chief Executive Officer Dr Narayan Tiwari	Mon-Fri 9:00-5:00	narayan.tiwari@cihe.edu.au
Dean Professor Grant Jones	Mon-Fri 9:00-5:00	grant.jones@cihe.edu.au
Deputy Dean Dr Asal Al-Odat	Mon-Fri 9:00-5:00	asal.alodat@cihe.edu.au
Associate Dean in Teaching and Research Dr Nazila Razi	Mon-Fri 9:00-5:00	nazila.razi@cihe.edu.au
Registrar Ms Reny Iskandar	Mon-Fri 9:00-5:00	registrar@cihe.edu.au
Course Co-ordinator- Bachelor of Accounting Dr Majd Shamayleh	Mon-Fri 9:00-5:00	majd.shamayleh@cihe.edu.au
Course Co-ordinator- Bachelor of Entrepreneurship and Innovation Dr Md Mafuz Ashraf	Mon-Fri 9:00-5:00	mahfuz.ashraf@cihe.edu.au
Course Co-ordinator- Bachelor of Information Technology Associate Professor John Ayoade	Mon-Fri 9:00-5:00	john.ayoade@cihe.edu.au
Language and Learning Advisor Mr Phil Leroux	Mon-Fri 9:00-5:00	Phil.leroux@cihe.edu.au
Library Services Officer Mr Xiao Han	Mon-Fri 9:00-5:00	xiao.han@cihe.edu.au
Student Support Manager Ms Rita Shakya	Mon-Fri 9:00-5:00	rita.shakya@cihe.edu.au

Where is Crown Institute of Higher Education?



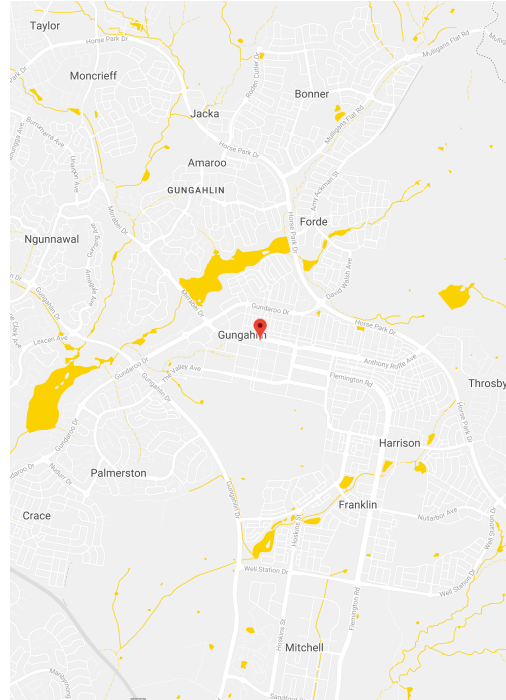
Main Campus
116 Pacific
Highway
North Sydney
NSW 2060

**North Sydney
Campus**
Level 5, 213
Miller Street,
North Sydney
NSW 2060

**Sydney CBD
Campus**
Level 5, 303
Pitt Street,
Sydney NSW
2000

**Sydney CBD
Campus**
Level 11, 307
Pitt Street,
Sydney NSW
2000

ACT Campus
Level 1, 5
Fussell Ln,
Gungahlin
ACT 2912



Our Campus

The Crown Institute of Higher Education campuses are located in North Sydney, Sydney CBD and ACT. Our campuses are designed to engage students in their learning and to get them working together. Our student cohorts are small which will give you an opportunity to get to know people and experience the rewards of working and socialising with others.

CIHE campuses have a suite of fully equipped classrooms designed for small group engaged learning.

There are large well equipped areas for personal or group study and lots of opportunities to interact with staff and your fellow students online.

CIHE provides computers on campus for students use and access to all online systems used in their study. It is expected that students will also have access to their own device to use these systems.

Studying at CIHE

Orientation

Orientation is conducted on the first day of the course commencement. Its purpose is to inform you about life at CIHE and provide information about studying at CIHE and the services we provide to support your study. Additional information is provided for international students studying and living in Australia.

The Orientation Program will include following topics:

- Formal welcome
- Organisation
 - Staff Introductions
 - Handbook
 - Structure of CIHE
 - Academic
 - Administrative
 - Student support
 - Campus orientation
 - Tour
- Course planning
 - Course structure and Course Coordinators
 - Course requirements and Study patterns
 - Unit structure
- Studying at CIHE
 - IT
 - LMS (Learning management system/Moodle student portal)
 - SMS (Student management system)
 - Student Email
 - Calendar and key dates
 - Timetable
 - Feedback
- Recognition of Prior Learning (RPL)
 - Credit transfer
 - Granting Credit
- National recognition of Australian qualification
- Fee and refund policy
- Withdrawal, deferment and appeals process
- Academic Support
 - Key staff – Library Services Officer and Language and Learning Advisor
 - Introduction to library and library services
 - Study support – what kind of help is provided
- Student responsibilities
 - Code of conduct
 - Academic integrity and academic misconduct
 - Equity and Diversity policy
- Health, Safety and well-being
 - Health and Safety on Campus – critical incident response and support
 - Counselling
 - Life in Sydney

Study support

At CIHE, supporting our students' success throughout their studies is our highest priority. We provide on-campus one-on-one and workshop-based language and learning support. If you are having difficulties with your studies, we're here to help. Your course coordinator can help with a range of issues from the structure of the course or unit and your progress to assessment issues.

You can contact your course coordinator via Moodle or you can make an appointment at the administration desk on level 1.

The Language and Learning Advisor will provide one-on-one support and can let you know about workshops designed to help you with key study and language skills. Some of these workshops are specifically designed to assist you in developing skills to complete assessments.

The Library Support Officer can help you with finding references, using the library catalogue and databases and with referencing.

You can contact the Library Services officer through their email: xiao.han@cihe.edu.au or by phone: 02 9955 0488.

Students with Special Needs

A student is requested to advise their lecturer of any disabilities that may affect their learning. The Student Support Officer is available to provide advice to students and to consult with the Course Coordinator when necessary.

Registrar	Risetyani Iskandar , Email registrar@cihe.edu.au
Course Co-ordinators	Mahfuz Ashraf mafuz.ashraf@cihe.edu.au John Ayoade john.ayoade@cihe.edu.au Majd Shamayleh majd.shamayleh@cihe.edu.au
Language and Learning Advisor	Phil Leroux phil.leroux@cihe.edu.au
Student Support Manager	Ms Rita Shakya Email rita.shakya@cihe.edu.au

Students at Risk

We know from experience that some students adjust to their studies better and quicker than others. We want to see success for every student, and so we intervene early when students are showing signs that they are struggling to meet the demands of the course. You will be undergoing diagnostic testing within the first 3 weeks of your commencement to see if you have any specific learning difficulties that might harm your chances of success. There are a range of difficulties that students may have. Some may be in specific language skills not picked up by pre-enrolment testing. Some may be study skills such as your ability to paraphrase or properly reference. There also can be issues of a more personal nature such as your capacity to get yourself properly organised or balance the multiple pressures of life. Our aim is to catch and correct these deficits before they cause you to fail a unit, so that you can move forward without the need to repeat that unit.

However, you become officially designated as a “student at risk” if you fail more than or equal to half the units in which you enrol in any study period or if you fail a particular unit twice. Again, such a contingency triggers personal attention and we will negotiate with you a support plan that will allow you to get back to the minimum progress requirements for the course. This support plan may involve extra time commitments: e.g. for one on one coaching or small group workshops. Unfortunately, we cannot maintain enrolment of students who over time are not able to maintain or recover to our minimum progress standard.

CIHE facilities

CIHE provides computers on campus for student use and access to all online systems used in their study. It is expected that students will also have access to their own device to use these systems.

Other facilities include:

- Student break area
 - Study area
 - Printing bay
 - Student recreational area
 - Library
- Kitchenette

Your Course at CIHE

Course and units at CIHE

We offer two courses at CIHE: The Bachelor of Accounting and the Bachelor of Entrepreneurship and Innovation. Full course information and descriptions, including graduate career trajectories, can be found on the website and in the brochure (hard copies of the brochure can be found at the administration desk on level 1)

Course Structure and Content

Our courses are 3-year/ 6-semester degrees. To fulfil the requirements of the awards, students must complete a total of 240 credit points or 24 units. Each unit is 10 credit points.

Information about our courses, unit descriptions, learning outcomes and assessment structure can be found on our website under the 'Courses' link.

Mode of study and assessment

At CIHE we provide workshop-based engaged learning. All our units involve participation in 3 hours of on-campus workshop per week for 12 weeks. Each week's workshop will require preparation – reading, activities and online work. All our units are supported by an online learning management system – Moodle.

We use a range of assessment tasks at CIHE to help you monitor your learning – quizzes, group work, case-studies and scenario-based activities, reports and exams. Our assessment tasks are designed to be work-oriented, that is, they are designed to mimic the real world processes involved in business so that you will be ready to start your career as an active independent professional.

Assessment

Assessment is designed to:

- promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student,
- measure and confirm the standard of student performance and achievement in relation to a unit of study's defined learning objectives,
- reward student effort and achievement with an appropriate grade,
- Provide relevant information in order to continuously evaluate and improve the quality of the curriculum and the effectiveness of the teaching and learning process.

Forms of assessment

Some assessments are formative; it is specifically intended to assist students to identify weaknesses in their understanding, so that they may improve their understanding and enhance their learning. Other assessments are summative; its objective is primarily to pass judgment on the quality of a student's learning, generally in terms of assigned marks and grades. Furthermore, critical reflection on the outcomes of assessment tasks, both formative and summative, can inform lecturers and students, not only about the quality of student learning but also about the effectiveness of teaching.

Lecturers will ensure that students are fully informed, in writing, by the end of the first week of the study period, about unit objectives and expectations, including the assessment requirements. The details of all assessment tasks will be stated clearly in the *Unit Learning Guide* and include a statement of the objectives of the unit; its assessment plan, including weights allocated to each assessable component and related submission dates; deadlines, sanctions and penalties; and the objectives of the unit in a way that is appropriate to the academic level of the students.

Timing and weight of assessments

Students are expected to develop the learning outcomes of the course and the units of study progressively over the course of the unit. You will be set tasks during the study period that allow your progress to be evaluated against established criteria. Such tasks will contribute to the final assessments in a unit of study and ensure you build the knowledge and skills you need to complete units later in the course.

Unit Learning Guides advises you at the beginning of a unit of study how all assessment results are to be combined to produce an overall mark for the unit. Note: the aggregated mark for a unit of study will be moderated. Moderation may result, in some cases, in a variation of the final grade awarded to the student for the unit of study which is inconsistent with the individual marks awarded for individual assessment items.

Grading

Grade	Definition
High Distinction (outstanding performance) Code: HD Mark range: 85% - 100%	Complete and comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor objectives of the unit.
Distinction (very high level of performance) Code: D Mark range: 75-84%	Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and comprehensive achievement of all major and minor objectives of the unit.
Credit (high level of performance) Code: C Mark range: 65-74%	High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not fully achieved.
Pass (competent level of performance) Code: P Mark range: 50-64%	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not achieved.
Fail (outright) (attempted all assessments but did not achieve 50%) Code: F Mark range: below 49%	Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor objectives of the unit.
Fail Non-Submission Code: FNS Mark range: below 50%	Did not attempt all assessments therefore fails to show attainment of ULOs.
Withdraw with Failure Code: WF	Withdraw from the unit after the census date.
Withdraw Without Failure Code: WO	Withdraw from the unit before census date or after the census date with special circumstances.
Credit Granted Code: CPL	Credit has been granted for the unit of study following an application and its approval.

Feedback/Evaluation

CIHE actively seeks your feedback and regularly undertakes evaluations of all courses and activities for continuous improvement of its services. Please feel free to give us your feedback anonymously at anytime via the website.

Learning in Higher Education

A guide for students at CIHE

In Higher Education (and here at CIHE) you are expected to become an independent learner and we will provide you with the guidance, resources and support you need to engage in learning as a more independent process as you develop over the time of your study with us.

Learning independently can be difficult, especially if you are not used to this. It's got nothing to do with how bright or motivated you are; developing independence can be tough for anyone.

Using the work of the University of Waterloo, we explore below four key stages to independent learning (also called self-directed learning). They are,

1. being ready to learn
2. setting learning goals
3. engaging in the learning process, and
4. Evaluating learning.

1. Am I ready to learn?

You need various skills and attitudes towards learning for successful independent study.

Signs of readiness for self-directed learning include being autonomous, organised, self-disciplined, able to communicate effectively, and able to accept constructive feedback and engage in self-evaluation and self-reflection.

Conduct a self-evaluation of your current situation.

What are my major study habits?

How does my living situation impact my capacity for study?

Do I have a good support network to help me focus and get through tough times?

2. What are my learning goals?

We'll tell you what we want you to learn – we list learning outcomes for all our courses and units and we also provide a set of criteria for every assessment task.

Our unit Learning Guides provides you with a structure to consider and shape your goals. They set out:

- Learning Outcomes for the unit of study
- Structure and sequence of activities
- Timeline for completion of activities
- Details about resource materials for each week
- Details about grading procedures and how you will receive feedback and evaluation for each assessment task
- Agreement of unit policies, such as a policy on late assignments

3. How do I engage in the learning process?

Students need to understand themselves as learners in order to understand their needs as self-directed learning students — referring students to our resource on learning preferences may be helpful. Students should also consider answering the following questions:

What sort of instructional methods best suits my learning style?

What kind of teachers/teaching do I respond to well?
What do teachers I respond to well do differently from other teachers?

Try also need to understand your approach to studying. Many thinkers about education contrast **deep** and **surface** learning.

A **deep** approach to learning is about 'understanding ideas for you, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion.'

A **surface** approach to learning involves 'reproduction' and focuses on 'learning only what is required to complete a unit combined with a tendency 'to regurgitate examples and explanations used in readings.'

A surface approach *will not* work in higher education.

You must understand ideas and be able to apply knowledge to new situations. You should focus on generating your own connections and become your own motivator.

4. Evaluate your learning!

To be a successful independent learning, you must be able to engage in self-reflection and self-evaluation of your learning.

Try to:

- regularly consult with your lecturers and the Language and Learning Advisor,
- ask for feedback

Reflect on your own work:

- Have I learned? How do I know?
- Can I adapt and apply knowledge?
- Can I provide clear explanations of content, ideas and processes?
- When have I learned enough?

Roles and Responsibilities

Students,

- consider your readiness to learn
- consider your goals
- monitor your learning process
- take initiative and be self-motivated
- Re-evaluate your goals as you progress
- Consult with staff and seek advice

Staff

- build collaborative environments
- guide student learning
- support student initiatives in learning
- be ready and willing to consult
- facilitate, don't just teach

Library and Learning Resources

CIHE has a well-equipped library area with a complete set of hard copy books required for your study and access to ebooks on and off campus. We also provide access the best academic business databases.

The library is located on the ground floor of the North Sydney Campus.

Visit our library catalogue online at : www.cihe.edu.au/library

You can contact the Library Services Officer at: <https://www.cihe.edu.au/library>

Fees and charges

Fees for tuition are published on the CIHE website and fees charged are based on the current fees at the time of offer. Fees are reviewed annually and subject to change.

Students should refer to CIHE's *Student Selection and Admissions Policy*. International applicants should also read CIHE's *International Student Deferment, Suspension and Cancellation Policy and Procedure*. Domestic applicants should also read CIHE's *Domestic Student Withdrawal and Refund Policy*.

Additional Fees and Charges

Enrolment fee (non-refundable)	\$250
Materials and textbook fee (per semester)	\$200

Other fee and Charges

Accommodation Placement Fee	\$300
Overseas Student Health Cover	(provided by a third party - costs to be determined)
Accommodation Fee	(provided by a third party - costs to be determined)
Airport Pick-Up Fee	(provided by a third party - costs to be determined)
Enrolment Cancellation Fee	\$100
Student Card Replacement Fee	\$20
Change of COE before commencement	\$50
Change of COE after commencement	\$100
Reinstatement of CoE Fee	\$300
Application for Academic Credit after Enrolment/Commencement NB: This will involve a fee for the re-issue of the student's COE.	\$100
Replacement Testamur Fees	\$100

The CIHE Statement of Tuition Assurance is available on our website: <https://www.cihe.edu.au/fees>.

Academic Integrity

Students of CIHE must conduct themselves in their academic studies honestly and ethically and are expected to carefully acknowledge the work of others in all their academic activities.

Academic misconduct involves:

- cheating,
- collusion,
- plagiarism, or
- Any other conduct that deliberately or inadvertently claims ownership of an idea or concept without acknowledging the source of the information.

Academic misconduct includes any form of activity that negates the academic integrity of the student or another student and/or their work.

Plagiarism occurs when

- other people's work and/or ideas are paraphrased and presented without a reference,
- other students' work is copied or partly copied,
- other people's designs, codes or images are presented as the student's own work,
- phrases and passages are used verbatim without quotation marks and/or without a reference to the author or source, and/or
- Lecture notes are reproduced without due acknowledgement.

Cheating occurs when a student seeks to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed for assessment.

Collusion (unauthorised collaboration) involves working with others without permission to produce work which is then presented as work completed independently by the student. Collusion is a form of plagiarism. Students should not knowingly allow their work to be copied.

Please ensure you read the *Student Academic Integrity and Honesty Policy and Procedure* available on the CIHE website.



Maintaining Academic Progression

Students are required to attain the following minimum academic standards in order to be deemed to be maintaining satisfactory academic progress in a course:

- Not more than one failure in a particular unit; and/or
- Not fail 50% or more of the units attempted in a study period.

The Course Coordinator monitors the academic performance of each student against the minimum academic standards at the end of each semester.

At risk: Where a student has failed to meet the minimum academic standards the Course Coordinator will deem that student as being 'at risk' and action will be taken.

For more information on Academic Progression and Exclusion, refer to the *Academic Progression and Exclusion policy* on the CIHE website.

Personal Counselling

If a student has been identified as having unsatisfactory progress due to personal issues that he/she wishes not to discuss with the lecturer, the student can be referred to the Registrar. If the student wishes to discuss the matter with an external party, they may access one of the following services free of charge.

Free counselling is available at:

Reach-out

www.reachout.com.au

Lifeline

131 114

www.lifeline.org.au

Student Services in Australia, Social Life and Settlement Consulting

www.studyinaustralia.com/australia-contact-people.html

External agencies or support services

Further Study

Graduates of CIHE may seek credits to the relevant tertiary programs in Australian Universities. There is no guaranteed entry into University programs; however, as a general rule students with will have fair chance of being accepted by a University.

Campus life – Diversity and equity

Equity and Diversity

Diversity is about valuing people's differences.

Equity means making sure that people are treated fairly and have equal access to services.

To achieve this commitment CIHE will provide an inclusive and supportive environment in which all individuals are:

- treated with respect and dignity,
- treated fairly with regards to all our procedures,
- encouraged and have the opportunity to reach their full potential.

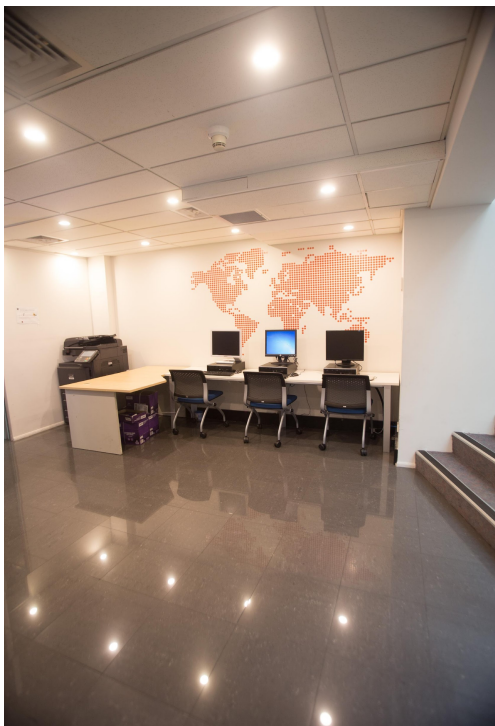
Direct or indirect discrimination on the basis of someone's attributes is unlawful.

Everyone in CIHE has a responsibility to apply the principles of diversity and equity in policies, practices and behaviours. Furthermore, CIHE has a responsibility to provide guidance and training on diversity and equity to both students and staff.

In summary CIHE makes sure that:

- policies, practices and behaviours are fair for everybody,
- staff treat everyone fairly and are appropriately trained on what they need to do,
- Practices and procedures do not disadvantage anybody and are reviewed regularly for fairness.

As a student of CIHE, you are expected to abide by the policies that ensure that there is no discrimination toward anyone on the basis of their attributes.



Student Code of Conduct

Students are entitled to engage in the educational process free from disruptive or inappropriate behaviours. To this end Crown Institute of Higher Education (“CIHE”) is committed to ensuring that there are clearly defined standards of behaviour and conduct for all enrolled students. By adhering to this Code, students will ensure that both they and their peers will be afforded a safe and productive environment in which to study.

Expectations

CIHE expects that all members of the broader Institution community will behave professionally and with respect for others. Therefore, students must not behave in a manner that may be considered disruptive and/or inappropriate by any reasonable standard.

Students are expected to refrain from behavior that:

- creates significant disruption to the learning environment,
- creates an atmosphere of hostility, intimidation, ridicule, anxiety or disrespect for others,
- contradicts published rules, regulations, procedures or common standards of safety,
- endangers or threatens to endanger the health or safety of others,
- Damages, defaces or destroys CIHE’s property.

Furthermore, students are expected to:

- attend their scheduled classes regularly and punctually,
- Refrain from the use of devices which may disrupt classes. e.g. mobile phones, portable entertainment equipment such as iPads, etc.
- comply with reasonable direction from CIHE’s authorised representatives,
- conduct themselves in a safe and healthy manner,
- identify and report any possible hazards from equipment, facilities and the environment,
- refrain from smoking anywhere on CIHE’s premises,
- refrain from drinking and/or eating in any study area, including the library,
- refrain from the use of bad language, alcohol and drugs,
- ensure that no students, staff, or visitors to CIHE experience discriminatory, harassing or bullying behaviour,
- report any discriminatory behaviour, harassment or bullying to the Course Coordinator or the Dean,
- Follow CIHE’s policies.

Consequently, students are entitled to:

- be treated fairly and with respect,
- learn in an environment free of discrimination and harassment,
- pursue their educational goals in a safe and supportive environment,
- Expect that their privacy is respected and their personal information will be kept confidential.

You **must** read the full *Student Code of Conduct and Disciplinary Procedures* on the CIHE website.

Campus life – Safety, Health and Wellbeing

We are committed to providing and maintaining a healthy, friendly and collaborative environment for all. You can find assistance via the student support team, online resources, workshops and professional bodies.

Safety

If there is emergency, call **000** (Police, Ambulance and Fire).

For more personal safety tips and crime prevention, you can visit the safety page of City of Sydney via: <http://www.cityofsydney.nsw.gov.au/community/health-and-safety/community-safety/safety-advice> Multi languages are available. These safety tips cover household safety, car security, personal safety and fire safety.

Security cameras monitor the premises 24/7.

Lifeline: **131 114**

Victims of Crime Support Line: **1800 633 063**

Crime Stoppers: **131 444**

Alcohol and Drug Counselling: **02 9799 1199**

NSW Rape Crisis Centre: **02 9819 6565** or **1800 424 017**

North Sydney Sexual Assault Services: **02992 67111**

Crisis Service (ask for after-hours crisis workers): **02 9515 6111**

If you encounter difficulty or danger and need support, please do not hesitate to ask any member of CIHE Staff.

Health

If you are unwell prior to arriving on campus, you should go to a medical practice close to your home.

If you become unwell whilst on campus, the closest medical centre is:

Mater Medical Centre

Address: Level2/200 Pacific Highway, North Sydney NSW 2060

Tel: 0299577744

If you are ill whilst on campus, please do not leave the campus without informing the Student Services officer or the Administration Desk on level 1.

In the case of serious illness or injury occurring on campus, please report to the SSO. A first aid kit is available at reception, located on level 1.

If you or your peers require urgent medical attention call an Ambulance on **000** and follow their instructions.

In case of very emergency matter you can contact out of office hours to our CEO Mr. Narayan Tiwari's mobile number 0425 290 122

Wellbeing

Student support/Basic Counselling services

It is important for you to know that you are not alone in dealing with the pressure you may face as part of your studies. All staff at CIHE can offer guidance and support if required. CIHE will have Student Support Officers/Student Counsellors everyday on campus that are available for student consultation and counselling needs. Personal Counselling services are available to all students free of charge and may take the form of advice or referral to other third party service providers.

CIHE Student Support Officer provides personal support services including referral for access to emergency services, counselling, and accommodation and welfare services. They provide support to the various needs of student cohorts, including mental health, disability and wellbeing needs. However, CIHE will not provide mental health support, legal support and advocacy directly; it will rather provide referral services.

CIHE caters to diverse student learning needs and aims to identify and respond to the learning needs of all students. CIHE understands students need to be able to manage all areas of their life in order to achieve academically. We understand our students will be studying a long way from their family and usual support systems and it's possible they may experience more challenges than local students. Students are encouraged to express their views about their learning needs at all stages of their learning experience.

The Student Support Officers are available to counsel students in these areas either over the phone, via Skype, or in person. Any students who would like to access this service should send an email to organise a confidential appointment.

Our Register, Student Support Officer and Academic and Administrative teams have an open door policy and are willing to talk to you about any issues you may be facing.

Staff can assist students with issues including but not limited to:

- Student welfare and support
- General wellbeing and healthy living
- Personal/cultural problems, such as stressful circumstances or emotional issues which interfere with your studies
- If you think you may have chosen the wrong course
- Decision making, interpersonal issues and personal behavioural patterns
- Incidents of harassment or discrimination
- Attendance problems
- Administrative problems or complaints
- Adjustment to study
- Guidance on future career pathways and academic progress
- Guidance on mental health and life coaching
- Grievance /conflict resolution
- Stress and anxiety management
- Life skills and time management
- Access and equity issues
- Individual assistance is available for students in need of specialised counselling.

If you need immediate external support and intervention, please contact Lifeline on 13 11 14.

More information can be found on their website: <https://www.lifeline.org.au/>.

Please find below resources and information on various ways that you can get the right kind of help for you:

1. Beyond Blue: <https://www.beyondblue.org.au/>
2. The Black Dog Institute: <http://www.blackdoginstitute.org.au/>
3. Reach Out.com: <http://au.reachout.com/>
4. The Law Society of NSW: <http://www.lawsociety.com.au/about/YoungLawyers/MentalHealth/>

External professional counselling services

An external agency may be referred to you if required. External professional counselling services will be provided through third party service provider, such as Life Support Counselling Services. They are located near our campus. Their counsellors and psychologists are available for day, evening and weekend appointments.

For further details please refer to their website. <https://lifesupportscounselling.com.au/>

Suite G.05, 460 Pacific Highway, Crows Nest NSW 2065 Tel: 1300 735 030

Monday to Friday 8am – 8pm Saturday and Sunday 9am – 5:30pm

Fee for counselling service would be \$115 for one hour session. As this is an external professional counselling service, Students are required to pay this fee.

There is also another one in Sydney CBD, Wesley Counselling at 15 Belvoir Street, Surry Hills NSW 2010, Telephone: 02 9951 5544. For details please click: <https://www.wesleymission.org.au/find-a-service/mental-health-and-hospitals/counselling/>

Health & Wellbeing

For Welfare Services students may refer to Service NSW Health and Well-Being

For further information please refer to website:

<https://www.service.nsw.gov.au/category/health-wellbeing>

Accommodation services

Accommodation services are provided through third party services, Home Stay Network. For further information please refer to their website.

<https://homestaynetwork.com.au/>

International Student Legal Service NSW

The International Student Legal Service NSW, funded by Study NSW, gives free, confidential legal advice to international students living in New South Wales. For further information please visit below

<https://rlc.org.au/our-services/international-students>

Critical Incidents

CIHE recognises the duty of care owed to its students, and understands that planning for the management of a critical incident is essential. Critical incidents include, but are not limited to:

- Deprivation of liberty,
- Severe verbal aggression,
- Robbery,
- Death or serious injury,
- Suicide or threat of suicide,
- Natural disasters (e.g., earthquakes, floods, electrical storms),
- Fire,
- Bomb or hostage threat,
- Explosion, gas or chemical hazard,
- Issues such as domestic violence, sexual assault, drug or alcohol abuse.

(Note: Non-life threatening events may qualify as critical incidents).

For more information, please refer to the CIHE website: <https://www.cihe.edu.au/policies-1>

Responding to a critical incident

Staff, students or visitors involved or witnessing a critical incident should immediately contact the CEO on (+61) 2 9955 0488. The senior CIHE staff member present is the lead CIHE representative at the site until the arrival of the CEO. When the CEO arrives, he/she assumes responsibility for controlling the recovery from the incident. The CEO will ensure that debriefing occurs and support services are available to those affected by the incident.

Emergency Procedures and Exits

Emergency Phone Number (Police, Ambulance, Fire): **000**

In case of a fire alarm, please follow instructions from CIHE staff. When told to leave:

- Go quickly and quietly to the nearest fire exit. A map in each room will show you where they are.
- Do not collect your belongings take only what you have with you.
- Do not use the lifts. Please use the fire exit stairs.
- Meet at the safe area outside the building. It's important that you stay with your teacher, who will check your attendance.
- Do not run to the building until a fire warden tells you that it is safe.

EVACUATION DIAGRAM

first 5 minutes
Emergency Response Professionals
Phone: 1300 321120
Website: first5minutes.com.au

Issue Date: 30 April 2018
(Valid for a period of 3 years)
Diagrams used on this sign are NOT to scale.

RESPONSE TO AN EMERGENCY

R.A.C.E

Whilst emergencies differ, the RACE procedure offers a set of immediate, generic responses which are easily memorised and appropriate in most circumstances. They are:

- R** **REMOVE** If safe to do so, remove or move any person in immediate danger.
- R** **ALERT** Notify appropriate personnel or contacting authority. This usually involves calling the Emergency Number and operating the nearest fire alarm.
- A** **CONTAIN / CONTROL** Close doors, and if safe to do so, deal with the threat.
- E** **EVAQUATE** Remove all other persons from danger. Evacuate to the Assembly Point/Assembly Area and remain there until advised otherwise by the Chief Warden.



STAGES OF EVACUATION

Evacuation should be conducted in three distinct stages depending on the severity of the incident.

STAGE 1 - REMOVAL OF PERSONS FROM THE IMMEDIATE DANGER AREA

Occupants are removed from the affected compartment into a fire rated compartment, eg from a room into a corridor. Doors should be closed to confine smoke and fire in the affected compartment.

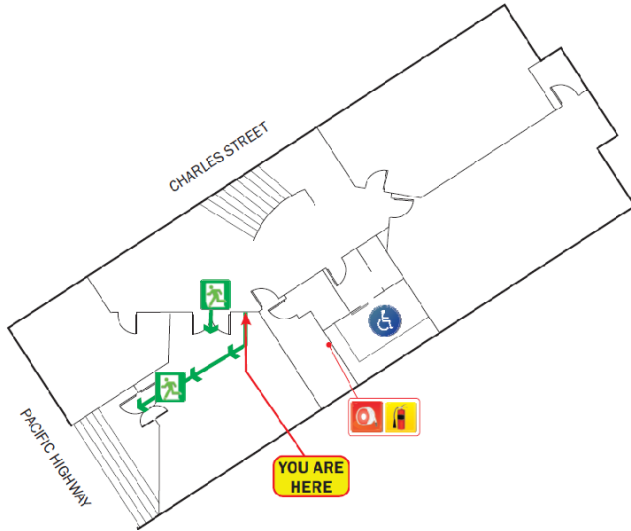
STAGE 2 - REMOVAL TO A SAFE AREA

If the severity of smoke or heat warrants further evacuation, occupants and visitors should be moved to safe areas on the same level.

STAGE 3 - COMPLETE EVACUATION OF THE FLOOR

Should the emergency necessitate evacuation of the affected floor, Wardens are to direct occupants to the assembly area via the emergency exits.

ASSEMBLY AREA



GROUND FLOOR

116 PACIFIC HIGHWAY, NORTH SYDNEY



© Copyright First 5 Minutes

GD.1

Emergency Assembly Point
Located at: Don Bank Museum, Corner of Napier and Charles St, North Sydney

Complaints and Appeal Policy & Procedure

Crown Institute of Higher Education (“CIHE”) is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible to all complainants.

CIHE aims to:

- Develop a culture that views grievances as an opportunity to continuously improve the policies, programs, procedures and services of organisation,
- Set in place a grievance handling system that is client focused and helps CIHE to prevent grievances from recurring,
- Ensure that any grievances are resolved promptly, objectively and with sensitivity and in complete confidentiality,
- Ensure that the views of each student and respondent are respected, not discriminated against or victimised,
- Ensure that there is a consistent response to grievances.

The policy applies to grievances relating to actions or decisions taken by CIHE in matters relating to the administrative processes, teaching services, learning support, or breaches of CIHE policy. It also includes academic issues such as assessment, unit grades, content and/or delivery in units of study.

Policy coverage

Students making complaints are entitled to access the grievance procedures set out in this policy regardless of the location of the campus of CIHE at which the grievance has arisen, the mode in which they study or their place of residence.

Informal Resolution

Students making complaints are encouraged, wherever possible, to resolve their grievances informally with the staff member concerned. Students may raise an informal grievance by contacting Administration in person or by phoning (+ 61 2 99550488), and asking to speak to the Registrar. If the grievance is not resolved to the student’s satisfaction at this informal resolution stage, the student should next approach the relevant Course Coordinator/Dean.

Procedure

This procedure can be utilised by students making complaints to submit a grievance of an academic or administrative nature. Grievances of an academic nature include issues related to student progress, content and teaching, assessment and unit grades in a course of study. Grievances related to administrative matters cover all other matters including grievances in relation to personal information that CIHE holds in relation to an individual.

Responsibility for investigation and determination of a grievance may be delegated by the Dean to the Course Coordinator whose area of responsibility is consistent with the subject of the grievance.

During all stages of this procedure CIHE will

- invite students to participate in the grievance resolution process in good faith,
- ensure staff participate in the grievance resolution process in good faith,
- ensure that students and staff are treated respectfully and fairly throughout the process,

- ensure that the student making complaint and any respondent will not be victimised or discriminated against,
- ensure that student confidentiality is maintained at all times,
- the student making a complaint has an opportunity to formally present their case and each party to a grievance may be accompanied and assisted by a support person (not being a qualified lawyer acting in a professional capacity) at any relevant meetings,
- a full explanation in writing for decisions and actions taken as part of the process will be provided to all relevant parties,
- a record will be made of the determination, any evidence considered and all action taken to resolve the grievance,
- where the internal or external grievance handling or appeal process results in a decision that supports the student making the complaint, CIHE will immediately implement any decision and/or corrective and preventative action required and advise the student of the outcome,
- a student making complaint shall have access to the internal stages of this grievance procedure at no cost. The costs for an external appeal will be shared equally by CIHE and the student making the complaint.

Stage one – formal grievance:

Formal grievances must be submitted in writing marked to the attention of the Registrar as follows:

Registrar
 116 Pacific Highway North Sydney NSW 2060
 Tel: (+ 61) 2 9955 0488 Fax: (+ 61) 2 9955 3888
 Email: registrar@cihe.edu.au

Receipt of the grievance will be acknowledged in writing. The grievance handling process will commence within ten working days of the receipt of the formal grievance and completed within a reasonable time frame

The Registrar, or their nominee, will then, if necessary, seek to clarify the outcome that the student making the complaint hopes to achieve.

Such clarification may be sought by written or verbal request or by a face-to-face interview with the student making the complaint. When such clarification occurs in a face-to-face interview the student or respondent may ask another person to accompany them.

The Registrar, or their nominee, will then endeavor to resolve the grievance and will provide a written report to the student making the complaint on the steps taken to address the grievance, including the reasons for the decision, within ten working days. The report will further advise the student of their right to access the internal appeals process if they are not satisfied with the outcome of their formal grievance.

Stage two – internal appeal:

If a student making complaint is dissatisfied with the outcome of their formal grievance they may lodge an appeal with the CEO within twenty working days of receiving notification of the outcome of their formal grievance. The CEO will appoint an appropriate person or committee to consult with the student and other relevant parties within ten working days.

Where possible such consultations should take the form of face-to-face interviews. The student making complaint or the respondent may ask another person (not being a qualified lawyer acting in a professional capacity) to accompany them to these interviews.

Following the consultation, the CEO, or their nominee, will provide a written report to the student advising the further steps taken to address the grievance, including the reasons for the decision, within ten working days.

The report will further advise the student making the complaint of their right to access the external appeals process if they are not satisfied with the outcome of their internal appeal.

Stage three – external appeal (domestic students):

If the student making the complaint is not satisfied with the outcome of their appeal then an independent mediator can be requested through the Resolution Institute. The student can contact the Resolution Institute directly as follows:

Address: Level 1, 13-15 Bridge Street, Sydney NSW 2000

Phone: (+61) 2 9251 3366

Free call:

1800 651 650

Fax: (+61)2 9251 3733

Email:

leadr@leadr.info

The costs of such mediation will be shared equally by CIHE and the student making the complaint. As a guide, mediator's costs would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four-hour allocation.

CIHE will give due consideration to any recommendations arising from the external review of the grievance and the CEO will ensure that they are fully implemented within 30 days of receipt of the recommendations.

Stage three – external appeal (international students):

If the student making complaint is dissatisfied with the outcome of their appeal and they are an international student then they may lodge an external appeal by contacting the Overseas Students Ombudsman.

The Overseas Students Ombudsman offers a free and independent service for international students who have a complaint or want to lodge an external appeal about a decision made by their training provider. Refer to the Overseas Students Ombudsman website www.oso.gov.au or phone 1300 362 072 for more information.

CIHE agrees to be bound by any recommendations from the Overseas Students Ombudsman and the CEO will ensure that any recommendations made are implemented within 30 days of receipt of such recommendations.

Further action

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

The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other policies or under statute or any other law. Nothing in this policy and procedure limits the rights of individuals to take action under Australia's Consumer Protection laws. Also, these procedures do not circumscribe an individual's rights to pursue other legal remedies.

Privacy and personal information

In the course of its business, Crown Institute of Higher Education (“CIHE”) may collect information from students or persons seeking to enrol with CIHE, either electronically or in hard copy format, including information that personally identifies individual users. CIHE may also record various communications between individuals and CIHE.

In collecting personal information CIHE will comply with the requirements of the Australian Privacy Principles (APPs) set out in the *Privacy Act 1988 (Cth)* as amended by the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

CIHE will only collect personal information from individuals by fair and lawful means which is necessary for the functions of CIHE. CIHE will only collect sensitive information with the consent of the individual and if that information is reasonably necessary for the functions of CIHE.

The information requested from individuals by CIHE will only be used to provide details of study opportunities, to enable efficient course administration, to maintain proper academic records. CIHE may be unable to enrol that person in a course or supply them with appropriate information.

Disclosure of personal information

Personal information about students studying with CIHE may be shared with the Australian Government and designated authorities, including the Tertiary Education Quality and Standards Agency (TEQSA), the Commonwealth Department with responsibility for administering the *Higher Education Support Act 2003*, the Tuition Assurance Scheme manager (ACPET) and the Tuition Protection Service (TPS). This information includes personal and contact details, course enrolment details and changes, and in the case of international students the circumstance of any suspected breach of a student visa condition.

CIHE will not disclose an individual’s personal information to another person or organisation unless:

- the individual concerned is reasonably likely to have been aware, or made aware, that information of that kind is usually passed to that person or organisation,
- the individual concerned has given written consent to the disclosure,
- CIHE believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person,
- the disclosure is required or authorised by or under law, or
- The disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the purpose of the protection of the public revenue, CIHE shall include in the record containing that information a note of the disclosure.

CIHE will only disclose information to an overseas recipient if that disclosure relates to an individual’s course containing an overseas component (study or practicum). CIHE will take all reasonable steps to ensure that any overseas recipient complies with the APPs. Overseas agents may collect information on behalf of CIHE where an individual from a foreign country seeks to study in Australia.

Any person or organisation that collects information on behalf of CIHE or to whom personal information is disclosed as described in this procedure will be required to not use or disclose the information for a purpose other than the purpose for which the information was collected by them or supplied to them.

Security and integrity of personal information

CIHE is committed to ensuring the confidentiality, security and integrity of the personal information it collects, uses and discloses.

CIHE will take all reasonable steps to ensure that any personal information collected is relevant to the purpose for which it was collected, is accurate, up to date and complete.

CIHE will store securely all records containing personal information and take all reasonable security measures to protect personal information it holds from misuse, interference, loss, unauthorised access, modification or disclosure.

Where CIHE has no further use for personal information for any purpose disclosed by CIHE, or is no longer required to maintain that personal information, all reasonable steps will be taken to destroy or de-identify the information.

Right to access and correct records

Individuals have the right to access or obtain a copy of the personal information that CIHE holds about them. Requests to access or obtain a copy of personal information must be made in writing. There is no charge for an individual to access personal information that CIHE holds about them; however, CIHE may charge a fee to make a copy. Individuals will be advised of how they may access or obtain a copy of their personal information and any applicable fees within 10 days of receiving their written request. Where it is reasonable to do so, access to the information will be provided in the manner requested by the individual.

If an individual considers their personal information to be incorrect, incomplete, out of date or misleading, they can request that the information be amended. Where a record is found to be inaccurate, a correction will be made as soon as practical. Where an individual requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record. There is no charge for making a request to correct personal information.

Written requests for access to, to obtain a copy of, or correct personal information held by CIHE should be sent to:

Registrar
Crown Institute of Higher Education
116 Pacific Highway North Sydney NSW 2060

Complaints about an alleged breach of the APPs

Where an individual believes that CIHE has breached a Privacy Principle in relation to that individual, they may lodge a complaint using CIHE's grievance handling procedures which enables students and prospective students to lodge grievances of a non-academic nature, including grievances about handling of personal information and access to personal records.

Credit/Recognition of Prior Learning (RPL)

Crown Institute of Higher Education (“CIHE”) grants credit towards a course of study on the basis of prior learning, whether from formal studies or professional work experience to ensure that students commence study at a level appropriate to their prior learning experiences so that they are not required to repeat prior learning. For more information please visit CIHE’s *Credit for Prior Learning Policy* and the link for applications on our website: <https://www.ciheweb.com/cpl>

Granting of credit

General principles

- i. Entry to CIHE’s courses is based on specific published entry criteria and decisions regarding student selection will be in accordance with the *Student Selection and Admissions Policy and Procedure*.
- ii. An offer of credit does not guarantee admission into a specific course.
- iii. The assessment of the amount of credit to be granted in particular courses shall be determined by the Course Coordinator within the framework of this policy and must be reviewed by the Teaching and Learning Committee.
- iv. Regardless of the credit granted, the requirements of each course must be fulfilled.
- v. Credit can be given in the form of block, specified or unspecified credit.
- vi. Candidates for an award from CIHE are required to complete a minimum amount of the course through CIHE. The total credit granted for prior learning external to CIHE shall not exceed 50% of the total credit points required for the award toward which credit is sought. The 50% may comprise a mixture of credit for formal study and credit for work experience, however no more than 25% credit will be granted for learning from relevant and documented work experience.
- vii. Credit granted for a specific course cannot automatically be transferred from one course to another.

Credit for formal studies

- i. Credit will not normally be granted for formal study completed more than ten years prior to application unless there is evidence of continued relevance of this study for the course towards which credit is sought.
- ii. Credit may be granted for the successful completion of:
 - a. units which form part of an accredited course provided by a recognised higher education institution,
 - b. non-award courses offered by a recognised higher education institution,
 - c. accredited courses at AQF Level 5 and above offered by a registered vocational training provider,
 - d. courses provided by a professional association or other similar body;
 - e. Training delivered by employers or other similar training.
- iii. Credit shall be granted where there is substantial overlap with content and/or learning outcomes of CIHE unit of study for which credit is claimed.
- iv. When assessing credit for formal studies the following will be taken into account:
 - a. the general educational practices and standards of the provider(s) or any accreditation obtained by such provider that may be relevant to the course under consideration,
 - b. the objectives of the particular course and the methods adopted to achieve those objectives,

- c. admission requirements to the course,
- d. the duration of the course, having regard to entry requirements and course objectives,
- e. the breadth, depth and balance in the course material involved and the intellectual effort required,
- f. the methods of assessment,
- g. the relative emphasis on the teaching of skills in relation to the study of the discipline,
- h. Any arrangements for practical training and experience as part of the course.

Credit for learning from work experience

- i. Credit may be granted for work experience where that learning can be documented to the satisfaction of the Course Coordinator. The onus shall be on the applicant to provide appropriate evidence or demonstrate the relevant skills, knowledge and understanding.
- ii. The maximum credit that can be granted for learning from work experience is 25% of the total credit points required for the course toward which credit is sought.
- iii. When assessing credit for work experience, the following will be taken into account:
 - a. Authenticity - the applicant has actually demonstrated the learning outcomes that are being claimed,
 - b. Currency - the learning outcomes are still valid and performable,
 - c. Quality - the learning has reached the acceptable level,
 - d. Relevance - the learning is applicable to the unit of study claimed,
 - e. Transferability - the learning outcome can be applied outside the specific context in which it was learned,
 - f. Comparability - the prior learning is comparable in content and standard with the unit(s) of study in which credit is sought.

Internal transfer between courses

- i. Credit may be granted when a student has completed units of study while undertaking a course with CIHE and wishes to transfer to another course within CIHE.
- ii. Credit will be granted for those units of study already undertaken which form part of the course into which the student is transferring.
- iii. The maximum credit that can be granted in these circumstances is not limited.

Applications

An application for credit based on prior learning must be made on the appropriate form at the time of application for admission to a course (<https://www.cihe.edu.au/forms-1>). The application should be accompanied by sufficient documentary evidence to support the application.

Assessment of the application will be undertaken by the Course Coordinator who will advise the applicant in writing of the result of their application within twenty working days. A record of any credit granted (including any reasons for not giving credit) will be signed by the Course Coordinator and the student and placed on the student's file.

It is the intention of this policy that students should be advised of the credit that is offered at the time they accept a place in a course.

International Students

If the applicant is an international student applying for a study visa the following applies: Where credit is granted before the issue of a visa, the actual course duration in the eCoE issued to the student will be reduced; Where credit is granted after the issue of a visa, CIHE will report the change of course duration via PRISMS; If an international student is granted credit that shortens their course, it remains a visa condition that they continue to study full-time.

Articulation arrangements (credit agreements)¹

In line with national policy, CIHE will systematically negotiate agreements with other tertiary education providers to maximize the credit available to eligible students for entry into CIHE's courses. These agreements will provide graduates of specific courses offered by recognised providers of tertiary education credit for particular units of study which form part of a CIHE course.

When negotiating these agreements CIHE will take into account the comparability and equivalence of the articulating institution's course, notably:

- the learning outcomes,
- the volume of learning,
- the content, and
- Learning and assessment approaches.

In order to assess the quantum of credit which may be awarded, CIHE will map the specified learning outcomes for the course provided by the external institution against the learning outcomes of units of study within the relevant CIHE course. Credit for a unit of study within CIHE course will only be granted where there is a substantial match against the learning outcomes of that unit of study.

The benchmarks for the quantum of guaranteed credit granted to students towards higher level AQF qualifications in the same or related discipline are as follows:

- 50% credit for an Advanced Diploma or Associate Degree linked to a 3 year Bachelor Degree.
- 37.5% credit for an Advanced Diploma or Associate Degree linked to a 4 year Bachelor Degree.
- 33% credit for a Diploma linked to a 3 year Bachelor Degree.
- 25% credit for a Diploma linked to a 4 year Bachelor Degree.

The existence of a credit agreement does not preclude an individual student applying for additional credit under this policy.

The Academic Board will approve all articulation arrangements after evidence of the mapping of the learning outcomes of the external course against CIHE course underpinning the proposed credit arrangements has been considered.

Once approved by the Academic Board the articulation arrangement will be set out in a formal credit agreement, signed by both parties and recorded in a register of approved articulation agreements.

CIHE will make publicly available details of all current credit agreements in accordance with section 2.3 of the *AQF Qualifications Pathways Policy*².

¹ For the purposes of the Australian Qualifications Framework 2011 articulation agreements are known as 'Credit Transfer Arrangements'. Articulation arrangements are also colloquially known as 'pathways'.

² As set out in the Australian Qualifications Framework Handbook – January 2013

International students

CIHE seeks to welcome and support International students. This section of the handbook provides information to meet the specific needs of international students.

English language Proficiency

You must be able to read, write and understand the English language and be able to produce evidence of your English language proficiency. For admission to our vocational courses, you are required to present:

1. An IELTS Test score of no less than 6 (General or Academic) or equivalent.
2. Evidence of completion of General English Program at CIBT or another ELICOS Colleges. The minimum requirement is an Advanced level certificate.

Please visit DHA's website <http://www.homeaffairs.gov.au> if you want to know about the English language requirements to apply for your student Visa.

The ESOS Framework

The Australian Government wants overseas students in Australia to have a safe, enjoyable and rewarding place to study. Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework and they include the *Education Services for Overseas (ESOS) Act 2000* and the National Code 2018.

The ESOS framework sets out the standards that Australian education provider must obey when dealing with overseas students. These standards cover a range of information you have a right to know. The services that must be offered include:

- a) Orientation and access to support services to help you study and adjust to life in Australia
- b) Who the contact officer or officers is for overseas students
- c) If you can apply for course credit
- d) When your enrolment can be deferred, suspended or cancelled
- e) What your provider's requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well
- f) If attendance will be monitored for your course, and
- g) A complaints and appeals process.

Protection for overseas students

As an overseas student on a student visa, you must study with an education provider that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at <http://cricos.education.gov.au>. CRICOS registration guarantees that the course and the education provider at which you study meet the necessary standards. Please check carefully that the details of your course – including its location – match the information on CRICOS.

Full Time Study

Australian law requires International students to study 100% of a full time study load. The only reason you may undertake a reduced study load is only when you are required to study a portion of your course and that does not make up 100% study load. CIHE will advise you about such situation if that is applicable to you.

For example, if you were in your final semester and you only had 2 subjects left to complete your course you would not be required to enrol in a full time load.

Students in this situation will be guided by their course coordinator on what alternative subjects may be available or which subjects they can undertake from later years to ensure they have a 100% full time study load.

Please be aware that if your attendance drops below 80% the provider is required to review your enrolment, counsel you and, if poor attendance persists, report you to DHA via PRISMS as being in breach of your visa conditions.

Satisfactory Progress

Students who do not have satisfactory academic progress will be reported to DHA under the ground of poor academic performance. As a general rule failure in more than 50% of units consecutively delivered over two terms will trigger for a review of academic progress. You can only repeat a unit once.

If at the end of the review we are not satisfied with your academic progress or if you fail more than one unit or you fail a unit a second time, you will be reported to DHA as being in breach of your visa conditions.

Useful Information

The Australian Government through Australian Education International (AEI) provides useful and up to date information on the ESOS Framework including a quick reference guide and FAQ (frequently asked questions) section: Visit: <https://www.legislation.gov.au/Details/F2017L01182>

Your Rights and Responsibilities

You must comply with all of your visa conditions as outlined in this handbook and as updated by DHA from time to time. This is particularly important for attendance and successful academic performance.

In addition to meeting the conditions of your visa and the course requirements, there are a number of laws that apply to you as a student studying in Australia. Some of these are discussed in this handbook. In short while in Australia, you need to recognise the rights of all people and exercise a reasonable duty of care in your day-to-day activities. Those that respect and obey Australian laws are warmly welcomed in this country.

If you have any concerns about how a law or rules apply to, please ask an appropriate person for advice before acting. While at CIHE you can speak with the Student Services Officer who can refer you to the right person for assistance and advice.

Your rights

The ESOS framework protects your rights, including:

- i. Your right to receive, before enrolling, current and accurate information about the courses.
- ii. Fees, modes of study and other information from your provider and your provider's agent.
- iii. Your right to sign a written agreement with your provider before or as you pay fees, setting out the services to be provided, fees payable and information about refunds of course money. You should keep a copy of your written agreement.
- iv. Your right to get the education you have paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if your provider is unable to teach your course.

For more information regarding ESOS framework, please visit: <https://www.asqa.gov.au/cricos-registration/cricos-registration-overview/esos-framework>

Body	Overseas Students Ombudsman
Postal Address	GPO Box 442 Canberra ACT 2601.
Phone	Call: 1300 362 072 within Australia. Outside Australia call +61 2 6276 0111 Enquiries 9am to 5pm Monday to Friday (AEST)
Fax Number	02 6276 0123 within Australia. Outside Australia +61 2 6276 0123.
Email	ombudsman@ombudsman.gov.au
Website	www.oso.gov.au
What They Do	The Overseas Students Ombudsman investigates complaints about problems that overseas students have with private education and training in Australia. The Ombudsman also provides information about best practice complaints handling to help private education providers manage internal complaints effectively & publishes reports on problems and broader issues in international education that we identify through investigations.
Interpreting Service	If you want to make a complaint in your language you can. Call the Translating and Interpreting Service on 131 450 in Australia, outside Australia call +61 3 9203 4027. OSO will pay for the interpreter.

Your responsibilities

As an overseas student on a student visa, you have responsibilities to:

- Satisfy your student visa conditions.
- Maintain your Overseas Student Health Cover (OSHC) for the period of your stay.
- Meet the terms of the written agreement with your education provider.
- Inform your provider if you change your address.
- Maintain satisfactory course progress.
- If attendance is recorded for your course, follow provider's attendance policy, and
- Maintain your approved accommodation, support and general welfare arrangements if you are under 18 years of age. *Note that CIHE does not enrol under age student at the present time.*

Overseas Student Health Cover

If you are an International student studying in Australia, you must purchase an approved OSHC policy from a registered health benefits organisation - commonly referred to as health funds -- before applying for your visa. You will need to buy OSHC before you come to Australia, to cover you from the moment you arrive. You will also need to maintain OSHC throughout your stay in Australia. You can find out more about purchasing Overseas Student Health Cover at the website

<http://www.health.gov.au/internet/main/publishing.nsf/Content/Overseas%20Student%20Health%20Cover%20FAQ-1>

Deferring, suspending or cancelling enrolment

Definitions(*National Code 2018*):

- Principal course: Usually the final course of study a student will undertake. For example, if a student is studying ELICOS followed by a Bachelor degree, the Bachelor degree is the principal course.
- Six months: Calculated as six calendar months from the first day of the principal course.

Transferring from another provider

CIHE may enrol students seeking to transfer from another provider within the first six months of their principal course if:

- The student is a government-sponsored student, and the student's sponsor supports a transfer.
- The student's current education provider or course has ceased to be registered, or a sanction has been imposed that prevents the current provider from continuing to deliver the principal course.
- The student has a letter of release from the current provider.

Transferring from CIHE to another provider

Students can apply to transfer from CIHE to another provider within the first six months of their principal course if:

- The student is a government-sponsored student, and the student's sponsor supports a transfer.
- CIHE or the course in which the student enrolled has ceased to be registered, or a sanction has been imposed that prevents CIHE from continuing to deliver the principal course.
- The student enrolls in a course that is at the same or a higher level to that in which the student is currently enrolled, and the course is not available at CIHE.
- Exceptional personal circumstances that the CEO and Dean considers to be appropriate.
- Note: Students on package courses will need be released from their principal provider.
- CIHE will not release a student seeking to transfer within the first six months of their principal course if:
 - There is no offer from another provider.
 - The student is enrolling in a course that is at a lower level than the one in which the student is currently enrolled.
 - All the support services have not been exhausted by the student.
 - The student is trying to avoid being reported to DHA.
 - The student has outstanding debts to CIHE.
 - The student is under 18 and there is no written letter from the parent/guardian and no evidence from another provider that they will accept the responsibility for accommodation and welfare of the student.

Extending your course duration

CIHE will extend the duration of the student's study where it is clear that the student cannot complete the course within the expected duration, as specified on the student's eCoE, as a result of:

- a) Compassionate or compelling circumstances (e.g. illness where a medical certificate states that the student was unable to attend classes or where the registered provider was unable to offer a pre-requisite unit),
- b) Institute implementing its intervention strategy for students who were at risk of not meeting satisfactory course progress, or
- c) An approved deferment or suspension of study has been granted under Standard 13 of the National Code 2018.

To extend a term, a student must apply for the extension in writing to the Chief Executive Officer explaining the justification to their application. All records of the consideration and approval or rejection of the application are to be retained on the student's file.

The Dean shall review the application along with Lecturers and Course Coordinators and other relevant members of staff and make an informed decision. Rejection of the application shall be discussed with the student and where appropriate, the student may appeal the decision.

The Student shall be advised of the outcome in writing.

Student Visa Requirements

General Requirements

The Department of Home Affairs (DHA) is the responsible Australian government authority to decide on all Visa applications. DHA may set criteria or requirements to grant you a student Visa. We suggest you to consult a Registered Migration Agent or visit DHA's website <http://www.border.gov.au> to learn more about student Visa. You will also be required to show that you meet the selection requirements for any of our courses that you are hoping to enrol in.

These responsibilities must be maintained during your entire study period. It is important to become aware of these requirements before you sign your Enrolment Form.

Additional information on your visa issues can be obtained from the Department of Home Affairs website <http://www.homeaffairs.gov.au>

Student Visa Requirements — Academic Performance

You must maintain satisfactory academic performance at all times as per CIHE's course progress policy. Failing to do so may lead to a breach of your student visa conditions.

Student Visa Requirements – Dependents

We recommend that you contact DHA or a Registered Migration Agent or visit DHA's website www.border.gov.au for any visa issues relating to your dependants.

Student Visa Requirement – Working whilst studying

Your student visa allows you to work 40 hours fortnightly during the session (that is, when CIHE is not in official holiday. This includes Saturdays and Sundays) and more than 20 hours a week when CIHE is officially on holiday breaks. Speak to the Student Support Officer if you are unsure about the work limitations and/or holiday breaks.

Change of Address/Contact Details

You MUST advise CIHE of your residential address and contact telephone number. This is a condition of your student visa.

You must update your contact details at least every six months or as soon as they change.

Living and Studying in Australia

Australia has the third largest number of international students among the English-speaking countries. The Australian Education System has a standardised system which guarantees that the institutions offering nationally recognised qualifications must be registered with the Australian Government and meet strict requirements. This ensures that the quality of courses offered meet high standards.

Living in Sydney

Sydney is the capital city of New South Wales (NSW). It is considered as one of the most beautiful cities in the world. Its natural parklands and beach lifestyle attract thousands of visitors each year. The harbour is situated in the centre of Sydney and provides great opportunities for yachting or parasailing. With cycle ways and footpaths alongside the harbour (and along the entire Sydney coast), a healthy lifestyle is easy to maintain.

If students like to explore Sydney's wide range of events and destinations, they can visit NSW tourism board <http://www.visitnsw.com>. If you'd like to follow the latest and freshest events in this lovely city, you can check out the City of Sydney via www.cityofsydney.nsw.gov.au/ or <https://www.timeout.com/sydney>

Accommodation options

An international student requires a minimum of \$20,290 as living expenses for a year excluding tuition fee. Initial establishment costs for a shared apartment, such as rental bonds for accommodation, electricity, gas and telephone, could add up to at least \$1,500. For details please visit: <https://www.studyinaustralia.gov.au/>

Share accommodation

This usually involves the payment of bond (commonly 2 weeks rent), which is refundable if the room is vacated in good condition. Telephone, gas and electricity costs are shared between the tenants. Prices can vary between A\$100 and A\$300 per week depending on size, location and facilities. Notice boards and newspapers (online or print) are generally the most common places to find share accommodation.

Rental Accommodation

Rental properties involve signing of a lease contract and paying a 4 week government held bond, which is refundable if the dwelling is left in good condition. Lease contracts are typically 12 months or six months in length. Multi room units and houses can be anything from \$250 - \$700 or more per week depending on the size and location to the city.

Home-stay Accommodation

Home-stay accommodation is popular among English language students and involves living with an Australian family in a shared or private room. Home-stay accommodation is often arranged by the educational institution or privately by the student. Home-stay can cost anywhere between A\$135 and A\$240 per week inclusive of most meals.

Backpackers, Budget Hotels and Guesthouses

Budget hotels and guesthouses typically involve accommodation in a dormitory or a private room excluding meals and are common among language or short course students and backpackers. Costs vary between A\$50 to A\$100 per day. Electricity and gas are usually included.

CIHE organises accommodation services through home stay network. For details please visit:

<http://www.homestaynetwork.com.au/>

Useful contact details

Chief Executive officer	Dr. Narayan Tiwari, Email ceo@cihe.edu.au	
Dean	Prof Grant Jones, Email dean@cihe.edu.au	
Deputy Dean Associate Dean in Teaching and Research	Dr Asal Al-Odat Dr Nazila Razi	
Registrar	Risetyani Iskandar , Email registrar@cihe.edu.au	
Course Co-ordinators	Mahfuz Ashraf mafuz.ashraf@cihe.edu.au John Ayoade john.ayoade@cihe.edu.au Majd Shamayleh majd.shamayleh@cihe.edu.au	
Language and Learning Advisor	Phil Leroux phil.leroux@cihe.edu.au	
Library Service Officer	Xiao Han xiao.han@cihe.edu.au , Ashraya Khadka ashraya.khadka@cihe.edu.au	
Student Support Manager	Rita Shakya Email rita.shakya@cihe.edu.au Ph:+612 9955 0488	
Student Support Officers	Ratama Jumroonsiri, Email ratama.jumroonsiri@cihe.edu.au Ph:+612 9955 0488, Risaa Karki risaa.karki@cihe.edu.au , Genie Limphothong genie.limphothong@cihe.edu.au , Lochana Katwal lochana.katwal@cihe.edu.au , Vania Setiawan vania.setiawan@cihe.edu.au , Pooja Bhandari pooja.bhandari@cihe.edu.au Tashi Wangmo tashi.wangmo@cihe.edu.au	
Administration Officer	Jenisha Manandhar jenisha.manandhar@cihe.edu.au , Si Tsung Luk sitsung.luk@cihe.edu.au , Ashraya Khadka ashraya.khadka@cihe.edu.au	
IT Support and Systems Managers	IT Manager – Bishnu Ghimire bishnu.ghimire@cihe.edu.au Academic and Student Systems Manager – Jackie Nedelkoski jackie.nedelkoski@cihe.edu.au	
Accommodation	Speak to CIHE’s Student Services Officer for information on accommodation options and arrangements.	
Access & Equity	If you are concerned with your academic development, speak to the Language and Learning Advisor, Course Coordinator or Dean	
Emergency Services	Police dial Fire Dial Ambulance dial	000 000 000
Helpline services	Lifeline Alcohol and drug counselling Victims of crime support line Crime stoppers NSW rape crisis centre North Sydney sexual assault service	131114 0297991199 1800633063 131444 0298196565 029926711
Health Issues	Doctors: Mater Medical Centre Level2/200 pacific HWY North Sydney NSW2060 Tel: 0299577744	Dentist: Dental clinic of Australia Level 10/100 miller street North Sydney NSW 2060 Tel: 0299575152

Visa Centers	Department of Home Affairs (DHA) 26 lee street, Sydney (next to central Station) Ph: 131881 http://www.homeaffairs.gov.au
Useful websites	Beyond Blue https://www.beyondblue.org.au/ The Black Dog Institute: http://www.blackdoginstitute.org.au/ Reach Out.com: http://au.reachout.com/ The Law Society of NSW: http://www.lawsociety.com.au/about/YoungLawyers/MentalHealth/
Legal Services	Please enquire with Student Services for any arrangements for Legal Services and related matters.
Disability Support	Please contact the Registrar, Dean or CEO

Thank you for choosing to study with CIHE