



Australian Institute of Professional Counsellors

Bachelor of Social Work Student Handbook

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Australian Institute of Professional Counsellors

Student Handbook Bachelor of Social Work

The Bachelor of Social Work has been designed and developed by Acknowledge Education, a leading Institute of Higher Education (PRV 12146). AIPC delivers the course on behalf of Acknowledge Education.



June 2025

The information and policies contained within this Student Handbook were current on the date of printing. The information and policies contained within this document are subject to change.

It is therefore recommended that students periodically refer to the Institute's website at www.aipc.net.au for a current version of the handbook.

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Welcome from the CEO

Firstly, thank you very much for enrolling into the Bachelor of Social Work. As a private provider of tertiary education, our primary purpose is to offer high quality and flexible education to students throughout Australia.

Students of the Bachelor of Social Work will graduate with the knowledge and skills to perform competently in a variety of employment settings. The Bachelor of Social Work is delivered on behalf of Acknowledge Education and is designed to develop knowledge and skills for enabling positive social change with individuals, families, groups, communities and organisations.

The Institute and its staff are dedicated to developing high-quality applicable courses and programs and providing an exceptional level of education and service to all students. The Institute also advocates a high level of professional, ethical and moral standards in graduates.

This Student Handbook has been prepared to inform you of the various aspects of studying with the Institute and your higher education course.

On behalf of all our staff here at the Institute, I wish you much success as you embark on this exciting journey through your Bachelor degree.

Kind regards,

Sandra Poletto
Chief Executive Officer

The Course Structure

Bachelor of Social Work

The following subjects comprise the Bachelor of Social Work course. All subjects are studied over the duration of one Trimester.

Subject Number	Subject	Credit Points	Pre-requisite Subjects	Trimester Availability#
First Year				
<i>Trimester 1</i>				
BSWINT101	Introduction to Sociology	15		1, 2, 3
BSWSPS101	Australian Society, Welfare Systems and Services	15		1, 2, 3
BSWINT102	Introduction to Social Work	15		1, 2
<i>Trimester 2</i>				
BSWINT103	Working with Diversity	15		1, 3
BSWSPS102	Human Rights and Social Justice	15		1, 3
BSWINT104	Human Development Across the Lifespan	15		1, 2
<i>Trimester 3</i>				
BSWPRP101	Social Work Theories for Practice 1	15		1, 2
BSWINT105	Foundations of Psychology	15		2, 3
BSWINT106	Introduction to Aboriginal and Torres Strait Islander People	15		2, 3
Second Year				
<i>Trimester 1</i>				
BSWPRP202*	Skills for Social Work Practice 1	15	BSWINT102, BSWINT105, BSWPRP101	1, 2
BSWHLT201	Mental Health and Wellbeing	15		1, 2
BSWPRP203	Social Work Theories for Practice 2	15	BSWPRP101	1, 2
<i>Trimester 2</i>				
BSWSWP201	Child Wellbeing and Protection	15	BSWINT104	1, 3
BSWSWP202*	Group Work	15		1, 2
BSWSWP203	Community Development	15		1, 3
<i>Trimester 3</i>				
BSWHLT202	Health, Ageing and Disability	15		2, 3
BSWPRP204*	Skills for Social Work Practice 2	15	BSWPRP202	2, 3
BSWPRP205	Social Workers and the Law	15		1, 3
Third Year				
<i>Trimester 1</i>				
BSWPRP306*	Skills for Social Work Practice 3	15	BSWPRP204	1, 3
BSWSWR301	Social Research Methods	15		1, 2
BSWPRP307	Transition to Professional Practice	15	BSWPRP205	1, 3
<i>Trimester 2</i>				
BSWPRP308**	Field Education 1	15	BSWPRP202, BSWPRP205, BSWPRP307, BSWHLT201	1, 2
<i>Trimester 3</i>				
BSWSWP304	Working with Families	15		2, 3
BSWSPS303	Developing Social Policy	15	BSWSPS101	2, 3
	Elective	15		1
Fourth Year				
<i>Trimester 1</i>				
	Elective	15		2
	Elective	15		3

BSWPRP409**	Field Education 2	15	BSWPRP308, BSWPRP306	1, 2
Electives				
BSWSWP305	Domestic Violence	15		T1
BSWSWP306	Young People and Crime	15		T2
BSWSWP307	Alcohol and Other Drugs	15		T1
BSWSWP308	Grief, Loss and Trauma	15		T3
BSWSWP309	Working with Refugees, Asylum Seekers and Migrants	15		T2

Trimester availability of subjects is correct at time of publication of this Student Handbook and may be changed by the Institute from time to time. Minimum enrolment numbers apply as specified on the Trimester Enrolment Form for a subject to be offered.

***Attending and passing a 5-day Residential School is required for successful completion. Residential School locations are in Brisbane, Sydney, Melbourne, or Perth.**

****The course requires completion of 2 field education placements, each requiring 500 hours of working in social work contexts.**

After completion of all subjects, the Bachelor of Social Work qualification is awarded by Acknowledge Education Pty Ltd. The Institute is registered as an Institute of Higher Education: Provider ID PRV12146 by the Tertiary Education Quality and Standards Agency (TEQSA) with its higher education courses also being accredited by TEQSA. Confirmation of the Institute's registration and accreditation status of its courses can be obtained from the National Register on the TEQSA website at: www.teqsa.gov.au.

Students are required to successfully complete (pass) all subjects listed above for the course to be awarded a Bachelor of Social Work. Students cannot enrol into a latter subject until all pre-requisites for the subject have been passed.

Students are required to complete the course within **8 years** of their enrolment into the course.

Trimester, Census and Residential School Dates

Trimester dates, Census Dates and Residential School Dates are shown on the student's section of the Institute's website at www.aipc.net.au. Each Trimester is structured as 12 weeks of structured study, including two weeks at the end of each Trimester allocated for the scheduling of Residential Schools for relevant subjects.

Course Learning Outcomes – Bachelor of Social Work

The Course Learning Outcomes (CLO) for the Bachelor of Social Work are designed to align with the AASW Attributes of Australian Social Work Graduates and the Australian Quality Framework specifications for Bachelor's degrees (AQF Level 7). On completion of the degree, graduates will have achieved these learning outcomes in the following competencies:

1. Commitment to Professional Social Work Values and Ethics
 - 1.1. Ability to practice in accordance with social work values and ethics.
 - 1.2. Demonstrate ethical literacy, an ability to manage ethical issues in practice, and a capacity for ethical decision making.
 - 1.3. Ability to practice in a manner that is anti-oppressive, supportive of human rights and embodies key social work ethics and values.
2. Application of Knowledge to Social Work Practice with Individuals, Groups and Communities
 - 2.1. Cognitive and technical skills to demonstrate knowledge of key social work theories, models and perspectives in social work practice.
 - 2.2. Apply social work knowledge, assessment, planning and intervention skills to respond effectively in meeting the needs of individuals, groups and communities in diverse settings,

- client groups and geographic locations.
- 2.3. Apply interdisciplinary knowledge and skills across different fields of social work practice in an individual or collaborative setting.
3. Critical Analysis
- 3.1. Ability to critically analyse complex and sensitive societal issues including social disadvantage and the influence of class, gender, age, intellectual and physical ability, sexuality, race and ethnicity as well as oppression and marginalisation from a socio-political and economic perspective.
- 3.2. Ability to review, critically analyse and synthesise knowledge and values to inform professional judgment and practice.
4. Research Literacy & Skills
- 4.1. Demonstrate a knowledge of research methods, including applied social research.
- 4.2. Ability to generate, evaluate and apply research from a range of disciplines to inform practice and to develop, execute and disseminate research informed by practice.
- 4.3. Ability to undertake evidence informed practice in all interventions.
5. Communication and Interpersonal Skills
- 5.1. Demonstrate advocacy, negotiation and mediation skills at micro and macro levels of practice.
- 5.2. Demonstrate effective professional written communication skills for assessment, planning, case notes, and report writing.
- 5.3. Ability to effectively communicate a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written forms.
- 5.4. Demonstrate a knowledge and understanding of how digital, online and other electronic technology are transforming the nature of social work practice.
- 5.5. Ability to use digital technology in a competent and ethical manner in practice.
6. Diversity and Cultural Competency
- 6.1. Demonstrate culturally competent practice.
- 6.2. Demonstrate knowledge and understanding of Aboriginal and Torres Strait Islander cultures, including historical and continuing oppression, social disadvantage, and racism and an ability to apply these to practice.
- 6.3. Demonstrate competent, anti-oppressive practice in engaging with Aboriginal and Torres Strait Islander individuals, groups and communities.
- 6.4. Ability to work independently and collaboratively in diverse practice settings.
7. Professional Development & Self- Management
- 7.1. Demonstrate commitment to continuing professional development through engagement with professional supervision, training and personal study.
- 7.2. Demonstrate critical, reflective, reflexive and responsive practice, including the examination of personal values, biases and ongoing training needs in order to ensure professional competency.

Enrolling For Each Trimester and Textbook Orders

You will be advised of important dates during the Trimester such as Trimester start and finish dates, Trimester Census Dates and dates for residential schools, progressively in writing. Trimester dates, Census Dates and Residential School Dates are also shown on the Fees Dates & Policies page (<https://www.aipc.net.au/fees-dates-policies>) of the Institute's website.

For new students, a Trimester Enrolment Form has either already been sent to you or has been included in the Enrolment Pack and should be completed and returned by the due date shown on the form. These forms are sent to continuing students after each Trimester.

Students are encouraged to submit their online textbook order prior to commencing their studies for the Trimester. Students are able to source textbooks from other suppliers if they choose.

The Trimester Enrolment Form lists the subjects that are available in the next Trimester. On the Trimester Enrolment Form, students nominate the subjects they intend to study for each Trimester. Subjects selected should be in accordance with the recommended course structure for the Course and should take into account pre-requisite study requirements.

Completed Trimester Enrolment Forms are to be sent, by the due date, to the Student Support Staff. Student Support Staff will process the student's enrolment for the following Trimester and provide a confirmation letter providing details of pertinent matters including residential school dates.

Prior to the commencement of each Trimester, the current Study Guide and Book of Required Readings are uploaded onto the Higher Education Learning Portal (HELP) for students to access. Students are able to print a copy of the electronic documents if they choose to. If you have any questions about which subjects to complete in which Trimester, please contact Student Support Staff on 1800 657 667.

FEE-HELP

Acknowledge Education Pty Ltd has been approved by the Commonwealth Government to offer FEE-HELP. FEE-HELP is a loan for students enrolled in fee-paying places. These places are not subsidised by the Commonwealth, but eligible students may use a FEE-HELP loan to pay all or part of their tuition fees.

Your HELP loan must be repaid to the Government once you earn enough income to make repayments (this is known as the repayment threshold). You should think about how this will affect you in the long term before you apply, as having a HELP debt may affect access to bank and home loans.

Am I eligible?

You can only get FEE-HELP if you meet the citizenship and residency requirements. You must be either:

- an Australian citizen who will complete at least one unit of your course of study in Australia.
- a NZ SCV holder who meets the long-term residency requirements and who is resident in Australia for the duration of your unit(s)
- a permanent visa holder who held a NZ special category visa immediately prior to your permanent visa and you previously met the long-term residency requirements.
- a permanent humanitarian visa holder or eligible former permanent humanitarian visa holder who is resident in Australia for the duration of your unit(s)
- a permanent visa holder who is undertaking bridging study for overseas-trained professionals and who is resident in Australia for the duration of your unit(s)
- a pacific engagement visa holder who is resident in Australia for the duration of your unit(s).
Note: a pacific engagement visa holder becomes eligible from 1 February 2024.

You must also:

- meet the TFN requirements.
- meet the USI requirements.
- have enough available HELP balance.
- be assessed as a genuine student and as academically suitable for your unit of study.
- maintain a reasonable study load of no more than 2 EFTSL per year unless approved by AE to study a higher load.
- be enrolled correctly at AE on or before the census date.
- have read the FEE-HELP booklet
- have submitted a valid FEE-HELP eCAF to AE on or before the census date (or earlier administrative date).

How much FEE-HELP can I borrow?

Since 1 January 2020, there has been a 'HELP loan limit' on what you can borrow for your study. The HELP loan limit includes all previous FEE-HELP, VET FEE-HELP (closed) and VET Student Loan amounts you have borrowed. It also includes any HECS-HELP loans for units with a census date on or after 1 January 2020.

The HELP loan limit will be \$121,844 for most students with census dates in 2024.

When is a FEE-HELP debt incurred?

You incur a FEE-HELP debt immediately after the census date for the study period for which you received FEE-HELP assistance. If you have requested a FEE-HELP loan, but change your mind about studying, you must cancel or defer your enrolment in writing from the subject(s) on or before the census date or you will incur a debt to the Commonwealth Government.

Any changes to government legislation will be updated when available. For more information about FEE-HELP, your rights and obligations, please visit the Commonwealth Government website.

Your Academic Staff

The Institute is very proud of the calibre and experience of our academic staff. The Bachelor programs are overseen by a Program Leader supported by the Course Coordinator and Academic Lecturers. The contact details of the Lecturer/s for the subject/s in which you are enrolled will be provided to you at the commencement of the Trimester.

Students seeking educational support during their studies are encouraged to contact the Academic Lecturer for each individual subject by calling the Study Assistance Line on 1800 570 511 or emailing their Lecturer directly. Each Lecturer will email their students in the first week of the Trimester. They will pass on their contact details at that time including their email address.

General Policies

Your Student Agreement

Upon enrolment into the Bachelor Program, you have signed an Application Form. The Application Form includes the following Student Agreement statement:

In making this application, I agree, state and acknowledge that:

I understand that this form is an application to study a higher education course with the Institute and that the Institute is the deciding authority on whether my application is accepted or not. I accept the Institute's decision in respect to my acceptance into the course.

If offered a place in the course and upon receipt of my Course Enrolment Pack, I acknowledge my commitment to the Institute and understand the initial and ongoing costs incurred by the Institute in respect of my enrolment. I understand that the subject fees, and any other associated fees, apply only for those subjects in which I am presently enrolled, and can be reviewed and changed at the Institute's discretion for future Trimesters. Subject tuition fees are reviewed at least annually and may be increased. I agree to follow the Institute's Course Cancellation Policy and understand that I, in the event of cancellation of my enrolment in the course, am liable for the full cost of the subjects I have completed to date in my course of study with the Institute. Additionally, if I cancel from the course after the Census Date in the Trimester, I am also liable for the full cost of the subjects in which I am currently enrolled.

To discontinue my course or enrolment in any subjects, I am required to submit my request in writing.

I also agree to follow the Institute's Subject Cancellation Policy and understand that I am able to withdraw from studying a subject before the Census Date of the Trimester without suffering any financial penalty. If I withdraw from the subject after the Census Date in the Trimester, then I am liable for the whole cost of the subject. I also understand that I am able to withdraw from a subject without academic penalty before the end of the sixth week of the Trimester.

I also understand that if I have not paid my subject fees for the Trimester or returned the required documentation for FEE-HELP assistance before the Census Date of the Trimester, I am liable for the full cost of the subject/s in which I am enrolled for the Trimester. I also understand that I am liable for subject fees in the event of repeating a subject.

I also acknowledge that I am liable for the following costs in addition to the course fees disclosed on this Course Application Form and Trimester Enrolment Forms:

- 1. The purchase of compulsory textbooks and/or software (if required); and*
- 2. Personal expenses such as travel, accommodation and meals while in attendance at compulsory Residential Schools.*
- 3. Additional postage and handling fees will apply for study materials posted internationally.*

I understand the Institute is required to report my student data as disclosed in the Privacy and Personal Information Policy included in the student handbook.

I also agree to abide by the requirements and conditions of the following Institute Policies: Application for Course Enrolment and Entry Requirements, Student Conduct Policy, Assessment Processes and Procedures, Plagiarism, Copyright Policy, Statement of Tuition Assurance, Grievance Handling and Resolution, Selection of Students and any other policies that come into effect during my dealings with the Institute. I acknowledge that I am able to access all Institute Policies on the Institute website at www.aipc.net.au. I will follow the policies of the Institute unless approval to do otherwise is received in writing.

I also acknowledge that the Bachelor Program includes two Practicum subjects or Field Placements undertaken in a workplace environment and understand that to access these subjects, it may be a

requirement of the workplace that I may be obliged to undergo a Criminal History Check or a Working With Children Check. I understand that the results of either or both of these checks may influence my ability to access workplaces for the Practicum subjects or Field Placements. I also understand and acknowledge that a workplace may have additional workplace-specific requirements that I may need to satisfy prior to or during the Practicum/Field Placement. I also agree that all costs incurred for these Checks and/or workplace requirements will be borne by myself, the student.

I also acknowledge that I will need to have access to a computer system with at least the following specifications:

Operating System:

- *Windows 11*

Memory:

- *Windows: 4 GB RAM*

Supported browsers:

- *Windows: Edge 12+, Firefox 27+, Chrome 30+*

Audio / Video:

- *Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth*
- *A webcam or HD webcam - built-in, USB plug-in*

Microsoft Office 2013 or later software programs

Internet Connection:

- *With a minimum of 1.5Mbps upload and download speeds.*

This will enable me to access the Institute's Higher Education Learning Portal (HELP) and Online Library to perform research on the internet for assessment. The Institute's Fortitude Valley premises has a computer laboratory with systems that meet these requirements and are available for my use if required.

I agree to receive communication from the Institute, including but not limited to my confirmation of enrolment and my Commonwealth Assistance Notices, via electronic means. If I wish to receive communications in hard copy, I agree to advise the Institute.

I understand that from time to time, assessments requiring verbal demonstration or presentation may be recorded, and that online examinations will be monitored by an external online examination proctoring service.

I understand that personal information provided by me will be used to either obtain and/or validate a Unique Student Identifier for me which is required to issue my certificate for the qualification and enables AIPC to report my progress and completion of the course. I also confirm that the personal information I have provided is true and correct and understand that the information will be reported to government authorities as required under higher education reporting arrangements. I acknowledge that if I have advised that I require assistance with Language, Literacy or Numeracy or that I have a disability or special need and require additional learning support, an AIPC higher education staff member will contact me for an assessment and discussion of my requirements.

All books, Logos, concepts, Documents and Recordings which are received by me from the College are protected by copyright and will not be reproduced or copied or loaned to any other person or institution. College programs and courses are subject to changing accreditation and academic standards. I further acknowledge that the course or program I am enrolled in may change from time to time due to academic or accreditation requirements.

The relationship between the Institute and myself shall not constitute a relationship of partnership or joint venture or any other relationship where the Institute or agent of the Institute can be held responsible in any way for any actions or words of myself or any associates or employees. Any usage of the Marks and the Names Australian Institute of Professional Counsellors and any other goodwill established thereby shall ensure to the exclusive benefit of the owner of the Marks and the Names.

I will respect the good name of the Institute and will maintain the highest possible standards of confidentiality, ethics and behaviour in all relevant practices concerning my clients and the Institute, and will at no time take any action or utter any words which might in any way damage the Institute or its Agents.

Course Investment Policy

Please refer to <https://www.aipc.net.au/fees-dates-policies> for current subject fees and indicative additional and non-tuition costs.

On your Application Form, you chose one course payment option to pay for your course. You are able to:

- Option 1: Pay for your course using FEE-HELP (if you are eligible).
- Option 2: Pay for each Trimester of your studies upfront.
- Option 3: Pay for a portion of your fees upfront and the remaining portion using FEE-HELP.

If your application is successful and you accept your placement, the investment for each subject is payable via the following methods after accepting your placement:

1. If you are choosing to pay all or part of your subject fees through FEE-HELP, you will need to complete your *Request for FEE-HELP Assistance* form for the Trimester by the due date indicated in your Trimester enrolment letter.
2. Payment by credit card, cheque or money order for the Trimester by the due date indicated in your Trimester enrolment letter (usually within two weeks of the Trimester commencing).
3. If you are paying some of your fees yourself and some through FEE-HELP, then completing your *Request for FEE-HELP Assistance* form and payment of the remaining amount by credit card, cheque or money order by the due date of the Trimester.

If accepted into the course, you nominate your preferred payment method on your Confirmation of Acceptance form to confirm your place in the course. Please note that the subject fees, and any other associated fees, are current only for the subjects in which you are presently enrolled and can be reviewed and changed at the Institute's discretion for future Trimesters.

Subjects where credit is granted

Students are able to apply for credit of previous studies and experience as described in the *Recognition of Prior Learning and Credit Transfer Policy* and are not required to pay the subject fee for each subject in which credit is granted.

Outstanding Fees

Students who have not completed their *Request for FEE-HELP Assistance* form or paid their fees by the due date will not be able to:

- a. continue their studies in the Trimester
- b. enrol in subjects for future Trimesters
- c. access their Trimester or subject results
- d. submit assessment for marking or undertake practical assessments
- e. access the Higher Education Learning Portal or AIPC Online Library, or
- f. access study support services.

This may result in academic penalty (receiving a mark of 'Fail' for subjects) to students because they have not completed the requisite assessment and coursework.

Fees for Additional Items

There are some items and services that students will need to pay additional charges for during their course of study:

1. **Textbooks and Software:** Most subjects of the Bachelor Programs require students to purchase compulsory textbooks, and sometimes software. Textbook requirements vary between subjects and there are price variations between textbooks and software. Students receive a Textbook List with their Confirmation of Trimester Enrolment pack. Students can source textbooks and software from other suppliers if they choose. Students are encouraged to submit their online textbook order prior to commencing their studies for the Trimester.
2. **Residential Schools:** The courses include students attending compulsory Residential Schools. Students are required to meet personal expenses such as travel, accommodation and meals. Travel includes travel costs to and from the Residential School location (Brisbane, Melbourne, Sydney or Perth) where the Residential School is held and travel to and from the Institute's premises each day.
3. **Postage and handling:** Additional postage and handling fees will apply for study materials posted internationally. Postage will also apply for external students borrowing hard copy books from the Institute's library.

Please refer to http://www.aipc.net.au/dates_policies.php for current indicative costs in relation to the above.

Cancelling from your Course

Course Cancellation Policy

Students are able to withdraw from their course of study at any time. **All cancellations are to be put in writing and addressed to the Student Support Team at enrolments@aipc.net.au.** The following Course Cancellation Policy applies:

Students are liable for the full cost of the subjects they have completed to date in their course of study with the Institute. Additionally, if the student cancels from the course after the Census Date in the Trimester, the student is also liable for the full cost of the subjects in which they are currently enrolled.

To discontinue their course, students will need to submit their request in writing. Upon completion of the cancellation process, students will receive an updated academic transcript of the studies they have completed.

Subject Cancellation Policy

Students are able to withdraw from a subject/s on or before the Census Date for the Trimester without incurring any financial penalty. In the event of a student withdrawing from a subject on or before the census date for that subject, 100% of tuition fees paid up-front for that subject will be refunded to the student; and/or if the student has sought FEE-HELP assistance they will not incur a FEE-HELP debt for that subject. If a student withdraws from the subject/s after the Census Date, then the student is liable for the whole cost of the subject/s. Hence, students who have sought FEE-HELP will incur a FEE-HELP debt for that subject/s, and students who have paid the subject fee/s out of their own funds will not receive a refund. Students are able to withdraw from a subject without academic penalty before the end of the sixth week of the Trimester.

Special Consideration

In the event of discontinuing or deferring their studies, students are able to apply for special consideration for the cancellation, reduction or transfer of any outstanding fees via the avenues detailed in the *Re-crediting a FEE-HELP Balance Policy* and *Non-Academic Complaints and Appeals*. All applications are to be submitted in writing with genuine and valid reasons being provided. It is beneficial if students provide evidence supporting their reasons (for example, medical certificates or letters from doctors/specialists).

Repeating Subjects

Students are required to repeat a subject in the event of receiving a Fail mark for the subject. Students are liable for the full cost of the subject current at the time of re-enrolling in the subject. Eligible students are entitled to FEE-HELP assistance for repeated subjects provided that the repeated subject still contributes to the requirements of the course.

In the event of failing a subject twice, students are required to attend a review session (conducted either face to face or by phone) with an AIPC Academic Coach in order to develop an Individual Learning Plan to assist their successful completion of the subject.

Student Review Procedures for Re-Crediting a Tuition Fee Balance

The Australian Institute of Professional Counsellors Pty Ltd ("the Institute") will conduct this procedure in compliance with the *Higher Education Support Act 2003* and Higher Education Provider Guidelines.

For the purposes of this procedure a student is a person other than an international student¹ who is enrolled in a higher education course with the Institute. This policy applies to students funding their studies through FEE-HELP or paying their own fees.

The Institute will:

- set a census date for each unit of study (subject) that is no earlier than 20% of the way through the unit of study;
- ensure that all students are informed upon enrolment of the census date for each unit of study in the manner and by the date prescribed in the Higher Education Provider Guidelines;
- ensure that all students are informed of the review procedures for the re-crediting of a Tuition Fee balance.

Special Circumstances

If a student withdraws from a unit of study (i.e., a subject or unit) after the census date for that unit of study or has been unable to successfully complete a unit of study, and believes this was due to special circumstances then the student may apply to have their Tuition Fee for the subject/unit re-credited for the affected units of study.

The Institute will re-credit the student's Tuition Fee balance for the subject/unit if it is satisfied that special circumstances apply that:

- are beyond the student's control; and
- did not make their full impact on the student until on or after the census date for the unit(s) of study in question; and
- make it impracticable for the student to complete the requirements for the unit(s) of study in question.

The Institute will be satisfied that a student's circumstances are beyond the student's control if a situation occurs that a reasonable person would consider is not due to the person's action or inaction, either direct or indirect, and for which the student is not responsible. The situation must be unusual, uncommon or abnormal.

Each application will be examined and determined on its merits by considering a student's claim together with independent supporting documentation substantiating the claim.

Initial applications for the re-crediting of a student's Tuition Fee balance are to be made, in writing, to the Student Support Team and sent to enrolments@aipc.net.au.

The procedure for the re-crediting of a Tuition Fee balance is as follows:

¹ ¹As defined by the *Education Services for Overseas Students Act 2000*

- (a) When a student withdraws from a unit of study, the Institute shall confirm the withdrawal by giving notice to the student in writing stating the date at which the withdrawal has taken effect;
- (b) When a student fails to meet the requirements of a unit of study, the Institute shall confirm the failure by giving notice to the student in writing of the final result for that unit of study after results have been properly approved;
- (c) In the circumstance of withdrawing from a unit, the student must apply in writing to the Student Support Team within 12 months from the date specified in the notice as the day of withdrawal;
- (d) In the circumstance of not meeting the requirements of a unit of study, the student must apply in writing within 12 months after the period during which the student was enrolled in the unit;
- (e) The Institute may exercise its discretion to waive the 12-month timeframe if, in its opinion, it was not possible for the application to be made before the end of the 12-month period;
- (f) The Student Support Team will consider the application and will agree to such requests if they are satisfied that there were special circumstances in the student's case;
- (g) If the application is successful, the Institute will re-credit the student's FEE-HELP balance with an amount equal to the amounts of FEE-HELP assistance that the student has received for the affected unit(s) of study and the student's FEE-HELP debt for those units of study will be removed; For students who have paid their tuition fee using their own funds, the total amount of the tuition fee will be refunded to the student;
- (h) The Student Support Team shall advise the student of the outcome of the application within 28 days stating the reasons for the decision;
- (i) The Student Support Team shall also advise the student of their rights for a review of the decision if they are not satisfied with its outcome and that a request for such a review must be lodged within 28 days from the day of receipt of the decision or such longer period as the Student Support Team allows.

Review of a decision

If a student is not satisfied with the decision made by the Student Support Team in relation to re-crediting their Tuition Fee balance, they may request a review of the decision. The review shall be carried out by the Review Officer, who is the Chief Executive Officer or delegate and is senior to the original decision maker.

Any such request is to be submitted to the Review Officer in writing and:

- (a) must be lodged within 28 days of receiving notice of the original decision, unless the Review Officer allows a longer period; and
- (b) must specify the reasons for making the request and include any supporting documentation; and
- (c) Sent to feedback@aipc.net.au

The Review Officer shall acknowledge receipt of an application for a review of the refusal to re-credit a Tuition Fee balance in writing and inform the applicant that if the Review Officer has not advised the applicant of a decision within 45 days of having received the application for review, the Review Officer is taken to have confirmed the original decision. This notice shall also advise the applicant that they have the right to apply to the Administrative Review Tribunal within 28 days for a review of that decision and will provide the contact details of the closest Administrative Review Tribunal Registry and the approximate costs of lodging an appeal.

The Review Officer shall:

- (a) seek all relevant information from the person who made the original decision;
- (b) review the case within 3 weeks and advise the student of the decision in writing giving the reasons for the reviewer's decision.

The Review Officer may:

- (a) confirm the decision;

- (b) vary the decision; or
- (c) set the decision aside and substitute a new decision;

The Review Officer will give written notice of the decision setting out the reasons for the decision. The applicant shall also be advised in the decision of the right to apply to the Administrative Review Tribunal within 28 days of receiving the written advice of a decision for a review of that decision and be provided with the contact details of the closest Administrative Review Tribunal Registry and the approximate costs of lodging an appeal as found at www.art.gov.au

Where a student is unsatisfied with the reviewed decision, they may apply to the Administrative Review Tribunal within 28 days for consideration of the Institute's decision to refuse to re-credit their Tuition Fee balance. The student may supply additional information to the Administrative Review Tribunal which they did not previously supply to the Institute either in the original application or the request for review.

The Secretary of the Department of Education or the Secretary's delegate will be the respondent for cases that are brought before the ART. Upon the Department's receipt of a notification from the ART, the Department will notify the Institute that an appeal has been lodged. Upon receipt of this notification from the Department, the Review Officer will provide the Department with copies of all the documents they hold that are relevant to the appeal within five (5) business days.

Selection of Students

Application for Course Enrolment and Entry Requirements

To enrol into the Bachelor of Counselling, applicants are required to submit their enrolment via the AIPC website www.aipc.net.au, along with any supporting documentation that is required for entry to the course.

Course Application Forms are to be received at least four weeks prior to the commencement of the course. This allows ample opportunity for assessment of the prospective student's application and provision of the necessary materials for the student to commence their first Trimester of studies. Successful applicants will be advised at least two weeks prior to their first Trimester of study of the acceptance of their application.

Standard Admission Requirements:

Applicants are required to have either:

1. A Diploma level qualification (any field of study), **or**
2. Completed Year 12 or equivalent, or
3. Completion of at least a Certificate IV in a related discipline.

You must be at least 18 years of age to apply for enrolment.

If English is your second language, minimum English Language requirements apply. Students must demonstrate Academic IELTS test scores with an overall score of 7.0 and a minimum of 7.0 in each band (or equivalent). Please contact AIPC if further information is required.

Applicants are to supply a certified copy of the qualification or high school certification with their *Course Application Form*.

Upon receipt, the Student Support Team will screen the application for its completion and correctness. Applications that do not contain all necessary supporting documentation will not be processed until all documentation is supplied.

All information about the applicant is then passed to the Program Leader who is the approving authority for an applicant's entry to the course.

The application and selection process will enable applicants to be rated on the following:

1. Satisfying minimum educational level for entry to the course,
2. An indication of the applicant's writing skills,
3. Good character of the applicant.

The application is rated by the Program Leader who then determines if the applicant will be offered a place in the course.

In the event that student numbers have been exceeded for the course, the applications of those applicants who have met all selection criteria but not been offered a place will be held on file for consideration at the next intake. Applicants in this situation will be advised in writing of this outcome.

Once accepted, the new student will be advised in writing of their offer of a place in the course. This written notification will be sent with a Course Enrolment Pack.

Statement of Tuition Assurance

Tuition assurance protects students in the event a course of study provided by an approved HELP provider ceases to be provided after it starts but before it is completed.

As an approved higher education provider under the Higher Education Support Act 2003, Acknowledge Education Pty Ltd ABN: 15 005 596 565 ACN: 005 596 565 must meet the tuition assurance requirements or be exempt from those requirements.

It is intended that, from 1 January 2018, Acknowledge Education will be exempted from the requirement to meet the tuition assurance requirements. Instead, Acknowledge Education Pty Ltd is required to comply with interim arrangements which ensure similar tuition assurance protection is provided to students. This statement sets out the interim arrangements for tuition assurance that will apply from 1 January 2018 and Acknowledge Education Pty Ltd's obligations from that date. If any changes occur to the proposed arrangements outlined below, a revised statement will be provided on the Acknowledge Education Pty Ltd website and advised to all students that have enrolled in the intervening period.

What happens if Acknowledge Education Pty Ltd's ceases to provide a course of study?

Information for affected students

Acknowledge Education Pty Ltd will notify affected students in writing that a course of study is no longer provided within 2 business days after Acknowledge Education Pty Ltd ceases to provide the course. As soon as practicable, Acknowledge Education Pty Ltd will also update its website to reflect that the course is no longer being delivered and to give students information about the tuition assurance arrangements. Affected students may choose either course assurance arrangements or apply to Acknowledge Education Pty Ltd for a re-credit of their HELP balance.

Course Assurance

The Commonwealth Department of Education and Training (the Department) (or a consultant engaged by the Department) will work with affected students to identify a replacement course and arrange for students to be placed with a second provider. Replacement courses must meet the following requirements:

- the course must lead to the same or comparable qualification as the original course;
- the mode of delivery of the replacement course must be the same as or, with the student's consent, similar to the mode of delivery for the original course;
- the location where the replacement course is primarily delivered must be reasonable, having regard to the costs of, and the time required for, a student's travel; and
- the student will not incur additional fees that are unreasonable and will be able to attend the replacement course without unreasonable impacts on the student's prior commitments.

Affected students will be offered a replacement course and may seek a review about whether the course offered to them meets the requirements for replacement courses. A student who accepts the replacement course offered will not be required to pay the second provider for the replacement

components of the replacement course. However, the fees payable for the remainder of the replacement course may be different from the fees payable for the original course.

The student will also receive course credits for parts of the original course successfully completed by the student, as evidenced by a copy of a statement of attainment or other Australian Qualifications Framework certification document issued by the course provider or an authorised issuing organisation in accordance with the Australian Qualifications Framework.

Each affected student will have a period of six (6) months in which to accept the replacement course offer. The Department may extend that period in circumstances that justify an extension. If an affected student enrolls in a course that is not a replacement course, the student may be required to pay additional tuition fees and might not receive the course credits the student would have received if the student had enrolled in a replacement course.

Re-credit of HELP balance

Where the student prefers to apply for a re-credit of their HELP balance for the affected parts of the original course, the student may nominate the Department (or a consultant engaged by the Department) to make the application on the student's behalf.

Acknowledge Education Pty Ltd will consider students' applications as soon as practicable and notify them of the decision about the application, together with a statement of reasons for the decision. If an application for a re-credit is accepted, the amount re-credited will be equal to the amount of HELP assistance received by the student for the affected units of study.

Record keeping

It is suggested best practice for students to retain assessments, records of competencies or statements of attainment that they receive from their education provider.

Applying for Recognition of Prior Learning

AE ensures that the credit decision-making process is transparent, consistent, and guided by explicit outcomes communicated to students in writing. AE is committed to maintaining the integrity of qualifications awarded and ensuring that the granting of credit does not disadvantage students or compromise the educational standards expected.

Principles of Awarding Credit

The following principles underpin all AE decisions for awarding credit.

- Credit may be awarded towards an AE qualification for an individual's completed formal learning, typically, but not limited to tertiary-equivalent qualifications, referred to in this document as 'Credit Transfer'.
- Credit may be awarded towards an AE qualification for, but not limited to, an individual's completed informal learning, prior experience, work-based learning, self-tuition, or non-accredited qualification, referred to in this document as 'Recognised Prior Learning'.
- All applications for credit will be carefully evaluated and mapped against the learning outcomes of the unit for which credit is sought by a suitably qualified member of the academic staff. Prior learning should align with the level and learning outcomes of the course, and the assessments associated with prior learning should demonstrate the required achievement of learning outcomes.
- Credit will not be granted under the following circumstances when:
 - granting credit would hinder a student's ability to achieve the intended learning outcomes.
 - there is a potential risk of undermining the integrity of the course of study or the qualifications.
 - Awarding credit may have negative consequences for entering regulated professions.

Eligibility for Credit

To be eligible for credit at AE, a student must meet the following criteria:

- The learning or evidenced experience must be directly relevant to the course or program for which credit is sought.
- The learning or evidenced experience must be deemed equivalent to current knowledge and/or practices in the relevant field of study.
- The learning must have been completed within ten prior to the application for credit.
- The learning must align with the requirements of professional accreditation bodies, if applicable.
- The learning or evidenced experience should satisfy at least 80% of the learning outcomes of the specific unit or course.
- Credit may be available for formal, informal, or non-formal learning undertaken in any language and any mode of delivery.
- In the case of formal learning undertaken outside Australia, the award must be assessed as equivalent in level to an Australian Qualifications Framework (AQF) qualification, with reference to the Country Education Profiles (CEPs).
- The student must have completed the relevant course or unit. Credit will not be awarded for a course or unit that was failed by the student.
- AE reserves the right to review and verify any credit transfers made by other providers and used by students to apply for further credit.

Assessing Applications for Credit Transfer

- The assessment process will be conducted based on each application's merits, considering established criteria and principles established in this document.
- Applications for CT will only be considered when applications comply with the requirements set out in AE's Awarding Credit in Higher Education Program Procedure document.
- All applications for CT will be assessed fairly and equitably, ensuring that every applicant is treated with impartiality and without bias in accordance with AE's Respecting Diversity and Facilitating Access and Equity Policy.
- AE recognises the unique cultural and historical experiences of Aboriginal and Torres Strait Islander (ATSI) peoples, including the impacts of dispossession and colonialism. In acknowledgment of these factors and through its commitment to reconciliation, a more lenient and culturally sensitive process will be applied when assessing CT applications from ATSI students. This process will consider the cultural knowledge, skills, and experiences gained by ATSI students that may not be explicitly reflected in formal educational qualifications.
- Discrimination or unfair treatment based on factors such as race, gender, nationality, or any other protected characteristic will not be tolerated.
- The admissions team may apply previously approved clusters of units, verified by a senior academic in accordance with the Australian Qualifications Framework, for CT purposes.
- Applications that lack appropriate information or fail to provide the required evidence may be declined.
- Students who wish to challenge the determination made by the assessors have the right to access the appeals and complaints process to challenge the decision.

Assessing Applications for Recognition of Prior Learning

- Both continuing professional development and prior evidenced experience activities undertaken in the workplace have the potential to fulfil the learning outcomes of specific units and can be considered as part of an application for RPL.
- To be considered for RPL, continuing professional development activities and/or prior evidenced experience undertaken in the workplace must be supported by documentation that accurately demonstrates the acquired knowledge and skills and have occurred within the last 10 years.
- Applications for RPL will incur a cost equivalent to the unit/s awarded as credit.
- The assessment of RPL will be conducted by AE senior academics with relevant expertise in the respective fields.
- The decision-making process for awarding RPL will adhere to objectivity and fairness, considering the relevance, depth, and quality of the work-based learning activities or prior experience.

- Applicants will be promptly notified of the assessment outcome, and if RPL is granted, it will be appropriately recorded in their academic records.
- Applicants can lodge an appeal if they believe their RPL experience was not adequately recognised. The appeals and complaints process will be available to ensure fairness and transparency in the assessment procedure.

***Students can only obtain credit for a total maximum of 8 subjects inclusive of whether this credit has been obtained via RPL or credit transfer.*

Applying for RPL or Credit Transfer

Students are able to apply for RPL or Credit Transfer by completing an AE Credit Exemption Request Form by emailing studentservices@ae.edu.au. Students can apply for credit transfer at any time after acceptance into their Bachelor course and prior to enrolling into the subject/s for which credit is sought.

Articulation Arrangements with Other Providers

Prospective students with Diploma-level qualifications from any Registered Training Organisation or Higher Education Provider satisfy the educational entry requirements for entry into the Institute's Bachelor programs.

Graduates of the Institute's Bachelor of Social Work satisfy the educational entry requirements for entry into the following graduate programs:

Australian Institute of Professional Counsellors

Master of Counselling

Deferring your Studies

Students can apply for a deferral of their studies for a maximum number of 2 consecutive Trimesters for each period of deferral requested throughout the duration of their course. Students are expected to progress through their course once they have gained entry into the Bachelor of Social Work. If deferral has not been formally applied for by the student and subsequently approved by the Institute, then students are expected to be enrolled for the Trimester.

Applications for deferral should be submitted prior to enrolling for the Trimester. Requests for deferral received during the Trimester will be treated as withdrawals from the Trimester and processed in accordance with the appropriate Cancellation Policy.

Students are to submit their request to defer their studies in writing, with suitable reasoning, to the Student Support Team at enrolments@aipc.net.au. The Student Support Team will confirm the outcome of the request in writing within 28 days of receipt. Any decisions will take into account the timeframe remaining for students to complete their studies within the 10-year timeframe. A copy of the letter is kept on the student's record.

Student Conduct Policy

The Australian Institute of Professional Counsellors is a professional educational institute. AIPC staff are required to provide a high level of educational and administrative service to all enquirers and students.

To maintain the integrity of this service, students also have obligations, including:

- Treating all AIPC staff and other students with respect and courtesy at all times including during telephone conversations, at Residential Schools, in AIPC offices and training rooms, and in web or email communication.
- Complying with all reasonable instructions and requests made by AIPC staff, including at Residential School. This incorporates participating willingly and positively in all lessons, role plays, activities, discussions and assessments.
- Abiding by all Institute Policies as detailed on the Institute website (www.aipc.net.au) and in the Student Handbook.

- Conducting themselves in a polite and professional manner at all times in language and behaviour. This includes not disrupting teaching, assessment and learning processes.
- Being punctual in attendance at training and assessment functions (Residential Schools, classes, tutorials, appointments or examinations), and attending such dressed in appropriate clothing of modest cut.
- Conducting themselves in a safe manner at all times.
- Using Institute furniture, equipment, computers and electronic devices responsibly.
- Not discriminating against, intimidating, or harassing AIPC staff or other students.

Students who are found to be in breach of any of the above obligations, or who have engaged in any other action deemed inappropriate by Institute management, will be advised in writing of the breach and of the expected level of conduct in all future communications and dealings with the Institute.

If, at the time of the breach, the student is in attendance at a tutorial, Residential School or examination, or any Institute service, the student may, after a verbal warning, be asked to leave the premises at the discretion of the Lecturer, Senior Student Support Officer, Program Leader or other Institute representative.

All incidents of misconduct are reported to the Program Leader, who is responsible for investigating the situation, informing the Institute's CEO of the matter, and responding to the student.

In cases of serious misconduct or repeated breaches of this Student Conduct Policy, the student's course enrolment may be discontinued. If at any time, the student is not satisfied with the Institute's approach or decision regarding the student's conduct, a written complaint can be lodged as per the Institute's *Non-Academic Complaints and Appeals Policy and Procedure*.

Privacy and Personal Information Policy

Acknowledge Education and AIPC are bound by the National Privacy Principles (NPP's) contained in the Commonwealth Privacy Act in its handling of personal information provided to it by interested stakeholders. Acknowledge Education recognises that the information provider's privacy is highly important.

The type of information Acknowledge Education and AIPC collects and holds includes (but is not limited to) personal information, including sensitive information, about students before, during and after the course of a student's enrolment at Acknowledge Education.

Personal information the provider collects

AE will generally collect personal information held about an individual by way of forms filled out by students, face-to-face meetings and interviews, and telephone calls. On occasions, people other than students might also provide personal information.

Personal Information provided by other people

In some circumstances, Acknowledge Education may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school.

Use of the personal information provided to AE

Acknowledge Education will use personal information it collects for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which the provider of the information has consented.

Who might Acknowledge Education disclose personal information to

Acknowledge Education may disclose personal information, including sensitive information, held about an individual to:

- another school;

- government departments;
- Commonwealth and State agencies
- medical practitioners and health insurance bodies;
- people providing services to Acknowledge Education, including specialist visiting teachers
- recipients of school publications, like newsletters and magazines;
- any other person the provider authorises Acknowledge Education to disclose information to.

How does Acknowledge Education treat sensitive information

“Sensitive information” is information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record and health information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related purpose, unless the information provider agrees otherwise. Sensitive information might also be used or disclosed when allowed or warranted by law.

Management and security of personal information

Acknowledge Education’ staff are required to respect the confidentiality of students' personal information and the privacy of individuals. Acknowledge Education, therefore, has in place steps to protect the personal information it holds from misuse, loss, unauthorised access, modification or disclosure by the use of various methods including locked storage of paper records and password-protected access rights to computerised records.

Updating personal information

Acknowledge Education endeavours to ensure that the personal information it holds is accurate, complete and up to date. A person may seek to update their personal information held by Acknowledge Education by contacting the Colleges at any time.

The National Privacy Principles require Acknowledge Education not to store personal information longer than necessary. The provider of information has the right to check what personal information AE holds about the provider.

Under the Commonwealth Privacy Act, an individual may seek access to personal information which Acknowledge Education holds about them. There are some exceptions to this set out in the Act. To make a request to access any information Acknowledge Education holds about the provider, please contact the Administrator in writing. Acknowledge Education may require the provider of the information to verify the provider’s identity and specify what information the provider requires. Acknowledge Education, in limited circumstances, may charge a fee for access and will advise the likely cost in advance.

Enquiries

If the provider would like further information about Acknowledge Education’ management of the personal information it holds, please contact the Administrator or the Registrar and refer also to Acknowledge Education Access to Records Policy.

Sexual Misconduct

The Institute has zero tolerance for sexual assault and sexual harassment and is committed to providing additional and personal support services and referrals for students affected by these behaviours in accordance with the *Student Academic and Wellbeing Support Policy*. This policy applies to the conduct of all students enrolled at the Institute (undergraduate and postgraduate) when engaged in Institute related activities on campus, in transit to/from campus, off campus and online.

All staff have a responsibility to behave professionally and with respect for others in accordance with the Code of Conduct and relevant legislation.

If an individual is in immediate danger or requires urgent medical attention, emergency services will be contacted on 000 (112 from mobile phones).

Definitions

Sexual Assault

Sexual assault is unlawful and constitutes serious misconduct. Sexual assault is any unwanted or forced sexual act or behaviour that occurs without consent. Sexual assault occurs when a person indecently assaults another person or procures another person, without their consent, to commit a sexual act (Section 352, Criminal Code Act 1899 (Qld)).

Consent must be freely and voluntarily given by a person with the cognitive capacity to do so and can be revoked at any time. Consent cannot be given by an individual who is unconscious, asleep, or under the influence of drugs or alcohol.

Further, and in accordance with the Criminal Code Act 1899 (Qld) a person's consent to an act is not freely and voluntarily given if it is obtained:

- by force; or
- by threat or intimidation; or
- by fear of bodily harm; or
- by exercise of authority; or
- by false and fraudulent representations about the nature or purpose of the act; or
- by a mistaken belief induced by the accused person that the accused person was the person's sexual partner.

Sexual assault is	Sexual Assault is not
<ul style="list-style-type: none">▪ sexual intercourse without consent;▪ oral sex without consent;▪ anal sex without consent;▪ groping and inappropriate touching of a sexual nature without consent.	<ul style="list-style-type: none">▪ a consensual sexual act or behaviour.

Sexual Harassment

Sexual harassment is unlawful under the Anti-Discrimination Act 1991 (Qld) and the Sex Discrimination Act 1984 (Cth) and constitutes misconduct. Sexual harassment is a form of harassment and includes any unwelcome or unsolicited conduct of a sexual nature that is offensive, humiliating, intimidating or threatening. The behaviour does not have to be repeated for it to constitute sexual harassment.

Conduct of a sexual nature includes making a statement of a sexual nature to a person, or in the presence of a person, whether the statement is made orally or in writing.

Sexual harassment occurs in circumstances where a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person harassed would be offended, humiliated or intimidated.

Sexual harassment is	Sexual harassment is not
<p>One-off or repeated incidences of:</p> <ul style="list-style-type: none">▪ unwanted physical contact such as patting, pinching or touching in a sexual way;▪ unnecessary familiarity such as deliberately brushing against a person;▪ sexual propositions;	<ul style="list-style-type: none">▪ sexual contact that has been engaged in with consent of the recipient, when the consent has not been obtained through fear, intimidation, threats or force or where there is a power imbalance in the relationship;▪ flirting that is invited and not unwelcome;▪ attraction or friendship that is invited and not

<ul style="list-style-type: none"> ▪ unwelcome and uncalled for remarks or insinuations about a person's sex or private life; ▪ suggestive comments about a person's appearance or body; ▪ offensive telephone calls, texts, emails or social media posts of a sexual nature; ▪ subjecting a person to sexually offensive screen savers or images in electronic or other form. 	<p>unwelcome;</p> <ul style="list-style-type: none"> ▪ conduct of a non-sexual nature such as unreasonably requesting a person to do a favour that is not sexual in nature (which may be considered harassment or bullying).
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The Institute will work to prevent sexual assault and sexual harassment by means of the following steps:

- The Institute will make clear its zero tolerance for sexual assault and sexual harassment, and related expectations and responsibilities of students and staff, in student orientations, staff inductions, regular information updates to students and staff, information published in the Student Handbook, which is available on the Institute's website, through workshops and other educative measures, and through an accessible and clear set of policies and procedures, notably the Staff Code of Conduct and the Student Code of Conduct.
- The Institute will, through the mechanisms described above, effectively communicate the options available for reporting sexual assault and sexual harassment and the actions that may consequently be taken by the Institute.
- The Institute will encourage students and staff to report incidents of sexual assault and sexual harassment, and situations in which the threat thereof is developing, making clear that the victimisation of those reporting incidents is not tolerated.
- The Institute will strive to build a culture of respectful and considerate interaction within its community of students and staff.

Reporting and Disclosure

The Institute encourages individuals to report incidents of sexual assault and/or sexual harassment. The incident may be reported by the victim, bystander or another person (with consent). A complaint may be reported in accordance with this policy at any time following an incident, regardless of whether or not the incident has been reported to police.

The Institute supports individuals who have been affected by sexual assault and/or sexual harassment to manage their response on their own terms and when they feel safe and confident to do so. There are occasions however where limits to confidentiality should be observed, specifically in instances of child sexual abuse/assault or where there is a continued/immediate threat to the safety of the individual or others.

An individual who has been the subject of sexual assault and/or sexual harassment may wish to disclose to a fellow student or staff member of their choice. The health, safety and wellbeing of the person disclosing is of the utmost priority. To be effective in their response, staff and students can follow these basic principles:

- Ensure privacy (in line with policy 2.14 Privacy and Personal Information Policy)
- Listen, show empathy and respect
- Refer and recommend specialised support
- Acknowledge that the survivor may or may not wish to report the incident formally.
- Look after yourself

The manner in which a person responds to a disclosure of sexual assault or sexual harassment can have a significant impact on the individual's ability to seek further assistance and recover from any trauma.

Students and staff are encouraged to refer the matter to the Course Leader or obtain information from the Liaison Officer (Hayley Wood, hayley@aipc.net.au) if they are approached by an individual with a matter that they do not feel equipped to deal with.

AIPC does not tolerate victimisation and will take reasonable steps to ensure that all individuals involved are not victimised.

Self Help

An individual may review their options and choose to attempt to resolve an incident without formally reporting or disclosing their concern.

When an individual feels confident and safe to do so, they may choose to contact the alleged perpetrator (either verbally or in writing) and communicate to them that the behaviour is unwelcome and request it cease.

If an individual engages in self-help and the alleged perpetrator continues the offending behaviour, they may seek to move to informal disclosure or lodge a formal complaint.

Self-help is not an option for incidents relating to violence or sexual violence.

Informal Disclosure

If an individual does not wish to engage in self-help, or self-help has been insufficient in dealing with the issue, they may wish to disclose the incident to AIPC without taking action against the alleged perpetrator.

Informal disclosures are to inform the AIPC of risks and events and will not result in an investigation or referral of an alleged perpetrator.

The individual may choose to provide a verbal account of the incident to a staff member or fellow student in order to gain information about their support and reporting options. An individual may choose to have an informal disclosure recorded by reporting their concerns via email to the Program Leader, providing relevant details about the incident.

In the first instance, the Course Leader will notify the Liaison Officer (Hayley Wood, hayley@aipc.net.au) of the incident. The Liaison Officer contacts the student to discuss the incident, and provides appropriate support and referral to external agencies if/as needed. AIPC's response to the informal disclosure will be guided by the wishes of the complainant.

The Program Leader will keep a record of any informal disclosures should a complainant choose to raise a formal complaint in the future, where the alleged perpetrator remains a student of AIPC.

Formal Complaint

At any time, an individual may lodge a formal complaint of the incident to the Course Leader and/or the Liaison Officer (Hayley Wood, hayley@aipc.net.au).

In the first instance, the Liaison Officer discusses the incident with the student and provides appropriate support and referral to external agencies if/as needed. The Liaison Officer follows up with the student on an ongoing basis to ensure they are receiving appropriate care and support.

Addressing a Complaint

Upon receipt of a complaint, the Course Leader and Liaison Officer discuss and decide a way forward to investigate the complaint.

Receipt of complaints, information ascertained during investigation, and options to address the matter are then discussed with the CEO. Resulting actions are addressed under the relevant student or staff conduct policies.

Appropriate records are kept by the Liaison Officer regarding each incident reported and its outcome.

Investigation

The Institute cannot determine whether a civil wrong or a crime has occurred. The Institute can only determine whether a person(s) has breached the Institute's Code of Conduct or other relevant policy and agreement.

The parties involved should be advised that any investigation conducted by the Institute does not replace a criminal process. This also means that this policy may not be applicable in situations whereby a complaint or report is made about someone external to the Institute. The Institute has limited investigative resources or mandate as the police, and the person(s) involved should consider making a police complaint if there are serious allegations of criminal behaviour.

Bullying, Harassment and Discrimination

The Institute recognises the right of all students and staff to experience a learning environment where equality of opportunity, inclusion and diversity are valued, promoted and practised.

The Institute has zero tolerance for harassment, bullying and discrimination and expects that students, regardless of background or intrinsic characteristics, are able to participate fully in Institute activities and will feel that their contribution is welcomed, valued and supported.

In accordance with the Student Conduct Policy, all students are expected to observe reasonable standards of behaviour with respect to all Institute activities and property, thereby refraining from harassment, discrimination, bullying and other forms of intimidating or unlawful behaviour against other students and staff.

This policy applies to the conduct of all students enrolled at the Institute (undergraduate and postgraduate) when engaged in Institute related activities on campus, in transit to/from campus, off campus and online.

All staff have a responsibility to behave professionally and with respect for others in accordance with the Code of Conduct and relevant legislation.

The Institute is committed to providing additional and personal support services and referrals for students affected by these behaviours in accordance with the *Student Academic and Wellbeing Support Policy*.

If an individual is in immediate danger or requires urgent medical attention, emergency services will be contacted on 000 (112 from mobile phones).

Definitions

Harassment

Harassment is repeated behaviour directed at an individual or group of students or staff, which is offensive, humiliating, intimidating, or threatening. The behaviour is typically unwelcome and impedes effective work or study.

Harassment occurs in circumstances where a reasonable person would have expected that the behaviour is going to be offensive, humiliating or intimidating and is sexual in nature or is based on gender, race, disability, sexual orientation, or the range of other factors listed in the relevant Commonwealth and state legislation.

Harassment is	Harassment is not
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<ul style="list-style-type: none"> ▪ sending offensive emails or text messages; ▪ continually displaying offensive or pornographic signs, posters or screen savers; ▪ telling insulting jokes about particular racial groups; ▪ making derogatory comments or taunts about a person or group of people; ▪ sabotaging a person's study or work; ▪ abusing someone verbally in relation to an attribute such as calling someone a name that mocks them; ▪ asking repeated intrusive questions about someone's personal life. 	<ul style="list-style-type: none"> ▪ except in the case of sexual harassment, a single or isolated conflict or remark; ▪ gestures or remarks that arise from a relationship of mutual consent such as giving a friend a hug or compliment.
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Bullying

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying within a workplace is where an individual or group of individuals repeatedly behaves unreasonably towards a worker or a group of workers at work and the behaviour creates a risk to health (including mental health) and safety (Fair Work Act 2009).

Except in the case of sexual harassment, a single incident of unreasonable or harassing behaviour does not, of itself, constitute bullying.

Bullying is	Bullying is not
<ul style="list-style-type: none"> ▪ abuse including threats, insults, gestures or offensive language which may be verbal or in written form such as via text, email or through social media (cyberbullying); ▪ repeated unreasonable criticism of another student's work; ▪ repeatedly and deliberately excluding someone from a group; ▪ behaviour intended to frighten, intimidate or degrade a person; ▪ deliberately supplying incorrect information or withholding information from a person; ▪ spreading misinformation about someone; ▪ inappropriate comments about a person's appearance; ▪ physical abuse; or ▪ teasing or pranking a person repeatedly that causes discomfort. 	<ul style="list-style-type: none"> ▪ a one-off offensive comment about a person that is never repeated and is not of a sexual nature; ▪ having an argument, conflict or disagreement with another student (where there is no power imbalance); ▪ constructively critiquing another student's work; ▪ having a difference of opinion and expressing it to others in an appropriate way; or ▪ not liking someone or being rejected socially by an individual or group of students.

Discrimination

Discrimination occurs when a person is treated less favourably than another person because of an attribute (direct discrimination), or when a requirement that is the same for everyone has an unfair effect on some people because of an attribute (indirect discrimination).

Discrimination is any distinction, exclusion or preference made based on race, colour, age, medical or criminal record, sex, religion, marital status, sexual preference, impairment, mental or physical disability, political opinion, national extraction or social origin that has the effect of nullifying or impairing equality of opportunity or treatment.

Discrimination is	Discrimination is not
<ul style="list-style-type: none"> ▪ subjecting a person to humiliating initiation ceremonies to be accepted into a group, where an attribute made them a target for the initiation; ▪ spreading gossip or rumours about a person based on an attribute; ▪ refusing to work as a group with a person because of an attribute (for example, because a student was older, a particular Nationality or sexual orientation or had family responsibilities; ▪ deliberately excluding a person from a study group because of a perception they may be slower than other students due to an attribute such as age, impairment or sex; ▪ telling jokes about racial groups; ▪ posting to social media ridiculing a person based on an attribute such as gender identity, sexual orientation or race. 	<ul style="list-style-type: none"> ▪ making a complaint about another student on the basis of their contributions to a group assessment task; ▪ behaviour that may be considered bullying but is not directed to a person because of an attribute; ▪ providing peer review feedback that is critical of the quality of another student's work; ▪ having a one-off conflict with a person of a different race when the conflict is not due to that person's race; ▪ adjusting to accommodate another student such as changing a meeting day or location to accommodate a student with a religious commitment, family responsibility or disability requiring a change of location.

Prevention

The Institute aims to eliminate all forms of bullying, harassment, and discrimination and commits to providing a safe, equitable, inclusive study and work environments for students and staff. In particular the Institute will:

- Promote and encourage commitment to the core values which counter bullying, harassment, and discrimination, including through the modelling of appropriate behaviour by staff;
- Clearly communicate its zero-tolerance for bullying, harassment and discrimination, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website
- Clearly communicate its expectations of respectful and non-discriminatory behaviour, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website
- Clearly communicate options for reporting incidents of harassment, bullying and discrimination, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website
- Clearly communicate options for persons to seek support if they are experiencing bullying, harassment or discrimination, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website

- Clearly communicate advice to all staff and students on actions they can take to enhance their personal security and safety, including in student orientations and staff inductions, and in the Student Handbook, which is available on the Institute's website
- Ensure that overseas students are provided with general information on safety and awareness relevant to life in Australia, including in the Student Handbook, which is available on the Institute's website and in orientation programs and in pre-arrival information
- Educate all staff of their responsibilities under this policy.

Reporting and Disclosing Incidents

AIPC encourages individuals to report incidents of harassment, bullying and discrimination. The incident may be reported by the victim, bystander or another person (with consent). A complaint may be reported in accordance with this policy at any time following an incident, regardless of whether the incident has been reported to police.

AIPC supports individuals who have been affected by harassment, bullying and discrimination to manage their response on their own terms and when they feel safe and confident to do so. There are occasions however where limits to confidentiality should be observed, specifically in instances of where there is a continued/immediate threat to the safety of the individual or others.

An individual who has been the subject of harassment, bullying or discrimination may wish to disclose to a fellow student or staff member of their choice. The health, safety and wellbeing of the person disclosing is of the utmost priority. To be effective in their response, staff and students can follow these basic principles:

- Ensure privacy
- Listen, show empathy and respect
- Refer and recommend specialised support
- Acknowledge that the individual may or may not wish to report the incident formally.
- Look after yourself

Students and staff are encouraged to refer the matter to the Course Leader or obtain information from the Liaison Officer (Hayley Wood, hayley@aipc.net.au) if they are approached by an individual with a matter that they do not feel equipped to deal with.

AIPC does not tolerate victimisation and will take reasonable steps to ensure that all individuals involved are not victimised.

Self-Management

An individual may review their options and choose to attempt to resolve an incident without formally reporting or disclosing their concern.

When an individual feels confident and safe to do so, they may choose to contact the alleged perpetrator (either verbally or in writing) and communicate to them that the behaviour is unwelcome and request it cease.

If an individual engages in self-help and the alleged perpetrator continues the offending behaviour, they may seek to move to informal disclosure or lodge a formal complaint.

Self-help is not an option for incidents relating to violence.

Informal Disclosure

If an individual does not wish to engage in self-help, or self-help has been insufficient in dealing with the issue, they may wish to disclose the incident to the Institute without acting against the alleged perpetrator.

Informal disclosures are to inform the Institute of risks and events and will not result in an investigation or referral of an alleged perpetrator.

The individual may choose to provide a verbal account of the incident to a staff member or fellow student to gain information about their support and reporting options. An individual may choose to have an informal disclosure recorded by reporting their concerns via email to the Course Leader, providing relevant details about the incident.

In the first instance, the Course Leader will notify the Liaison Officer (Hayley Wood, hayley@aipc.net.au) of the incident. The Liaison Officer contacts the student to discuss the incident and provides appropriate support and referral to external agencies if/as needed. AIPC's response to the informal disclosure will be guided by the wishes of the complainant.

The Course Leader will keep a record of any informal disclosures and will maintain confidentiality, except as required by law.

Formal Complaint

At any time, an individual may lodge a formal complaint of the incident to the Course Leader and/or the Liaison Officer (Hayley Wood, hayley@aipc.net.au).

In the first instance, the Liaison Officer discusses the incident with the student and provides appropriate support and referral to external agencies if/as needed. The Liaison Officer follows up with the student on an ongoing basis to ensure they are receiving appropriate care and support.

Addressing a Complaint

Upon receipt of a complaint, the Course Leader and Liaison Officer discuss and decide a way forward to investigate the complaint.

Receipt of complaints, information ascertained during investigation, and options to address the matter are then discussed with the CEO. Resulting actions are addressed under the relevant student or staff conduct policies.

Appropriate records are kept by the Liaison Officer regarding each incident reported, relevant details and its outcome.

Diversity and Inclusion Policy

The Institute acknowledges and values the diversity of its students and population and adheres to the following principles to maintain inclusive practices in its daily operations:

- Commits to create and sustain an inclusive and accessible (physical and virtual) environment and facilities for all students and staff to access, including an inclusive curriculum.
- Acknowledges the value that a diverse student cohort and staff population contributes to achieving excellence.
- Commits to create and maintain a supportive, inclusive, and respectful environment for its students and staff that is free from discriminating, bullying, and harassing behaviour.
- Creates and offers study and work opportunities for its students and staff population from disadvantaged and underrepresented groups.

The Institute will periodically review its initiatives to integrate its diversity and inclusive approach throughout its policies and procedures. This includes, but not limited all its materials (in print and online) such as access for students with disabilities and/or individual learning needs, teaching materials and staff development materials.

The AIPC Provost will report annually to the AIPC Governing Board on its diversity and inclusion review and any corrective actions taken.

Graduates of the Institute will have an understanding of inclusion and equity which they can apply in their professional and personal practices

The Institute ensures its students and staff population are receiving appropriate support. Any issues that may have an adverse impact on them or in breach of this policy are identified and appropriately addressed and investigated by the Chief Executive Officer.

The Institute identifies and acknowledges specific areas that inform its strategies and initiatives related to diversity and inclusion. These areas of focus include:

- Aboriginal and Torres Strait Islander peoples;
- People with disability;
- People with cultural and linguistic diversities;
- People with gender, sex and sexual diversities;
- The under-representation of women in senior positions;
- People with caring responsibilities;
- People from lower socio-economic backgrounds;
- Students from rural, remote, and isolated areas; and
- Other protected groups as defined under Australia's human rights and all related legislation.

Students and staff are not required to disclose if they identify with any of the relevant attributes listed above; any disclosure is entirely optional. However, the Institute encourages current staff and students to disclose this information to support the Institute in reviewing and evaluating current inclusion and diversity supports and initiatives.

Any disclosed information will be kept confidential in accordance with the *Privacy and Personal Information Policy*.

Students and staff who believe they have experienced discrimination and harassment in breach of this policy should contact the Institute, as outlined in the *Non-Academic Complaints and Appeals Policy* or the *Staff Grievance Policy*.

Academic Complaints and Appeals

This policy provides a set of principles that regulate the Institute's approach to managing student academic complaints and appeals and utilises information and feedback from appeals to improve the student experience at the Institute.

This policy enables students to request assessment and/or subject results to be reviewed and complaints on academic matters to be submitted for resolution/recourse.

Procedure

The complaints and appeals procedure can be used by complainants to submit a complaint of an academic or non-academic nature. Complaints of an academic nature include issues related to assessment; awards in a course of study; curriculum; and student progress.

During all stages of this procedure the Institute will take all steps to ensure that:

- the complainant and any respondent will not be victimised or discriminated against;
- the complainant has an opportunity to formally present their case and each party to a complaint may be accompanied and assisted by a support person at any relevant meetings;
- a full explanation in writing for decisions and actions taken as part of the process will be provided to both the complainant and respondent;
- where the internal or external complaint handling or appeal process results in a decision that supports the complainant, the Institute will immediately implement any decision and/or corrective and preventative action required and advise the complainant of the outcome; and

- there is no cost to the complainant to utilise Stage One or Stage Two of this procedure.

Stages One and Two - Appeals Against an Assessment Result

Students should initially contact their Lecturer and seek further information regarding the reason for their assessment result within 15 days from the day on which their result was released. The appeal should be forwarded in writing with a copy of the completed assessment/s including the Lecturer's assessment comments to the Dean at dean@aipc.net.au.

Upon receipt, the Program Leader will review the result and notify the student in writing of the outcome, including reasons for the decision, within 10 working days of receipt of the appeal. If the assessment was originally marked by the Program Leader, the assessment is to be independently reviewed by another academic staff member not involved in the original marking of the assessment. If the student is still not satisfied with the decision of the Program Leader, they may then appeal the decision as described in Stage Three below.

Stage Three – Appeal Against Review Outcome

If the complainant is not satisfied with the outcome of the Internal Formal Resolution, they may lodge an appeal in writing by completing and lodging the Internal Appeal Form. This form is available at www.stotts.vic.edu.au and at any Acknowledge Education campus.

An Appeal Panel, consisting of the three senior staff members not directly involved in the dispute, will convene within 10 days of the form being lodged to consider the appeal. The Appeal Panel will conduct all necessary consultations with the complainant and other relevant persons.

The appealing complainant may elect to present their case in person or through a representative by making a nomination on the Internal Appeal Form. In this case the Appeal Panel will contact the complainant to arrange a date for hearing the appeal.

The Appeal Panel will determine the outcome of the appeal and advise the appealing complainant in writing of their decision within 20 working days of lodgement of the Internal Appeal Form, including a full explanation of the reasons for the decision if requested.

If the outcome of the process is favourable to the appealing complainant, Acknowledge Education will immediately advise the appealing complainant and implement any decision and/or corrective and preventative action required.

The appealing complainant will be advised of their right to proceed to Stage 3 of the grievance procedure if they consider the matter unresolved. There will be no cost associated with the appeal.

Stage Four – External Appeals Process

If the appealing complainant is not satisfied with the outcome of the Internal Appeals Process, they have the right to access an external appeals process at minimal cost. The purpose of the external appeals process is to consider whether the complaints and appeals procedure has been followed, and not to make a decision in place of Acknowledge Education.

Institute of Arbitrators and Mediators Australia (IAMA)

Location: Level 1, 190 Queen Street, Melbourne, Victoria

Postal address: PO Box 13064, Law Courts, Melbourne, Victoria 8010

Telephone: (03) 9607 6908

Fax: (03) 9602 2833

Email: national@iama.org.au

If the outcome of the process is favourable to the appealing complainant, Acknowledge Education will give due consideration to the implementation of recommendations of the External Review body. If the outcome of the process supports Acknowledge Education's original decision, that decision will be promptly implemented.

Acknowledge Education will ensure the complainant is given a written statement of the outcome of the internal appeal including detailed reasons for the outcome. This will be kept on file.

At any time, a complainant may refer a grievance to an external agency, such as the Victorian Equal Opportunity and Human Rights Commission, National Student Ombudsman, or Consumer Affairs Victoria. This policy does not remove or preclude any right to take action under Australian Consumer Protection laws or to pursue other legal remedies.

Non-Academic Complaints and Appeals

This policy provides a set of principles that regulate the Institute's approach to managing non-academic student complaints and appeals and utilises information and feedback from complaints to improve the student experience at the Institute.

This policy enables students make complaints on non-academic matters to be submitted for resolution/recourse.

For the purpose of this policy and procedure, a non-academic complaint can be submitted by a student enrolled or a person seeking to enrol to express dissatisfaction with any aspect of the Institute's services and activities. The complaint may be an expression of dissatisfaction with, but not limited to:

- The enrolment, induction/orientation process;
- The quality of education provided;
- The quality of support services provided
- Handling of personal information and access to personal records;
- The way someone has been treated;
- Interactions with an AIPC-approved education agent; and
- Interactions with any AIPC-preferred services partner.

At any time during the process, the student can seek independent professional advice and/or have another person or third party communicate or advocate on their behalf. Confirmation from the student that another person or third party is communicating or acting on their behalf is required in writing.

Before an Issue Becomes a Formal Complaint

The Institute strives to deal with complaints as soon as they emerge to avoid further disruption or the need for a formal complaint.

In the first instance, students or potential students who are dissatisfied with an Institute service or activity are encouraged to speak immediately with Student Support Staff or an Academic staff member to resolve the issue. Please note that it is not mandatory for complainants to raise a complaint informally.

Procedure

The complaints procedure can be used by complainants to submit a complaint of a non-academic nature, including complaints in relation to personal information that the Institute holds in relation to a student.

During all stages of this procedure the Institute will take all steps to ensure that:

- the complainant and any respondent will not be victimised or discriminated against;

- the complainant has an opportunity to formally present their case and each party to a complaint may be accompanied and assisted by a support person at any relevant meetings;
- a full explanation in writing for decisions and actions taken as part of the process will be provided to both the complainant and respondent;
- where the internal or external complaint handling or appeal process results in a decision that supports the complainant, the Institute will immediately implement any decision and/or corrective and preventative action required and advise the complainant of the outcome; and
- there is no cost to the complainant to utilise Stage One or Stage Two of this procedure.

Stage One – Formal Complaint

The following procedure can be utilised by complainants to submit a complaint of a non-academic nature. Students who wish to appeal an assessment result should use the procedure outlined in *Academic Complaints and Appeals* in lieu of the information below.

Formal complaints must be submitted in writing to the Head of Operations at feedback@aipc.net.au.

Receipt of the complaint will be acknowledged in writing within seven (7) days. The complaint handling process will commence within ten (10) working days of the receipt of the formal complaint and all reasonable measures will be taken to finalise the process as soon as practicable.

The Head of Operations, or their nominee, (who must be independent of the complaint) will then assess the complaint; determine the outcome; and provide a written response to the complainant, including detailed reasons for their decision, within twenty-eight (28) working days.

The complainant will be advised of their right to access Stage Two of this procedure if they are not satisfied with the outcome of Stage One.

Stage Two – Appeal Against Complaint or Review Outcome

If a complainant is dissatisfied with the outcome of Stage One, they may lodge an appeal in writing to the Provost or delegate within twenty (20) working days of receiving notice of the outcome of their Stage One complaint or appeal at provost@aipc.net.au.

Receipt of the complaint will be acknowledged in writing within seven (7) days. The assessment of the Stage Two appeal will commence within ten (10) working days of being received. The complainant will be advised in writing the outcome of their Stage Two appeal, including detailed reasons for the decision, within twenty-eight (28) days of lodgement of the appeal.

The complainant will be advised of their right to access Stage Three of this procedure if they consider the matter unresolved.

Stage Three – Appeal Against Complaint or Review Outcome

If the complainant is not satisfied with the outcome of the Internal Formal Resolution, they may lodge an appeal in writing by completing and lodging the Internal Appeal Form. This form is available at www.stotts.vic.edu.au and at any Acknowledge Education campus.

An Appeal Panel, consisting of the three senior staff members not directly involved in the dispute, will convene within 10 days of the form being lodged to consider the appeal. The Appeal Panel will conduct all necessary consultations with the complainant and other relevant persons.

The appealing complainant may elect to present their case in person or through a representative by making a nomination on the Internal Appeal Form. In this case the Appeal Panel will contact the complainant to arrange a date for hearing the appeal.

The Appeal Panel will determine the outcome of the appeal and advise the appealing complainant in writing of their decision within 20 working days of lodgement of the Internal Appeal Form, including a full explanation of the reasons for the decision if requested.

If the outcome of the process is favourable to the appealing complainant, Acknowledge Education will immediately advise the appealing complainant and implement any decision and/or corrective and preventative action required.

The appealing complainant will be advised of their right to proceed to Stage 3 of the grievance procedure if they consider the matter unresolved. There will be no cost associated with the appeal.

Stage Four – External Appeals Process

If the appealing complainant is not satisfied with the outcome of the Internal Appeals Process, they have the right to access an external appeals process at minimal cost. The purpose of the external appeals process is to consider whether the complaints and appeals procedure has been followed, and not to make a decision in place of Acknowledge Education.

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If the outcome of the process is favourable to the appealing complainant, Acknowledge Education will give due consideration to the implementation of recommendations of the External Review body. If the outcome of the process supports Acknowledge Education's original decision, that decision will be promptly implemented.

Acknowledge Education will ensure the complainant is given a written statement of the outcome of the internal appeal including detailed reasons for the outcome. This will be kept on file.

At any time, a complainant may refer a grievance to an external agency, such as the Victorian Equal Opportunity and Human Rights Commission, National Student Ombudsman, or Consumer Affairs Victoria. This policy does not remove or preclude any right to take action under Australian Consumer Protection laws or to pursue other legal remedies.

Changing your Contact Details

Please advise any changes to your contact details (e.g., address, telephone numbers or email) in writing to the Student Support Team at enrolments@aipc.net.au. To change your name, you will need to provide a certified copy of your Marriage Certificate or Deed Poll document.

Copyright Policy

AIPC complies with all requirements of the Copyright Act 1968. This includes:

- Only reproducing up to 10% or one chapter of a textbook when used for educational purposes.
- Holding a CAL license.

All logos, marks, books, texts, manuals, documents, CD's and other educational and administrative material whatsoever owned by the Australian Institute of Professional Counsellors and associated entities

are protected by copyright and must not be copied or reproduced either in part or whole or used for gain without the written approval of the Director of the Institute.

Computer Requirements

To successfully complete their studies, it is recommended that students have access to a computer system with the following specifications:

Operating System:

- *Windows 11*

Memory:

- *Windows: 4 GB RAM*

Supported browsers:

- *Windows: Edge 12+, Firefox 27+, Chrome 30+*

Audio / Video:

- *Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth*
- *A webcam or HD webcam - built-in, USB plug-in*

Microsoft Office 2013 or later software programs

Internet Connection:

- *With a minimum of 1.5Mbps upload and download speeds.*

Access to a computer system is recommended as it enables students to have access to the Institute's Online Library Catalogue, the Institute's Higher Education Learning Portal (HELP) and to perform research on the internet for assessment.

The Institute's Fortitude Valley campus has a computer laboratory with systems that meet the above requirements and are available for student use. The Melbourne, Sydney and Perth Student Support Centres each have three computer systems that meet the above requirements which are also available for students to use.

Providing Education to Students with a Disability Policy

In the context of this policy, a person with a disability is someone who has temporary or permanent disabilities; physical, intellectual, sensory, neurological, learning or psychosocial disabilities, diseases or illnesses, physical disfigurement, medical conditions, or work-related injuries. An adjustment is a measure or action that has the effect of assisting a student with a disability:

- In relation to admission or enrolment — to apply for admission to, or enrolment with, the education provider;
- In relation to a course or program — to participate in the course/program or subject/unit; and
- In relation to facilities or services — to use the facilities or services of the education provider;
- On the same basis as a student without a disability, and may include an aid, a facility, or a service that the student requires because of their disability. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

Disclosure

Disclosure by students, of any disabilities they might have, is entirely optional; however, disclosure is encouraged since it can play a key role in developing, assessing the effectiveness of, and improving, the Institute's strategies, processes and actions in relation to students with a disability.

While the Institute endeavours to provide a learning environment, a curriculum, and a student experience which are accessible to students with disabilities, disclosure, and related documentation, is a requirement for receiving specialist support or the approval of a reasonable adjustment.

Students may disclose details of their disability on their application form or disclose their disability at later time.

Information disclosed will be kept confidential and will be used to develop, assess and improve equity strategies and actions, and for government reporting requirements.

Admission and Enrolment

The Institute will provide information on its website about its courses and its admission requirements and processes in a format that takes into consideration good practice accessibility guidelines.

The Institute will assist students with a disability in regard to admission and enrolment processes, as requested.

The Institute implements non-discriminatory student selection procedures that encourage fair access for members of under-represented groups.

Learning and Teaching

The Institute's approach to curriculum development, provision of learning resources and materials, models of delivery, and provision of facilities, is informed by principles of universal design and by sensitivity to the needs and circumstances of students who may have a disability.

The Institute makes reasonable adjustments in assessing the achievement of the learning outcomes of units, including the use of alternative assessment techniques, provision of adaptive equipment, extensions for assignment, extended examination periods, separate examination rooms.

In making reasonable adjustments, the Institute does not exempt students with a disability from the requirement to demonstrate learning outcomes or to meet other academic standards, including those standards required to be met by professional or external accrediting bodies; nor does a reasonable adjustment give a student an unfair advantage.

In some required work-integrated learning or placement subjects, there may be certain abilities or capabilities that students must have in order to achieve the learning outcomes of the subject and without compromising the health, safety and welfare of the student or of others. In such cases, reasonable adjustments may not be possible although this will be determined after extensive consultation with key parties including impacted student(s).

Information regarding mandatory work-integrated learning or placement components of courses; or any special prerequisites such as medical checks, registration with a professional body, police checks, vaccinations, and academic and other requirements, must be published on the Institute's website and recruitment materials.

The Institute provides academic counselling for students with a disability and has a system for monitoring the progress of students with (disclosed) disabilities.

In order to obtain academic counselling support or reasonable adjustments, students must provide documentation from a qualified and relevant health professional regarding their disability to support@aipc.net.au.

When a student discloses that they have a disability, they are referred to the Academic Coach for a confidential discussion on reasonable adjustments options. Students who would like to discuss their

individual study and assessment needs are able to contact the Higher Education Team on 1800 570 511 or email support@aipc.net.au.

The following steps are followed in making reasonable adjustments:

- Students who are identified as requiring reasonable adjustments may discuss with the Academic Coach possible strategies and options.
- The Academic Coach will, if necessary, seek advice from relevant external organisations or agencies for advice on the respective disability and possible options for access, participation and assessment.
- An Individual Learning Plan (ILP) is then developed with the student that incorporates suitable strategies and options based on the student's individual needs. The Course Leader will approve the ILP after confirming that it does not compromise academic standards, including assessment.
- The ILP is communicated to all necessary staff, such as Unit Facilitators and Student Support staff, by the Academic Coach to ensure all are aware of the specific arrangements made with the student.
- The Academic Coach is responsible for following up with the student and unit facilitators on a regular basis during each study period to monitor implementation and progress.
- The Course Leader is responsible for ensuring the steps relating to the ILP are taken, and that the specified strategies for students and options are considered and implemented.

Facilities

The Institute provides and equips facilities in a way that reflects its commitment to provide equitable opportunities for students to access, and to fully participate in the educational, social and cultural dimensions that contribute to their overall positive student experience.

Student Academic and Wellbeing Support Services

The Institute recognises that students may require assistance and support for various personal matters. Personal support services can be accessed through AIPC if required. These include:

Counselling, Health and Mental Health Support

The Institute is committed to promoting the health, mental health and well-being of its students and accordingly provides expert, confidential counselling, and health-related services.

Students in their early years of their studies may like to speak to a pre-service counsellor from the Australian Counselling Service (ACS). ACS is AIPC's clinical counselling division, and its pre-service counsellors (AIPC students on placement) provide high quality and highly subsidised counselling services to the general public.

Alternatively, students are recommended to visit the Australian Counselling Association website where they can access the names and contact details of counsellors in their locality.

Staff who become aware of a student's need for health, mental health or well-being support will proactively and sensitively encourage the student to seek support

Emergency Services

To effectively manage any incidents occurring at an Institute campus, Emergency Services (000) will be contacted by an Institute staff member, if and as needed, to ensure the safety and wellbeing of all staff and students. In the absence of an Institute staff member, students are able to contact Emergency Services on 000.

Emergency Services is to be contacted if someone is seriously injured or in need of urgent medical help, life or property is being threatened, or a serious accident or crime has occurred. During the call, explain the nature of the emergency and provide the address of the Institute's campus.

Career Services and Advice

If students require assistance with career services or advice, they are to contact a Student Support Officer. The Student Support Officer will advise of employment and career service providers and Career Counsellors available in the student's local area.

Financial Planning

Students who require assistance with financial planning and/or budgeting are to advise a Student Support Officer. The student will be referred to a reputable and licensed Financial Services Advisor in their locality. Students will only be referred to Financial Services Advisors that are registered/licensed under the Financial Services Act.

Advocacy

At any time during their dealings with the Institute, students are able to have another person, or third party of their choice, communicate with the Institute on their behalf. Permission from the student that the person or third party is communicating on their behalf is required in writing to the Student Support Team at support@aipc.net.au.

The Student Support Team will advise the Program Leader and Lecturers of receipt of this written permission. The written permission is held on the student's file.

Legal Advice

Students requiring legal advice in relation to their studies or personal matters are to advise the Senior Student Support Officer. The student will be referred to a reputable and qualified legal service or representative in their locality.

Cultural Support

Each state and territory has community support organisations to help those wanting to connect with others from their cultural background. Some include <https://www.multiculturalaustralia.org.au/> (QLD), <https://www.amcservices.org.au/> (VIC) and <https://www.mscwa.com.au/> (WA).

Academic and English Language Support

The Institute acknowledges the diverse needs of its student population and aims to support the educational needs of all students, regardless of their background. The Institute provides students with academic support, which includes, among other things, study advice, additional tutorials, study and assessment skills, study groups, advice on academic integrity, and online learning resources.

Should a student require additional support such as literacy and numeracy skills assistance or English Language support, the student will be referred to an outside agency to provide the relevant assistance.

Teaching staff will regularly remind students of the availability of academic and English Language and support.

Teaching or other staff who become aware of a student's need for academic or English Language support will proactively and sensitively encourage the student to seek support, including in feedback on assessment items.

AIPC students may be required to undertake a post-entry English Language assessment. This evaluation aims to identify early in a student's studies specific areas where they may need academic language support and to personalise this support to their individual needs.

Where the Institute is unable to provide the support required, it will refer the student to an external service provider.

Students can access support for improving English language writing skills through The English Language Place (www.englishlanguageplace.com.au). Please refer to their website for service and cost information. Indicative costs are:

- Part draft up to 500 words \$40
- Part draft up to 1000 words \$60
- Full draft for proofreading and comments - \$100 up to 2000 words.

Students with a Disability

The Institute is committed to equitable access to educational opportunities.

The *Providing Education to Students with a Disability* covers the Institute's assistance in supporting students with a disability to encourage successful participation, progress and completion of their course. This includes students with a disability, long-term illness or mental health condition.

Staff who become aware of a student's need for disability support, or a carer's need for support, will proactively and sensitively encourage the student or carer to seek support.

Where the Institute is unable to provide the support required, it will refer the student or carer to an external service provider.

The Higher Education Learning Portal

The Higher Education Learning Portal (HELP) is the Institute's Learning Management System through which online information regarding courses, subjects, assessment information, learning support, discussion forums and the like. It is found at (<http://help.aipc.com.au>).

All students are provided with individual log-in details for the HELP system upon enrolment and will receive an induction on its use and updates on relevant changes.

Lecturers maintain the currency of the HELP pages for their subjects, ensuring the availability of learning resources and materials, subject and assessment information, discussion forums, links, and videos relevant to each subject, and enabling students to connect with other students and with their Unit Facilitators.

Lecturers engage regularly with their students through webinars, forum discussions, videos, links, quizzes, and other online learning tools. All online subjects include a weekly webinar to complement the written learning materials provided for the subject.

The HELP site has several general resources available for students to assist with their integration into academic studies, including the Student Success Companion, the Academic Success module, referencing guides, Student Handbooks, example essays and FAQs.

Contact by Lecturers

Lecturers send an introductory email to students in each subject for which they are responsible at the commencement of the first week of each study period. This email includes essential information relevant to the subject, how to begin with studies, and assessment requirements.

Weekly emails or announcements are sent to students by Lecturers to students, with information relevant to the unfolding content of the subject.

Lecturers proactively contact students who do not appear to be participating in their studies, using by email, text, or telephone.

Lecturers provide students with the opportunity to meet with them online, by teleconference or face to face during each study period.

Study Assistance Line

Students studying online subjects who have questions about the academic content of their studies, such as clarification of concepts or assessment matters, can call Higher Education Admin Team on 1800 570 511. Calls from students will be referred to the Lecturer for the relevant subject.

Lecturers will respond to student queries within timeframes that are reasonable given their days and hours of work, and on the same day where possible.

Online Study Assistance

All students can email their Lecturer with any academic questions or with post HELP forum questions at any time during the relevant study period.

Lecturers will respond to student queries within timeframes that are reasonable given their days and hours of work, and on the same day where possible.

Additional Tutorials

Students can request additional one-on-one and small group tutorials with their Lecturer. These optional tutorials are in addition to the attendance requirements of the relevant subject and are for those students requiring extra assistance with their studies.

Feedback and Advice from Lecturers

Students can obtain ongoing feedback and advice from their Lecturers through individual consultations by email, by telephone or face to face, including regarding preparation of, and for, assessments.

Student Networks

Students can contact other students through the student lists for specific subjects on HELP.

Students can also join the AIPC Higher Education group on Facebook to interact more broadly with other students. Students are advised of this by Student Support Staff at the commencement of their studies.

Assistance with Information Technology

Students can contact Student Support staff on support@aipc.net.au if they require assistance with IT-related matters or troubleshooting.

Students at Academic Risk

The progress of students identified as being at academic risk is monitored by the Course Coordinator, with guidance and direction to assist the student's progress provided to Lecturers and Student Support staff as needed. An Individual Learning Plan (ILP) may be developed with the student that incorporates suitable strategies and options based on the student's individual needs.

Academic Information and Requirements

Orientation

In your Enrolment Pack, you will find information about our Orientation Sessions of which you can attend either in-person or via Teleconference. The session includes an introduction to Institute and Academic staff, Library orientation, information on studying with the Institute, and services provided to students. Continuing students are able to participate in Orientation Sessions as a 'refresher' if they so require.

Please inform Student Support Staff by calling or sending an email to support@aipc.net.au and indicate which session you will be attending. Students will be provided with dial-in instructions of the Online Orientation Session and are to notify the Senior Student Support Officer of their attendance.

Provision of Learning Resources and Course Materials

Students will be provided with an electronic copy of Readings for each subject. All subjects will require the student to purchase additional textbook/s (as outlined under the Trimester Dates and Enrolments section). Students are encouraged to submit their online textbook order through Booktopia <https://www.booktopia.com.au>, or Zookal <https://www.zookal.com/textbooks> prior to commencing their studies for the Trimester.

Studying Externally

External delivery of the Bachelor programs involves students following a directed study schedule for each week of the subject (except for *BSWPRP309 Field Education 1* and *BSBPRP409 Field Education 2* for the Bachelor of Social Work).

In addition to accessing the set text/s for the subject, each external student will be provided with:

- Access to the Learning Management System, which contains instructions, information, theory, practice exercises and self-assessment exercises relevant to the content covered in each week of the subject. The HELP site also contains an overview of the subject, its learning outcomes, study schedule, contact details for the Lecturer, avenues available to students to obtain assistance with their studies, and assessment requirements and due dates; and
- Links/PDFs for any required readings which include all required readings in addition to the set text/s for the subject.

Students undertake directed study by utilising the Study Guide. The LMS introduces new concepts, skills and theories for each week of content outlined in the subject's Subject Outline. It provides information on the week's content, instructs students when to read relevant sections of the set text/s and required readings, and includes practice questions, exercises and self-assessment exercises. Directed study enables external students to develop and implement life-long learning skills.

Students also have the option of attending regular webinars for each subject, and teleconferences may also be offered.

All students studying externally will need to allocate some personal time each week during the Trimester for self-directed learning to revise content covered in texts and readings, further reading, and assessment research and preparation.

Using the Higher Education Learning Portal (HELP) and Online Library

Prior to the Trimester beginning, all students are provided with a username and password to access the Institute's Higher Education Learning Portal (HELP) at <https://help.aipc.net.au> and Online Library at <https://au.accessit.online/AST03>

The Higher Education Learning Portal enables students to access Study Guides and readings for the subjects in which they are enrolled, chat with other staff and students via the chat forum, and access the Online Library.

The Online Library enables access to:

1. The Institute's Library Catalogue of eBooks
2. Electronic Databases of journals and readings
3. Various other online portals of resources and readings.

Specific Instructions on how to access and use the Online Library can be found on the site.

Students requiring IT assistance for the Higher Education Learning Portal and Online Library are to contact the Student Support staff on 1800 570 511 or support@aipc.net.au who will troubleshoot in the first instance and refer the matter to IT staff if needed.

Accessing Further Reading Resources

There are a few options that you might like to consider to access further resources:

1. Join your local community or university library.
2. Research on the web – the Study Skills Guide provides some useful tips to locate valid and worthy references from the internet.
3. Access the ProQuest Psychology Journals and EBSCO electronic databases of full text psychology and related journals. AIPC pays a subscription each year for access to these electronic databases of journals. Complimentary access to this site is available at the Online Library (<https://au.accessit.online/AST03>).

Assessment Overview

Assessment is an integral component of student learning and the teaching at Acknowledge Education. The purpose of assessments should be to engaging students in learning while measuring their achievement against the learning objectives of the unit of study.

Student Assessment and Awarding of Grades in Higher Education Courses Policy

Assessment is the methods and procedures used to measure a student's academic progress and standard at a given time. There are three types of assessment employed at Acknowledge Education and two modes of assessment as detailed below:

Awarding of Credit (credit transfer, RPL, advanced standing)	Identifies the level of understanding/performance/knowledge attained by a student before commencing learning in a course/unit but does not contribute to the student's final grade.
Formative	Assessment specifically designed to provide feedback to the student during the learning experience. Formative assessments may include self-assessment, peer-assessment and lecturer or tutor assessment.
Summative	assessment that is focused on measuring the outcomes of the learning experience and concerned with evaluating the final outcomes of the learning experience.

All assessments conducted at AE must be completed in English.

Fair, Incorporated, Valid, and Efficient Assessment

AE is committed to ensuring that assessments are conducted fairly, incorporated, valid and efficient.

Fairness

Assessment must demonstrate fairness in multiple dimensions. It should:

- Provide equal opportunities for all students to demonstrate their learning, ensuring no discrimination or bias.

- Promote behaviour consistent with the AE's student rights and responsibilities and AE's Fostering Academic Integrity Policy.
- Be transparent and clearly communicated, with assessment criteria, expectations, and grading rubrics made clear to students in plain English.

Incorporation

Assessment should be seamlessly incorporated into the learning process. It should:

- Fulfill both formative and summative purposes, facilitating continuous feedback and enhancement and final evaluation.
- Be thoughtfully and clearly designed to actively involve students with course content, fostering deeper comprehension and practical application of knowledge.
- Be appropriately timed and integrated throughout the course, considering the timing of other units students are undertaking in the same course, to promote effective learning progression.

Validity

Assessment must possess validity to ensure meaningful evaluation of student learning. It should:

- Evaluate student learning outcomes effectively, aligning with the intended objectives of the course.
- Utilise criterion-referenced assessment methods that assess students' achievement in relation to predetermined standards.
- Conform to national, discipline-specific, and professional standards where applicable, ensuring alignment with industry standards.
- Undergo regular review and moderation processes to maintain and enhance its validity over time.

Efficiency

Assessment should strive for efficiency while maintaining its effectiveness. It should:

- Leverage appropriate digital tools and technologies such as TURNITIN and Moodle to streamline assessment processes, enhance accessibility, and provide timely feedback.
- Measure student learning and provide effective and timely feedback using efficient resource allocation, ensuring the benefits outweigh the resource requirements.

Equity

All assessment processes must be equally accessible and equitable for all persons, considering individual needs relevant to the assessment.

- All eligible students have access to the assessment process without discrimination.
- Identifying the characteristics, proficiencies, skills, and needs of potential candidates through ongoing monitoring of student progress, which enables potential assessment issues to be identified and catered for.
- Allowing assessors to call on other assessors, verifiers, or specially skilled individuals for assistance and guidance in adopting appropriate assessment methods and dealing with special needs.
- Ensuring that the chosen processes and materials within the assessment system do not disadvantage any candidate.
- Establishing a review and dispute resolution mechanism (Complaints and Appeals Policy) that allows for investigation, examination, and redress of any unfairness or disadvantage identified, involving access, assessment, certification, or any other related issue.
- Identifying and addressing potential disadvantages in the system by amending them to avoid or counter them or taking appropriate steps to overcome them, including reassessment if required.
- Each course of study is designed to enable students to achieve expected learning outcomes regardless of a student's place of study or the mode of delivery.
- Alternative assessment and special consideration arrangements are permissible when compelling and compassionate circumstances impact students' potential to complete the necessary course requirements. In such circumstances, a student must formally apply as per the Special Consideration Policy.

Providing Student Feedback

- All assessed work must include feedback for students.
- Each unit must provide ongoing performance and achievement feedback to students for each assessment item.
- Student feedback should serve various purposes, such as clarification, troubleshooting, correction, encouragement, and explanation. It can come from multiple sources, including instructors, peers, professionals, students themselves (personal reflections), and external audiences.
- Feedback methods should be chosen to promote student development and engagement, including using appropriate technologies (e.g., recorded spoken feedback).
- Feedback must be directly linked to the learning outcomes and assessment criteria as per the marking rubric.
- Feedback must be:
 - Timely
 - Provided within 15 working days of the submission date (where possible, feedback should be given at least one week before the next assessment item is due).
 - Informative
 - Highlight strengths and weaknesses with specific examples and explanations.
 - Helpful
 - Offering suggestions on how to improve the marking rubric.
- The student feedback surveys must provide students with the opportunity to comment on the provision of feedback and appropriate action anonymously should be taken to address any concerns raised.

Grading

Qualifications are awarded only when all the requirements of the course of study have been fulfilled, and the study undertaken leads to the award for the course of study undertaken. Awardees of qualifications are issued with authorised certification documentation, including a testamur.

Assessment Grading Scale

Acknowledge Education applies the following grading scheme to the marks achieved by the student:

Grade	Code	Percentage Marks	Description
High Distinction	HD	80% – 100%	Outstanding performance demonstrating an exceptional level of understanding and achievement.
Distinction	D	70% – 79%	Excellent performance demonstrating an advanced level of understanding and achievement.
Credit	C	60% – 69%	Good performance demonstrating a high level of understanding and achievement.
Pass	P	50% – 59%	Performance satisfies learning requirements.
Pass Supplementary Exam	PSA	50%	Awarded a Pass after successfully passing a supplementary exam
Fail	N	Less than 50%	Unsatisfactory performance, fails to satisfy basic learning requirements.
Resit	R	-	Interim grade pending result of supplementary assessment. Success in the supplementary

			exam will result in a PSA, unsuccessful result, N.
Deferred Result	ND	-	Interim grade pending result of a deferred exam
Did Not Sit Exam	DNS	0-60	Completed some assessments of the unit but did not attempt final exam
Did Not Attempt Unit	DNA	0	Enrolled in unit, did not withdraw but did not attempt any unit assessments
Did Not Make Terms	Q	0-100	Failed unit for any other reason
Withheld Result	W	-	Results withheld for non-payment of fees, outstanding library books other administrative reasons
Withdraw – Not Fail	WNF	-	Withdrawal from unit prior to Monday of Weeks 9 (week 5, in block mode) – no academic penalty
Withdraw Fail	WF	0-60	Withdrawal from unit on or after Monday of Week 9 (week 5, in block mode). Equivalent to N and counts towards GPA
Credit Transfer	CT	-	Credit transfer is a process that provides students with agreed and consistent credit

Attendance at Residential Schools by External Students

Some subjects of the Bachelor programs require compulsory attendance at a Residential School component for external students. Residential Schools are offered from the Institute's Higher Education Campus in Fortitude Valley, Brisbane, and at the Institute's Sydney and Melbourne Student Support Centres, and the Perth Student Support Centre. The Institute reserves the right to deliver a subject's Residential School only from the Higher Education Campus in Fortitude Valley, Brisbane if there are insufficient numbers of students attending in Melbourne, Sydney or Perth.

For external students studying a full-time workload, the Residential Schools are for the following durations:

Year & Trimester	Subjects Covered	Duration
Year 2, Trimester 1	BSBPRP202 Skills for Social Work Practice 1	5 days
Year 2, Trimester 2	BSWSWP202 Group Work	5 days
Year 2, Trimester 3	BSWPRP204 Skills for Social Work Practice 2	5 days
Year 3, Trimester 1	BSWPRP306 Skills for Social Work Practice 3	5 days

Residential Schools are scheduled to occur during a period of two weeks at the end of each Trimester.

As shown in the table above, each Residential School may cover the practical requirements for a number of subjects during the particular Trimester. Thus, external students studying on a part time basis are only required to attend the Residential School for the time allocated for each specific subject they are studying.

Residential Schools are an essential mechanism for external students to participate in face-to-face learning, and practice and demonstrate their application of social work skills, both of which are extremely

important in their development as a social work student. Residential Schools are also a good opportunity for external students to interact with Institute staff and form valuable relationships with other external students. Residential School will also include summative assessment of practical social work skills.

Attendance

Dates for Residential Schools in the following year are published on our website at www.aipc.net.au (Students tab) in October each year. Information about the dates and durations of attendance at the Residential School are sent to each external student within the first four weeks of the Trimester commencement date. Please note that attendance at the Residential School components is **compulsory** for all external students.

Students who do not attend the Residential School will not have completed all requirements of the subject/s. If a student is unable to attend the Residential School due to extenuating circumstances, then the student will need to provide evidence of the circumstance to the Program Leader and, if approved, are able to attend the next Residential School being held for the subject. Please refer to the Special Consideration Policy for the application process, acceptable reasons for applying for special consideration and application timeframes. All circumstances are to be supported by suitable evidence such as doctors/specialist certificates/letters and/or statutory declaration. Extenuating circumstances do not include holiday, travel, social or leisure events, or study workload. If the student's reasons for not attending the Residential School are not extenuating or the student does not supply suitable evidence, **they will be awarded a mark of Fail** for the subject and will be required to repeat the subject.

Students are also only able to attend the components of the Residential School for the subjects in which they are enrolled for the Trimester. Thus, if students are not enrolled in the subject, they are not able to attend the Residential School component for the subject. These limitations ensure that the educational experience of those external students enrolled in the subject are maximised.

Students are to confirm their attendance at the Residential School by email to the Senior Student Support Officer by the required confirmation date. Approximately one month before the Residential School, students will be sent specific timetable and Residential School information for their attendance at the Residential School.

What will it cost?

Students will need to meet personal expenses such as travel, accommodation and meals. Travel includes travel costs to and from the location of the Residential School (Brisbane, Sydney, Melbourne, Perth) where the Residential School is held and travel to and from the Institute's premises each day. Please refer to http://www.aipc.net.au/dates_policies.php for an indication of costs that you will need to consider in attending Residential Schools.

Initial information distributed to students about the Residential School will include affordable accommodation options and public transport information for the student to consider in relation to their individual needs. While students are to arrange their own transport and accommodation, the Student Support Staff will provide information and advice to students on these matters as requested by students.

Conduct at Residential School

Students are expected to participate positively in all lessons, role plays, activities, discussions and assessments during Residential School with due consideration to their Lecturer and other students, and abide by the reasonable instructions and requests of their Lecturer. In accord with the Student Conduct Policy, students are expected to communicate respectfully and courteously with Institute staff and other students. For students who do not comply with the Student Conduct Policy at Residential School, the matter will be dealt with under the Student Conduct Policy.

Further Information

Students requiring further information about the Residential School are able to contact the Student Support Team on 1800 570 511 or at support@aipc.net.au.

Undertaking Practicum Subjects

Where a student fails or need to retake a fieldwork placement due to adverse action or omission on the part of the student, the responsibility for securing that placement is the responsibility of the student. AE will support students in sourcing the anticipated number of fieldwork placements but will not source additional fieldwork placements. If a student rejects either fieldwork placement sourced by AE, the student will be responsibility for securing a compliant substitute placement.

Examples of adverse actions or omissions on the part of the student include, but are not limited to:

- a. poor attendance
- b. failure to attend a placement or assessment without reasonable justification
- c. misbehaviour
- d. poor conduct or attitude
- e. laziness or failing to work diligently
- f. disobeying or ignoring instructions
- g. failing to comply with school and placement policies and procedures

Unsatisfactory Course Progress

AE will monitor, record, and assess the course progress of each student currently enrolled in a course. A student will be considered 'at risk' if they fail to achieve a PASS in at least 50% of the units studied in a study period or if their progress suggests they may not be able to complete the course within the specified time allocated for course completion. If a student fails to achieve a PASS in at least 50% of units studied in two consecutive study periods, they will be deemed to have not met course progress.

Students identified as 'at risk' of failing to meet satisfactory course progress will be required to attend an intervention strategy meeting where appropriate interventions, such as counselling, academic performance improvement plans, or other necessary measures, will be implemented.

AE reserves the right to exclude a student from the course if they do not attend scheduled meetings, comply with the improvement strategy, or cannot complete the course within the expected duration specified.

Students identified as 'at risk' will be promptly notified that they must attend an intervention strategy meeting with the student services within 5 days.

AE may choose to exclude a student from the course under the following circumstances:

- The student fails to fulfill their financial obligations by not paying the required amount.
- The student violates a visa condition.
- The student engages in misconduct or commits an act that goes against the established code of conduct.

Study Assistance and Support

AIPC understands that completing tertiary studies is challenging and that it is important all students receive an equivalent study experience with the Institute. The following study assistance and support services ensure this:

1. Study Assistance Line

Students studying externally and with questions about the academic content of their studies are able to call 1800 570 511 to receive academic support and guidance over the phone. Calls from students will be referred to the Lecturer for the subject with students being able to discuss and clarify concepts and assessment requirements. Students are advised at the commencement of the Trimester of days and times of availability by their respective Lecturer during the Trimester.

2. Online Study Assistance

All students are able to email their Lecturer or post on the subject's discussion forums on the Higher Education Learning Portal (HELP) any academic questions they may have at any time during their studies. Emails and posts will be responded to in a timely manner by the Lecturer.

3. Webinars and Teleconferences

Students are invited to attend webinars and/or teleconferences regularly throughout the Trimester. Webinars will cover key concepts within the subject, assessment requirements, and provide students with the opportunity to have any questions answered.

4. Student Success Companion

The Institute's Student Success Companion provides detailed information to students on how to study effectively. It also provides specific guidelines and advice on how to research, compile, reference and present assignments. The Guide can be downloaded from the AIPC Higher Education Learning Portal at <https://help.aipc.net.au> or by calling the Student Support Officer on 1800 570 511. The Student Success Companion is also provided to all new students upon their enrolment with the Institute.

5. Student Contacts

At various times during the Trimester, the Lecturer for each subject and Senior Student Support Officer will contact students by phone, email or the HELP portal to communicate information about their studies, residential school or any other important matters occurring during the Trimester. Students are strongly encouraged to contact their Lecturer/s and the Senior Student Support Officer by phone, email or the HELP portal during the Trimester for assistance as they need to.

6. Appointments/Communications with Senior Student Support Officer

All students are able to talk with the Senior Student Support Officer to discuss any non-academic issues about their studies or enrolment with the Institute. The Student Support Team can be contacted on 1800 570 511 or support@aipc.net.au.

Submitting Written Assessments

Each subject has a number of compulsory written assessments that all students are required to complete.

Assessments that do not require students to attend an exam, oral presentation or demonstrate practical skills are classed as written assessments.

Written assessments are to be submitted using the American Psychological Association (APA) style of referencing and formatting. This style of formatting is learnt in detail within the degrees.

All written assignments should remain within 10% above or below the recommended word count. This does not include word allocation to referencing, title or contents pages, etc. Marks may be deducted for assignments that are more than 10% over the word count. Any other specific subject requirements will be included in the assessment information for the respective subject. Please discuss this with the lecturer for your subject.

Completed assessments should be submitted online.

Use the following as a checklist before submitting each assessment:

- Has the assessment been completed in its entirety?
- Is your name and student number, subject and assessment number included on the assessment item?
- Have you made a copy of all of your work (in case of loss in the mail)?
- Is your title page securely attached?

When submitting an electronic copy of your written assessment by uploading through the Higher Education Learning Portal, please follow the upload instructions available on the Higher Education Learning Portal.

Whilst the Institute does its best to have assessments marked and returned to students as quickly as possible, students need to allow up to three weeks for their return.

Requesting an Extension for Assessments

If a student is unable to submit their assessment by the due date, then the student will need to apply using the Assessment Extension Application Form, located in the Academic Success Module on your HELP platform. Please refer to the *Special Consideration and Assessment Extension Policy* for the application process, acceptable reasons for applying for special consideration, and application and response timeframes.

Late Submissions of Assessments

For each day an assessment is handed in late without an approved reason, a **deduction of 5% per day (including weekends)** will be made to the raw score for that assessment. For example, an assessment with a total score of 80 out of 100 submitted 2 days late would see a reduction of 5 marks per day for each day it was handed in late without an approved reason. The assignment would thus earn a mark of 70/100 after the late penalty was applied.

Approval for late submissions is authorised by **the Lecturer for that subject only**. Students must consult with the Lecturer of the relevant subject prior to submitting their assessment past the due date to clarify whether or not a late penalty will apply. If consultation is not made with the Lecturer, a late penalty will automatically be applied.

In some instances, it may not be easy to pre-empt circumstances that may result in the assessment being handed in late. Therefore, in such circumstances, due consideration will be given by the Lecturer if the student was not able to consult with their lecturer prior to the assessment being due. Acceptance of extenuating circumstances and reasons given are at the subject Lecturer's discretion.

If an assignment is more than two weeks overdue, **without any acceptable extenuating cause, the student will receive a fail mark** for the assessment.

Special Consideration and Assessment Extension Policy

The Institute will treat a situation under special consideration:

- Where the circumstance is unexpected and outside the student's control
- Could not have been reasonably anticipated, avoided or guarded against by the student
- Has a significant impact on the student's wellbeing or their ability to meet a submission timeframe.

Special circumstances can include, but are not limited to:

- Medical illness or injury, whether existing or new, including physical injury or serious illness and episodes of mental illness or cognitive function impairment.
- Sad News/Sorry Business, death of a close relative or close friend.
- Hardship or trauma, including unexpected events/accidents, victims of crime, sudden change in domestic arrangements (e.g., homelessness, eviction), unexpected serious financial difficulties or hospitalisation of a family member;
- Major upheaval or natural disaster affecting the student's place of residence or in the student's home country or town that has impacted the student's close relatives, and which requires the student to undertake immediate emergency travel;
- Employment related reasons such as an employer unexpectedly increasing a student's working hours or an employer-directed transfer of a student to a new location or redeployment to a different position.
- An unexpected sporting commitment at the state, national or international representative level.
- Active Defence Force member, compulsory Defence Reservist or other emergency services mobilisation.

- Legal commitments such as court appearances or jury selection; and
- Constraints outside of a student's control arising from involvement with the justice system.

The following circumstances are not acceptable grounds for approval of special consideration:

- Holiday arrangements, including for overseas travel.
- Misreading a timetable or assignment due date.
- Social and leisure events, including sporting or cultural commitments (except at a state, national or international representative level).
- Applications made after 72 hours after the assignment due date, examination date or Residential School has commenced.
- Study workload.

Supporting Documents

In all instances of request for Special Consideration, supporting documentation must:

- Identify the circumstance/s.
- Include dates and/or length of circumstance/s.

Supporting documentation can include, but is not limited to, the following:

Special Circumstance	Documentation
Medical illness or injury Psychological illness Cognitive function impairment	Medical documentation or psychological report from a registered health practitioner
Sad News/Sorry Business Death of close relative or close friend	Death certificates or death/funeral notices or funeral service pamphlet plus evidence of the relationship with the deceased person (if requested by the staff member processing the request); or a Student Declaration
Adverse experience, including witnessing or being the victim of a serious crime, domestic violence, or sexual assault	Student Declaration and appropriate supporting documents (for example, eviction notice, police report)
Natural disaster Political upheaval Acts or war or terrorism Global pandemic	Government department advisories and public health directions Known facts, media reports or other information relating to political upheaval, natural disasters, pandemics or other circumstances
Employment-related reasons	Signed letter on official letterhead from a current employer or, if self-employed, a signed letter from the business accountant
Sporting commitment reasons	Signed letter on official letterhead from the relevant sporting body
Active Defence Force Defence Reservist or other emergency services commitments	Signed letter on official letterhead from the Defence Reserve or recognised emergency services organisation

Legal commitments	Jury notice or court appearance order
Involvement with the justice system	Letter or email from the relevant case manager or officer

Where possible, the student should apply within 14 days prior to the assignment, examination or Residential School falling due. If this is not possible, as much advance notice should be provided as possible. In situations of urgency, application within 72 hours after the assignment due date, examination date or Residential School commencing is acceptable.

Outcomes of an application for Special Consideration may include:

- No action (application does not meet requirements of this policy and procedure)
- Extension of assessment or examination due date
- Alternative assessment
- Alternative residential school assessment

Information supplied as part of an application for Special Consideration will be treated in confidential manner and in accordance with *Privacy and Personal Information Policy* and the provisions of relevant state and federal information handling acts, regulations, and statutes. All applications and responses are held in a central file at Higher Education.

Written Assignments and Examinations

For an extension to an assignment or examination due date, the student is to apply in writing to the subject email address. Applications are checked by the HE Administration Officers and further information is requested from the student if needed.

Complete applications are provided to the Lecturer for consideration of the student's circumstances, and confirm in writing the outcome within 3 days of receipt of the application.

If a student requires an extension of more than 7 days for the submission or completion of the assessment, the matter is referred to the Course Coordinator for their consideration.

Students submitting late assignments who do not apply for special consideration or have not had their request for special consideration approved, will be penalized 5% of the assignment mark for each day the assessment is received after the due date.

Residential Schools

Students unable to attend Residential School due to special circumstances have the following options available:

- Apply for a re-credit of tuition fees under the Student Review Procedures for Re-Crediting a FEE-HELP Balance policy (as per policy and instructions in the Student Handbook).
- Complete the Residential School through alternative means to enable completion within a reasonable timeframe at/after Trimester completion (within one month of Trimester-end).

If student circumstances will not allow completion of the Residential School within a reasonable time (one month) after Trimester completion, the student can apply for consideration of their special circumstances and re-credit of their tuition fees as per 1.a above. (Successful applications result in a re-credit of tuition fees and no academic result for the subject. Students re-enrol in a later Trimester to complete the subject. Results of completed assessments are not carried forward).

Upon receipt of an Extension Request Application Form or notification from a student they are not able to attend Residential School, the Lecturer makes contact with the student to discuss options.

Students opting to complete the Residential School through alternative means are required to submit the Extension Request Application Form with evidence as outlined on the form.

The application is to be considered by the Lecturer. Consultation with the Program Leader occurs to confirm the proposed alternative arrangements for completion and assessment of the Residential School satisfy required subject outcomes.

Alternative arrangements may include watching Residential School Webinars, attending small group teaching sessions, and undertaking the assessment online.

Please note it is clearly disclosed to all students prior to and at the time of their enrolment of the mandatory Residential School attendance requirements. Hence, an inability to travel to the Residential School location is not a suitable reason for not attending face-to-face Residential Schools.

Students not attending Residential School and who do not apply for special consideration or have not had their request for special consideration approved, will not be able to complete the subject and receive a Fail – Inc grade.

Deferred Results

All student results are released within the timeframe as stipulated in *Issuing Results and Statement of Academic Records*, regardless of Special Consideration status.

When a student is awarded an extension of time for the completion of an assessment item beyond the end of the teaching period, the Institute will defer the student's overall result for the unit or subject.

The lecturer and student are responsible for negotiating timeframes for assessment tasks with a due date extended beyond the end of the teaching period. In negotiating the extension timeframe, the lecturer and student acknowledge their responsibility in ensuring the assessment item is submitted and graded in a timely manner.

Student's will be awarded an administrative grade of S (Special Consideration). Final unit or subject grade will be released after the assessment item has been graded.

When a deferred result (Special Consideration) has been granted, the result must be finalised and resolved no later than one (1) week prior to the census date of the subsequent study period.

Where a student fails to meet the scheduled requirements and/or timeframe for their approved Special Consideration, the student will receive a fail grade and the original mark for the subject will stand.

Subject Re-enrolment Policy

Students who receive a mark of Fail for the subject are required to re-enrol for the subject. If the student re-enrols in the subject within 12 months (and the subject assessment requirements have not changed), they may use the marks for the assessment items that the student passed successfully. Alternatively, students can seek permission from their Lecturer to re-submit an improved version of their previous assignment for the subject. This permission is important to ensure that the Lecturer is aware that academic integrity issues may arise.

Academic Misconduct

Academic Misconduct usually refers to a breach of academic integrity and includes any situation in which the assessment work presented by the student is not their own or does not appropriately acknowledge the originator of the work. Academic misconduct also includes cheating and falsification of data and

misuse of Artificial Intelligence. Academic misconduct can occur in many forms and covers a range of unintentional and intentional behaviours. These include:

- Cheating – breaking rules or engaging in dishonest practices in formal and informal assessment, including the use of prohibited material or equipment and unauthorised consultation with other persons or services during assessment.
- Contract Cheating – having another person or service prepare, undertake or participate in assessment on behalf of the student.
- Plagiarism – copying, paraphrasing or summarising the words, ideas, and intellectual property of others without appropriate acknowledgement.
- Collusion – committing an act of academic misconduct in unauthorised collaboration with another individual. Authorised collaboration (e.g., group projects) is distinguished from collusion.
- Misrepresentation – submitting work that has been written or heavily-edited by another person or service; and/or compiled of mainly direct quotations (with or without acknowledgement); and/or includes references that do not link to the student's work.
- Fabrication – includes, but is not limited to, the creation of fictitious data or citations, wilfully omitting data, and claiming work is original, comprehensive, or genuine when it is not. Also includes falsification of student identity.
- Recycling – other than where expressly allowed, the submission of work for assessment that has been previously submitted by the student for another assessment, partially, or in whole, for another assessment.

Academic integrity requires the student to:

- Act ethically and honestly in demonstrating their learning, particularly in the submission of academic work which students claim is their own.
- Engage with academic integrity resources and training provided by the Institute to inform themselves of appropriate academic writing, practice and referencing conventions.
- Acknowledge in their work the use of others' ideas, works, information and other contributions, usually through academic referencing and citation systems.
- Prevent their work from being copied by other students.

Developing Good Academic Practice

The following approaches are taken to educate students on good academic practice and contribute to the prevention of academic misconduct:

- All commencing Bachelor students are required to undertake CORE101 Academic Skills
- All students are linked to the Academic Success Module on the Higher Education Learning Portal where they have access to a range of resources to implement positive study habits and academic practices.
- The entry requirements of all courses are benchmarked to other providers and ensure language and writing ability are considered during application for entry to the respective course. The Academic Coach supports at-risk students to develop an understanding of academic integrity.

Procedure

The following steps outline the processes for identifying and responding to cases of suspected academic misconduct:

1. Staff member becomes aware of possible academic misconduct. Reports using software such as Turnitin must be examined thoroughly by the staff member and combined with academic judgement in some instances to determine whether suspected academic misconduct has occurred.
2. Staff member reports the suspected academic misconduct to the Program Leader. Program Leader determines whether there is sufficient evidence to commence formal investigation.
3. If the Program Leader determines that there is sufficient evidence, a staff member contacts student to discuss concerns.

4. If the staff member is satisfied that there has been no academic misconduct, and instead the issue was unintentional, the student is informed in writing and the matter is closed.
5. If the Program Leader remains concerned that academic misconduct has occurred, the student is informed in writing.

The Program Leader or delegate investigates the matter to determine if misconduct has occurred (intentional or unintentional). This process may include, but is not limited to, examination of the student's assessment or other material, consultation with the Lecturer, and meeting or discussion with the student. The Program Leader identifies whether the suspected breach is major or minor; intentional or unintentional.

Minor academic misconduct includes:

- Incidental plagiarism (poor paraphrasing, minor copying, incorrect referencing or citation) and incidental collusion
- Instances of academic misconduct that are judged to be an outcome of the student's lack of understanding of academic integrity or of carelessness rather than a conscious act of deception

In determining the penalty for minor academic misconduct, the Program Leader will take into consideration whether:

- a. The student is in the first year of the course and has received no prior warning,
- b. The student is from an educational background where different norms apply for the acknowledgement of sources,
- c. A negligible amount has been plagiarised,
- d. The student has made an inadequate attempt at referencing.

If a decision is made that minor academic misconduct has not occurred, the student is informed in writing, the outcome is noted on the student's file and in the Academic Misconduct Register, and the matter is closed. The student is required to revise and re-submit their assessment within 14 days of being notified of the matter. The maximum grade the student can achieve for the assessment item is a 'pass' mark for the assessment.

If a decision is made that academic misconduct has occurred, the following actions may be taken:

- For a minor breach, the student will receive a written warning (only applicable to unintentional academic misconduct) as determined by the Program Leader, or
- The student will receive a mark reduction and a written warning (with the maximum mark possible being 50%), or
- The student will be required to re-submit the assessment item (with the maximum mark possible being 50%) and will receive a written warning

For major academic misconduct:

Depending on the severity, and/or frequency, of the academic misconduct, the student's course enrolment may be discontinued. Severity will be considered relevant to and in conjunction with the student's length of time in the course and intent of the student in the act of misconduct.

Whether the academic misconduct is intentional or unintentional, major or minor, the Academic Misconduct Register is updated by the Program Leader with details of the incident of academic misconduct. The Register records:

- The subject / assignment in which the academic misconduct occurred
- Records and copies of all correspondence between the student and Institute staff in relation to the academic misconduct
- Decisions made by Institute staff as to the nature of the academic misconduct
- Outcome of the decision (i.e., student referred to Academic Coaching)

If the student is not satisfied with the Institute's approach or decision regarding the student's conduct, the student may appeal the decision or lodge a written complaint with the Institute's Academic Board in accordance with the Institute's Grievance Handling and Resolution Policy.

In cases where academic misconduct is identified as minor or unintentional, the following processes will be followed. The student will:

- a. Receive academic support relevant to their specific needs,
- b. Have the opportunity to re-submit the assessment within 14 days of being notified of the matter. The maximum grade the student can achieve for the assessment item is a 'pass' mark for the assessment.
- c. Be referred to personal counselling, health or welfare services, if deemed appropriate, and,
- d. Be informed in writing of the decision, action taken and expected future behaviour.

Providing Feedback and Suggestions, and Completing Surveys

At various times during your studies, you will be asked for your feedback and opinion on studying with the Institute. While it is not compulsory to participate in these surveys, we value the input of our students and sincerely request that you take the time to provide your feedback. Please be assured that your feedback remains confidential and will not be used in any way to adversely affect your studies or enrolment with the Institute.

Students are also able to submit suggestions regarding improvements or changes to Institute higher education programs, policies or services through the Online Suggestion Portal available at: www.aipc.net.au/studentsuggestions. All suggestions are referred to the respective Institute committee (Governing Board, Academic Board, Teaching and Learning Committee or Course Advisory Committee) for consideration at their next meeting. Each committee meets three times per year and will consider suggestions lodged at their next available meeting. Outcomes from each suggestion are reported on the Online Suggestion Portal page within 14 days of each meeting.

Graduating

Once all of your course requirements have been successfully completed, you will be eligible to graduate from the Bachelor course. You will be provided a Testamur of your qualification and Academic Transcript for the Bachelor of Social Work, issued by Acknowledge Education Pty Ltd, and invited to attend a Graduation Ceremony.

Issuing Replacement Qualifications

In the event of loss or damage, a graduate student can request re-issue of their Testamur and/or Academic Transcript.

To do this, simply contact the Senior Student Support Officer to request a Replacement Testamur Request form. A fee of \$50 per document applies to re-issuing replacement Testamurs and/or Academic Transcripts. Upon approval of the request to issue the replacement Testamur or Academic Transcript, printing of the replacement documentation is arranged.

Academic Transcripts

At the completion of your course and issuing of your Testamur, the Institute issues a complete Academic Transcript listing the grades of all subjects attempted and/or completed during the course.

If students requires an Academic Transcript at any time during their studies, including at the end of a Trimester, please contact the Student Support Team by email at enrolments@aipc.net.au or by calling 1800 570 511.