



Australian Institute of Professional Counsellors

International Student Handbook

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Australian Institute of Professional Counsellors

International Student Handbook Master of Counselling

The Master of Counselling is designed and developed by Australian Institute of Professional Counsellors (AIPC); Higher Education Provider Number: PRV12083, CRICOS Provider Code: 04095M. The course is being delivered through third party arrangements between Acknowledge Education (AE) and Australian Institute of Professional Counsellors (AIPC). AE delivers the course on behalf of AIPC.



February 2026

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 your program with the Australian Institute of Professional Counsellors. As a private provider of tertiary education, our primary purpose is to offer high quality and flexible education to students throughout Australia.

Students of Institute courses graduate with the knowledge and skills to perform competently as a Counsellor in a variety of employment settings. Your higher education counselling course focuses on teaching a variety of approaches to counselling and counselling theory, and learning about a diverse range of counselling specialties to enable you to develop progressively at a professional level as a Counsellor and personally as an individual.

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 counselling 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, including information about important policies and procedures. We have also included valuable tips on adjusting to life in Australia, as well as how you can access support during your time in the country.

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

Kind regards,

Sandra Poletto
Chief Executive Officer

Counselling Programs

The Australian Institute of Professional Counsellors Pty Ltd (“the Institute”) is a private, non-university tertiary provider of higher education committed to offering high quality education to students. The Institute’s Diploma program is an entry-level tertiary course ideally suited to new students who are taking their first step into the field of counselling practice. The Institute’s Master of Counselling, offered through our Higher Education School of Counselling, is a tertiary course ideally suited to graduates of Bachelor-level counselling programmes, or new students taking their first step into the field of counselling who already hold tertiary studies in another field.

Students of the Master of Counselling will graduate with the advanced theoretical knowledge and practical skills to undertake counselling roles in a variety of complex employment settings, including not-for-profit or community-based organisations, public service or private practice. The course provides students with a comprehensive theoretical base on which to develop into ethical, reflective counselling practitioners who can learn and grow as professionals in the field throughout their lives, and who will add value to their workplace and community.

The Institute and its staff are dedicated to developing high quality programs, and in providing an exceptional standard of education and service to all students. The Institute also recognises the important role it has in supporting the achievements of students with disabilities and students for whom English is a second language by ensuring equal opportunities and access to tertiary education.

Code of Practice

Students completing AIPC’s tertiary programs acquire a solid grounding in foundational and theoretical knowledge, and the ability to apply theory and constructs of methodology and practice in their work. The courses enable students to develop on both a personal and professional level. To this end, the Institute will:

- Protect the interests of its students by:
 - Developing and implementing policies that ensure quality education is delivered.
 - Promoting its courses with integrity, accuracy and in a professional manner at all times.
 - Disclosing all relevant course and policy information to students prior to their enrolment.
 - Always considering the wellbeing and interests of students in the development, delivery, evaluation and review of its courses and subjects, and
 - Conducting evaluations of grading and assessment to ensure validity, fairness and accuracy of marking is upheld.
- Support students by providing:
 - Quality education programs and plans.
 - Individualised learning support.
 - Information on study and lifelong learning options, and
 - Workplace assignments/placements.
- Develop and deliver a high standard of education by:
 - Providing students with progressive and industry-leading knowledge and skills.
 - Valuing and reflecting the multicultural diversity of Australia, both in course content and services to students.
 - Encouraging a mindset of ‘life-long’ learning in graduates, and
 - Promoting a high standard of moral, ethical and professional standards.
- Review its courses and subjects with due consideration to stakeholders such as industry, students and professionals.
- Ensure that its courses and services, including assessments, are delivered by suitably qualified and experienced staff.
- Ensure that staff members demonstrate leadership in their fields, innovation, commitment and excellence in teaching, scholarship/research, and in professional/industry experience and passion.
- Encourage and support staff to equip themselves through continual professional development, scholarship, consultancy, industry involvement and research to contribute to teaching advancement.
- Provide a safe and equitable working environment for all staff, free from all forms of discrimination and harassment.
- Abide and comply by all relevant laws and legislation in Australia.
- Honour all guarantees outlined in this Mission Statement and Code of Practice.

The Course Structure – International Students

The following subjects comprise the Master of Counselling course. All subjects are studied over the duration of one Trimester. Below is the course progression plan to be followed to ensure timely completion of the course.

| Subject Number | Subject | Credit Points | Mode | Pre-requisite Subjects | Trimester Availability# |
|---------------------------------|--|---------------|--------|------------------------|-------------------------|
| 1st Trimester | | | | | |
| MC01* | Introduction to Counselling | 6 | F2F | Nil | T1, T2 & T3 |
| MC02 | Counselling Process | 6 | F2F | Nil | T1, T2 & T3 |
| MC03 | Counselling Skills | 6 | F2F | Nil | T1, T2 & T3 |
| 2nd Trimester | | | | | |
| MC04 | Ethics & Reflective Practice | 6 | F2F | Nil | T1, T2 & T3 |
| MC06 | Cognitive Behavioural Approaches | 6 | F2F | MC02, MC03 | T1, T2 & T3 |
| MC07 | Collaborative & Competency Based Approaches to Counselling | 6 | F2F | MC02, MC03 | T1, T2 & T3 |
| 3rd Trimester | | | | | |
| MC05 | Counselling & Human Development | 6 | F2F | Nil | T1, T2 & T3 |
| | • Elective 1** | 6 | Online | | T1, T2 & T3** |
| 4th Trimester | | | | | |
| MC08 | Assessment & Case Conceptualisation | 6 | F2F | MC04, MC05 | T1, T2 & T3 |
| | • Elective 2** | 6 | Online | | T1, T2 & T3** |
| 5th Trimester | | | | | |
| MC09 | Research Methods in Counselling | 12 | F2F | MC04 | T1, T2 & T3 |
| | • Elective 3** | 6 | Online | | T1, T2 & T3** |
| 6th Trimester | | | | | |
| MC10 | Counselling Placement & Capstone Project | 12 | F2F | MC06, MC07, MC08, MC09 | T1, T2 & T3 |
| | • Elective 4** | 6 | Online | | T1, T2 & T3** |
| Electives | | | | | |
| MC11 | Counselling Interventions for Crisis & Trauma | 6 | Online | MC06, MC07 | T2** |
| MC12 | Family Therapy | 6 | Online | MC06, MC07 | T1** |
| MC13 | Counselling Children & Adolescents | 6 | Online | MC06, MC07 | T3** |
| MC14 | Counselling for Alcohol & Other Drugs | 6 | Online | MC06, MC07 | T2** |
| MC15 | Counselling for Loss and Grief | 6 | Online | MC06, MC07 | T1** |
| MC16 | Counselling for Couples | 6 | Online | MC06, MC07 | T3** |
| MC17 | Counselling Skills for the Digital World | 6 | Online | MC06, MC07 | T1** |
| MC18 | Mental Health Counselling | 6 | Online | MC06, MC07 | T2** |

***MC01 must be successfully completed in your first Trimester.**

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.

• These are online subjects which are studied via the HELP site.

**Electives offered each Trimester are at the Institute's discretion.

After successful completion of all core subjects and four electives listed above, the Master of Counselling qualification (CRICOS Course Code 112554A) is awarded by Australian Institute of Professional Counsellors Pty Ltd T/As Australian Institute of Professional Counsellors. The Institute is registered as an Institute of Higher Education: Provider ID PRV12083, as well as a provider of international education: CRICOS Provider 04095M by the Tertiary Education Quality and Standards Agency (TEQSA). The Institute's higher education courses are also 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.

2026 Class and Census Dates

The Master of Counselling operates on a trimester basis. Each Trimester is structured as 12 weeks of study.

| | Trimester Starts | Census Date | Trimester Ends |
|-------------|------------------|---------------|---------------------------|
| Trimester 1 | 2nd February | 24th February | 11 th May |
| Trimester 2 | 25th May | 16th June | 31st August |
| Trimester 3 | 14th September | 6 October | 20 st December |

Study Loads

It is strongly recommended that you enrol in a full-time study load as per the course plans above to have the best chance of successfully completing your program within the timeframe specified by your Confirmation of Enrolment (CoE). However, you do not have to be enrolled full-time every study period, provided you can complete your program within the course duration listed on your CoE. Before making any change to your enrolment, please visit the Student Hub on your LMS at <https://acknowledgeeducation.edu.au/moodle> to obtain a course plan that will allow you to complete your program by the end date of your CoE. Please note that your visa requirements mandate you to be enrolled in at least one face-to-face course in each study period.

Any further reductions in study loads need to be granted by the International Student Support Officer via email at int.support@aipc.net.au. This can only be done on limited grounds, such as being at risk of unsatisfactory course progress or due to compassionate and compelling circumstances. These applications need to be submitted by the census date, as retrospective reduced study loads are only approved in exceptional circumstances. The International Student Support Officer will respond to your application within fourteen days of your application.

Course Attendance Requirements

AE will monitor, record and assess the course progress of each student currently enrolled in a course. Students identified as at risk will be required to attend an intervention strategy meeting. If the student is not meeting course progress, or fails to attend the intervention strategy meeting, the student is notified in writing of AIPC's intention to report the student to the Department of Home Affairs for unsatisfactory course progress. The Written Notice of Intention to Report is emailed to the student by a Student Support Officer.

Course Learning Outcomes – Master of Counselling

The Master of Counselling is a 24-month, full time tertiary education program in Counselling that enables students to:

- Synthesise the comprehensive body of theoretical knowledge that underpins counselling best practice.
- Critically, creatively and ethically apply the theoretical knowledge of counselling to therapeutic work, within the scope of own expertise and experience.
- Proficiently utilise a range of counselling approaches, skills and techniques to address client concerns, selecting appropriately in response to client need.
- Accurately assess complex issues experienced by clients and distinguish counselling issues from mental health conditions that require referral.
- Develop case conceptualisations and formulate treatment plans.
- Collect, comprehend and evaluate research-based information in counselling, and use that knowledge to continually develop counselling practice and create innovative and significant evidence-based knowledge.
- Reflect critically upon own competency and regularly engage in personal and professional development.

Enrolling For Each Study Period and Textbook Orders

You will be advised of important dates during the Trimester such as Trimester start and finish dates, and Trimester Census Dates, progressively in writing. Trimester dates and Census Dates are also shown on the Acknowledge Education and AIPC's websites.

For new students, an 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. To enrol in subjects, please visit the Student Portal at <https://ae.rtomanager.com.au/>. If you have difficulty accessing the site, please email elarningsupport@ae.edu.au.

Bachelor and Master students are encouraged to submit their textbook order prior to commencing their studies for the Trimester. Students are able to source textbooks from other suppliers if they choose. Students have access to multiple copies of all prescribed textbooks at the library.

If you have any questions about which subjects to complete in which study period, please visit the Student Hub at <https://acknowledgeeducation.edu.au/moodle>.

Your Academic Staff

The Institute is very proud of the calibre and experience of our academic staff. The programs are overseen by the Course Coordinators 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.

AIPC International Student Campuses

Melbourne Campus

Level 2, 368 Elizabeth St
Melbourne VIC

Perth Campus

170 Wellington St
East Perth WA

Both locations are situated in the city precincts, with nearby access to shops and public transport. If you need any further assistance, please contact the branches at aipcvic@aipc.net.au (Melbourne) and perth@aipc.net.au (Perth). Wifi is available throughout the campuses.

Classrooms

The campuses have multiple teaching rooms containing laptops, data projectors, TVs, whiteboards, seating and tables. There are also couches, seats and coffee tables available to create counselling interview environments.

Study Space

Each campus has a separate student study area available for students, containing a computer and printer/scanner facilities. There is also space for students who do not need a pc or who have their own laptop.

Library

All staff and students have access to the [Institute's Online Library](#). The Online Library is also accessible from the Higher Education Learning Portal (HELP), AIPC's online learning system. You can also search our online databases of eBooks and electronic journals, providing access to almost 2 000 journals.

Student Kitchen

A kitchen for student use is available, and contains a fridge, microwave, dishwasher as well as tea and coffee facilities.

Multi-Faith Room

An area for students belonging to any faith who wish to pray or reflect is available. Washing facilities for feet/wudu are also available in the student bathrooms.

Lost and Found

Please go to the reception area if you have found an item, or to see if a lost item has been returned.

Safety and Security on Campus

AIPC takes student safety and security on campus seriously. In addition to our *Prevention of and Response to Sexual Misconduct* and *Prevention of and Response to Bullying, Discrimination and Harassment* policies, students need to take reasonable care that their acts or omissions do not adversely affect the Health and Safety of other persons.

If you become aware of an incident that may involve yourself, a student or staff member, or that occurs on campus, please report this event to the Campus Branch Manager by emailing jacqui.m@aipc.net.au or calling 08 8297 5111 (in Perth) or ash@aipc.net.au or calling 03 9614 7472 (in Melbourne), or to any member of staff that you feel comfortable in speaking to.

If you have any concerns about the safety and security of the campuses, please contact the Campus Branch Manager.

Evacuation Details

- If a potential emergency occurs, you will hear an emergency tone.
- Do not commence evacuation, unless it is unsafe in your area or as directed by a senior staff member, or Fire Warden.
- Follow all instructions given by the senior staff member or Fire Warden.
- Await "All Clear" message OR
Should an Evacuation be required you will hear an evacuation alert tone
- Evacuate via exits as directed by the senior staff member or Fire Warden.
- Proceed to Assembly Area on Currie Street.
- Follow all instructions given by the senior staff member or Fire Warden.

Smoking, Alcohol and Drugs

No smoking (e.g., cigarettes, vapes, cigars) is to be conducted on campus. Alcohol on campus is also prohibited.

AIPC has a zero-tolerance approach to illegal drugs. If you are taking prescription and/or over the counter medication, you have an obligation to comply with the directions and warnings regarding the use of such medication.

General Policies

Your Student Agreement

Upon enrolment into your program, you have signed an Acceptance of Offer, which includes the following Student Agreement statement:

I have received, reviewed and accept the conditions of enrolment outlined in this offer.

I confirm that all the information I have provided for this application is true and correct. I understand that any false information or misleading documentation I give may lead to a termination of my enrolment.

In addition, I understand and accept the following conditions of enrolment that apply to all enrolled international students:

- *Personal information of students is shared with both State and Commonwealth Government departments, including the Department of Education regarding Tuition Assurance Scheme and ESOS Assurance Fund Manager. This information includes personal and contact details, course enrolment details and changes, and the circumstances of any suspected breach of student visa conditions.*
- *I understand that this course is delivered on-campus through Acknowledge Education.*
- *I understand that I must abide by the student rules, policies and procedures available at in the International Student Handbook.*
- *I consent to my photograph being used for marketing and promotion material use. (Once on campus, students may opt out of promotions.)*
- *I understand that I am required to notify the Admissions Team whenever my contact details change including my residential address, telephone, email address and my emergency contact details within seven (7) days of the change.*
- *I understand that the approximate fees per academic semester indicated are subject to change in accordance with annual fee reviews and the number of subjects I study within the period.*
- *I consent to relevant information, which may include my grades and suitability for work integrated learning placement (WIL), being provided to potential employers during my course.*
- *I understand that I will be expected to meet fitness to practice requirements to take part in work integrated learning (WIL) placements. I will inform the Admissions Team of any specific conditions that may impact my ability to undertake WIL placements should they arise after I start the course.*
- *I understand I may need to satisfy a Criminal History Check or a Working with Children Check to participate in WIL placements, and that the results of these may influence my ability to access WIL placements. I also agree that all costs incurred for these Checks will be borne by myself.*
- *I understand that all people working in Australia have basic rights and protections in the workplace, including minimum pay and conditions. The Fair Work Ombudsman makes sure that these rights are protected and enforced fairly under Australia's workplace laws.*
- *I understand that it is my own responsibility to obtain a visa that permits me to study full-time in Australia for my course duration.*
- *I understand that it is a student visa condition that I must maintain Overseas Student Health Cover for the duration of my visa.*
- *AIPC and AE are part of the UP Education Group. I authorise them to provide my personal details to UP Education if and as needed.*
- *I understand that when I am on campus in the event of circumstances requiring urgent medical assistance and it is not possible to contact my next of kin, appropriate medical care will be sought and provided.*

- *I understand that I am protected by the Education Services for Overseas Students (ESOS) legislative framework available at <https://internationaleducation.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx>.*
- *I accept that the right to cancel or vary any offer or enrolment can be actioned if it is found to have been made based on an error regarding the assessment of my application against the admissions criteria.*
- *I understand the personal information I have given in this application may be disclosed to the Department of Education and the Department of Human Services or its successor, for the purposes of:*
 - *use in connection with Tertiary Collection of Student Information*
 - *use in connection with the National Data Collection*
 - *use in other collections as DET, or its successor, may lawfully require from time to time.*
- *I consent for limited information to be disclosed to my education agent as required for the purpose of ongoing agent performance management and risk mitigation. Such information shall be limited to potential breaches of compliance where I fail to maintain satisfactory academic progress or attendance, where I fail to engage in a way reasonably expected of a student or where, by my actions, I may be subject to visa cancellation which affects the institutional risk rating. Such information shall only be used for the purpose of ongoing agent performance management and statistical data analysis which enables legislative compliance obligations to be met.*
- *I acknowledge that electronic communication methods may be used to deliver information relevant to my studies, personal safety and otherwise. I consent to the sending and receiving of electronic messages for the purposes of the SPAM Act 2003 (Cth) and any corresponding regulations.*
- *I understand that I am required to attend Orientation prior to commencing study.*
- *I acknowledge that I have access to a computer system that has a recent version of Windows operating system and Microsoft Office software, internet access, and access to a webcam and microphone.*
- *I agree to access all information at least once a week.*
- *I acknowledge that if I enrol in subjects contrary to advice, I am responsible for the consequences resulting from enrolment in those units.*
- *I give consent to AIPC to access my details and visa information via the Department of Home Affairs' (DHA's) Visa Entitlement Verification Online (VEVO) system.*
- *I understand that I will not be able to transfer to another Australian institution within the first six months of my main course without permission from AIPC according to the International Student Release and Transfer Policy and Procedure*
- *I have read and understand the grounds by which my enrolment may be deferred, suspended or cancelled.*
- *I acknowledge that any school aged dependents accompanying me to Australia will be required to attend school and that this will incur charges.*
- *I acknowledge that if I elect to defer my offer, a new offer will be required and higher fees than those quoted in the original offer may apply.*
- *I understand that any policy specified in the Offer Acceptance is subject to change and that I will be bound by the latest version of any given Policy or Procedure.*
- *I have accessed information regarding the tuition fees related to studying at <https://www.acknowledgeeducation.edu.au/wp-content/uploads/Acknowledge-Education-Course-Summary-and-Initial-Deposit-for-International-Students-Onshore-Offshore-230922.pdf>*
- *I have accessed information regarding the costs associated with living in Australia for myself and any dependents accompanying me, published by the Australian Government at <https://archive.homeaffairs.gov.au/trav/stud/more/student-visa-living-costs-and-evidence-of-funds>.*

- *I have sufficient funds to finance my studies including tuition fees, ancillary costs and living expenses for myself and any dependents accompanying me to Australia for the duration of my studies.*
- *I understand that I can choose to pay more than 50% of my tuition fees before the start of the course. I can pay full fees up front but am not required to pay more than 50% up front.*
- *I understand that I am required to keep a copy of this written agreement for my records.*
- *I understand that AIPC will retain records of all written agreements as well as receipts of payments made under this written agreement for at least 2 years after I cease to be an accepted student.*
- *I understand that this written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect my right to act under the Australian Consumer Law if the Australian Consumer Law applies.*

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 International Student Offer Confirmation Letter, you were required to pay at least a 50% deposit of your first Trimester tuition fees. You will need to pay the remaining 50% before the end of the second week of Trimester.

From the second Trimester onwards, you will have two options as to how you can pay your tuition fees:

- Option 1: Pay the amount upfront
- Option 2: Pay the amount via a payment plan

If you have chosen Option 2, you will need to contact the Registrar at registrar@ae.edu.au to arrange the payment plan prior to the end of the second week of the Trimester.

You will pay the amount remaining over three equal payments, due at the following times:

- First payment: On or before the commencement date of the term/Trimester
- Second payment: On or before Week 4 of the term/Trimester
- Third payment: On or before Week 8 of the term/Trimester

Please note that the subject fees, and any other associated fees, are current only for the subjects in which you are presently enrolled, and are reviewed in September/October each year, with updates to tuition fees available on the AIPC website.

You will not be able to defer payment of your course fees. If you do not pay your course fees before the due dates, you will not be able to continue studying during the Trimester until your fees are brought up to date.

Subjects where credit is granted

Students can 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 arranged a payment plan 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. If your fees are more than 7 days overdue, you will be notified that these must be paid within two weeks, otherwise your enrolment will be cancelled. This change in enrolment status might affect your student visa.

If there are genuine and extenuating circumstances, you are encouraged to contact the Registrar at registrar@ae.edu.au as soon as possible for further assistance.

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 and Master 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. Postage and handling: Additional postage and handling fees will apply for 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.

Withdrawing from Your Course

You can cancel from the subject/s you are enrolled in before the Term/Trimester's Census Date (as advertised on the Institute's website) without financial or academic penalty.

If cancelling after the Term/Trimester's Census Date, you are liable for the full cost of the subject/s in which you are enrolled. Any outstanding amounts are to be paid.

Students can withdraw from studying a subject/unit within 6 weeks of the commencement of the Trimester without suffering any academic penalty; however, are liable for the subject/s tuition fees.

To discontinue the course, students need to submit their request in writing to int.support@aipc.net.au.

If the student is due a refund, Student Support Staff will request a refund to be processed by AIPC's Finance Department who will refund the student upon the receipt of valid bank account information to process the refund. The refund will be processed within 14 days of the student cancelling.

Student Release and Transfer

If you wish to transfer between AIPC and another provider, you do not need to seek approval if:

- You have completed at least six (6) calendar months from the date of commencement of your study at AIPC;
- AIPC, or the course in which you are enrolled, has ceased to be registered;
- AIPC has had a sanction imposed on our registration by the ESOS agency that prevents the you from continuing their course with us;
- Your government sponsor considers the change to be in your best interests and has provided written support for the change.

In all other circumstances you will need to obtain a release to transfer from AIPC. We will grant the transfer request to another registered provider where it is in your best interests, including but not limited to where we have assessed that:

- You will be reported because you are unable to achieve satisfactory course progress at the level you are studying, even after engaging with our intervention strategy to assist you
- There is evidence of compassionate or compelling circumstances
- We fail to deliver the course as outlined in the written agreement
- There is evidence that your reasonable expectations about your current course are not being met
- There is evidence that you were misled by us or an education or migration agent regarding the AIPC or our course and the course is therefore unsuitable to your needs and/or study objectives
- An appeal (internal or external) on another matter results in a decision or recommendation to release you.

AIPC has discretion to refuse a release on reasonable grounds, if:

- You do not meet the approval criteria or fail to provide appropriate documentary evidence
- We are not satisfied that you have demonstrated compassionate or compelling grounds for a transfer
- The request is considered detrimental to your wellbeing
- No firm offer from another CRICOS registered provider has been supplied.
- You have an outstanding debt to the Institute.
- The request is based on personal preference or change of mind only.
- You are not genuinely engaging with an intervention strategy with the intention of failing and being released.
- You have not accessed the support or academic services offered by the Institute.
- We form the view that you are trying to avoid being reported to the Department of Home Affairs for failure to meet our attendance or academic progress requirements
- You apply to transfer from an AIPC course to a lower AQF level of study
- We are not satisfied that you have demonstrated compassionate or compelling grounds for a transfer

Application Procedure

You must request a release by applying to withdraw from the Institute. All requests are to be put in writing and addressed to the International Student Support Officer at int.support@aipc.net.au.

All applications must be accompanied by the following:

- An unconditional letter of offer from the provider to which you wish to transfer; and,
- A letter with detailed reasons for the release request; and,
- Evidence of compassionate and compelling circumstances, if relevant; and,
- Evidence to support any claims that you were misled by AIPC or an education or migration agent regarding AIPC or our course, if relevant.

Outcome

The International Student Support Officer will assess the student's application on a case-by-case basis in line with Standard 7 of the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.

We will notify you of the outcome of the request in writing within ten (10) working days of the receipt of the release request and supporting evidence. During this time, we may request you provide further information to assist with the assessment of the release request, including but not limited to, an in-person interview, phone interview, and/or any further documentary evidence.

If your release request is successful, we will:

- Provide you with a successful outcome letter via email. You will also be advised that you will need to contact the Department of Home Affairs to seek advice whether your change in enrolment breaches a visa condition and whether a new student visa is required.
- Cancel your Confirmation of Enrolment (CoE) enrolment in AIPC's system.
- Provide you with information to submit a refund request, if applicable.

If your release request is unsuccessful, we will provide you with an unsuccessful outcome letter in via email which includes the following:

- The detailed reason(s) for your unsuccessful outcome so that you will be able to make an informed decision as to whether appeal the decision;
- Your rights to access our complaints and appeals process within twenty (20) business days of being notified of the unsuccessful outcome;
- The appeal process including how to submit an appeal application and the appeal processing timeframe;
- That you may freely transfer between registered providers after they have completed six (6) calendar months of study at the Institute.

Transfer to AIPC from Another Provider

AIPC will not enrol an international student seeking to transfer from another registered provider prior to completing six (6) calendar months of their principal course of study, except where a release is not required, and in the circumstances where the provider from where the international student is transferring from:

- Has ceased to be registered, or the course in which you are enrolled has ceased to be registered, or
- Has a sanction imposed on it that prevents you from continuing your principal course.

Students seeking to transfer to the Institute from another registered provider prior to completing six (6) months of their principal program will be issued with an AIPC CoE only if you:

- Complete the required admissions processes, and
- Have been granted a release by the existing provider and this is evidenced in PRISMS (or you provide evidence that you have not met the entry requirements for your principal program with the other provider and so no longer hold an active CoE)

Refunds

There are several refund categories that may apply:

- Where your application for a visa is refused on the grounds of fraud, provision of incorrect, false or misleading information, pre-paid tuition fees will not be refunded.
- Where your visa application is refused for reasons other than those stated above and the student has not commenced the course, AIPC will refund all pre-paid tuition fees.
- If you fail to fulfil the conditions listed in a conditional offer and wish to withdraw prior to course commencement, you will receive a refund of the course fees paid minus the lesser of 5% or \$500.
- Where your visa application is refused for reasons other than those stated above and you have commenced the course, the amount of refund payable by AIPC is the course fees paid minus the lesser of 5% or \$500.
- Where you wish to withdraw from your course between the granting of your student visa up until and including the published Trimester Census Date, you will receive a refund of the course fees paid minus the lesser of 5% or \$500.

If you withdraw from your course after the published Trimester Census Date, no refund will be paid unless AIPC has assessed that you have compassionate and compelling circumstances.

If you request to defer your Course Commencement to a future Trimester, all pre-paid tuition fees are moved forward and allocated to the future Trimester. No refund will be paid unless AIPC assesses you have compassionate and compelling circumstances.

Students who are unsatisfied or wish to dispute a decision related to tuition fee refunds may do so by submitting a formal grievance to the AIPC Provost (provost@aipc.net.au).

Repeating Subjects

You will be required to repeat a subject if you receive a Fail mark for the subject. Normal subject tuition fees apply to repeating the subject.

In the event of failing a subject twice, you will be required to attend an intervention strategy meeting.

Overseas Health Cover

Overseas Student Health Cover (OSHC) is private health insurance to assist you and your dependants with meeting the costs of unplanned medical and hospital care which you may need while undertaking formal studies in Australia. OSHC includes ambulance cover and limited pharmaceutical items.

OSHC is a visa condition of an Australian student visa that is mandated by the Department of Home Affairs. The condition mandates that you and your dependants maintain *adequate arrangements for health insurance* for the duration of the intended Student Visa period. The OSHC policy must commence from the date you arrive in Australia and must be in effect until you leave Australia or moves to a non-student visa subclass.

New Zealander, Belgian, Norwegian and Swedish students are not required to purchase OSHC as part of their visa requirements.

There are currently 6 private health insurers operating in Australia which offer OSHC:

- ahm OSHC (offered through Medibank Private)
- Allianz Global Assistance (Peoplecare Health)
- Bupa Australia
- CBHS International Health
- Medibank Private
- nib

OSHC can typically be purchased directly through:

- The insurer;
- A migration agent; or
- An education agent acting as an approved agent for the education provider.

You must be able to provide a copy of your visa-length OSHC policy when lodging your student visa application form. For further information, please visit: <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500>.

Refunds for Overseas Student Health Cover (OSHC) policies are assessed and processed from where they are initially purchased. Your education agent will assess and process OSHC refund requests if the OSHC policy was purchased through them for the student visa application. The OSHC provider will assess and process OSHC refund requests if the OSHC policy was purchased through the provider for the student visa application.

Uncollected Funds

The Institute considers the amount of credit in your account that has been inactive for a period of 12 months as uncollected funds.

The Institute will contact you about the uncollected funds. If you do not apply for a refund within 90 business days of the date we notify you of the uncollected funds, you agree that the uncollected funds are transferred to the Institute.

Uncollected funds not refunded to you more than 90 days after notification to you will only be refunded except in exceptional circumstances as determined by the Chief Executive Officer.

Tuition Protection Service (TPS)

In the unlikely event that the Institute is unable to deliver a course of study, the Australian Government's TPS will support you in finding another provider that offers a similar course. If the event that a suitable replacement is unavailable, the TPS will arrange a refund of unspent tuition fees.

The TPS Service Charter provides further information about the services provided by the TPS <https://www.dese.gov.au/tps/resources/tps-service-charter>

Student personal information that AIPC may collect and disclose about you to the Department of Education, Skills and Employment in relation to upfront payment tuition protection includes:

- Name, date of birth, contact details and identifiers (e.g., unique student identifier);
- Study arrangements and details including enrolments and course progress; and
- Payment arrangements, including tuition fees paid or payable, scholarships and payments by third parties.

Deferring or Suspending Your Studies

Non-Commencement of Studies

If you will be arriving after the beginning of the Trimester, you will need to notify us by emailing int.support@aipc.net.au as to the reasons for your delay. This will need to be reviewed and approved by the International Student Support Officer. If you have not commenced your studies by the end of the first week of Trimester and have given no notification to the Institute as to the reasons for your delay, then you will be considered as not commencing your studies and we will report this change in status.

Deferrals

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. You (or your agent) need to submit your request to defer your studies in writing, with suitable reasoning, to the International Student Support Officer at int.support@aipc.net.au and Registrar at registrar@ae.edu.au.

If your deferment is granted, you will receive a new Electronic Confirmation of Enrolment with the approved new course commencement date.

Leave of Absence

If you require a leave of your students for 6 months or one Trimester, you will need to send documentation outlining the reasons why this is required to int.support@aipc.net.au and registrar@ae.edu.au. We can only approve applications due to compassionate and compelling circumstances, and the application should be submitted by the census date. Retrospective applications are only approved in exceptional circumstances.

We will review your application within fourteen days of receipt. If your leave of absence is granted, then you are recommended to contact the Department of Home Affairs on any potential impact this may

have for your visa. If you then decide to proceed with your leave of absence, then we will need to cancel your current Electronic Confirmation of Enrolment and create a new one which reflects your leave date and expected return to studies.

Complaints and Appeals

You have the right to appeal any decisions and outcomes assessed in this section in accordance with the *Student Complaints and Appeals Policy*.

Compassionate or Compelling Circumstances

Compassionate and compelling circumstances are generally those beyond the control of the international student and which have an impact upon the international student's course progress or wellbeing. These could include, but are not limited to:

- serious illness or injury, where a medical certificate states that the international student was unable to attend classes
- bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided) major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the international student's studies; or
- a traumatic experience, which could include:
 - involvement in, or witnessing of a serious accident; or
 - witnessing or being the victim of a serious crime, and this has impacted on the international student (these cases should be supported by police or psychologists' reports).

The following circumstances will not generally be considered as compassionate or compelling circumstances:

- Changing to a new course with lower fees
- Distance of student's accommodation from the Institute
- The need or desire to work
- Homesickness. The Institute offers support services to assist international students with adjusting and living in Australia
- Accommodation or personal issues where the international student can receive assistance from the Institute
- Changing to course that is outside the student's previous field of study

Applying for Recognition of Prior Learning

Students are able to apply for Recognition of Prior Learning (RPL) or Credit Transfer to receive credit for one or more subjects of the Master of Counselling (up to a maximum of 4 subjects). This enhances student progression through the course and provides recognition for students entering the course with relevant prior studies and work experience. Students granted RPL or credit are not disadvantaged in achieving the expected learning outcomes of the course, and the integrity of the qualification must be maintained.

The Institute's approach to granting of credit in recognition of prior learning complies with the best practice principles outlined in the *AQF Qualifications Pathways Policy* (Australian Qualifications Framework Handbook, January 2013) and ensures pathways are available into and between qualifications. Applications for Recognition of Prior Learning (RPL) or Credit Transfer are:

- Assessed according to evidence-base and in a clear, equitable, accessible and transparent manner.
- Applied consistently and fairly with decisions subject to appeal and review.
- Recognise prior learning where it is relevant and current.
- Decided in a timely manner with decisions being academically defensible, taking into account the learning outcomes, and the student's chance of success in the course.

- Formally documented for students with reasons provided for not granting credit.

In assessing applications for Recognition of Prior Learning (RPL) and Credit Transfer:

- Entry requirements for the course are still required to be met, and an offer of credit does not guarantee admission to a specific course.
- Applications for Recognition of Prior Learning are determined by the Course Coordinator in accord with the framework of this policy.
- Regardless of the credit granted, the requirements of the course must be fulfilled and cannot be automatically transferred to another course.
- Decisions made on Recognition of Prior Learning are reviewed by the Director of Teaching and Learning.

The onus is on the applicant to provide appropriate evidence to demonstrate the relevant skills, knowledge and understanding in subject(s) where credit is being sought, and that the Learning Objectives (LO's) of the subject have been achieved.

Recognition of Prior Learning (RPL)

RPL recognises that students, due to relevant life and work experiences, may already possess the requisite skills and knowledge for subject/s in the Master course. Students who have been working within a counselling or human services environment for a number of years are able to apply for recognition of this prior learning or experience. Exemption can be applied for one or more course subjects** (up to a maximum of 4 subjects).

Assessing credit from prior experience takes into account the authenticity, currency, quality, relevance, transferability and comparability of the experience to the requirements of the subject for which credit is being applied.

The process of recognising prior learning (RPL) involves matching prior learning gained by the applicant in the context of previous work experiences with the specific learning outcomes of subjects in the qualification. If previous work experience is shown to match the specific learning outcomes of specific subjects in the Master of Counselling, then those matching subjects may form a case for credit to be awarded to the applicant as being complete and will not need to be completed again within the qualification.

Credit Transfer

Credit Transfer refers to obtaining credit towards another course on the basis of having completed previous study of an equivalent subject or unit. Students who have completed similar units to those included in the respective Master program are welcome to apply for Credit Transfer. Students who have completed or partially completed another counselling course are particularly encouraged to apply for Credit Transfer.

Credit will not normally be granted for formal study completed more than 10 years prior to application unless there is evidence of continued relevance of this study for the course towards which credit is sought. Credit is granted where there is substantial overlap with the content and/or learning outcomes of the subject for which credit is being applied.

When assessing credit based on prior study, consideration is given to the objectives of the course, methods of delivery and assessment, admission requirements, course durations, the breadth and depth of the course material, practical training requirements, and experience requirements.

***Students can only obtain credit for a total maximum of 4 subjects inclusive of whether this credit has been obtained via RPL or credit transfer.*

The process of Credit Transfer (CT) involves matching subjects that the applicant has already completed from previous courses of study with subjects in the Master of Counselling. If previous subjects completed by the applicant have learning outcomes that match the learning outcomes of specific subjects in the

Master of Counselling, then those matching subjects may form a case for credit to be awarded to the applicant as being complete and so those subjects will not need to be completed again within the Master of Counselling program.

Applying for RPL or Credit Transfer

Students can apply for RPL or Credit Transfer by sending an AE Credit Exemption Request Form and all necessary supporting documentation as detailed on the Application Form to studentservices@ae.edu.au.

You will be notified if the granting of RPL or course credits reduces your course length, and we will issue an updated Confirmation of Enrolment for this new timeframe.

If your RPL or course credits are granted after your visa is granted, we will need to report any change in course duration.

How much does applying for credit cost?

There is no fee for applying for RPL or credit. Students are not required to pay the subject fee for each subject in which credit is granted.

Appeals of Decisions

Students can appeal decisions made on the granting of credit. The grounds for appeal are that the decision is inconsistent with this policy. Please refer to the 'Appeals against an assessment result' section of the *Student Complaints Policy and Procedure*. After appeal, students who remain dissatisfied with the outcome of their appeal against a decision regarding the award of credit may refer to the *Student Complaints Policy and Procedure*.

Privacy and Personal Information Policy

Overview

In the course of its business, the Australian Institute of Professional Counsellors Pty Ltd T/As Australian Institute of Professional Counsellors ("the Institute") may collect information from students or persons seeking to enrol with the Institute, either electronically or in hard copy format, including information that personally identifies individual users. The Institute may also record various communications between individuals and the Institute.

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

Collection and use of personal information

The Institute will only collect personal information from individuals by fair and lawful means which is necessary for the functions of the Institute. The Institute will only collect sensitive information with the consent of the individual and if that information is reasonably necessary for the functions of the Institute and delivery of the service to students.

The information requested from individuals by the Institute will only be used to provide you with the educational service you require to successfully complete your course; obtain feedback from you about the course, service and facilities we have provided; advise you of upcoming seminars, tutorials and relevant events; administer and manage your course, including billing and collecting debts; further develop and improve our business and educational systems; inform you about new products and services that we may introduce from time to time; assess an individual's entitlement to FEE HELP assistance and to allocate a Commonwealth Higher Education Student Support Number (CHESSN) and/or a Unique Student Identifier (USI); and to report to government agencies as required by law, including for the purpose of administering tuition protection. If an individual chooses not to give the Institute certain information then the Institute may be unable to enrol that person in a course or supply them with appropriate information or services, including tuition protection options.

The type of personal information that may be collected includes:

- Name, date of birth, contact details and identifiers (e.g., Unique Student Identifier)
- Demographic information
- Study arrangements and details including enrolments, course progress, and outcomes/grades, and
- Payment arrangements, including payment methods and details, tuition fees paid and payable, and payments by third parties.

Your personal information will be held by the Institute for a period up to 30 years.

Disclosure of personal information

For the purposes set out above, we may disclose your personal information to the following organisations:

- Service providers who assist with managing the services we provide to you including information technology, educational services, marketing and debt recovery.
- Licensees that provide educational services and qualifications under the Australian Institute of Professional Counsellors Pty Ltd banner.
- Government and regulatory authorities, as required under legislation, and/or during audit of the service we provide to you or information reporting requirements.
- Centrelink for those students who are studying either full or part time under the Austudy/Abstudy scheme.
- Organisations involved in the transfer/sale of all or part of our assets or business.
- The Higher Education Tuition Protection Director in the event the Institute defaults, or is at risk of defaulting, under the TEQSA Act.
- The Australian Government Actuary and other providers of Higher Education, if necessary, under the provision of tuition protection services.

Personal information about students studying with the Institute may be shared with the Australian Government and designated authorities, including the Australian Skills Quality Authority (ASQA), the Tertiary Education Quality and Standards Agency (TEQSA), and the Commonwealth Department with responsibility for administering the *Higher Education Support Act 2003* and tuition protection services. The Department's Privacy Policy is available at: <https://www.education.gov.au/using-site/privacy> and should be read in conjunction with this Privacy and Personal Information Policy.

The Institute will not disclose an individual's personal information to another person or organisation unless:

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

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

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

Security and integrity of personal information

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

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

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

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

Right to access and correct records

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

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

Written requests for access to, to obtain a copy of, or correct personal information held by the Institute should be sent to feedback@aipc.net.au.

Complaints about an alleged breach of the APPs

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

Publication

These *Privacy and Personal Information Procedures* will be made available to students and persons seeking to enrol with the Institute by publication on the Institute's website: <http://www.aipc.net.au/>. Alternatively, a copy of this policy may be requested by contacting the Institute using the contact details provided above.

In order to ensure that students have given their informed consent for their personal information to be disclosed to certain third parties as outlined in this procedure, the Institute will advise students on enrolment about these procedures and where they are located.

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, in AIPC offices and training rooms, and in web or email communication.
- Complying with all reasonable instructions and requests made by AIPC staff. 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 (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 class 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, International Student Liaison 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 *Student Complaints and Appeals 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; ▪ 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; | <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, intimation, 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 unwelcome; ▪ 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). |

- | | |
|--|--|
| <ul style="list-style-type: none">▪ subjecting a person to sexually offensive screen savers or images in electronic or other form. | |
|--|--|

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 Program 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 Program 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 Program 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 Program 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 |
|---|--|
| <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. |

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; | <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 |

| | |
|---|--|
| <ul style="list-style-type: none"> ▪ 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"> 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 Program 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 Program Leader, providing relevant details about the incident.

In the first instance, the Program 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 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 Program 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 Program 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 *Student Complaints and Appeals Policy* or the *Staff Grievance Policy*.

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/programs 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 subjects/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 studentservices@ae.edu.au.

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 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 a complainant is dissatisfied with the outcome of Stages One and Two, they may lodge an appeal form within ten (10) working days of receiving notice of the outcome of their Stage Two complaint or appeal to the Provost at provost@aipc.net.au.

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

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

Stage Four– External Review

If the complainant is not satisfied with the outcome of Stage Three, they may request for an external review of the complaint. In accordance with Standard 10 of the National Code, international students will also be advised that the purpose of the external appeals process is to consider whether the Institute has followed its policies and procedures, rather than decide in place of the Institute.

International students may request for the external review by contacting the Overseas Student Ombudsman within 20 working days of receiving notice of the outcome of their appeal. This is a free service for international students and the international student will not be charged for making a complaint.

Contact details for the Overseas Student Ombudsman:

Website: <https://www.ombudsman.gov.au/How-we-can-help/overseas-students>

Phone: 1300 363 072 (in Australia) or +61 2 6276 0111 (outside Australia).

Alternatively, students can make a complaint in their language by calling Translating and Interpreting Service on 131 450, or +61 3 9268 8332 (outside Australia).

The Institute agrees to participate in good faith in the mediation process and be bound by the Overseas Student Ombudsman's recommendations. The Chief Executive Officer ensures any recommendations made are implemented within thirty (30) days of receipt of the report from the Overseas Student Ombudsman.

If the complaint remains unresolved after the external dispute resolution process, the complainant may decide to refer the matter to an external agency such as the Anti-Discrimination Commission, Office of Fair Trading, National Student Ombudsman, or other bodies as appropriate.

Record Keeping and Confidentiality

Records of all complaints responded to under this procedure and their outcomes shall be maintained for a period of at least five years to allow all parties to the complaint appropriate access to these records, upon written request to the Chief Executive Officer. These records will be maintained at AIPC Head Office, 230 Brunswick St, Fortitude Valley, Qld, 4006.

All records relating to complaints will be treated as confidential and will be covered by AIPC's *Privacy and Personal Information Policy*.

Additional Information

Nothing in this *Academic Appeals Policy* limits the rights of students or persons seeking to enrol with the Institute to act under Australia's Consumer Protection laws. The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other higher education provider policies or under statute or any other law. Also, these dispute resolution procedures do not circumscribe an individual's rights to pursue other legal remedies.

Approval and Training

This Policy and Procedure was agreed to and ratified by the AIPC Governing Board of The Australian Institute of Professional Counsellors Pty Ltd 29 August 2022. This Policy and Procedure is included in the Student Handbook and is available for all students on the Institute's website at www.aipc.net.au.

As detailed in the Policies above, students can seek mediation/resolution through external avenues. AIPC management and academic staff will participate willingly as required in these external avenues to reach successful resolution of the matter.

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 – Internal Review

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

Receipt of the complaint will be acknowledged in writing within seven (7) days. The assessment of the Stage Three appeal will commence within ten (10) working days of being received. The complainant will be advised in writing the outcome of their Stage Three 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 Four of this procedure if they consider the matter unresolved.

Stage Four – External Review

If the complainant is not satisfied with the outcome of Stage Three, they may request for an external review of the complaint. In accordance with Standard 10 of the National Code, international students will also be advised that the purpose of the external appeals process is to consider whether the Institute has followed its policies and procedures, rather than decide in place of the Institute.

International students may request for the external review by contacting the Overseas Student Ombudsman within 20 working days of receiving notice of the outcome of their appeal. This is a free service for international students and the international student will not be charged for making a complaint.

Contact details for the Overseas Student Ombudsman:

Website: <https://www.ombudsman.gov.au/How-we-can-help/overseas-students>

Phone: 1300 363 072 (in Australia) or +61 2 6276 0111 (outside Australia).

Alternatively, students can make a complaint in their language by calling Translating and Interpreting Service on 131 450, or +61 3 9268 8332 (outside Australia).

The Institute agrees to participate in good faith in the mediation process and be bound by the Overseas Student Ombudsman's recommendations. The Chief Executive Officer ensures any recommendations made are implemented within thirty (30) days of receipt of the report from the Overseas Student Ombudsman.

If the complaint remains unresolved after the external dispute resolution process, the complainant may decide to refer the matter to an external agency such as the Anti-Discrimination Commission, Office of Fair Trading, National Student Ombudsman, or other bodies as appropriate.

Record Keeping and Confidentiality

Records of all complaints responded to under this procedure and their outcomes shall be maintained for a period of at least five years to allow all parties to the complaint appropriate access to these records, upon written request to the Chief Executive Officer. These records will be maintained at AIPC Head Office, 230 Brunswick St, Fortitude Valley, Qld, 4006.

All records relating to complaints will be treated as confidential and will be covered by AIPC's *Privacy and Personal Information Policy*.

Additional Information

Nothing in this *Non-Academic Complaints and Appeals Policy* limits the rights of students or persons seeking to enrol with the Institute to act under Australia's Consumer Protection laws. The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other higher education provider policies or under statute or any other law. Also, these dispute resolution procedures do not circumscribe an individual's rights to pursue other legal remedies.

Approval and Training

This Policy and Procedure was agreed to and ratified by the AIPC Governing Board of The Australian Institute of Professional Counsellors Pty Ltd 29 August 2022. This Policy and Procedure is included in the Student Handbook and is available for all students on the Institute's website at www.aipc.net.au.

As detailed in the Policies above, students can seek mediation/resolution through external avenues. AIPC management and academic staff will participate willingly as required in these external avenues to reach successful resolution of the matter.

Student Identification Cards

After you have completed your orientation session, you will be eligible to request a student identification (ID) card. Your student ID photo may be taken on your registration and/or welcome day. If you have any questions about your student ID card, you can seek advice from one of your student services officers on campus.

- You can use your student ID card to get discounted travel on certain bus and train services.
- Your student ID card also enable you to borrow books from the AE libraries on campus.
- Please talk to your student services officer if you require more information or if there are any problems with your card.
- A fee may apply for replacement cards.

Changing your Contact Details

It is a requirement of your visa to notify us of any changes to your contact details (e.g., address, telephone numbers, email, emergency contacts) in writing to the International Student Support Officer at int.student@aipc.net.au. This must be done within seven (7) days of the change.

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 Chief Executive Officer 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:

- *Windows 11 or later operating system*
- *Microsoft Office 2013 or later software programs*
- *Internet access ADSL or better, with a minimum of 1.2Mbps download/1.2Mbps upload*
- *Access to a web cam and microphone*

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 campuses have computer systems that meet the above requirements which are also available for use.

Student Academic and Wellbeing Support Services

Orientation

The Institute provides students with an accessible, age and culturally sensitive, orientation program which provide you with key information, including about:

- facilities and resources;
- rules and expectations;
- course/program attendance requirements and requirements regarding course/program progression;
- learning support and English language support;
- support services available from the Institute or otherwise easily and affordably accessible;
- complaints and appeals processes;
- legal services;
- matters to do with safety and wellbeing, including sexual assault and sexual harassment
- emergency and health services;
- details of where to find important information.
- services providing information on employment rights and conditions;
- resolution of workplace issues, including through the Fair work Ombudsman;
- services providing assistance with general or personal circumstances adversely affecting their education;
- services providing assistance to international students in adjusting to study and life in Australia;
- actions students can take to enhance their personal security and safety;
- how to seek assistance for, or a report, any incident that significantly impacts their wellbeing;
- social and cultural norms students need to be aware of while in Australia; and
- general information on safety and awareness relevant to life in Australia.

The orientation program will also be available for late arrivals and to students who are not commencing at the beginning of a course.

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 at no cost.

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.

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 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 counselling services free of charge to international students. To make an appointment, please visit www.acscounselling.com.au.

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.

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 at no cost.

Career Services

The Institute is focussed on securing positive graduate outcomes for its students and accordingly provides careers-related services.

Where the Institute is unable to provide the support required, it will refer the student to an external service provider at no cost.

Your student visa conditions outline how many hours per fortnight you can work in Australia. Currently, you are entitled to work 40 hours a fortnight when during Trimester, and unlimited hours when you are on an official Trimester break.

Everyone in Australia, including international students, have basic rights and protections at work. The Fair Work Ombudsman is the Australian government agency that makes sure your rights are protected. You are entitled to minimum wages and fair conditions. You can find out more information by visiting <https://www.fairwork.gov.au/tools-and-resources/fact-sheets/rights-and-obligations/international-students>.

Housing, Tenancy and Financial Support Services

The Institute recognises adequate accommodation and financial security play an important role in a student achieving good academic outcomes and completing their studies in a timely manner and accordingly provides support services in these areas.

Students can rent an apartment or house on their own or share with other Australian or International students. There are also several purpose-built student accommodation complexes in Perth and Melbourne. Minimum lease agreements are usually six months, but 12-month leases are more common. Please be aware of the obligations regarding length of stay in the lease or contract. Students

also need to be aware that the additional costs of renting include Security Bond (usually between six to eight weeks rent) and connection fees for electricity, gas, and telephone. More information can be found at <https://www.studymelbourne.vic.gov.au/living-and-accommodation> and <https://www.studyperth.com.au/living-in-perth/accommodation>

Some other useful websites to help find accommodation include:

<http://www.realestate.com.au/share>

<http://flatmates.com.au/>

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

www.homestaynetwork.org

www.austay.com

www.unilodge.com.au

www.urbanest.com.au

To understand more about the average cost of living, please visit the [Study Australia website](#). It is also recommended that students utilise Insider Guide's [Cost of Living Calculator](#) to determine specific costs. The Australian [Department of Home Affairs](#) estimates that 12 months living costs for students are \$21,041, and that you should budget an extra \$7,362 for your partner and an additional \$3,152 per child (as well as at least \$8,296 per year per child for education if they are of school age).

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

Where the Institute is unable to provide the support required, it will refer the student to an external service provider at no cost.

Health and Welfare

If students require assistance with health or welfare matters, they are to contact the International Student Liaison Officer at int.support@aipc.net.au. Student Support Staff will advise of available health or welfare services available in their local area pertinent to the student's needs for their consideration.

In accordance with visa requirements, an international student is required to have adequate health insurance, generally defined as Overseas Student Health Cover (OSHC), which must cover their entire period of stay in Australia on a student visa.

You are encouraged to contact your OSHC provider to understand your specific benefits. Some doctors include Doctors on Demand – doctorsondemand.com.au (Video and Phone appointments)

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 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 AIPC campus, being:

Melbourne Campus - Level 2, 368 Elizabeth St, Melbourne, VIC

Perth Campus - 170 Wellington St East Perth WA

Advocacy

At any time during their communications with the Institute, students are able to have another person or third party of their choice communicate on their behalf. Permission from the student that the person or

third party is communicating on their behalf is required in writing to Student Support Staff at int.support@aipc.net.au

Student Support Staff 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 can advise the International Student Liaison Officer at int.support@aipc.net.au. The student will be referred to a reputable and qualified legal service or representative in their locality.

Free legal services are provided in the community by the [Legal Aid WA](#) and [Inner Melbourne Community Legal](#).

Contact Point for International Students

The Institute will designate at least one member of staff (International Student Liaison Officer) as the official point of contact for international students.

The International Student Liaison Officer will provide assistance for international students as they may be facing many situations when studying in Australia. The International Student Liaison Officer provides support for students such as settling into Australia, accommodation concerns, English language support information, support during or after an incident (accidents and scams), and other required support.

The International Liaison Officer will have access to accurate and complete information regarding the Institute's student support services. They can be contacted by emailing int.support@aipc.net.au.

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 (Study Guide) 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 Lecturers.

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.

New Students

An orientation program is provided to new students to facilitate their transition to study at the Institute. Orientation programs are tailored to the needs of student cohorts and include specific information for international students to facilitate adjustment to living and studying in Australia.

New students will be directed to information, advice, and relevant contact information, including for appropriate Institute staff, to regarding support services available, including academic support, English language support, emergency services, health services, counselling, legal advice, advocacy, accommodation, and welfare.

As part of their enrolment pack, new students are provided with a Personal Development Journal to use at the commencement of their studies to assist with establishing their study goals and expectations and managing their time.

New students are proactively contacted by lecturing and administrative staff by phone and email during and after commencement of the Trimester. The aim of these contacts is to encourage active participation by the student in their learning, to build reciprocal trust and understanding, and to identify any issues that may need to be addressed.

Students will be referred to Lecturers, or directed to support tools, as judged appropriate as a result of discussions and communications with staff generally.

Student Support staff schedule ongoing contacts with individual students as determined by a student's needs.

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 are sent to students by Lecturers to student, 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.

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 connect with each other at the regular Bachelor or Master Connect Sessions hosted by the Course Coordinator, enabling students to network with other students and discuss points of interest.

Appointments with Student Support Staff

All students can make an appointment to speak with appropriate Student Support staff about any non-academic issues regarding their studies, including about personal circumstances adversely impacting their study, or about their enrolment. Student Support Staff can be contacted on 1800 570 511.

Assistance with Information Technology

As detailed in Student Handbooks, students can contact Student Support staff on support@aipc.net.au if they require assistance with IT-related matters or troubleshooting.

Information regarding IT support will be a component of the orientation program for new students and all students will be updated regarding relevant changes.

Students at Academic Risk

The progress of students identified as being at academic risk is monitored by the International Student Liaison Officer, 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. 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 of your Orientation attendance by email registrar@ae.edu.au.

Provision of Learning Resources and Course Materials

Students will be provided with their main learning resources on the Learning Management System (Moodle) at <https://acknowledgeeducation.edu.au/moodle>. Students are encouraged to submit their online textbook prior to commencing their studies for the Trimester.

Studying On Campus

Most subjects for international students will be delivered face to face at the International Student Campus. Students will receive their timetable via email and on the HELP site at least two weeks before the commencement of each Trimester.

Each subject is scheduled for 3 hours per week, consisting of a lecture and tutorial. During lectures, your lecturer will deliver important concepts and theories relating to that week's topic. This usually will be the first hour of class. The remaining time will be for your tutorial, where you will have class discussions and practice your counselling skills.

Students are able to email their lecturer with any questions about course content or assignments. You can also arrange a time to meet individually with your lecturer; they will notify you of their availability for meetings during the first week of Trimester.

You will also need to allocate some personal time each week during the Trimester for self-directed learning to revise content covered in class and review texts and readings, as well as undertaking assessment research and preparation.

Studying Online

- Online delivery of some subjects involves students following a directed study schedule for each week of the subject. In addition to accessing the set text/s for the subject, each student will be provided with an electronic copy of Links/PDFs for any required readings which include all required readings in addition to the set text/s for the subject.

Students also have the option of attending regular webinars for each subject, and teleconferences may also be offered. All students studying online subjects will need to allocate some personal time each week during the Trimester for self-directed learning to revise content covered in the Study Guide and texts and readings, further reading, and assessment research and preparation.

Assessment Overview

Constructive Alignment

- Assessment provides a measure of a student's attainment of Course Learning Outcomes.
- AIPC employs a course-wide approach to assessment. All assessment in courses is explicitly aligned with course aims and learning outcomes, the respective level of the AQF, content, experiences, and Graduate Attributes.
- The structure of the course and its assessment enables the progressive development of skills, knowledge and understanding from the fundamental and foundational level to more specialised concepts and their application.

- Subjects require students to complete a series of summative assessment items. Students in post-graduate courses or in their second and third years of undergraduate courses are required to demonstrate increased analytical skills and higher order thinking (conceptualisation, analysis, critique and synthesis of information) and thus their assessment pieces require a higher order of the amalgamation of skill with knowledge.
- Assessment weightings and level of difficulty are set in accordance with AQF level of the course, subject/unit learning outcomes and year of study.

Fairness

- Assessment occurs after the content has been covered thus enabling the acquisition of the necessary knowledge and skills prior to assessment. In subjects/units where skills acquisition is required, ongoing practice of these skills occurs during the lectures for the subject (internal students - counselling), or webinars and residential schools (external students – counselling/human services) to facilitate development of these skills prior to assessment.
- Information about assessment (including moderation, grading, feedback, rubrics, instructions) is transparent and communicated to students on the subject/unit site of the Higher Education Learning Portal (HELP), and in plain language by the first week of the Trimester.
- Assessment is designed to be equitable and inclusive of all students and study modes.
- Student workload requirements for completion of assessment items are consistent across year-equivalent subjects. Course-level assessment design balances student and staff workloads within and across teaching periods. It is feasible for students to complete assessment and for staff to mark and provide feedback on assessment within the subject/unit timeframe so that students have adequate time to understand and incorporate feedback.
- Results and feedback on marked assessment items are to be provided within 3 weeks of the due date of the assessment. For a subject/unit of standard length:
 - a. the maximum weighting of an assessment item is 60% of the total summative assessment for the subject/unit
 - b. the minimum weighting of an assessment item is 10% of the total summative assessment for the subject/unit
 - c. the maximum weighting for the group component of teamwork is 50% of the total summative assessment for the subject/ unit
 - d. the maximum number of summative assessments per subject/unit is 3

Academic Integrity

- Assessment and feedback promote academic and professional integrity. Assessment is designed and conducted to assure the integrity of the assessment process. Students are provided with opportunities to develop their understanding and practice of academic integrity. Assessment design aligns with the *Academic Integrity Policy*.

Assessment Design

- Each subject/unit is assessed using a combination of formative and summative assessment methods that are suited and applicable to a subject/unit's particular content and learning outcomes.
- All first-year courses/units include a summative pre-census Engagement Assessment item.
- Assessments facilitate the integration of theory and knowledge into practice.
- All assessment must align with Assessment Types defined in the Student Handbook and in the Assessment Types Schedule.
- To develop a student's critical thinking skills, assessments progressively require students to research, analyse and critically evaluate topics such as theories, ethical and professional issues.
- Students are provided with the opportunity to engage with a variety of assessment types.
- Assessment design is grounded in the scholarship of learning and teaching, discipline-specific approaches, and regulatory requirements.

- Several counselling subjects require students to undertake assessments that show practical demonstration of skills and application of theory to practice. Internal students are assessed on these skills during classes.

Quality Assurance

- The validity and assurance of attainment standards are regularly monitored through moderation of results and regular expert review and benchmarking of assessment instructions, standards and rubrics.

Students encounter the following types of assessment during their degree:

| Assessment Type | Description |
|-------------------------------------|---|
| Case Study Analysis | A written analysis of a particular case and its relationship to theoretical constructs presented. |
| Critical Analysis | An essay (see below) evaluating a topic and demonstrating understanding of value and relevance of material presented. |
| Essay | A short written piece allowing students to argue, analyse, interpret, critique or evaluate provided topics. |
| Literature Review | Search and evaluation of literature relating to a specific topic. May be related to research (and the research proposal (see below)). |
| Placement Portfolio | A collection (hard copy or digital) of activities and tasks undertaken during the practicum placement. Includes, though not limited to, daily summary of tasks, client contact hours, meetings, networking, supervision, and policies and procedures. Used to evidence student progress and/or achievement within the organisational context. |
| Poster Presentation | Presentation in written and/or visual form/s(Hard copy or digital) evidencing knowledge, understanding and communication on given topic. |
| Presentations – Individual | Spoken/audio (with possibly written and/or visual) evidence that demonstrates not only knowledge and understanding but also oral presentation skills. |
| Presentation – Group | Written, spoken or visual evidence of knowledge and understanding as well as collaboration and co-operation. |
| Project (e.g. research project etc) | A research project is a sustained piece of research developed and carried out as a team or an individual. |
| Reference List | A list of citations (books, articles, documents and the like) presented using APA format and style. |
| Reflective Diaries/Logs | Written reflections and responses (critical, analytical and personal) based on some specific experience. |
| Research Proposal | States/outlines a research topic. May include discussion in regard to the key literature, data collection, methodology and assumptions |
| Role plays | Students assume and act out roles so as to demonstrate counselling skills and techniques. |

Marking, Grading and Feedback

All assessments, and final subject/unit results, are graded as follows:

| Grade | Code | Percentage Marks | Grade Point | Description |
|------------------|-------------|-------------------------|--------------------|--|
| High Distinction | HD | 85% – 100% | 7 | Outstanding performance demonstrating an exceptional level of understanding and achievement. |

| | | | | |
|----------------------|---------|---------------|---|--|
| Distinction | D | 75% – 84% | 6 | Excellent performance demonstrating an advanced level of understanding and achievement. |
| Credit | C | 65% – 74% | 5 | Good performance demonstrating a high level of understanding and achievement. |
| Pass | P | 50% – 64% | 4 | Satisfactory performance satisfying basic learning requirements. |
| Fail | F | Less than 50% | With participation: 1.5 Without participation: 0 | Unsatisfactory performance, fails to satisfy basic learning requirements. |
| Non-graded Pass/Fail | NGP/NGF | | | Satisfactory/Unsatisfactory demonstration of the learning outcomes for this subject/unit. (This is the grade used for practicum and industry project subjects). |

The awarding of grades must be a deliberate process, requiring the exercise of academic judgement in maintaining consistent standards. Distributions of grades for each subject/unit are reported by the Lecturer to the respective Course/Program Leader. Formal moderation of marking is undertaken regularly to ensure consistency across markers.

At the end of each study period, grades are reviewed and finalised by the Assessment Review Committee. Grades for subjects are issued within 3 weeks of Trimester completion. Students dissatisfied with an assessment mark can request review of the mark through the *Student Complaints and Appeals Policy*.

Feedback is explicitly aligned with course and subject/unit learning outcomes, providing students with opportunities to improve their learning in the subject/unit and across the course. Feedback is timely and encourages students to develop self-evaluation skills for lifelong learning.

Unsatisfactory Course Progress

AIPC defines unsatisfactory course academic progress as:

- The failure of 50% or more of the subjects attempted in a study period
- The failure of a subject for the second time
- Failure of work integrated learning components of the course (e.g., Counselling Practicum)
- The failure to comply with academic conditions prescribed in the established Individual Learning Plan for students identified as at risk
- Exceeding the maximum time limit for completion of an award course
- Failure to comply with course progress requirements under the *Education Services for Overseas Student Act 2000*.

Determining Unsatisfactory Course Progress

The results of all students are reviewed by the Examiners' Committee after the completion of grading for the previous Trimester.

Intervention Strategy for Students at Risk of Unsatisfactory Course Progress

For students identified through indicators listed above:

- The Program Leader contacts student to arrange an intervention discussion with the student.
- Students identified at risk of unsatisfactory course progress must meet with Program Leader and International Student Liaison Officer to discuss their academic progress and the reasons for their poor course progress.

- An Individual Learning Plan (ILP) is developed. This ILP is recognised as an ‘implemented intervention strategy’ for the purposes of an allowable extension of course duration for international students under Standard 8 of the *National Code of Practice for Providers of Education and Training to Overseas Students (2018)*.
- Specific intervention may include, but not be limited to, the following actions:
 - Having students attend regular learning support sessions that may assist student with time management, study skills and essay writing
 - Study sessions with subject specialists
 - Regular check-ins by student with Lecturer
 - Activities to engage with the learning materials for the subject
 - Timeframes and tasks to be met for satisfactory preparation for assessment
 - Counselling that may assist with personal issues that may be affecting progress
 - Reviewing appropriateness of course selection
 - Approval of a reduced study load
 - Reasonable adjustments where the student is identified as having a disability
- As a condition of their ongoing enrolment, the student is required to sign the ILP that details the obligations of the student and the responsibilities of AIPC to work together to improve the student’s course academic progress.
- ILPs are initiated and updated as needed and are shared with relevant academic staff if required. A copy of the Individual Learning Plan and any other agreed outcomes is also kept on the student’s file.
- Follow-up contacts to monitor progress against the ILP will be scheduled until such time as the student is engaging successfully in their studies in terms of attendance and academic success. If an Individual Learning Plan has specific conditions, the conditions must be recorded and progress against them monitored so that there can be a formal demonstration of student fulfilment or non-fulfilment of conditions.
- The student’s profile will be updated with details of support, adjustments, conditions, and progress against conditions.
- The progress of students identified as being at academic risk is monitored to assist the student’s progress.

The Examiners’ Committee may recommend to the Program Leader that a student not be permitted to undertake a WIL Placement if the student is not making satisfactory progress in subjects related to duties to be performed during the WIL Placement.

An Intervention Strategy is implemented within the first four (4) weeks of the following study period or sooner if possible if a student is identified as likely not to achieve pass marks in 50% or more subjects in a study period.

Cancellation of Enrolment of Students Identified as making Unsatisfactory Course Progress

Students may be excluded from their course when they have made unsatisfactory academic progress. A student who is excluded from a program of study is not permitted to enrol in any units forming part of that program.

The Examiners’ Committee may recommend that a student be excluded from the course where:

- The student has been identified as making unsatisfactory course progress in two consecutive study periods and;
- AIPC’s intervention strategies have been implemented after the student was assessed as not making satisfactory course progress at the end of the first compulsory study period after which the student was again assessed as making unsatisfactory course progress at the end of the second consecutive compulsory study period

If a student is identified by the Examiners’ Committee as making unsatisfactory course progress in a

second consecutive compulsory study period, the student is notified in writing of AIPC's intention to report the student to the Department of Home Affairs for unsatisfactory course progress. The Written Notice of Intention to Report is emailed to the student by an International Student Support Officer. The student is required to engage with staff to determine an Individual Learning Plan (ILP).

In alignment with the *Education Services for Overseas Student Act 2000* (ESOS Act), international student visa holders who have been cancelled from their course due to unsatisfactory course progression will be reported to the relevant Australian Government department for breach of the student condition relating to satisfactory academic performance.

Appeal Process

Where a student has been sent a Written Notification of Intention to Report, the email informs the student that they are able to access the *Student Complaints and Appeals Policy*. The student is advised they should follow the steps outlined in the *AIPC Student Complaints and Appeals Policy* and that they have twenty (20) working days from the date of the Written Notification of Intention to Report email to lodge an appeal. This appeal should outline the academic and personal circumstances that have impaired their course progress and include an explanation of how they intend to improve their academic performance.

The Provost exercises their professional judgement and assesses each appeal on its individual merits. When determining whether compassionate or compelling circumstances exist, all documentary evidence provided to support the claim is considered. Copies of these documents, together with a record of the decision and rationale for the decision, is retained in the student's file.

If the appeal is successful, unsatisfactory course progress for the student is not reported to the Department of Home Affairs. If the appeal is not upheld, the student is advised they can have their matter addressed by the Chief Executive Officer.

If both appeals are unsuccessful, the Chief Executive Officer confirms to the Provost that the student's enrolment is to be cancelled and the student shall be reported via PRISMS as "unsatisfactory course progress". The student is advised by the International Student Support Officer that this cancellation has been processed and that their enrolment is terminated.

The student may choose to access external review provisions as outlined in the *AIPC Student Complaints and Appeals Policy*. If the student chooses not to lodge an internal appeal under the provisions within the twenty (20) working day period after receipt of the Written Notification of Intention to Report, the student is reported as "unsatisfactory course progress" on PRISMS as outlined in the above paragraph.

Undertaking Practicum Subjects

The Master of Counselling includes a Practicum/Field Placement subject. Practicum subjects are a compulsory component of the course and involve students undertaking work experience in counselling practices and organisations. Practicum subjects assist students with the application of counselling theory and knowledge in practical situations and are a necessary part of assisting the student's transition from student to practitioner.

Preparing for Placement

In order to enrol in a placement subject, it is a requirement that students are able to demonstrate satisfactory levels of both competency and reflective capacity. Students must not only demonstrate counselling competency, professional behaviour, and reflective capacity, but also demonstrate a commitment to ethical counselling, values, and attitudes that align with the profession prior to enrolment in any practicum subject. Your previous assessment will form part of ensuring you meet this

prerequisite for placement courses. These conditions are in addition to successful completion of all prerequisite subjects. If you have any queries or concerns about meeting this prerequisite, please speak with the Practicum Lecturer.

Accessing Organisations

The Practicum Lecturer will inform the student of the requirements for undertaking the counselling practicum/field placement including details of any organisations in the student's local area that have taken AIPC students previously, and information on how to approach organisations for placement. In the event that previous organisations are not suitable or not available, the Practicum Lecturer and student work together to identify and source the details of alternative suitable organisations or agencies in their local area. Students sourcing their own placement provide the organisation's contact details, summary of services, and confirmation (written or verbal) of their willingness to take students on placement, and the proposed Supervisor's name and position within the organisation to the Practicum Lecturer.

The Lecturer provides the student with learning materials needed to successfully complete the Practicum. The Lecturer also ensures relevant information is made available to the Placement Organisation and the Supervisor in order for the student to carry out the Practicum.

Responsibilities of the Student during the Practicum

When undertaking the Practicum, students are expected to:

- liaise and interact effectively with the Lecturer and possible/proposed organisations to successfully arrange the Practicum
- accept a placement at an organisation the Institute has deemed suitable for the Practicum
- abide by all workplace policies and procedures
- be present for the working hours agreed to prior to commencing the placement or as approved by the organisation subsequent to the placement beginning
- attend all required supervision sessions
- conduct themselves in a safe, ethical and professional manner, displaying both competency and reflective capacity
- maintain confidentiality at all times, and demonstrate a commitment to ethical counselling, values and attitudes that align with the profession.
- only perform duties in accordance with the directions provided by the organisation's placement supervisor or other appropriate staff member
- advise the placement supervisor or Academic staff member if difficulty occurs during the placement
- where appropriate, comply with undergoing a Criminal History Check, the 'Working with Children Check', and/or any other specific requirements of the workplace.

Responsibilities of the Placement Organisation during the Practicum

The Placement Organisation is to provide a suitable and safe working environment which will allow the student to actively participate in the workplace to the level required in order to successfully complete assessment requirements for the Practicum. The Placement Organisation is to provide a staff member who is responsible for supervising the student in the workplace and liaising with the Lecturer. The Institute will supply a copy of the Certificate of Currency for Voluntary Workers Accident Cover and Professional Indemnity Insurance Cover to the Placement Organisation. Students undertaking Practicums/Field Placements are covered under these Policies. All of these requirements will be advised and disclosed to the Placement Organisation by the Lecturer prior to the Placement occurring.

Accessing Counselling Supervision

Master students are required to undertake counselling supervision during Practicum. This will be conducted on a small group basis with the Practicum Lecturer, as well as individually with your Agency Supervisor at the Placement Organisation.

Dispute Resolution

If a problem arises for a student or the Placement Organisation during the Practicum, the following process should be followed:

1. The student or the Placement Organisation supervisor are to notify AIPC and the other party as soon as it is reasonable and practicable.
2. A meeting (face to face, online or over the phone) is organised by the Lecturer to occur between the student, the organisation's Agency Supervisor and AIPC's Lecturer responsible for the Practicum. The objective of the meeting is to reach a mutually satisfactory outcome for all parties.
3. Both parties have the opportunity to discuss the concern directly with the Lecturer prior to the meeting.
4. Individualised support and/or additional professional development plans may be created with input from the student, organisation supervisor, and AIPC representative. It is expected the student commits to these plans to ensure placement continuation.
5. A review period will be set to allow progress of positive outcomes to be achieved within individual placement timeframes for the student and organisation involved.
6. In the event of the dispute continuing or a satisfactory outcome not occurring, the matter is to be referred to the Program Leader for the appropriate action to take in order to resolve the situation with all parties. If unsatisfactory progress is being made by the student, as mutually agreed by the organisation and AIPC, the placement may be suspended pending further remediation, intervention or decision-making.
7. If the grievance continues or the student is not satisfied with the process or outcome, the following options are available to students:
 - The student can submit a complaint to the Provost at provost@aipc.net.au or outside agencies such as the Anti-Discrimination Commission or Human Rights and Equal Opportunity Commission, or
 - An alternative Placement Organisation may need to be arranged for the student.

Suspension of Placement

If attempts to address concerns are unsuccessful, the Placement may be suspended to allow additional support and/or professional development for the student. The Placement Organisation supervisor is required to complete a *Counselling Student Placement Withdrawal Form* outlining concerns regarding student competency, professional behaviour, ethical counselling, values, attitudes, or reflective capacity and submit to AIPC. This form is supplied to organisations on an as-needed basis.

Individualised remediation plans will be actioned on a case-by-case basis and may include additional supervision, counselling, attending residential schools, or auditing subjects completed previously. Once AIPC is satisfied that remediation has been successful and the student is able to demonstrate satisfactory levels of competency, professional behaviour, ethical counselling, and values and attitudes that align with the counselling profession, the student is eligible to re-enrol in the Practicum subject.

Study Assistance and Support

Students of all abilities can feel confident that they will be fully supported to achieve their study goals at Acknowledge Education, no matter what challenges they face along the way.

If you are experiencing language difficulties, are behind in your studies, at risk of failing or simply wish to improve your social skills, we have all-inclusive Student Academic Support Service programs targeted especially to help you.

These classes and sessions will provide you with support in the following areas:

- Reading and comprehension for assignments and lesson notes
- Verbal and visual presentation skills
- Referencing skills
- Internet, journal and text research
- Ongoing practice in conversing and presenting in English
- Developing confidence and self-esteem in order to participate in, comprehend and enjoy future classes, and;
- Writing letters of application and résumés for future employment.

If you wish to make an appointment with our friendly academic support staff, please [contact us](#). Our librarians are also happy to assist students with research, referencing and other related matters.

Teaching team

Your teaching team comprises a course coordinator, academic support officers, placement teams and senior trainers. Each member will support you in developing the knowledge and skills to be successful in your course. They are available to help you with and provide information relating to:

- Course content and academic support
- Assessment support, progress and special consideration
- General class issues
- Work experience placements
- Pastoral support
- Post-placement advice

Your team will advise you of any hours outside of class available to support you with your studies

Submitting Written Assessments

All assessments will have clear guidelines on whether they must be completed individually or as a formal group assessment. While group discussion is encouraged, the final submission for an individual written assessment must be the student's original work. All collaboration and assistance received must be clearly acknowledged. See below for information on Plagiarism and other forms of Academic Misconduct.

Assessment Submission

All written assessments must be submitted on Moodle by the due date and time the assessment is due. Written assessments should be submitted with the Assessment Cover Sheet and follow the Written Assessment Formatting Guidelines available in the Moodle unit. Students must also ensure that their written assessment has been formally submitted by clicking the "Submit" button on Moodle. A "Draft" version is not considered a formal submission and may incur a late penalty. Likewise, emails and hard copies will not be considered a submission. A duplicate copy of all work submitted must be kept by the student.

Permission to make a late submission of an assignment must be obtained from the unit co-ordinator/ or lecturer. Extension requests for up to 7 days must be submitted in writing to the lecturer before the assessment due date. Having 'work in other units' will not be accepted as reasonable grounds for granting an extension. Additionally, excuses involving computers or printers will not be accepted as valid reasons for late submission. It is the student's responsibility to organise their assessments so that all required work is submitted by the due date.

Where the student's work is submitted after the due date and compassionate or compelling grounds cannot be established, there will be a penalty of 5% of the total weight of the assessment for each day (including public holidays and weekends) the submission is overdue. Late submissions will only be allowed up to 14 days after the original due date (minus the period for an approved extension, where applicable).

Absences during presentations or exams

If the student is requesting for an extension that is longer than 7 days or unable to complete an assessment (including a presentation or test) due to compassionate or compelling circumstances, the student must complete and submit the Application for Special Consideration Form to the Course Coordinator within three days of the assessment due date. Appropriate evidence and documentation must also be supplied to support the claim. Minor illnesses (such as headaches, colds and minor gastric upsets) and excuses such as timetable confusion or forgetfulness are not considered to be valid reasons for special consideration. The form is available on the student portal.

A deferred or a supplementary examination or online test may be administered on a later date scheduled by the Department. Students will only be granted one opportunity to take a deferred test.

For students with life circumstances or personal limitations that may affect their course of study, it is recommended that they contact the Dean or Course Coordinator as soon as possible.

Mark Review

If the student would like to request a review of their assessment results, the student must fill and submit the Application for Review or Remark of Assessment Form (Learning Management System (LMS) within ten working days of publication of results to the Dean or delegate. Reviews after this date will not be Accepted. There will be a charge associated with this application, and any changes made to the results will override the original results and be final.

Workload

Students will undertake three units each trimester. Most units will have three contact hours per unit each week, more in some cases. Full-time students can expect to spend around 12 hours per week attending lectures and tutorials. There is a significant workload to be undertaken outside of these hours conducting research, writing essays and preparing assessments.

Modes of Study

Delivery systems include:

- Lectures
- Tutorials
- Case Studies
- In-class exercises
- Research projects and essays
- Online lectures and tutorials
- Self-paced online activities

Assessment Methods

Each unit is assessed through various methods:

- Assignments: (Research projects and/or essays)
- Course Work
- Oral presentation
- Role play
- Tests
- In-class exercises
- Fieldwork placement

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 Policy

In accordance with the highest standards of scholarly practice, students must present original work which expresses their own understanding of theory and its application. The words, ideas, and intellectual property of others used by students in their work and assessments must at all times be appropriately acknowledged.

Students can find resources to ensure their work is completed with a high level of academic integrity by logging into Moodle and following the below pathway: Home > Courses > Library and Learning Resources > Learning Hub.

Academic misconduct can occur in many forms and covers a range of intentional, premeditated, reckless, recurring or otherwise inexcusable actions or 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 during assessment.
- Contract Cheating – having another person 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. Students are responsible for informing themselves about appropriate methods of acknowledgement.
- Collusion – committing an act of academic misconduct in unauthorised collaboration with another individual. Authorised collaboration (e.g., group projects) is distinguished from collusion.
- 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.
- Recycling – other than where expressly allowed, the submission of work for assessment that has been previously submitted by the student for another assessment submitted by the student, partially, or in whole, for another assessment.

All circumstances of suspected Academic Misconduct will be treated seriously. The Institute may also use software to assist with the detection of Academic Misconduct.

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

1. Lecturer becomes aware of possible academic misconduct.
2. Lecturer contacts student to raise concerns.
3. If the Lecturer is satisfied that there has been no academic misconduct, and instead the issue was one of poor academic practice, then the student is informed in writing and the matter is closed.
4. If the Lecturer remains concerned that academic misconduct has occurred, the student is informed in writing and the matter is referred to the Program Leader.
5. The Program Leader investigates the matter to determine if misconduct has occurred (intentional or otherwise). 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.
6. If a decision is made that academic misconduct has not occurred, the student is informed in writing, the outcome is noted on the student's file, and the matter is closed. The student is required to resubmit the written assessment within 14 days.
7. If a decision is made that academic misconduct has occurred, the Program Leader is required to decide whether the academic misconduct was likely intentional or unintentional.
8. If a decision is made that academic misconduct has occurred, the following actions may be taken:
 - a. The student will receive a written warning (only applicable to unintentional academic misconduct) as determined by the Program Leader, or
 - b. The student will receive a mark reduction (with the maximum mark possible being 50%), and a written warning, or
 - c. The student will be required to re-submit the assessment item (with the maximum mark possible being 50%), and will receive a written warning, or
 - d. 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. Repeated incidences of academic misconduct are to be treated seriously.

The student will be informed of the outcome in writing, and the outcome will be noted on the student's file.

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 Provost in accordance with the Institute's *Student Complaints and Appeals Policy*.

In some instances, student behaviours of concern will be determined to result from poor academic practice, as distinguished from academic misconduct. Poor academic practice is unintentional, careless, inadvertent, or otherwise excusable behaviour mitigated by personal, health-related or other circumstances.

In cases where a student's behaviour is assessed as poor academic practice, the following processes will be followed. The student will:

1. Receive academic support relevant to their specific needs,
2. 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.
3. Be referred to personal counselling, health or welfare services, if deemed appropriate, and
4. Be informed in writing of the decision, action taken and expected future behaviour.

The student's file will be updated regarding details of the situation and action taken.

The Academic Misconduct Policy is in place to protect the academic interests of students and the Institute.

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 (AIPC 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 Master of Counselling. You will be provided a Testamur of your qualification and Academic Transcript for the Master of Counselling, issued by Australian Institute of Professional Counsellors Pty Ltd, and invited to attend a Graduation Ceremony.

Issuing Replacement Qualifications

In the event of loss or damage, a graduated student is able to request re-issue of their Testamur and/or Academic Transcript.

To do this, simply contact the International 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 International Student Support Officer by email int.support@aipc.net.au or by calling 1800 657 667.