Student Handbook
(Domestic Students)
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1.0 About Harvard Institute

1.1 Mission Statement

Our Vision

Our vision in Harvard Institute is to become one of the leading RTOs in the Australian market. In order to progress to our vision, we count on healthy academic environment for staff, trainers and learners, honesty and integrity, hard work, and excellent quality training packages including trainers, facilities and resources.

Our Mission

Our objective is to strive to offer the best training and education programs possible. It is our intent to develop an organisation of quality and integrity that offers our clients nationally endorsed qualifications in a flexible learning environment.

Our Values

At Harvard Institute we believe that certain corporate values are the path to success, our values are:

Integrity

Doing the right thing enhances our reputation which adds to your certificate value. In addition, doing the right thing means doing it once and for good, which is more time and cost efficient to our institute.

Quality

Only top quality services and products are offered to our learners. We spend the time, money and effort in order to ensure that our trainers are experienced and skilful trainers, using first quality resources in modern recent facilities.

Learner-oriented approach

In Harvard Institute we listen to you and your needs in order to help you achieve your best after the course. Teaching methods can be customised in a fashion that is more efficient with the various groups yet compliant with Harvard Institute policies and procedures.

Teamwork

We are strong believers in teamwork where People can present different ideas and techniques in order to come up with the best scenario possible for all stakeholders. We believe that the ‘whole’ of the organisation is greater than the sum of its parts.
1.2 Our Organisation

Harvard Institute is privately owned and operated.

Key Personnel include: PEO, DOS, Trainers/Assessors, Student Support / Welfare Advisor and other Administration Staff.

Students are also supported throughout their study program by institute administrative, academic and welfare staff.

1.3 Harvard Institute Details

**Physical Address**

Suite 1A, Level 1
40 Raymond Street, Bankstown, NSW, 2200

**Postal Address**

Suite 1A, Level 1
40 Raymond Street, Bankstown, NSW, 2200

**Phone**

+61 2 8046 6255

**Facsimile**

+61 2 8046 6255

**Email**

info@harvardinstitute.com.au

**Web Site**

www.harvardinstitute.com.au

Where are we- Location, Access and Parking!

South West Sydney provides its residents a wide range of accommodation and opportunities for visitors to experience a multi-cultural lifestyle. It is approximate 17 km from the CBD, and Darling Harbour.

Getting there is easy due to the excellent public transport systems – trains, buses and well-constructed roads.
1.4 Harvard Institute - Hours of Operation

Monday – Friday 0800 hours – 2100 hours

1.5 Campus Services and Facilities

Academic Services

Academic services and advice can be accessed by students in person at the Institute. Our staff will happily provide advices and information about anything from enrolments, student handbooks, available courses and library facilities.

Harvard Institute staffs, from management through office administration, and trainers are friendly, experienced and highly educated. They have a deep understanding of industry needs which is beneficial to students in today’s economic climate.

Facilities

Harvard Institute facilities include a relaxing student lounge, complete with access to tea, coffee and water; and restrooms are available.
Modern, well-equipped air-conditioned training rooms will provide students with an environment conducive to learning and developing the skills and knowledge required to achieve successful outcomes.

Public Holidays & Special Celebrations

<table>
<thead>
<tr>
<th>Public Holiday</th>
<th>2014</th>
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<tr>
<td>New Year’s Day</td>
<td>Wednesday 1 January</td>
<td>Thursday 1 January</td>
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<tr>
<td>Australia Day</td>
<td>Monday 27 January</td>
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<td>Good Friday</td>
<td>Friday 18 April</td>
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<td>Monday 6 October</td>
<td>Monday 5 October</td>
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<tr>
<td>Christmas Day</td>
<td>Thursday 25 December</td>
<td>Friday 25 December</td>
</tr>
<tr>
<td>Boxing Day</td>
<td>Friday 26 December</td>
<td>Monday 28 December</td>
</tr>
</tbody>
</table>

1.6 Sports & Recreation

Clubs & Organisations

A wide variety of clubs and organisations exist in South West Sydney. Belonging to a club or organisation is a great way to meet new friends. Maybe you would like to consider getting involved in a new sporting activity. The friendly staff in Student Support Services will be happy to help you find a club that could suit you.

Eating Out

There are restaurants to cater for all tastes – the cuisine in South West Sydney is extensive. Go to http://www.eatability.com.au/au/sydney/ for ideas of where to go either for a quick snack or a dinner party with friends.

Religion & Faith

Because of its cosmopolitan population, South West Suburbs provide an extensive range of options.

Sun Safety

Australia has the highest rate of skin cancer in the world. In fact, one in every two Australians will be diagnosed with skin cancer at some point during their lifetime. The good news is, it can be prevented. By minimising your exposure to the sun’s damaging ultraviolet radiation (UVR), you can protect your skin and prevent the development of skin cancer.
Sun Protection

Skin cancer and skin damage are caused by being exposed to the sun’s harmful ultraviolet radiation (UVR). The key to preventing skin cancer is to protect your skin from the sun by practising sun safe behaviours.

There are six simple steps you can follow to reduce your risk of skin cancer and protect your skin:

- Minimise your time in the sun between 10am and 3pm
- Seek shade
- Wear suitable clothing that provides good sun protection
- Choose a broad brim, legionnaire-style or bucket-style hat that will protect your face, neck and ears
- Wear UV protective sunglasses
- Apply SPF 30+ broad spectrum, water-resistant sunscreen 20 minutes before you go out into the sun.

Beach Safety

Understanding the ocean is very important - the more you know about how waves, wind and tides affect conditions in the water, the better able you are to keep yourself safe, or even rescue others, from danger. Recognising danger signs and awareness of surf conditions is an essential part of lifesaving.

States and Territories

Australia is made up of six states and two territories.
Time Zones

Sydney clocks are set on Australian Eastern Standard Time and are changed for Daylight Savings Time between October and March each year.

Most students want to live within walking distance of the campus but this is not always possible and is usually determined by availability and cost. Often it is more convenient and more cost-effective to live further from the campus but closer to shops and public transport.
2.0 Course Information

2.1 Vocational Education & Training

Your course has been drawn from a national training package. Training packages include:

- industry course standards; these are the standards each industry requires its workers to have
- the different national qualifications a person can receive when they are assessed against the standards
- guidelines for assessing competence in the industry

Someone who is competent has the required knowledge and skills and can apply them effectively at work.

Courses are comprised of a combination of compulsory, elective and optional units of competency to be completed within a theoretical and practical workplace application. Students must complete the required number of compulsory, elective and optional units as indicated in the individual course.

All of our courses are specifically designed to meet the needs of Australian industry.

2.2 Course Award

On successful completion of your course, you will receive:

- Full Qualification - a Certificate and a Transcript of Academic Record
- Partial Qualification - a Statement of Attainment

2.4 Course Outcomes

Our courses are designed to enable each student to:

- gain knowledge, skills and attitudes/values that promote industry specific requirements

2.5 Course Progress

A Course Summary will be provided to you for full course enrolments. This course summary is designed to give you a list of the full structure of your course and will provide you with information about each unit you are studying.

For each unit - read through the unit. Make a note of the assessment details. You may also like to spend some time planning other responsibilities and activities so you can see where your study fits into your time schedule.

Whether you are attending on-site classes or vocational work placements, our academic staff and education officers will monitor your progress and contact you on a regular basis about your progress. Please do not hesitate to contact the Harvard Institute education team to discuss any concerns you may have with progress or completion. Adjustments can be made and support is available to assist you to complete your studies.
3.0 General Administration and Overview of Policies

Students should familiarise themselves with the fees and charges outlined below. Payment options are to be discussed prior to enrolment. Payment by unit of competence is the lowest periodical payment plan available.

3.1 Payment Options

A client/student of Harvard Institute can generally pay in cash, EFTPOS, direct bank deposit, credit card and Paypal. Funds must be cleared before the date of course commencement.

If a payment plan has been negotiated:

- payments must be in advance of the pending unit of competence or term. Where a student has negotiated to pay by the unit, payment in full must be received before any resources will be provided;

- the total payment charge for a payment plan section is required to be finalised at least fourteen days prior to the end of the designated period of study;

- cancellation of enrolment does not cancel the obligation to make all payments under the payment plan (refer to 3.20 - Refund policy)

Students may be excluded from further tuition if they fail to maintain payments as agreed.

3.2 Change to Enrolment/Personal Details

It is important that our records are accurate and up to date. Should you change your name, address or other details during your period of study, please notify Harvard Institute staff as soon as possible.

3.3 Accessing Policies and Procedures

Students can access policies via the Institute’s Intranet, on Harvard Institute’s website or by contacting the Student Services Officer.

3.4 Deferral of commencement, suspension of studies, cancellation of enrolment

Students wishing to defer the commencement of studies or suspend their studies must apply to do so in writing to the DOS.
The Institute may decide to accept an application for deferral of commencement or suspension of study on the following grounds:

- On medical grounds (a medical practitioner’s certificate indicating the student is unable to attend class); or

- In exceptional compassionate or compelling circumstances beyond the student's control, such as serious illness or death of a close family member (independent evidence of the exceptional circumstances is required); or

- Misbehaviour by student

**Definition**

*Compassionate or compelling circumstances are generally those that are beyond the control of the student, and which may affect their well-being or their progress such as a serious injury, illness, traumatic experience or the death of a close family member.*

- The Institute may decide to suspend or cancel a student’s enrolment on its own initiative as a response to misbehaviour by the student;

- Students will be informed in writing of any deferral of commencement, suspension of enrolment and cancellation of enrolment.

### 3.5 Course Exit Policy

If the student decides to leave the course for any reason, unfinished at any stage during their study, then they will be issued with a Statement of Attainment for the units they have been assessed as being competent in.

### 3.6 Critical Incident Policy

The PEO is responsible for the implementation of this procedure and to ensure that staff and students are aware of its application and that staff implement its requirements.

Harvard Institute has a documented critical incident policy together with procedures that cover the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken.

Critical incidents are not limited to, but could include:

- missing students;
• severe verbal or psychological aggression;

• death, serious injury or any threat of these;

• natural disaster; and

• issues such as domestic violence, sexual assault, drug or alcohol abuse.

Any Institute staff member receiving news or information regarding a critical incident must contact the PEO as soon as practicable. If this is not possible then the most senior person available must be contacted and informed.

On receipt of news or information regarding a critical incident the PEO or senior person must:

- Create for themselves a clear understanding of the known facts;
- If an emergency exists contact the relevant emergency services by phoning 000;
- If translators are required contact Translating and Interpreting Service by phoning 131 450;
- If counselling services are required contact Life Line on 131 114;
- Plan an immediate response;
- Plan ongoing strategies;
- Allocate individual roles/responsibilities for ongoing tasks.

Based on an evaluation of the critical incident the PEO or most senior person must, where appropriate, make implement the following actions:

- Contact with next of kin/significant others;
- Informing Institute staff and students;
- Prepare a guideline to staff about what information to give students;
- Prepare a written bulletin to staff and students if the matter is complex;
- Briefing staff and delegating a staff member to deal with telephone/counter inquiries;

Managing media/publicity;

- Identify students and staff members most closely involved with the incident and ensure they are offered support and counselling;

- Arrange a time and place for an initial group/individual debriefing session with Counsellor/s; and
• Arrange access to emergency funds if necessary.

Record the incident and the following key details to report include

• The time of the incident;
• The location and nature of the incident;
• The names and roles of persons directly involved in the critical incident;
• The action taken by the Institute including any opportunities for improvement; and
• The organisations and people contacted by the Institute

Students will be provided textbook/s and learning manuals but may need to purchase text books and other study materials that are recommended for students to study each competency unit. Other reference material will be kept in close reserve in the Harvard Institute library for student work. Arrangements can be made for students to purchase text books and other essential study material on campus or with the nearest bookshop.

3.7 Attendance Monitoring Policy

It is the policy of Harvard Institute’s student’s attendance will be monitored over the course duration in order to maintain the course outcomes.

It is the responsibility of the trainers to monitor the attendance levels of their students.

When a student is absent or if a falling attendance rate is recorded, the trainer must alert the DOS.

The DOS will make contact with the student to discuss reasons for the absences and provide support for a return to class.

Where contact cannot be made, the DOS will try other contact options. These could include: student’s emergency contact, visit to last known address, friendship networks or police if necessary.

The Counselling and Reporting Process

The current attendance levels are monitored by the Administration Staff on a regular basis. Where attendance records show the non-attendance is not justified the student may be counselled by the DOS and strategies are put in place to help the student maintain a satisfactory attendance level.

3.8 Academic Progress Policy

Harvard Institute will monitor the course progress of all students throughout the duration of their studies and record and assess their progress during study period and at the end of each term to ensure they are maintaining satisfactory academic course progress.
Sufficient units will be offered to enable students to complete all course requirements within the expected course duration, as specified on each student's training plan, when planning each term’s timetable.

At the end of every term, the DOS will examine the records of each student studying at Harvard Institute to ensure they are maintaining satisfactory course progress.

The minimum requirement for satisfactory course progress is:
• Being competent in 50% or more of Units of Competency in a single term; and
• Negotiation of a plan with their trainer, which has been agreed to by both, to demonstrate competence in the remaining units (those currently assessed as not yet competent) attempted in each relevant term.

A student will be deemed as having unsatisfactory course progress within the period of a term if they have:
• Do not attend or submit assessment items;
• Failed a particular assessment more than twice; or
• Failed to achieve competence in at least 50% of attempted units of competency in a term

When students are ‘at risk’ of not meeting the course progress requirements, an intervention strategy will be implemented that focuses on interviewing and counselling students and assisting them to achieve satisfactory progress.

Procedure

Students are assessed by their Trainer during and after the completion of each Unit. If a student’s course progress is at risk, and the Trainer will use Student ‘at risk’ Notification Form to notice the DOS.

Any student who has been assessed as Not Yet Competent is given an opportunity (only two times) to correct their work as necessary and re-submit their work for assessment. This is usually done within two weeks of the initial assessment.

Students who have not successfully completed an assessment after a re-submission will be identified as being ‘at risk’. The Trainer will use Student ‘at risk’ Notification Form to notify the DOS.

Steps will be taken to ensure the student has the opportunity to successfully complete their studies, which may include:
• Regular one-on-one meeting with Trainer and/or other members of staff to discuss progress or any personal issues that may be affecting their study;
• Referral to counselling services, if required;
• Additional learning resources, if available.

Student’s progress will be closely monitored, with reviews on a weekly basis, until such time that student has achieved competencies or the Intervention Strategy is activated.
Any student who fails to achieve competence in at least 50% of attempted Units of Competency in a single term is reported to the DOS.

The Intervention Strategy can be immediately put into place if:
- any student is reported more than once to the DOS during the term; or
- if at the end of term, any student has failed to achieve satisfactory course progress.

**Intervention Strategy**

Harvard Institute’s Intervention Strategy identifies and assists students who are at risk of not making satisfactory course progress. If a student is identified for the first time as not making satisfactory course progress, the intervention strategy will be implemented. This will occur within the first four weeks of the following term or if a student is identified before the end of the term, Harvard Institute will be encouraged to implement its Intervention Strategy as early as practicable.

Student who, at the midpoint of the study period (term), are not making satisfactory course progress during consecutive study periods either in their new units or in units being repeated will be contacted by the DOS to attend a meeting with the DOS to discuss their course progress.
Compassionate or Compelling Circumstances

Compassionate or compelling circumstances are generally those beyond the control of the student and they have an impact on the student’s capacity and/or ability to progress through a course. These could include:

- Serious illness or injury, where a medical certificate states that the 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 their emergency travel and this has impacted on their studies a traumatic experience which could include but is not limited to:
  - Involvement in or witnessing of an accident; or
  - A crime committed against the student or the student has been a witness to a crime and this has impacted on the student (these cases should be supported by police or psychologists’ reports).

Please note that the above are only some of examples of what may be considered compassionate or compelling circumstances. When determining whether compassionate or compelling circumstances exist, Harvard Institute will consider documentary evidence provided to support the claim. Harvard Institute will keep copies of these documents, together with a record of why the decision was made, in the student’s file.

Complaints and Appeal

- Where a student is dissatisfied with a decision to provide or not to provide a refund, he/she may appeal that decision in accordance with Harvard Institute’s Complaints and Appeals Policy. Harvard Institute’s Complaints and Appeals processes do not restrict the student’s rights to pursue other legal avenues.

- Students also have the option if they are not satisfied with the quality of service or training being provided by Harvard Institute to lodge a complaint to the NVR Regulator – ASQA. However, ASQA informs the students that they must first follow Harvard Institute’s internal complaints and appeals procedures before a complaint can be lodged with ASQA.

- ASQA will request whether students have followed Harvard Institute’s formal complaints and procedures and the RTO’s response.

- Internal appeal form can be accessed via Harvard Institute’s website or can be obtain from Student Services. Please refer to Harvard Institute’s Complaints and Appeals Policy for further details.

3.9 Intervention Policy

Harvard Institute is committed to the delivery of high quality academic outcomes for students through the regular monitoring and assessment of student progress and through the provision of high quality support.
Harvard Institute will ‘systematically monitor students’ course progress” and be “proactive in notifying and counselling students who are at risk of failing to meet course progress requirements”. This policy sets out the means by which the Institute meets that commitment, and ensures that the legislative requirements are met.

“At Risk” Procedures and Intervention Strategy

Details of Harvard Institute intervention strategy will be made available to staff and students through orientation, Staff Induction CD and on the Institute website.

a) Students identified by Trainers for the first time as “at risk” will be given a verbal warning from the Trainers if they are at risk of failing the course. Trainers must complete the Student ‘at risk’ Notification and endorse it ‘Stage 1’ Form when this has been done. Trainers should also provide assistance to such students to improve their progress. The DOS maintains a collated record of the students who have been given verbal warnings;

b) Students who were identified as “at risk” and continue to fail the first study period are required to attend a formal intervention meeting (Intervention level 1). The students are contacted to make an appointment with the DOS. At this stage the student on Student ‘at risk’ Notification ‘Intervention Level 1’. Students will be advised that unsatisfactory course progress in the next study period could lead to the student being exited from the Institute;

c) During the meeting between the student and the DOS an appropriate intervention strategy will be negotiated. This may include:
   • identification and implementation of support strategies to enhance the student’s progress;
   • a recommendation that the student seeks appropriate personal and/or academic support from within or outside of the Institute;
   • regular feedback from academic staff that may include discussion, continuous (perhaps informal) assessment to track progress, model answers, lists of common mistakes, peer and self-evaluation;
   • counselling to consider alternative programs at the same or another provider;
   • repeating subjects in the next study period;
   • other such support as deemed appropriate by the DOS in light of the academic and/or personal difficulties facing the student.

d) A record of all counselling sessions and the specific support decisions will be held on the student’s file.

Support Strategies

In addition to specific support negotiated in an intervention strategy, the Institute conducts the following:
   • small group academic support for students requiring further Institute support;
Intention to Report Stage

Unsatisfactory course progress:

a) In the middle of the second study period the student is verbally advised of their increased risk of being reported;

b) A student who is identified as “Intervention Level 1” and who fails to achieve a pass in at least 50% of their enrolment in a consecutive study period will be deemed as making unsatisfactory academic progress and recorded in the database as “intervention strategy level 2”;

c) The student will be provided with a written notice of intention to exit them from the Institute, informing them that they are able to access the Institute’s Complaints and Appeals processes, and that they have 20 working days in which to do so;
   • Whilst this process is being conducted the student will be permitted to enrol and attend classes and will be placed on an “Intervention Level 2” condition for the term; and
   • On expiry of this period, or on completion of the appeals process confirming unsatisfactory course progress, the student’s enrolment will be terminated.

Grievance

Where a student objects to a recommendation for reduced study load or the implementation of the Institute’s Intervention Policy they may initiate an academic grievance under the Complaints and Appeals Policy.

Definition

a) Expected duration – the length of time it takes to complete the course studying full-time.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Action/Description</th>
</tr>
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<tr>
<td>At risk</td>
<td>Trainers identify students and give verbal warning</td>
</tr>
<tr>
<td>Intervention level 1</td>
<td>Students failing the first study period are required to attend a formal intervention meeting (Intervention level 1) with the Academic Manager and are given a letter regarding the outcome of their intervention meeting and any conditions attached</td>
</tr>
<tr>
<td>Mid-intervention stage</td>
<td>In the middle of the second study period the student is verbally advised of their increased risk of being reported.</td>
</tr>
<tr>
<td>Intervention Level 2</td>
<td>Students who have failed to make satisfactory progress in two consecutive study periods are issued with an “Intention to report” letter and given 20 working days to appeal</td>
</tr>
<tr>
<td>Appeals stage</td>
<td>Internal and external appeals process (refer to Complaints and Appeals policy)</td>
</tr>
<tr>
<td>Reporting stage</td>
<td>Students who fail to lodge an appeal or whose appeal is unsuccessful are reported on PRISMS</td>
</tr>
<tr>
<td>Post reporting stage</td>
<td>The student is sent a copy of the non-compliance letter and a copy is kept on the student’s file</td>
</tr>
</tbody>
</table>
3.10 Academic Misconduct and Plagiarism

Academic misconduct or plagiarism occurs when:

Plagiarise means

- To steal and pass off (the ideas or words of another) as one’s own
- To use (another's production) without crediting the source
- To commit literary theft
- To present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else’s work and lying about it afterward.

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- Turning in someone else's work as your own;
- Copying words or ideas from someone else without giving credit;
- Failing to put a quotation in quotation marks;
- Giving incorrect information about the source of a quotation;
- Changing words but copying the sentence structure of a source without giving credit;
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules).

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

If a student plagiarises and:

1. It is the first time the student has been reported for plagiarism at Harvard Institute they will automatically forfeit any credit that the student might have obtained in the task to which the plagiarism relates or at the discretion of the relevant General Manager or his/her nominee a lesser penalty may be applied;

2. It is the second time the student has been reported for plagiarism at Harvard Institute, the Student will automatically forfeit any credit that the student might have obtained in the course to which the plagiarism relates;

3. It is the third or subsequent time the student has been reported for plagiarism at Harvard Institute, the student will automatically forfeit any credit that the student might have obtained in
the course to which the plagiarism relates and the matter will be referred to the DOS for further determination with regard to expulsion.

3.11 Complaint, Grievance and Appeals Procedure

Policy

Should there be any occasion where there is a grievance, complaint or appeal with any of Harvard Institute’s services the following steps should be taken to resolve the issue (please note: the student may nominate a support person to accompany them to meetings or assist them with the complaints or appeals process at any stage of the complaint resolution process).

Definition

A Grievance, Complaint or Appeal includes:

- provision to cover people who are seeking to enrol as well as students;
- allow any person that is involved in the complaint to be accompanied and assisted by a third party at any relevant meeting, not just students;
- ensure that appropriate records of all grievances are kept for at least five years;
- allow parties to the complaint appropriate access to records, while ensuring that the records are treated as confidential;
- ensure that the complainant or appellant is given a written statement of the outcome of the complaint and of any appeals, including details of the reasons for the outcome; and
- indicate it covers both academic and non-academic grievances.

Process – Grievance, Complaints and/or Appeals

Students are encouraged to discuss or resolve the issue with the other student or trainer involved. Harvard Institute will attempt to manage internal complaints handling and appeals process that is as the following requirements indicate

<table>
<thead>
<tr>
<th>Step One</th>
<th>Speak to the person with whom you have the complaint/grievance with and try to resolve the issue or problem yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If this does not solve your problem then go to Step Two</td>
</tr>
<tr>
<td>Step Two</td>
<td>Lodge a written complaint or appeal with your trainer or reception and ensure that it registered</td>
</tr>
<tr>
<td></td>
<td>From this action you will be required to speak with your trainer or the DOS depending on the cause of your complaint or appeal.</td>
</tr>
<tr>
<td></td>
<td>This must be done within 20 working days of the issue occurring</td>
</tr>
</tbody>
</table>
Step Three

An investigation will commence within 10 days of the lodgment of the complaint/appeal.

Step Four

The student will be advised in writing of the outcome of the investigation within 10 days of the commencement of the lodgment unless an extension is agreed to in writing by all parties to effect an outcome.

If this does not solve your problem then go to Step Five

Step Five

If the decision is unfavorable, Harvard Institute will advise the student of the external appeals process. This process must be advised within seven (7) days of receipt of an outcome.

A student must access the complaint, grievance or appeals process within 20 working days of any issue that becomes the reason for the process. The investigative process will commence within 10 days of the receipt of a complaint, grievance or appeal.

If the student is not satisfied with the result or conduct of the internal complaint handling and appeals process, Harvard Institute must advise the student of his or her right to access the external appeals process at minimal or no cost.

Harvard Institute has arrangements for Lawyers Engaged in Alternative Dispute Resolution (LEADR), an external organisation to the Institute, to hear complaints or appeals on referral when Harvard Institute or the complainant considers it appropriate for the complaint or appeal.

If the student chooses to access the registered provider’s complaints and appeals processes as per this policy, Harvard Institute will maintain the student’s enrolment while the complaints and appeals process is ongoing.

If the internal or any external complaint handling or appeal process results in a decision that supports the student, Harvard Institute must immediately implement any decision and/or corrective and preventative action required and advise the student of the outcome.

If the student is still not satisfied with the resolution of the grievance, they are able to seek advice and further assistance from Lawyers Engaged in Alternative Dispute Resolution (LEADR). Students also have the right to lodge a complaint on the training and services provided by Harvard Institute to Australian Skills and Quality Authority (ASQA). The details are given below:

<table>
<thead>
<tr>
<th>Independent Dispute Resolution Body</th>
<th>Formal Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEADR – Association of Dispute Resolvers (Academic and Non-Academic Grievances)</td>
<td>ASQA – Australian Skills and Quality Authority</td>
</tr>
</tbody>
</table>
The mediator’s costs would be $350.00 plus $35.00 GST for the first four hours (or part thereof). Subsequent hours are billed at a rate of $125.00 per hour plus $12.50 GST (or part thereof). It is common for many disputes to be resolved within the initial four hour allocation. The division of the expenses associated with the mediation e.g. mediator’s fee, room hire and possibly travel expenses (though this is only expected in the event of your institution being in an isolated location) are usually shared between the parties.

Contact Details for seeking an external resolution as follows:
Ph: +61 2 9251 3366
Fax: +61 2 9251 3733
Email: leadr@leadr.com.au
Address: Level 1, 13-15 Bridge Street Sydney NSW 2000

Harvard Institute can guide students with the application of applying for an external resolution with LEADR. Please see reception for details.

Please lodge your complain online on the following link.
There is no cost on lodging a complaint with ASQA.
Alternatively, you can ring ASQA on 1300 701 801

If the appeal is regarding an assessment decision then the student must notify their trainer or the DOS within seven (7) days of receiving the result.

1. If a resolution cannot be reached then the student must submit the complaint/issue **in writing** to the DOS within 20 working days. Once the complaint has been lodged with the DOS it will be registered as a complaint and appropriate action will be taken. If the DOS is able to resolve the complaint or appeal the student will receive a written response from the DOS or their delegate within 10 working days;

2. If the DOS is unable to provide a satisfactory outcome and the complaint has not been dismissed then the complaint will be referred to the PEO of Harvard Institute. The PEO of Harvard Institute may attempt to resolve the problem through further negotiation or mediation. If the PEO is able to resolve the complaint or appeal the student will receive a written response from the DOS or their delegate within 10 working days; and

3. If it is not possible to resolve the dispute internally using the above methods, a **written appeal** must be lodged to the DOS of Harvard Institute within 20 working days of receiving notice of the outcome of the internal appeal process. Harvard Institute has an external appeal process available to students at no cost to themselves, if they have exhausted the above procedures and still feel dissatisfied. Independent mediators are available upon request or this service is offered by LEADR.
Harvard Institute is also able to advise the student of other external organisations who may be able to assist such as the police, counselling organisations or consumer affairs.

If a student is concerned about the actions of Harvard Institute then they may approach Australian Standard Quality Authority (ASQA). ASQA has the power to suspend or cancel Harvard Institute’s institutional registration or any course registration if a breach of the requirements of registration provision is proved.

Harvard Institute will maintain a student’s enrolment while a complaint or appeal is ongoing however, this does not exclude Harvard Institute from reserving the right to suspend a student from attending class or visiting Harvard Institute’s campus if that is considered necessary during this period.

If the internal or any external complaint handling or appeal process results in a decision that supports the student, Harvard Institute must immediately implement any decision and/or corrective and preventative action required and advise the student of the outcome.

All records of complaints and/or appeals are kept on file for a minimum of five (5) years. If the decision of the complaint or appeal supports the student then Harvard Institute will immediately implement the decision and advise the student of the outcome. If the student is still not satisfied with the resolution of the grievance, they are able to seek advice and further assistance from the authorities listed above.

### 3.12 Appeals Process

A complaints/grievances and assessment appeal process is an integral part of the NVRS. A fair and impartial appeals process is available to all students of Harvard Institute. If a student wishes to appeal his/her complaint/grievance/assessment result, he/she must first discuss the issue with the trainer/assessor.

If the student would like to proceed further with the request after discussions with the trainer/assessor a formal request is made in writing outlining the reason(s) for the appeal.

**Grounds for Appeal**

An application for appeal will be considered where:

- a student claims to be unfairly treated by fellow students or staff;
- a student claims to be unfairly treated by compliance with the Harvard Institute Policy and Procedures;
- a student claims a disadvantage because the trainer did not provide a subject outline;
- a student claims disadvantage because the trainer varied without consultation or in an unreasonable way the assessment requirements as specified in the subject outline;
- a student claims disadvantage because assessment requirements specified by the trainer were unreasonably or prejudicially applied to him or her;
• a student is of the view that a clerical error has occurred in the documenting of the assessment outcome; and

• a student claims that there is a discrepancy between the practical observation and the formal assessment.

All appeals are recorded and reviewed at Management Review Meetings. Results of all appeals are communicated in writing to the student, within 20 working days of the result being finalised, and a copy of any communication is also kept on file, both on the complaints register and in the student’s individual file.

3.13 Access and Equity

Harvard Institute will provide People with the opportunity to access, participate and successfully achieve outcomes in vocational education and training. We also recognise the many diverse factors which influence the ability of People to participate and succeed, including – prior educational experiences; cultural identity; language; learning styles; goals and expectations; motivation; work and social commitments; gender; values and beliefs; religion; income; family; geographic location and age.

Our access and equity policy represents commitment to maximise access, participation and outcomes for all People involved in our education and training programs.

Harvard Institute is able to provide support and counselling services when necessary. Where a need for extra support is identified, the student will be contacted on a regular basis by the institute’s DOS. Support will vary between individuals but may include simplifying the language used, offering alternative methods of assessment, referral to appropriate books and websites for information to assist with learning or other external agencies as identified.

Where a student is identified as having special needs they will receive regular contact from the DOS. This does not prevent the student from contacting the DOS at any time that they feel extra assistance would be helpful.

The DOS is available during office hours on 02 8046 6255. ALL enquiries and requests for extra support or assistance will be followed up.

Harvard Institute students enrolled into qualifications from endorsed training packages and units of competency are required to demonstrate competence in the specified elements and performance criteria, as well as the required skills and knowledge.

3.14 Assessments

Competence assessment will be undertaken within a reasonable time frame and as negotiated between trainer / assessor and student.
Upon enrolment the student will receive a course overview with details of delivery, assessment and other information with assessment due dates.

Assessment for enrolment into individual units must be completed within three (3) months. Requests for extension beyond final completion date must be made to, and approved by the DOS.

Assessments for full qualifications must be completed by due dates on the training plan and training record or re-negotiated between trainer and student. Requests for extension beyond final completion date must be made to and approved by the DOS.

Written assessment tasks will be marked and feedback returned to the student within 21 days of receipt. Workplace assessments can be undertaken at a time negotiated between student and assessor.

Students receive two attempts at achieving competence. Reassessment must be undertaken within four weeks of feedback.

**Assessment Results**

Students must have a result of “satisfactory” for each assessment task in order to be awarded an overall mark of competence for the whole unit of competency.

**Marking Code**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>NS</td>
<td>Not Satisfactory</td>
</tr>
<tr>
<td>NYC</td>
<td>Not Yet Competent</td>
</tr>
<tr>
<td>C</td>
<td>Competent</td>
</tr>
</tbody>
</table>

Once the student has received a mark of “S” for each assessment, an overall mark of “C” will be recorded for the whole unit of competency. Should the student receive a mark of “NS” for an assessment and overall mark of “NYC” will be recorded.

**Return of Assessment Items**

All original copies of completed assessment items are to be returned to Harvard Institute by the student. Prior to returning these items students must ensure they have clearly entered their details and signed the declaration form on the assessment coversheet. Students must keep a copy of
assessment they have submitted for their own records. All assessment submissions will not be returned to students.

It is the responsibility of the student to ensure assessment items are received by the Institute before or on the due date. **Facsimile of assessment items will not be accepted.**

**Late assessment items**

Any assessment items received with a postmark after the due date, and without an extension, will be considered as a late return. These assessment items will not be marked until all other assessment items have been completed.

**Re-sit/Re-submit**

Re-sits and re-submits are provided only once to students found not yet competent after their first attempt of an assessment task.

A re-sit must be undertaken at the earliest possible assigned week following the declaration of results in class for assessment. Re-sits for practical assessments will take place when advised.

Re-submits must be submitted within two weeks to the teacher following the declaration of results from the teacher; otherwise the first result will apply.

For resits or resubmits due to academic misconduct a fee will be applied. Please refer to the other fees and charges schedule.

**For re-sits/re-submits students must meet the Attendance Policy requirement.**

**Assignments**

Late submission of assignments or projects will result in a *not yet competent* unless an extension has been granted prior to the due date. Students must keep a soft copy of their assignments or projects.

**Assessment Extensions**

An official *Request for Extension* is to be received by the supervising teacher a minimum of five (5) working days prior to the due date. Extensions of up to two weeks may be granted depending upon circumstances.

For an extension to be granted, one or more of the following criteria needs to be established:

- existence of extenuating circumstances
- medical condition (a copy of a medical certificate may be required)
Attendance during a Practical Assessment or Exam

Students who arrive late by 30 minutes or more for assessments will not be permitted to enter the assessment room. Students will also not be allowed to leave the room within the first 30 minutes.

No breaks are allowed during an assessment, except in the case of pre-existing medical conditions, which should be notified to the DOS in advance.

Feedback to Students

Trainer / Assessors will provide feedback to the students on their performance. The feedback will include:

- A mark on their assignment/ project report/ exam paper
- Comments on their assignment/project report/ exam paper

And may also include:

- A written evaluation sheet
- Oral feedback on their overall performance

If the students are not satisfied with the feedback given on their work, they can discuss their work with the Trainer / Assessor individually.

Appealing against Assessment Results

Any student who believes that the mark awarded for an assessment or subject does not fairly reflect their achievement has the right to an appeal. Please refer to the Academic Complaints and Appeals policy.

Reasonable Adjustment

From time to time, Harvard Institute will encounter students with particular needs and will make all reasonable adjustments to ensure that the participant is able to equitably participate in the training and have equal opportunity to complete the training.

To this end Harvard Institute may customise certain aspects of training and assessment to permit equity. Examples of how this may be done include:

- A person with diminished eyesight may be provided with handouts and learning materials printed in a larger font.

- A person having only a fundamental grasp of the English language may be provided with learning material which has been converted to read in their native language.
• A person attending class with an identified hearing impairment may be taught in a one on one environment in a quieter environment than a normal classroom setting.

• A person with learning difficulties such as below average reading ability, comprehension problems or dyslexia, may be individually tutored using more of an oral form of presentation rather than text based notes. Their assessment can be administered orally rather than in the written form.

• People, who cannot attend classes due to injury, geographic dispersion or other valid reason, may be provided with class notes and instruction online to enable them an opportunity to complete the course at a distance from the training venue. This could also be supplemented by telephone tutorials and by use of email.

It is not possible to document accurately all contingencies without first knowing all variables. This of course cannot be done. Harvard Institute has given a commitment to ensure equity in training and will honour that commitment where it is reasonable as determined by the respective trainer.

Assessment validation

Assessment validation will occur when assessments are initially developed and then annually.

Feedback from assessors and/or students may also result in a validation process.

The DOS will test new assessment tasks and tools for validity through a trial process. Each year, the DOS will co-ordinate the validation of assessment tasks and tools and retains evidence of the validation for NVR purposes.

3.15 Harvard Institute’s Referencing Guide

The following referencing guide, based on the Harvard system is to be used by students in both paper based and electronic assignments. Regardless of where information is sourced, e.g. books, magazines, websites, it must be referenced.

Both in-text referencing and a reference list are to be used in any given assignment.

In-text referencing is used throughout the body (text) of the assignment and includes in parentheses (brackets), the Author and Date of publication cited (referred to). Page numbers, whilst not always necessary are preferred in all circumstances for the sake of simplification of this referencing method. In-text referencing is required for direct quotes (using the author’s words exactly) and for paraphrasing (stating the author’s words ideas in your own words, without altering the meaning, or giving your interpretation).
Examples:

Students should **punctuate** in-text referencing, and reference lists as shown in the examples below.

**Direct quote:**

“The number of neurons in the nervous system begins to decrease in the middle of the second decade, which can lead to functional changes.” (Crisp & Taylor, 2009, p. 230)

Or

Crisp & Taylor (2009, p. 230) states, “The number of neurons in the nervous system begins to decrease in the middle of the second decade, which can lead to functional changes.”

**Paraphrase:**

Crisp & Taylor (2009, p. 230) argue that functional changes can occur from the middle of the second decade as a result of a decrease in neuron numbers in the nervous system.

**Magazine articles** require information about the author, title and page numbers of the article as well as the name and edition of the magazine itself. Note in the example references list below the entry for Dixon, T. The name of the article ‘Contemporary connectivity’ appears within single inverted commas.

**Web based articles** also require referencing with similar information to paper-based articles. A web link or website address should be included. Note the entry for Gallagher, H given as an example in the References list below.

**Reference list**

The reference list entitled “References” occurs at the end of your assignment. It lists all sources cited throughout the text of the assignment.

References are listed alphabetically. (Single author sources are listed prior to a source authored by one or more e.g. Crisp would come before Crisp & Taylor.)

**Example Reference List:**

**References**


Crisp, J 1932, *Fictional nursing title*, Publisher, Fortitude Valley, Qld, Australia
3.16 Certification and Issuing of Qualifications

Harvard Institute issues only Australian Qualification Framework (AQF) qualifications, and Statements of Attainments that are within the Organisation’s scope of registration as a Registered Training Organisation (RTO).

Harvard Institute issues, and verifies awards in compliance with the Vocational Education, Training and Employment Act 2000, the Australian Qualifications Framework and the NVRS.

Results of Assessments and Awards

Result of assessment and qualifications will be issued within 21 days of students achieving competence and meeting all other course requirements.

3.17 Information Technology

It is a requirement that prior to using the IT equipment at the Institute students are to review the IT Acceptable Use Policy (this policy will be available in areas where IT is available for use). The IT policy has been developed to minimise the risk of computer viruses and to ensure that Harvard Institute resources are utilised for their intended purpose. Failure to comply with this policy will result in disciplinary action and any costs resulting from a failure to comply will be recovered from the person(s) responsible.

Information is provided to students regarding assistance and support for language, literacy and numeracy prior to enrolment. The language, literacy and numeracy level required for successful completion of courses and qualifications is also included in the course information.

Assessment of language, literacy and numeracy skills must be undertaken prior to enrolment occurring in any course or program.

Where a student has been identified as requiring assistance with LL&N, the DOS resulting in an individual plan of assistance will review their individual situation.

3.18 Privacy
Harvard Institute Pty Ltd will comply with the National Privacy Principles extracted from the Privacy Act 1988.

Harvard Institute will assist individuals with access to their own personal information in the form they request. If we wish to deny an individual access to personal information, we will provide reasons, consistent with the Privacy Act as soon as we can. Consideration will also be given to our obligations under the Freedom of Information Act 1988 (Cth) which also provides some grounds for denying access.

Privacy Policy

Harvard Institute will follow the ten national privacy principles in the handling of personal information of students / employees.

• collection - Harvard Institute will collect only the information necessary for one or more of its functions. the individual will be told the purposes for which the information is collected;

• use and disclosure - personal information will not be used or disclosed for a secondary purpose unless the individual has consented or a prescribed exception applies;

• data quality – Harvard Institute will take all reasonable steps to make sure that the personal information it collects uses or discloses is accurate, complete and up to date;

• data security – Harvard Institute will take all reasonable steps to protect the personal information it holds from misuse and loss and from unauthorised access, modification or disclosure;

• openness – Harvard Institute will document how they manage personal information and when asked by an individual, will explain the information it holds, for what purpose and how it collects, holds, uses and discloses the information;

• access and correction - the individual will be given access to the information held except to the extent that prescribed exceptions apply. Harvard Institute will correct and update information errors described by the individual;

• unique identifiers - commonwealth government identifiers (Medicare number or tax file number) will only be used for the purposes for which they were issued. Harvard Institute will not assign unique identifiers except where it is necessary to carry out its functions efficiently;

• anonymity - wherever possible, Harvard Institute will provide the opportunity for the individual to interact with us identifying themselves;

• trans border data flows - the individual's privacy protections apply to the transfer of personal information out of Australia; and
• sensitive information – Harvard Institute will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual's racial or ethnic background, or criminal record.

3.19 Recognition of Prior Learning and Credit Transfer (RPL)

Course Credit can be defined as; ‘exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held. This includes academic credit and recognition of prior learning’.

Students will be required to sign (or otherwise accept) the record of course credit. Students will be given a copy of the course credit for their records and a copy will be kept in the student’s file.

Definition

Recognition of Prior Learning (RPL) - is the formal recognition of the skills and knowledge a person has regardless of how or where these skills may have been attained, that is, through formal or informal training work experience, (paid and unpaid) voluntary work and life experience. The evidence provided for RPL must address the currency of competencies being assessed.

Recognition of Current Competency (RCC) - This term is sometimes used. For general purposes the term is synonymous with RPL.

Credit Transfer (CT) - is an arrangement to give a standard level of credit or formal recognition to a learner who has previously achieved competence in a training or educational environment. Some Credit Transfer arrangements are also called Advanced Standing or Exemptions.

RPL for Entry - is an arrangement where learners are provided access to assessment tools and processes to assist them to meet minimum entry requirements for access to a course or qualification.

Note: In RPL for Entry no qualification is issued. Recognition is given to the person’s prior learning to permit entry through equivalence into a qualification that requires some specified entry standard.

Harvard Institute acknowledges the key principles governing the recognition of prior learning (RPL). These principles underpin the objectives of our RPL policy and our action plan is to see that:

- access is available to Harvard Institute courses by way of RPL (particularly relevant to domestic courses);
- RPL is recognised as an integral component of the assessment process in determining an individual's eligibility for an award;
- the implementation of our RPL policy is consistent with the NVRS;
- all procedures for RPL incorporate a range of valid and reliable assessment techniques designed to accurately assess competencies held;
• non-traditional learning processes are considered as valid pathways to competency achievement and recognised training outcome; and

• the following stages: information; initial support and counselling; application; assessment; post-assessment guidance; and certification are included in the process

In recognising prior learning the mechanisms used will be valid, reliable, flexible and fair. The following principles of assessment will be observed. Assessments will:

• cover the range of skills and knowledge needed to demonstrate competency;

• be a process that integrates knowledge and skills with their practical application;

• be judged on evidence gathered on a number of occasions and in a variety of contexts or situations - the evidence will be collected from activities and tasks that can be clearly related to the unit of competency or learning outcomes specified and demonstrate that the performance criteria have been met;

• be monitored and reviewed to ensure that there is consistency in the interpretation of evidence;

• provide for the recognition of competencies no matter how, where or when they have been acquired subject to any legislation, regulations or licensing arrangements;

• be made accessible to learners so that they can proceed readily from one competency standard to another;

• where possible, be equitable to all groups of learners;

• be participatory - the process of assessment will be jointly developed/agreed upon between the assessor and the candidate -opportunities will be provided to allow learners to challenge assessments and provision will be made for assessment.

Our assessors will:

• be competent in terms of the national competency standards for assessors.

• have adequate knowledge of the area of competence they are assessing.

Harvard Institute is committed to the applicable and appropriate recognition of the Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by any other Registered Training Organisations (RTOs).
RPL Procedure

1. An application for RPL and Credit Transfer must be completed by the student and the evidence assessed by a Trainer and authorised by the DOS before RPL can be granted.

2. If RPL is granted before a student is enrolled by Harvard Institute; they will indicate the actual net course duration (as reduced by the RPL) issued for that student for that course.

3. A record of the student’s RPL is signed by the student and a copy placed on their file.

Harvard Institute is aware that when up to 100% recognition is claimed or may be claimed, that there is a higher risk associated with recognition.

Credit Transfer Procedure

Applications for Credit Transfer MUST be done at the commencement of a course. Exemptions will only be granted for those students who can show that they have successfully completed other studies. For credit transfer these studies must be the same or the equivalent to the unit of competency for which the student is applying. Application can only be made with documentation translated into English.

Application for mutual recognition (provided that the Credit Transfer is granted) will result in students being exempt from studying that subject.

Harvard Institute will recognise the qualifications from other countries as long as they are the same or the equivalent of the Australian qualification. Students, who have completed a qualification/component/units of competency from a qualification that comes within the Australian Qualifications Framework (AQF) deemed to be acceptable by Harvard Institute, may also apply under this same process to have that recognised under the process of mutual recognition.

Harvard Institute will recognise course credit, on application, within the ESOS framework.

Where Harvard Institute grants course credit Harvard Institute will:

a) provide a record of the course credit to the student, which must be signed or otherwise accepted by the student, and place it on the student’s file.

If Harvard Institute grants a student course credit which leads to a shortening of a student’s course, the Harvard Institute will:

1. If RPL is granted before a student is enrolled by Harvard Institute; they will indicate the actual net course duration (as reduced by the RPL) issued for that student for that course.

3.20 Refund Policy

Purpose
• All refunds are subject to the Harvard Institute’s refund policy.

Policy
• This policy defines the refund guidelines for all prospective students that will be enrolled in Harvard Institute, and ensures that the requirements of the SNR financial management standards are met by Harvard Institute.
• The Principal Executive Officer has overall responsibility for this policy and procedures.

• Procedures
• General
  o Except as provided by law, a refund of tuition fees will only be granted in accordance with the Harvard Institute’s Refund Policy.
  o Each student acknowledges and agrees to the terms and conditions of the Refund Policy upon signing the Harvard Institute’s Application Form.
  o Harvard Institute reserves the right to amend these terms and conditions at any time to ensure compliance with applicable State and Federal laws and/or to amend:
    ▪ the amount of the non-refundable Application Fee; and
    ▪ the non-refundable Administration Fee.
  o The funds paid for tuition fees must be cleared at the time the refund request is made by the student and all debts to Harvard Institute must be paid before any refund can be made.
  o The refund must be paid to the same person or body from whom the payment was received on behalf of the student, unless the student gives direction to pay someone else. Refunds will not be paid to agents.
  o Harvard Institute may, in its absolute discretion, refund some or all tuition fees where it determines that there are extenuating or compassionate circumstances.
  o This Policy, the Student Agreement and the availability of Complaints and Appeals processes, do not remove the right of students to take action under Australia’s Consumer Protection Laws.

• Total Refunds
  o Tuition Fees and Application Fees will be refunded in full where:
    ▪ the course does not start on the agreed starting date; or
    ▪ the course stops being provided after commencement and before it is completed or;
the course is not provided fully to the student because Harvard Institute has a sanction imposed by a government regulator; or

- an Offer of a place is withdrawn by Harvard Institute and no incorrect or incomplete information has been provided to the student.

- In the unlikely event that Harvard Institute is unable to deliver a course in full, the student will be offered a refund of all course money paid to date. The refund will be paid within fourteen days from the day on which the course ceased being provided. Alternatively, the student may be offered enrolment in an alternative course by Harvard Institute at no extra cost. The student has the right to choose whether he/she would prefer a full refund of course fees, or to accept a place in another course. If the student chooses placement in another course, the Institute will ask the student to sign a document to indicate acceptance of the placement. Where the student agrees to this arrangement, Harvard Institute will not be liable to refund the money owed for the original enrolment.

- If Harvard Institute is unable to provide a refund or place a student in an alternative course, pursuant to Harvard Institute’s ASTAS scheme, the Australian Council for Private Education and Training (ACPET) will place the student in a suitable alternative course, at no extra cost to the student.

- A full refund, less an Administration Fee and the Application Fee, will be provided to the student where:
  - illness or disability prevents a student from taking up the course
  - the student has been excluded from Harvard Institute for failure to meet progression rules and where fees were paid in advance or notification of exclusion
  - death of a close family member of the student (parent, sibling, spouse or child); or
  - other special or extenuating circumstances, including political, civil or natural events, are accepted at the discretion of Harvard Institute’s Principal Executive Officer or his/her nominee, as preventing a student from taking up the course.

- Where an Application for Refund is made under paragraph 2.4, the student must provide, at the time of making the Application, documentary evidence to the satisfaction of Harvard Institute, in support of one or more of the grounds lists in paragraphs 2.4.1 to 2.4.4.

- Partial Refunds

- Partial refunds of the amounts specified below will be provided in the following circumstances:
  - where Harvard Institute withdraws an offer based on incorrect or incomplete where information supplied by the student, all fees paid for the teaching period (including materials fee where applicable) are refundable less an Administration Fee and the Application Fee.
  - where a student, after accepting an offer of a place, withdraws from a course, more than 10 weeks before the commencement of a term, 100% of the tuition fees paid for that term and any following terms are refundable, less an Administration Fee and Application Fee.
Where a student, after accepting an offer of a place, withdraws from a course more than 4 weeks and up to 10 weeks before the commencement of a term, 70% of the tuition fees paid for that term and any following terms are refundable less an Administration Fee and the Application Fee.

- **No Refunds**
  - A student who withdraws or defers from a course within 28 days before the commencement of a term shall not be eligible for a refund.
  - A student who withdraws or defers from a course after the commencement of the term shall not be eligible for a refund for that term.
  - A student whose enrolment is either suspended or cancelled for whatsoever reason, including but not limited to misbehaviour or non-payment of fees to Harvard Institute, shall not be eligible for a refund.

- **Claiming Refunds**
  - Refund requests for full or partial refunds must:
    - be made in writing on the Application for Refund Form, available at the Student Administration Office; and
    - set out the reasons for the request; and
    - be accompanied by supporting documents as may be appropriate; and
    - be forwarded to:
      - Principal Executive Officer
      - Harvard Institute
      - Suite 1A, Level 1,
      - 40 Raymond Street,
      - Bankstown, NSW, 2200
  - Information provided by the student on the Refunds Application Form must include:
    - date of the claim
    - full name of student
    - course in which the student was enrolled
    - basis for making the claim
    - amount claimed
    - address to which the refund is to be forward
    - student’s payment details
    - student’s signature; and
    - all documents relevant to consideration of the claim
  - Claims will not be processed where the signature on the claim does not match the student’s signature, as shown on other documents provided by the student for admission to Harvard Institute.
• Payment of Refunds

  o Applications to refunds to students must be authorised by the Principal Executive Officer or his nominee.

  o In circumstances where a Harvard Institute course does not start on the agreed date, or in which Harvard Institute stops the course after commencement and before it is completed, or where the course is not provided fully to the student because Harvard Institute has a sanction imposed by a government regulator, the refund of fees will be paid in full to the student within 2 weeks.

  o In any other circumstance, Harvard Institute will refund the amount within 4 weeks after receipt of the completed and signed Application for Refund Form, together with appropriate supporting documents.

  o The date of the notification for request for refund is the date on which the request for refund is received by the Principal Executive Officer.

3.21 Student Code of Conduct Policy

  o Harvard Institute maintains a strict code of conduct for all students and requires appropriate standards of behaviour at all times. The following procedures are in place to enforce appropriate student behaviour.
  o Where behaviour is deemed to be improper or inappropriate as outlined below, Harvard Institute will take action in accordance with the Student Disciplinary Policy.
  o Improper or inappropriate behaviour includes but is not restricted to:
  o Being on Harvard Institute premises and consuming or having consumed excessive amounts of alcohol;
  o Persistent disruptive behaviour;
  o Verbally abusive or hostile behaviour affecting fellow students or staff;
  o Smoking or the use of prohibited or illegal substances in classes or on Harvard Institute premises;
  o Deliberate misuse of Harvard Institute equipment or materials;
  o Behaviour of a discriminatory nature;
  o Carriage, use of or being in possession of a proscribed or regulated weapon or dangerous article on Harvard Institute premises;
  o Physical assault on a member of the administrative or teaching staff, other students or members of the public or behaviour which is perceived to be threatening;
  o Theft from staff or students at Harvard Institute;
  o Slander or harassment (whether verbal, sexual or otherwise) of staff or other students;
  o Arson of Harvard Institute property;
  o Wilful or malicious damage to Harvard Institute property or equipment;
  o Misconduct of a criminal nature will be reported to the appropriate authority.

Consumption of Alcohol and Drugs

Alcohol consumption is illegal under the age of 18 and consumption of alcohol at Harvard Institute is not permitted by anyone, except where special permissions are granted by Harvard Institute management for designated functions to be held by and at Harvard Institute, and only for those of 18
years of age and above. Attending Harvard Institute or work placement under the influence of alcohol is also considered a breach of the Workplace Health and Safety Act, in that you place yourself and others at risk. Illegal use of alcohol or the use of illegal drugs on the premises of Harvard Institute will be reported to the police. Harvard Institute does not take responsibility for students whose function is impaired by the use of prescription drugs. It is the students’ responsibility to inform Harvard Institute staff if they consider themselves in any way compromised by alcohol or drugs so appropriate measures can be taken.

Use of Communication and Information Devices

Use of mobile phones, IPods, MP3 players or cameras in classrooms is not permitted. Electronic learning resources such as computers and associated software, internet, intranet, online learning and e-library are available to students for educational purposes related to their studies at Harvard Institute only, and should not be used for unlawful or irresponsible reasons.

3.22 Student Rights and Responsibilities

A Code of Conduct for student’s sets out what they can reasonably expect while undertaking their studies at Harvard Institute and also documents what Harvard Institute expects of students so that they can gain full benefit from their experience with Harvard Institute.

This Code of Conduct has also been developed to reflect the requirements and obligations of Harvard Institute towards staff and students under State and Federal legislation such as:

- Anti-Discrimination Act (NSW) 1977
- Ombudsman Act (NSW) 1974
- Privacy and Personal Information Protection Act (NSW) 1998
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- Occupational Health and Safety Act (NSW) 1983

The principles of conduct have been derived from and are consistent with Harvard Institute’s values which are:

- High academic standards, intellectual rigour and high quality education;
- Intellectual freedom and social responsibility;
- Recognition of the importance of ideas and the pursuit of critical and open inquiry;
- Tolerance, honesty and respect as the hallmarks of relationships throughout the community; and
- High standards of ethical behaviour.

Meeting Student Expectations

With regard to policies and procedures, students can expect that Harvard Institute will:
• Ensure that all admission, selection, enrolment, assessment and academic progress policies and procedures are valid, explicit, fair and reliable.
• Guarantee that changes to courses, administrative procedures and regulations will not be made without appropriate notice and will not disadvantage currently enrolled students provided that satisfactory academic progress is made.
• Provide protection for students to their legitimate share of intellectual property rights.
• Ensure that complaints and grievances are dealt with quickly and satisfactorily in accordance with procedures.
• Provide a healthy and safe environment in accordance with Harvard Institute WHS policies and procedures.
• Comply with the privacy act and the freedom of information act and ensure that students have access to information held about them in accordance with these acts.

Harvard Institute will provide students with timely and accurate information as follows:
• Clear statements of the objectives, goals and assessment details of all subjects offered at the commencement of study in those subjects.
• Access to accurate and clear information about financial costs and available support services to enable students to make an informed choice about their applications for study.
• Access to accurate and timely information about subjects and courses including subject objectives, course content, assessment, workloads and attendance requirements.
• Dissemination of results within a reasonable time of completion of subjects or units of study and feedback on those results by teaching staff.

Harvard Institute will assure the quality of its programs of study through:
• Up-to-date course and subject content that is informed by current scholarship.
• A teaching and learning environment that meets quality standards for its courses, its teaching and its physical and academic infrastructure.
• A study environment in which students can engage in rational debate and freely express alternative points of view in that debate.
• Reasonable access for students to academic staff for individual consultation, support and guidance.

Harvard Institute will enable student participation and feedback through:
• Allowing for, and encouraging considered feedback on students’ teaching and learning experience in subjects and courses.
• Incorporating student feedback into Harvard Institute’s continuous improvement cycle.
• Providing for the representation of students on relevant decision-making committees.

Harvard Institute will ensure students’ human rights by:
• Providing a study environment that is free from harassment, discrimination and abuse of power, and one which respects the privacy of individuals.
• Treating students with courtesy and respect.
• Providing equitable treatment irrespective of gender, sexual orientation, race, ethnic or cultural background, disability, marital status, age or political conviction.
• Allowing students to express dissent or political and religious views and to engage in peaceful protest, subject to complying with the laws of Australia and not endangering the safety of other students, staff or members of the community.
Student Responsibilities

During their time engaged in Harvard Institute activities, Harvard Institute expects students to assume the following responsibilities:

With regard to policies and procedures, students must:

• Ensure that they are aware of, and understand the policies and procedures concerning their enrolment and use of Harvard Institute facilities and any property or facilities used by Harvard Institute to deliver activities, and to obey Harvard Institute rules and policies and procedures as contained in the Harvard Institute Student Handbook and on the Harvard Institute web site.
• Respect all Harvard Institute property and facilities, including the library and computing resources and to respect the rights of others to use these facilities.
• Maintain academic integrity and to respect and comply with the conventions of academic scholarship.
• Not engage in frivolous complaints or grievances where there are no demonstrable or substantiated grounds for complaint.

With regard to timely and accurate information, students must:

• Attend classes and submit work in a timely manner.
• Supply accurate and timely personal and other information to gbc, recognising that gbc is required to comply with the privacy act and the freedom of information act.

With regard to their educational experience, students must:

• Be well informed about course requirements and to plan appropriately.
• Take joint responsibility for their learning and to accept responsibility for moving towards intellectual independence.
• Monitor their own progress in the teaching and learning environment and academic program, in the context of reasonable access to academic staff for assistance and to the various academic support services
• Prepare for and actively participate in learning experiences such as discussion and debate.
• Incorporate feedback into their learning experience, and be aware of the specific rules and course requirements applying in the school of their course of study.
• Conduct themselves in a professional manner while undertaking professional placement and fieldwork and respect the confidentiality of client or commercial information made available to them as part of their placement.

With respect to participation and feedback, students must:

• Provide considered and honest feedback to Harvard Institute and its staff on the quality of teaching and services.
• Participate actively in and contribute to the committees on which they are representatives or members.

With respect to human rights, students must:

• Treat staff and other students with respect and courtesy.
• Treat other members of Harvard Institute equitably irrespective of cultural background, disability, gender, sexual orientation, marital status, age or political conviction.
• Respect the rights of other members of the Harvard Institute community to express dissent or different political or religious views, subject to those actions or views complying with the laws of Australia and not endangering the safety of other members of the community.
• Show awareness of and sensitivity towards other cultures.
• Respect the opinions of others and to engage in rational debate in areas of disagreement.

Standards of Behaviour

This Code of Conduct establishes the following standards of behaviour for students while they are studying at Harvard Institute. At all times students must:
• Follow all Harvard Institute regulations and requirements and respond to all lawful and reasonable directions from staff.
• Be aware that all forms of academic dishonesty or misconduct are unacceptable and that Harvard Institute may take measures to test compliance;
• Use all equipment and resources appropriately, legitimately and safely following all occupational health and safety requirements;
• Follow the recognised policy and procedures for grievances complaints and resolutions.

These Standards also establish any of the following behaviour as unacceptable:
• Wilful unlawful and/or violent and/or unsafe disruptions of teaching, tutorials, lectures, periods of instruction or other learning-based activities.
• Bullying, assaulting, harassing, intimidating or displaying aggressive, disruptive or ill-mannered behaviour towards others.
• Interfering with, or causing wilful or negligent damage or defacing to any gbc property.
• Theft of Harvard Institute or any personal property.
• Attending under the influence, or in possession, of alcohol, drugs or any prohibited substance.
• Attending with weapons or items likely to cause harm or intimidation to others at any time.
• Smoking within five (5) metres of building openings, air-conditioning intakes, gas storage areas or upon any external stairways or balcony.
• Discriminating against anyone on the grounds of gender identity, sexual orientation, lawful sexual activity, marital, parental or carer status, pregnancy, breastfeeding, age, physical features, impairment, race, ethnicity, political or religious belief or activity, or industrial activity, health status, both known or presumed, including HIV, viral hepatitis or sti status, or engagement in sex work or illicit drug use.

Breaches of the Code of Conduct

Students who breach the standards of this Policy may be subject to disciplinary action through the Harvard Institute’s Academic and Non-Academic Misconduct Policy and Procedures.

Serious breaches may involve permanent expulsion from Harvard Institute and, in cases of suspected criminal activity, may involve referral of the matter to the relevant law enforcement authorities.
3.23 Student Disciplinary Policy

The student disciplinary policy exists for the proper management of disciplinary issues.

The policy is designed to ensure fairness and objectivity and its primary function is not intended as a form of punishment but as a means of providing students with the opportunity to correct or modify their behaviour. Please see full ‘Student Discipline Policy’ and related ‘Academic Misconduct’ and ‘Student Code of Conduct’ policies.

Students at Harvard Institute will always be dealt with in a fair and equitable manner and will have access to personnel with experience in developing needs specific educational services. Where necessary, advice will be given regarding available literacy and numeracy support. Harvard Institute Pty Ltd has sound management practices to ensure effective student services. Harvard Institute has operational standards to ensure timely issuance of training assessments, results and qualifications. These will be appropriate to competence achieved and issued in accordance with National Guidelines.

3.24 Student Welfare, Support Services and Guidance

Harvard Institute has qualified Welfare Support Officer that have a capacity to assist students in all matters of personal and professional nature and will refer students to suitable subject matter agencies for issues that are beyond their individual skills.

Students are able to present and discuss any issue with the Welfare Support Staff and they will decide whether to handle the issue internally or not. A referral appointment will always be arranged by the Harvard Institute Welfare Officer unless specifically requested not to assist by the student requiring the assistance.

There are no charges for internal welfare and support service referrals. Some external agencies may charge for external services and the student will be advised of this prior to confirmation of any appointment.

First Point of Contact – Any staff member can act a as a first point of contact although it is preferred that students approach the Support/Welfare officers. Other staff members will provide comfort support only until the Support/Welfare officers can take control of the situation.

Emergency Contact – Telephone – This number will be advised at your Institute Induction.

External Support Agencies (local Sydney area)

The following list is not exhaustive but is considered appropriate for current issues.
<table>
<thead>
<tr>
<th>Problem</th>
<th>Website</th>
<th>Phone no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholism</td>
<td><a href="http://www.aa.org.au">www.aa.org.au</a></td>
<td>938 777 88</td>
</tr>
<tr>
<td>Anxiety</td>
<td><a href="http://www.ada.mentalhealth.asn.au">www.ada.mentalhealth.asn.au</a></td>
<td>9740 9539</td>
</tr>
<tr>
<td>Crime stoppers (report crime anonymously)</td>
<td></td>
<td>1800 333 000</td>
</tr>
<tr>
<td>Crisis counselling (Wesley Mission)</td>
<td><a href="http://www.lifelinesydney.org/">www.lifelinesydney.org/</a></td>
<td>9951 5522/13 11 14</td>
</tr>
<tr>
<td>Depression</td>
<td><a href="http://www.depressiondoctor.com/">www.depressiondoctor.com/</a></td>
<td></td>
</tr>
<tr>
<td>Disabilities</td>
<td><a href="http://www.ideas.org.au/">www.ideas.org.au/</a></td>
<td>1800 029 904</td>
</tr>
<tr>
<td>Domestic violence</td>
<td></td>
<td>8745 6999</td>
</tr>
<tr>
<td>Domestic violence</td>
<td></td>
<td>1800 656 463</td>
</tr>
<tr>
<td>Drugs and mental health</td>
<td><a href="http://www.thewaysidechapel.com/">www.thewaysidechapel.com/</a></td>
<td>9358 6577</td>
</tr>
<tr>
<td>Families &amp; friends with mental illness</td>
<td><a href="http://www.arafmi.org/">www.arafmi.org/</a></td>
<td>9805 1883</td>
</tr>
<tr>
<td>Emergency services (police, fire, ambulance)</td>
<td></td>
<td>000</td>
</tr>
<tr>
<td>Epilepsy</td>
<td><a href="http://www.epilepsy.org.au/">www.epilepsy.org.au/</a></td>
<td>9856 7090</td>
</tr>
<tr>
<td>Gambling Counselling (Wesley)</td>
<td><a href="http://www.wesleymission.org.au">www.wesleymission.org.au</a></td>
<td>9951 5566</td>
</tr>
<tr>
<td>G-Line (gambling)</td>
<td></td>
<td>1800 633 635</td>
</tr>
<tr>
<td>Grief support</td>
<td></td>
<td>9489 6644</td>
</tr>
<tr>
<td>Grief support</td>
<td><a href="http://www.solace.org.au/">www.solace.org.au/</a></td>
<td>9519 2820</td>
</tr>
<tr>
<td>Telephone Interpreter Service</td>
<td></td>
<td>131 450</td>
</tr>
<tr>
<td>Mental health advice</td>
<td><a href="http://www.mentalhealth.asn.au/">www.mentalhealth.asn.au/</a></td>
<td>9816 5688</td>
</tr>
<tr>
<td>Poison Information Centre</td>
<td></td>
<td>131 126</td>
</tr>
</tbody>
</table>
### 3.25 Legislative Requirements

Vocational education and training legislative requirements of the state and federal government, including but not limited to the following Acts, as well as Harvard Institute rules and regulations, must be met by Harvard Institute staff and students. Harvard Institute’s staff is conversant with these Acts, a full text of which can be accessed at the Institute or online at the Institute website.

**Duty of Care**

A duty of care has always existed under Common Law and forms the basis for Common Law claims of negligence. Students have a responsibility as reasonable adults of a duty of care towards others in the workplace and towards their clients in particular.

Once students obtain their qualification, the level of responsibility attached to this duty of care is higher in response to the level of knowledge and expertise they should have in their field of work. In the light of this it is advisable for students to develop and maintain a good standard of practice.

Pursuant to the above, students are to familiarise themselves with the information on, and/or ramifications of, the different Acts/ Codes which relate to their workplace, duties and conduct while they are on Industry Placement.

This is also a preparation for the responsibility attached to being an autonomous worker. Students should take this opportunity to put into practice a system/standard of personal accountability.

**Vocational Education Training & Regulator Act 2011**

Harvard Institute is bound by this act to provide and support the continued development of high quality, relevant, vocational education and training to meet the immediate and future needs of industry and community, and which encourages the generation of employment opportunities. All courses offered by the institute will endeavour to meet these legislative requirements.

**Workplace Health & Safety**

**Work Place Health and Safety Act 2011**

“The Act sets out the laws about health and safety requirements affecting most workplaces, work activities and specified high risk plant in New South Wales. It seeks to protect your health and safety and the health and safety of everyone at workplace, while undertaking work activities or using specified high risk plant.”

Students are required to observe any lawful directions given by Harvard Institute staff members in order to ensure the safety of individuals and the orderly conduct of learning programs in line with the Workplace Health and Safety Act.

• The wearing of appropriate personal protective clothing or equipment in relation to practical or field work, as well as when necessary, the wearing of vocationally appropriate clothing is required. The wearing of clothing designed to place yourself or others at risk in any way is unacceptable. The wearing of motorcycle helmets is not permitted inside Harvard Institute.

• Evacuation Procedures - During an emergency evacuation, authority rests with the evacuation personnel whose directions must be followed. They are identifiable as wearing coloured safety helmets and/or reflection vests.

**Tobacco and Other Smoking Products NSW**

In accordance with New South Wales’s *Tobacco and Other Smoking Products*, smoking is prohibited inside an enclosed place and within 5m of any part of an entrance to an enclosed place.

• Harvard Institute smoking area is located across the road in the Park students wishing to smoke must use this area

**Weapons, Firearm License**

Under the act a person must not unlawfully possess a weapon nor be in possession of a weapon in a public place or educational facility except where the weapon is used for legitimate educational purposes such as a knife in a cooking class. Unlawful possession or use of a weapon by students or staff will be reported to police.
New South Wales Anti-Discrimination Act 1977
www.lawlink.nsw.gov.au
Harvard Institute takes very seriously the right of all People to be treated fairly which is enshrined in this Act. It is illegal to treat People unfairly because of their sex, relationship or parental status, race, age, impairment, religious or political beliefs, union activities, gender identity, sexuality, lawful sex work, pregnancy, and breastfeeding or family responsibilities. It is also illegal to sexually harass another person or to publicly show hatred for another person because of their race, religion, sexuality or gender identity and a person who perceives they have been treated unfairly because they have been treated illegally. A person who perceives they have been treated unfairly because they were involved in a complaint has been treated illegally. Harvard Institute will support any students through its Complaints and Appeals process who believes themselves victim to any discriminatory behavior.

The Anti-Discrimination Commission administers the Anti-Discrimination Act and can be accessed via its website:

Disability Council of NSW
All students and staff, in particular those working with People with a disability, should have an understanding of the Disability Services Act which protects the rights of People with a disability. In brief this act states, People with a disability should have the same human rights as other members of society and should be empowered to exercise those rights.

Commonwealth Privacy Act 1988
The privacy act regulates the use of confidential material and as such Harvard Institute has developed a privacy policy based on the New South Wales Government’s Information Privacy Principles. These principles allow for the collection of personal information by fair means only, directly related to the activities of an agency, as well as storage and security and use and disclosure of this information. Full details of the policy can be accessed at Harvard Institute or online at Harvard Institute’s website.

Child Protection( Department of Community Services)
www.community.nsw.gov.au
The purpose of this act is to provide for the protection of children. In the event that some work placements may involve dealing with children under the age of 18 it is necessary to be aware of the Child Protection Act and students should be aware they may also require a Clearance Check. An application for this card can be made online from the Commission for Children and Young People at the following website address:

Copyright Act 1968
Students should be aware of their responsibilities in relation to copyright and should note in particular that the Copyright Act applies to all published materials including those obtained electronically, on the internet for example. It is permissible to make limited copies of materials for educational purposes, for example to make one copy for personal use of 10% or one chapter of a book, whichever is the greater, or one article per issue of a journal. Check with Harvard Institute staff for a more detailed guide to what is allowable and certainly the full details of the Copyright Act are published at the above web address.

**Workplace Injury Management and Worker’s Compensation Act 1998**


Students participating in work placement as part of their studies will be covered by this act which assists in securing the health, safety and welfare of workers, and in particular preventing work-related injury, providing prompt treatment and assisting workers who become incapacitated through injury. Provision has been made for worker’s compensation cover to be provided for students participating in unpaid vocational placements. The cover provided under this arrangement is limited to lump sum disability and death benefits and **does not cover medical costs**. If at any time throughout the placement you are working as an employee (for example you are required for staffing purposes to fill an absence), the relationship may change to employer/employee and may make your employer responsible for worker's compensation payments.

### 3.26 Workplace Health and Safety

Harvard Institute is committed to achieving and maintaining the highest practicable standards of Occupational Health and Safety for its staff, students, contractors and visitors. Harvard Institute accepts its responsibility to be aware of and enforce the provisions of all relevant Acts, Regulations, institute Policy and Procedures and such local rules and work procedures as may be formulated within their areas of responsibility.

Harvard Institute has the responsibility under its “Duty of Care” to provide as far as is practicable:

- A safe place of work
- Safe systems of work
- Safe tools and equipment
- Ongoing training in safe methods of work
- Safe, positive supervision at all levels
- Periodic inspection of all Harvard Institute physical assets and activities
- The investigation of all accidents, the reporting of all hazards and the implementation of all practicable control measures to protect People and property
- To encourage staff and students to implement sound health and safety principles in all their activities
Students have the following obligations at Harvard Institute:

- to comply with instructions given by Harvard Institute for workplace health and safety at Harvard Institute;
- to use any personal protective equipment provided by Harvard Institute;
- not to interfere with or misuse any health and safety equipment wilfully or recklessly;
- not to place at risk the health and safety of anyone at Harvard Institute wilfully; and
- not to injure themselves wilfully.

If you see any item of plant, any procedure or any incident which has caused or has the potential to cause injury to People or damage to property, and it cannot be immediately rectified, you must inform a institute staff member as soon as possible.

**If you are injured or involved in an incident contact a member of staff immediately.**

Questions on the Policy are to be directed to Harvard Institute’s Director 02 8046 6255
Or By email : info@harvardinstitute.com.au

**Appendix A**

**Term Dates**

Harvard Institute term will be as follows:

- **Term 1**
  This term will start from 14th January 20XX until 18th March 20XX followed by 4 week holidays

- **Term 2**
  This term will start from 15th April 20XX until 17th June 20XX followed by 4 week holidays

- **Term 3**
  This term will start from 15th April 20XX until 17th June 20XX followed by 4 week holidays

- **Term 4**
  This term will start from 14th October 20XX until 16th December 20XX followed by 4 week holidays
Student Induction Declaration

Understanding of Harvard Institute Rules

I, .................................................................................................................. Student ID No: ..................................................
acknowledge that all of the Institute and Course Information, Enrolment Terms and Conditions, Registration and Course fees and Refund Policy have been provided and fully explained to me during my College Orientation and that I understand and agree to abide by all of these terms and conditions.

I understand:

• That if I am in jeopardy of breaching any of these terms and conditions the Institute will initiate a Warning and Exit Procedure;

• That I am required to maintain, as the Institute defines, a satisfactory rate of academic progress, doing all the required assignments, appearing in all the required tests/examinations (written/oral), attending all the required seminars and being on time on all occasions;

• That I will notify the Institute of any change of contact details;

• That I must remain ‘financial’ at all times and will pay all my Fees including Tuition Fees on time; and

• That I have read and understood all the Institute rules, policies and procedures as detailed in the student handbook, Legislative Requirements Student Information Folder, all course and marketing information and Student Orientation.

.......................................................................................................................... 

Student Name

.......................................................................................................................... 

Student Signature  Date