

Student Handbook

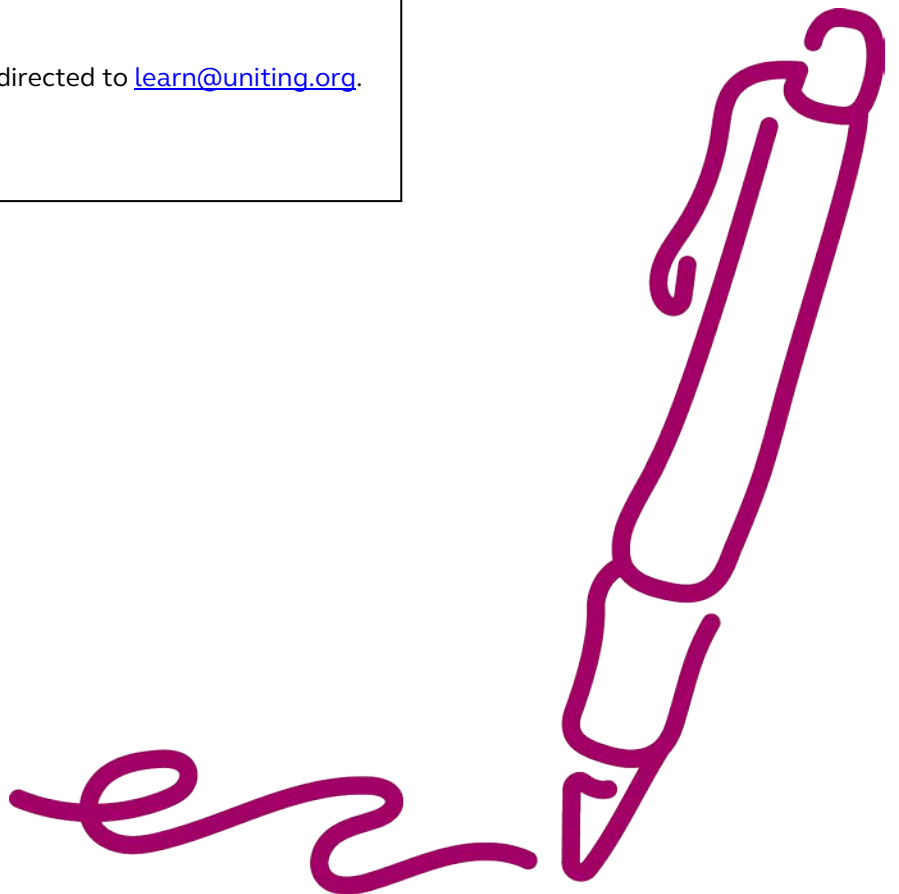
Uniting Institute of Education

This 2016/2017 edition contains references to qualifications that the RTO no longer delivers and email addresses which are no longer supported.

If you are not an employee of Uniting and are still studying with the RTO, please refer to the written advice issued to you about qualifications.

All written correspondence should be directed to learn@uniting.org.

August 2017.



Uniting

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1. INTRODUCTION

Uniting Institute of Education (UIE) is a key player in the Human Services sector for innovative, high quality, leading edge training and education. UIE is an independent training institute and Registered Training Organisation (RTO) with ASQA (Australian Skills Quality Authority) established by Uniting (previously UnitingCare Children, Young People and Families) (also incorporating Uniting Burnside; Uniting Counselling and Mediation Unifam; Uniting Childrens' Services and Uniting Disability) to deliver quality professional training programs and professional development courses within the human services sector.

UIE draws on a 100 year long heritage of experience and innovation of Uniting in providing services to children, families and communities. UIE draws on this history and ongoing contribution to today's recognised contemporary practices in its deeply skilled based program frameworks and design in Human and Community services that are trusted by governments and health services across Australia (and internationally).

(RTO National ID Number: 91739 – see www.training.gov.au for more details).

1.1 Our Purpose

Transforming lives by developing people to work with people by:

- Providing leading edge, practice-based training, education and development for people entering or working in child, family and relationships services within the Human Services sector.
- Assisting in the development of a robust, highly skilled workforce achieving the best possible outcomes for children, young people and families.

1.2 UIE Philosophy

Our responsibility is to provide the most relevant and respected vocational and industry qualifications that are proven in the field, industry recognised and certified, that engage our students in knowing the deep skills and craft of working with people utilising positive values that ultimately enhance the outcomes for their clients and themselves.

1.3 Our Values

- Integrity
We are ethical, honest and transparent in our decisions and actions
- Respect
We honour all people, acknowledge differences and uphold dignity at all times
- Hope
We are inspired by the possibilities for all people to find their strengths and take control of their life choices
- Courage
We are willing to face challenges and be creative and imaginative in finding solutions

UIE are committed to the provision of high quality training programs which are both comprehensive and contemporary in their perspectives. UIE aims to develop people to work creatively and effectively with other people.

UIE is a not-for-profit organisation and provides services irrespective of race, religion, gender, class, age, sexual orientation or marital status. Our practice is one that respects the individual and encourages self-development through learning. Our expectation for our students is that they will maintain a non-discriminatory approach to each other and future clients.

1.4 Philosophy in Education

UIE believes that developing competency in community services, disability, counselling, mediation and relationship education skills involves holistic learning, which integrates knowledge and skills with their practical application. In addition, because of the nature of issues addressed in counselling, mediation and other human services skills, practitioners must have superior interpersonal communication skills and a strong belief in equality and diversity.

The UIE faculty is drawn from the highly skilled practitioners of Uniting and other talented practitioners who work within the human services. The faculty is made up of psychologists, family workers, case workers, social workers, counsellors and mediators, some of whom have contributed significantly to the field of relationship research. UIE trainers are committed to helping each student reach their individual goals.

Our programs are based on adult learning principles.

1.4.1 Adult Learning Principles

Malcolm Knowles, a theorist in adult education, identified the following characteristics of adult learning:

The Need to Know

Adults want to know why they need to learn something. They may ask: 'Why do I need to know this?' or 'Why is this important?'

Adults want to understand the value. They want their learning experiences to:

- meet their needs
- be relevant
- help them achieve their goals.

Learner's Self-Concept

Adult learners want respect and to be seen as capable learners. They should be offered choice and be encouraged to set their own learning goals.

Adult learners:

- are self-motivated and self-directed
- are independent
- like to find their own way
- can make their own decisions
- want to manage their own learning.

Role of the Learner's Experience

Adult learners are a valuable resource because they bring the richness and diversity of their lives with them. They should be given the opportunity to use their existing knowledge and experience, which they can apply to new learning experiences.

Adult learners:

- have diverse experience and knowledge
- may have ingrained ideas about things

- apply their life experience and knowledge to new learning
- use their problem-solving, reflecting and reasoning skills.

Readiness to Learn

Adults are *ready to learn* when they identify something they want to know or become proficient at, or when they experience something that connects with their life situations. They become ready to learn things in order to cope effectively with real-life situations.

Adult learners:

- are goal focused
- want timely learning
- seek meaningful learning experiences
- need clear learning goals.

Orientation to Learning

Adult learners want to be engaged in life-centred or problem-centred learning experiences. They want to learn what will help them perform tasks or deal with problems they see in their lives now.

Adult learners:

- are practical – their learning should apply to their lives, job, etc.
- want to be involved in planning their learning
- focus on the aspects that are most useful to them.

Motivation

Adults are responsive to external motivators such as a better job or increased salary. However, the best motivators are internal; for example:

- increased job satisfaction
- heightened self-esteem
- better quality of life
- personal growth and development.

Motivation can be diminished by learning experiences that do not embrace adult learning principles.

Adult Learning Australia

1.5 Diversity as Part of Student Education

The nature of work in the human services, that is, working with individuals, couples and families, necessitates that practitioners be acutely aware of equality and diversity issues. If during the course of conversation or in experiential exercises it is apparent that students are making assumptions about particular people or groups of people, trainers will assist the students to explore their beliefs and attitudes as well as encouraging alternative thinking. All qualifications will cover working with diverse cultures, gender, sexual preference, disability etc.

See also **11: Disciplinary Procedures** (specifically regarding your obligations under the Disability Standards 2005 in relation to victimisation and harassment: fellow students *must not* harass or victimise students with disabilities or students who have associates with disabilities, on the basis of disability).

In circumstances where a student is unable to accept notions of equality and diversity this will be reflected in their assessment results. As such they will be deemed not yet competent and unable to proceed until all competencies are met. It is important to note however that UIE does not suggest that graduating students work with all client groups. It is the requirement within all codes of ethics subscribed to within our industry that practitioners are: aware of their limitations, be able to reflect on the impact these may have on the client/practitioner relationship, and have the skill to refer clients to a more suitable practitioner without causing harm to the client.

2. COURSE INFORMATION

2.1 Qualifications Delivered by UIE

UIE is registered by ASQA (RTO NO: 91739) to deliver the following Community Services Training Package (CHC) qualifications:

- Certificate III in Individual Support (CHC33015)
- Certificate IV in Community Services (CHC42015)
- Diploma of Counselling (CHC51015)
- Advanced Diploma of Community Sector Management (CHC62015)
- Graduate Diploma of Relationship Counselling (CHC81015)
- Graduate Diploma of Family Dispute Resolution (CHC81115)

UIE is registered by ASQA to deliver the following accredited short course:

- Course in Family Group Conferencing (10245NAT)

Some subjects in each of the qualifications can be taken as individual subjects (refer to UIE for more information) which can lead to an accredited Statement of Attainment (upon successful completion of assessment tasks).

UIE also delivers short courses (not nationally recognised or accredited) such as 'Accidental Counsellor' and 'Practice Supervision' and a range of professional development courses in group work, strength based practice, community development, out of home care and working with men etc. A full listing of our short courses is available on the UIE website.

2.1.1 Course Outlines

The outline for each of the qualifications and short accredited course, including the competencies underpinning each qualification, are listed on the UIE website: www.uie.edu.au.

2.2 Foundation Skills

Foundation skills are the important generic skills everybody needs to be able to effectively participate in work, and more generally in the community are our day-to-day lives. Foundation skills is now the term that Australian Government agencies have started to use to cover the following skills:

Core skills:

- Learning
- Numeracy
- Oral communication
- Reading
- Writing

Employment skills:

- Planning and organising
- Initiative and enterprise
- Problem solving
- Self-management

- Teamwork
- Technology

Foundation skills feature in each of the competencies that underpin the subjects within the Community Services Training Package qualifications detailed above and are an important part of training at UIE.

3. PAYMENTS AND REFUND PROCEDURES

3.1 Course Fee Payments

UIE endeavors to keep course fees lower than, or competitive with, comparable courses within our industry.

Current fees and 'terms and conditions' are detailed separately in the 'application for enrolment' form provided with the original information package (see below for terms and conditions) and on the UIE website: www.uie.edu.au.

There are two payment options (apart from VET FEE-HELP). Fees may be paid upfront for the course in full. These payments can be made by cash, cheque, money order, VISA, Mastercard or bank transfer.

Part payments are also available using UIE's direct debit system and must be organised prior to course commencement. If a default occurs on a payment, an administration fee of \$30 will apply. See Terms and Conditions of enrolment on application form.

If students opt to pay in full prior to the course start date they will be issued one invoice for the full course tuition fee. For any other payment option, students are invoiced by subject two weeks before each subject start date. **Student manuals & textbooks for each subject remain the property of UIE until all payments have been received, a direct debit agreement has been finalised, or a Request for VET FEE-HELP Assistance Form has been received by UIE.**

A receipt is posted once payment has been processed by the Accounts Department. The receipt is only in recognition of payment for the course, with successful completion of the current subject being the requirement for admission into the next subject.

If a student's fees are paid by a third party for example, family members or employer, UIE reserves the right to notify the third party of the student's progression – satisfactory or otherwise.

All student financial records are kept in the UIE database.

Financial statements can be requested via email at info@uie.edu.au.

3.2 VET FEE-HELP

VET FEE-HELP is an Australian Government loan scheme that helps eligible students pay their tuition fees.

UIE is approved by the Australian Government to offer VET FEE-HELP loans to eligible students.

VET FEE-HELP is available to eligible students for the following courses offered by UIE: *Diploma of Counselling*, *Graduate Diploma of Relationship Counselling* and *Graduate Diploma of Family Dispute Resolution*.

UIE will distribute VET FEE-HELP Information booklets and the *Request for VET FEE HELP Assistance Form* (application form) prior to the commencement of the qualification. The schedule of tuition fees and census dates will also be distributed at this time and published on the UIE website.

For more information on VET FEE-HELP refer to the website <http://studyassist.gov.au> or speak to the Student Services Manager at UIE on 02 8830 0755.

3.2.1 VET FEE-HELP Eligibility

Students may be eligible for a VET FEE-HELP loan if they:

- are an Australian citizen; or
- are a permanent humanitarian visa holder (resident in Australia for the duration of the unit); or
- are a New Zealand Special Category Visa holder who meets long-term residency requirements; AND
- have not exceeded the FEE-HELP limit; AND
- meet course requirements as follows:
 - are a full fee paying student / fee for service student studying a diploma, advanced diploma, graduate certificate or graduate diploma level course at an approved VET FEE-HELP provider; OR
 - are a student subsidised by a state or territory government (other than the Australian Capital Territory) studying a diploma or advanced diploma course; OR
 - are a student subsidised by the Victorian, South Australian, Queensland, Western Australian and New South Wales Government studying in a specified certificate IV course (nominated courses vary by state) as part of the Certificate IV Trial that concludes in December 2016; AND
 - are enrolled with an approved VET FEE-HELP provider in an eligible unit of study by the census date for that unit.

3.2.2 Student Review Procedures for Re-Crediting a VET FEE-HELP Balance

3.2.2.1 Introduction

UIE will conduct this procedure in compliance with Schedule 1A of the Higher Education Support Act 2003 and the VET Provider Guidelines.

For the purposes of this procedure a student is an Australian citizen; or an Australian resident permanent humanitarian visa holder; or a New Zealand Special Category Visa holder who meets long term-residency requirements enrolled in a VET FEE-HELP enabled course with UIE who has selected VET FEE-HELP as their chosen method of payment.

UIE will:

- Set a census date for each VET unit of study that is no earlier than 20% of the way through the VET unit of study. (A census date for a unit of study is the closing date for a student to apply for VET FEE-HELP assistance and the date a student incurs a VET FEE-HELP debt, the tuition fees, for the unit undertaken.)
- Ensure that all students are informed of the census date for each VET unit of study in the manner and by the date prescribed in the VET Administration Guidelines.
- Ensure that all students are informed of the review procedures for the re-crediting of a FEE-HELP balance.

- Issue a student a VET FEE-HELP Invoice Notice at least 14 days prior to census dates, providing notice to students of course information including the unit of study tuition fees to be incurred.
- Send a Commonwealth Assistance Notice (CAN) each term/semester. This report will show the VET FEE-HELP applicant any up-front payments that have been made and any VET FEE-HELP loan fee incurred. If a student believes any information on the CAN is incorrect, they are required to contact UIE in writing. The request should specify the particular information considered to be incorrect and the reasons why. Making the request does not affect liability to pay the tuition fee, or entitlement to VET FEE-HELP assistance.

A student who withdraws from a VET unit of study on or before the published census date for the VET unit of study will not incur a VET FEE-HELP debt for that VET unit of study.

A student who withdraws from a VET unit of study after the published census date for that VET unit of study will incur a VET FEE-HELP debt for that VET unit of study.

A student who has incurred a VET FEE-HELP debt for a VET unit of study may apply to have their FEE-HELP balance re-credited for the affected VET units of study in accordance with the following procedure.

3.2.2.2 Special Circumstances

If a student withdraws from a VET unit of study on or after the census date for that VET unit of study, or has been unable to successfully complete a VET unit of study, and believes this was due to special circumstances then the student may apply to have their FEE-HELP balance re-credited for the affected VET units of study.

UIE will re-credit the student's FEE-HELP balance if it is satisfied that special circumstances apply that:

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

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

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

Initial applications for the re-crediting of a student's FEE-HELP balance are to be made, in writing, to the Student Services Manager and sent to info@uie.edu.au.

The procedure for the re-crediting of a FEE-HELP balance is as follows:

- a) When a student withdraws from a VET unit of study, UIE shall confirm the withdrawal by giving notice to the student in writing stating the date at which the withdrawal has taken effect;

- b) When a student fails to meet the requirements of a VET unit of study, UIE shall confirm the failure by giving notice to the student in writing of the final result for that VET unit of study after results for the VET unit of study have been properly approved;
- c) The student must apply in writing to the Student Services Manager within 12 months from the date specified in the notice as the day of withdrawal or the date of receiving their final results for the VET unit of study. UIE may exercise its discretion to waive this requirement if in its opinion it was not possible for the application to be made before the end of the 12 month period;
- d) The Student Services Manager will consider the application and will agree to such requests if they are satisfied that there were special circumstances in the student's case;
- e) If the application is successful, UIE will re-credit the student's FEE-HELP balance with an amount equal to the amounts of VET FEE-HELP assistance that the student has received for the affected VET units of study and the student's VET FEE-HELP debt for those VET units of study will be removed.
- f) The Student Services Manager shall advise the student of the outcome of the application within 28 days stating the reasons for the decision;
- g) The Student Services Manager shall also advise the student of their rights for a review of the decision if they are not satisfied with its outcome.

3.2.2.3 Review of a Decision

If a student is not satisfied with the decision made by the Student Services Manager in relation to re-crediting their FEE-HELP balance they may request a review of the decision.

The review shall be carried out by the Review Officer who is the Director of UIE and is senior to the original decision maker.

Any such request must be submitted to the Review Officer in writing and;

- a) Must be lodged within 28 days of receiving notice of the original decision, unless the Review Officer allows a longer period;
- b) Must specify the reasons for making the request; and
- c) Sent to director@uie.edu.au.

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

The Review Officer shall:

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

The Review Officer may:

1. Confirm the decision;
2. Vary the decision; or
3. Set the decision aside and substitute a new decision.

The Review Officer will give written notice of the decision setting out the reasons for the decision. The applicant shall also be advised in the decision of the right to apply to the Administrative Appeals Tribunal for a review of the decision; and be provided with the contact details of the closest Administrative Appeals Tribunal Registry and the approximate costs of lodging an appeal as follows:

If you wish to further appeal this decision you may lodge an appeal with the Administrative Appeals Tribunal (AAT). The current fee to lodge an application with the AAT for the review of a decision is \$861 (GST exempt). The contact details for the AAT are:

***Administrative Appeals Tribunal
Level 7, City Centre Tower
55 Market Street
Sydney NSW 2000
Telephone 1800 228 333***

Where a student is unsatisfied with the reviewed decision they may apply to the Administrative Appeals Tribunal for consideration of UIE's decision to refuse to re-credit their FEE-HELP balance. The student may supply additional information to the Administrative Appeals Tribunal which they did not previously supply to UIE either in the original application or the request for review.

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

3.2.2.4 Publication

These Student Review Procedures for Re-crediting a FEE-HELP Balance will be published in the Student Handbook and on the UIE website (www.uie.edu.au).

3.3 SMART & SKILLED

Smart and Skilled is a reform of the NSW Vocational Education and Training (VET) system. It's helping people in NSW get the skills they need to find a job and advance their careers.

From 1 January 2015, Smart and Skilled provides eligible students with:

- an entitlement to government-subsidised training up to and including Certificate III
- government funding for higher-level courses (Certificate IV and above) in targeted priority areas.

Student may be eligible for subsidised training under Smart and Skilled if they are:

- 15 years old or over, and
- no longer at school, and

- living or working in NSW (or an Aboriginal or Torres Strait Islander person living in specific NSW border areas), and
- an Australian citizen, Australian permanent resident, Australian permanent humanitarian visa holder or New Zealand citizen.

Your eligibility for specific courses depends on your previous qualifications:

- If you haven't completed a Certificate IV or higher-level qualification, you're entitled to enrol in a subsidised course up to Certificate III level.
- You can enrol in subsidised training in targeted priority areas at Certificate IV, Diploma or Advanced Diploma level, depending on the availability of funding for these courses. Having completed a Certificate IV or higher-level qualification does not affect eligibility.
- From 2016, if you have a Certificate IV or higher qualification you will be able to access subsidised Smart and Skilled training up to Certificate III level, providing you meet the personal eligibility criteria for Smart and Skilled. As you already have a post-school qualification, you will pay a higher fee for your Smart and Skilled training than someone who does not have any qualifications.

UIE are approved Smart & Skilled training providers for the following:

- Smart and Skilled Entitlement Full Qualifications Program
 - Certificate III in Individual Support (Ageing or Disability Specialisation)
- Smart and Skilled Training Priorities Full Qualifications Program
 - Certificate IV in Community Services Work
 - Diploma of Counselling
- Smart and Skilled Entitlement Apprenticeships and Traineeships Program
 - Certificate III in Individual Support (Ageing or Disability Specialisation)
 - Certificate IV in Community Services Work

3.3.1 Student Fees

Under Smart and Skilled, a student contributes towards the cost of training through the payment of a student fee. The payment to UIE is made up of the student fee and the subsidy from the government. Student fees are:

- Set for the whole qualification
- Lower for students doing their first post-school qualification
- Set for the student and the qualification and will be the same regardless of the training provider chosen.

For additional information on Smart and Skilled please go to <https://smartandskilled.nsw.gov.au>; alternatively contact the UIE office directly on 02 8830 0755.

3.4 REFUND POLICY

3.4.1 For Students Enrolled In Full Qualifications

Certificate III, Certificate IV, Diploma and Graduate Diploma Qualifications

3.4.1.1 Withdrawal from a unit of study/course

Students of UIE who wish to withdraw from a unit of study or qualification must do so in writing to the Student Services Manager of UIE at info@uie.edu.au.

3.4.1.2 Refunds – Students receiving VET FEE-HELP assistance for their Tuition Fees

This section is applicable to domestic students who are Australian citizens or permanent humanitarian visa holders (who are resident in Australia for the duration of the VET unit of study) enrolled in a VET FEE-HELP enabled course offered by UIE.

In the event of a student withdrawing from a VET unit of study on or before the census date for that unit of study:

- 100% of tuition fees paid for that unit will be refunded to the student
- The student will not incur a VET FEE-HELP debt.

In the event of a student withdrawing from a VET unit of study after the census date for that unit of study:

- No refund is applicable; and/or
- The student will incur a VET FEE-HELP debt.

See **3.1.2: Student Review Procedures for Re-Crediting a VET FEE-HELP Balance** for more detail.

3.4.1.3 Refunds – Students who are not eligible for VET FEE-HELP assistance or are self-funded

This section is applicable to domestic students who are not eligible for VET FEE-HELP assistance; or students who are eligible for VET FEE-HELP but have opted to pay their tuition fees themselves, making them self-funded.

In the event of a student withdrawing from a VET unit of study on or before the census date for that unit of study:

- 100% of tuition fees paid for that unit will be refunded to the student.

In the event of a student withdrawing from a VET unit of study after census date for that unit of study:

- no refund is applicable.

3.4.1.4 Payment of Refunds

Refunds will be paid within 28 days of the census date of the VET unit of study to which the withdrawal applies.

3.4.1.5 Special circumstances

A student who withdraws after the census date for a VET unit of study may apply for a special consideration in line with **3.1.2: Student Review Procedures for Re-Crediting a VET FEE-HELP Balance**.

3.4.1.6 Publication

This refund policy will be made available to students and persons seeking to enrol with UIE by publications on the Institutes website (www.uie.edu.au).

3.4.1.7 Qualifications - Re-enrolling

In the case of deferral of all subjects, the student will be charged the fee structure in place at the time of re-enrolment.

3.4.2 For Students Enrolled in Short Courses/Subjects

Courses may include Workshops, Short Accredited/Non- Accredited Courses, Short National Recognised Courses, Professional Development Courses

- No refunds are made for any cancellation in the 14 days before the course commences except for special circumstances, the nature of which is agreed to by the UIE.
- The training program will be cancelled if there are insufficient registrations 2 weeks prior to the starting date. In the event of cancellation, any training fees will be fully refunded.

3.5 Tuition Assurance

Under the provisions of the Higher Education Provider Guidelines 2012 UIE is required to provide a tuition assurance arrangement for persons who are enrolled in higher education courses it offers. This requirement is to protect students in the event that UIE ceases to provide a course of study in which a student is enrolled. The meaning of 'ceases to provide a course of study' is set out in the HEP Guidelines at:

<http://www.comlaw.gov.au/Details/F2012L02136>.

In the event that UIE ceases to provide a course of study in which a student is enrolled the student is entitled to a choice of:

- a) An offer of a place in a similar course of study with another education provider without any requirement to pay the other provider any student contribution or tuition fee for replacement units (this is known as the "Course Assurance Option");

OR

- b) A refund of his or her up-front payments for any unit of study that the student commences but does not complete because UIE ceases to provide the course of study which the unit forms part of (this is known as the "Student Contribution/Tuition Fee Repayment Option").

UIE has met these tuition assurance requirements through its current membership of the Australian Student Tuition Assurance Scheme (ASTAS) operated by the Australian Council for Private Education and Training (ACPET). Contact details for ACPET are:

Australian Council for Private Education and Training (ACPET)
NSW Office
Level 1, 66 Berry Street, North Sydney, NSW, 2060
Ph: 02 9922 1124
Fax: 02 9922 6042
Email: nsw@acpet.edu.au
Website: www.acpet.edu.au

If UIE ceases to provide a course of study, ACPET will send a student enrolled in the course a Written Tuition Assurance Offer (the Offer) advising the student of the options available under the tuition assurance requirements. The Offer will include directions that the student must follow in order to notify ACPET of the choice they have made for each affected unit. ACPET will provide this Offer within twenty business days after it knows, or should know by reasonable enquiries that the Whitehouse has ceased to provide the course or study.

The course/s of study for which UIE has ACPET Tuition Assurance Scheme membership are:

- Graduate Diploma of Relationship Counselling
- Graduate Diploma of Family Dispute Resolution
- Diploma of Counselling
- Certificate IV in Community Services Work
- Certificate III in Aged Care
- Certificate III in Disability.

A student may choose either:

The Course Assurance Option:

Under the course assurance option, a student will be offered a place in a similar course of study by ACPET. If the student accepts this option, ACPET will make all necessary arrangements to ensure a student is able to enrol with the other higher education provider in the similar course of study. This offered course will lead to the same or a comparable qualification without any requirement on the part of the student to pay the higher education provider any student contribution or tuition fee for any replacement units (that is, units that the student had commenced but not completed because the course ceased to be offered). A student will receive full credit from the other higher education provider for any units of study successfully completed at UIE.

The other higher education provider nominated by ACPET may have different contribution amounts or tuition fees to the amounts or fees the student would have paid for units of study which were part of the course of study the UIE ceased to provide but which the student had not yet started studying.

A student is not obliged to enrol in a course of study with the other higher education provider offered by ACPET under the Course Assurance Option. However, if he/she enrolls with any other provider there is no obligation on that provider to offer full credit transfer for the units of study completed with UIE or to offer replacement/s unit free of charge.

OR

The Student Contribution/Tuition Fee Repayment Option

Under the Student Contribution/Tuition Fee Repayment Option, ACPET undertakes to pay the student the total of any up-front payments already paid by the student for any units of study the student has commenced but not completed because the course ceased to be offered. Students selecting this option will also have their FEE-HELP balance re-credited for the uncompleted units.

This Statement of Tuition Assurance will be made available to prospective and current students on the UIE website.

3.6 Changes to Course Details by UIE

With reasonable cause, UIE reserves the right to vary course locations, dates and times. Courses may be deferred or cancelled due to insufficient enrolments, at which time students have the option of either deferring the course without penalty or receiving a refund for subjects paid for, but not delivered, by UIE.

3.7 Purchase of Texts

Text books for students enrolled in full qualification courses will be provided by UIE.

Text books for each subject remain the property of UIE until all payments have been received, a direct debit agreement has been finalised, or a Request for VET FEE-HELP Assistance Form has been received by UIE. In this instance, the text book will stay at the UIE training rooms until this has been finalised.

Students enrolled in single units of competency/subjects will be responsible for purchasing any text books or materials that relate to that subject. Details of any required texts will be provided during enrolment.

3.8 Student Manuals

Student manuals are provided at term commencement (see next point). Most subjects will also require pre readings which will be accessible via the UIE Learning Platform online.

Student manuals for each subject remain the property of UIE until all payments have been received, a direct debit agreement has been finalised, or a Request for VET FEE-HELP Assistance Form has been received by UIE. In this instance, the student manual will stay at the UIE training rooms until this has been finalised.

Student manuals form a part of the students reference library across all subjects.

3.9 Guarantee

UIE holds student fees paid in advance in a separate account. UIE guarantees to complete a program once a short accredited course or qualification has commenced. If for reasons beyond UIE's control this is not possible (e.g. natural disaster), UIE and/or Uniting, will refund fees for training paid for by the student in advance but not yet provided or delivered.

3.10 Fees and Charges for Additional Services

What is the charge for?	How much is the charge?	Course number if incidental charges apply to a specific course
Reissue of testamur	\$100	For all qualifications and short accredited or national recognised courses
Reissue of academic transcript	\$100	For all qualifications and short accredited or national recognised courses
Third and subsequent resubmissions of assessment	\$50	For all qualifications and short accredited or national recognised courses
Late submission of assessment material more than 14 days after due date	\$50	For all qualifications and short accredited or national recognised courses
Library fine for the late return of books	\$10 per book	For all qualifications
Additional tuition / skill workshops outside of the scheduled program due to student absence / unavailability	\$165 per hour	For all qualifications and short accredited or national recognised courses
Retrieval of student record from archive facility where applicable. Records are archived when student completed studies more than two years previously	\$75	For all qualifications and short accredited or national recognised courses
Re-enrolment for submission of assessments more than 90 days after due date	\$150 per subject	For all qualifications and short accredited or national recognised courses

4. CONFIDENTIALITY, PRIVACY AND OTHER LEGISLATION

4.1 Privacy

4.1.1 Introduction

In the course of its business, UIE may collect information from students or persons seeking to enrol with UIE, either electronically or in hard copy format, including information that personally identifies individual users. UIE may also record various communications between individuals and UIE.

In collecting personal information UIE will comply with the requirements of Schedule 1A of the *Higher Education Support Act 2003*, the Vet Provider Guidelines and the Information Privacy Principles set out in the *Privacy Act 1988 (Cth)*. The *Privacy Amendment (Enhancing Privacy Protection) Act 2012* (Privacy Amendment Act) made many significant changes to the *Privacy Act 1988* (Privacy Act). These changes commenced on 12 March 2014. The *Privacy Regulation 2013*, made under the Privacy Act, also commenced on 12 March 2014.

4.1.2 Collection and use of personal information

UIE will only collect personal information by fair and lawful means which is necessary for the functions of UIE and is committed to ensuring the confidentiality and security of the information provided.

The personal information supplied by individuals to UIE will only be used to provide information about study opportunities, to enable efficient course administration, and to maintain proper academic records. If an individual chooses not to give UIE certain information then UIE may be unable to enrol that person in a course or supply them with appropriate information.

4.1.3 Disclosure of personal information

The information that an individual provides may be disclosed to organisations that run courses in conjunction with UIE.

Personal information about students studying with UIE may be shared with the Australian Government and designated authorities, including the Tuition Assurance Scheme Manager.

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

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

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

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

4.1.4 Commonwealth Assistance

Personal information may be collected so that UIE can assess an individual's entitlement to VET FEE-HELP assistance and to allocate a Commonwealth Higher Education Student Support Number (CHESSN). UIE will disclose this information to the Department of Education for these purposes. The Department will store the information securely in the VET FEE-HELP IT System (VITS). The Department may disclose information to the Australian Taxation Office. Personal information gathered for these purposes will not otherwise be disclosed without the individual's consent unless required or authorised by law.

4.1.5 Security of personal information

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

UIE will store securely all records containing personal information and take all reasonable security measures to protect, personal information collected from unauthorised access, misuse or disclosure.

4.1.6 Right to access and correct records

Individuals have the right to access or obtain a copy of the personal information that UIE holds about them. Requests to access or obtain a copy of personal information must be made in writing. There is no charge for an individual to access personal information that UIE holds about them; however UIE may charge a fee to make a copy. Individuals will be advised of how they may access or obtain a copy of their personal information and any applicable fees within 10 days of receiving their written request. Individuals will need to provide photo identification when viewing their file.

If an individual considers their personal information to be incorrect, incomplete, out of date or misleading, they can request that the information be amended. Where a record is found to be inaccurate, a correction will be made. Where an individual requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

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

Student Services Manager
info@uie.edu.au
PO Box 607
Parramatta NSW 2124

4.1.7 Publication

These *Privacy and Personal Information Procedures* will be made available to students and persons seeking to enrol with UIE by publication on the UIE website (www.uie.edu.au).

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

4.2 Students

Confidentiality and Privacy are core requirements for professional student counselling, mediation and training agencies. For this reason students will be asked to sign an oath or affirmation of confidentiality. See *Student Oath or Affirmation of Confidentiality*.

Most Uniting professional services are approved under the Family Law Act, requiring that all work conducted by the organisation is strictly confidential and this is the context within which UIE operates.

The *Student Oath or Affirmation of Confidentiality* form will be included in your Enrolment Pack issued by UIE. Students must complete this form and submit it with the rest of their enrolment paperwork prior to class commencement.

4.3 Criminal History Check & Working with Children Check

Those students enrolled in qualifications that may involve a placement within Uniting (i.e. Certificate III in Individual Support, Certificate IV in Community Services Work, Diploma of Counselling, Graduate Diploma of Relationship Counselling and Graduate Diploma of Family Dispute Resolution) must complete a national criminal history check and working with children check (as do all volunteers and students working with Uniting clients). This is to protect the safety of children using Uniting services. This check will be coordinated by UIE, with forms and/or instructions distributed with an offer of placement in the qualifications.

Upon receiving all necessary documentation and identification UIE will submit the student's national criminal history check for processing. Once the result of the application has been finalised and returned to UIE it will be filed in your Student File accordingly. Only if the application has resulted in the identification of an offence or incident will a student be contacted by UIE's Student Welfare Officer. The Student Welfare Officer will discuss in detail with the student whether it will affect their continuance in the course or whether it may go against them when looking for placement and/or employment in their chosen field.

All students are required to independently apply for a Working with Children Check with the NSW Office of the Children's Guardian. A Fact Sheet will be included in the Enrolment Pack. Once the application has been processed successfully, applicants will be given a Clearance letter which will contain a WWC number, a copy of this Clearance Letter should be given to UIE for their records. If the application is unsuccessful this will need to be discussed with UIE's Student Welfare Officer to determine the impact, if any, on their continuance in the course.

4.4 Other Legislation and Regulation Information

UIE complies with all relevant Commonwealth and State legislation. As such its staff and its students need to be aware of relevant legislation. Regulated and legislated areas include:

Discrimination; EEO; Harassment; WH&S; Privacy; NSW Children's Care and Protection Act, Disability Standards for Education 2005 and VET Commonwealth and State legislation including the NSW Vocation and Training Act 2005.

Links to this legislation can be accessed at:

- the Australian Legal Information Institute web site: (www.austlii.edu.au)

Students will also cover the legislative requirements in detail within each qualification where relevant, for example, for the counselling field in the subjects Ethics and Administration; Occupational Health and Safety; Child Protection Issues and Domestic and Family Violence.

4.5 Media Consent Form

At times we may wish to take photos at graduation or use student's comments in reports or promotional material. A media consent form is obtained at enrolment and will be kept on the student file. Photos etc will only be used when permission has been granted via this form.

5. COURSE ADMINISTRATION

5.1 Enrolment - Proof of ID

UIE requires that all students must supply suitable proof of ID (birth certificate; driver's license or passport) on enrolment and that they must use their **full name** on the enrolment form as it appears on this identification. This is the name that will also be in student records, academic transcripts, statement/s of attainment and on the testamur/s.

This ID must be shown in person at the UIE office and signed as sighted original by an UIE staff member, alternatively an original certified copy can be submitted. Please note that scanned or faxed copies will not be accepted.

5.2 UNIQUE STUDENT IDENTIFICATION (USI) NUMBER

From 1 January 2015 students enrolling in nationally recognised training in Australia will need a Unique Student Identifier (USI).

The USI is a form of file number that will link students to their training records which are held in the national training collection. Students will be able to access their records online, download them and share them with future training organisations electronically.

With the student's permission, training organisations will be able to see their students' entire nationally recognised training record commencing with records collected in 2015. Training organisations will find it easier to assess pre-requisites and credit transfers and assess students' eligibility for government funded training places.

If you do not already have a USI you can apply at <https://www.usi.gov.au/students/create-your-usi>. You will need to provide your USI on our submitted enrolment paperwork in the space allocated.

If you want UIE to apply for a USI to the Student Identifiers Registrar (Registrar) on your behalf, UIE will provide to the Registrar the following items of personal information about you:

- your name, including first or given name(s), middle name(s) and surname or family name as they appear in an identification document;
- your date of birth, as it appears, if shown, in the chosen document of identity;
- your city or town of birth;
- your country of birth;
- your gender; and
- your contact details.

When we apply for a USI on your behalf the Registrar will verify your identity. The Registrar will do so through the Document Verification Service (DVS) managed by the Attorney-General's Department which is built into the USI online application process if you have documents such as a Medicare card, birth certificate, driver licence, Australian passport, citizenship document, certificate of registration by descent, ImmiCard or Australian entry visa.

If you do not have a document suitable for the DVS and we are authorised to do so by the Registrar we may be able to verify your identity by other means. If you do not have any of the identity documents mentioned above, and we are not authorised by the Registrar to verify

your identity by other means, we cannot apply for a USI on your behalf and you should contact the Student Identifiers Registrar.

In accordance with section 11 of the Student Identifiers Act 2014 Cth (SI Act), we will securely destroy personal information which we collect from you solely for the purpose of applying for a USI on your behalf as soon as practicable after the USI application has been made or the information is no longer needed for that purpose, unless we are required by or under any law to retain it.

The personal information about you that we provide to the Registrar, including your identity information, is protected by the Privacy Act 1988 Cth (Privacy Act). The collection, use and disclosure of your USI are protected by the SI Act.

If you ask UIE to make an application for a student identifier on your behalf, UIE will have to declare that UIE has complied with certain terms and conditions to be able to access the online student identifier portal and submit this application, including a declaration that UIE has given you the relevant privacy notice (as detailed on the USI Authorisation document which is available on the UIE website).

Privacy Policies and Complaints

You can find further information on how the Registrar collects, uses and discloses the personal information about you in the Registrar's Privacy Policy or by contacting the Registrar on (email/telephone). The Registrar's Privacy Policy contains information about how you may access and seek correction of the personal information held about you and how you may make a complaint about a breach of privacy by the Registrar in connection with the USI and how such complaints will be dealt with.

You may also make a complaint to the Information Commissioner about an interference with privacy pursuant to the Privacy Act, which includes the following:

- misuse or interference of or unauthorised collection, use, access, modification or disclosure of USIs; and
- a failure by Us to destroy personal information collected by you only for the purpose of applying for a USI on your behalf.

For information about how UIE collects, uses and discloses your personal information generally, including how you can make a complaint about a breach of privacy, please refer to UIE's privacy policy which can be found at www.uie.edu.au.

5.3 Dates and Times

Course dates and times are outlined in the calendar provided with the relevant brochures for each course and on our website. Some courses are held after hours to assist individuals who are in the paid workforce, completing tertiary studies or have childcare concerns. All courses require students to attend a combination of workshops or weekly lessons on weekdays and/or weekends as well as additional work from home.

Students will be provided with an annual calendar at the commencement of each year as well as a term calendar detailing venue, trainer details etc. If change is unavoidable, UIE will endeavour to give students as much notice as possible.

With some classes taking place on the evenings (after standard working business hours) or on the weekend; be advised that all trainers and students are to leave the premises together as a duty of care to both parties.

5.4 Student Orientation

New students are required to attend a student orientation session held at the commencement of the qualification. These sessions are designed to familiarise students with UIE policies and procedures as well as providing an overview of the qualification in which they have enrolled. Student orientation generally occurs on the first date of training within a qualification and covers information such as:

- Administrative details – housekeeping, access
- Health and safety procedures
- Student Handbook and its inclusions, highlighting:
 - Student Services
 - Student standards
 - Mechanisms for feedback, complaints, appeals
- Course-specific information in relation to:
 - Key contacts / where to go for assistance
 - Training delivery
 - Assessment
 - Placement activities (where relevant)

5.5 Attendance

UIE delivers all qualification courses, excluding the Graduate Diploma of Family Dispute Resolution, in accordance with the NSW Schools Academic Calendar. Terms are generally 10 weeks in length with a minimum of two weeks holiday between terms. As such students are expected to attend all training sessions for their subject of study and may organise their holidays between subjects.

The Graduate Diploma of Family Dispute Resolution is within the NSW Schools Academic Calendar, but each subject is from two to five days duration in one block, instead of one class each week.

100% attendance is expected, 80% being the minimum recommended to give students the best opportunity to attain competence. There are some subjects that are experiential in nature, and require 100% attendance or reasonable adjustment of assessment will need to be arranged with the trainer/assessor. This includes assessment tasks completed in class time (for example role plays).

If students are unable to attend a session they are to contact either their trainer/s or the Student Services Officer before the class commences (before 5pm for evening classes or in the case of a weekend workshop, please notify by Friday before). This will ensure students that cannot attend receive handouts or other relevant information.

5.6 Trainers

Over the course of the qualification/s students will have a range of trainers who have been selected for their professional expertise, experience and their ability as adult educators. As such, students will experience different styles of teaching (some may resonate more than others). It is our experience that students value the richness of experiences we provide.

5.7 Personal Details

The name that appears on the student's ID will be the name that appears on the final testamur. If their name changes we will need proof of ID of their new name e.g. driver's license.

5.8 Mailing Addresses

UIE prefers one email and one postal address for correspondence and other mailing purposes.

If a student's address or other contact details change during the period of enrolment they are to contact the Student Services Officer with the new details. Students must advise of changes by email at info@uie.edu.au. We will require the following information:

- New detail e.g. address, phone number and email address.

It is the student's responsibility to keep UIE informed of changes to their details. UIE will not be held responsible for failure to deliver information to students if the student has not supplied the appropriate information.

5.9 Attaining Competency

Each subject will require assessment tasks to be completed by a due date (see chapter 7 on assessment). If a student has not met the requirements of the subject they can resubmit or be re-assessed before the commencement of the next subject (where possible).

If the competencies are not demonstrated on the second submission the Senior Education Manager will contact the trainer to discuss the student's options.

The trainer may then identify other avenues for assessment which may include an interview or verbal questioning.

Note: Re-submissions must have the supplied assessment cover sheet which includes the name, trainer name, the assessment task, student name etc. See **7: Assessment**.

Any prior payments for future subjects are held in trust until this process is completed therefore early payments still qualify for the discount.

5.10 Student Records

After the completion of each semester (2 terms per semester) (pending completion of all assessments) students may request an updated academic transcript with the results of the previous semester. UIE does not grade the student's work and students will be deemed competent, not yet competent or yet to complete.

Student records i.e. academic transcripts and copies of testamurs are kept in secure storage for thirty years. Any original work retained in UIE will be kept up to 7 years (see **7.8: Validation of Assessment**).

Duplicate copies of transcripts and testamurs are available on request, at a minimal cost. A Statutory Declaration and identification will need to be completed for replacement of a testamur. See **4.1.6: Right to access and correct records** regarding access to students own records.

5.11 Satisfactory Progress

Generally the Certificate III in Individual Support, Certificate IV in Community Services Work and Certificate IV in Relationship Education must be completed within a 2 year period; the Diploma of Counselling, Diploma of Family Intake and Support Work and Diploma of Relationship Education within a 3 year period; Graduate Diploma of Relationship Counselling and Graduate Diploma of Family Dispute Resolution must be completed within a 4 year period.

Generally, there would be no more than a 12 month gap in studies unless extenuating circumstances apply.

5.12 Correspondence

UIE will correspond with students regularly, including provision of a calendar annually, an updated calendar each term/semester with details of the location of training, trainer name and contact details; textbooks required for the next term and any special instructions in relation to our training venues, including parking and security arrangements.

It is essential that students read this information carefully so that they are adequately prepared and get the most out of their training.

5.13 Venues

Current venues for UIE are as follows:

Uniting Institute of Education
Level 4, 146 Marsden Street, Parramatta
(no free parking, close to public transport)

Please Note: The building has strict security arrangements, and if students arrive late for class it could mean that they will not be able to access Level 4. It is important to keep a note of the training room direct numbers:

<i>Training Room 1 Direct Number</i>	<i>8830 0732</i>
<i>Training Room 2 Direct Number</i>	<i>8830 0743</i>
<i>Training Room 3 Direct Number</i>	<i>8830 0733</i>

5.14 Continuation for Existing Students

Successful completion of the current subjects within each term/semester is generally the requirement for admission/progression into the subjects in the next term/semester. (Some subjects are essential pre-requisites for subsequent subjects – access the UIE website for a list of subjects in ‘order’ where applicable). On occasion there may be extenuating circumstances and a student can negotiate an individual pathway with the Student Welfare Officer (depending on pre-requisites etc). See also **6.4: Academic Assistance** and **6.11: Flexible Delivery**.

5.15 Deferral of Study

Students may defer studies for up to 12 months. This should be done in writing to info@uie.edu.au attentioned to the Student Services Manager. Should they wish to re-enroll after that period students may be required to demonstrate their skills are still current in their previous subjects/competencies again through a recognition process. However, fees cannot be maintained at the level of the first enrolment and will be at the current course cost at the time of re-enrolment.

Students who defer single subjects within a qualification must also do so in writing to info@ioe.edu.au. See also **3.3: Refund Policy**.

5.16 Quality Indicators Surveys

It is a national requirement that all RTOs seek feedback from their students at the end of a qualification, or from a short nationally recognised course. This feedback is sought via a simple one page form called the Learner Questionnaire. These will be distributed towards the end of the short course or qualification. This information is gathered confidentially, is submitted to ASQA, and most importantly used to improve our processes and learning and assessment materials, venues etc. We appreciate students’ honest feedback! For more information see <http://www.acer.edu.au/aqtf>.

6. STUDENT SUPPORT SERVICES

6.1 Administrative Support

Student enquiries or concerns relating to administration will be forwarded to the UIE Student Services Officer via telephone or email. UIE will then provide the appropriate response to the student in a timely manner and in accordance with relevant policy guidelines.

If the enquiry is of a general nature such as confirmation of dates for the commencement of courses or holiday periods, account enquiries, or clarification of assessment task instructions, UIE will process the enquiry without documentation unless required by policy or procedure. UIE may use their discretion in assisting the student directly or to provide directions for the student to access the information themselves i.e. referring them to a particular section in the student handbook, newsletters or website.

If concerns are of a more complex or serious nature students are encouraged to contact the Student Welfare Officer or place their concern in writing.

UIE will use their discretion based on their policies and procedures to deal with the matter. The Student Services Officer will clarify and address concerns immediately where possible, or refer the matter to the Student Welfare Officer or Student Services Manager.

6.2 Timeliness of Response

All issues and concerns will be documented on the day they are received. The type of issue or concern will determine how quickly it is dealt with.

See also **8: Academic and Non Academic Grievance Handling Policy and Procedure**.

6.3 Financial Difficulty

Should a student experience financial difficulty during the course of their study with UIE, assistance will be given on a case-by-case basis and may include but is not restricted to:

- Readjusting the existing part-payment contract to continue payments at a lower rate
- A contract of deferred payment options
- Temporary withdrawal from the course
- Permanent withdrawal from the course with acknowledgement of achievements to date by way of a Statement of Attainment.

The Director of UIE is the only person who can approve any deviation away from the original payment agreement.

6.4 Academic Assistance

In our experience the majority of assistance provided to students in this area has to do with written work. Generally assistance is required with structure and referencing particularly for students who have not studied at a tertiary level. In this case please refer to **A Simple Guide** and **Student Referencing Guide** which is available at the UIE website or on the UIE Online Learning Platform. If students are still having problems then UIE may provide additional assistance.

Another common area that may require extra assistance is in practical skills acquisition, for example, in role plays and in clinical placement for counselling skills. In this case, the Student Services Manager will negotiate 'reasonable adjustment' of the assessment with the individual student and their trainer. See also [5.8: Attaining Competency](#) and [7: Assessment](#).

UIE offer complementary skills workshops around Writing Skills and Role Plays. Please contact your Student Services Officer for additional information.

6.5 Group Dynamics and Individual Behaviour

We endeavour to create an environment where students feel emotionally contained and supported in the learning process. Students should feel safe to experiment with new techniques.

To facilitate this, UIE expects that students are mindful of their own behaviour and how this may impact on other students and their trainers. If an UIE trainer considers that the behaviour of a student is not positive, is disrespectful, not contained or inappropriate to a human services context they will address this with the student. If the student is unable to modify their behaviour, this may impact on the student's academic progression (given the nature of the qualifications that UIE deliver and the requirements of many of the competencies that the student is self-aware, reflective and utilise the self as the professional).

6.6 Personal Issues Arising for Students from Material Contained in the Course

It is not uncommon that the content of the qualifications will bring up personal issues for students from time to time. While our learning environment is an inappropriate venue to explore deep emotional and personal reactions to topic areas to any great extent, the emotional needs of individual students will be addressed in a manner reflecting the requirements of the person as the professional. Our experienced trainers will manage emotional responses from students as they arise.

Certain protocols should however be addressed particularly relating to suicidality and Uniting Unifam's Counselling and Mediation policy on serious matters will be implemented.

6.7 Personal Therapy

If students require assistance with personal concerns during the course of their involvement with UIE they should contact the Student Welfare Officer on (02) 8830 0755. They will suggest independent and confidential organisations/practitioners who can provide them with assistance. This is a confidential service offered to all students (the cost being borne by the student).

6.8 Access and Equity

UIE will treat all of its students fairly including people seeking to enrol with UIE.

UIE applies access and equity principles through all its policies and procedures to promote full and equal participation of all students in its courses, to foster an environment free of discrimination and harassment, and to assist students to identify and achieve their desired outcomes. Also refer the Fair Treatment and Equal Opportunity Policy and Procedure published on the UIE website.

The Student Services Officer is the first point of contact for all students. If you feel that the way our training is structured is preventing you from achieving your goals please contact the

Uniting Institute of Education

Student Services Officer in the first instance. See also *6.9: Students with Disabilities*, *10: Student Standards* and *11: Disciplinary Procedures*.

6.9 Students with Disabilities

UIE, as a Registered Training Organisation, must comply with the *Disability Standards for Education 2005*. The standards cover the following areas: enrolment, participation, curriculum development, accreditation and delivery, student support services, and elimination of harassment and victimization. The aim of the standards (which aligns with the values of both Uniting and UIE) is to give students equal rights to education and training opportunities and the right to comparable access, services and facilities. This includes the right to these opportunities unimpeded by discrimination. See also [11: Disciplinary Procedures](#) and [8: Academic and Non Academic Grievance Handling Policy and Procedure](#).

This means that UIE must provide ‘**reasonable adjustment**’, where UIE is able to¹, to ensure that a prospective or current student with a disability has the same opportunities to apply, enroll in qualifications; participate in training and assessment and participate in student support services ‘**on the same basis**’ as a student without disabilities. It also means UIE staff (including management, administration, trainers and assessors) and fellow students *must not* harass or victimize students with disabilities or students who have associates with disabilities.

In order to ensure that UIE meets these standards, UIE request that each student with a disability complete the relevant question on the application form indicating they have special needs. When this question has been completed, the Course Consultant will then contact and consult the student about whether the disability affects the student’s ability to apply to enroll, and what adjustment, if any, is necessary for the application process. Any reasonable adjustments will then be made.²

Once the student has enrolled the Student Welfare Officer is the first point of contact for students with disabilities for on-going queries and assistance whilst they are students with UIE.

Upon enrolment the Student Welfare Officer will contact all students with disabilities and discuss if their disability affects the student’s ability to participate; to access any facilities or services; to participate in learning and assessment activities or any support services. Consideration will be made if any adjustment is necessary. If an adjustment is necessary UIE will determine if it is a reasonable adjustment, and if yes, will make the adjustment.*

In the circumstances where reasonable adjustment is required UIE may require information about the student’s disability and individual requirements. (This information would be strictly confidential and would only be used for the purposes of making adjustments).

For example, the Student Services Officer will assist potential students with access to training and assessment where disability may make this difficult. Most of our current venues are equipped to cater for people in wheelchairs (if necessary alternative venues will be used). Reasonable adjustments could also include using alternative assessment methods (for example video assessments using specific support aids rather than live demonstrations etc).

Some useful definitions to understand:

¹ “Under Section 10.2 of the Standards it is not unlawful for an education provider to fail to comply with a requirement of the Standards if, and to the extent that compliance would impose unjustifiable hardship on the provider.” There would be a careful consideration made by UIE, in consultation with the student with a disability, prior to the ‘unjustifiable hardship’ clause being used. There are no exceptions that allow victimisation or harassment.

² Copies of the “Disability Standards for Education 2005” and the “Disability Standards for Education 2005 Guidance Notes” are available from UIE. Useful information and fact sheets are available from the Human Rights and Equal Opportunity Commission at www.hreoc.gov.au.

On the same basis: “An education provider treats a student with a disability on the same basis as a student without the disability if the student has the same opportunities and choices which are comparable with those offered to students without disabilities...”.

Reasonable adjustment: “An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the students learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.” (Both definitions come from the Disability Standards for Education 2005, Guidance Notes)

6.10 Language, Literacy and Numeracy (LLN) Assistance

Given the level and nature of qualifications offered by UIE, sound English language and literacy skills are required prior to enrolment. Students must prove that they are academically suited to undertake a particular VET course of study with UIE by:

- Providing UIE with a copy of their Senior Secondary Certificate of Education that has been awarded to the student by an agency or authority of a State or Territory for the student’s completion of year 12 OR
- Both
 - Being assessed as displaying competence at or above Exit Level 3 in the Australian Core Skills Framework in both reading and numeracy; AND
 - UIE reasonably believing that the student displays that competence.

In order for UIE to reasonably believe that the student displays the competence at or above Exit Level 3 in the Australian Core Skills Framework students may be tested through consideration of a written application, through an online program, in interview and/or in group work. Students may be recommended for further training in this area if your LLN skills are deemed not sufficient nor academically suited to continue studying the particular VET course.

If you are unable to provide your academic suitability through the provision of a Senior Secondary Certificate of Education please contact UIE’s Student Services Manager on 02 8830 0755 to discuss alternative options.

Students should contact the Student Services Officer if they are having difficulties with academic reading, or writing assessment tasks. At times the UIE trainer and assessor may also have issues with a student’s ability to complete written assessment tasks or complete practical role play assessments due to language or literacy issues. In this case the Student Services Officer will contact the student to discuss options for them. In the past this has included individual tuition (at student expense) or where there have been enough numbers, specific workshops for non-English speakers on academic reading and writing.

6.11 Flexible Delivery

UIE utilises a range of learning methodologies aimed at targeting different adult learning styles. UIE offers class room based training with on-line learning becoming available in 2013. In addition UIE offers field work placement and clinical placement with consenting clients of various Uniting programs.

UIE prepares annual calendars which details the location, order and timing of each subject for each qualification. Please contact the Student Welfare Officer on 02 8830 0755 if the way that UIE has designed the calendar or personal circumstances change and individual calendars can be designed.

6.12 Trainer/s

Trainer/s may be available to take calls from students outside of core training hours by negotiation. They will discuss their availability with students in class. If students have difficulty contacting a Trainer please contact the Student Services Officer on (02) 8830 0755 during business hours.

Students undertaking a subject through home based or distance learning, should contact the Student Services Officer who will place them in contact with the trainer. Students are encouraged to contact their trainer if they have any difficulties or any questions regarding the course work or the assessment tasks; but to contact the Student Services Officer for any extension requests or submissions. See also [7: Assessment](#).

In some cases where resubmission of assessments does not meet the required competency students will be asked to make arrangements with the subject trainer for 'one on one' sessions in order to attain competency. Most of our trainers are practitioners and will be available at limited times.

7. ASSESSMENT

7.1 Assessment Methods Used at UIE

UIE uses various types of assessment including recognition of prior learning. Practical assessment methods include simulated sessions (role-plays), class discussion, observation of students in group interaction, or participation in clinical placement. These methods are particularly applicable to the development of human services skills and are used within most subjects offered by UIE.

Other assessment methods include take home assignments/projects, workplace projects and activities, personal reflections, written assessments (case studies, short answer questionnaires etc.), and student presentations that relate to specific theoretical knowledge.

Recognition of Prior Learning is used when assessing Candidates for exemption from attendance in particular subjects and complete the assessment tasks only or present a portfolio of evidence. For more details, see *7.9: Recognition of Prior Learning (RPL)*.

Within all assessments the assessor must be confident that the evidence provided by the student meets the level of the endorsed unit of competency. If a student has not met the required level of competency they will be asked to resubmit their assessment task.

7.2 UIE's Principles in Designing and Conducting Assessment

Competency based assessment is the process of collecting evidence and making judgments on whether or not competence has been achieved. UIE endeavours to comply with the four principles of assessment being Validity, Reliability, Flexibility and Fairness.

Validity relates to where the assessment assesses what it claims to; that evidence collected is relevant to the activity and demonstrates that the performance criteria have been met.

Reliability refers to consistency or reproductive ability of the assessment. A reliable assessment shows consistent results from one assessment event to the next.

Flexibility in assessment usually refers to allowing for assessment either on or off-the-job and at mutually convenient times and situations.

Fairness assessments do not disadvantage any person and where possible take into account the current life situation/stressors of the student; however personal characteristics, particularly interpersonal communication styles are of high importance when assessing an individual's ability to enter into a therapeutic relationship with a client.

Students will be assessed by a combination of assessments, role-plays supervision, live supervision, learning-log analysis and class participation. The method of assessment is specifically designed for each subject of study. Students will be given an outline of the assessment requirements at the commencement of each subject. Reasonable adjustments will be made for students with special needs.

7.3 Assessment Due Dates - please read carefully

Students will be asked to submit assessment tasks by a specified due date.

This is the final date that assessment tasks will be accepted.

Please note, the assessment due date is **not** the date the student completes it; rather students must ensure their assessment is successfully **received via email** at assignments@uie.edu.au **by this date**.

**If there are circumstances that prevent the completion of an assessment by the due date, the following procedure must be followed:

- Extension requested for **one week or less** after due date → email the Student Services Officer to negotiate an extension.
- Extension requested for **more than one week** after the due date → a formal request must be submitted to the Student Services Manager assignments@uie.edu.au.

This must be sent **prior to the due date** of the assessment.

****Please note:**

Extensions will be granted at the discretion of UIE and is unlikely to be more than two weeks after the due date.

Late submissions after this date will incur a fee of \$50 per assessment.

All assessments must be submitted within 90 days of the due date, providing approval has been sought and given to do so, after which the student will incur a re-enrolment fee for that subject in order to submit outstanding assessments.

Please refer to section **3.10 Fees & Charges** of the Student Handbook for more details of fees and charges.

7.4 Submission of Assessments

Assessments must be submitted only when complete. Before the assessment is submitted:

- Complete a separate electronic assessment cover sheet or the front page of their student assessment book for each individual assessment to assist the trainer with marking the work. (**Students must accept and digitally sign the cover sheet where indicated assessment**). These are in the student material distributed each term and will also be available on the UIE Online Learning Platform. Where required electronic cover sheets will be emailed to you by the Student Services Officer.

Assessments, accompanied with a completed Assessment Cover Sheet, are to be submitted via email at assignments@uie.edu.au

Upon submission of your assessment you will receive an auto generated email confirming receipt. If you do not receive an auto generated email, please contact your Student Services Officer on 02 8830 0755.

The Student Services Officer will keep track of the students assessment submission and return when marked.

Student material not submitted with a cover sheet will be not be marked until a cover sheet is supplied.

Late assessments will incur a marking fee.

Students should always keep a copy of their assessments.

7.5 Return of Assessments

Assessments are marked in batches to enable the trainers to ensure consistent marking across students. If an individual student's work is delayed (i.e. they obtain an extension) this may delay the marking of all assessments. Students should normally expect their marked assessment to be returned within three weeks of the due date, if all the assessments were submitted on time.

7.6 Re-Submissions

Students will be required to re-submit their assessment (all or only part there-of) if it does not meet requirements. Guidance will be provided to assist with the re-submission. Students can also discuss this with their trainers. See also ***6.10: Language and Literacy Assistance*** on contacting trainers through UIE.

Please note: assessment cover sheets are also required for re-submissions which clearly stipulate that it is a re-submission and the assessment task or part there-of which is being re-submitted. This should also include student name, subject, signature etc.

Depending on the original assessment and/or the information required by the trainers, students may be given the opportunity to present material in another format.

7.7 Moderation of Assessment

To ensure that there is consistency in the marking of student assessments across assessors and to ensure the assessment tasks reflect current industry standards UIE will at times ask students to be videoed (e.g. in role play assessments, clinical placement etc).

A random sample of students' written work is also kept from each class. This sample is also used for moderation purposes (a committee will compare marking standards). On occasion, written assessments will be marked by 2 trainers. The original mark will always be used, but the comparison will be used to update marking guides, adapt and improve assessment tasks or instructions, etc. if needed. See also chapter 8, Academic and Non-Academic Grievance Handling Policy and Procedure.

Video recordings and assessments are securely kept within UIE and only used for validation purposes and evidence for ASQA audits. They will be destroyed after each audit (kept for a minimum of 2 and maximum of 7 years).

7.8 Recognition of Prior Learning (RPL)

Skills recognition means that the existing current skills and knowledge students already have through informal learning or from other qualifications, work experience etc. may count towards a nationally recognised qualification or statement of attainment. Students might also hear skills recognition called Recognition of Prior Learning or RPL. Recognition is another form of assessment.

UIE will consider your evidence of:

- other qualifications from Australia or overseas
- paid or unpaid work in Australia or overseas
- on-the-job training
- community or voluntary work
- hobbies, sport and leisure activities

Adapted from www.skillsrecognition.nsw.gov.au (04/05/2012)

If a student's skills and knowledge are recognized, they may be able to shorten the length of time for their studies, and gain recognition for one or more of their subjects. In some cases, students may get 100 per cent recognition of your qualification, meaning they would not have to study at all. In some instances students may be asked to attend specific classes or complete specific assessment tasks where there are gaps in their knowledge and skills.

RPL approval invites a student to submit evidence in the forms of, for example, self-assessment checklists, documentation and certificates of attainment, testimonials, life experience, transcripts and participation in a skills assessment evaluation. UIE will ensure that a thorough review of RPL occurs to ensure students gain entry to courses at an appropriate level for their experience, skills and competencies. It is important students recognize that RPL is not an easy option, and in some instances the amount of time it takes to produce the required evidence may be similar to the amount of assessment work required for the course. Please note that RPL assessments will incur a fee.

All RPL **requests and evidence** should be submitted at **least one month** prior to term commencement.

7.8.1 Identifying Evidence

"Evidence" is the term used to describe the proof applicants will present to demonstrate that they know and can do what they claim. There are many types of evidence. In general evidence falls into two categories: direct and indirect:

- **Direct evidence:** includes anything that students have produced themselves. Some examples are work procedures; reports or essays the student has written – anything that is a direct result of their efforts.
- **Indirect evidence:** includes anything about the student that tells or describes what they have done. Some examples include newspaper articles about their achievements, letters from employers, certificates from previous training courses and course outlines and learning outcomes.

UIE staff will then use the following four principles in assessing the student's evidence:

- **Relevance:** How clearly does the evidence relate to the competency that underpins the subject for which the student requires RPL?
- **Authenticity:** Is the evidence the student presents really his/her work/certificate?
- **Currency:** How recent is the evidence? Although the student may be using evidence from their past accomplishments, the assessor will want to make sure that they can do what they claim they can do at this present time.
- **Sufficiency:** Is there enough evidence and is it diverse in nature?

If students require assistance in gathering evidence please contact the Senior Education Manager.

7.8.2 RPL Application Procedure

Prior to application, the student may obtain information about the subject and discuss this with the Senior Education Manager. Formal application requires that the applicant notify UIE of their intention to apply for recognition in writing (a brief email is sufficient).

We assess applications for RPL against the competencies that underpin each subject. Following the review of a particular course outline and the underpinning competencies, if the student believes that they already meet requirements, then they apply for RPL by completing the following procedure:

1. Notify UIE that they wish to apply for recognition in writing (email is sufficient) at least one month prior to commencement of term. If applicable the recognition fee is payable at this time.
2. UIE will then arrange a first interview with the candidate to discuss recognition procedures and the type of evidence required. Students may also elect to complete the assessment tasks without attending the course rather than submit a portfolio.
3. Candidates then collect or produce relevant evidence, which could include: documentation of qualifications, referee reports or references, articles the student has written, an essay or a video/audio tape demonstrating their skills, case studies, completed assessment tasks etc. A Justice of the Peace must certify all copies of certificates. The Assessor will provide advice and guidance on this process as required. Alternatively the student may complete the assessment tasks for this subject.
4. Forward evidence/assessment tasks to UIE one month prior to commencement of term or subject.
5. Attend an assessment session/interview conducted by UIE, with the assessor, at a mutually agreed time.

Where possible the assessment interview will be conducted at least three weeks prior to the commencement of the relevant subject. If the competencies are met the student will receive recognition of prior learning, and will not need to complete those subjects.

7.9 Recognition of Qualifications Issued by Other Registered Training Organisations

UIE recognises the Australian Qualification Framework (AQF) qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). Students that hold AQF qualifications or individual units of competency that are also included in UIE qualifications can apply to have these transferred onto their academic transcript and may not need to repeat assessment for that competency again (credit transfer). UIE has a responsibility to ensure the student is still competent in that competency and may need to seek evidence to verify this. Each student's case will be considered individually.

Students may also have to undertake training if there is knowledge and skill requisites for UIE subjects that were not covered in their original training.

Students should speak to the Senior Education Manager if they have current qualifications or Statements of Attainment. (RTOs can include other private providers and public providers such as NSW TAFE).

8. ACADEMIC AND NON-ACADEMIC GRIEVANCE HANDLING POLICY AND PROCEDURE

8.1 Policy

UIE is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible to all complainants.

UIE aims to:

- Develop a culture that views grievances as an opportunity to improve the organisation and how it works;
- Set in place a grievance handling system that is client focused and helps UIE to prevent grievances from recurring;
- Ensure that any grievances are resolved promptly, objectively and with sensitivity and in complete confidentiality;
- Ensure that the views of each complainant and respondent are respected and that any party to a grievance is not discriminated against nor victimised;
- Ensure that there is a consistent response to grievances.

A grievance can be defined as a person's expression of dissatisfaction with any respect of UIE's services and activities, including both academic and non-academic matters, such as:

- The enrolment, induction/orientation process;
- The quality of education provided;
- Academic issues, including student progress, assessment, curriculum and awards in a VET course of study;
- Handling of personal information and access to personal records;
- The way someone has been treated.

These grievance procedures are designed to ensure that UIE responds effectively to individual cases of dissatisfaction.

8.2 Policy Coverage

This policy is designed to cover all complainants including:

- Individuals who are, or would be, entitled to VET FEE-HELP assistance (Australian citizens, permanent humanitarian visa holders who are resident in Australia for the duration of the unit, or, a New Zealand Special Category Visa holder who meets long term residency requirements);
- Individuals who are not eligible for VET FEE-HELP assistance (including permanent residents who are not permanent humanitarian visa holders).

In relation to non-academic grievances, the term "complainant" applies to both current students of UIE and persons seeking to enrol with UIE.

These grievance procedures will be made available to complainants regardless of the location of the campus at which the grievance has arisen, the mode in which they study or their place of residence.

8.3 Before an Issue Becomes a Formal Grievance

Complainants are encouraged wherever possible, to resolve concerns or difficulties informally with the person(s) concerned. Staff members are available to assist the resolution of issues at this level. Complainants may raise an informal grievance by contacting the Student Services Officer in person or by phoning (02) 8830 0755.

8.4 Procedure

This procedure can be utilised by complainants to submit a grievance of an academic or non-academic nature. Grievances of an academic nature include issues related to student progress, assessment, curriculum and awards in a VET course of study. Grievances of a non-academic nature cover all matters including grievances in relation to personal information that UIE holds in relation to an individual.

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

- The complainant and any respondent will not be victimised or discriminated against;
- The complainant has an opportunity to formally present their case and each party to a grievance may be accompanied and assisted by a support person at any relevant meetings;
- A full explanation in writing for decisions and actions taken as part of the process will be provided if so requested by the complainant or a respondent;
- Where the internal or external grievance handling or appeal process results in a decision that supports the complainant, UIE will immediately implement any decision and/or corrective and preventative action required and advise the complainant of the outcome;
- There is no cost to the complainant to access this grievance procedure.

8.4.1 Stage One – Formal Grievance

Formal grievances must be submitted in writing marked to the attention of the Senior Education Manager as follows:

Senior Education Manager
Level 4, 146 Marsden Street
PO Box 607
Parramatta NSW 2124
Email: info@uie.edu.au

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

The Student Services Manager, or their nominee, will then, if necessary, seek to clarify the outcome that the complainant hopes to achieve.

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

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

8.4.2 Stage Two – internal Appeal

If a complainant is dissatisfied with the outcome of their formal grievance they may lodge an appeal with the Director of UIE (who is senior to the original decision maker) within 20 working days of receiving notification of the outcome of their formal grievance.

Appeals must be submitted in writing marked to the attention of the Director as follows:

Director
Level 4, 146 Marsden Street
PO Box 607
Parramatta NSW 2124
Email: director@uie.edu.au

The Director will appoint an appropriate person or committee to consult with the complainant and other relevant parties within ten working days.

Where possible such consultations should take the form of face-to-face interviews. The complainant or the respondent may ask another person to accompany them to these interviews.

Following the consultation, the Director, or their nominee, will provide a written report to the complainant advising the further steps taken to address the grievance, including the reasons for the decision, within ten working days. The report will further advise the complainant of their right to access the external appeals process if they are not satisfied with the outcome of their internal appeal.

8.4.3 Stage Three – External Appeal

If the complainant is dissatisfied with the outcome of their appeal, they may lodge an external complaint to the Australian Skills Quality Authority (ASQA). Please refer to <http://www.asqa.gov.au/complaints/making-a-complaint.html> for additional information.

The following is adapted from the ASQA website see <http://www.asqa.gov.au/about-vet/student-information/student-information.html>.

Students in Australia's Vocational Education and Training (VET) sector should expect high-quality training in their area of interest, leading to a qualification that improves their prospects of gaining the job they want or provides a pathway to further study.

As national regulator for the VET sector, ASQA can investigate certain types of complaints about registered training organisations (RTOs) when these expectations are not met.

If a student is not satisfied with the quality of service or training being provided by an RTO, they can lodge a complaint with ASQA.

ASQA is authorised to deal with complaints about:

- the information provided to you by an RTO about course(s)

8.5 Enrolment Status

Where a current student chooses to access this policy and procedure, UIE will maintain that person's enrolment while the grievance handling process is ongoing.

8.6 Record Keeping and Confidentiality

A written record of all grievances handled under this procedure and their outcomes shall be maintained for a period of at least five years to allow all parties to the grievance appropriate access to these records, upon written request to the Senior Education Manager. These records will be maintained at Level 4, 146 Marsden Street, Parramatta, NSW 2150.

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

8.7 Approval, Publication and Training

This Policy and Procedure was agreed to and ratified by the UIE Board of Directors on 20th December 2010.

This Policy and Procedure will be made available to complainants through publication in the Student Handbook and on UIE's website (www.uie.edu.au).

For the purposes of communicating to and training staff, this Policy and Procedure will be included in the Staff Handbook and form part of the staff induction process (which will be facilitated by the Director).

9. RESOURCES FOR STUDENTS

The UIE Library is part of the Uniting Burnside library located at the Heritage Centre, 13 Blackwood Place, North Parramatta. This holds a collection of texts, books and journals on a range of topics including counselling, therapy and mediation.

Students will be provided with a copy of the catalogue and will be able to borrow and return texts and obtain copies of relevant journal articles through request forms located within the training rooms. Detailed instructions on how to access the library will be provided at the commencement of each course.

Students may also visit the library; it is generally open during office hours, from 9 am to 5 pm Monday to Friday – please contact the librarian before attending to ensure the librarian is available (phone 02 9768 6870).

Access to PsycINFO and Psychology and Behavioural Sciences Collection

The Uniting Burnside Library subscribes to *PsycINFO* and the related repository of full text sources, the *Psychology and Behavioural Sciences Collection*. These databases will be available to students of the UIE and can be accessed via the internet.

PsycINFO

The PsycINFO database, American Psychological Association's (APA) renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains over 2.5 million citations and summaries dating as far back as the early 1800s. Journal coverage, which spans from 1887 to present, includes international material selected from more than 2,200 periodicals in more than 27 languages. For more information, go to <http://www.apa.org/psycinfo/>

Psychology and Behavioural Sciences Collection

The *Psychology and Behavioral Sciences Collection* is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry and psychology, mental processes, anthropology, and observational and experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 600 journals. For more information, go to <http://www.ebscohost.com/thisTopic.php?topicID=127 andmarketID=1>

Conditions of Use

The licence for the databases includes the following *Conditions of Use*:

- An *Authorised User* may extract or use a reasonable amount of information contained in the database for educational or research purposes.
- An *Authorised User* may print or electronically save a copy of an individual article for personal use.
- An *Authorised User* may not forward copies of downloaded articles to another student or colleague.
- An *Authorised User* must not give the access ID and password to another person.

Become an Authorised User

Students of the UIE can register to become an *Authorised User* by sending an e-mail request to libraryservices@uniting.org

Uniting Institute of Education

Students will be asked to confirm that they will abide by the *Conditions of Use*. Then the URL, access ID and password together with *Guidelines for Searching* will be sent to them. The students e-mail confirmation will be kept. Library staff will monitor usage of the databases.

Students should contact the Uniting Burnside Library on **02 9768 6870** if they have any questions about using the databases.

Access to this database will only be available to current students. For new students this service will be available once they have commenced your qualification. Detailed instructions will be supplied at this time.

10. STUDENT STANDARDS

10.1 Students Responsibilities as a Learner

For adult students the main task is to take **responsibility for their own learning**. This includes completing required reading; home study tasks; handing in assessments on time; contributing to class discussions and taking responsibility for their own behaviour and maintaining positive group dynamics etc.

Each of our courses is reviewed on an annual basis to ensure students are on the cutting edge of learning. Trainers are qualified professionals who both train and practice the material students will be learning. If students require help please contact the trainer/s and make an appointment.

10.2 Active Reading

There is an art to reading effectively. To be an effective reader, students will need to read with a purpose, a plan and with concentration. It is critical not to just read words but to look for meaning. Students will need to assimilate what is being read with what they already know.

To assist students to be effective reader we have included the following steps:

Pre-Reading

To read an entire book:

- Look at the contents page.
- Ask yourself why you are reading this material and what you want from the text.
- Look to see if there are chapter summaries and read these first. This will give you a brief overview of the text.

To read a journal article or chapter of a book:

- Skim the headings and sub-headings.
- Look at any diagrams and illustrations.
- Decide what question you hope the chapter may pose/answer.
- Keep brief notes on the meaning you gleaned from the text.
- Underlining is useful after you have read a text first and are re-reading it for greater understanding. Make sure that it is your own copy and not from the library.
- Re-read your summary and ask if it captures sufficiently what you required from this text.

10.3 Writing Essays

The following suggestion is just one way of writing an essay. The “steps” below offer a structure to assist you.

10.3.1 Analysing Questions

In order to satisfy the reader that you have been able to apply knowledge to a particular question, you must have a good understanding of what that question is asking you to do.

Consider the following essay question:

“Explain the idea of neutrality in the clinical interview; when is it useful versus unhelpful?”

The content words (i.e. words that determine what you will research) are:

1. *Neutrality*
2. *Useful and unhelpful*

To fully answer this question you will be expected to research both points 1 and 2.

10.3.2 Preliminary Research

When you engage with new or unfamiliar material you will need to get your bearings before you launch into more specialised reading. Begin by reviewing recommended readings suggested for the essay.

10.3.3 Using a Library

You can access both books and journals through libraries. Journals tend to be more current than books, tend to cover more specific information and tend to offer a diversity of views as each article is authored independently.

Whatever medium you choose to use, including newspapers and the Internet, be clear about what you are looking for. A useful hint is to set yourself a reading completion deadline. That way you can avoid falling into the ‘read more and more and more’ problem. You need to read just enough to assist you in formulating your ideas.

10.3.4 Select a Main Idea

Do not start writing until you have an idea about what you want to say. It is your ideas about the topic we are interested in understanding. Ask yourself, “Am I for or against the use of ‘neutrality?’” Ask yourself, “What ideas have I generated after reading other authors on this subject?” You will need to justify your ideas. You can use other authors to support your argument.

10.3.5 Select the Main Points

Once you feel you have done enough reading and you have something to say, your next step is to plan your essay. A plan is a broad structure which outlines, in brief point form, your ideas in a logical and sequential order.

10.3.6 Introduction, Body and Conclusion

Every essay should have an introduction (explaining what you will be writing), a body or middle section (setting out your ideas and other supporting and contradictory evidence), and a conclusion (that summarizes or sums up your argument). Included in the Handbook is an excellent article by Stanton (1999) on effective essay writing.

10.3.7 References

You are expected to meet certain minimum standards for referencing throughout your work. Student Referencing Guides are linked to the level of qualification you are enrolled in.

It is not acceptable at any level to plagiarise someone else’s work, writing or ideas. You must acknowledge the source of the ideas, information or quotations you include in your work. Disciplinary action will be taken if you are suspected of plagiarism.

Please refer to the Student Referencing Guide for further information.

10.4 Presentations

During the course students may be required to present material to both the trainer/s and their course colleagues. Presentations can take a variety of forms, which provide students with the opportunity of presenting information in interesting and creative ways. Presentations involving overheads, videos, structured activities as well as didactic input are skills every professional human services practitioner should possess. The trainers will provide input to assist you in building your written and oral skills. If students have any questions or they wish to discuss presentation ideas, we encourage them to discuss these with their trainer/s.

11. DISCIPLINARY PROCEDURES

There may be instances when a student's behaviour may require disciplinary action. This could include, but is not limited to, vilification, harassment of, or discrimination against certain groups; other students; their trainers or UIE staff; behaviour that disrupts other students' learning; lack of clear boundaries; breach of confidentiality or privacy; cheating; plagiarism; not completing assessment tasks etc.

Under the *Disability Standards for Education 2005*, students and staff are prohibited to harass or victimize students with disabilities or students who have associates with disabilities, on the basis of disability. This includes the need for individual strategies and adjustments for a student and the need for such supports as a wheelchair, hearing aid, breathing support, an interpreter, reader, an assistant or a guide or hearing dog etc. See also [6.9: Students with Disabilities](#).

Complaints about behaviour could be received from other students, trainers or UIE staff.

In such cases UIE will appoint an independent officer to undertake an investigation of the allegations. This could include interviewing the student and other relevant parties, interviewing witnesses and taking statements, gathering evidence etc.

The independent officer will then consider all the evidence and make a recommendation on penalties or otherwise to the Director Institute of Family Practice. A written report will be prepared and a copy discussed with and given to the student. This report will consider any relevant legislation including the *Disability Standards for Education 2005*. The Director of UIE will then consider the evidence and proceed with the recommended action i.e. clearing the student of allegations or proceeding with penalties.

Penalties could include – a written warning outlining required changes; suspension or expulsion from the course, depending on the severity of the action and with due regard to legislation.

In some instances UIE will suspend the student from classes and workshops, pending the outcome of the investigations.

UIE commits to commencing the investigation within 2 days of receiving complaints (when applicable), and resolving such actions within 2 weeks.

11.1 Student Oath or Affirmation of Confidentiality

UIE is an organisation which provides training, assessment and student support services, therefore staff and students will be involved in work which requires them to handle confidential information. Students may be privy to confidential information through observation of clients in counselling or mediation (via clinical placements or viewing of video recordings), being aware of personal issues other students may have disclosed in class, accounts of clinical experiences from Trainers (even though the Trainer will change details in the story to protect the privacy of the client) or experiences with other students in experiential learning activities. Therefore, UIE requires all Students to take the oath or affirmation which will be included in the Enrolment Pack for students to complete and submit to UIE.

