

STUDENT SERVICES POLICY AND PROCEDURES

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Implementation and Review:	Academic Registrar	

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OVERVIEW

Tabor Adelaide has a commitment to provide clear, accessible, transparent and just processes for all students. Tabor Adelaide operates as a Registered Training Organisation and as a Private Higher Education Provider registered under the South Australian Training and Skills Development Act (2008) and the Commonwealth Higher Education Support Act (2003). In doing so, Tabor Adelaide seeks at all times to comply with

1. the AQTF Standards for Registered Training Organisations
2. the Training and Skills Development Act (2008) and associated Regulations and Guidelines
3. the *Higher Education Support Act 2003* and associated Guidelines for Higher Education Providers
4. the *Education Services to Overseas Students Act 2000* and the *National Code of Practice 2007*
5. any additional requirements of its registering or auditing agencies which have been established to ensure that students receive sound and appropriate education and training.

SCOPE (WHO SHOULD READ THIS POLICY)

This policy applies to all students regardless of mode of study, and all staff.

PRINCIPLES

Tabor Adelaide is committed to the principles of justice, equity, and the inherent dignity of individuals. Tabor Adelaide, therefore, seeks to ensure that all students, persons seeking to enrol in courses of study and staff are treated fairly, justly and with respect.

Our Faith Values

Tabor Adelaide is a multid denominational College which upholds Christian orthodoxy as expressed in the Nicene Creed. We value and respect the vitality of Pentecostal and Charismatic expressions of faith, the biblical focus of Evangelical Christians and the distilled learning of the wider Church. Our community life is shaped by the following theological emphases:

- (a) Christ-centred: Jesus Christ is the centre of our faith. His life and teaching, death, resurrection and ascension declare him to be Lord and Saviour and most fully reveal to us the nature and purpose of God.
- (b) Spiritually empowered: We look to the empowering presence of God the Holy Spirit to renew, direct and shape our individual lives and the corporate life of the Tabor learning community.
- (c) Trinitarian community: The Christian experience of God as Father, Son and Holy Spirit enriches our community with the self-giving love of the Triune God.
- (d) Biblically based: We look to the Bible as the inspired word of God, true and reliable in all that it affirms and authoritative for matters of Christian faith, life and ministry.
- (e) Respect and care for the individual: We affirm that every individual is created in the image of God and therefore has a God-given worth and dignity which demand our respect and care.
- (f) Worship as foundational: We affirm corporate worship as a joy and a service we owe to ourselves and each other as we seek to uphold and nurture the shared faith that underpins our learning community.
- (g) The priority of God's mission: The love of Christ compels us to be active in both evangelism and social

concern; together, these express the power of the gospel to overcome evil with grace.

(h) The reality of hope: The resurrection of Jesus, the gift of the Spirit, and the community of the Church collectively fill us with the hope of a renewed Creation and an unhindered relationship with God. We live in faith and love now because we are a people of hope.

Our Learning Community Values

Tabor Adelaide involves teaching staff, administrators, students, alumni and members of various Boards all of whom are engaged in the building of a vital learning community which values:

- (a) Partnership in learning: students, academics, support staff, Boards and Committees are viewed as partners in the enterprise of vocational and higher education.
- (b) Authentic community: we learn together as part of a community that is enriching and supportive academically, spiritually and personally.
- (c) Excellence in both academic and vocational education.
- (d) Freedom of academic inquiry and expression.
- (e) Learning and research that transforms – personally, professionally and through its contribution to civil and global society.
- (f) Social justice and equity - including gender equity and access to courses by those who are disadvantaged or disabled.
- (g) Service to the local and global communities.
- (h) Exemplary corporate citizenship.
- (i) Environmentally responsible practices.

1. Overview

Academic integrity is an essential component of teaching, learning and research, fundamental to the very nature of tertiary education institutions. The ideas and work of others must be acknowledged rather than claimed as one's own. The purpose of this policy is to underpin Tabor Adelaide's commitment to high standards of academic integrity and to define the regulatory measures for ensuring academic integrity and managing academic misconduct.

2. Scope

This policy applies to all students and staff regardless of mode of study.

Overseas Students should also refer to the Overseas Student Deferral, Suspension and Cancellation Policy with regard to the consequences of cancellation of enrolment for overseas students.

3. Principles

Tabor Adelaide is committed to taking a consistent and equitable approach to the issue of academic misconduct. Schools are encouraged to develop their own approaches to providing students with information about Tabor Adelaide's policies and guidelines relating to academic misconduct, and to provide learning opportunities for students to make use of the resources available to assist them in writing and other assessment tasks.

4. Types Of Academic Misconduct That Will Incur Penalties

A. Plagiarism that will incur penalties can take several forms:

- a) Presenting work in any format, without appropriate attribution to the original source.
- b) Paraphrasing sentences or whole paragraphs without due acknowledgement by reference to the original work.

B. Related forms of collusion and cheating that will be treated in the same way as direct plagiarism include:

- a) Submitting assessment work with the intention to deceive the assessor as to the contribution made by the student submitting the work.
- b) Students separately submitting the same piece of work with the intention to deceive the assessor as to the contribution they have made to the assessment task.
- c) A student submitting the same piece of his or her own work, or significant parts of that work, for two (or more) different assessment tasks, without the assessor's permission.

C. Academic misconduct in examinations includes:

- a) A student who takes unauthorised materials into the examination room.
- b) A student who attempts to, or actually does, actually copy other students' work.
- c) A student who attempts to, or actually does, seek assistance from other students in the examination room.
- d) A student who assists another student in the examination room.

5. Consequences Of Academic Misconduct

A. Each case of academic misconduct should be treated on its own merits.

- B. Inappropriate practices in the use of referencing, citations, quotations or attributions for formative assessment may be dealt with by the assessor, who may refer students to appropriate resources to improve their academic skills.
- C. Suspected incidents of academic misconduct involving summative assessments must be brought to the attention of the School Head and dealt with according to this policy.
- D. The penalties associated with academic misconduct are designed to impose sanctions that reflect the seriousness of Tabor Adelaide's commitment to academic integrity. Penalties may include revising and resubmitting assessment work, receiving a result of zero for the assessment task, failing the subject, suspension of enrolment, or cancellation of enrolment.
- E. Tabor Adelaide keeps a central register of cases of academic misconduct (Academic Misconduct Register) to assist in the detection of students committing multiple offences in different subjects. The Register is held by the Principal's Office.
- F. If the Academic Misconduct Review Committee finds that a student has committed multiple and/or systematic acts of academic misconduct, or admits to, or is found to have committed, conduct that prejudices the interests of other students or the integrity of an assessment scheme itself, then the case will be dealt with as a complaint of misconduct.
- G. EXAMINATIONS: Students detected engaging in academic misconduct in exam conditions by the invigilator may be dismissed from the examination room.
- H. All procedures used for dealing with cases of academic misconduct must incorporate the following principles:
 - a) *Procedural Fairness*: See point 15 in "Definitions" above.
 - b) *Transparency*: The procedures aim to be easily accessible to all staff and students, with transparent operation and outcomes, and capable of resolving academic misconduct cases in a timely manner with clear deadlines for each stage of resolution.
 - c) *Confidentiality*: Under Tabor Adelaide's *Privacy Policy* all information provided in academic misconduct procedures is strictly confidential and can be used only for the investigation of the suspected misconduct incident, unless
 - i. The express consent of the individual(s) concerned is obtained;
 - ii. Tabor Adelaide has reasonable grounds for believing that the use of the information will reduce a threat to the life or health of any person; or
 - iii. The use is specifically required by law.
 - d) *Equity*: Academic misconduct cases are dealt with in an equitable and culturally sensitive manner, and are judged strictly on their merits.
 - e) *Representation/Support*: Persons subject to allegations of academic misconduct should have the option of attending meetings to discuss those allegations and to review misconduct decisions in the company of a designated advocate, representative, friend or support person.
 - f) *Balance of Probabilities*: The principle to be applied to the evidence in reaching a decision is the "balance of probabilities" rather than the criminal law principle of "beyond reasonable doubt".
- I. The specific procedures that should be followed in cases of suspected academic misconduct by students are found in the Academic Misconduct Procedures in section 5 of this policy.
- J. Written records will be kept by the School Head of all official meetings once an investigation has commenced. A copy of the assessment work, written records of meetings, phone conversations, emails and oral presentations involving the student and the assessor and the School Head, as appropriate, will be kept as confidential records.

6. Related Documents

- A. Grievance Policy

7. Procedures

All academic misconduct is unacceptable. The following procedures provide assistance to staff and students in determining the most appropriate way to deal with the different instances of academic misconduct. Tabor Adelaide's approach to suspected cases of academic misconduct should be consistent and fair. Students should be aware of the expectations of academic integrity and how they will be upheld. Students should also be aware of their rights and responsibilities in dealing with issues associated with academic misconduct and keep copies of their drafts, notes and literature sources so that they are familiar with the details of their submissions. If a case of suspected academic misconduct is detected, the principles of procedural fairness should be employed to deal with it.

A. ACADEMIC MISCONDUCT CASES WITH NO PREVIOUS RECORD

a) Inappropriate Referencing

- i. If the evidence suggests that there is an inadequate understanding or application of the procedures of appropriate referencing, and there is no previous record in the confidential Academic Misconduct Register the student will be contacted, within 5 business days of the suspected incident being recorded at the School level, and the matter discussed.
- ii. The assessor or School Head, as appropriate, may request that the work be resubmitted and re-marked, or marks may be deducted because of inappropriate referencing. No record will be entered in the confidential Academic Misconduct Register.

b) Substantial Academic Misconduct

- i. If the School Head examines the evidence and concludes that it may involve more than an inadequate understanding or application of the appropriate referencing procedures, he or she will notify the student in writing of the alleged academic misconduct within 5 business days of the suspected incident being recorded at the School level.
- ii. The notification to the student will contain details of the assessment task, the evidence pertaining to the material suspected of being plagiarised, their rights concerning the process of investigating allegations of academic misconduct and the support available to them, including advice and representation by a support person.
- iii. The notification must also include the scheduled time, date and place for the hearing, which will normally be within 10 business days from the date of notification, and the names and positions of all attending staff members.
- iv. The student will be invited to respond to the School Head on the evidence of academic misconduct within 10 business days of the date of notification. The student may respond in writing, or by meeting with the School Head in person, or both.
- v. The student may invite a support person to any meeting to provide them with advice.
- vi. If the student and/or his/her support person cannot reasonably meet the time nominated by the School Head for the meeting, the hearing may be switched to an alternative mutually agreed time, but in any case no longer than 20 business days from the date of notification.
- vii. Telephone conferences may be used to help overcome scheduling clashes, or where the student may be interstate or overseas, with the nominated support person in attendance with the School Head.
- viii. If there is no response to the notification the School Head is required to make one final reasonable attempt at contacting the student, by telephone, email and/or in writing, using the current contact details on the student administration system, or other available contact details.
- ix. If there is still no response 5 business days after this attempt has been made, or the student fails to arrive at the scheduled time and place, the School Head will proceed with the hearing in the student's absence.

- x. After consulting the assessor and the lecturer, taking into account any extenuating circumstances presented by the student or his/her support person, and applying to the evidence the principle of “the balance of probabilities” rather than the criminal law principle of “beyond reasonable doubt”, the School Head may then decide on one of the following actions:
 - If, on the balance of probabilities, the available evidence is not sufficient to indicate academic misconduct, then no further action need be taken. No record will be entered in the confidential Academic Misconduct Register and the student will be notified of this outcome in writing within 5 business days.
 - If, on the balance of probabilities, the available evidence is sufficient to indicate that material was plagiarised, the student would normally be given zero marks for the assessment task, and may be given the option of resubmitting. The student will also be provided with resources and assistance in developing a scholarly approach to assessment task, including appropriate methods for referencing and acknowledging the works of others.
- xi. A record of the incident, together with the resources and assistance provided, will be entered in the confidential Academic Misconduct Register and the student will be notified of this outcome in writing within 5 business days. The notification letter should include a reference to the student’s right to appeal the decision under the provisions of Tabor Adelaide’s Grievance Policy.
- xii. The School Head will update records of cases where students have been contacted.

B. ACADEMIC MISCONDUCT CASES WITH A PREVIOUS RECORD

Where a previous record exists in the Academic Misconduct Register, the case will be referred to the Academic Misconduct Review Committee, instigated by the School Head. The student will be notified of the Committee hearing in writing within 5 business days, using the same procedures and timelines as those outlined above. The initial notification letter or email to the student will contain an additional statement to the effect that the range of possible outcomes and penalties is significantly expanded because of the student’s previous record.

- a) The Academic Misconduct Review Committee will consist of the Academic Dean, the School Head, the original assessor and/or lecturer and another academic staff member from the same discipline.
- b) The Committee will proceed without undue formality, and will act according to the principles of procedural fairness and the substantial merits of the case, without regard to legal technicalities or forms.
- c) The Committee will examine all of the relevant evidence, including the student’s oral and/or written submission.
- d) If, on the balance of probabilities, the available evidence is not sufficient to indicate academic misconduct, then no further action need be taken. No additional record will be entered in the confidential Academic Misconduct Register, and the student will be notified of this outcome in writing within 5 business days. The School Head will update the School level records.
- e) If the Committee finds that, on the balance of probabilities, all or significant portions of the material was plagiarised, then the assessment task will be given a mark of zero and the student will fail the subject without the option of taking a supplementary examination. A record will be entered in the Academic Misconduct Register and the student will be notified of this outcome in writing within 5 business days of the Committee meeting.
- f) If the Committee determines that multiple and/or systematic acts of academic misconduct have been committed by the student, or if the student admits, or is found to have committed, conduct that prejudices the interests of other students or the integrity of an assessment scheme itself, then the

Committee will recommend that the case be dealt with under a complaint of misconduct and further penalties may be imposed.

- g) Overseas students must be advised of the impact of any sanctions imposed on their student visa. Refer to the Overseas Student Deferral, Suspension and Cancellation Policy regarding the consequences of cancellation of enrolment for overseas students.

8. APPEALS

A student who wishes formally to appeal against an assessment mark or a decision resulting from a case dealt with under the Academic Misconduct Procedures may do so in writing according to the procedures outlined in the Grievance Policy.

1. Overview

Once students enrol in a course of study their progression through to graduation will be dependent upon meeting minimum success rates. This policy describes the ways in which Tabor Adelaide will attempt to identify students who are not making satisfactory progress and direct them to appropriate sources of assistance. It also outlines the process by which a student can be required to take remedial action and other steps that the college may take if satisfactory progress is not achieved. Tabor Adelaide believes it must exercise a duty of care to students who incur fees and who are not well suited to tertiary study, rather than to permit poorly performing students to continue to study at inappropriate levels. Tabor Adelaide recognises that there may be extenuating circumstances for unsatisfactory performance and students have a right to appeal decisions made under this policy.

2. Scope

This policy applies to all students of Tabor Adelaide regardless of mode of study.

3. Related Documents

- A. Grievance Policy
- B. Repeating Failed Subjects Policy
- C. Academic Misconduct Policy

4. Procedures

- A. A student is considered to be 'at risk' academically if:
 - a) the student fails a subject; or
 - b) a School Head has sufficient concern about the student's academic progress to designate the student 'at risk'.
- B. In addition, students who display one or more of the following may be categorised as 'at risk':
 - a) poor attendance/participation
 - b) frequent extensions for assignments
 - c) poor assignment results
 - d) poor scholarship
- C. As soon as practicable after each semester, Student Services will provide School Heads with a list of any students who have failed subjects.
- D. Each student identified as being "at risk" will be offered support, guidance and encouragement by the School Head or by a supporting lecturer designated by the School Head.
- E. School Heads will be responsible for ensuring that any "at risk" students in their school are advised in writing that they required to avail themselves of the supplied academic assistance.
- F. The progress of each "at risk" student will be monitored by the School Head or by a designated supporting lecturer who will be responsible to the School Head.
- G. School Heads may remove a student from "at risk" status.
- H. A student will be given "academic support" status if:
 - a) the student has failed two or more subjects in the previous semester;
 - b) the student has failed a particular subject for a second time;
 - c) the student has failed any subject in each of the previous two semesters; or
 - d) the School Head has sufficient concern about the student's academic progress to consider that the student needs support.

- I. School Heads will ensure that such students are advised in writing of their academic support status and what they need to do about this.
- J. Students with academic support status will be expected to meet with the School Head, or with the Student Support Officer or another faculty member designated by the School Head to negotiate a Learning Contract to facilitate success in their ongoing studies. Aspects of this contract will normally include: target dates for completion of work components, planning of assignment work and reading, attendance requirements, plans for reporting on progress to the faculty member. A copy of this contract will be placed in the student's file.
- K. Students given academic support will be expected to meet with the Student Support Officer at least once a term and also at the end of the semester for which academic support applies. During the semester, the school will be kept informed of the student's progress, through meetings, communications with other lecturers/staff, etc.
- L. Students with academic support status will not be permitted to take more than a full-time study load and would normally be required to take a lesser workload.
- M. At the end of a semester in which a student has had academic support status, the student's progress will be reviewed by at least two faculty members, normally the supporting faculty member and the School Head or another relevant faculty member. One of the following will then be decided:
 - a) the student's progress has improved and the period of academic support will be discontinued;
 - b) the student is to continue with academic support status for another semester;
 - c) the student may be counselled to withdraw from the course (this would normally only occur after 2 consecutive semesters of academic support); or
 - d) the student may be refused further enrolment (this would normally only occur after 2 consecutive semesters of academic support).
- N. The academic support process is the responsibility of the School Head. While any particular aspect of the support and monitoring process may be delegated to other appropriate staff, the School Head remains ultimately responsible for the implementation and oversight of the academic support process for students.
- O. Students have the right to appeal against decisions made by College authorities and should refer to the Grievance Policy for further information about appeals procedures and timeframes.

1. Overview

Tabor Adelaide is committed to the principles of justice, equity, and the inherent dignity of individuals. Tabor Adelaide, therefore, seeks to ensure that all students, persons seeking to enrol in courses of study are treated fairly, justly and with respect. Tabor Adelaide exercises the right to make decisions on entry to its courses based on whether an applicant meets the prerequisites described in the Tabor Adelaide School Handbooks and in the College's accredited curriculum documentation.

Tabor Adelaide operates as a Registered Training Organisation under the Australian Quality Training Framework (AQTF) and also as a registered Private Provider of Higher Education. In doing so, Tabor Adelaide seeks at all times to comply with the AQTF Standards for Registered Training Organisations, the South Australian Higher Education Requirements, the *Higher Education Support Act 2003* and associated Guidelines for Higher Education Providers, and any additional requirements of its registering or auditing body/bodies, which have been established to ensure that clients/students receive sound and appropriate training/education.

2. Scope

This policy outlines the application and selection policy and procedures for students who do not require a student visa in order to study at Tabor Adelaide. Due to the very different nature of applications and selection processes the policy and procedures for the application and selection of Overseas Students is outlined in the Overseas Student Entry Criteria Policy and Procedures.

3. Principles

Tabor Adelaide will at all times seek to treat fairly:

- A. all students of the College; and
- B. all persons seeking to enrol with the College.
- C. Tabor Adelaide will ensure that the opportunities and benefits provided by any Commonwealth Government assistance received under Chapter 2 of the *Higher Education Support Act 2003* are made equally available to all students or classes of students that are eligible to be paid the assistance.
- D. Tabor Adelaide will practise open, fair and transparent procedures that are based on merit for making decisions about the selection of students who are to benefit from a grant, allocation or payment made under Chapter 2 of the *Higher Education Support Act 2003*.

4. Related Documents

- A. Justice and Equity Policy

5. Procedures

- A. Enquirers are provided with appropriate information about the nature and ethos of Tabor Adelaide, both oral and written, as appropriate.
- B. Each applicant submits a completed Tabor Adelaide Application form to Tabor Adelaide.
- C. This completed application form is processed by Student Services and the appropriate School is advised.

- D. Each applicant for an on-campus course is then contacted by the relevant School and invited to attend a personal interview with an appropriate staff member. Applicants seeking to study by External Studies are contacted by the School and a telephone interview is usually arranged.
- E. Each applicant is considered on the basis of merit, according to the criteria outlined in the Tabor Adelaide School Handbook and Tabor Adelaide's accredited curriculum documentation in relation to the requirements for the proposed course of study.
- F. The applicant's academic background is discussed and evidence of academic attainment is considered, with particular attention to the requirements of the desired course of study.
- G. TER scores are noted for recent school-leavers.
- H. Mature-age applicants for some courses who do not have evidence of a suitable tertiary entry qualification, may be required to undertake a STAT test (the Australian Council for Educational Research [ACER] Special Tertiary Admission Test). The STAT test may be administered at Tabor Adelaide for a fee, and is used to provide quantitative information in relation to academic entry criteria.
- I. The applicant's suitability to undertake the desired course of study at Tabor Adelaide is considered and discussed with the applicant, as well as the suitability of the course to meet the applicant's needs.
- J. Applicants are granted or refused a place in a Tabor Adelaide course on the basis of their meeting the entry requirements, demonstrating probable suitability for the course in question, and a place being available in the course.
- K. Any Commonwealth supported places allocated to Tabor Adelaide for a particular course will be offered to applicants on the basis of date of application (ie. priority will be given to earlier applicants).

1. Overview

Tabor Adelaide recognises that effective assessment is of major importance in the delivery of quality education. This document and the publications to which it refers describe Tabor Adelaide's general assessment policy and procedures.

2. Scope

This policy and its associated procedures apply to assessment in undergraduate and postgraduate Higher Education coursework programs.

3. Principles

Tabor Adelaide is committed the following principles with respect to assessment:

- A. Assessment should be regarded as an essential component in the teaching and learning process. Assessment should, therefore, be given careful attention in planning and implementation and be subject to regular review
- B. Assessment should validly, reliably and consistently measure the student's learning against the stated learning outcomes for the subject
- C. Assessment should direct and encourage effective learning
- D. Formative and summative assessment methods should be used
- E. A variety of assessment methods must be employed in any particular subject in order to obtain a valid and reliable assessment of learning
- F. Assessment tasks should offer students an appropriate level of choice and flexibility
- G. Assessment tasks should be equitable for all persons, taking account of disability and cultural and linguistic needs; and
- H. Tabor Adelaide will validate its assessment strategies by reviewing and evaluating assessment processes, and will document any action taken to improve the quality and consistency of assessment.

4. Procedures

- A. Assessment plans and strategies
 - a) The assessment plan and strategy for each subject must be described in detail on the subject information sheet provided to students and, in more general terms, in the Tabor Adelaide Student and Lecturers' Handbooks.
 - b) Subject lecturers, under the supervision of School Heads, are responsible for developing, reviewing and revising subject assessment plans annually.
 - c) Subject lecturers must ensure that the assessment plan for a subject aligns with the Principles enunciated in Section 3 above.
 - d) Assessment plans should normally provide for early formative feedback to students
 - e) The Academic Dean and School Heads are responsible for providing advice on the requirements of assessment.
 - f) School Heads are responsible for monitoring the efficacy of assessment tasks set for particular subjects.
 - g) School Heads are responsible to ensure that markers are appropriately qualified and that they understand assessment processes at Tabor Adelaide.

B. Marking

- a) Subject lecturers, assisted in some subjects by appropriately qualified assessors carry out marking of assessment tasks. These lecturers/assessors are responsible for assessing student work and for providing constructive critical comment to students about their work.
- b) Marked assessment work is to be returned to students within three weeks of the submission date.
- c) Subject lecturers should advise Student Services of final grades within four weeks of completion of semester.

C. Quality Assurance

- a) Where markers are appointed to help with assessment in a particular subject the subject lecturer is responsible to provide direction and internal moderation in order to ensure consistency in assessment.
- b) School Heads are responsible for monitoring the quality of assessment within their School.
- c) The Undergraduate and Postgraduate Quality Committees (who report to the Academic Board) are responsible for monitoring the quality of assessment across the College.

ATTENDANCE POLICY

1. Overview

The purpose of this policy is to ensure that Tabor Adelaide students are managed responsibly and the highest standards of tertiary education are maintained and subject outcomes achieved.

2. Scope

This policy applies to all Tabor Adelaide students.

3. Related Documents

- A. Grievance Policy

4. Procedures

- A. In order to maintain satisfactory attendance at Tabor Adelaide, students are required to attend at least 75% of scheduled contact hours for each subject. In the School of Education 100% attendance is required.
- B. In subjects where lecture material is available through Tabor Online, attendance requirements may be relaxed at the discretion of the Lecturer and/or School Head.
- C. Tabor will notify students who have not met the attendance requirement of a particular subject. In most cases catch up work will be set for the student, but where this is deemed inappropriate, a reduction of one grade level in the student's final grade will apply. In severe cases, where attendance is 50% or less, students would fail the subject.
- D. Students have the right to appeal against decisions made by the College and should refer to the Grievance Policy for further information about appeals procedures and timeframes.

1. Overview

This policy and its associated procedures address the need for a coordinated and planned response should Tabor students, staff or visitors to a Tabor campus or activity be involved in a critical incident. The policy recognises that, for various reasons (see Principles) special provisions are required in order to provide an appropriate response should overseas students be involved in a critical incident.

2. Scope

All students, staff and visitors at Tabor Adelaide.

3. Principles

- A. Tabor Adelaide is committed to providing clear principles and procedures for responses to critical incidents in order to provide for the safety and security of students, staff and visitors. This will assist in ensuring that each case is managed effectively and compassionately, and minimise the risks inherent in independent and perhaps ill judged responses.
- B. Overseas Students: Tabor Adelaide acknowledges that overseas students studying in Australia have special needs due to distance from family, language and cultural issues and lack of familiarity with government and community support systems.

4. Procedures

A. OVERSEAS STUDENTS

- a) Tabor Adelaide will appoint specific staff members to act as Contact Persons for overseas students.
- b) Overseas students involved in a critical incident may telephone a Contact Person at any time
- c) The current Contact Persons for overseas students at Tabor Adelaide are:
 - i. Lesley Houston, International Student Officer (Primary Contact Person)
 - ii. Colleen Spence, Student Services Officer (Secondary Contact Person)
 - iii. Peter Gray, Academic Registrar (if neither contact person is available)
- d) The contact person phone number is: 0439 275 027
- e) Contact Persons will inform students of the existence of support services and how to access them. Contact Persons will inform the Academic Registrar as soon as possible after being notified or becoming aware of a critical incident involving an overseas student.

B. CRITICAL INCIDENT PLAN

- a) Any staff member or student who becomes aware of a critical incident involving threat to life or risk of serious harm to another student, staff member or visitor to any Tabor Adelaide campus or activity must immediately notify the Emergency Services by calling 000.
- b) Any staff member or student being notified of a critical incident or receiving a report of a critical incident involving a student, staff member or visitor to Tabor Adelaide must immediately:
 - i. during business hours (9am – 5pm weekdays) notify Student Services in person or by telephone (08) 8373 8777
 - ii. at other times notify the Primary Contact Person

- c) Any Student Services officer who receives such a notification shall immediately alert the Academic Registrar.
- d) During business hours the Academic Registrar or his/her delegate is the Critical Incident Response Coordinator. (CIRC)
- e) At other times the Primary Contact Person is the Critical Incident Response Coordinator.

C. THE CRITICAL INCIDENT RESPONSE CO-ORDINATOR (CIRC)

The Critical Incident Response Co-ordinator will:

- a) Document key details of the incident from the person who made the report using the Critical Incident Report Form (Appendix 2)
- b) Make an initial assessment of the situation and organise any additional support required
- c) Liaise with Police or other emergency services as necessary
- d) Access student or staff records to verify family information and contact details
- e) Notify the Principal, the Academic Dean, and the Human Resources Manager who will then, with the CIRC, form a Critical Incident Response Team.
- f) Brief the other members of the Critical Response Team

D. THE CRITICAL INCIDENT RESPONSE TEAM

The Critical Incident Response Team will:

- a) make an assessment as to whether the circumstances are such as to warrant any further immediate action
- b) formulate and implement an action plan
- c) formulate and implement a communication plan
- d) formulate a plan for appropriate after-incident care for those directly and indirectly affected by the incident and define personnel, resources and timelines for its implementation.
- e) ensure the effective implementation of immediate and after-incident responses (including effective communication to the College community and, where appropriate, the wider community)
- f) Any contact with the family or next of kin in an official capacity is to be through the Principal or Academic Registrar
- g) In the case of a critical incident involving an overseas student the Academic Registrar will advise, as appropriate the relevant Consulate or Embassy and liaise with the Department of Immigration and Citizenship.

E. RECOMMENDED PROCEDURE: MISSING PERSONS

From time to time, parents or other family members of a student or recent graduate may contact Tabor Adelaide to report a student or graduate as missing. These enquiries should be referred to the Academic Registrar.

In the first instance, the relative should be referred to the Police. However, there are circumstances where the family may be reluctant to pursue that option and if so, the charitable organisations identified below may be a suitable alternative.

Salvation Army

For overseas students, the Salvation Army have a family tracing service, however, due to their international protocol they will not initiate the enquiry in Australia. The relatives have to contact the Salvation Army in their home country (they operate in 100 countries) and they in turn contact Australia.

Mission Australia

24 hours Support Line - Freecall 1800 227 772

This is a Family and Friends of Missing Persons support line. They offer support and a referral service.

1. Overview

Tabor Adelaide recognises the value of the examination as an assessment task. This policy provides a framework for the organisation of examinations and the conduct of students in examinations to assist students in performing to their highest academic potential.

2. Scope

All undergraduate subjects (associate degree/ bachelor level).

3. Principles

- A. Final examinations are held in some undergraduate subjects, and where this is the case the need for an exam and its weighting are to be indicated on the relevant subject information sheet.
- B. Student assessment is based on the extent to which an assessor considers that a student has attained the objectives of a subject, as specified in the accredited curriculum documentation. Examinations, assignment and other assessed work are to be designed to complement one another and to provide adequate assessment in all the necessary areas for all students at all levels.
- C. If examinations are required, students must present for examination in order to gain a pass in the subject concerned.
- D. Generally, examinations account for about 30% of the total available subject marks, although there may be some variation from subject to subject.
- E. A student's overall grade in examinable subjects is normally based on the aggregate of term/assignment marks and the examination mark.
- F. A student is expected to have completed all term work before being granted permission to sit an examination.
- G. Examination format varies from subject to subject, with the use of essay-type answers to unseen questions, an unknown selection of questions taken from a larger number of previewed questions, shorts-answers, multiple-choice and assertion-and-reason-tests.
- H. Most examinations are closed-book and are held under supervision on-campus or in an approved distance education setting. However, open-book examinations may be used in some subjects.
- I. Students are to be advised by subject lecturers at the start of a subject of the nature of any examinations that they need to sit.

4. Procedures

- A. The School Head is responsible for overseeing the production of examination papers, and for ensuring that appropriate quality assurance checks are taking place.
- B. As former examination papers are made available to students in the library (except for selected components, e.g. multiple-choice questions), lecturers should include some new exam questions and remove some of the previous ones each time they revise/prepare an examination paper.
- C. Examination papers must be prepared using a computer or drive accessed through a confidential username and password.
- D. Examination papers must not be stored on shared drives accessible to unauthorised persons.
- E. Examinations will normally be held in the week after lectures finish, on the same weekday and in the same timeslot as lectures.

- F. The invigilator of any on-campus examination will normally be the subject lecturer for the subject concerned.
- G. Having a disability does not exempt students from being required to meet certain standards in their work. All students must demonstrate the required knowledge, understanding and skills to pass in any unit. However some allowances can be made for students with disabilities to enable them to demonstrate the requisite skills and knowledge. The sorts of allowances that may be made for students with disabilities include: additional time for examinations (and assignments), and alternative forms of assessment, e.g. oral examinations or multiple-choice examinations instead of traditional written examinations.
- H. Students may apply for variations to examination times and/or conditions and/or durations on the grounds of a medical condition, religious beliefs, scheduling conflicts, defence force commitments and commitments to some sporting or cultural events.
- I. Students who seek to gain unfair advantage in examinations, e.g. by taking materials into the examination room which are not allowed, copying other students' work or seeking help from other students in the examination room, will be severely penalised. If detected by the invigilator, they may be dismissed from the examination room.
- J. Complaints about dishonesty in examinations should be forwarded in writing to the Academic Registrar, who will investigate each case and notify the students concerned, in writing, of the action to be taken.
- K. Students who seek to give assistance to other students in the examination room should be reported, in writing, to the Academic Registrar, who will investigate each case and notify the students concerned, in writing, of the action to be taken.
- L. Students have the right to access their examination papers. Where possible, Schools should return examination scripts to students to assist the learning process.
- M. Schools that do not return examination papers to students must retain them in a secure location for a minimum of one year and normally for three years after the examination period.
- N. A student who fails a test or examination may be granted a supplementary test or examination after a further period of study, provided that the student's performance in other components of the assessment has been satisfactory. Supplementary examinations may be granted on the following grounds:
 - a) Medical: Where an illness or injury prevents a student attending an examination or significantly impairs his or her preparation for or performance in an examination
 - b) Compassionate: Where personal circumstances prevent a student attending an examination or significantly impair his or her preparation for or performance in an examination
 - c) Last Subject: Where a student has failed in only one final full-year or one final semester course that could complete his or her course for an award

GENERAL MISCONDUCT POLICY

1. Overview

Tabor Adelaide students are required to respect other students, staff and property so that learning and teaching can take place freely, safely and without impediment. The purpose of this policy is to underpin Tabor Adelaide's commitment to high standards of personal conduct and to define the regulatory measures that Tabor Adelaide has established to manage misconduct. Tabor Adelaide is committed to fairness, consistency and continuous improvement in all areas of its dealings with students and staff.

2. Scope

This policy applies to all students of Tabor Adelaide regardless of mode of study.

Note: for matters relating to Academic Misconduct please refer to the Academic Misconduct Policy.

3. Principles

- A. All procedures for resolving reports of general misconduct will incorporate the following principles:
 - a) Transparency: The procedures aim to be easily accessible to all staff and students, with transparent operation and outcomes, and capable of resolving general misconduct cases in a timely manner. Reasons for decisions must be provided to all concerned parties.
 - b) Confidentiality: Under Tabor Adelaide's *Privacy Policy* all information provided in general misconduct procedures is strictly confidential and can be used only for the investigation of the suspected misconduct incident, unless
 - i. The express consent of the individual(s) concerned is obtained;
 - ii. Tabor Adelaide has reasonable grounds for believing that the use of the information will reduce a threat to the life or health of any person; or
 - iii. The use is specifically required by law.
 - c) Equity: General misconduct cases are dealt with in an equitable and culturally sensitive manner, and are judged strictly on their merits.
 - d) Representation/Support: Persons subject to allegations of general misconduct should have the option of attending meetings to discuss those allegations and to review misconduct decisions in the company of a designated advocate, representative, friend or support person.
 - e) Balance of Probabilities: The principle to be applied to the evidence in reaching a decision is the "balance of probabilities" rather than the criminal law principle of "beyond reasonable doubt".
- B. The penalties associated with general misconduct are designed to impose sanctions that reflect the seriousness of Tabor's commitment to high standards of personal conduct. Penalties imposed will take into account the nature and the extent of the misconduct and may involve counselling, exclusion from classes or other Tabor Adelaide activities, suspension or cancellation of enrolment.
- C. The process for dealing with student general misconduct should, as a general rule, allow opportunity for correction prior to the imposition of sanctions.
- D. Documentation: All reported cases of student misconduct should be documented. The documentation should record the outcome of the case and action taken. The record should provide sufficient information to justify these decisions. Written records of meetings, phone conversations and emails will be kept as confidential records. Tabor Adelaide will maintain a central register of cases of student misconduct (Student Misconduct Register). The Register is held by the Principal's Office.

- E. Definition: For the purposes of this policy, and without limiting its generality, a student commits an act of general misconduct if, whilst on any Tabor Adelaide property or whilst engaged in any Tabor Adelaide activity, the student;
- a) prejudices the good order and governance of Tabor Adelaide or interferes with the freedom of other people to pursue their studies, carry out their functions or participate in the life of Tabor Adelaide;
 - b) fails to comply with conditions agreed in the contract;
 - c) wilfully disobeys or disregards any lawful order or direction;
 - d) refuses to identify him or herself when lawfully asked to do so by an officer of Tabor Adelaide;
 - e) fails to comply with any penalty imposed for breach of discipline;
 - f) engages in inappropriate behaviour in a class, meeting or other activity under the control or supervision of Tabor Adelaide, or on Tabor Adelaide premises or other premises to which the student has access as a student of Tabor Adelaide¹;
 - g) obstructs any member of staff in the performance of their duties;
 - h) acts dishonestly in relation to admission to Tabor Adelaide;
 - i) knowingly makes any false or misleading representation about things that concern the student as a student of Tabor Adelaide or breaches any of Tabor Adelaide's rules;
 - j) alters any documents or records;
 - k) harasses or intimidates another student, a member of staff, a visitor to Tabor Adelaide, or any other person while the student is engaged in study or other activity as a Tabor Adelaide student², because of race, ethnic or national origin, gender, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason;
 - l) breaches any confidence required by Tabor Adelaide;
 - m) misuses any facility in a manner which is illegal or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from Tabor Adelaide premises while acting as an Tabor Adelaide student, in a manner which is illegal or which is or will be detrimental to the rights or property of others;
 - n) steals, destroys or damages a facility or property of Tabor Adelaide or for which Tabor Adelaide is responsible; or
 - o) engages in any other activity which could reasonably be deemed misconduct.

4. Related Documents

- A. Grievance Policy

5. Procedures

A staff member in charge of a class activity (lecture, field trip etc) may exclude a student immediately if the staff member considers the student's behaviour constitutes a risk to safety of other students or staff or if, after a verbal warning, the student continues behaviour which is disruptive to the learning of other class members. In this case the exclusion of the student must be reported as soon as possible to the School Head.

¹ Tabor Adelaide Education students are required to abide by School policies for the duration of their Professional Experiences

² This includes inappropriate or harmful comments through Moodle/Tabor Online and any other form of internet communication for College purposes

A student who fails to comply immediately with a staff member's direction to leave a class or activity under these circumstances may be liable to suspension or cancellation of enrolment.

A. Reporting of general misconduct

- a) All complaints are to be treated as confidential.
- b) Students who allege general misconduct on the part of another student should make report to their School Head. The School Head may require the student to put the report in writing.
- c) A person in the employment of the college who has reasonable grounds to believe that an act of general misconduct has been committed by a student must report the matter to the relevant Department or School Head.
- d) Where, in the case of an incident involving a number of students from more than one school, a person in the employment of the college has reasonable grounds to believe that acts of general misconduct have been committed by students from different Schools, that person must report the matter to the Principal.
- e) For the purpose of this policy, the staff member who observes or receives a report of general misconduct is the responsible officer. This person will either be a Department Head, a School Head, or the Principal.

B. The Responsible Officer

- a) The responsible officer will meet the student(s) alleged to have engaged in misconduct face-to-face to investigate the alleged misconduct. This meeting should take place as soon as practicable after observing or receiving a report of misconduct but in any case within a maximum of three working days.
- b) The responsible officer will make appropriate and diligent enquiries to determine whether or not the complaint can be substantiated.
- c) If the complaint is not substantiated the matter will lapse and the responsible officer will note this outcome on the confidential Student Misconduct Register.
- d) If the responsible officer determines that the complaint is substantiated:
 - i. in the case of less serious misconduct the responsible officer should counsel the student and provide a verbal warning and correction. The responsible officer should advise the student that should misconduct continue a written warning will be issued and further disciplinary action may result.
 - ii. in the case of more serious misconduct the responsible officer should within three working days make a written report to the relevant School or Department head for further action and document the action in the confidential Student Misconduct Register.
 - iii. if the responsible officer has any concern that the misconduct may result in harm to persons or to the Tabor Adelaide community the responsible officer should report this immediately to the Principal, the Academic Dean or the Academic Registrar.

C. School or Departmental Heads

- a) On receipt of a written report of misconduct the School or Departmental Head will within three working days interview the student and other persons regarding the alleged misconduct. The School or Departmental Head may:
 - i. issue a further verbal warning advising that repeated or continuing misconduct may result in exclusion, suspension or cancellation of enrolment. The verbal warning will be documented in the confidential Student Misconduct Register.

- ii. issue a written warning advising that repeated or continuing misconduct may result in exclusion, suspension or cancellation of enrolment. The written warning will be documented in the confidential Student Misconduct Register.
 - iii. request the Academic Dean to convene the Student Misconduct Committee.
- b) Department and School Heads do not have authority to suspend or cancel a student's enrolment. If the Department or School Head considers that suspension or cancellation is warranted the case must be referred to the Student Misconduct Committee.

D. Student Misconduct Committee

- a) The Student Misconduct Committee will be composed of the Principal, the Human Resources Manager, and the relevant School or Departmental Head.
- b) A record of the committee hearing will be entered in the confidential Student Misconduct Register.
- c) The committee will notify the student in writing of the alleged student misconduct and the penalty for the misconduct within five business days of the suspected incident being reviewed at committee level. The notification should include a reference to the student's right to appeal the decision under the provisions of Tabor's Grievance Policy.
- d) Overseas students must be advised of the impact of any sanctions imposed on their student visa.

E. Appeal

- a) The student has the right to appeal against any decisions regarding penalties for general misconduct. A student who wishes to appeal may do so in writing under the Grievance Policy.

1. Overview

This policy and associated procedures express Tabor Adelaide's commitment to provide clear, accessible, transparent and just processes through which students can seek resolution of grievances.

Tabor Adelaide operates as a Registered Training Organisation and as a Private Higher Education Provider registered under the South Australian Training and Skills Development Act (2008) and the Commonwealth Higher Education Support Act (2003). In doing so, Tabor Adelaide seeks at all times to comply with

- The AQTF Standards for Registered Training Organisations
- The Training and Skills Development Act (2008) and associated Regulations and Guidelines
- The *Higher Education Support Act 2003* and associated Guidelines for Higher Education Providers
- The *Education Services to Overseas Students Act 2000* and the *National Code of Practice 2007*
- Any additional requirements of its registering or auditing agencies which have been established to ensure that students receive sound and appropriate education and training.

2. Scope

This policy applies to any current or recent student of Tabor Adelaide (including overseas students) or any person applying to Tabor Adelaide for admission, enrolment or a scholarship who has a complaint about a decision, service, facility or process provided by Tabor Adelaide while they are or were undertaking, or applying for admission or enrolment or for a scholarship in a Tabor Adelaide program or course. This policy does not apply to complaints relating to allegations of sexual harassment. Such complaints are dealt with under the Sexual Harassment Policy which is available from The Deputy Principal (Operations), Academic Registrar or Student Services. It is also published on the Tabor Adelaide website. This policy does not affect or limit rights of an individual under State and Federal law to pursue a complaint through an external agency. There are no fees for accessing Tabor Adelaide complaints and appeals procedures.

3. Principles

The underlying principles of the Grievance Policy and procedures are:

- A. Procedural fairness: Student complaints and grievances are handled according to the principles of procedural fairness.
- B. Accessibility, transparency, timely manner, accountability: The processes for handling student complaints and appeals must be easily accessible, transparent in operation and outcomes, and capable of resolving complaints and appeals in a timely manner with clear deadlines for each stage of resolution. Reasons for each decision must be provided to all parties.
- C. Confidentiality: In keeping with Tabor Adelaide's *Privacy Policy* all information provided in the complaints process is strictly confidential and can be used only for the purposes for which it was collected, unless:
 - a) The express consent of the individual(s) concerned is obtained; or
 - b) Tabor Adelaide has reasonable grounds for believing that the use of the information will reduce a threat to the life or health of any person; or
 - c) The use is specifically required by law.
- D. Equity: Complaints are dealt with in an equitable and culturally sensitive manner, and are judged strictly on their merits.
- E. Support: Complainants and respondents are entitled to have a support person present at any stage of the grievance process.

4. Procedures For Students Seeking To Address A Grievance

A. Informal Discussion

- a) Students are strongly encouraged to attempt to resolve issues directly through informal discussion with to the relevant staff person. You may wish to seek advice from the Student Support Officer, another staff member or a member of the Student Representative Council.
- b) If an informal discussion fails to provide sufficient resolution of the issue you should initially express your grievance as an informal complaint to the appropriate responsible officer (as listed in appendix 3). This action does not create or constitute a formal complaint.
- c) Students have 20 working days from occurrence of the event which is the cause of complaint to access the Grievance Procedures.
- d) A student is deemed to have accessed the Grievance Procedures whenever contact is made with a staff member regarding the subject of the complaint.

B. Informal complaints

- a) Informal complaints should be directed to the appropriate responsible officer (as listed in appendix 3)
- b) An advocate may assist you to express your concern and you may be accompanied by a support person.
- c) If the informal complaint process fails to provide sufficient resolution of the issue you may lodge formal complaint with the appropriate responsible officer (as listed in appendix 3)

C. Formal complaints

- a) Formal complaints must be made in writing to the first **responsible officer** indicated in appendix 3. If the grievance is related to that person, the next listed person should be selected.
- b) The responsible officer will ensure that the process of assessing the complaint will commence within **10 working days** of receipt of the written complaint and that it is completed within a reasonable timeframe. In the case of an **overseas student** the commencement and duration of the process must take into consideration the length of a student's visa and the student's enrolment in future subjects and/or courses.
- c) The responsible officer will ensure that all parties are made aware of their rights and obligations under the process and of the nature of the process.
- d) If the issue involves a threat to the student's enrolment the responsible officer will ensure that the student's enrolment is maintained through the complaints and appeal process. Note that this does not imply that the student will have the right to attend classes or other College activities.
- e) If the complaint is of a personal nature the responsible officer may at any stage of the proceedings invite the parties to undertake conciliation under the direction of a neutral counsellor.
- f) The responsible officer will make a determination regarding the issue.
- g) The responsible officer will ensure that both the complainant and the respondent receive a written response indicating the determination and the reasons for the decisions taken.
- h) The responsible officer will implement within 30 days any decision and/or corrective and preventive action required.

D. Review Of Decisions Regarding Fee-Help Or Hecs-Help Fees And Student Learning Entitlement

Students may apply to Tabor Adelaide to have their FEE-HELP or HECS-HELP fees and Student Learning Entitlement (SLE) re-credited under special circumstances. If a student is not satisfied with the initial decision made by Tabor Adelaide he or she can apply for a review of that decision. Request for review

should be made in writing to the Deputy Principal (Operations) Margaret Davidson, within 14 days of the initial decision.

Students may appeal the outcome of this review by contacting the Administrative Appeals Tribunal. The Adelaide branch of the AAT is located at 11th Floor, Chesser House, 91 Grenfell Street, Adelaide SA 5000 and can be contacted on (08) 8201 0600. The approximate cost of lodging an appeal with the AAT is \$700.

E. Appeals – Determination By The Appeal Committee

- a) All complainants who have followed the procedures set out above have the right to appeal the outcome of the process.
- b) If you are dissatisfied with the outcome of a complaint and desire to appeal against the outcome, you must submit to the Principal a written application for reconsideration of the decision made.
- c) The application must be received within 20 working days of the official notice of the outcome of the original decision regarding the complaint, and must detail the grounds on which the appeal is being made.
- d) The appeal will be assessed by a Grievance Committee of three senior staff members nominated by the Principal. The Committee will be chaired by the Principal or a delegated senior officer. One other member of the Committee will be nominated by the Chair to record proceedings. The Principal will ensure that no member of the Committee has personal or other interest which may be prejudicial to the matter under review.
- e) The Appeal Committee will make a determination on the matter. The appeal will be handled in the same manner and according to the same timeframes as a formal complaint. The Chair will be the responsible officer. The decision of the Committee shall be final within the College.
- f) Appellants who remain dissatisfied may request an external review as described below.

F. Review By An External Agency

If you are dissatisfied with the outcome of the internal appeal process you may submit a request in writing to the Academic Registrar that the matter be further reviewed by an external reviewer. The written request must be received by the Academic Registrar within 14 days of receipt of official notice of the outcome of the internal appeal. Tabor Adelaide has arranged for such external reviewer to be appointed by the Council for Private Higher Education Inc. (COPHE). On receipt of a written request from a complainant for external review of the decision, the Academic Registrar will contact the Executive Officer of COPHE to arrange this appointment and will assist the complainant in making contact with the external reviewer.

In the case of overseas students if the external appeal is not upheld and the penalty involves cancellation of enrolment Tabor Adelaide will commence the required reporting procedures on the day official notice of the failure of the appeal is received by Tabor Adelaide.

G. Further Avenues Of Appeal

For Academic or Administrative Matters

The Quality Branch, Employment and Skills Directorate
Department of Further Education, Employment, Science and Technology (DFEEST)
Education Centre, 31 Flinders Street, Adelaide SA 5000
Postal address: GPO Box 1152, Adelaide SA 5001
Ph: 08 8226 3065

For Overseas Students

Overseas students can contact the Department of Education, Employment and Workplace Relations (DEEWR) through the ESOS mailbox esosmailbox@dest.gov.au or through the ESOS helpline (02) 6240 5069. The student may send through a complaint at any point, including after he or she has exhausted the provider's internal appeals process and the external appeals process. The student should be aware that DEEWR will only look at whether the appeals process has met the requirements of the ESOS National Code. DEEWR will not be looking at whether the outcome of a properly conducted appeal process was right or wrong.

Overseas Students may also contact:

Department of Immigration and Citizenship (DIAC)

Level 3, 55 Currie Street

Adelaide SA 5000

(Ph: 131 881)

For Commonwealth Support, Defaults, Refunds

Department of Education, Employment and Workplace Relations (DEEWR)

Level 4, 115 Grenfell Street

Adelaide SA 5000 (Ph: 8306 8800)

The Administrative Appeals Tribunal

Certain decisions taken by Commonwealth Departments may be reviewable by the Administrative Appeals Tribunal (AAT). Information and contact details for the AAT, application procedures and application fees can be found at www.aat.gov.au.

Application must normally be made within 28 days of receipt of the Department's decision.

1. Overview

Tabor Adelaide values and celebrates the diversity of its community and promotes the right of all people to be treated with fairness, equity and justice. Tabor Adelaide does not condone or tolerate unfair treatment of its students or staff. In accord with the college's fair treatment principles and legislative requirements, this policy:

- A. Informs all students and staff of their rights and obligations;
- B. Sets standards of behaviour in accordance with legal requirements; and
- C. Addresses the consequences of breaches of this policy.

2. Scope

This policy sets out behavioural standards required of all members of the Tabor Adelaide community in their interactions with other members of the Tabor Adelaide community and the public whilst undertaking college activities.

3. Principles

- A. All members of the Tabor Adelaide community have a right to study and work in a fair, safe and productive environment.
- B. Tabor Adelaide operates as a Registered Training Organisation and as a Private Higher Education Provider registered under the Commonwealth Higher Education Support Act 2003. In doing so, Tabor Adelaide seeks at all times to comply with;
 - a) the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations
 - b) the Training and Skills Development Act 2008 and associated Regulations and Guidelines
 - c) the Higher Education Support Act 2003 and associated Guidelines for Higher Education Providers
 - d) the Education Services to Overseas Students Act 2000 and the National Code of Practice 2007
 - e) any additional requirements of its registering or auditing agencies which have been established to ensure that students receive sound and appropriate education and training.
- C. Tabor Adelaide recognises its responsibility to comply with the following state and federal legislation:
 - a) Age Discrimination Act 2004 (Cth)
 - b) Disability Discrimination Act 1992 (Cth)
 - c) Equal Opportunity Act 1984 (SA)
 - d) Human Rights and Equal Opportunity Commission Act 1986 (Cth)
 - e) Occupational Health, Safety and Welfare Act 1986 (SA); and Occupational Health, Safety and Welfare Regulations 1995 (SA)
 - f) Racial Discrimination Act 1975 (Cth)
 - g) Racial Vilification Act 1996 (SA)
 - h) Sex Discrimination Act 1984 (Cth)
- D. Tabor Adelaide is committed to the principles of justice, equity, and the inherent dignity of individuals.
- E. Tabor Adelaide aims at all times and in all aspects of its life and ministry to;
 - a) recognise and respect the worth and dignity of every individual, and avoid discriminating against or victimising individuals or groups;

- b) provide a safe and congenial learning environment for students and staff;
- c) promote understanding and application of Christian biblical ethical principles through its teaching programs;
- d) ensure that all students and staff are treated justly and without discrimination;
- e) avoid the use of gender exclusive or sexist language in its publications and discourage the use of such language by students and staff;
- f) create equal opportunities for both male and female students at all levels of study;
- g) take all reasonable steps to cater appropriately for individuals with disabilities in the training/education and employment opportunities offered by Tabor Adelaide;
- h) provide appropriate avenues for dealing with student or staff grievances, which are made known, and are readily accessible, to all students and staff;
- i) encourage the resolution of grievances through discussion, cooperation and conciliation, while providing effective mechanisms for the formal investigation and resolution of formal complaints;
- j) conduct all complaint resolution procedures in accordance with principles of natural justice, ensuring that all parties are treated equally and fairly, and seeking to achieve a fair and reasonable resolution of all complaints;
- k) make every effort to ensure that no complainant or respondent is subject to discrimination or victimisation;
- l) respect the privacy of all individuals and treat confidential information appropriately, and according to relevant privacy legislation; and
- m) provide opportunities for staff and students to express ideas, comments and concerns openly or in confidence, without risk of discrimination or victimisation.

4. Related Documents

A. Grievance Policy

5. Procedures

A. PROMOTION OF JUST AND ETHICAL PRACTICES

Ethical practices, accountability and the fulfilment of the College's responsibilities are to be discussed and clarified, and promoted and encouraged by the College leadership, through:

- a) regular Tabor Adelaide Board of Directors meetings;
- b) monthly Executive meetings;
- c) regular meetings of the Occupational Health and Safety committee;
- d) the distribution to all students and staff of the current *Tabor Adelaide Handbook*;
- e) the distribution to all lecturers of a *Lecturers' Handbook* which outlines the requirements and responsibilities of teaching personnel;
- f) the circulation to all students and staff of a monthly information bulletin, which provides necessary reminders or updates of relevant information;
- g) regular meetings between the staff representatives and members of a Student Representative Council (SRC);
- h) notices to comply in enrolment and employment documentation and contracts;
- i) teaching and training sessions, where consideration of matters of ethics and justice are an integral part of many presentations; and
- j) an open door policy whereby students have ready access to all staff to discuss matters of concern.

6. GENERAL GRIEVANCE PROCEDURES

Any student or applicant of Tabor Adelaide who does not feel they have been treated justly or equitably should refer to the grievance policy.

OVERSEAS STUDENT DEFERRAL, SUSPENSION AND CANCELLATION POLICY

1. Overview

Tabor Adelaide may permit overseas students to defer their studies only in limited circumstances and through formal agreement. Tabor Adelaide must have in place documented procedures for assessing, approving and recording a deferment of the commencement of study or suspension of study for overseas students. This policy addresses these matters.

2. Scope

This policy applies to all overseas students and all Tabor departments responsible for Education Services to Overseas Students.

3. Related Documents

- A. Grievance Policy
- B. Overseas Student Progression Policy
- C. Academic Misconduct Policy
- D. General Misconduct Policy
- E. Overseas Student Refund Policy

4. Procedures

A. DEFERRAL OF ENROLMENT – STUDENT INITIATED

- a) Deferral of studies by overseas students is permitted only in *compassionate or compelling circumstances*. Students will be required to provide evidence of the compassionate or compelling circumstances as follows:
 - i. Medical certificates provided as evidence must (i) be issued by a registered doctor; (ii) state that the student has a 'medical condition and is unfit for class'; (iii) state the length of time the student will be unfit for class; and (iv) include the doctor's contact details.
 - ii. Death certificates provided as evidence must be certified and translated into English.
 - iii. Evidence of a major political upheaval or natural disaster must be within reasonable proximity to the students' family.
 - iv. Evidence of a traumatic experience must include a police report or psychologists' report/ letter or a report/letter issued by a suitably qualified professional. The psychologist report/ letter must be issued by a registered psychologist and include the psychologist's contact details.
- b) Tabor Adelaide must inform the student that deferring, suspending or cancelling his or her enrolment may affect his or her student visa. Tabor Adelaide must notify the Secretary of DEEWR via PRISMS as required under section 19 of the ESOS Act where the student's enrolment is deferred, temporarily suspended or cancelled.
- c) Overseas students who would like to defer their studies must apply in writing to the Academic Registrar.

B. CANCELLATION OF ENROLMENT – STUDENT INITIATED

An overseas student may cancel his or her enrolment at any time. Students should refer to the Overseas Student Refund Policy for information regarding the payment of refunds and tuition fees to overseas students.

C. SUSPENSION OR CANCELLATION OF ENROLMENT – PROVIDER INITIATED

- a) Tabor Adelaide must inform the student of its intention to suspend or cancel the student's enrolment and notify the student that he or she has 20 working days to access Tabor Adelaide's internal complaints and appeals process as per the Grievance Policy and Procedures.
- b) Reasons for suspending or cancelling a student's enrolment include non payment of fees, unsatisfactory course progress, inability to complete within the expected duration, general misconduct, academic misconduct and failure to meet subject pre-requisites for any reason.
- c) If the student accesses Tabor Adelaide's internal complaints and appeals process, the suspension or cancellation of the student's enrolment cannot take effect until the internal process is completed, unless extenuating circumstances relating to the welfare of the student apply.
- d) All students are expected to maintain high standards of academic honesty and integrity. Students should refer to the Academic Misconduct Policy for information about the consequences and penalties for academic misconduct and the responsibilities of staff and students with regards to academic misconduct.
- e) Students should refer to the Student Misconduct Policy for information about the consequences and penalties for general misconduct and the responsibilities of staff and students with regards to general misconduct.

Overseas students have the right to appeal a decision to suspend or cancel their enrolment. Tabor Adelaide will not notify DIAC of a change to the enrolment status of the student until the internal complaints and appeals process is completed.

1. Overview

This policy outlines Tabor Adelaide's policy and procedures for the assessment of student qualifications, experience and English Language Proficiency in relation to the course applied for.

2. Scope

This policy applies to all overseas student applicants and to all Tabor Schools responsible for assessing overseas student applications and qualifications issued overseas.

3. Principles

- A. Tabor Adelaide is committed to comparable entry requirements for both Australian and overseas students.
- B. Tabor Adelaide will endeavour to identify entry requirements so that applicants can assess whether or not they meet the entry criteria.
- C. Entry criteria will be set at a standard that will ensure reasonable expectations of success in the students chosen course.

4. Related Documents

- A. Grievance Policy

5. Procedures

- A. For entry into a Tabor Adelaide course an applicant is normally required to have;
 - a) demonstrated proficiency in speaking, listening to, reading and writing English, and
 - b) a satisfactory interview with a faculty member.
 - c) Undergraduate applicants must have successfully completed an Australian Year 12 or equivalent international program. Applicants who do not have year 12 qualifications may be required to complete a STAT test before being granted admission into some Tabor Adelaide undergraduate courses.
 - d) Postgraduate applicants must have successfully completed an undergraduate degree from a recognised higher education institution in Australia or a recognised international equivalent. For entry into some programs, a specified period of relevant practical or professional experience may also be required. An Honours or Masters degree is needed for entry to PhD programs, in addition to research experience and referees reports.

B. ASSESSING EQUIVALENCE OF OVERSEAS ACADEMIC QUALIFICATIONS

Australian Education International (AEI)³, through the National Office of Overseas Skills Recognition (AEI-NOOSR), provides official information and advice on the comparability of overseas qualifications with Australian qualifications. This assessment is for individuals who need to establish the educational level of an

³ AEI-NOOSR is the Australian representative of the National Academic Recognition Information Centres (NARIC) Network and a member of the European Network of Information Centres (ENIC).

overseas qualification compared with an Australian educational qualification on the Australian Qualifications Framework. For assistance contact the AEI-NOOSR Hotline on 1300 363 079 or by email at Educational.Noosr@deewr.gov.au

For those who live in Australia, the State or Territory Overseas Qualifications Unit (OQU) may be able to provide educational assessment advice on overseas qualification for free (or a small fee) using the guidelines found in the AEI-NOOSR Country Education Profiles. Details for the South Australian branch are provided below:

South Australia - Skills Recognition Support Services (SRSS)

Ground Floor

55 Currie Street

ADELAIDE SA 5000

Phone: +61 1 800 658 887

Fax: +61 8 8463 5499

email: srss@saugov.sa.gov.au

C. ASSESSING ENGLISH PROFICIENCY

- a) English is the language of instruction at Tabor Adelaide and proficiency in speaking, listening to, reading and writing English is essential.
- b) The IELTS (International English Language Testing System) is the preferred English language proficiency qualification, but Tabor may accept other evidence of proficiency in English in individual cases. IELTS or TOEFL test results must be no more than 2 years old on the day of receipt of the application for admission.
- c) The English language proficiency requirements are as follows;
 - i. the applicant's first language is English; or
 - ii. the applicant has successfully completed an Australian year 12 program; or
 - iii. achieved the required International English Language Testing System (IELTS) score for their nominated course of study; or
 - iv. achieved the required Test of English as a Foreign Language (TEOFL) score for their nominated course of study; or
 - v. successfully completed a tertiary degree program taught in the English language.

1. Overview

Registered providers of education and training to overseas students are required to monitor students' course progress and to proactively notify and counsel students who are at risk of failing to meet course requirements. Registered providers must report overseas students who breach the course progress requirements under section 19 of the *Education Services for Overseas Students Act 2000*. This policy and the related policies and procedures explain how Tabor Adelaide meets these obligations.

2. Scope

This policy applies to all overseas students.

3. Principles

The National Code supports the integrity of the Australian Government's migration laws by requiring students to complete their course within its expected duration. This duration is based on the normal time required to complete the course. The new National Code of Practice 2007 offers registered providers and overseas students some flexibility to vary the enrolment load to suit the student's needs and course requirements. However, it also recognises that students may not always be able to complete the course within the expected duration of study and provides for extensions in a limited range of circumstances. It is also the intention of the Australian government student visa program that students genuinely attempt to achieve their desired educational outcomes within the duration of their student visa. Student visas include a condition that requires students to achieve satisfactory progress. Monitoring student progress allows for identification of those students who might be at risk of not completing their course within the time frame of their CoE and allows intervention strategies to be implemented.

4. Procedures

- A. Academic staff will endeavour to identify students at risk as soon as possible and make adequate time available for giving advice and assistance to students or recommending that they seek appropriate student and/or academic support.
- B. At the halfway point of each subject, each overseas student's results will be assessed against the criteria outlined in the Academic Support Policy to identify those students deemed to have made unsatisfactory progress.
- C. Students making unsatisfactory progress will receive notification from Tabor Adelaide as described in that policy, and an academic review notification will be entered onto their student record. An intervention strategy will be activated when the student has failed or is deemed not yet competent in 50% or more units attempted in any study period.
- D. The notification indicated in the previous point and sent to the student constitutes the process by which the intervention strategy is activated.
- E. Continued unsatisfactory course progress will result in the cancellation of the student's enrolment.
- F. In accord with the National Code directives:
 - a) Tabor Adelaide will ensure that in each compulsory study period for a course that the student is studying, there is at least one subject that is not by distance or online learning.
 - b) Tabor Adelaide will ensure that an overseas student does not exceed the maximum 25% allowable portion of online or distance learning workload over the duration of the course.

- c) Tabor Adelaide will ensure that the student is enrolled in at least one subject in each compulsory study period for a course unless an approved period of absence has been granted – refer to the Overseas Student Deferral, Suspension and Cancellation Policy.
- d) Tabor Adelaide will only enable students to extend the expected duration of study for the course through the issuing of a new CoE in the following limited circumstances:
 - i. compassionate or compelling circumstances;
 - ii. implementation of intervention strategy for students at risk; or
 - iii. approved deferral or suspension of study.

OVERSEAS STUDENT REFUND POLICY

1. Overview

This policy outlines Tabor Adelaide's principles and guidelines for the payment of refunds of tuition fees to overseas students. It complies with the *National Code of Practice 2007*, the *ESOS Act 2000* and the *ESOS Regulations 2001*.

2. Scope

This policy applies to all new and continuing overseas students irrespective of who pays the tuition fees.

3. Procedures

A. IN THE EVENT OF A COURSE NOT BEING DELIVERED

Government legislation requires tuition fees and application fees to be refunded in full if:

- a) The course does not start on the agreed starting date which is notified in the written agreement with the student
- b) The course stops being provided after it starts and before it is completed
- c) The course is not provided fully to the student because the college has a sanction imposed by a government regulator
- d) If the course defaults, refund will be granted in accordance with the provisions of the ESOS Act 2000 and the ESOS Regulations 2001.
- e) In the unlikely event that Tabor Adelaide is unable to deliver your course in full, you will be offered a refund of all the course money you have paid to date. The refund will be paid to you within 2 weeks of the day on which the course ceased being provided.
- f) Alternatively, you may be offered enrolment in an alternative course at no extra cost to you. You have the right to choose whether you would prefer a full refund of course fees or to accept a place in another course.
- g) If Tabor Adelaide is unable to provide a refund or place you in an alternative course our Tuition Assurance Scheme (TAS), (Australian Council of Private Education and Training - ACPET) will place you in a suitable alternative course at no extra cost to you.
- h) If ACPET cannot place you in a suitable alternative course, the ESOS Assurance Fund Manager will attempt to place you in a suitable alternative course or, if this is not possible, you will be eligible for a refund as calculated by the Fund Manager.

B. REFUNDS

- a) A student who is not permitted to re-enrol on the basis of poor academic progress will be eligible for a refund of fees paid in advance of notification of exclusion.
- b) In the event that an offer of a place is withdrawn, all tuition fees paid are fully refundable.
- c) Where a student, after accepting an offer of a place, gives written notice before the commencement of a semester of an inability to undertake study, the tuition fees paid for the semester are fully refundable.
- d) Where a student withdraws from a subject after the commencement of the subject but before the census date, the tuition fees paid for the semester are fully refundable. Normally a 20% withdrawal penalty will be charged.
- e) Where a student withdraws from a subject after the census date of that subject, the tuition fees will not be refunded.

- f) Where a student visa is cancelled for any reason, the tuition fees will not be refunded.

C. APPLICATION FOR A REFUND

- a) Overseas students seeking a refund must apply in writing to Tabor Adelaide.
- b) The student should indicate the reason for seeking a refund and, where relevant, provide certified evidence with the written request (for example, evidence that DIAC has refused their visa application, medical certificate, etc).
- c) The student's written application for a refund should be addressed to the Academic Registrar and delivered to Student Services.

D. ASSESSMENT OF THE REQUEST FOR A REFUND

- a) The Academic Registrar is responsible for assessing the student's right to a refund in accord with this policy and for notifying the student and Tabor Adelaide's Finance Department of the amount the student is eligible to be refunded.
- b) Approved refunds will be paid to the student within 4 weeks after receipt of a written claim from the student in the case of student default and within 2 weeks in the case of provider default.

E. REVIEW PROCESS

If the student is not satisfied with the decision of Student Services, the student should refer to Tabor Adelaide's Grievance Policy.

OVERSEAS STUDENT TRANSFER POLICY

1. Overview

This policy outlines Tabor Adelaide's guidelines and procedures regarding overseas students seeking to transfer between registered providers. It complies with the *National Code of Practice 2007*.

2. Scope

This policy applies to all overseas students enrolled in the first 6 months of their principal course of study.

3. Principles

Under the revised *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students* (National Code 2007) introduced in July 2007, registered providers are restricted from enrolling transferring students prior to the student completing 6 months of their principal course. This policy details the procedures for assessing applications to transfer within this period. Students who have studied longer than this period can apply for transfers as normal and no letters of release need to be sighted or produced.

4. Procedures

A. STUDENTS WISHING TO TRANSFER TO TABOR ADELAIDE FROM ANOTHER REGISTERED PROVIDER

Tabor Adelaide's policy is to ensure that it does not enrol any transferring overseas student prior to 6 months of their principal course being completed unless that student has a valid letter of release agreeing to such a transfer. When Student Services receives an application from a student who is on-shore and who has indicated that they are currently studying at another institution;

- a) Student Services use PRISMS to decide if the student has completed 6 months of their principal course. They also use the copy of the student visa in the passport to ascertain what the principal course is and when they arrived in Australia.
- b) If the student has completed 6 months of their principal course, the application process proceeds as for all overseas students.
- c) If the student has not completed 6 months of their principal course, they are asked to provide an appropriate letter of release in support of their application. They can be provided with a "conditional" offer which clearly states that an offer of a place is contingent on their obtaining a letter of release. Note; if they are in receipt of a government scholarship, they should provide written support from this government agreeing to the change which will stand in lieu of any letter of release.
- d) If such a letter of release is received and the student has no outstanding fees to be paid to the prior institution or other outstanding matters of concern, the application proceeds as for all overseas applicants.
- e) If no satisfactory letter of release is obtained from such students, the application process is halted and the student informed that they are unable to transfer at this time. They are welcome to re-activate their application when the 6 month period has passed.
- f) Note that in the very rare circumstances where the original institution or course has ceased to be registered, or sanctions have been placed on the original institution by the Australian government which do not allow the student to continue with the course, no letter of release is required.

B. STUDENTS WISHING TO TRANSFER TO ANOTHER REGISTERED PROVIDER FROM TABOR ADELAIDE

Tabor Adelaide is entitled to determine the circumstances in which it may provide or refuse to provide a letter of release. Tabor Adelaide's general policy is to agree to all transfer requests unless there are some particular factors that need to be taken into consideration. **A letter of release will not be granted to a student:**

- a) Within 4 weeks of a course beginning;
- b) If the student still owes Tabor Adelaide tuition fees;
- c) If Tabor Adelaide forms the view that the student requesting a transfer does not have an accurate understanding of what the transfer represents to their study options;
- d) If Tabor Adelaide forms the view that the student is seeking transfer only to avoid being reported to DIAC for failure to meet academic progress or attendance;
- e) If the transfer may jeopardise the student's progression through a package of courses; and/or
- f) If the intended course will not provide adequate preparation for further study, nor be recognised by Higher Education or VET providers as meeting their entry requirements and the transfer would be detrimental to the student's future study plans.
- g) The Academic Registrar will make any final decision as to whether to refuse a letter of release for any student.
- h) **A letter of release is not required if:**
 - i. A student is sponsored by their government and the sponsor considers the change to be in the student's best interest and has provided written support for the change.
 - ii. The course for which the student has received a Confirmation of Enrolment (CoE) will not be offered by Tabor Adelaide and ceased to be registered on CRICOS.

C. PROCEDURE FOR PROCESSING A REQUEST

Students make a written request to the Academic Registrar to transfer to another registered provider accompanied by;

- a) a copy of the offer letter from the other registered provider confirming that they have been offered an unconditional place,
- b) written approval for the change from the scholarship body where a sponsor is paying the tuition fees.
- c) With these documents sighted, the Academic Registrar will assess the transfer request.
- d) If the request is in accordance with policy, the letter of release will be granted at no charge to the student. The student will also be advised of the need to contact DIAC to seek advice on whether a new student visa is required.
- e) Student Services report student's termination of studies through PRISMS.
- f) If any of the answers are unclear, the Academic Registrar should interview the student and gain a fuller understanding of the circumstances.
- g) If the Academic Registrar believes the request should be refused, they will inform the student in writing of a negative outcome with reasons and indicate that the student may freely transfer between institutions after 6 months and that the student may access the student appeals process.

1. Overview

This policy defines pass marks for assessment tasks and subjects undertaken at the higher education level (as against VET) at Tabor Adelaide. When an undergraduate student fails an examination or assessment task one supplementary examination or re-submission may be permitted. This policy provides direction for staff and students in such circumstances. From time to time students believe they have grounds for dissatisfaction with the grade awarded for an assessment task. This policy provides direction for students and staff when a student wishes to apply to have a paper remarked.

2. Scope

All academic staff and students should be aware of the provisions of this policy.

3. Principles

Tabor Adelaide is committed to fairness, consistency, reliability and continuous improvement in the assessment of student work.

4. Related Documents

A. Grievance Policy

5. Procedures

A. RE-SUBMISSION

Any undergraduate student at Tabor Adelaide may request to re-submit work for a particular assessment task for which the student has scored between 40% and 49% excluding any deduction for late submission penalty, or to sit a supplementary examination if the student has scored between 40% and 49%.

- a) The request should be made to the subject lecturer within 10 working days of the return of the assessment task.
- b) The maximum grade allowable for a resubmitted assessment task or a supplementary examination is a Pass 1 (unless the marker considers that there are exceptional circumstances which warrant the full range of grades being available). In cases of academic misconduct, if a student is offered a re-submission the maximum grade will be P2 50%
- c) Students will not normally be permitted to re-submit work more than once for a particular assessment task or to undertake more than one supplementary examination.

B. RE-MARKING

Subject to the conditions set out below any student may request a re-mark for a piece of work submitted for assessment if the student believes it has not been marked appropriately. Students should note that the nature of some assessment tasks (for example, a live performance) means that a remark will not always be possible.

- a) Informal discussion: In the first instance the student should immediately discuss his/her concerns regarding the mark given with the person who marked the assessment. If the student is still dissatisfied then the process outlined below should be followed.

- b) Written request: If the student is still dissatisfied after an informal discussion, he/she should provide a written statement indicating the reason(s) for their dissatisfaction to the School Head. An unmarked copy of the piece of work in question must be attached to the written request. If the School Head is the original marker the request should be addressed to the Academic Dean.
- c) A request must be made within 10 working days of the return to the student of the piece of assessment, or of the grade being made available, whichever comes earlier. In the case of the grade being made available without the return of the piece of assessment, the student should note on the request that they have not yet received the piece of assessment.
- d) If in the opinion of the School Head or Academic Dean there are reasonable grounds for a remark the School Head or Academic Dean will organize a re-mark by a third party. An unmarked copy of the work in question and a statement of the assessment task and marking criteria must be provided to the new marker.
- e) The School Head or Academic Dean may also consider if further actions are required for the professional development of the marker.
- f) If there are not reasonable grounds the School Head or Academic Dean will provide the student with a written explanation as to why the request was denied.
- g) Where a re-mark is granted the new mark awarded will stand (whether higher or lower than the original mark).
- h) If the student is dissatisfied with the decision made by the School Head or Academic Dean he or she may appeal in writing to the Principal citing reasons for his or her dissatisfaction. The Principal will provide a written response to the student within 10 working days of receipt of the appeal.
- i) If, at the conclusion of this process, there is continuing dissatisfaction, the student should be referred to the Student Grievance Policy.

1. Overview

Tabor Adelaide recognises its responsibility to collect, manage, use and disclose personal information in accordance with prevailing community standards of best practice. This policy explains the kinds of personal information that Tabor Adelaide collects and holds, and how, why and when it uses that personal information

2. Scope

This policy applies to personal information collected and held by Tabor Adelaide and the people employed or engaged by Tabor Adelaide. It covers personal information pertaining to prospective, current and former students and current and former staff. Personal information does not include information about an individual that is contained within publicly available publications, or information about a person who has been deceased for more than 30 years. Any hardcopy or electronic record created by a Tabor Adelaide staff member in the course of their duties is an official Tabor Adelaide record and is therefore covered by this policy.

3. Procedures - Collection

- A. Tabor Adelaide will not collect personal information unless the information is necessary for one or more of its functions or activities as a private provider of Christian education and Christian ministry.
- B. Tabor Adelaide will collect personal information only by lawful and fair means and in collecting personal information will seek to ensure that the collection of the information does not intrude to an unreasonable extent upon the personal affairs of the individual concerned.
- C. Any person collecting personal information on behalf of Tabor Adelaide will take all reasonable steps to ensure that the information is relevant to the College's reasons for collecting it and is as up to date and complete as possible.
- D. At or before the time (or, if that is not practicable, as soon as practicable after) Tabor Adelaide collects personal information about an individual from the individual, the College will take reasonable steps to ensure that the individual is aware of:
 - a) the identity of Tabor Adelaide and how to contact the College; and
 - b) the fact that he or she is able to gain access to the information; and
 - c) the purposes for which the information is collected; and
 - d) the organisations (or the types of organisations), if any, to which Tabor Adelaide may disclose information of that kind; and
 - e) any law that requires the particular information to be collected; and
 - f) the main consequences (if any) for the individual if all or part of the information is not provided.
- E. If it is reasonable and practicable to do so, Tabor Adelaide will collect personal information about an individual only from that individual.

4. Procedures – Use and Disclosure

- A. Tabor Adelaide will not use or disclose personal information about an individual for a purpose (the *secondary purpose*) other than the primary purpose of collection unless:
- B. both of the following apply:

- a) the secondary purpose is related to the primary purpose of collection and, if the personal information is sensitive information, directly related to the primary purpose of collection;
 - b) the individual would reasonably expect Tabor Adelaide to use or disclose the information for the secondary purpose; or
- C. the individual has consented to the use or disclosure; or
- D. if the information is not sensitive information and the use of the information is for the secondary purpose of direct marketing:
 - a) it is impracticable for Tabor Adelaide to seek the individual's consent before that particular use; and
 - b) Tabor Adelaide will not charge the individual for giving effect to a request by the individual to the organisation not to receive direct marketing communications; and
 - c) the individual has not made a request to Tabor Adelaide not to receive direct marketing communications; and
 - d) in each direct marketing communication with the individual, Tabor Adelaide draws to the individual's attention, or prominently displays a notice, that he or she may express a wish not to receive any further direct marketing communications; and
 - e) each written direct marketing communication by the organisation with the individual (up to and including the communication that involves the use) sets out Tabor College Adelaide's contact address and telephone number and, if the communication with the individual is made by fax, telex or other electronic means, a number or address at which the College can be directly contacted electronically; or
- E. if the information is health information and the use or disclosure is necessary for research, or the compilation or analysis of statistics, relevant to public health or public safety:
 - a) it is impracticable for Tabor Adelaide to seek the individual's consent before the use or disclosure; and
 - b) the use or disclosure is conducted in accordance with guidelines approved by the Commissioner under section 95A of the Privacy Act 1988, as amended, for the purposes of this subparagraph; and
 - c) in the case of disclosure, Tabor Adelaide reasonably believes that the recipient of the health information will not disclose the health information, or personal information derived from the health information; or
- F. Tabor Adelaide reasonably believes that the use or disclosure is necessary to lessen or prevent:
 - a) a serious and imminent threat to an individual's life, health or safety; or
 - b) a serious threat to public health or public safety; or
- G. Tabor Adelaide has reason to suspect that unlawful activity has been, is being or may be engaged in, and uses or discloses the personal information as a necessary part of its investigation of the matter or in reporting its concerns to relevant persons or authorities; or
- H. the use or disclosure is required or authorised by or under law; or
- I. Tabor Adelaide reasonably believes that the use or disclosure is reasonably necessary for one or more of the following by or on behalf of an enforcement body:
- J. the prevention, detection, investigation, prosecution or punishment of criminal offences, breaches of a law imposing a penalty or sanction or breaches of a prescribed law;
 - a) the enforcement of laws relating to the confiscation of the proceeds of crime;
 - b) the protection of public revenue;
 - c) the prevention, detection, investigation or remedying of seriously improper conduct or prescribed conduct;
 - d) the preparation for, or conduct of, proceedings before any court or tribunal, or implementation of the orders of a court or tribunal.

- K. Tabor Adelaide will make every effort to ensure that any person, body or agency to whom personal information is disclosed shall not use or disclose the information for a purpose other than the purpose for which the information was given to the person, body or agency.
- L. If Tabor Adelaide provides a health service, including a counselling service, to an individual the College may disclose health information about the individual to a person who is responsible for the individual if the individual is:
 - a) is physically or legally incapable of giving consent to the disclosure; or
 - b) physically cannot communicate consent to the disclosure

Note 1: This is not intended to deter the College from lawfully cooperating with agencies performing law enforcement functions in the performance of their functions.

Note 2: The College is also subject to the requirements of National Privacy Principle 9 if it transfers personal information to a person in a foreign country.

5. Procedures – Data Quality and Security

- A. Tabor Adelaide will take reasonable steps to make sure that the personal information it collects, holds, uses or discloses is accurate, relevant, up to date, complete, and not misleading.
- B. Tabor Adelaide will take reasonable steps to protect the personal information it holds from misuse and loss, and from unauthorised access, use, modification or disclosure.
- C. If Tabor Adelaide has to give information to a third party in connection with a provision of a service to Tabor Adelaide, Tabor Adelaide will do everything reasonably within its power to prevent unauthorised use or disclosure of the personal information.
- D. Tabor Adelaide will take reasonable steps to destroy or permanently de-identify personal information if it is no longer needed for any purpose for which the information may be used or disclosed.

6. Procedures - Access and Correction

- A. If Tabor Adelaide holds personal information about an individual, it will provide the individual with access to the information on request by the individual, except to the extent that:
 - a) in the case of personal information other than health information, providing access would pose a serious and imminent threat to the life or health of any individual; or
 - b) in the case of health information, providing access would pose a serious threat to the life or health of any individual; or
 - c) providing access would have an unreasonable impact upon the privacy of other individuals; or
 - d) the request for access is frivolous or vexatious; or
 - e) the information relates to existing or anticipated legal proceedings between the organisation and the individual, and the information would not be accessible by the process of discovery in those proceedings; or
 - f) providing access would reveal the intentions of the organisation in relation to negotiations with the individual in such a way as to prejudice those negotiations; or
 - g) providing access would be unlawful; or
 - h) denying access is required or authorised by or under law; or
 - i) providing access would be likely to prejudice an investigation of possible unlawful activity; or
 - or
 - j) providing access would be likely to prejudice:
 - i. the prevention, detection, investigation, prosecution or punishment of criminal offences, breaches of a law imposing a penalty or sanction or breaches of a prescribed law; or

- ii. the enforcement of laws relating to the confiscation of the proceeds of crime; or
 - iii. the protection of public revenue; or
 - iv. the prevention, detection, investigation or remedying of seriously improper conduct or prescribed conduct; or
 - v. the preparation for, or conduct of, proceedings before any court or tribunal, or implementation of its orders
- B. Tabor Adelaide will provide reasons for denial of access to or a refusal to correct personal information.

7. Procedures - Sensitive Information

Tabor Adelaide will not collect sensitive information about an individual unless:

- A. the individual has consented; or
- B. the collection is required by law; or
- C. the collection is necessary to prevent or lessen a serious and imminent threat to the life or health of any individual, where the individual whom the information concerns:
 - a) is physically or legally incapable of giving consent to the collection; or
 - b) physically cannot communicate consent to the collection

PERSONAL INFORMATION KEPT BY TABOR ADELAIDE

Please see Appendix 4 for detail on what information is collected and stored by Tabor Adelaide.

REPEATING FAILED SUBJECTS POLICY

1. Overview

From time to time students fail subjects of study and are required to repeat them in order to complete their studies successfully. This policy addresses the issue of repeating subjects of study. This policy meets regulations for Higher Education and VET Providers in Australia as set down in the Higher Education Support Act (2003) and Guidelines and The Australian Quality Training Framework

2. Scope

This policy provides procedures for staff and students regarding repeating of subjects for students enrolled in:

- A. VET programs
- B. undergraduate and postgraduate Higher Education coursework programs
- C. research or thesis components
- D. subjects involving a teaching practicum

3. Principles

Tabor Adelaide is committed to providing reasonable opportunities for students to complete their course of study in ways which do not undermine the integrity of the course. The following procedures have been developed in order to provide clear direction to students and staff.

4. Procedures

A. COURSEWORK ENROLMENTS:

- a) If a student fails a *core subject* in any course, the student will not be able to complete the course without repeating this subject. Repeating a failed subject requires more than the completion of a missed or failed assignment and should therefore not be treated as completing an incomplete subject.
- b) To repeat a subject a student must re-enrol in that subject.
- c) The tuition fee for a repeated subject is the normal subject fee.
- d) The student will be expected to repeat all elements of the subject, including the assessment tasks, unless the Subject Coordinator (normally the lecturer for that subject) authorises alternative arrangements. A student who is to repeat a subject may arrange an appointment with the Subject Coordinator to discuss possible alternative arrangements.
- e) Alternative arrangements may include a reduction in attendance or assessment tasks, depending on what the student has satisfactorily completed previously.
- f) Any alternative arrangements must be fully documented, a copy of which is to be given to the student and a copy filed in the student's record.
- g) To pass in a subject, a student must meet all the requirements for the subject and must attain the learning outcomes/objectives of the subject at the required standard. The Subject Coordinator must ensure that satisfactory completion of the work set for the repeating student will enable the student to meet the learning outcomes/objectives of the subject.
- h) If a student fails a *core subject* for a second time, the student procedures for academic support will be applied (refer to the Academic Support Policy). The student will be required to complete the failed subject successfully in order to be removed from academic support status.
- i) If a student fails an *elective subject* the subject may be repeated. Alternatively, the student may instead choose another elective subject.

- j) Students will not be permitted to repeat a failed subject more than twice (i.e. attempt a subject for the third time) without permission from the School Head and at least two other faculty members.
- B. SUBJECTS INVOLVING A TEACHING PRACTICUM:
- a) If a student fails a subject *involving a teaching practicum component* the student will not be able to complete the course without repeating this subject.
 - b) A second attempt at a teaching practicum subject will be allowed *only if the student can demonstrate reasonable promise*.
 - c) Student teachers who fail to demonstrate a sound level of competence in their final Pedagogy subject *will not be permitted to undertake a teaching internship and will not be able to complete their degree*.
- C. RESEARCH SUBJECTS OR THESES:
- a) If a student fails a *research subject or thesis* in any course, the student will not be able to complete the course without repeating the subject or resubmitting the thesis.
 - b) If the Postgraduate and Research Quality Committee permits resubmission of a thesis the required revision must be completed within a prescribed time (which will not normally exceed twelve months) and only one resubmission of any thesis will be permitted. Successful thesis resubmissions will be graded on the basis of the individual circumstances giving rise to the requirement to resubmit.
 - c) If the Postgraduate and Research Quality Committee determines that a candidate will not be awarded the degree and not be allowed to resubmit the thesis, the student fails the course. Students will be allowed to exit with a lower nested award where course requirements have been met.

1. Overview

Under Tabor Adelaide's Recognition of Prior Learning (RPL) and Credit Transfer (CT) policy students may be granted formal recognition of knowledge and skills achieved through previous training, education and experience and consequent exemption from particular subjects in Tabor's accredited courses. RPL is an assessment process that assesses the *individual's* non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification. Credit transfer assesses the *initial course or subject* that the individual is using to claim access to, or the award of credit in, the course being applied for. The key distinguishing characteristic is that it is the *student* who is assessed in the case of RPL, and the *course or subject* in the case of credit transfer. That is, in credit transfer the judgement is about the learning program, outcomes and assessment in the initial course or subject.

2. Scope

This policy applies to Tabor Adelaide students who are intending to enrol or who are currently enrolled in subjects offered by Tabor Adelaide.

3. Principles

- A. Subject credit may be granted towards a Tabor Adelaide course for assessable learning outcomes achieved through formal and/or informal learning, work related experience and/or life experience, to an extent that is consistent with maximising student progression while maintaining established academic standards.
- B. Tabor Adelaide recognises qualifications and statements of attainment awarded by other Registered Training Organisations and recognised Higher Education Providers.
- C. Academic credit will be granted if the assessor is satisfied that the applicant meets the learning outcomes or competencies for course entry or subject credit as required by Tabor Adelaide's current accredited curriculum documentation.
- D. The maximum amount of subject credit available through RPL or credit transfer is specified on the RPL/CT application form.
- E. An applicant who applies for academic credit on the basis of non-formal education, self-directed learning or previous experience will need to provide appropriate evidence or demonstrate the achievement of learning outcomes or competencies.
- F. Recognition may be given for studies taken at a lower academic level or in a different field of study. In this case the assessor will determine the amount of academic credit to be given and the extent of bridging work to be undertaken.
- G. A near pass will not be considered successful completion of a subject.
- H. In the case of applications from overseas students reference may be made to the National Office of Overseas Skill Recognition (NOOSR) register and/or registration bodies in the country in which the studies were undertaken.

4. Procedures - Application

- A. Payment for RPL/CT assessment
 - a) Vocational Education and Training (VET) - A fee is charged for assessment for VET courses since assessment for VET involves considerable work to substantiate underpinning knowledge

and vocational competency. The fee is 50% of the tuition fee for the subject(s) being assessed. Teaching staff can provide initial advice regarding areas of prior learning for which an application for recognition should be made.

- b) Higher Education - No fee applies for RPL or Credit Transfer for students of Tabor Adelaide for assessment for Higher Education courses (undergraduate and above).

B. Timeframes for RPL/CT assessment

- a) All applications for RPL and Credit Transfer must be made within your first semester of study. This allows your study program to be determined early, and avoids the possibility of undertaking a subject unnecessarily.
- b) Applications for academic credit for subjects will not be received for subjects in which applicants are currently enrolled and for which the census date has passed.
- c) The assessment will be completed and the applicant notified of the outcome in writing within six weeks of receipt of the detailed submission.

C. RPL/CT and Overseas Students

- a) Where academic credit is granted prior to course enrolment the actual course duration will be recorded on the Confirmation of Enrolment. Where academic credit is granted after enrolment the change in course duration for that student will be reported via PRISMS under Section 19 of the ESOS Act.
- b) In accord with Standard 12 of the National Code of Practice 2007, Tabor Adelaide will provide a record of the course credit to the student, which must be signed or otherwise accepted by the student, and placed on the student's file.

5. Procedures - Assessment

A. Assessment for RPL/CT

- a) School Heads are responsible to ensure the quality of assessment of RPL/CT applications. The actual task of assessment may be delegated to a designated staff member (the School RPL Officer) or to the lecturer(s) responsible for delivering the subject(s) for which recognition is sought.
- b) All documents supporting an RPL/CT application must be originals or certified copies.
- c) Personnel assessing VET applications must hold the *Certificate IV in Assessment and Workplace Training* or equivalent and be familiar with the requirements of the Australian Quality Training Framework standards that relate to RPL.
- d) In assessing the application, the Assessor should follow the steps outlined below:
 - i. Note the course into which the applicant is seeking RPL/CT, considering its level and academic credit transfer limits.
 - ii. Note the basis of the recognition being sought, e.g. equivalent level accredited/university course.
 - iii. Note the currency of the learning for which recognition is sought. In determining where credit may be granted, Tabor Adelaide must be confident of the currency of the applicant's knowledge. In fields where practice and technology are changing rapidly, credit may not be granted where knowledge has become dated. Generally learning gained ten or more years previously will be considered non-current. Note, however, that this is a guideline only. Exceptions may be made if applicants can demonstrate that they have remained current in the required learning or competency.
 - iv. Note any relevant experience to be considered, especially noting;
 - accreditation status of courses in which previous study was done;
 - level of study;

- date of study (RPL/CT is generally not given for studies over 10 years ago);
 - scope/ extent/ breadth of study;
 - standard/ level/ depth/ rigour/ complexity of learning
 - topics covered and learning outcomes/objectives achieved;
 - nature/ extent/ rigour of assessment tasks (assessment is a required element where RPL/CT is sought for prior studies);
 - grading/ results achieved in assessment (a near pass will not be considered successful completion of a subject);
 - standard of marking; and
 - how well previous work studies/experience would have prepared students for subsequent Tabor subjects for which the subject for which academic credit is sought is a prerequisite.
- e) Request any necessary additional details from the applicant, giving a timeframe within which these are to be supplied.
- f) Discuss any queries with the School Head/ Lecturer for the subject concerned.
- g) Decide to grant no credit or full credit (RPL) for the subject(s) considered.
- h) Record the results of your assessment on the RPL/CT application form.
- i) Check that the *course* RPL/CT limit has not been exceeded (it may be necessary to check past records as some students make applications for credit into the same course on more than one occasion).
- j) All RPL/CT applications need to be signed off by both the assessor and the School Head. It will then be stored in the student's file.
- k) Within one month of receiving the application the Assessor should return the application and all supporting materials to the Academic Registrar.

6. Procedures - Recording

The Academic Registrar will ensure that the Student Services Office:

- A. scans relevant evidence supporting the applicant's submission for uploading into the student's file
- B. writes to the applicant specifying:
- a) the date;
 - b) the basis for any RPL/CT offered;
 - c) the details of the RPL/CT that is being offered (subjects, credit points etc.);
 - d) the course(s) into which this RPL/CT is applicable;
 - e) the name and qualifications of the person who made the RPL/CT assessment; and
 - f) the grievance procedures that may be followed in relation to the RPL/CT, if necessary.
- C. Files a copy of this letter in the applicant's file.
- D. Arranges for the return of any original materials submitted with the application, e.g. assignments, original transcripts etc., to the applicant.
- E. Records the outcome of the application on the Tabor Adelaide RPL /CT Register located in Student Services.
- F. Where full credit for a subject or subjects has been granted, records the RPL/CT against the student's record on the student database.

1. Overview

This policy outlines Tabor Adelaide's principles and guidelines for the payment of refunds of tuition fees to domestic students.

2. Scope

This policy applies to all new and continuing domestic students irrespective of who pays the tuition fees. It is designed to comply with the *Higher Education Support Act 2003*. The Overseas Student Refund Policy is a separate policy, which is designed to comply with additional requirements required by the *ESOS Act 2000*, the *ESOS Regulations 2001*, and the *National Code of Practice 2007*.

3. Related Documents

- A. Grievance Policy

4. Procedures

A. Course Assurance

- a) Tabor Adelaide, as required by Commonwealth legislation (Section 16-30 (b) and Section 19-40 of the *Higher Education Support Act 2003*), has developed course assurance arrangements to ensure that should Tabor Adelaide cease to be able to provide a course of study which a student has commenced, the student will be able to enrol in a similar course or courses of study offered by another registered provider and to receive full credit for the subjects of study successfully completed as part of the course of study with Tabor Adelaide. This provision is known as "course assurance".
- b) For all the courses offered by Tabor Adelaide, course assurance is available through the College's membership of the Council Of Private Higher Education (COPHE) and COPHE's Australian Student Tuition Assurance Scheme (ASTAS).
- c) No student will be obliged to enrol in any course in which he/she is offered enrolment under these course assurance arrangements, but if a student decides to enrol with a provider not covered by these course assurance arrangements, there is no guarantee that full credit transfer will be given for the subjects of study completed with Tabor Adelaide.

B. Fee repayment assurance

- a) Should Tabor Adelaide be unable to continue to offer a course of study in which a student has enrolled the student will either receive a refund of the tuition fee (or the student contribution amount) for any incomplete subjects of study, or the fees paid (or the student contribution amount) for such incomplete subjects of study will be transferred (with the student's agreement) to a second provider with which the student enrolls. This will be arranged through the College's membership of COPHE and COPHE's ASTAS scheme. This provision is known as "fee repayment assurance".
- b) Because the second provider might have a different tuition fee or student contribution amount for the program concerned, the amount a student may be required to pay for the full course may vary.

C. REFUNDS

- a) A student who is not permitted to re-enrol on the basis of poor academic progress will be eligible for a refund of fees paid in advance of notification of exclusion.
- b) In the event that an offer of a place is withdrawn all tuition fees paid are fully refundable.
- c) Where a student withdraws from a subject after the commencement of the subject but before the census date, the tuition fees paid for the semester are refundable in full. A 10% withdrawal fee applies except in exceptional circumstances. In the case of an intensive subject, the withdrawal fee is \$250 for undergraduate intensives and \$350 for postgraduate intensives.
- d) VET SECTOR: Where a student withdraws from a subject after the census date but within the first 50% of the subject, the tuition fees paid for the second half of the subject will be credited to the cost of studies in the following 12 months.
- e) HIGHER EDUCATION SECTOR: Where a student withdraws from a subject after the census date, the tuition fees will not be refunded.

D. APPLICATION FOR A REFUND OR REMITTANCE OF FEE/HECS HELP DEBT

- a) Students seeking a refund must apply in writing to Tabor Adelaide. The student should indicate the reason for seeking a refund and, where relevant, provide certified evidence with the written request (for example, a medical certificate).
- b) The Academic Registrar cannot take into account exceptional circumstances when assessing the application unless such evidence is provided.
- c) The student's written application for a refund should be addressed to the Academic Registrar and delivered to Student Services.
- d) The Academic Registrar is responsible for assessing the student's right to a refund in accord with this policy AND Commonwealth Government Legislation, and for notifying the student and Tabor Adelaide's Finance department of the amount the student is eligible to be refunded.
- e) The Finance department is responsible for issuing the fees to be refunded to the student in accord with the decision made by Student Services.
- f) In exceptional circumstances, a student's HELP debt can be reversed. Applications should be made in writing to the Academic Registrar. The application should address the following criteria and will require documented evidence:
 - i. the circumstances were beyond your control; and
 - ii. made it impracticable for you to complete the requirements for the subject; and
 - iii. did not make their full impact upon you until on, or after, the census date

E. REVIEW PROCESS

If the student is not satisfied with the decision of Student Services the student should refer to Tabor Adelaide's Grievance Policy and Procedures. This agreement, and the availability of complaints and appeals processes, does not remove your right to take action under Australia's consumer protection laws.

APPENDIX 1: GLOSSARY OF TERMS

Academic misconduct includes plagiarism (passing off the work of another as one's own), submitting the same work (in whole or substantially) for academic credit in more than one subject, misrepresentation or falsification of data or sources cited, and breaches of examination procedures.

Academic Misconduct Review Committee: the Committee responsible for assessing allegations of academic misconduct.

Advocate: An advocate may represent and speak in support of a party to a complaint. Any permanent staff member or student of Tabor Adelaide may act as an advocate. Advocates are bound by the rules of the College and are required to comply with the procedures and requirements of this policy.

Appeal: a written request for the reconsideration of a decision made in response to the outcome of a formal complaint.

Appellant: a person who lodges an appeal.

AQTF: The Australian Quality Training Framework – the nationally agreed quality arrangements for Vocational Education and Training (VET) system.

Attribution: Acknowledging the author or artist of words, music, computer code, artistic works, designs or ideas.

Cancellation: when a student's enrolment is permanently revoked. Cancellation involves exclusion from classes and may involve exclusion from college campuses.

Census Date: A census date is the date within the subject on which your enrolment requirements for that subject must be finalised. Census dates are set by Tabor for each subject offered. These are key dates and are very important for students. They cannot be changed or extended. Withdrawals before or after the relevant census date have different consequences.

Citation: Directly quoting or paraphrasing another person's text, work or idea, and giving credit to the author by referencing it.

Collaboration: An academic activity involving more than one person.

Collusion: Another person assisting in the production of an assessment submission without the express requirement, consent or knowledge of the assessor.

Compassionate or compelling circumstances are generally those beyond the control of the student, when they have an impact on the student's course progress or wellbeing. These could include:

- a) serious medical condition or injury;
- b) bereavement of close family members such as parents or grandparents;
- c) major political upheaval or natural disaster in the home country requiring their immediate travel; or
- d) a traumatic experience which could include but is not limited to:
 - e) involvement in or witnessing of an accident;
 - f) a crime committed against the student; or
 - g) the student has been a witness to a crime and this has impacted on the student.

Complaint: a complaint is a grievance expressed either formally or informally in accordance with the procedures outlined in this document (refer to Formal complaint and Informal complaint)

Complainant: a person who makes a complaint in accordance with the procedures outlined in this document.

Conciliation: a process of seeking to resolve, to the satisfaction of both parties, a complaint made by one party against another, generally with the assistance of a neutral third party who has an advisory role, but not a determinative role in the outcome of the process.

Confirmation of Enrolment (CoE): a document registered with DIAC to confirm a student's acceptance into a particular course for a specified duration.

Confidentiality: limiting disclosure of information relating to a complaint or appeal to as few people as possible, and only to those who are legitimately involved in the process of resolving the matter. Wilful breach of confidentiality by a staff member or student of Tabor Adelaide constitutes misconduct.

Contact Person : the designated person to contact in the first instance

Copyright: The legal right granted to an author, artist, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

CRICOS: the Commonwealth Register of Institutions and Courses for Overseas Students.

Critical Incident : a traumatic event, or the threat of such (within or outside Australia) which causes extreme stress, fear or injury. Critical incidents are not limited to, but could include:

- a) missing persons
- b) severe verbal or psychological aggression
- c) death, serious injury or any threat of these
- d) natural disaster; and
- e) issues such as domestic violence, sexual assault, drug or alcohol abuse

Nb. Non-life threatening events may still qualify as critical incidents.

Currency: In the assessment of evidence for academic credit, currency relates to the age of the evidence presented by a candidate to demonstrate that they have achieved learning outcomes or competencies.

Deferral: when a student temporarily puts his or her studies on hold. 1 year is the maximum time of deferral.

Discrimination: any action, direct or indirect, which disadvantages an individual and/or a group.

DIAC: the Australian Department of Immigration and Citizenship.

Exclusion: refers to exclusion from classes, tutorials and/or from other college activities or properties.

Formal complaint: a complaint is a grievance submitted to Tabor Adelaide in writing (or in some other appropriate format if the complainant is prevented by a disability from making a written submission).

Formative assessment: Assessment that is intended to provide feedback to students on their level of performance. Marks are not used to formulate a student grade for the course or program. (see summative assessment)

Freedom of Information (FOI): Tabor Adelaide must comply with the Freedom of Information (Miscellaneous) Amendment Act 2001. Documents created and received by any Tabor staff member in the course of their duties may be subject to an FOI application.

Grievance: a grievance is a concern or complaint, relating to perceived unfair treatment, discrimination, victimisation or vilification connected with work or study at Tabor Adelaide

Group work: A group of people working collaboratively on a common assessment activity with the encouragement, or consent, or knowledge of the assessor.

Harassment: repeated or continuing behaviour, comments or display of images that are unwelcome, offensive or intimidating, and that, in the circumstances, a reasonable person should have expected would be offensive or intimidating.

IELTS: is the International English Language Testing System. It measures ability to communicate in English across all four language skills – listening, reading, writing and speaking – for people who intend to study or work where English is the language of communication.

Informal complaint: a complaint which the student seeks to have resolved (at least in the first instance) without resorting to formal processes. Informal complaints are usually made in person to the individual or school concerned but may also be made to the relevant responsible officer.

National Priority Place (NPP): A Commonwealth supported place for which the Commonwealth makes a contribution towards the cost of a student's education.

Overseas/International Student : A person who is legitimately enrolled at Tabor Adelaide in an academic program and who is not a citizen of Australia or New Zealand and who does not hold Permanent Residency status in Australia.

Paraphrasing: Repeating a section of text using different words which retain the original meaning.

Pass Mark (Assessment): To gain a pass in any assessment task set for a particular subject the student must gain a mark of 50% or more.

Pass Mark (Subject): To gain a pass in a subject the weighted mean of marks received from all assessment tasks set for that subject (whether or not the assessment tasks are completed or attempted) must be 50% or more.

Personal information : Any information or opinion about an individual whose identity is apparent or can reasonably be ascertained from the information or opinion, and may include name, address, date of birth and staff or student identification number.

Plagiarism: Deliberately submitting as one's own another person's ideas, designs, words or works.

Plagiarism includes:

- a) direct copying of the work or data of other persons, from one or more sources, without clearly indicating the origin. This includes both paper-based and electronic sources of material from websites, books, articles, unpublished work such as theses, working papers, seminar and conference papers, internal reports, lecture notes or tapes, and visual materials such as photographs, drawings and designs;
- b) using very close paraphrasing of sentences or whole clauses without due acknowledgment in the form of reference to the original work;
- c) submitting another student's work in whole or in part, where such assistance is not expressly permitted in the course information booklet;
- d) use of another person's ideas, work or research data without acknowledgment;
- e) submitting work that has been written by someone else on the student's behalf;
- f) copying computer files, algorithms or computer code without clearly indicating their origin;
- g) submitting work that has been derived, in whole or in part, from another student's work by a process of mechanical transformation (e.g. changing variable names in computer programs); or
- h) in any way appropriating or imitating another's ideas and manner of expressing them where such assistance is not expressly permitted in the course information booklet.

PRISMS: The Provider Registration and International Student Management System is the database system used to process information given to the Secretary of the Department of Education, Employment and Workplace Relations (DEEWR) by registered providers.

Privacy : The management by Tabor Adelaide of personal information related to the individual as outlined in Tabor's Privacy Policy.

Procedural fairness: (also called "natural justice") in the handling of a complaint or appeal involves all of the following elements:

- a) The right to a fair hearing
- b) The right of the complainant and respondent to present their cases in person or through an advocate.
- c) The right to have a support person and/or advocate
- d) The subject of the complaint has the right to be informed of the nature and substance of all allegations and of all information used in arriving at any decision and to respond to that information.
- e) The right to a decision maker in whom there is no reasonable apprehension of bias.
- f) A final decision based solely on relevant evidence.
- g) Reasons must be given for the decision.

Public Domain: Work that is available to most people and free to be used without the requirement for permission or payment of royalties.

Quotation: Placing an excerpt from an original source into a paper using either quotation marks or indentation, with the source cited, using an approved referencing system in order to give credit to the original author.

Referencing: Providing a full bibliographic reference to the source of the citation (in a style as determined by the School).

Re-marking : the process where the assessment task, without any further work by the student, is marked again by a second person who is not provided with the original mark awarded or comments made by the first marker.

Re-submission : the process whereby an assessment task, with further work by the student, is marked by the initial marker who is aware of the details of the student's original mark for the assessment.

Review Officer: the person responsible for reviewing a decision made by Tabor Adelaide in relation to reviewable decisions made under the HESA Act 2003 – including decisions to refuse to re-credit a student's Student Learning Entitlement and/or HELP balance.

STAT: The Special Tertiary Admissions Test is an alternative tertiary admissions test for those candidates who do not have a recent Year 12 certificate. It is also used by some specialist courses as a further entry selection criterion.

Staff Member: Any staff member of Tabor Adelaide whether full-time, part-time, casual or adjunct.

Student: A person who is legitimately enrolled at Tabor Adelaide in an academic program (including overseas students).

Subject: A distinct component of study within a course (sometimes referred to as a unit or module)

Summative assessment: Assessment that is marked and where the mark is used to formulate a student grade for the course or program.

Support Person: A support person may be a relative, friend or fellow student who provides support by being present with the complainant.

Suspension: Exclusion from classes and other activities. It may involve exclusion from the campuses.

Tabor Online: Also known as Moodle, Tabor Online is Tabor's web based Learning Management System.

TER : The Tertiary Entrance Rank is a tertiary entrance score used in several Australian states as a tool for selection to universities in Australia. It provides an indication of how well a particular student performed relative to other students in the same group at the time of completion of the final year of secondary education.

TOEFL : is the Test of English as a Foreign Language. It measures ability to communicate in English across all four language skills – listening, reading, writing and speaking – for people who intend to study or work where English is the language of communication.

Victimisation: an act or acts causing someone to suffer for something that is not essentially a fault. It includes imposing unjust penalties or practices on a person as a result of a complaint.

Vilification: the public incitement of hatred, serious contempt or severe ridicule of a person on the basis of the race of that person. Vilification does not include legitimate academic debate.

Withdrawal: student initiated cancellation of enrolment.

Works: Refers to words, music, computer code, artistic works, designs or ideas.

APPENDIX 2: CRITICAL INCIDENT REPORT FORM

SECTION 1: BACKGROUND

Date of Incident	:	
Time of Incident	:	
Place of Incident	:	
Affected Person	:	
Witness	Name :	
	Contact No. :	
	Email :	
Type of Incident:		
<input type="checkbox"/> Disaster – <i>eg natural, (fire/flood) physical, (gas leak, burst water main)</i> <input type="checkbox"/> Drugs <input type="checkbox"/> Sex offence <input type="checkbox"/> Serious medical / injury / health emergency <input type="checkbox"/> Intruders - <i>ex students,/stalker, breaker</i> <input type="checkbox"/> Police – <i>action taken or likely by Police – attendance, notified by phone, advice sought.</i> <input type="checkbox"/> Weapons – <i>describe weapons and method of use (or carried)</i> <input type="checkbox"/> Actual physical violence <input type="checkbox"/> Threat of physical violence <input type="checkbox"/> Other. Specify: _____		

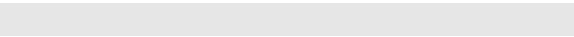
SECTION 2: INCIDENT

Clear Concise Description of the Incident:

SECTION 3: ACTION TAKEN

SECTION 4: FOLLOW UP (Post Incident)

SECTION 5: REPORTING STAFF



Signature	:		
Reported By	:	Reported Date	:
Position/ Title	:	Contact No	:

APPENDIX 3: ASSISTANCE DIRECTORY

Area of need/complaint	Contact Person Details	
Initial decision on re-crediting a person's FEE-HELP balance and removal of FEE-HELP debt	Assistant Registrar	Jeannie Hagarty jhagarty@adelaide.tabor.edu.au
Review of decisions on re-crediting a person's FEE-HELP balance and removal of FEE-HELP debt	Academic Registrar	Peter Gray pgray@adelaide.tabor.edu.au
Initial decision on re-crediting a person's Student Learning Entitlement (SLE), including refunding of any upfront payments, and/or remission of HECS-HELP debt	Assistant Registrar	Jeannie Hagarty jhagarty@adelaide.tabor.edu.au
Review of decisions on re-crediting a person's Student Learning Entitlement (SLE), including refunding of any upfront payments, and/or remission of HECS-HELP debt.	Academic Registrar	Peter Gray pgray@adelaide.tabor.edu.au
Appeals against College reviews of decisions on re-crediting FEE-HELP balance or SLE	Administrative Appeals Tribunal	11th Floor, Chesser House 91 Grenfell Street Adelaide SA 5000 Telephone: 08 8201 0600 (metro area) 1300 366 700 (country areas) Fax: 08 8201 0610 Postal address: GPO Box 9955, Adelaide SA 5001
Sexual Harassment - Contact Officers	Academic Registrar	Peter Gray pgray@adelaide.tabor.edu.au
	Human Resources Manager	Margaret Davidson mdavidson@adelaide.tabor.edu.au
Appeals relating to reviews of decisions made in accordance with the College's Grievance Policy for VET students	South Australian Training Advocate	Ground Floor 55 Currie Street Adelaide SA 5000 Phone: 1800 006 488
Appeals relating to reviews of decisions made in accordance with the College's Grievance Policy for Higher Education students	ACPET Student Appeals Service	www.acpet.edu.au

Academic complaints	School Head	Teacher Ed: Frank Davies fdavies@adelaide.tabor.edu.au Ministry/Theology: Stephen Spence sspence@adelaide.tabor.edu.au Social Sciences: Phil Daughtry pdaughtry@adelaide.tabor.edu.au Humanities: Juhani Tuovinen jtuvonen@adelaide.tabor.edu.au
	Academic Dean	Rose Mulraney rmulraney@adelaide.tabor.edu.au
Appeals against Academic Decisions [when not satisfied through the College's internal grievance processes]	Tabor Adelaide Academic Board	The Chair Tabor Adelaide Academic Board PO Box 223 Torrens Park SA 5062 intermed@radford.id.au
Grievances not otherwise resolved	Tabor Adelaide Board of Governors	The Chair Board of Governors C/- Don Owers Tabor Adelaide PO Box 1777 UNLEY SA 5061
	ACPET Student Appeals Service	www.acpet.edu.au
Personal - relating to alleged discrimination, victimisation, harassment or vilification	Student Support Officer	Colleen Spence cspence@adelaide.tabor.edu.au
	HR Manager	Margaret Davidson mdavidson@adelaide.tabor.edu.au
Overseas Students	Overseas Student Support Officer	Lesley Houston lhouston@adelaide.tabor.edu.au
	Academic Registrar	Peter Gray pgray@adelaide.tabor.edu.au

APPENDIX 4: PERSONAL INFORMATION COLLECTED AND STORED BY TABOR ADELAIDE

Notes:

1. This record is to be maintained, according to Information Privacy Principle, clause 3 and to be made available to members of the public.
2. The record-keeper for Tabor College Adelaide shall be a person designated by the Executive Director, normally the Registrar, or another person to whom the Registrar delegates this responsibility.

Nature of the records of personal information kept by Tabor College	Purpose for which this type of record is kept	Classes of individuals about whom these records are kept	Period for which this type of record is kept	Persons entitled to have access to personal information contained in these records	Conditions under which these people are entitled to have this access	Steps to be taken by persons wishing to obtain access to this information
Desired study program and reasons for this choice, plus study program in which a student is enrolled	Processing applications for enrolment and course enrolments. Providing academic counselling.	Applicants and students	30 years	Registry and appropriate academic staff	To perform necessary duties	Exercise rights of confidential access to files kept by Registry, according to established procedures
				Those about whom this information is kept	Under staff supervision	Make arrangements with Registry
Previous academic attainments	Advising applicants and processing applications for courses	Applicants and students	30 years	Registry and appropriate academic staff	To perform necessary duties	Exercise rights of confidential access to files kept by Registry, according to established procedures
	Employment, accreditation and registration requirements	Staff	30 years	Those about whom this information is kept Accreditation/Registration and audit bodies Staff and students	As required	Visit website; make request of Academic Secretariat or College Administrator
Contact details	Processing applications for enrolment and maintaining current information for contacting students.	Applicants and students	30 years, with revisions where appropriate	Registry and appropriate academic staff	To perform necessary duties	Exercise rights of confidential access to files kept by Registry, according to established procedures
				Those about whom this information is kept	Under staff supervision	Make arrangements with Registry
	Providing information	Persons enquiring about the College's programs and those who have indicated a desire to receive College information	7 years	Those responsible for providing the information concerned	In the course of regular duties	Carry out normal duties in an ethical manner
				Individuals may have access to their own personal information	On request	Contact the College and make a request

Information required to comply with the reporting requirements of the Department of Education, Science and Training (DEST)	DEST reporting; general student servicing	Students	30 years	DEST Accreditation/Registration and audit bodies Registry and appropriate academic staff	As required	Exercise rights of confidential access to official reports/files
				Those about whom this information is kept	Under staff supervision	Make arrangements with Registry
Faith/spiritual background information, e.g. denomination, ministry experience	Providing advice re appropriate study programs, providing appropriate care	Applicants and students	30 years	Registry and appropriate academic staff	To perform pastoral duties	Exercise rights of confidential access to files kept by Registry, according to established procedures
				Those about whom this information is kept	Under staff supervision	Make arrangements with Registry
	Making decisions about appropriate modules for staff to teach	(Academic) staff	Until at least 7 years after employment terminates	Those about whom this information is kept	By arrangement	Make request of Academic Secretariat or College Administrator
Health/disability information	To provide appropriate assistance/support for applicants/students with disabilities	Applicants and students who wish to make this information known	30 years	Registry and appropriate staff	In the course of executing required duties/responsibilities	Exercise rights of confidential access to files kept by Registry, according to established procedures
				Those about whom this information is kept, in line with National Privacy Principles	On request, under staff supervision	Make arrangements with the Registry
	To provide appropriate assistance/support for staff with disabilities	Staff who wish to make this information known	Until at least 7 years after employment terminates	Executive Director, College Administrator and other staff who may need the information to ensure equitable treatment of staff with disabilities	In the course of executing required duties/responsibilities	Request confidential access to files kept by Administration Department, according to established procedures
				Those about whom this information is kept, in line with National Privacy Principles	On request	Make arrangements with the College Administrator

Records on Counselees of the Tabor House Counselling Centre	Providing a professional clinical counselling service	Counselees who seek assistance through the Tabor House Counselling Centre	7 years after counselling ceases (or until counsellor reaches age 25, whichever is the longer)	Staff directly involved in the counselling process or its supervision, and postgraduate counselling trainees who provide counselling	Strictly confidential in the course of offering a counselling service	Appropriate counselling personnel only are able to exercise rights of access to confidential files
				Those about whom this information is kept, in line with National Privacy Principles	Under supervision by the counsellor concerned	Make arrangements with Tabor House counselling personnel
Basic information on family responsibilities	Providing advice re appropriate study programs, providing appropriate care	Applicants and students	30 years	Registry and appropriate academic staff	To perform pastoral duties	Provided with confidential access to files kept by Registry
				Those about whom this information is kept	Under staff supervision	Make request to Registry
Names and contact details of referee(s) and referees' reports	Assistance in determining suitability of applicants for study programs	Applicants for study programs	30 years	Registry and designated academic staff, who need this information to fulfil their duties	Strictly confidential access is provided as necessary	Request confidential access to files kept by Registry
				Those about whom this information is kept, in line with National Privacy Principles	Under staff supervision	Make request to Registry
	Assessing suitability of applicants for staff positions	Applicants for staff positions	30 years	Registry, Executive Committee and any Appointments Subcommittee, which needs this information to fulfil allocated duties	Strictly confidential access is provided as necessary	Request, or be granted, confidential access to documents/files kept by the College Administrator
				Those about whom this information is kept, in line with National Privacy Principles	Under staff supervision	Make request to the College Administrator
Fee payment arrangements and reasons for special provisions	Advising and assisting students with fee payment requirements	Applicants and students	30 years	Registry and Finance Department staff	Confidential access is provided as necessary	Request, or be granted, confidential access to files/records kept by Finance Department and Registry
Staff pay, leave, superannuation and related records	Management responsibilities	Staff	7 years from the cessation of employment of the staff member concerned	Salaries subcommittee of Executive. College Administrator and College Finance Manager	Confidential details are provided as necessary for responsible finance/administrative staff to perform their roles	Request, or be granted, confidential access to files/records/information kept by Finance Department and Administration Department

