



**APEX** HIGHER EDUCATION

# Bachelor of Business Course Guide

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## ABOUT AHE

APEX Higher Education (AHE) is a quality private Higher Education Provider located in Parramatta, NSW, Australia. Since 2022, AHE has been delivering the Bachelor of Business at its Parramatta Campus. Through rigorous engagement with leading academics and industry representatives, AHE has developed a course which ensures excellence in learning and teaching. Underpinning our approach to course design and governance are the vision and mission of AHE, which strive to deliver excellence in market leading and future-oriented educational programs.

### OUR VISION

AHE's Vision is to deliver excellent educational programs that are relevant and future-oriented. A critical aspect of our vision is to produce intellectual, ethical, and socially responsible graduates who aspire towards a globally oriented professional career within business.

### OUR MISSION

Our Mission is to maintain a sustainable academy that provides students with scholarly input and support, and which affords exposure to real-world experience through ongoing interaction with practitioners.

## THE AHE ADVANTAGE

With a tailored focus on social and ethical responsibility, APEX Higher Education differentiates itself by providing an undergraduate course that enables students to develop the business skills likely to define modern commercial practice in a collaborative business environment.

Through consultation with leading academics and industry experts, AHE has designed a rigorous course oriented towards equipping students with the knowledge and practical skill-sets to identify, understand, manage, and successfully work in businesses. AHE's approach to teaching, and the learning outcomes achieved by students undertaking the Bachelor of Business allow our graduates to add real commercial value to their organisations, be that an established company or start-up.

'Our aim is to produce students who are job-ready, and equipped with a unique understanding of the global commercial marketplace'.

We achieve this outcome by engaging our students to apply theory to practice from the earliest stages of their degree. AHE places significant emphasis on student interaction and practical assessment, which has informed our approach of integrating contemporary case studies into assessments. To further ensure that our students gain insight into commercial realities, we regularly invite successful businesses to AHE for lectures, and provide students with compulsory Work Ready Workshops to prepare themselves for a professional career in Business and enabling them with opportunities to volunteer in local businesses.

## ABOUT THE CAMPUS

### FACILITIES

APEX Higher Education is situated along the Parramatta River and within the Parramatta Central Business District. The campus is centrally located in the City of Parramatta allowing students to learn and relax in an energising, innovative and culturally vibrant environment.

The campus offers students exceptional amenities, and provides students with study and collaborative work areas. Additionally, our campus has networking and student common areas which create a welcome and stimulating environment for students. These facilities and services include:

- Campus-wide Wi-Fi.
- Study and lecture rooms equipped with whiteboards and audio-visual equipment.
- Open plan areas for student relaxation
- Dedicated space for the library
- Student study room
- Kitchen and food heating facilities
- Multiple charging stations for laptops and mobile devices

The campus is located within a 10-minute walk to Parramatta station and major bus terminals.

**PS:** These pictures are indicative only and not real pictures taken



## LIBRARY AND LEARNING AREAS

The AHE campus boasts several library areas these impeccable facilities provide students space to study, collaborate and socialise.



Students have access to the meeting room, which can be booked through either the Librarian/Learning Support Officer or at the reception.



The outdoor student lounge provides students with a large area to relax, study or socialise.



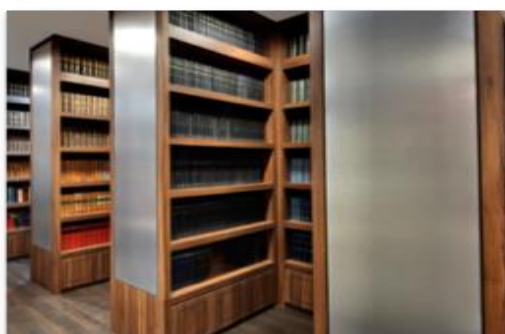
Students can access computers in the learning area during campus hours to complete assessments or to prepare for class.



Classrooms are fitted with state-of-the-art interactive Smartboards, which create a stimulating and collaborative environment for students.



The group work pods provide students with excellent utility and comfort when undertaking group based projects or presentations. The large display screens and compartmentalised sections support students to facilitate team-based activities, by creating an encouraging and collaborative environment.



Students can access the library and learning centre from 8 am to 5 pm Monday to Friday. The library and learning centre is also open till 9 pm if evening classes are held, and also during the weekend if classes are held.

## IT REQUIREMENTS AT AHE

AHE will provide AHE students with free access to the Internet and its Wifi. All AHE students are expected to have their own laptops and bring their laptops to campus to access supplementary learning materials provided through Moodle and to complete their assessments. Students can also access AHE Library resources such as book catalogues, journal databases, financial data and articles on their own laptops.

Students who do not have their own laptops during software training sessions in class will be provided with AHE laptops during classes. Students can also use available AHE equipment on campus to access library resources and complete their assessments.

## ABOUT THE BACHELOR OF BUSINESS COURSE

### COURSE DESCRIPTION

The Bachelor of Business Course is designed to provide students with the knowledge and skills to work and contribute in a range of business-related careers. The Course is built on foundations of core disciplines of Business practice with an emphasis on being future work ready. This Course thus contains fundamental units such as accounting, marketing, statistics and business law as well as later year units in business technology, data analytics and risk management. The course is further characterised by the embedded study of ethics and governance as well as a capstone to encapsulate important aspects of business practice.

### COURSE INTAKES

AHE offers Year 1 initial intakes in Semester 1, Semester 2 and Summer School. For subsequent years of study (i.e. for continuing students), the Summer School will offer a limited range of Year 2 and Year 3 units primarily directed at students remediating failures. Students are not expected to fast track by taking additional units over Summer School. Therefore, AHE has 3 intakes a year to give students the flexibility of when they wish to start a new course at AHE. Full-time students take four units of study per study period. A study period comprises the intake Semester (or intake Summer School), and each continuing semester.

### BACHELOR OF BUSINESS COURSE DURATION

3 Years full-time comprising 24 units (240 Credit Points) where a full-time student undertakes 4 units (subjects) of study per study period or 6 Years Part-Time (this option is only available to domestic students). A study period means the intake semester (or intake Summer School) and each subsequent semester.

### BACHELOR OF BUSINESS MODE OF STUDY AND STUDY WORKLOAD

Full-time students undertake 4 units (subjects) of study during a study period. There are 3 hours of face-to-face teaching and 9 hours of independent learning per unit, per week (total of 12 hours face-to-face teaching per week, and 36 hours of independent study per week).

## AHE GRADUATE ATTRIBUTES

At the end of their course, students who graduate with the AHE Bachelor of Business course will have developed the following attributes:

- GA1 - Knowledgeable and skilled in their chosen discipline
- GA2 - Effective communicators and collaborators
- GA3 - Critical, creative and analytical professionals
- GA4 - Responsible, ethically and socially aware

Fulfilment of the above AHE Graduate Attributes should enable AHE graduates to be life-long learners.

## BACHELOR OF BUSINESS COURSE LEARNING OUTCOMES

Graduates of the AHE Bachelor of Business will have demonstrated achievement of the following Course Learning Outcomes and be able to:

- CLO1 - Demonstrate a broad and coherent body of knowledge in business.
- CLO2 - Critically apply cognitive, analytical and technical skills in business.
- CLO3 - Communicate in creative, coherent and effective ways.
- CLO4 - Demonstrate capacity to plan and work individually and collaboratively to solve problems.
- CLO5 - Explain and contextualise ethical and socially responsible practice.



## BACHELOR OF BUSINESS COURSE STRUCTURE AND SEQUENCE

| Unit Code                  | Unit Title                        | Prerequisites                                            | Credit Points |
|----------------------------|-----------------------------------|----------------------------------------------------------|---------------|
| <b>First Study Period</b>  |                                   |                                                          |               |
| BUS101                     | Fundamentals of Accounting        |                                                          | 10            |
| BUS102                     | Business Communication            |                                                          | 10            |
| BUS103                     | Introduction to Marketing         |                                                          | 10            |
| BUS104                     | Fundamentals of Business Law      |                                                          | 10            |
| <b>Second Study Period</b> |                                   |                                                          |               |
| BUS105                     | Business Information Systems      |                                                          | 10            |
| BUS106                     | Fundamentals of Management        |                                                          | 10            |
| BUS107                     | Applied Statistics                |                                                          | 10            |
| BUS108                     | Economics for Business            |                                                          | 10            |
| <b>Third Study Period</b>  |                                   |                                                          |               |
| BUS201                     | Accounting and Business Reporting | BUS101 Fundamentals of Accounting                        | 10            |
| BUS202                     | Models for Business               | BUS106 Fundamentals of Management                        | 10            |
| BUS203                     | Research Methods                  | BUS107 Applied Statistics                                | 10            |
| BUS204                     | Technology in Business            | BUS105 Business Information Systems                      | 10            |
| <b>Fourth Study Period</b> |                                   |                                                          |               |
| BUS205                     | Operations Management             | BUS106 Fundamentals of Management                        | 10            |
| BUS206                     | Data Analytics                    | BUS107 Applied Statistics                                | 10            |
| BUS207                     | Entrepreneurship                  | BUS202 Models for Business                               | 10            |
| BUS208                     | Applied Business Finance          | BUS101 Fundamentals of Accounting                        | 10            |
| <b>Fifth Study Period</b>  |                                   |                                                          |               |
| BUS301                     | Strategic Management              | BUS202 Models for Business                               | 10            |
| BUS302                     | Project Management                | BUS106 Fundamentals of Management                        | 10            |
| BUS303                     | Performance and Risk Management   | BUS104 Fundamentals of Business Law                      | 10            |
| BUS304                     | Ethics and Corporate Governance   | BUS104 Fundamentals of Business Law                      | 10            |
| <b>Sixth Study Period</b>  |                                   |                                                          |               |
| BUS305                     | Digital Business                  | BUS202 Models for Business                               | 10            |
| BUS306                     | International Business            | BUS202 Models for Business                               | 10            |
| BUS307                     | Disruption and Innovation         | BUS303 Performance and Risk Management                   | 10            |
| BUS308                     | Business Capstone*                | *This unit is to be taken at the final semester of study | 10            |

### Notes:

1. All listed units are required for completion of the Bachelor of Business course.

## BACHELOR OF BUSINESS ADMISSION CRITERIA

### **General Academic Admission Criteria**

To satisfy the general academic requirements for admission to a course at AHE, applicants must meet at least one of the following entry requirements:

- Successful completion of Year 12 or equivalent with a minimum ATAR of 65 or equivalent; or
- Successful completion of an equivalent secondary qualification either interstate or overseas; or
- Satisfactory completion of an accredited Tertiary Preparation Program or a Business Foundation Year Program offered by an Australian HEP that would enable students to gain entry to an AQF Level 7 Business course at an Australian HEP; or
- Admission to an undergraduate degree at an Australian HEP.

**Alternative Academic Admission Criteria for applicants who do not meet the General Academic Admission** Applicants who are 21 years of age or over who have not completed Year 12 or its equivalent may fulfil the academic admission criteria through one of the following entry requirements:

- Successful completion of a Special Tertiary Admissions Test administered by a tertiary admissions centre; or
- Submission of a portfolio of prior and current academic and /or professional work of a satisfactory level to the AHE course coordinator.

### **General English Language Requirements for Admission**

International (overseas) students whose first language is not English must demonstrate competency in the English Language. English Language competency for admission to AHE is 6.5 overall (minimum 6.0 in each section).

Please refer to the **AHE English Language Requirements for Admission** for further details.

**Additional Specific Course Admission Criteria for the Bachelor of Business:** None

## **FULL POLICY**

*For further information, please refer to the*

- **AHE Student Admission Policy and Procedure**
- **AHE English Language Requirements for Admission**
- **AHE Student Application For Admission Form**

Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## BACHELOR OF BUSINESS CAREER OUTCOMES

AHE Bachelor of Business graduates are expected to find employment in a number of business-related areas including:

- Administrators, supervisors and office support
- Procurement, marketing and sales
- Business development officers
- Business consulting and advising
- Client, customer or relationship managers
- Business ownership

Graduates of the Bachelor of Business course, at AQF Level 7, will be eligible to progress to post graduate studies in a number of cognate areas of business, including management, entrepreneurship, project management or related fields of study.

## BACHELOR OF BUSINESS UNIT DESCRIPTIONS

### **BUS101 Fundamentals of Accounting**

Accounting is the process of identifying, measuring and communicating information about business activity for decision-making. This introductory unit provides an overview of business and the business environment and introduces the principles supporting the use of an accounting information system for business decision making in a socially responsible manner. The unit covers the relevance and significance of fundamental accounting conventions and addresses applications of the accounting information system from the perspective of a user. On completion of this unit, students should have a clear understanding of the role of financial accounting within a business organisation and how financial accounting helps managers meet business objectives. Students will be able to communicate with accounting professionals, understand the relevance of accounting information for informed decision-making by a wide range of potential users, and have the ability to analyse and interpret accounting information, including to analyse ethical and socially responsible business activity.

### **BUS102 Business Communication**

This unit equips students with basic business and academic writing and presentation skills necessary for completing their course of study and for entry-level word ready business positions. The ability to develop documents relevant for business studies, and write well-researched and solidly-structured arguments in a clear, concise, and factual manner is emphasised. Additionally, this Unit explores the types of interpersonal and group communication skills relevant to the business workplace. This includes developing in students an understanding of and ability to utilise fundamentals of negotiation, including evidence-based arguments and utilise these skills for professional communication, presentations and well-written business relevant documents. Ethical and socially responsible considerations in negotiation, business communication, and academic writing, including avoiding plagiarism and ensuring academic integrity such as correct citing and referencing practices, are threaded throughout the Unit.

### **BUS103 Introduction to Marketing**

This unit presents the foundations and core principles of marketing for businesses including an appreciation of marketing concepts utilised by businesses in Australian and globally. Emphasis is placed on creating customer value through different marketing activities and strategies, understanding the marketing mix within an environment of change, maximising utility of limited resources amidst industries in constant flux, and exploring new methodologies used by marketing practices. Responsible and ethical marketing is crucial to sustainable and productive, long-term relationships between organisations, their customers and stakeholders. This unit includes careful consideration of ethical and socially responsible practices within marketing activities. In addition, students will be introduced to current topics including the marketing process in an increasingly digital and global environment.

### **BUS104 Fundamentals of Business Law**

Students will study legal knowledge and related problem-solving skills appropriate to business through the three main sources of modern Australian law: The Common Law, Equity, and Statute Law. The unit also examines some of the problems that are created by the existence of nine distinct legislative, judicial and executive systems in Australia, and briefly touches on the mechanisms that exist to minimise these problems and to resolve conflicts between the systems. The unit includes understanding the common law of contract (including outsourcing) and various statutory provisions that have, over time, been introduced to modify those common law principles to promote fair trading and consumer protection. Students also learn the application of these concepts to the business environment, ethical and socially responsible perspectives including how the law applies to setting up a business, consumer law, competition law as well as consumer rights and responsibilities in Australia. In addition, various avenues of legal assistance to businesses in Australia are explored.

### **BUS105 Business Information Systems**

This unit provides an overview of Business Information Systems (BIS), its role in organisations and contribution to business decision-making processes. The unit explains how technology is used to develop BIS that effectively support, enable and add value to business processes. An understanding of BIS is important to the work of managers because it serves as a bridge between management and technology in the business' operations. Mastering both business and technology skills and knowledge create job opportunities, since individuals with these abilities can better contribute to shaping a company's strategy and value operations. Upon completion of this unit, students will be able to understand the BIS concepts, analyse and evaluate issues contained in BIS case studies, appreciate and analyse the impact of BIS on business decision-making, and utilise BIS in creating business value and competitive advantages.

### **BUS106 Fundamentals of Management**

The unit equips students with the basic principles, fundamental practices and techniques required for effective organisational management. The principles of management presented are premised on four basic functions: planning, organising, influencing/leading and controlling. The unit overviews topics such as organisational culture, decision-making, motivation, managing diversity, and styles of personal management. The topics are then expanded to include human behaviour in organisations with a specific focus on the workplace. The unit examines the ways in which an understanding of organisational behaviour is necessary to, and facilitates the management of, people at work. Emphasis is placed on identifying internal and external environmental influences on organisational and individual performance and the role of the manager as well as developing an ethical and socially responsible managerial philosophy.

### **BUS107 Applied Statistics**

This unit aims to provide students with a basic understanding of the principles and practical skills necessary for the application of statistics in the business context. The unit emphasises the use of statistical methods to draw inferences from sample data to inform decision-making across business generally and more particularly in the areas of economics, accountancy, finance, and marketing. Topics covered in the unit include descriptive statistics, random variables and their distributions, sampling distributions, point and interval estimation of parameters, hypothesis testing, and regression models. Students are also introduced to the ever-increasing importance of Big Data for the operation and decision-making purposes of businesses as well ethical and social implications of Big Data. Students learn to organise and present data as well as solve statistical problems using Excel. This unit complements the study of other units and provides a foundation for further study of statistical methods.

### **BUS108 Economics for Business**

This unit introduces an understanding of economic concepts and contemporary economic issues for analyses and arguments in business decision-making. The unit focuses on the role of the market system and how resources are allocated; understanding consumers and businesses and how they interact; analysing and evaluating issues using economic theory in case studies; the relevance of economic theory to business decision-making, and examining the role of government in the economy. Microeconomics examines questions of price determination and resource allocation including ethical and social decisions and considers how firms take relative prices into account in their decision-making. Macroeconomics is the study of the economy in aggregate and considers the key determinants of the level of economic activity, such as the impact of interest rates, exchange rates, and the role impact of government policies on overall

economic activity. The importance and interconnectedness of globalisation, international trade, and economic growth related to SMEs growth will be considered.

### **BUS201 Accounting and Business Reporting**

Accounting is the process of identifying, measuring and communicating information about business activity for decision-making by the users of the information. This unit continues on from BUS101 Fundamentals of Accounting, and concentrates on the application of management accounting as part of business reporting and strategic management. Management accounting is a vital part of business decision-making and the basis of many internal business reports to management and to boards of directors. On completion of this Unit, students should have a clear understanding of the role of management accounting (and its limitations) and the way management accounting and reporting facilitates business decision-making, including analysing and interpreting management accounting data. Students will be able to understand issues such as budgeting, cost behaviour and capital investment decisions, to apply accounting knowledge to contemporary business problems and performance measurement.

### **BUS202 Models for Business**

This unit equips students to understand the significance of business models and explore the connections with business strategy, innovation and disruption management, digital technology and economic theory. Students have an opportunity to develop practical competencies and skills necessary for designing business models. A key learning objective of this unit is to give students a fuller understanding of the contemporary business environment, and in particular, how business modelling, competitive intelligence and scenario analyses align with the strategic planning and decision-making processes that influence the performance of either a 'for-profit or 'not-for-profit' organisation. The Unit's material also includes an analysis of how digital technology is shaping opportunities for "Startup businesses", and challenging traditional Small & Medium Enterprises (SME) and Social Enterprises business models, in the context of a dynamic, competitive and technologically-involved competitive global environment. Students should be able to contribute to a creative, socially sustainable business model design and planning process for a business organisation.

### **BUS203 Research Methods**

This unit introduces students to business research problems and the ways business research is conducted. Emphasis is placed on providing students with an understanding of the research process and a working knowledge of the methods and issues involved in conducting business research that allows better decision-making, both quantitative and qualitative. Students will gain an understanding of relevant approaches and factors to consider when undertaking research to provide insights to solving a relevant business problem. Students should develop critical core competencies and skills required to undertake this research, including: defining research questions; setting appropriate research objectives; design that incorporates research objectives and budgetary constraints; secondary and primary data collection and instruments; sampling and analysis methods; and effective reporting of results; as well as the importance of ethical conduct in conducting research in business contexts. The unit culminates in students writing a Research Proposal that requires students to identify, discuss and formulate a research problem, select and apply appropriate research approaches and methods of inquiry (both quantitative or qualitative).

### **BUS204 Technology in Business**

The increasing dominance of technology companies in the Fortune 500 warrants critical analysis and dissection of "technology" and "tech" businesses. This unit examines the full scope of technology's role and meaning in business contexts, from low-tech to high-tech, legacy to emerging, front-end to back-end, process innovation to intellectual property. Students will audit the range of technology used in a real-world business and assess its "digital maturity" according to different criteria. This Unit will allow students to compare and contrast a variety of digital maturity models, as well as applications of technology in business to demonstrate the spectrum of digital maturity, as well as ethical and social implications across organisations and communities. This unit seeks to develop students' organisational technology literacies and their capacity to work effectively and add value to businesses using digital transformation.

### **BUS205 Operations Management**

Operations management (OM) focuses on the planning, design, scheduling and delivery of goods and services in an efficient and effective way. It is one of the core functions as OM performs a vital function in meeting business goals and driving innovation through identifying and developing improvements in business processes. This unit will provide an overview of OM and consequently focuses on how OM is involved in developing and managing value-adding processes and supporting these processes through

various tools, techniques and methods. This includes developing a critical understanding of operational processes, their relationship with supply chain management, and how operations management contributes to developing and maintaining organisational competitive advantage. Upon completion, students will be familiar with major OM processes and be able to analyse related issues in business organisations, apply the relevant language, concepts and tools to deal with these issues in order to gain competitive advantage through OM.

### **BUS206 Data Analytics**

This unit deals with understanding data and how to analyse and present data in real-world scenarios. The unit gives students the opportunity to investigate and reflect on the data held about consumers and businesses by big data companies of the world such as Facebook and Google. Students also learn to assess datasets which have been collected by governments, including the purpose and quality of data. Data is not objective and neutral; students will learn to evaluate the integrity of datasets, understanding that this is the basis for good practice in data analytics. Students will also learn to use and critically assess a range of data analytics and visualisation tools to collaboratively interpret and articulate data including assessing the ethical and social dimensions of data collected by companies.

### **BUS207 Entrepreneurship**

This unit introduces students to the entrepreneurial process and to aspects of management that are of importance to entrepreneurs and intrapreneurs. The qualities and skills needed to be a successful intrapreneur and entrepreneur are examined including being socially responsible. The unit aims to introduce students to entrepreneurship through activities and assessments that require them to think like entrepreneurs or intrapreneurs. Topics covered include entrepreneurship and intrapreneurship concepts and theories; creativity and innovation; discovery, evaluation and creation of entrepreneurial opportunities; commercialisation of innovation; intellectual property; ethics and social responsibilities of entrepreneurs and intrapreneurs; entrepreneurial marketing, finance, resource management, and leadership; developing a sustainable business plan and performance measurement for a new start-up venture and for a new business within an existing organisation.

### **BUS208 Applied Business Finance**

Applied Business Finance teaches students analytical techniques of business financial management and planning. The focus is on the concepts and techniques required to make sound business financial decisions including socially responsible considerations, balancing micro- and macro-financial considerations to develop a balanced perspective on risk and opportunity. Topics include: an overview of financial markets, time value of money, valuation of securities, risk and return, capital budgeting decisions and financing decisions. Attention is given to analysing and evaluating business challenges from an applied finance perspective; understanding the relevance of financial measures to business; and providing a financial capital perspective on business risks and rewards. BUS208 develops conceptual frameworks and specialised tools for solving company financial problems. Illustrations from corporate practices are used to highlight the importance and relevance of applied finance to business-level objective.

### **BUS301 Strategic Management**

This advanced unit capitalises on prior learning regarding management and planning through deeper evaluation of organisational strategy elements. The unit addresses the key parameters of strategic management, including the evaluation of the organisation's internal and external environments, the formulation of basic organisational missions, purposes, and objectives. Further attention is given to the development of policies and strategies to achieve them including leadership styles which may influence change management, the efficient execution of implementation processes that result in the achievement of organisational objectives and achievement and retention of competitive advantage with respect to competitors. The unit focuses on: developing an enhanced understanding of sustainable competitive advantage of organisations; links between the external and internal environments of an organisation; how these links impact on strategy formulation and implementation; and communicating to others the importance of issues relating to business strategy.

### **BUS302 Project Management**

The unit addresses the challenges of project management, alongside an evaluation of processes and tools required for succeeding when project managing. It offers a strategic view, as well as practical tools to better manage projects and how products and services create value. Throughout the unit, emphasis is placed on taking a managerial, ethical and social view of the business and organisational context and implementing



tools to support decision-making. The Unit highlights how project management performs a vital function in meeting business goals and driving innovation through identifying and developing improvements in business processes.

### **BUS303 Performance and Risk Management**

Contemporary organisations are frequently exposed to complex layers of intangible risks. The scope of risk management is now expanding beyond maintaining a balance sheet to promoting ethical leadership and values-based decision making. The complexity, fluidity and changing nature of risk is discussed, as well as the need of multi-stakeholder engagement and continuous monitoring and review. Risk management and ethics is positioned as a core strategic function of enterprises for ensuring business and enterprise sustainability. This unit also evaluates frameworks and techniques for categorising, analysing and planning for risk and their application to situations faced by businesses in a range of industry sectors. Approaches to generating an insightful understanding of the business context and environment are explored, and appropriate techniques to analyse diverse types of risk are applied. Students are challenged through discussions, hypotheticals and scenario analyses, to learn about common levels of risk awareness, codes of conduct, and value systems.

### **BUS304 Ethics and Corporate Governance**

This unit addresses the two inter-related areas that challenge all organisations: ethics and governance. Students critically assess the purpose, roles and responsibilities of management, boards and employees with respect to the lawful, ethical and responsible conduct of a business entity; and the notion of corporate social responsibility as a philosophical and strategic framework for corporate governance and organisational management. Students critically evaluate contestable issues relating to how businesses operate, and the role of boards, managers and employees in ensuring fair, honest, compliant and appropriate dealings with all stakeholders. A range of ethical issues including marketing, advertising, human resource management and finance in organisational management will be examined. Students will appreciate the relevance of ethical thinking and sound governance practices to organisational plans and problems; the ability to identify the linkages between specific ethical and governance issues and organisational objectives and strategies; communicating to others the importance of issues relating to ethical and responsible management in organisations for long-term business sustainability.

### **BUS305 Digital Business**

Information and communications technology (ICT) have transformed organisations by generating new Digital Business aspects, initiating new ways of working together, providing new means of interfacing with suppliers and customers, as well as creating new methods of managing the organisation as a whole. This unit addresses how businesses can succeed using Digital Business means within the constant advancement of technologies and their pervasiveness in the industry. Consequently, in this unit, the Digital Business topics are relevant to most existing businesses in Australia and globally, and equips students with the skills and analytical foundation to apply to businesses competitive success and advantage in a technological environment. Students will be taught core aspects of Digital Business including eCommerce, cyber security, digital IMC, Supply Chain 2.0, as well as business models relevant to a digital environment, eCommunication tools and methods for managing virtual teams.

### **BUS306 International Business**

This unit gives students a critical appreciation of the complex contemporary business environment in which international business operates. Student learn how businesses can formulate appropriate organisational and marketing strategies, and evaluate foreign market entry strategies (including exporting, joint ventures and alliances, foreign direct investment/ wholly-owned subsidiaries. Emphasis will be placed on changes in the global environment and the need for international strategic engagement in the changing environments in Asia, Europe, USA, Africa, and South America. Changes in the world social and economic environment are creating new opportunities and challenges for Australian businesses. This unit leadership, strategy, corporate social implications and alliance management internationally. Challenges of strategic alliances and partnerships will be rigorously examined. The unit's presenters and interactive discussions aim to demonstrate how global competition and challenges of managing across cultures can influence and shape business opportunities and collaboration for alliances that can be leveraged by businesses interested in and or engaged in international operations and expansion.

### **BUS307 Disruption and Innovation**

The unit explores how small enterprises with limited resources could successfully create 'value first', targeted at underserved market segments, and eventually capture larger market segments that are traditionally served by the more established companies. This is a process whereby a smaller company with fewer resources could successfully challenge established incumbent businesses. Students will critically assess the disruptive innovation processes, building on their knowledge of business models to gain insights into how new entrants create new ways of doing business. Specifically, as incumbents focus on improving their products and services for their most demanding (and usually most profitable) customers, they exceed the needs of some segments and ignore the needs of others. Fringe ideas can redefine entire markets resulting in where how new businesses emerge and mature companies fall. Key performance indicators are utilised for achieving strategic and socially sustainable frameworks for new ventures within contemporary global economic, social, mutual and not-for-profit sectors.

### **BUS308 Business Capstone**

This Business Capstone aims to consolidate, integrate and apply knowledge and skills that have been learned in previous units, in a more in-depth professional manner. Students gain transferable skills with research application including presentation, report writing and team-working collaborative skills. Students produce submissions to industry representatives, professional bodies or the wider academic community through a formal presentation allowing students to make decisions utilising risk assessment frameworks, where ethical and sustainability issues are also incorporated, to give students valuable experience of the practical aspects of management and strategy generation, highlighting how various business disciplines contribute to their professional knowledge and skills. The unit is conducted through a series of modules over one semester, and the modules are designed to enable student to scaffold their previously accumulated concepts for more applied learning to produce work-ready professional business students.



## BACHELOR OF BUSINESS TUITION FEES

| Instalment                                             | Amount (all amounts are in AUD) |
|--------------------------------------------------------|---------------------------------|
| 1 <sup>st</sup> instalment                             | \$XXXX.00                       |
| 2 <sup>nd</sup> instalment                             | \$XXXX.00                       |
| 3 <sup>rd</sup> Instalment                             | \$XXXX.00                       |
| 4 <sup>th</sup> Instalment                             | \$XXXX.00                       |
| 5 <sup>th</sup> Instalment                             | \$XXXX.00                       |
| 6 <sup>th</sup> Instalment                             | \$XXXX.00                       |
| <b>Total Tuition Fees for the Bachelor of Business</b> | <b>\$XXXX.00</b>                |

### Tuition Fee Increases

AHE will not increase Tuition Fees contained in a **Letter of Offer and Student Written Agreement** during the student's period of enrolment.

## Other Fees and Charges

| Item                                                                                                        | Charge <sup>+</sup> | Item                                                                                                                        | Charge <sup>+</sup>   |
|-------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Tuition Fee Late Payment                                                                                    | \$100 / week        | Overseas Student Health Cover (OSHC) (Students may organise this through their agent or check with AHE if organised by AHE) | Check with AHE Staff  |
| COE Admin Fee (If changes to COE requested)                                                                 | \$200               | Document Request (Eg. Interim transcript, holiday letter, confirmation letter, academic status)                             | \$40 per letter       |
| Replacement Certificate (Testamur) *                                                                        | \$150               | Additional Transcript (Record of Results) *                                                                                 | \$150                 |
| Additional Statement of Attainment (Australian Higher Education Graduation Statement) *                     | \$150               | Urgent Processing of Original Transcript (issued within 5 working days of finalisation of results)                          | \$100                 |
| Onshore deferment / suspension request                                                                      | \$100               | Offshore deferment / suspension request                                                                                     | \$150                 |
| Applications for course withdrawal to leave AHE, initiated by the student, will incur an administrative fee | \$300               | Airport Pick-up Fee (if relevant)                                                                                           | \$290                 |
| Student ID Card Replacement                                                                                 | \$20                | Printing and Photocopying                                                                                                   | 40c B/W<br>80c colour |

All amounts are in AUD

\* Students will be issued a Certificate, Statement of Attainment and a Transcript free of charge at the end of their course. A charge applies for additional, urgent or replacement documents.

### Note:

#### Other Fees and Charges Increases

AHE may change fees and charges identified above (and as disclosed on our Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>) during the enrolment. Students will be provided 4 weeks' notice in writing prior to the implementation of changes to any fees and charges.

## AHE Unit Student Study Guide and Assessments

Each **AHE Unit Student Study Guide** should advise students at the beginning of a unit of study about how all assessment results are to be combined to produce an overall mark for the unit. The **AHE Unit Student Study Guide** should inform students about:

- The weight of each task in contributing to the overall mark;
- The formulae or rules used to determine the overall mark;
- Minimum standards that are applied to specific assessment tasks, and the consequences if such standards are not met (including failure to submit tasks);
- Rules regarding penalties applied to late submissions; and
- Precise details of what is expected in terms of presentation of work for assessment.

The **AHE Unit Student Study Guide** should also make clear to students that the aggregated mark for the unit of study may be moderated. Moderation may result, in some cases, in a variation of the final grade awarded to the student for the unit of study which is inconsistent with the individual marks awarded to the student for individual assessment items.

The **AHE Unit Student Study Guide** should also emphasise appropriate referencing conventions and requirements, the degree of cooperation permitted between students, and what constitutes academic dishonesty and its consequences as outlined in the **AHE Student Academic Misconduct Policy and Procedure**.

### Submission of Assessment Items

Students are required to submit assessment items at the time and date specified in the **AHE Unit Student Study Guide**. Assessment items submitted after the due date will be subject to a penalty unless the student has been given prior approval in writing for an extension of time to submit that item.

Assessments should be submitted in the form specified in the **AHE Unit Student Study Guide**. Where assessment items are submitted electronically, the date and time the email was received will be considered the date and time of submission. Physical submissions are to be time and date stamped as a record of receipt.

### Penalties for late submission

An assessment item submitted after the assessment due date, without an approved extension or without approved mitigating circumstance, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the total mark applicable for the assessment item, for each day or part day that the item is late (a 'day' for this purpose is defined as any day on which campus administration is open). Assessment items submitted more than ten days after the assessment due date are awarded zero marks.

Extensions to assignment deadlines based on mitigating circumstances shall be at the discretion of the Course Coordinator and must be granted in writing. Mitigating circumstances are circumstances outside of the student's control that have had an adverse effect on the student's work or ability to work.

### **Special consideration**

Students whose ability to submit or attend an assessment item is affected by sickness, misadventure or other circumstances beyond their control, may be eligible for special consideration. No consideration is given when the condition or event is unrelated to the student's performance in a component of the assessment, or when it is considered not to be serious.

Students must apply in writing to the Course Coordinator for special consideration within three days of the due date of the assessment item or exam using the **AHE Request for Special Consideration Form** in **Appendix 3**. The student must submit all relevant evidence required to support their Request.

When considering the application for special consideration, the Course Coordinator considers the seriousness of the events and the impact on the student's academic performance.

### **Assessment feedback to students**

To provide feedback on assessments that assist students to achieve the learning outcomes, AHE will ensure that students are provided feedback from the markers within 2 weeks of the submission of the assessment, except for the final exam. This is to enable students to understand the reason for their results.

In the case of final exams, students will be offered a "script review" period during which students can obtain individual feedback on the exam.

### **Reasonable adjustment**

Students with special needs may request reasonable adjustment to assessment conditions to accommodate their needs. Adjustments to assessment must consider the special characteristics of the student. Any adjustments made must be 'reasonable' so that they do not impose an unjustifiable hardship upon AHE. In accordance with the **AHE Diversity, Non-Discrimination and Equity Framework**, AHE ensures that people are treated fairly and have equal access to services.

A request for reasonable adjustment is to be made by the student in writing to the Lecturer for the unit of study affected at least 2 weeks before the assessment is due.

Making a reasonable adjustment will involve varying the procedures for conducting an assessment, for example:

- Allowing additional time for the completion of an assessment;
- Extending deadlines for an assessment;

- Varying question and response modalities for an assessment;
- Providing or allowing additional resources in examinations.

If a student with special needs does not feel that their needs have been sufficiently accommodated, they may refer to the **AHE Student Grievance, Complaint and Appeal Procedure** to communicate their grievance, and if unsuccessfully resolved, commence a formal complaint process.

### Requirements for successful completion of a unit of study

Students must attempt all assessment tasks and achieve at least 50% of the total marks for the unit of study to pass the unit. Students must achieve a mark of at least 40% in their final assessment.

Students who achieve at least 50% of the total marks for the unit but fail to achieve at least 40% in their final assessment will be given an opportunity to re-sit their final assessment as in a supplementary final exam. If the student obtains at least 40% in their supplementary final exam, the maximum grade awarded for that unit will be a P.

### Resubmission

Where a student has completed all assessment tasks and marginally fails a unit of study (i.e. has achieved a score of 46-49%) the Course Coordinator may recommend that the student be offered the option of completing additional assessable work which, if completed at the prescribed standard, will result in the student passing the unit. The grade awarded after the additional assessment is finalised is limited to Pass (P) or Fail Outright (FO). If the student does not take up the opportunity to complete additional assessment work, the grade remains as an FO.

### Grades

During each unit of study, students will be provided with an evaluation of their individual performance with reference to the criteria for each assessment task.

Student performance in individual units of study (i.e. the weighted total of the assessments) shall be graded in accordance with the following guidelines:

| Grade                                                                                  | Definition                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High Distinction<br>(outstanding performance)<br>Code: HD<br>Mark range: 85% and above | Comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor unit learning outcomes. |
| Distinction<br>(very high level of performance)<br>Code: D<br>Mark range: 75-84%       | Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and comprehensive achievement of all major and minor unit learning outcomes. |

| Grade                                                                                                                   | Definition                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Credit<br>(high level of performance)<br>Code: C<br>Mark range: 65-74%                                                  | High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major unit learning outcomes; some minor unit learning outcomes not fully achieved.                                                      |
| Pass<br>(competent level of performance)<br>Code: P<br>Mark range: 50-64%                                               | Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major unit learning outcomes of the unit; some minor unit learning outcomes not achieved.                                                       |
| Non-graded Pass<br>Code: NGP                                                                                            | Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of unit content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major unit learning outcomes of the unit. This may be used for recognising prior learning. |
| Fail (outright)<br>(attempted all assessments but did not achieve 50%)<br>Code: FO<br>Mark range: below 50%             | Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor unit learning outcomes of the unit.                                                                                          |
| Fail (non-submission)<br>(did not attempt all assessments and did not achieve 50%)<br>Code: FN<br>Mark range: below 50% | Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor unit learning outcomes of the unit.                                                                                          |
| Withdraw with Failure<br>Code: WF                                                                                       | Withdrew from the unit after the census date.                                                                                                                                                                                                                                                                                         |
| Withdraw Without Failure<br>Code: WO                                                                                    | Withdrew from the unit before census date or after the census date with special circumstances.                                                                                                                                                                                                                                        |

### Publication of results

All results must be reviewed and properly approved by the AHE Learning and Teaching Committee (LATC) before publication. Once results have been approved the Registrar will ensure that the approved mark and grade is recorded in the student database against the relevant unit of study and students notified of their results by electronic communication methods.

### Appeal of an assessment decision

A student may appeal an assessment decision. A request for a review may relate to the decision regarding an individual assessment item or a final grade for a unit of study. The grounds upon which the student may request a review of an assessment decision are:

- That the student believes that an error has occurred in the calculation of the grade; and /or
- A demonstration that the assessment decision is inconsistent with the published assessment requirements or assessment criteria.

### Types of Assessments

Students can expect to complete these different types of assessments when undertaking their Bachelor of Business units:

| Assessment                      | Method                                                                    | Implementation             | Completed by Individual or Group |
|---------------------------------|---------------------------------------------------------------------------|----------------------------|----------------------------------|
| Quizzes                         | Multiple Choice Answers                                                   | Unsupervised               | Individual                       |
| Written Assessments             | Short Applied Exercises                                                   | Supervised or unsupervised | Individual or Group              |
|                                 | Reports                                                                   | Supervised or unsupervised | Individual or Group              |
|                                 | Analysis                                                                  | Supervised or unsupervised | Individual or Group              |
|                                 | CV Writing                                                                | Supervised or unsupervised | Individual or Group              |
|                                 | Diaries or reflective journals                                            | Supervised or unsupervised | Individual or Group              |
|                                 | Case Study Analysis                                                       | Supervised or unsupervised | Individual or Group              |
| Seminars / presentations        | Analysis of a Case Study                                                  | Supervised or unsupervised | Individual or Group              |
|                                 | Critique on an issue or industry                                          | Supervised or unsupervised | Individual or Group              |
|                                 | Proposed solution for an issue or case                                    | Supervised or unsupervised | Individual or Group              |
|                                 | Pitching a proposal for an outcome                                        | Supervised or unsupervised | Individual or Group              |
|                                 | Debate (evidence-based arguments)                                         | Supervised or unsupervised | Group                            |
| Practical or applied assignment | Written solution for an issue or case                                     | Supervised or unsupervised | Individual or Group              |
|                                 | Written report about a model/concept                                      | Supervised or unsupervised | Individual or Group              |
|                                 | Written analysis or mathematical analysis of an issue (e.g. spreadsheets) | Supervised or unsupervised | Individual or Group              |

### FULL POLICY

For further information, please refer to the **AHE Student Assessment Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

### Indicative Timetable

This is an indicative timetable for students in their first semester at AHE, undertaking their Bachelor of Business units. **Note that times, classrooms and days may change.**

|                     | Monday             |        |       |      |       | Tuesday       |        |       |      |       |
|---------------------|--------------------|--------|-------|------|-------|---------------|--------|-------|------|-------|
|                     | SR1 32             | SR2 27 | C1 24 | C224 | C3 19 | SR1 32        | SR2 27 | C1 24 | C224 | C3 19 |
| <b>8.30-11.30am</b> | BUS101<br>Acc      |        |       |      |       | BUS103<br>Law |        |       |      |       |
|                     |                    |        |       |      |       |               |        |       |      |       |
| <b>12.30-3.30pm</b> | BUS102<br>Bus Comm |        |       |      |       | BUS103<br>MKT |        |       |      |       |
|                     |                    |        |       |      |       |               |        |       |      |       |
| <b>4 - 7 pm</b>     |                    |        |       |      |       |               |        |       |      |       |

## ACADEMIC CALENDAR

### Academic Calendar by Week

Timetables for each study period (semester) of what lectures are held, location and time will be posted at Reception and also in Moodle.

### Academic Calendar by Week: Semester 2, 2022

| SEMESTER 2, 2022 |                                               |      |
|------------------|-----------------------------------------------|------|
| Week Starting    | Activity                                      | Week |
|                  | 8 July 2022: Orientation for New Students     |      |
| 11-Jul-22        | Classes                                       | 1    |
| 18-Jul-21        | Classes                                       | 2    |
| 25-Jul-22        | Classes                                       | 3    |
| 1-Aug-22         | Classes                                       | 4    |
| 8-Aug-22         | Classes                                       | 5    |
| 15-Aug-22        | Classes                                       | 6    |
| 22-Aug-22        | MID-SEMESTER STUDY WEEK                       |      |
| 29-Aug-22        | Classes                                       | 7    |
| 5-Sep-22         | Classes                                       | 8    |
| 12-Sep-22        | Classes                                       | 9    |
| 19-Sep-22        | Classes                                       | 10   |
| 26-Sep-22        | Classes                                       | 11   |
| 3-Oct-22         | STUDY WEEK                                    |      |
| 10-Oct-22        | EXAMINATION AND ASSESSMENT WEEK               |      |
| 17-Oct-22        | Break between Semesters                       |      |
| 24 Oct 2022      | Break between Semesters                       |      |
| 31-Oct-22        | Break between Semesters                       |      |
|                  | 4 November 2022: Orientation for new students |      |



## Academic Calendar by Week: Semester 1, 2023

| Semester 1, 2023 |                                                |      |
|------------------|------------------------------------------------|------|
| Week Starting    | Activity                                       | Week |
|                  | <b>10 March 2023: Orientation New Students</b> |      |
| 13-Mar-23        | Classes                                        | 1    |
| 20-Mar-23        | Classes                                        | 2    |
| 27-Mar-23        | Classes                                        | 3    |
| 3-Apr-23         | Classes                                        | 4    |
| 10-Apr-23        | Classes                                        | 5    |
| 17-Apr-23        | Classes                                        | 6    |
| 24-Apr-23        | <b>MID-SEMESTER STUDY WEEK</b>                 |      |
| 1-May-23         | Classes                                        | 7    |
| 8-May-23         | Classes                                        | 8    |
| 15-May-23        | Classes                                        | 9    |
| 22-May-23        | Classes                                        | 10   |
| 29-May-23        | Classes                                        | 11   |
| 5-Jun-23         | <b>STUDY WEEK</b>                              |      |
| 12-Jun-23        | <b>EXAMINATION AND ASSESSMENT WEEK</b>         |      |
| 19-Jun-23        | <b>Break between Semesters</b>                 |      |
| 26-Jun-23        | <b>Break between Semesters</b>                 |      |
| 3-Jul-23         | <b>Break between Semesters</b>                 |      |

## Academic Calendar by Week: Summer, 2022

| SUMMER SCHOOL 2022 |                                                      |      |
|--------------------|------------------------------------------------------|------|
|                    |                                                      |      |
| Week Starting      | Activity                                             | Week |
|                    | <b>4 November 2022: Orientation for new students</b> |      |
| 7-Nov-22           | Classes                                              | 1    |
| 14-Nov-22          | Classes                                              | 2    |
| 2-Nov-22           | Classes                                              | 3    |
| 28-Nov-22          | Classes                                              | 4    |
| 5-Dec-22           | Classes                                              | 5    |
| 12-Dec-22          | Classes                                              | 6    |
| 19-Dec-22          | Classes                                              | 7    |
| 26-Dec-22          | <b>MID-SEMESTER STUDY WEEK</b>                       |      |
| 2-Jan-22           | Classes                                              | 8    |
| 9-Jan-22           | Classes                                              | 9    |
| 16-Jan-22          | Classes                                              | 10   |
| 23-Jan-22          | Classes                                              | 11   |
| 30-Jan-23          | <b>STUDY WEEK</b>                                    |      |
| 6-Feb-23           | <b>EXAMINATION AND ASSESSMENT WEEK</b>               |      |
| 13-Feb-23          | <b>Break between Semesters</b>                       |      |
| 20-Feb-23          | <b>Break between Semesters</b>                       |      |
| 27 Feb-23          | <b>Break between Semesters</b>                       |      |
| 6 March-23         | <b>Break between Semesters</b>                       |      |

## ESOS FRAMEWORK

AHE assures that all its policies, procedures and processes including marketing material are compliant with requirements of the **ESOS Act 2000** and the **National Code of Practice for Providers of Education and Training to Overseas Students 2018** and any other relevant federal and state legislation in Australia.

Useful links include:

- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)  
<https://cricos.education.gov.au/>
- Department of Home Affairs <https://www.homeaffairs.gov.au/>  
(Previously Department of Immigration and Border Protection (DIBP))
- Education Services for Overseas Students Act 2000  
<https://www.legislation.gov.au/Details/C2017C00292>
- National Code of Practice for Providers of Education and Training to Overseas Students 2018  
<https://www.legislation.gov.au/Details/F2017L01182>
- TEQSA National Register <https://www.teqsa.gov.au/national-register/provider/apex-institute-higher-education-pty-ltd>
- Higher Education Standards Framework (Threshold Standards) 2021  
(Refer to Higher Education Standards Panel) <https://www.dese.gov.au/higher-education-standards-panel-hesp/higher-education-standards-framework>

The Education Services for Overseas Students Act 2000, or ESOS Act, establishes legislative requirements and standards for the quality assurance of education and training institutions offering courses to overseas students who are in Australia on a student visa. ESOS also provides tuition fee protection for overseas students. Further information on the ESOS Framework can be found at: <https://www.dese.gov.au/esos-framework>

The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (**National Code 2018**) sets nationally consistent standards for the delivery of courses to overseas students. The National Code 2018 commenced on 1 January 2018.

## COMMONWEALTH OMBUDSMAN

The Commonwealth Ombudsman investigates complaints about problems that overseas students have with private education and training in Australia.

The Commonwealth Ombudsman does not take complaints about public universities.

AHE is a private education provider, so in the event that you are not satisfied with the AHE's internal procedures for handling a grievance or an issue you have raised, and you wish to complain about this to someone outside of the AHE, the Commonwealth Ombudsman is the correct channel for this to occur.

The Commonwealth Ombudsman can be reached on 1300 362 072 and is open from 9.00am to 5.00pm Monday to Friday.

The Commonwealth Ombudsman can also be contacted via email on [ombudsman@ombudsman.gov.au](mailto:ombudsman@ombudsman.gov.au) or GPO Box 442 Canberra ACT 2601.

The Commonwealth Ombudsman's web site is <http://www.ombudsman.gov.au/contact-us> The Commonwealth Ombudsman investigates complaints about:

- Refusing admission to a course
- Fees and refunds
- Course or provider transfers
- Course progress or attendance
- Cancellation of enrolment
- Accommodation or work arranged by a provider

- A provider not doing something or taking too long to do something
- Incorrect advice given by an education agent who has an agreement with a private provider

The Commonwealth Ombudsman treats all information with privacy and respect.

The Commonwealth Ombudsman cannot make decisions about academic merit. For example, if a provider has decided that a student has not met the course progress or attendance requirements, the Commonwealth Ombudsman cannot make a new decision about this. Instead the Commonwealth Ombudsman may look at whether the education provider followed the rules properly in making its decision and that the student was treated fairly.

In some cases, the Commonwealth Ombudsman may decide not to investigate a complaint. This might be because:

- A student has not complained to the education provider first
- Another organisation is better able to help

The Commonwealth Ombudsman's service is independent, free and confidential.

AHE will implement decisions and recommendations from the *Commonwealth Ombudsman* and the CEO will ensure that any recommendations made are implemented immediately after receipt of such recommendations.

Note: Complaints or grievances related to academic merits are not dealt by Commonwealth Ombudsman.

## PRIVACY OF INFORMATION

AHE will only collect personal information from individuals by fair and lawful means which is necessary for the functions of AHE. AHE will only collect sensitive information with the consent of the individual and if that information is reasonable and necessary for the functions of AHE. When collecting personal information, AHE will comply with the requirements of the Australian Privacy Principles (APPs) set out in the Privacy Act 1988 (Cth) as amended by the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

Personal information about students studying with AHE may be shared with:

- Department of Education and Training
- Department of Home Affairs
- Tuition Protection Service
- Tertiary Education Quality and Standards Agency
- Relevant Commonwealth department(s) and bodies with responsibility for administering the Higher Education Support Act 2003
- State and Federal Police Force, the Overseas Student Ombudsman and the Commonwealth Ombudsman

## FULL POLICY

For further information, please refer to the ***AHE Privacy and Personal Information Policy and Procedure*** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## CREDIT FOR RECOGNITION OF PRIOR LEARNING

AHE recognises that students have prior learning experiences and should not be required to repeat equivalent learning successfully undertaken in another context in accordance with the **AQF Qualifications Pathways Policy** under the **AQF Qualifications Framework**.

### Credit for formal studies: Criteria

- a. Credit will only be granted for relevant formal study completed within ten years prior to application for an AHE Course. Formal study completed more than ten years prior to application for an AHE Course will not be eligible unless there is evidence of continued relevance of this study for the applied AHE Course.
- b. Credit may be granted for the successful completion formal studies, including the below:
  - units of study which form part of an accredited course provided by a recognised tertiary institution;
  - non-award courses offered by a recognised tertiary institution (higher than AQF Level 5);
  - accredited courses at AQF Level 5 and above awarded by a registered tertiary institution;
  - courses provided by a professional association or other similar body.
- c. Credit shall only be granted where there is substantial overlap with content and/or learning outcomes of AHE units of study in the Course for which credit is claimed.
- d. When assessing credit for formal studies the criteria below (but not limited to) will be considered:
  - the educational practices and standards of the external tertiary institution or any accreditation obtained by such tertiary institution that may be relevant to the AHE Course;
  - the objectives of the prior studies and the methods adopted by the external tertiary institution to achieve those objectives;
  - admission requirements to the external course;
  - the duration of the external course, entry requirements, course objectives;
  - methods of assessment;
  - learning outcomes of the course, and unit / subject learning outcome;
  - volume of learning for the course and the unit;
  - content of study;
  - course and program AQF level;
  - credit point weighting of the unit/subject in the context of the course.
- e. As a guide, the **AQF Qualifications Pathways Policy** for the quantum of credit granted to students towards higher level AQF qualifications in the same or related discipline are as follows:
  - up to 50% credit for an Advanced Diploma or Associate Degree linked to a 3-year Bachelor Degree.
  - up to 37.5% credit for an Advanced Diploma or Associate Degree linked to a 4-year Bachelor Degree.

- up to 33% credit for a Diploma linked to a 3-year Bachelor Degree.
- up to 25% credit for a Diploma linked to a 4-year Bachelor Degree.

As applicable, recognition of credit from prior learning (or RPL) from prior formal studies will only be granted toward first and/or second year (100-level and 200-level) units of the course the student applied for.

### **Credit for learning from work experience**

- Credit may be granted for prior work experience where learning can be documented to the satisfaction of the Course Coordinator. The onus shall be on the applicant to provide the appropriate evidence to demonstrate the relevant skills, knowledge and understanding (see below).
- If applicable, recognition of credit from prior learning (or RPL) from prior work experience will only be granted toward first year units.
- Evidence required to be submitted include (but is not limited to):
  - a full description of the position, role(s)/activities, and performance outcomes;
  - employment letter (on business letterhead) including any written references;
  - current full CV;
  - evidence that the work experience was equivalent to at least 2 years full time (paid or volunteer positions) work within the past 5 years;
  - evidence of work completed: pay slips; report of performance reviews; involvement in professional associations or development; evidence of work produced e.g. presentations and collaborations;
  - any other evidence that the applicant sees fit to demonstrate the existence and relevance of the work experience toward the credit sought.
- When assessing credit for work experience, the following will be considered, including:
  - Comparability - the skills of the work experience is comparable in content and standard with the learning outcomes of the unit(s) of study in which credit is sought;
  - Authenticity - the applicant has demonstrated the learning outcomes that are being claimed;
  - Currency - the learning outcomes are still valid and performable;
  - Quality - the learning has reached the acceptable level;
  - Relevance - the learning is applicable to the unit of study claimed;
  - Transferability - the learning outcome can be applied outside the specific context in which it was learned.

### **Credit for internal transfer between courses**

- Credit may be granted for units of study completed at AHE toward another AHE Course.

- b. Credit will be granted for those units of study already undertaken which form part of the Course at AHE to which the student is transferring.
- c. The maximum credit that can be granted in these circumstances is not limited.

### **Applying for Recognition of Prior Learning**

An application for credit for prior learning must be made on the appropriate form at the time the student applies for admission to AHE. Please refer to the **AHE Credit for Prior Learning Application Form**. The application should be accompanied by sufficient documentary evidence to support the application.

If the applicant is an overseas student applying for a study visa the following also applies:

- Where credit is granted **before the issue of a visa**, the actual course duration in the COE issued to the student will be reduced to reflect the shorter course duration. The student will be notified in writing including the following: the reduced number of units the student may need to study to gain the qualification; the impact on the course duration; the impact on the eCOE; and the reduced tuition fees payable.
- Where credit is granted **after the issue of a visa**, AHE will report the change of course duration via PRISMS and issues a new eCOE. The student will be notified in writing including the following: the reduced number of units the student may need to study to gain the qualification; the impact on the course duration; the impact on the eCOE; and the reduced tuition fees payable.

If an overseas student is granted credit that shortens their course, it remains a visa condition that they still need to continue to study full-time.

### **FULL POLICY**

*For further information, please refer to the*

- **AHE Credit for Prior Learning Application Form**
- **AHE Credit for Recognition of Prior Learning Procedure**

*at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>*

## TRANSFER BETWEEN PROVIDERS

AHE will not knowingly enrol a student wishing to transfer from another Higher Education Provider (HEP)'s course prior to the overseas student completing six months of his or her principal course unless one or more of the following conditions apply:

- the releasing HEP or the course in which the student is enrolled has ceased to be registered OR
- the releasing HEP has had a sanction imposed on its registration by the ESOS agency that prevents the student from continuing his or her principal course at that HEP OR
- the releasing HEP has agreed to the overseas student's release and recorded the date of effect and reason for release in PRISMS OR
- any government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change.

For **AHE students seeking to transfer to another HEP's** course of study prior to completing six months of their principal course, the transfer request **will be assessed and granted in any of the following circumstances:**

- the student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with AHE's intervention strategy
- there is evidence of compassionate or compelling circumstances which could include serious illness or injury, bereavement of close family members, major political upheaval or natural disaster, a traumatic experience, where the registered provider was unable to offer a pre-requisite unit,
- failure to deliver the course as outlined in the student's AHE Letter of Offer and Student Written Agreement
- there is evidence that the student's reasonable expectations about their current course are not being met
- there is evidence that the student was misled by AHE or an education or migration agent regarding AHE or its course and the course is therefore unsuitable to their needs and/or study objectives
- an appeal (internal or external) on another matter results in a decision or recommendation to release the student.

• **A transfer to another registered provider** will not be granted where:

- The student has recently started studying the course and the full range of support services are yet to be provided or offered to the student.
  - The student is trying to avoid being reported to DHA for failure to meet the provider's academic progress requirements.
  - There are no legitimate compassionate or compelling circumstances.
- In order for a request for transfer to be considered and release provided, students must provide a valid offer of enrolment from another Registered Provider.
  - If the release is granted, there will be no cost to the student.
  - The outcome of the student's application for course transfer will be provided in writing within 10 working days of receipt of application.
  - All decisions made by AHE with regard to student transfer requests will be made in accordance with the policy and procedure, will be fair and take into account the student's individual circumstances and any other relevant factors.



## **FULL POLICY**

*For further information, please refer to the **AHE Student Transfer Request Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>*

## LANGUAGE AND LITERACY SUPPORT

The Librarian/ Learning Support Office (LSO) is the first point of contact for support for developing academic skills and English Language support. The LSO is available at the Library / by phone/ by email as per the below. Please refer to the **AHE Student Academic Progression Policy and Procedure**, Section 2.4 **Academic Literacy and English Language Proficiency** concerning how students can be supported at AHE concerning academic skills and English Language support.

Librarian/Learning Support Officer (LSO) and the Library/ Learning Centre

8 am – 5 pm Monday to Friday

Additional hours: open till 9 pm if evening classes are held;  
open during the weekend if classes are held

Phone: 02 – 8007 xxxx

Email (24/7 for response within 24 hours):

[learningsupport1@ah.edu.au](mailto:learningsupport1@ah.edu.au)

Note: contact details are indicative at this stage

## FULL POLICY

For further information, please refer to the **AHE Student Academic and Non-Academic Support Policy and Procedure** and the **AHE Student Academic Progression Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## ATTENDANCE REQUIREMENTS

Students can gain advice and support to ensure they achieve appropriate academic progression, attendance, and general support to ensure they achieve satisfactory results in their studies.

All students' progress and attendance are monitored. Student attendance is taken by each lecturer for every lecture/ tutorial/ seminar taught and entered into the learning management system. The information is used by the Course Coordinator to trigger relevant student support for those students who are identified as having low attendance. Guidance and support will be provided by AHE for issues identified in accordance with the **AHE Student Academic Progression Policy and Procedure** as low attendance is correlated with issues such as unsatisfactory academic results, poor course progression, or academic literacy and English language proficiency.

Student attendance is taken by each lecturer for every lecture/ tutorial/ seminar taught and entered into the learning management system. The information is used by AHE to trigger relevant student support for those students who are identified as having attendance. Guidance and support will be provided by AHE for issues identified in accordance with the **AHE Student Academic Progression Policy and Procedure** including unsatisfactory results, course progression, or issues related to academic literacy and English language proficiency are identified.

## FULL POLICY

For further information, please refer to the **AHE Student Academic and Non-Academic Support Policy and Procedure** and the **AHE Student Academic Progression Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## ACADEMIC PROGRESS AND STUDENTS AT RISK

### Satisfactory academic progression criteria

All students need to achieve Satisfactory Academic Progression.

A student will achieve satisfactory academic progression each study period when the student meets the **Minimum Academic Standards**. A student has achieved **Minimum Academic Standards** in a study period when the student:

- a) achieved a minimum Pass grade for at least 50% of the units attempted in a study period; **and/or**
- b) did not receive a Fail grade for a unit attempted the second time.

A student that does not achieve Satisfactory Academic Progression includes:

- a 'Student at Risk (SAR)' or
- a student that falls into the criteria of 'Unsatisfactory academic progress'.

### Student at Risk (SAR) criteria

A student will be a Student at Risk if one or more of the following criteria applies:

- a) The student did not meet the minimum academic standards;
- b) For domestic students only, the student demonstrates that the progress made in the student's course to date may not allow completion of the course in the maximum time allowed for that course;
- c) For overseas students only, the student demonstrates that the progress made in the student's course to date may not allow completion of the course requirements in the expected duration for that course (as stated in the eCOE);
- d) For overseas students only, the student is at risk of not meeting progress requirements under the ESOS Act 2000 or under other regulations that affect eligibility for an Australian student visa; or
- e) The student was previously a Student at Risk with a Student at Risk Academic Support (SARAS) Agreement, and in the subsequent semester during which the SARAS Agreement applied, the student:
  - met the Minimum Academic Standards; but
  - did not satisfy one or more of the other conditions of the SARAS Agreement.

### Unsatisfactory academic progress

A student will have made unsatisfactory academic progress if one or more of the following criteria applies:

- a) The student does not meet the Minimum Academic Standards as a condition of the SARAS Agreement;
- b) For domestic students only, the student demonstrates that the progress made in the student's course to date will not allow completion of the course in the maximum time allowed for that course (including any extension of time granted);
- c) For overseas students only, the student demonstrates that the progress made in the student's course to date will not allow completion of the course requirements in the expected duration for that course (as stated in the eCOE);

- d) For overseas students only, the student has failed to meet progress requirements under the ESOS Act 2000 or under other regulations that affect eligibility for an Australian student visa; or
- e) The student is in breach of academic integrity and /or academic misconduct under the **AHE Student Academic Misconduct Policy and Procedure** and/or **AHE Student Code of Conduct**.

#### **Overseas Student Unsatisfactory Academic Progress**

- a) An overseas student that has made unsatisfactory academic progress will be in breach of their student visa. The student will have their enrolment terminated (the eCOE will be cancelled) and may be reported to the Department of Education, Skills and Employment in PRISMS by the Dean.
- b) Within 7 days of the of the release of results for the semester, the Registrar will email **Letter: Unsatisfactory Academic Progress** to the student.
- c) The student will be advised in writing of the:
  - f) the decision to terminate the student's enrolment (cancel the eCOE);
  - g) AHE's intention to report the student to the Department of Home Affairs in PRISMS for unsatisfactory academic progress;
  - h) Student's responsibility to contact the Department of Home Affairs (DHA) for advice on any potential impacts on their visa;
  - i) the reason for AHE's decision, including how the student has demonstrated unsatisfactory academic progress;
  - j) the student's right to access the **AHE Student Grievance, Complaint and Appeal Procedure** to appeal the decision within 20 working days; and
  - k) external appeal rights available to the student.

#### **FULL POLICY**

*For further information, please refer to the **AHE Student Academic Progression Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>*

## ACADEMIC MISCONDUCT

### Principles of student academic conduct at AHE

Academic integrity is the foundation of academic endeavour. Students of AHE should conduct themselves in their academic studies honestly, legally, fairly, and ethically. Students are expected to carefully acknowledge the work of others in all their academic activities.

### Academic misconduct

Academic misconduct involves illegal activities, cheating, collusion, plagiarism or any other conduct that deliberately or inadvertently claims ownership of an idea or concept without acknowledging the source of the information. This includes any form of activity that negates the academic integrity of the student, another student or their work.

**All** written assessments will be submitted to plagiarism prevention software 'Turnitin'. To ensure that students uphold their Academic Conduct obligations, AHE will provide specialised tutorials on referencing techniques, which will be regularly delivered by AHE's Librarian / Learning Support Officers.

### FULL POLICY

*For further information, please refer to the **AHE Student Academic Misconduct Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>*

## OVERSEAS STUDENT VISA OBLIGATIONS

- Overseas student visa holders must maintain their course progress as required by AHE course progress policy. You can access the policy at AHE website. Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>
- AHE expects all its students to attend all of the scheduled classes to progress well in their courses.
- Students must notify AHE if they change their contact details (residential address, **email address and phone number**). They must also notify of their Emergency contacts details.
- As outlined on the Australian Government Department of Home Affairs website, holders of an overseas student visa are permitted to work a maximum of **40 hours** per fortnight.
- Students must be enrolled in full time study with the provider.
- Students must have Overseas Student Health Cover (OSHC) throughout the term of their student visa.
- Students are responsible for renewing their visa prior to its expiry.
- The Department of Home Affairs web site is <https://www.homeaffairs.gov.au/> The Department's phone number is +61 2 61960196

## CHANGE OF PERSONAL AND EMERGENCY CONTACT DETAILS

A student or intending student must inform AHE of a change of address, telephone number, email address, and who to contact in emergency situations. Students need to inform AHE of this change within 7 days of change to ensure compliance with their student visa conditions. Students can update their personal details through the Student Portal on the AHE website.

## LEARNING MANAGEMENT SYSTEM -MOODLE

AHE is committed to ensuring that students meet their learning potential. To aid them in reaching this potential, it is important that students have immediate access to resources and support relevant to their course, be that: a course outline, a reading, lecture slides, videos, support documents, external links or discussion board. A learning management system (LMS) is the ideal tool to support students to this desired end.

Students will be taught how to use the Moodle system by library staff in the coming days. It is essential that students familiarise themselves with the system, as Moodle will be used:

By lecturer to upload course material (this may include recorded lectures);

By students to submit assessments;

As a tool for lecturers to communicate with students, as well as by students to communicate between each other.

Access to Moodle is available via the student portal on the AHE website: Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

Alternatively, AHE's Moodle can be accessed through the Moodle mobile application, which is available for free from both iOS and Google Play app stores.

If you do not have access to the portal, it is important that you resolve this issue as soon as practical, with AHE directly.

## **UNIQUE STUDENT IDENTIFIER NUMBER**

A Unique Student Identifier (USI) is your lifelong education number. If you are doing nationally recognised training or studying at a tertiary institution, you need a USI.

- If you intend to graduate in 2023 or beyond, you need a USI to get your degree.
- As it's your personal education number, you should set up your USI using a personal email address. It should not be a shared or work email address.
- If you did any Vocational Education and Training (VET) after 2015, you will already have a USI and do not need another one if you intend to study in a university or with any HEP. You can find your USI now or call 1300 857 536 for help.

## **SUPPORT FOR ABORIGINAL AND TORRES STRAITS ISLANDER STUDENT AT AHE**

AHE provides additional assistance and support to all Aboriginal and Torres Strait Islander students throughout their journey at AHE by ensuring each student is mentored by a Student Services Officer (SSO) throughout their study at AHE with regular face-to-face support meetings. If an Aboriginal and Torres Strait Islander student is a Student at Risk, the mentorship with the SSO will be reviewed and considered in the SARAS Agreement.

Student Services Officers and Admissions Officers can also offer support in areas including, but not limited to:

- enrolment and admission assistance and priority,
- facilitating access or referral to external student support/pastoral care by the Australian government,
- assisting with accommodation support/advice (some including emergency accommodation),
- ensuring students have access to learning resources such as computers, printers and photocopying,
- facilitating access to Aboriginal and Torres Strait Islander events such as NAIDOC (National Aborigines and Islanders Day Observance Committee) Week, Sorry Day and Reconciliation Week.

## **STUDENT CODE OF CONDUCT**

AHE is committed to ensuring that there are clearly defined standards of behaviour and conduct for all enrolled students so that AHE students engage in the educational process free from disruptive or inappropriate behaviours. By adhering to the AHE Student Code of Conduct, students can help to create a safe and productive environment.

### **Principles of AHE Student Code of Conduct**

AHE expects that all members of the broader AHE community will behave professionally and with respect for others. Therefore, students must not behave in a manner that is disruptive and/or inappropriate by any reasonable standard.

Students are entitled to:

- Be treated fairly, professionally and with respect;
- Learn in a safe environment;
- Pursue their educational goals in a safe and supportive environment;
- Expect that their privacy is respected, and their personal information will be kept confidential.

Students will refrain from any behaviour that creates an unsafe environment at AHE, including but not limited to:

- Any behaviour that creates or will create unfair treatment, discrimination, any form of harassment (including sexual harassment) or bullying as defined in the AHE Table of Acronyms and Definitions,
- Any form of harm or potential harm to others at AHE, including any behaviours that can be interpreted as intimidation, ridicule, creating anxiety or disrespect for others,
- Disobeying AHE policies and procedures, Australian laws or common standards of safety,
- Academic misconduct, which involves illegal activities, cheating, collusion, plagiarism or any other conduct that deliberately or inadvertently claims ownership of an idea or concept without acknowledging the source of the information. This includes any form of activity that negates the academic integrity of the student, another student or their work.
- Damaging, defacing, stealing or destroying AHE's property.

Students are expected to:

- Attend all their scheduled classes punctually and for the whole duration of the class.
- Refrain from using any devices to perform actions which disrupt classes e.g. mobile phones
- Comply with reasonable direction from AHE's staff and/or authorised AHE representatives
- Conduct themselves in a safe, professional and WHS compliant manner including identify and report to AHE any possible hazards from equipment, facilities and the environment
- Refrain from smoking anywhere on AHE's premises or within 4 metres
- Refrain from drinking and/or eating in any AHE area except where specifically permitted
- Refrain from the use of bad language, alcohol and illegal drugs
- Report any discriminatory, harassment (including sexual harassment) or bullying behaviour to any AHE staff.

### **Breach of the Student Code of Conduct**

A Complainant and a Respondent are defined in the AHE Table of Acronyms and Definitions.



- If the Complainant is an AHE staff member, and the Respondent is an AHE student, the **AHE Student Code of Conduct applies.**
- If the Complainant is an AHE student, and the Respondent is a staff, the student should refer to the **AHE Student Grievance, Complaint & Appeal Procedure.** The AHE Staff Code of Conduct applies to the Respondent.
- If the Complainant is an AHE student, and the Respondent is a student, the **AHE Student Code of Conduct applies.**

## **APPEALS**

A Respondent student may appeal against a decision made under the **AHE Student Code of Conduct.** The grounds for appeal are that the decision is inconsistent with the **AHE Student Code of Conduct.**

Appeals must be made in writing and lodged with the CEO/ Executive Dean within twenty working days of the student receiving written notification of any disciplinary action taken under this policy. The CEO/ Executive Dean will respond in writing to the appeal within twenty working days and may confirm or vary the decision.

If a student remains dissatisfied with the outcome of their appeal they may appeal under the **AHE Student Grievance, Complaint & Appeal Procedure.**

## **FULL POLICY**

For further information, please refer to the **AHE Student Code of Conduct** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## FEE PAYMENTS

### Policy and Procedures

Students seeking enrolment in a course at AHE will be advised of the course related fees and other charges. This information will form part of the AHE Student Letter of Offer and Student Written Agreement. Fee information includes:

- The total amount of all fees including tuition fees
- Materials fees and any other fees relevant to the course being undertaken
- The periods to which the tuition fees apply
- Payment terms, including the due dates and amount of fees to be paid
- Enrolment terms and conditions
- Details of the potential for tuition and non-tuition fees to change during the student's course as relevant
- The student's rights under the Consumer Law in NSW - mandatory 10 days cooling off period which students can cancel a purchase without penalty.

AHE, to meet its obligations under **Education Services for Overseas Students Act 2000, National Code of Practice for Providers of Education and Training to Overseas Students 2018**, will collect only 50% of the total tuition fees for courses of more than 25 weeks duration. Students are not required to pay more than 50% of the fees upfront if their course runs for more than 25 weeks but may pay if they choose to.

AHE reserves the right to review its fees regularly and may change its fees during the period of an overseas student's enrolment in a course. Such increases can be expected to conform with the estimated total course fee provided to the student prior to accepting the offer of enrolment

Students who wish to terminate or withdraw their course must advise AHE in writing two weeks prior to the completion of the current semester or two weeks prior to tuition fee due date (whichever comes first). Failing to do so, they will be held liable for the payment of next semester's fee.

Students who fail units during their course will be charged for any units they have to re-take.

All students will receive a 'fees due' reminder a month prior to the due date.

Students must pay fees by the due date to avoid penalties and other sanctions such as precluding from attending classes, submitting assessments and receiving documents. Penalties apply for fees received after due dates.

All fees must be paid in Australian dollars only.

Students are responsible for keeping receipts for any payments made to AIE.

### Inclusions in course fees

Unless otherwise specified, course fees include:

- all costs related to teaching and assessments required for students to achieve the qualification of the course in which they are enrolling.
- the issuance of a testamur and/or transcript (or record of results) and/or Australian Higher Education Graduation Statement.

Course tuition fees do not include:

- required learning materials which are an additional cost, as outlined on the respective Course Guide.
- Overseas Student Health Cover or optional extras such as airport pickups. These fees are an additional cost as outlined in the **AHE Letter of Offer and Student Written Agreement**.
- additional copies or re-issuing of a testamur and/or transcript (or record of results) and/or Australian Higher Education Graduation Statement for which an additional fee is applicable.

### **Late payments and consequences of non-payment of fees**

Students who are experiencing difficulty in paying their fees are invited to contact the AHE office to make alternative arrangements for payment during their period of difficulty.

AHE reserves the right to suspend the provision of teaching and/or other services until fees are paid up to date.

Students who have not paid their tuition fees and any other relevant fees and no alternative arrangements for payment have been made may have their enrolment cancelled and will be reported to DHA via PRISMS under student default.

Overseas students will be charged AUD\$100 per week 'late fee' for overdue tuition fees until the overdue amount is paid.

### **FULL POLICY**

*For further information, please refer to the **AHE Overseas Students Fees Payment Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>*

## TUITION PROTECTION

### Protection of fees paid in advance

AHE protects pre-paid tuition fees through Tuition Protection Service (TPS). In addition to the information below, students can also refer to: <https://tps.gov.au/Home>

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist overseas students. The Tuition Protection Service (TPS) is a placement and refund service that helps:

- Overseas students on student visas affected by a provider closure
- When students have withdrawn from or not started their course and are eligible for a refund of tuition fees that have not been paid by the provider
- Provide students with the information they need to choose an alternative course that best suits them through an online placement system
- Arrange a refund of any pre-paid tuition fees if there is no course that meets their needs

### FULL POLICY

*For further information, please refer to the **AHE Overseas Students Fees Payment Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>*

## REFUND OF TUITION FEES

AHE will treat all students fairly and efficiently when charging and refunding their fees.

All fees for the duration of the overseas student's course at AHE are to be stated in writing to the student before they enrol at AHE. Students who fail units during their course will be charged for any unit they have to re-take. All requests for refunds by the student need to be supported by written requests and written evidence. AHE will verify all submitted evidence.

It is important that for Refunds, students have to access the refund policy on APEX website:

- AHE Overseas Students Fees Refund Policy and Procedure
- Request for Fees Refund Form 2021.1

Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

Importantly, no policy or procedure removes the right of any student from taking further action under Australia's consumer protection laws.

### Students are eligible for a refund in the following situations

- When the student withdraws from course prior to 28 days of the course start date, AHE will refund the total amount received prior to the default day less:
  - 25% of the tuition fees received
  - Enrolment fee
  - Accommodation booking fee (if applicable)
  - Airport pickup fee (if applicable)
  - Any other costs incurred by the AHE on behalf of student
- When a student is refused a student visa and as a consequence fails to start on the agreed starting date, AHE will, within 28 days, refund the tuition fees less 5% of the tuition fees received (up to a maximum amount of \$500) as per **Section 9 of the Education Services for Overseas Students (Calculation of Refund) Specification 2014.**  
(<https://www.legislation.gov.au/Details/F2014L00907>)
- When a student is refused a student visa after they have already commenced the course, AHE will, within 28 days, refund on a pro rata basis, the tuition fees for the weeks from when the student withdrew from the course until the end of the period that the Tuition Fees have been paid to (that is, on a pro rata basis) as per **Section 10 of the Education Services for Overseas Students (Calculation of Refund) Specification 2014.**  
(<https://www.legislation.gov.au/Details/F2014L00907>)

### No refund will be provided in cases of Student Default, defined as being when:

- the student does not start the course on the agreed course start date
- the student withdraws from the course within 28 days of the course start date or after the agreed course start date
- the student decides to change provider after commencing the course

- the student defers his/her course to a later date
- the student abandons his/her course after starting for whatever reason
- the student's enrolment is cancelled due to:
  - student's misbehaviour; or
  - failure to pay required fees to undertake the course; or
  - student breaching his/her visa conditions
- a student has been reported to Department of Home Affairs (DHA) for breaching AHE's rules or visa conditions, such as unsatisfactory course progress
- the student's visa is rejected on the basis of fraud as determined by the Department of Home Affairs (DHA).

### AHE default

In cases of AHE default which is defined as being when:

- AHE fails to start to provide the course to the student on the agreed starting day; or
- the course ceases to be provided to the student at any time after it starts but before it is completed; or
- AHE is prevented from offering a course at a location because a sanction has been imposed on it,

A student will be able choose one or two courses of actions:

- Be refunded all (minus processing and non-refundable enrolment fees) fee into the authorised account notified by the student within 14 days of the default day., as required under the ESOS Act, or
- The student may be offered to enrol into a similar course at another higher education provider with a full transfer of tuition fees.

In the event, AHE does not satisfy its obligation to an affected student, the TPS (Tuition Protection Service) Director will facilitate access for the student to course placement or refunds. AHE makes contributions to the Commonwealth Tuition Protection Scheme (TPS) for every student enrolled at AHE.

### Process for claiming refunds

- Students who are requesting a refund must complete the **AHE Request for Fees Refund Form** (available from Reception staff) and send it, along with all supporting documents (as evidence) such as the visa refusal letter etc., to the AHE administration via email ([studentstupport1@ah.edu.au](mailto:studentstupport1@ah.edu.au) TBA) or in person at Reception.
- Approved refund requests will be paid within 28 days from the approval date.
- Refunds will be paid in Australian dollars.
- All bank fees/charges incurred in issuing the refund will be deducted from the refund amount.
- Students are not permitted to transfer course fees to another student unless the AHE approves it.

## **FULL POLICY**

*For further information, please refer to the **AHE Overseas Students Fees Refund Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>*

## DEFERRAL, SUSPENSION AND CANCELLATION OF ENROLMENT

- Deferral relates to postponing an offer of a place before the course has commenced.
- Suspension refers to temporary abandonment of the studies (or course) after the commencement of the course.
- Deferral and suspension of studies will only be granted in compassionate or compelling circumstances which may include (but not limited to) - serious illness or injury, bereavement of close family members, major political upheaval or major natural disasters including COVID-19 worldwide pandemic, a traumatic experience, inability to begin studying on the course commencement date due to delay in student visa grant or AHE unable to provide a pre-requisite unit
- AHE may suspend a student's enrolment due to misbehaviour or for breaching AHE's policies and procedures (including plagiarism, collusion and cheating).
- AHE may cancel a student's enrolment due to serious misconduct or for non-payment of fees in order to undertake or continue course as stated in the **AHE Letter of Offer and Student Written Agreement**. Students who wish to withdraw from their course within the first six months to transfer to another provider will be processed as per the **AHE Student Transfer Request Policy and Procedure**.
- Students will be informed that Deferring, Suspending or Cancelling enrolment may affect their student visa, and they may need to seek advice from DHA (web site at <https://www.homeaffairs.gov.au/> or Helpline 131 881) on the potential impact on their student visa.
- AHE will notify the Secretary of Department of Education and Training via PRISMS where a student's enrolment is deferred, temporarily suspended or cancelled, under **section 19 of the ESOS Act 2000** i.e. notification via PRISMS.

### Deferring, Suspending or Cancelling an enrolment as per student's request

- To apply for a deferral or suspension of studies the student must complete a **Request for Deferral or Suspension of Studies Form** and submit this to the Student Services Officer [studentstupport1@ah.edu.au](mailto:studentstupport1@ah.edu.au) (TBA) or in person at Reception and ensure that each request has supporting evidence.
- If the student wishes to cancel their enrolment, they must complete a **Discontinuation of Studies Application form** and submit with supporting documentation.
- A written decision will be provided to the student within fourteen (14) days from the date of receiving an application for deferment, suspension or cancellation of course.
- The student will also be notified that the deferral, suspension or cancellation may affect their student visa.



- If AHE rejects the request, the student will be notified of the result with reasons for rejection and the process for appeals under the **AHE Student Grievance, Complaint and Appeal Procedure**.
- Students will be advised to refer to their signed **AHE Student Letter of Offer and Student Written Agreement** for refund-related enquiries.

### **AHE initiated suspension or cancellation**

AHE may initiate a suspension or cancellation of a student's enrolment in cases of student misconduct in accordance with AHE's policies and procedures (including plagiarism, collusion and cheating) ,non-payment of fees to undertake or continue the course as stated in the written agreement or if there is a breach of course progress or attendance requirements in accordance with **Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018** (Overseas student visa requirements) and as specified in the **AHE Student Academic Progression Policy and Procedure**.

- AHE will inform the student of AHE's intention to suspend or cancel the student's enrolment and notify the student that he or she has 20 working days to access the **AHE Student Grievance, Complaint and Appeal Procedure**.
- Under no circumstances will the suspension or cancellation of the overseas student's enrolment under **Standard 9.3** take effect until the internal appeals process is completed, unless the overseas student's health or wellbeing, or the wellbeing of others, is likely to be at risk.
- AHE shall maintain the student's enrolment if the student chooses to access AHE's complaints and appeals process except in the case of extenuating circumstances relating to the welfare of the student.
- AHE shall :
  - only suspend or cancel the enrolment to Department of Education and Training via PRISMS if the student does not appeal the decision or if the student requests an independent adjudicator,
  - not suspend or cancel the enrolment to Department of Education and Training via PRISMS before the outcome of any internal/external appeals process if extenuating circumstances exist.

A student may complain and/ or appeal the outcome of an AHE's deferral, suspension or cancellation decision using the **AHE Student Grievance, Complaint and Appeal Procedure**.

### **FULL POLICY**

For further information, please refer to **the AHE Overseas Students Deferral, Suspension and Cancellation Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## GRIEVANCES, COMPLAINTS AND APPEALS

AHE is committed to developing a culture that views grievances as an opportunity for improvement. A grievance can be defined as a person's dissatisfaction with any aspect of AHE's services or activities. A grievance becomes a complaint only when a student takes further action in the form of an informal complaint or a formal complaint to AHE.

Grievances include both academic and non-academic matters, such as:

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

AHE responds to any complaint or appeal the overseas student makes involving the dealing or conduct of any of the below:

- AHE, including its teachers and other staff
- Any third party providing any Course or Services on behalf of AHE
- AHE's education agents
- Any student or client of AHE

## PROCESS FOR MAKING COMPLAINTS AND RESPONSIBILITIES

### Step 1: Optional Informal Complaint

Any student or potential student may raise an informal complaint by contacting the Student Services Officer.

Student Services Officer (SSO)  
Designated student contact officer

8 am – 5 pm Monday to Friday at Reception.

Additional hours: open till 9 pm if evening classes are held; open during the weekend if classes are held

Phone: 02 – 8007 6262

Email (24/7 for response within 24 hours): [studentsupport1@ahe.edu.au](mailto:studentsupport1@ahe.edu.au)  
(TBA) – contact details are indicative only)

### Step 2: Formal Complaint

This can be utilised by Complainants to submit a Formal Complaint of an academic or non-academic nature. Complaints of an academic nature include issues related to any issue related to a student's study or course, including but not limited to student progress, any marks or grades received for assessment, curriculum and awards in a course of study.

Formal Complaints must be submitted in writing using AHE ***Complaints and Appeals Form*** and submitted to the Registrar in person or emailed to [registrar@ahe.edu.au](mailto:registrar@ahe.edu.au)

### Step 3: Internal appeal

If a Complainant is dissatisfied with the outcome of their Formal Complaint, they may lodge an appeal within twenty working days of receiving notification of the outcome of their Formal Complaint.

Consultation with the Complainant and other relevant parties within ten working days will be carried out.

Where possible such consultations should take the form of face-to-face interviews. The Complainant or the Respondent may ask, if they feel necessary, another person of their choice to accompany or assist them as a support person at any relevant meetings scheduled to resolve the issue.

Following the consultation, written response to the Complainant advising the further steps taken to address the appeal, including the reasons for the decision, will be provided within ten working days. The report will further advise the Complainant of their right to access the external appeals process if they are not satisfied with the outcome of their internal appeal.

#### **Step 4: External Mediation(optional)**

If the Complainant is not satisfied with the outcome of the internal appeal, then the student may choose to access an independent mediator to mediate a satisfactory outcome between them and AHE. This may be requested through the Resolution Institute Student Mediation Scheme\* at <https://www.resolution.institute/resolving-disputes/tertiary-student-au>

Sydney Office Tel: 02 9251 3366 or 1800 651 650

Level 1 and 2, 13-15 Bridge Street, Sydney NSW 2000

It is not compulsory that a complainant access this Student Mediation Scheme. The complainant may choose to go straight to Step 5.

#### **Step 5: External Appeal Overseas Students (academic matters)**

AHE as a member of IHEA (Independent Higher Education Australia)\* will provide AHE students to access IHEA's appeal mechanism free of charge. If this is an academic appeal, an independent academic marker will be appointed by IHEA to assess the student's complaint. AHE will be bound to implement the decision by IHEA within 14 working days.

Students are to contact: IHEA <https://iheau.edu.au/contact/> Tel: 03 9642 5212  
Contact@iheau.edu.au

#### **Step 6: External Appeal Overseas Students (non-academic matters)**

If the Complainant is dissatisfied with the outcome of their appeal and they are an overseas student, then they may lodge an external appeal by contacting the **Overseas Students Ombudsman**. The **Overseas Students Ombudsman** offers a free and independent service for overseas students who have a complaint or want to lodge an external appeal about a decision made by their provider. Refer to:

Overseas Students Ombudsman website <http://www.ombudsman.gov.au>  
Phone: 1300 362 072 for more information.

AHE agrees to be bound by any recommendations from the Overseas Students Ombudsman and the CEO/Executive Dean will immediately implement actions related to decisions that supports the student and/or preventive actions required.

AHE will advise the overseas student in writing of that action and keep a copy of the complaint and supporting documents in the Complaints file and in the student file (where relevant).

### **Step 7: Further action**

If a grievance remains unresolved after the external dispute resolution process, the Complainant may decide to refer the matter to an external agency in Australia such as The Anti-Discrimination Board or The Office of Fair Trading or Tertiary Education Quality and Standards Agency (TEQSA).

Nothing limits the rights of individuals to take action under Australia's Consumer Protection laws. Also, these procedures do not restrict an individual's rights to pursue other legal remedies.

### **FULL POLICY**

*For further information, please refer to the **AHE Student Grievance, Complaint and Appeal Procedure** at the AHE Website* Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## HEALTH, SAFETY AND SECURITY

While studying in Australia, students have the right to feel safe from any physical or mental harm at all times.

AHE ensures a safe, compliant and healthy environment for staff, students, members of governing bodies (both internal and external) and visitors during their participation in work and learning activities with AHE.

AHE is committed to protecting staff and students from harm to health, safety and welfare through the elimination and/or minimization of risks arising from work and study, with appropriate security arrangements in place at its campus.

Students are informed of persons who may access the premises so as to maximize their safety.

All staff and students are expected to immediately report any incidents that occur at work or during learning that impact on an individual's health or safety.

All staff, students and other individuals are required to report any hazards and safety incidents as soon as they become aware of them. AHE will take immediate actions to respond to incidents, assess risks and control hazards where applicable.

All work and training environments will be routinely inspected to identify safety risks, hazards and identify areas for improvement.

Additionally, students faced with any crimes, harassment or discrimination on or off campus should **contact their student support officer** as soon as possible to receive advice on the best course of action to prevent or remedy the situation. The AHE campus has a zero tolerance policy and will aim to rectify any cases of misconduct strictly and immediately.

Student Services Officer (SSO)

Designated student contact officer

8 am – 5 pm Monday to Friday at Reception. Additional hours: open till 9 pm if evening classes are held; open during the weekend if classes are held

Phone: 02 – 8007 6262

Email (24/7 for response within 24 hours): [studentsupport1@ahe.edu.au](mailto:studentsupport1@ahe.edu.au)

Emergency Contact: CEO/Executive Dean: Mobile 0420 386 862

Note: contact details are indicative at this stage

Additional related policies and procedures are in place for AHE's students and staff personal safety:

- Student Conduct: AHE Student Code of Conduct
- Staff Conduct: AHE Staff Code of Conduct
- Complaints: AHE Student Grievance, Complaint and Appeal Procedure
- Prevention of Sexual Harassment: AHE Sexual Harassment Prevention Policy and Procedure
- Student Misconduct: AHE Student Academic Misconduct Policy and Procedure
- Critical Incidents: AHE Critical Incident Procedure
- AHE Student Safety and Security Plan

Website: Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

AHE ensures to provide its students a safe environment on campus by:

- Carrying out annual Workplace, delivery site inspections
- Recording access of all staff and visitors who are present at the campus
- Training its Student Services Officers what to do in case there is a critical incident or hazard on campus
- Training its Student Services Officers on risk assessment and hazard control
- AHE has security cameras (CCTV cameras) in place in its campus

#### **FULL POLICY**

*For further information, please refer to the **AHE Health, Safety and Security Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>*

## EMERGENCY CONTACT

If students are faced with an immediate risk they are urged to contact emergency services.

Get help in an emergency or disaster situation. Please call:

- Police/Fire/Ambulance: 000
- SES assistance in floods and storms: 132 500
- International incident emergency helpline: 1300 555 135 (within Australia)
- Outside Australia – external site: +61 2 6261 3305
- Police assistance Line to report incident: 131 444

For AHE please contact:

Student Services Officer (SSO)

Designated student contact officer

8 am – 5 pm Monday to Friday at Reception. Additional hours: open till 9 pm if evening classes are held; open during the weekend if classes are held

Phone: 02 – 8007 6262

Email (24/7 for response within 24 hours): [studentsupport1@ahe.edu.au](mailto:studentsupport1@ahe.edu.au)

Emergency Contact: CEO/Executive Dean: Mobile 0420 386 862

Note: contact details are indicative at this stage

## CRITICAL INCIDENT

A critical incident is a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury. This includes physical or psychological harm, extreme emotional distress, fear or injury to AHE students and/or staff.

### Critical Incidents Affecting Persons

#### These include (but are not limited to)

- Any fatality or serious injury affect or like to affect staff or students
- Serious road accidents
- Attempted suicide of a student
- Life threatening illness/injury of a student
- Sexual and/or physical assault of a student
- Threats or Acts of violence by or towards students, staff and/or their family members
- Hold up or robbery
- Missing student
- Severe verbal or psychological aggression
- Issues such as sexual assault, domestic violence, drug or alcohol abuse
- Acute illness of a person
- The death or critical injury of a staff member, student or visitor on AHE premises
- Staff and/or students being taken hostage
- Students being killed/injured while engaged in an AHE-sponsored activity

### Key Response Steps

- 1) Person affected (or close contact of person affected) to immediately contacts the SSO. If outside of office hours, person to call the CEO/Executive Dean.
- 2) SSO or CEO/Executive Dean to take immediate steps to ensure person affected is safe. This may include contacting the police or ambulance as relevant.
- 3) Complete the **AHE Critical Incident Report Form** within 24 hours of the incident (student assisted by staff or AHE staff).

- 4) SSO contacts the CEO/Executive Dean (as relevant).
- 5) CEO/ Executive Dean to assess the critical incident, identify needs, priorities, personnel, and activate a **Critical Incident Action Plan**.

#### **Threats to AHE premises**

##### **These include (but are not limited to)**

- A break-in accompanied by major vandalism
- The threat of damage to premises that AHE occupies (e.g. a terrorist threat)
- The destruction of whole or part of premises that AHE occupies (e.g. by fire)
- Fire, explosion, bomb threat or acts of terrorism

##### **Key Response Steps**

- 1) Person who witnessed or discovered the incident to immediately contact the SSO. If outside of office hours, person to call the CEO/Executive Dean.
- 2) SSO or CEO/Executive Dean to take immediate steps to ensure staff and students are safe. This may include contacting the police or ambulance, or evacuating the premises as relevant.
- 3) Complete the **AHE Critical Incident Report Form** within 24 hours of the incident (student assisted by staff or AHE staff).
- 4) SSO contacts the CEO/Executive Dean (as relevant).
- 5) CEO/ Executive Dean to assess the critical incident, identify needs, priorities, personnel, and activate a **Critical Incident Action Plan**.

#### **Imminent Community/ Regional/ National Threats**

##### **These include (but are not limited to)**

- A natural or other major disaster in the community
- Infection or threatened infection of serious communicable diseases such as the COVID-10 pandemic
- Infection or threatened infection of serious communicable diseases
- Natural disasters

##### **Key Response Steps**

- 1) When the incident or threat is identified, the CEO/Executive Dean is to take immediate steps to ensure all staff and students are safe. This may include contacting the police or ambulance, or evacuating the premises as relevant.
- 2) If relevant, complete the **AHE Critical Incident Report Form** within 24 hours of the incident (student assisted by staff or AHE staff).
- 3) CEO/ Executive Dean to assess the critical incident, identify needs, priorities, personnel, and activate a **Critical Incident Action Plan**.
- 4) CEO/ Executive Dean to report the matter to the Board of Directors immediately if urgent or report it at the next BOD meeting and activate aspects of the Business Continuity Plan.

**Emergency Critical Incidents** involves the possibility of immediate or imminent threat, to staff and/or students and may require an immediate response.

**Non-emergency Critical Incident** do not involve the need for an initial emergency response (for example the development of a pandemic from a lower phase). In such cases the government instructions will need to be followed.



### **Reporting a Critical Incident**

In the case of a critical incident, it is important that you seek support and report this incident to student services officer or any key AHE staff

You must give full details of the situation including the exact location of the incident, the type of incident and details of any person or persons who may be injured, in distress or at risk.

Students can also report critical incident to student support staff via email to [studentservices1@ahc.edu.au](mailto:studentservices1@ahc.edu.au)

### **Responding to a Critical Incident**

**CEO/Executive Dean** will immediately assess the critical incident. If unavailable, the Registrar or the Dean is delegated to respond.

The CEO/Executive Dean **will arrange to offer immediate assistance to persons involved in the incident. Action evacuation procedures if required and provide first aid or medical assistance as needed.**

**Get in touch with Emergency services and ensure that all details known about the incident are provided.**

Develop and implement an AHE Critical Incident Action Plan

The **CEO/Executive Dean** will In the case of death of the student put a stop on the student's record and enrolment and confirm access to Emergency funds at AHE if necessary.

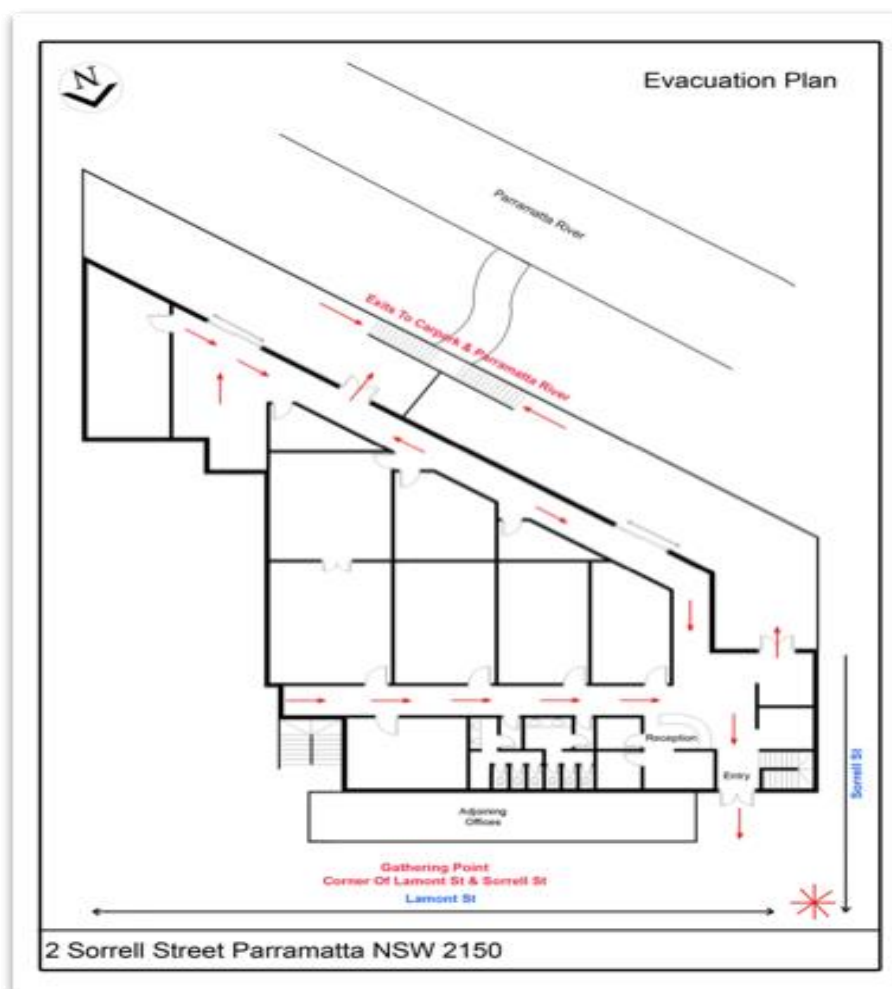
### **FULL POLICY**

*For further information, please refer to the **AHE Critical Incident Procedure** at the AHE Website*

Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## Emergency Evacuation Procedure

In the case of an emergency evacuation, students are advised to follow the evacuation plan which can be found on the walls of each campus area. In the event of an evacuation students will be notified by a siren or staff member and must evacuate the campus immediately, without collecting their belongings. Students who evacuate to the Parramatta River must walk along the river to Sorrell St and proceed to the gathering point near the main campus entry and exit on the corner of Lamont and Sorrell St. All other students and staff will exit from the main campus exit and meet at the gathering point.



## STUDENT SUPPORT AT AHE

### OVERVIEW

AHE understands that adjusting to life in a new country, and meeting academic requirements may be more difficult for some students than others. Accordingly, AHE is committed to ensuring that our students are actively supported – both personally and academically.

### ACADEMICS

#### Teaching Staff

All teaching staff will make themselves available for one hour per week for each unit of study they are teaching in order to allow students to consult on issues related specifically to those units of study. The consultation hours for the teacher will be specified in the Unit Student study Guide.

Course Coordinators can assist where students have concerns with their attendance, academic performance or other related issues that are placing them at risk of not achieving the requirements of their course. All students are able to gain advice and support in ensuring they maintain appropriate academic levels, attendance levels, and general support to ensure they achieve satisfactory results in their studies. All students are monitored in accordance with the ***AHE Student Academic Progression Policy and Procedure*** in order to identify student-specific issues.

#### Non-Teaching Staff:

The CEO/Executive Dean and other non-academic AHE staff are available for student consultation by appointment.

Support for developing academic skills is available through the Librarian/Learning Support Officers.

### NON-ACADEMIC SUPPORT

#### Nominated Student Support Officer (SSO)

While all staff employed by AHE have the responsibility to provide support to students, AHE shall nominate a dedicated Student Support Officer who will be available to all students, on an appointment basis, during AHE's hours of operation.

Students may access the Student Support Officer (SSO) directly or via the Administration desk to organise an appointment. Details of the SSO including name, location and how to contact them will be posted on Student Noticeboards and on the Student Portal.

The Student Support Officer ensures up-to-date information is available for student support services and that any contacts provided are current. This information is given to students as part of the student Orientation program outlined below.

#### Student support services

The following support services are available and accessible for all students studying with AHE. Details of the Student Support Officer (SSO) including name, location and how to contact them will be posted on Student Noticeboards and on the Student Portal, in addition to being detailed on the following page. The SSO will be responsible for maintaining a list of support services, including the details, on the Student Noticeboards and the Student Portal.

AHE will provide students with details if there is a need to refer any matters for further follow up with relevant professionals. Students will be advised of any fees and charges for an external service prior to using such services.

## Personal / social issues

There are many issues that may affect a student's social or personal life and students have access to the SSO during AHE's hours of operation to gain advice and guidance on personal, accommodation, or family / friend issues. Where the SSO feels further support may be required, a referral to an appropriate support service will be organised.

## Access to external counselling service

The SSO is able to assist in times of stress or pressure during the course. Students may make an appointment to see the SSO or a member of AHE's staff for advice relating to study, such as:

- Time management issues;
- Setting and achieving learning goals;
- Motivation;
- Ways of learning;
- Managing assessment tasks;
- Self-care.

If the need for additional counselling services arises, the SSO has the contact details of AHE's external counselling services. AHE has formed an agreement with an external counselling service where AHE students and staff can receive the first two counselling sessions free of charge.

## Accommodation (international (overseas) students)

AHE does not offer accommodation services or take any responsibility for accommodation arrangements but can refer students to appropriate accommodation services. All overseas students are encouraged to have accommodation organised prior to arrival in Australia.

A student is requested to advise their Course Coordinator of any disabilities that may affect their learning, e.g. difficulty in hearing. The SSO is available to provide advice to students and to consult with the Course Coordinator regarding any necessary adjustment for accommodating these Special Needs. The student will be required to fill out the *Request for Support for Special Needs Form*.

## Hardship

The requirements of study may present some students with hardship due to economic, social or other difficulties. An overseas student who is an applicant under this category must still meet the requirements of the relevant regulations affecting their individual student visas.

Where genuine hardship exists, a student may make application seeking permission to review their workload or other related matters. To make an application, a student is required to provide a letter to the SSO describing the reason for their hardship. It is essential to include evidence supporting a claim of hardship, for example:

- Financial hardship: government benefit statements, pay slips or bank statements which indicate financial status;
- Medical grounds: medical certificates stating nature of condition, duration;
- Single parent: evidence by way of statutory declaration and supporting government documentation.

## Full Policy

For further information, please refer to the **AHE Student Academic and Non-Academic Support Policy and Procedure** at the AHE Website Please refer to the temporary AHE Website <https://apex-h.pagecloud.com/>

## GETTING ASSISTANCE

Students in need of any support services are encouraged to contact their lecturers for academic matters or a Student Services Officer (SSO). If unsure, students are always welcome to contact the SSO in the first instance for any matter to obtain assistance or support.

Student Services Officer (SSO)  
Designated student contact officer  
8 am – 5 pm Monday to Friday at Reception. Additional hours: open till  
9 pm if evening classes are held; open during the weekend if classes are  
held  
Phone: 02 – 8007 6262  
Email (24/7 for response within 24 hours):  
[studentsupport1@ahc.edu.au](mailto:studentsupport1@ahc.edu.au)  
Emergency Contact: CEO/Executive Dean: Mobile 0420 386 862  
Note: contact details are indicative at this stage



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