



Student Handbook

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Acknowledgement

The Australian School of Business Pty Ltd trading as Australis Business School ("Australis") recognises the Traditional Custodians of the lands on which Australis is situated. Australis pays respects to Aboriginal Elders past and present, who are the knowledge holders and teachers. Australis acknowledges their continued spiritual and cultural connection to Australia. Australis also respects the knowledge embedded forever within the Aboriginal Custodianship of Australia.

Australian School of Business Introduction

Australian School of Business (Australis) Is a dynamic and modern Institute of Higher Education, utilising the latest teaching methods with a focus on contemporary and emerging skills and knowledge that the industry needs today and into the future. Unlike older traditional Institutions, the Australis specialise solely in the provision of modern high quality and pragmatic Business Education so that our Graduates are industry ready and well equipped to manage the challenges and opportunities industries face every day.

Vision

To be the leading provider of modern Business Education in Australasia.

Mission

To commit to free intellectual inquiry and support and encourage our staff and students in their scholarship and academic pursuits to make a positive contribution to society, especially in the business discipline.

Values

Australis' core values include integrity, inclusivity and intellectual freedom and enquiry.

Integrity: maintaining the highest standards of integrity in all our dealings with students, staff and the wider community.

Inclusivity: engaging equally and fairly with all.

Intellectual Freedom & Enquiry: we are passionate about intellectual freedom and enquiry. We encourage creativity and courage to try new things, to not be afraid to fail and through experience, strive to learn and improve always.

Governance and Structure

Board of Directors

- Mr Andrew Graham – Independent Chair and Audit and Risk Committee Chair
- Associate Professor Jonathan Tyler – Independent Non-Executive Director and Academic Board Chair
- Professor Ingrid Day – Independent Non-Executive Director
- Dr Michelle Lac – Director, Company Secretary and Chief Executive Officer

Academic Board

- Associate Professor Jonathan Tyler – Independent Chair
- Professor Alison Elliot – Independent Member
- Dr Hamid Pousti – Independent Member
- Dr Lyndon Walker – Independent Member
- Associate Professor Susan Lambert – Independent Member

Leadership and Academic Team

- Dr Michelle Lac – Chief Executive Officer
- Professor David Morrison – HDR Director
- Associate Professor Seedwell Sithole – Dean

For more information about Australis' Governance and Structure, please refer to the Australis website.

Official Points of Contact for Students

Name	Position	Contact Details
Dr Michelle Lac	CEO	Email: mlac@australis.vic.edu.au Phone: +61 3 9863 7322
Associate Professor Seedwell Sithole	Dean	Email: ssithole@australis.vic.edu.au Phone: +61 3 9863 7322
Ryan Tong	Student Services	Email: studentsupport@australis.vic.edu.au Phone: +61 3 9863 7322

Support Services

Aboriginal and Torres Strait Islander Student Support

In supporting Aboriginal and Torres Strait Islander peoples' learning experiences and recognising the need for innovative and flexible practices, Australis is committed to providing additional resources to support Indigenous education when needed (refer to the *Aboriginal and Torres Strait Islander Peoples' Education Policy*).

Transition to Higher Education

Australis supports all Aboriginal and Torres Strait Islander applicants at all stages of their recruitment, enrolment enquiries, pre-admission and admission (refer to the *Admission and Student Selection Policy and Procedure*), which enables them to access, grow and succeed in higher education.

Cultural Competences and Capabilities

Australis is committed to assisting Aboriginal and Torres Strait Islander students in creating positive identities reinforced by their knowledge of and pride in their heritage and cultural, academic, technological and social skills. Australis promotes understanding and acknowledgement of Aboriginal and Torres Strait Islander peoples' historical and current perspectives, spirituality, knowledge, skills, values and cultures across the School (refer to the *Equity and Diversity Policy*).

Learning and Teaching Support

Australis ensures the capacity to meet the needs of Aboriginal and Torres Strait Islander students as a higher education provider of choice. Australis is committed to supporting and mentoring staff to ensure that learning environments, curricula, resources and assessments (refer to the *Course and Unit Development and Quality Assurance Policy and Procedure*) enable all students to achieve the required Graduate Attributes and develop the capacity of Aboriginal and Torres Strait Islander students.

Support for Students with Special Needs

Where a student self-identifies as having a special need during the admission process, the Student Administration and Support Officer requests relevant medical documents and arranges an interview with the student to agree on what reasonable adjustments can be arranged. The Student Administration and Support Officer will advise the Course Co-ordinator what reasonable adjustments need to be arranged to assist the student with their studies while protecting the student's private information. Special needs support arranged at Australis may include large-print class materials, specialised equipment or furniture, access to lecture rooms, library or other facilities, counselling support or extra time to complete assessment tasks, including examinations or seating at the front of a lecture room (refer to the *Equity and Diversity Policy*).

Students who develop a special need after enrolment must contact Student Services to identify options to minimise the impact of their disability on their studies. Student Services then meets with the Course Co-ordinator to discuss the possible range of supports or reasonable adjustments that Australis can provide to assist the student.

Orientation and Transition

All commencing students at Australis must attend the Orientation Programs to ensure they receive valuable information about their successful transition into higher education.

Australis ensures that commencing students have opportunities for positive interactions with academics, administrative staff and other new and existing students.

Orientation Programs assist students to understand critical academic and administrative processes, policies and services to prepare students for successful learning. They also promote early engagement with students' learning environment at Australis.

All commencing students at Australis receive elementary transition support through interactive information sessions, academic workshops and social activities during their orientation.

All commencing students also receive information about their rights and responsibilities as Australis students, support services available to them, the significance of academic values and academic integrity, wellbeing and safety guidance, and familiarisation with life in Australia as a higher education student.

Orientation Programs at Australis take place in the week prior to the commencement of teaching each semester. They are designed to be culturally appropriate for addressing the needs of the commencing domestic and international students who are new arrivals to Australia.

Orientation Programs at Australis address the following essential topics:

- Australis' campus facilities, support services and resources
- Australis' policies, procedures and relevant legislation
- students' email accounts and login details
- visa, compliance and Overseas Student Health Cover (OHSC) requirements for international students
- enrolment information, assessment requirements and academic progress requirements
- library rules, social activities, health and safety information
- deferment, suspension or cancellation of enrolment by the student or by Australis
- emergency services, health services and legal services

Orientation Programs at Australis are designed to be highly interactive and informative with welcoming, informative social and academic activities, including:

Welcome session: Orientation Programs start with a welcome session addressed by the Dean, who welcomes the students and introduces Australis and the staff associated with the administration of commencing students such as the Student Services and Fees Officer.

Registration: Students are taken to the registration booth after the welcome session. Students must present their driver's licence or passport and visa to register their attendance. Students are provided with an Orientation Welcome Pack containing a combination of formal documents such as the *Student Handbook* and informal information on topics such as the Victorian public transport system – trains, trams and buses.

Photo ID: Students are then directed to the photo booth where photos are taken and Student ID Cards are made. Students immediately receive their Student ID Card.

Campus tour: Students are then taken for a campus tour. The Student Services officer shows the classrooms, Library, breakout area, emergency exits etc. Students are informed about campus facilities, support services and resources such as academic skills support, library services, computer lab, counselling and personal wellbeing services.

Introduction to computers: The Student Services officer conducts this session to update students' files with their current addresses and phone numbers in Australia. The Student Services officer creates Australis student email accounts and provides students with their login details. Students are advised that all official communication from Australis regarding the student's academic progress will be sent to the student's Australis email

account. Students are also introduced to the Learning Management System in this session.

Course details: Students are addressed by the Course Co-ordinator about course information and academic progress requirements, as well as Australis policies and processes. The Course Co-ordinator explains about deferring, suspending or cancelling of enrolment by the student or by Australis. This session includes information on exclusion from a course and cancellation of enrolment. Students are also advised that Australis can cancel or suspend enrolment for misbehaviour, which includes non-payment of fees, and can cancel enrolment for not meeting academic progress rules. The numbers of units that students are required to enrol in each semester, along with timetable and attendance requirements, are also discussed in this session.

Visa and OHSC compliance for international students: Students are addressed by the Campus Manager about the visa and Overseas Student Health Cover (OHSC) requirements.

Student representatives: Student representatives from existing students participate actively in the Orientation Programs. In this session, student representatives discuss student clubs, social activities and life as an Australis student.

Emergency, health and legal services: A guest presenter, usually a police officer or person from legal services, addresses the students and discusses emergency, health and legal services.

Late arrivals

Students who are unable to arrive before orientation must notify Australis prior to arrival. Orientation Programs will be held for late arrivals.

Safety and Security

Australis defines Safety as a condition of being protected from or unlikely to cause danger, risk or injury.

Australis efforts to ensure Campus and Online Safety:

Documented strategies in place to minimise the impact of critical incidents.

Campus and Online Safety Information and training for staff and students.

Points of contact at the campus to address critical incidents and other threats to safety.

Campus Safety and Security

Potential Threats to Safety

The below are some examples of potential threats to safety in campus and online environment, but are not limited to:

- Bullying, Discrimination and Harassment
- Sexual Assault and/or Sexual Harassment
- Critical Incident
- Cyber Attack includes leak of personal information, financial scam, posting of false content online, etc
- Cyberbullying includes inappropriate messages, inappropriate post on social media, etc
- Breach of Code of Conduct

What is Sexual Assault?

Sexual assault includes a range of behaviours, all of which are unacceptable and constitute a crime. Sexual assault occurs when a person is forced, coerced or tricked into sexual acts against their will or without their consent, including when they have withdrawn their consent.

Examples of sexual assault may include (but are not limited) to:

- Two people in a relationship start engaging in sexual activity but Person A changes their mind and asks to stop. Person B refuses to stop and forces sexual activity.
- A student taking advantage of another intoxicated student at a party by encouraging them back to their room and engaging in sexual activity when the student is unable to give consent due to being affected by alcohol.
- A tutor manipulates a student to engage in sexual acts in exchange for better marks.
- A staff member who has been continually making advances towards another staff member proceeds to force themselves onto that staff person while they are alone in a meeting room, attempting to kiss and touch them under their clothing.

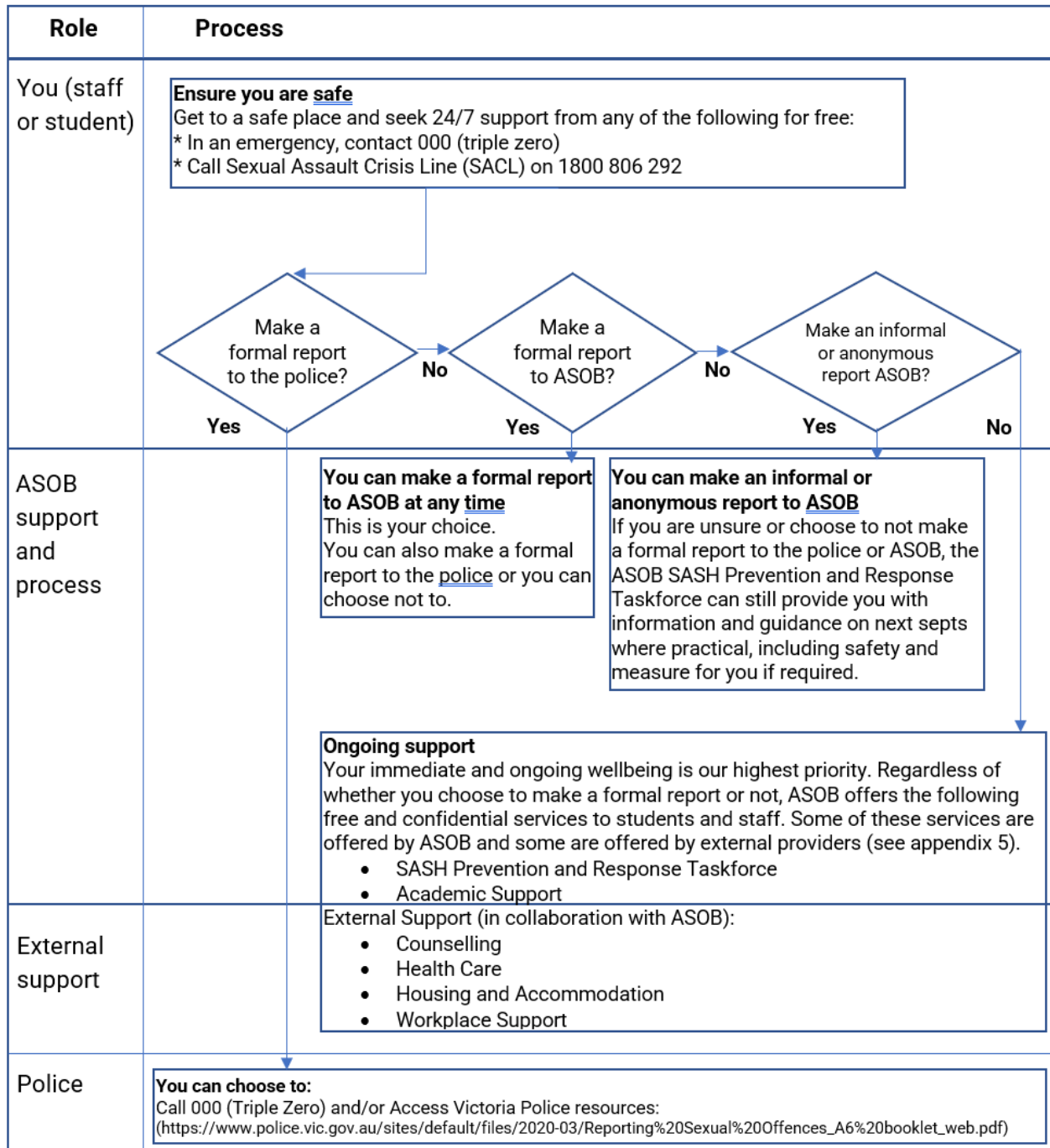
What is Sexual Harassment?

Sexual Harassment generally involves an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which, in the circumstances, a reasonable person, aware of those circumstances, would anticipate the possibility that the person would feel offended, humiliated, or intimidated.

Examples of sexual harassment may include (but are not limited to):

- Staring or leering at a person in a sexual manner
- Standing deliberately too close to someone or deliberately brushing against someone as you walk past
- Displaying pornographic or sexually explicit material (such as posters and screen savers)
- Sending sexually explicit emails, SMS messages
- Inappropriate advances on social networking sites
- Sexual insults or taunting
- Requests for sex or repeated unwanted requests to go out on dates
- Making promises or threats in return for sexual favours
- Intrusive questions or remarks about a person's sexual activities

Australis reporting options and process flowchart



For further details, please refer to Australis' Sexual Assault and Sexual Harassment Prevention and Management Framework, Policy and Procedure.

What are Critical Incidents?

Critical Incident is an adverse incident or series of events that may threaten the safety or lives of persons, cause trauma, physical or psychological harm or cause extreme stress, fear or injury.

Examples of Such critical incidents include but are limited to:

- severe accident or life-threatening injury or illness
- death or attempted suicide
- a missing student who is not contactable for a certain period
- severe verbal or psychological aggression
- threats of violence, assault, rape or sexual assault
- aggravated burglary
- presence or use of biological or chemical weapons
- threat of widespread infection or contamination
- domestic violence, physical, sexual or other abuse
- natural disaster
- civil unrest
- cybersecurity threat such as serious data breach etc

Management of Critical Incidents

Australis will follow the following four steps in the management of critical incidents to ensure that its essential business continues to operate, and disruptions to student, staff and Australis stakeholders are minimised:

Step 1 Confirm critical incident and immediately respond

This first step is to assess the impact of the incident and confirm that it is a critical incident and what/who is impacted to develop an approach to quickly respond to the incident. This will be led by the Chief Executive Officer or their delegate and needs to be completed within 24 hours of the critical incident being identified.

Step 2 Communicate and manage the critical incident

Once the critical incident has been confirmed, all impacted stakeholders (internal and external) will be notified how they have been / will be impacted, what Australis is putting into action to recover from the incident and how often they will be communicated with. A Critical Response Lead will be appointed to manage, monitor and track the progress of the recovery from the critical incident. An Australis spokesperson will also be appointed by the Chief Executive Officer to manage all communications regarding the incident (they may be the Critical Response Lead or someone else depending on the nature and severity of the critical incident being managed). The format and frequency of communications will be documented by the appointed Australis spokesperson.

Step 3 Recover from the critical incident

As Australis works to address and recover from the critical incident, led by the Critical Response Lead, regular communications will be provided to all impacted stakeholders in terms of the progress of the recovery and reporting to the Board of Directors will also be regularly provided by the Chief Executive Officer or their delegate (and supported by the Australis spokesperson).

Step 4 Evaluate and review the critical incident

After a full recover from the critical incident, an evaluation and review of the critical incident will be conducted by the Chief Executive Officer or their delegate, with input from the Critical Response Lead, spokesperson and stakeholders as part of the recovery work and/or having been impacted by the critical incident. The evaluation and review's scope will include, and is not limited to, the following:

- How can further preventative actions be put in place to prevent the critical incident from occurring or lessening the impact?
- What worked well and what can be improved in how Australis managed the critical incident?
- Recommend improvements to preventative actions and how Australis manages critical incidents going forward

The outcomes of the review will be documented in a report that will be presented to the Audit and Risk Committee and the Board of Directors and where the critical incident relates to students or academic matters, the report will also be presented to the Academic Board.

General Safety Tips:

- Recognise and avoid potentially risky situations.
- Report any suspicious behaviour.
- Carry your ID card with you at all times.
- Be alert and walk purposefully as confidence deters attackers.
- Carry a personal alarm or be prepared to scream loudly, and run if threatened.
- Avoid lonely or gloomy places, especially at night—walk with a friend or stay with a crowd in well-lit areas.
- If someone follows you, go to a place where you know there will be other people.
- Trust your intuition.
- When you're socialising, play smart—one drink too many could make you vulnerable.

Online Safety and Security

Online safety is just that: staying safe, online.

Unfortunately, we won't all be safe online, all the time. Any one of us might have a negative experience, ranging from relatively low impact issues like mild criticism or feedback, to more damaging experiences such as cyberattack, cyberbullying (up to 18 years old), adult cyber abuse (18 years and older), image-based abuse or being scammed.

What is a Cyber Attack?

According to the Australian Cyber Security Centre, Cyber Attack is a deliberate act through cyberspace to manipulate, disrupt, deny, degrade or destroy computers or networks, or the information resident on them, with the effect of seriously compromising national security, stability or economic prosperity.

Types of Cyber Attacks

- Scams
- Phishing emails and texts
- Malware
- Identity theft
- Ransomware
- Data breach
- Phishing

How to protect yourself from Cyber Attacks?

Be aware of Scams like:

- Phishing - email
- Vishing – phone call
- Smishing – text messages

Look out for:

- Urgency
- Asking for personal/financial information
- Unsolicited
- Contain links and downloadable files
- Bad grammar
- Too good to be true

Self-Learning:

Australian Cyber Security Centre has published useful information to learn about steps you can take to protect yourself from the Cyber Attacks.

Please visit: <https://www.cyber.gov.au/learn-basics/explore-basics/threats>

What is Cyberbullying and Cyber Abuse?

Cyberbullying is bullying done by means of technology, for example, using the internet or a mobile phone to hurt, harass or embarrass someone.

Cyber Abuse is online communication to or about someone which is menacing, harassing or offensive and also intended to cause serious harm to their physical or mental health.

It can take place in online classrooms, chat and messaging services, social media, text messages, emails, message boards and online forums.

Types of Cyberbullying and Cyber Abuse**Cyberstalking**

Cyberstalking is the use of technology to stalk or repeatedly harass a partner, ex-partner or family member. It is often accompanied by offline stalking. Cyberstalking may include false accusations, abusive comments, attempts to smear your reputation, threats of physical or sexual violence, or repeated unwanted sexual requests. Cyberstalking may also include monitoring, identity theft and the gathering of information that may be used to threaten, embarrass or harass.

Trolling

Trolling is when someone is deliberately provocative or inflammatory online and waits for people to take the bait. Examples include people making anti-social comments on online posts which satirise others with the aim of causing offence or provoking a reaction, or posting an image or comment with the aim of frustrating/upsetting others.

Fake accounts and impersonation

Online abusers may set up fake social media accounts pretending to be someone they are not in order to bully, harass or otherwise abuse people. They are also used to monitor and scam people into handing over money, gifts or intimate images or videos. Often these scams are run by organised crime syndicates.

Online hate

Online hate includes targeted and persistent behaviour aimed at ridiculing, insulting, damaging or humiliating a person – this might target someone's physical appearance, religion, gender, race, disability, sexual orientation and/or political beliefs.

Doxing and swatting

Doxing occurs when someone's personal details are shared or publicised online. This may result in offensive comments and unwanted calls or visits from strangers. Swatting occurs when an abuser makes a hoax call to emergency services to get a large number of police or emergency service responders to another person's address. This can be triggered by a false report of a bomb threat, hostage situation or someone at the address experiencing a mental health emergency, such as being suicidal.

Image-based abuse

Image-based abuse is when someone shares, or threatens to share, an intimate photo or video online of you without your consent. The images can be real photos or videos, or ones that have been changed or altered, for example, Photoshopped. It is also image-based abuse if someone threatens to share an intimate image of you without your permission.

Image-based abuse is sometimes also called 'revenge porn'. In many cases, image-based abuse is not about 'revenge' or 'porn'. It is actually a betrayal of trust and shows malicious intent to obtain power and control over someone else.

Statistics show that women are twice as likely as men to have their nude/sexual images shared without consent (15% of women versus 7% of men). Also that a high rate of young adults aged 18 to 24 are likely to have experienced image-based abuse (24% of young women and 16% of young men).

Sexual extortion

Sexual extortion is a type of image-based abuse. It is a form of blackmail where someone threatens to share intimate images of another person online unless they give in to the demands. These demands are typically for money, additional intimate images or sexual favours. Perpetrators often target people through dating apps, social media, webcams or adult pornography sites. While sextortion can be used by individuals, organised crime is often behind it when the perpetrator demands money. Commonly the perpetrator is not based in Australia.

Source: [eSafety website](#)

Online Safety Tips:

- Check your social media account settings to keep your personal information private. For all online platforms and apps, avoid revealing personal details such as your address, email address, phone number and birthdate.
- Disable location services on your devices and avoid 'checking in' to places and venues.
- Enable Bluetooth only when needed and 'remove' paired devices when you are not using them.
- On Apple devices turn off Airdrop to avoid being sent content by people you don't know.
- Update your settings so that others cannot tag or post videos or photos of you.
- Avoid hashtagging anything you don't want to become public.

External Point of Contact to Report a Cyber Attack

You can report a Cyber Attack to the Australian Cyber Security Centre using the link below:

Please visit: <https://www.cyber.gov.au/report-and-recover/report>

Key Dates

Information regarding school holidays, term breaks, and other relevant dates can be found in Appendix B of this handbook.

Complaints and Appeals

At Australis student grievances and complaints, including bullying, sexual harassment and unlawful discrimination, and racial and religious vilification, are viewed with the utmost seriousness and treated confidentially. Grievances and complaints are handled by as few people as possible in order to ensure confidentiality. The complainant and the respondent will be advised that they are not to discuss the complaint with others and that there is to be no victimisation of other parties.

Australis' approach to grievance and complaint resolution is consistent with the principles of this policy and procedure, and will generally involve the following steps:

Step 1: Informal complaint

- It is advisable that students, wherever possible, try to resolve concerns through discussion between the complainant and the person responsible for the decision or behaviour that is the reason for the student's complaint.
- All academic and professional staff at Australis are available to assist students to resolve their concerns at this level.
- Any staff member who is informally approached with a grievance or complaint has an obligation to respond to the grievance and the complainant with an acknowledgement of receipt of the complaint within five (5) business days of receiving it.
- This staff member will also organise a time to discuss the issue with the complainant and the respondent, either face to face or over the phone.
- It will be established which relevant rules, requirements, policies and procedures have a bearing on the complaint. Issues that can be agreed on and those where there is a difference in opinion will also be discussed.
- After a complaint has been raised, it is the responsibility of both parties to try to resolve the issue in a courteous and respectful manner. The respondent will provide a response within five (5) business days to the staff member.
- The complainant will receive notification of the respondent's response from the staff member and the informal complaint will be resolved within ten (10) business days of the matter being raised.
- Outcomes of the informal complaint will be documented in writing, including the decisions, the reasons for the outcome and the agreed actions, and will be provided to both the complainant and the respondent.

In some circumstances students may not feel comfortable to raise their complaint directly with the person who is the subject of the complaint. Therefore, there is no obligation to resolve complaints informally. Students may request a formal complaint as the next step in the grievance and complaint resolution process.

Step 2: Formal complaint

- If the complainant student is not satisfied with the initial decision regarding the issue or the issue cannot be resolved informally, a formal complaint must be submitted by completing the Student Complaints and Appeals Form to the Student Administration and Support Officers. The form must include relevant facts and supporting documents, and must specify the resolution the student is seeking.
- The Student Administration and Support Officers will check that all evidence and supporting documents are included with the complaint form, inform the student that the complaint has been received and refer the case to the Course Co-ordinator for investigation within five (5) business days of receiving it. Where the Course Co-ordinator is the subject to the complaint, the Dean will appoint a person with the appropriate experience to carry out the investigation.
- All reasonable measures will be taken by the Course Co-ordinator to resolve the complaint. The Course Co-ordinator may pursue enquiries to confirm the potential outcome that the complainant is seeking.
- The respondent will be notified of the nature of the complaint made and will be asked to clarify any explanation given.
- The Course Co-ordinator will provide feedback to the complainant about the respondent's explanation. This may involve a face-to-face interview with the complainant and may require that either or both parties or witnesses provide written comments.
- The complainant and the respondent are allowed to bring a support person to accompany them to such interviews.
- A record of the discussion and the agreed actions will be created by the Course Co-ordinator and shared with the complainant to check for accuracy.
- A written notification to the complainant will be provided by the Course Co-ordinator within twenty (20) business days with the outcome of the formal complaint. This notification must include the reasons for the outcome and any steps taken to resolve the complaint.
- If for some reason the investigation takes longer, the Course Co-ordinator will advise the complainant of this in writing.
- If the formal complaints process results in a decision in favour of the student, the Course Co-ordinator will immediately implement any decision or required corrective action.
- The complainant will be notified in writing of the action taken. The Course Co-ordinator will also advise the complainant about their right to appeal if the complainant feels the grievance remains unresolved after the formal complaints process.

Step 3: Internal appeal

- If the complainant believes the results of the formal complaints process to be unfair or incorrect and is not satisfied with the outcome, they may appeal for a review within twenty (20) business days of receiving the written outcome of their formal complaint.
- An appeal must be made by again completing the Student Complaints and Appeals Form and submitting it to the Student Administration and Support Officers. The form must include relevant facts, additional information and all supporting documents.
- The Student Administration and Support Officers will check that all evidence, additional information and supporting documents are included with the form, notify the student that the appeal has been received and refer the case to the Dean for investigation within five (5) business days of receiving it. Where the Dean is the subject to the complaint, the Chief Executive Officer will appoint a person with the appropriate experience to carry out the investigation.
- The appeal must lay out the grounds for the appeal and supporting evidence must be supplied in addition to any new information that was not previously given in support of the complaint.
- The Dean will have access to all relevant information in order to investigate the appeal. The complainant and the respondent will be entitled to present verbal or written evidence and may bring a support person to accompany them during this process.
- A written notification to the complainant will be provided by the Dean within twenty (20) business days with the outcome of the internal appeal, including the reasons for the outcome.
- If for some reason the investigation of the appeal is taking longer, the Dean will advise the complainant of this in writing.
- If the internal appeal procedure results in a decision in favour of the complainant, the Dean will immediately implement any decision or required corrective action.
- The complainant will be notified in writing of the action taken.
- The Dean will also advise the complainant in writing about their right to appeal if the complainant feels the grievance remains unresolved after the internal appeal process.

Step 4: External appeal

If the complainant believes the outcome of the internal appeal to be unfair or incorrect and is not satisfied with the result, they may lodge an external review or complaint. The complainant has the following options:

A. Resolution Institute

- For a review of the decision, the student may seek, first, *mediation* of the decision through the Resolutions Institute's Student Mediation Scheme and further, if unsuccessful, *expert determination* through the Resolution Institute's Expert Determination Scheme, both at no cost to the student.
- If the mediation is successful to the student's satisfaction, then Australis will complete any actions following resolution within twenty (20) business days. Any delay will be explained to the student and a further time for completion will be provided.

- Failing a satisfactory mediation outcome to the student, they may opt to further pursue expert determination with the Resolution Institute, which can be chosen when the student's dispute is technical or specialised and they want an independent expert to make a decision for them.
- Australis will pay for these processes at no cost to the student and Australis will be bound by the determination made by the Resolution Institute.
- Further details about each process can be found on the website of the Resolution Institute at <https://www.resolution.institute/>

B. Further options

Alternatively to the external appeal processes outlined above, students may consider options for making complaints to a relevant regulator or other body in relation to any complaint about Australis' decision-making or other relevant processes. Some options include, but are not limited to, those outlined in the table below:

Type of complaint	External agency	Contact details
Higher Education Standards, ESOS and National Code compliance	TEQSA	Website: http://www.teqsa.gov.au/complaints
Discrimination, sexual harassment, victimisation, vilification	Australian Human Rights Commission	Website: https://humanrights.gov.au/complaints
	Victorian Equal Opportunity and Human Rights Commission	Website: https://www.humanrights.vic.gov.au/
Privacy breaches, refunds	Victorian Civil and Administrative Tribunal (VCAT)	Website: https://www.vcat.vic.gov.au/
FEE-HELP/HECS-HELP, intellectual property rights, matters relating to competition and consumer legislation	Administrative Appeals Tribunal	Website: https://www.aat.gov.au/
	Australian Competition and Consumer Commission (ACCC)	Website: https://www.accc.gov.au/
Refunds, contracts such as Letter of Offer, terms and conditions of enrolment	Consumer Affairs Victoria	Website: https://www.consumer.vic.gov.au/
Campus safety	Worksafe Victoria	Website: https://www.worksafe.vic.gov.au/

Course Details

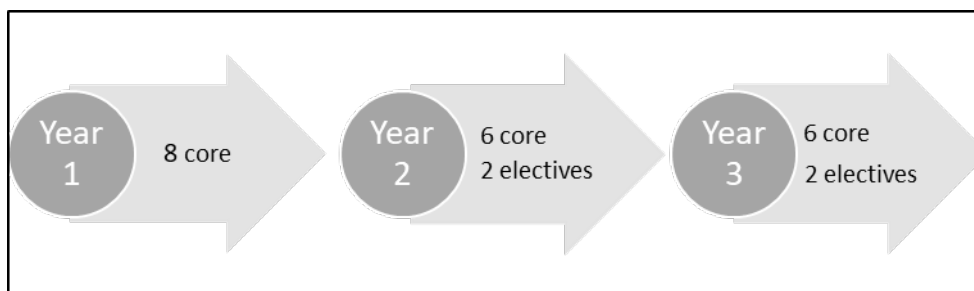
Bachelor of Business (Accounting) – CRICOS Course Code (116856K)

The BBus(Acc) has been carefully designed and developed in consideration of contemporary graduate and industry demands and needs. The characteristics of the BBus(Acc) include all of the qualities of leading accounting-based business degrees and the course is offered in a learning environment that caters for students' individual learning needs.

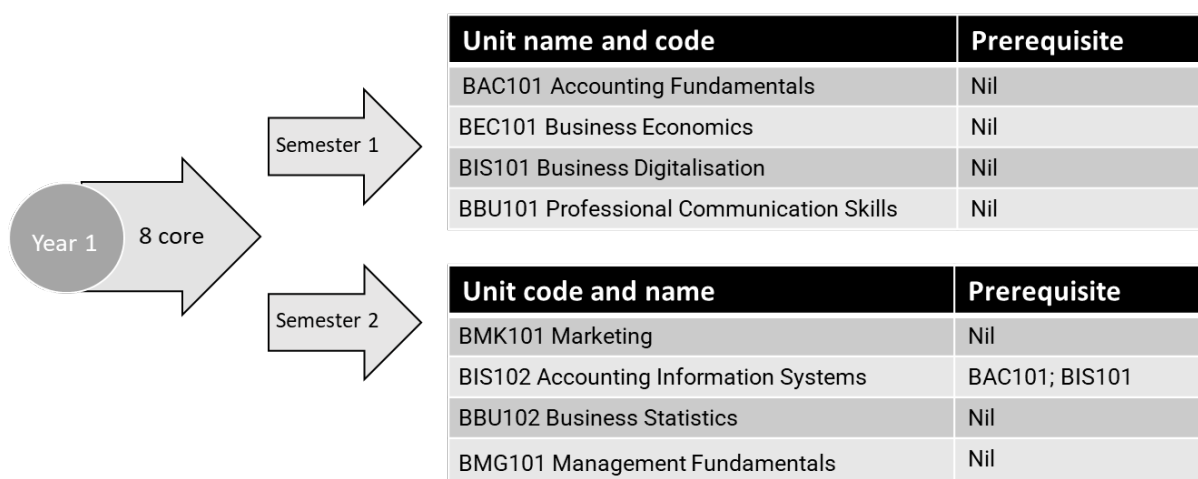
Course Structure

The BBus(Acc) course consists of 24 units (20 core and 4 electives) with each unit carrying a 10 credit point weighting. Successful completion of the course requires students to pass the 20 core units and 4 elective units (total 24 units).

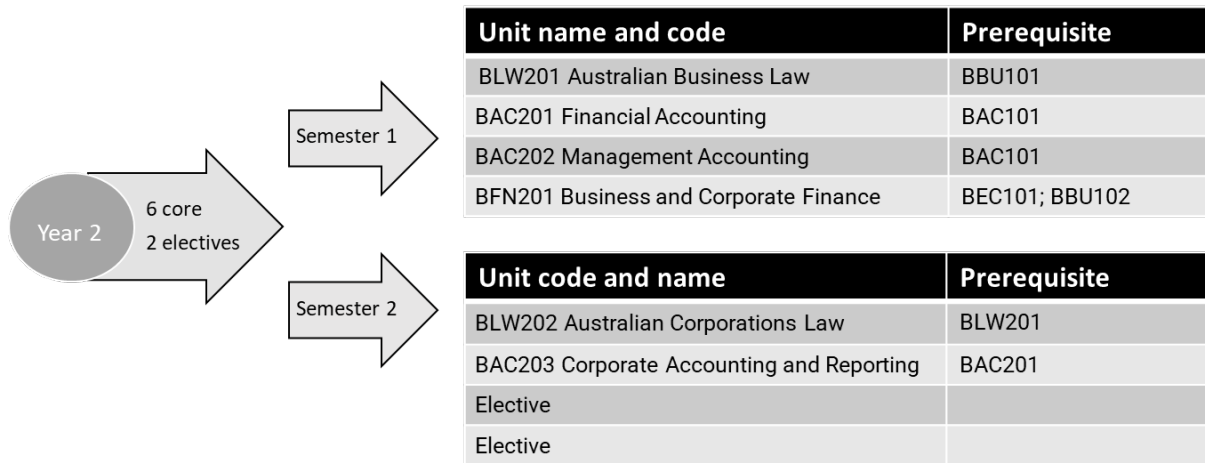
The course structure is summarised in Figure below. Year 1 of the program of study consists of eight core units, Year 2 consists of six core units and two electives, and Year 3 consists of six core units and two electives.



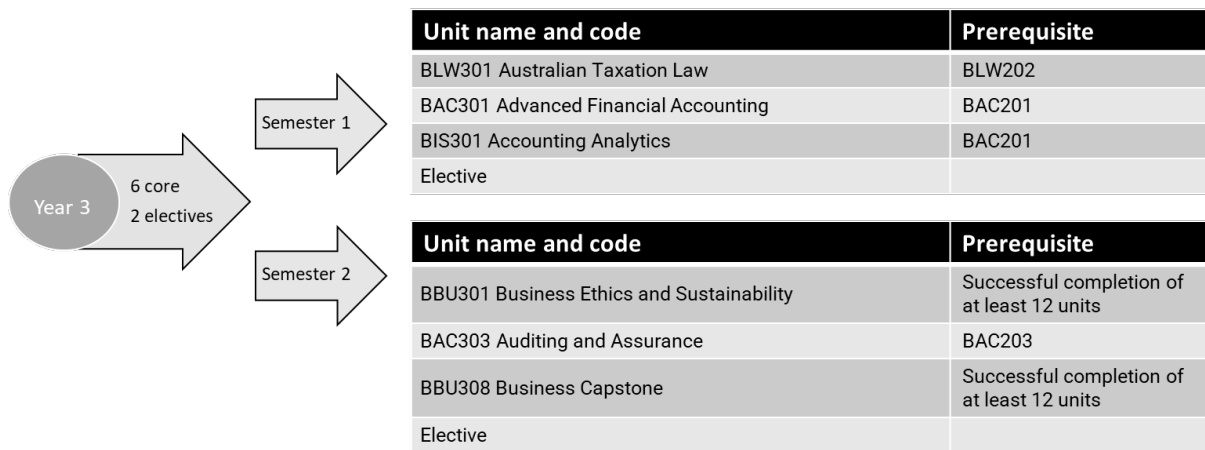
The recommended study pattern and core unit prerequisites are outlined in Figure below, while Table 1 lists the elective units and their prerequisites.



Year 1 units



Year 2 units



Year 3 units

Table 1: Elective units.

Year 2	BIS201 Digital Media and Technologies	BIS101; BMK101
	BMK201 Services Marketing	BMK101
	BMG201 Organisational Behaviour	BMG101
Year 3	BFN301 International Finance	BFN201
	BU302 Business Analytics and Visualisation	Successful completion of 12 units
	BAC302 Advanced Management Accounting	BAC202
	BBU303 Entrepreneurship for Social and Market Impact	Successful completion of 12 units

Course Workload

Australis offers two 13-week semesters per year. Each semester consists of 12 teaching weeks, and one revision/exam week. Academic staff are available for student consultation during the revision/exam week, and they may run revision workshops where there is student demand.

The expected student workload per unit per week is:

	13 teaching weeks	Revision/exam week
Timetabled hours per week	3	
Personal study hours per week	7	10
Total workload hours per week	10	10

Course Duration and Mode of Study

The BBus(Acc) course will be delivered face-to-face at the Australis campus, located on 6/435-437 Sydney Road, Coburg VIC 3058. This applies to both domestic and international students.

The BBus(Acc) course is designed to be completed over three years on a full-time basis or six years on a part-time basis. Please note that international students are required to undertake the course on a full-time study basis, whereas the part-time study option is available only to domestic students.

Assessment

The assessment mix of the BBus(Acc) leans towards invigilated assessment and includes both individual and group work tasks. Assessment methods, including online tests, presentations, case studies and exams, provide students with opportunities to demonstrate their achievement of the ULOs.

The diversity in assessment tasks is evident from the Assessment Mix which shows that on average 38% of assessment in core units is exams, 18% is online tests and 11% is group presentations. In relation to elective units, 19% of assessment marks is derived from exams and 17% is individual essays/reports, while group assessment makes up 23%.

Timing of assessments throughout the semester is important in terms of ensuring students are well prepared for the assessment tasks, providing teaching staff with early feedback on student performance, and motivating students. It is also important to ensure assessments are spread across the semester. All Year 1 units have an assessment task due in or before week 4 and all units have at least one assessment due by week 5.

Although the assessment spread is not even across the semester, the objective is to avoid overloading students in any teaching week.

The assessment configuration of each unit is designed based on the nature of the ULOs. A conscious effort has been made to avoid over-assessment so that students are able to focus on their learning, rather than feeling pressured to submit a multitude of assessment tasks throughout the semester. The majority of units have three assessment tasks, but in some Year 1 units a more continuous approach to assessment is taken.

Important Note

Please be advised that Australis does not commit to securing any migration outcome on your behalf or on behalf of any intending student as a result of undertaking any course offered by Australis.

Additionally, Australis does not guarantee a successful outcome in your educational assessments. Your academic success depends on your own efforts, adherence to course requirements, and engagement with the learning opportunities provided. We encourage all students to focus on their studies and seek guidance from our academic and support staff to maximise their educational experience at Australis.

Course Learning Outcomes (CLOs)

Students who successfully complete the BBus(Acc) will be able to:

1. Demonstrate intercultural awareness so as to function effectively in a professional global workplace.
2. Work effectively in a team environment, both as contributors and as leaders, to deliver outcomes.
3. Apply broad business and accounting knowledge, theories, principles and skills to resolve real-world business issues.
4. Exercise initiative and judgement for resolving issues arising from complex and changing business environments.
5. Use a range of traditional and innovative communication strategies to transmit ideas to both specialist and non-specialist audiences.
6. Utilise contemporary digital technologies to source, analyse and interpret data for data-driven decision-making.

Admissions and Entry Requirements - BBus(Acc)

Domestic student applications

Domestic student applications will be considered if they meet at least one of the following entry requirements – successful completion of:

- the Victorian Certificate of Education (VCA), VCAL or equivalent in their state or territory

- recent higher education study (or at least one semester/trimester of full-time study of a higher education course) at an Australian university or IHE (at AQF Level 7)
- a Vocational Education and Training (VET) award at Certificate IV level or higher at an Australian Registered Training Organisation (or equivalent) or higher education provider; OR
- the International Baccalaureate.

On a case-by-case basis Australis will consider applicants who do not meet any of the above requirements. This may include consideration of recent higher education study results, or VCE or equivalent study scores, and a personal statement outlining the applicant's academic history, desire to study the course and personal circumstances.

Applicants who have work and life experience will also be reviewed on a case-by-case basis for those who are at least 21 years of age and do not have formal qualifications for entry but seek admission on the basis of their educational and skills development through experience and informal study. For further details of how credit and prior learning will be assessed and recognised while ensuring Australis' expectations of student achievement and the integrity of the course are maintained, refer to the *Australis Credit and RPL Policy and Procedure*.

Based on the benchmarking study, the entry criteria for the BBus(Acc) course for domestic students are summarised in Table below.

Table: Entry criteria for the BBus(Acc) course for domestic students.

Applicants with recent secondary education (within the last two years)	Applicants with higher education study	Applicants with vocational education and training (VET) study	Applicants with work and life experience
Evidence of successful completion of Year 12 or equivalent with a minimum ATAR score of 60.00 (Year 12 VCE, VCAL or equivalent certificate)	• Evidence of full or partial completion of an Australian higher education award (or equivalent); or • Evidence of completion of two units of higher education studies; or • Evidence of completion of a bridging or enabling course e.g. a	Evidence of successful completion of a VET Certificate IV or above	• Evidence of work experience • A cover letter that describes skills and knowledge gained through work experience • A resume • Evidence of any qualifications achieved or undertaken; or • Evidence of a Special Tertiary Admissions

	foundation course or equivalent		Test (STAT) minimum score of 130
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Special consideration will be given to applicants from under-represented or disadvantaged backgrounds including Aboriginal and Torres Strait Islander peoples in accordance with the Australis *Equity and Diversity Policy* and the *Aboriginal and Torres Strait Islander Peoples Education Policy*. The Academic Board (or the Dean referring to the Australis *Admission and Student Selection Policy and Procedure*) may determine alternative admission pathways which may include, but are not limited to, special entry schemes that address perceived disadvantage for applicants such as applicants with physical disabilities, applicants from geographically isolated areas, applicants from economically disadvantaged backgrounds and Aboriginal and Torres Strait Islander applicants.

International student applications

International student applications will be considered if they meet at least one of the following entry requirements – successful completion of:

- a formal qualification considered to be equivalent to an Australian Year 12
- recent higher education study (or at least one semester/trimester of full-time study of a higher education course) at an Australian university or IHE (at AQF Level 7)
- a Vocational Education and Training (VET) award at Certificate IV level or higher at an Australian Registered Training Organisation (or equivalent) or IHE; OR
- the International Baccalaureate.

On a case-by-case basis Australis will consider applicants who do not meet any of the above requirements. This may include consideration of recent higher education study results, or VCE or equivalent study scores, and a personal statement outlining the applicant's academic history, desire to study the course and personal circumstances.

Based on the benchmarking study, the academic entry criteria for the BBus(Acc) course for international students are summarised in Table below. International student applicants are required to meet both academic and English language proficiency requirements as listed below.

Table: Entry criteria for the BBus(Acc) course for international students.

Applicants with recent secondary education (within the last two years)	Applicants with higher education study	Applicants with vocational education and training (VET) study	Applicants with work and life experience
Evidence of successful completion of Year 12 or equivalent with a minimum score of 60% or GPA of 3.5	- Evidence of full or partial completion of a higher education award (or equivalent); or - Evidence of completion of two units of higher education studies; or - Evidence of completion of a bridging or enabling course e.g. a foundation course or equivalent	Evidence of successful completion of Certificate IV or above and its equivalent to Australian VET AQF Level 4	- Evidence of work experience - A cover letter that describes skills and knowledge gained through work experience - A resume - Evidence of any qualifications achieved or undertaken; or - Evidence of a Special Tertiary Admissions Test (STAT) minimum score of 130

English language proficiency requirements for international students

International student applicants are required to meet both academic and English language proficiency requirements as listed below.

English language proficiency entry criteria for the BBus(Acc) course for international students.

language proficiency test – Australis BBus(Acc) entry requirements			
IELTS (Academic) Minimum requirements	TOEFL iBT Minimum requirements	CAE Minimum requirements	PTE Minimum requirements
Overall: 6.0 Reading: 5.5 Writing: 5.5	Overall: 60 Reading: 12 Writing: 20	Overall score: 169 No band less than 162	Overall score: 50 No band less than 42

Listening: 5.5	Listening: 12		
Speaking: 5.5	Speaking: 16		

Articulation Pathways

In line with the above entry criteria and the benchmarking study, satisfactory completion of the following courses from any Australian Registered Training Organisation or equivalent overseas qualification will attract credits articulated in the BBus(Acc):

- Diploma of Business (maximum of 80 credit points = 8 units)
- Advanced Diploma of Business (maximum of 120 credit points = 12 units)

The *Credit and RPL Policy and Procedure* details the approach used by Australis to grant students credit and recognition for their previous learning experiences and qualifications. Furthermore, details of which units credits will be granted for will be determined on a case-by-case basis by the Dean, depending on the units of competency completed.

There are currently no exit pathways for the BBus(Acc) course. This will be reviewed after the first year of operations.

Graduate Diploma of Early Childhood Education – CRICOS Course Code (117596F)

The Graduate Diploma of Early Childhood Education (“GDECE”) is a one-year postgraduate program that equips students with the knowledge and skills to become a qualified early childhood teacher. It focuses on educational theory and pedagogical practices, preparing students to positively impact the lives of children and families.

Course Structure

The GDECE course consists of 8 units with each unit carrying a 10-credit point weighting. Professional experience is embedded within two units. Successful completion of the course requires students to pass all 8 units and successfully undertake 60 days of professional experience (PX) in early childhood settings. The course structure and unit prerequisites are summarised in the table below.

Unit Code	Unit Name	Placement	Pre-requisite
ECE501	Early Childhood Curriculum, Pedagogy and Practice	30 days PX 1 = 15 days birth-35 months PX 2 = 15 days 3-5	
ECE502	Foundations of Early Childhood Development and Care		
ECE503	Language, Literacy and Communication		
ECE504	Creativity and Curiosity through the Arts		
ECE505	Family, Culture and Diversity		
ECE506	Health, Wellbeing and Inclusion		
ECE507	Early Childhood Numeracy, Science and Technology		
ECE508	Professionalism and Leadership in Early Childhood	30 days PX 3 = 15 days 3-5 PX 4 = 15 days 4 year old kindergarten	ECE501

The sequencing of units and the designated prerequisites for units are designed so that students build on introductory and intermediate Unit Learning Outcomes (ULOs) to achieve higher level (advanced) learning outcomes in subsequent units.

Course Workload

Australis offers two 13-week semesters per year. Each semester consists of 12 teaching weeks and one final assessment week. The expected student workload per unit per week is:

	12 teaching weeks	Professional Experience
Timetabled hours per week	3	
Personal study hours per week	7	
Total workload hours per week	10	30 days per semester

Course Learning Outcomes (CLOs) - GDECE

Students who successfully complete the Graduate Diploma of Early Childhood Education will be able to:

1. Synthesise evidence-based practices to promote inclusive curriculum, pedagogy and assessment that facilitate and embrace the individual child's curiosity, strengths, developmental needs and identity.
2. Evaluate and integrate teaching and learning approaches that support play-based learning in a dynamic and holistic environment, fostering wellbeing, equity, diversity, and inclusion.
3. Embed responsive and respectful pedagogies and practices to develop equitable learning environments for children and families from a range of cultural and linguistic backgrounds.
4. Apply advanced communication and collaboration skills to build strong and respectful partnerships with stakeholders, including families, colleagues, and communities to support children's wellbeing, learning and development.
5. Critically analyse early childhood education and care contexts, and demonstrate leadership, advocacy, reflection, and the application of evidence-based practices that address contemporary challenges and promote equitable outcomes for all learners.
6. Engage in critical reflective practice to inform ongoing decision making and continuous professional learning, leveraging evidence-based research, knowledge of curriculum frameworks, legislative and policy requirements, and codes of ethics.

Course Duration and Mode of Study

The GDECE course will be delivered face-to-face at the Australis campus, located on 6/435-437 Sydney Road, Coburg VIC 3058. This applies to both domestic and international students.

The GDECE course is designed to be completed over one year on a full-time basis or two years on a part-time basis. Please note that international students are required to undertake the course on a full-time study basis, whereas the part-time study option is available only to domestic students.

Admissions and Entry Requirements - GDECE

Academic Requirements

Students must have achieved at least one of the academic entry requirements set by Australis as outlined below for entry into the Graduate Diploma of Early Childhood Education.

Applicants with higher education study	Applicants with vocational education and training (VET) study
An Australian Bachelor Degree or AQF 7 equivalent course	Diploma of Early Childhood Education and Care (AQF Level 5) plus Evidence of at least two (2) years of recent professional experience in early childhood education and care, in leadership roles within the past four (4) years.

Minimum English Language Requirement

The minimum English-language requirements are specified below for entry into the Graduate Diploma of Early Childhood Education for international students.

English language requirement	Minimum score/duration
International English Language Testing System (IELTS): Academic	Overall 6.5 (minimum sub- score 6.0)
Test of English as a Foreign Language (TOEFL): Paper-Based Test	550 (minimum 4.5 TWE – Test of Written English)
Test of English as a Foreign Language (TOEFL): Internet-Based Test (IBT)	79 (minimum 24 in writing)
Pearson Test of English (PTE)	58 (no skill score <50)

Please note that international students must demonstrate that their English language test was successfully completed within two (2) years of their date of application for admission.

Recognition of Prior Learning and Credit Transfer

Australis recognises prior learning and grants credit for that learning where it is current, relevant and equivalent to the learning required for Australis courses and as per this policy and procedure.

In granting credit, Australis does not compromise the integrity of course learning outcomes, graduate capabilities and qualification outcomes. Students granted credit are not disadvantaged in achieving the course qualification or expected learning outcomes for the course, and the integrity of the course and qualification is strictly maintained.

Types of Credit

Australis awards the following forms of credit:

Specified credit

Specified credit is granted based on prior learning deemed equivalent when considering the learning volume, the learning outcomes, the program of study (including content) and the learning and assessment approaches.

Unspecified credit

Unspecified credit is only granted with elective subjects. It is granted based on prior formal learning deemed to be at the right Australia Qualification Framework (AQF) Level with appropriate volume of learning and assessment strategies. Content must be deemed equivalent to an elective option and still meet the overall course learning outcomes. When approved, unspecified credit is credited against electives within the course and recorded as a credit granted. It cannot be used to meet any prerequisite requirements.

Block credit

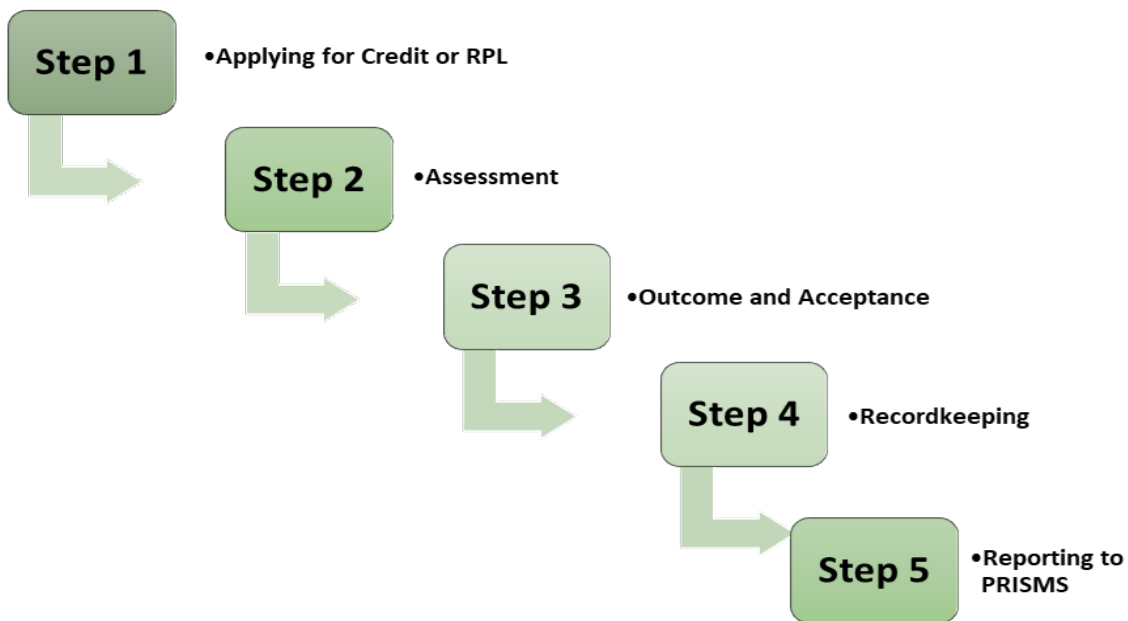
Block credit is granted when a student has completed a formal qualification as part of an approved pathway or formal articulation agreement. The qualification must be equivalent to one offered at Australis. The amount of block credit granted is determined as part of the agreement and will be applied at admission. Block credit exempts a student from completing multiple subjects – usually specified stages or components of a course – and is recorded as credit against each of those subjects. It does not recognise that the student has achieved equivalent subject(s) learning outcomes and cannot be used to meet prerequisite requirements. All block credit arrangements are subject to rigorous quality assurance.

Recognition of prior learning

RPL is a form of credit that results from an assessment of an individual's relevant prior informal learning against subject or course learning outcomes.

When approved, RPL is applied to specified subjects (including electives) within the course and recorded as RPL. It can be used to meet prerequisite requirements.

Procedure for RPL and Credit Transfer Application



For detailed information about Credit and Recognition of Prior Learning, please refer to Australis' Credit and RPL Policy and Procedure available to Australis [website](#).

Academic Progress (At-Risk and Unsatisfactory Course Progress)

Students' academic progress through their course of study will be monitored and reported to the Academic Board (AB).

The following academic progression will be monitored at Australis:

- The student has attended compulsory learning and assessment components of a unit of study
- The student has passed the number of Australis-specified units of study for the particular course according to the enrolment status of the student
- The student has passed any Australis-specified compulsory unit(s) of study or other professional experience
- The student has failed units of study for which the student is enrolled in their award course
- The GPA of the student
- The student has not complied with Australis policies and procedures
- The student has over-enrolment
- The student has significant variations in academic performance
- The timeframe of the student to complete the course; students are expected to complete a bachelor degree (AQF Level 7) within the maximum of six (6) years and the normal volume of learning is three–four (3–4) years full time
- The student has failed to achieve the required English proficiency for their course of study
- Other requirements of academic progression specific to the course

Academic and professional staff have mechanisms in place to monitor and identify students experiencing difficulties in completing academic requirements. Support and advice will be provided as soon as possible to help students to complete their courses of study.

Students At-Risk

A student is at risk of not fulfilling academic progression requirements if any of the following apply:

- The student has failed to achieve at least a pass grade in fifty per cent (50%) of their enrolled study load during their course of study.
- The student has failed to fulfil any additional requirements of progression specific to their course.
- The speed of the student's academic progress indicates that they will not be able to complete their course within the maximum course duration or by the course end date specified in the Confirmation of Enrolment of an international student.
- The student has previously been excluded for unsatisfactory progress.
- The student has failed a unit for the second time.

Students considered to be at risk will be offered intervention strategies specific to their academic needs. It is the student's responsibility to act on the intervention strategies to ensure continued success in their course of study.

Unsatisfactory Student Progress

Australis strongly encourages students to attend and participate in at least eighty per cent (80%) of classes of a unit of study to maximise their chances of success. Australis will monitor student attendance and participation, and will take intervention measures where student progress is unsatisfactory.

The academic progress of a student will be considered unsatisfactory if any of the following apply:

- The student has been at risk of non-progression for two (2) or more consecutive semesters (as listed in Section 6 above).
- The student has failed to satisfy a condition that Australis has imposed for reversing an earlier decision that the student's academic progress was unsatisfactory.
- The student has failed to complete their course of study within the maximum course duration or by the course end date specified in the Confirmation of Enrolment of an international student.
- The student has failed to fulfill any additional progression requirements specific to their course.

Students with unsatisfactory academic progression may be excluded from their course of study. The AB will assess each student's progress on a case-by-case basis to decide if they are to be excluded from their course of study.

Academic Integrity and Misconduct

Australis espouses the view that academic integrity depends critically on honesty in all scholarly work. Australis expects its students and its staff to carry out their academic activity in an honest and ethical manner, and to recognise the work of others appropriately in relation to all of their scholarly tasks.

Academic integrity is integral to curricular design at Australis. The curriculum will promote the importance of academic integrity by providing students with opportunities to develop the skills and understanding they need to meet the expectations. Assessments will be designed to minimise opportunities for plagiarism, collusion and cheating.

Plagiarism

Plagiarism is defined as presenting the ideas or work of another person (or persons) as the student's own. Plagiarised material may be in the form of writing, in electronic form or image-based and may be presented in written, oral, image-based or graphical format. This may also include the student resubmitting their own genuine work for a different assessment task.

Typical types of plagiarism include:

- summarising, copying directly or rewriting the work of another person (or persons) without proper acknowledgement of the source (the requirements of this acknowledgement will depend on the specific field of study)
- developing or using an idea, theory or hypothesis from the work of another person (or person) without proper acknowledgement of the source
- presenting the work of other people as the student's own work
- copying non-textual materials, for example, figures, charts, music scores, audiovisual resources, artwork, graphics, blueprints etc., and presenting them as the student's own work
- using another person's (or persons') investigation results as the student's own and/or without proper acknowledgement of the source

Collusion

Collusion is defined as an agreement between a student and another person to present academic work outside requirements in a deceptive manner, for example, two or more people working on an assignment intended to be carried out alone. It is acceptable (and not collusion) to ask for help or give help to others by discussing ideas, approaches and strategies in relation to a specific academic task. However, it is not acceptable to submit academic work as a student's own individual effort when it has not been conducted independently. A group work task must be undertaken according to the particular instructions given for that task.

Cheating in Examinations or Tests

Cheating is defined as any action (or attempted action) by a student that might provide them with an unfair advantage in an exam or test. Forms of cheating include:

- bringing materials that are not permitted to an exam or test
- accessing unauthorised notes on paper, in digital form or on another object (including the student's body) during an exam or test
- having unapproved communication with other students via speech or electronic methods during an exam or test

Contract Cheating

Contract cheating is defined as a student making use of a third party, for example, a commercial essay-writing service, an editing service, a private tutor, family members, friends or other students, to carry out academic work for assessment on their behalf.

Other Forms of Academic Misconduct

Other forms of academic misconduct include, but are not limited to:

- using artificial intelligence tools (such as ChatGPT) unless it is explicitly allowed
- providing or selling the student's own work to another person, company or website for copying or other use
- misrepresenting, exaggerating, falsifying or fabricating data for the purposes of assessment
- buying, or accessing via other methods, material for assessment purposes from other persons, companies or online services and/or tools
- colluding or working with others on an assessment task when collaboration is not authorised in the instructions for that assessment task
- giving or taking a bribe (such as money or a favour), for example, for admission to a course or a higher grade
- misrepresenting, exaggerating, falsifying or fabricating information in relation to student identity

For further details please refer to the Academic Integrity and Misconduct Policy and Procedure.

Tuition and Non-Tuition Fees

Tuition Fees (International Students)

Bachelor of Business (Accounting) (Course CRICOS Code: 116856K)

Fee type	Description	Amount AUD
Unit fee	Fee per unit	\$2,200
Semester fee	Fee for a standard semester that contains 4 units	\$8,800
Annual fee	Fee for a standard year that contains 8 units	\$17,600
Total tuition fee	Fee for the entire course that contains 24 units	\$52,800

Graduate Diploma of Early Childhood Education (Course CRICOS Code: 117596F)

Fee type	Description	Amount AUD
Unit fee	Fee per unit	\$3,500
Semester fee	Fee for a standard semester that contains 4 units	\$14,000
Total tuition fee	Fee for the entire course that contains 8 units	\$28,000

Non-Tuition Fees (International and Domestic Students)

Fee Type	Description	Refundable?	Amount (AUD)
Application Fee	Charged to assess and process an application for admission into a Course.	No	\$250
Late Payment Fee	Charged when a student fails to pay Tuition Fees by the due date specified in the Written Agreement.	No	\$200
Graduation Ceremony Fee	Charged to students who elect to participate in a formal graduation ceremony.	No	\$100
Reissue of Transcript	Charged when a student requests a replacement Statement of Attainment or academic transcript.	No	\$25
Replacement Testamur	Charged when a student requests a replacement testamur due to loss or damage.	No	\$50

Fee Type	Description	Refundable?	Amount (AUD)
Reissue of CoE	Charged when a student requests a new or revised Confirmation of Enrolment (CoE) outside the standard process.	No	\$50
Change of Course Fee	Charged when a student requests and is approved to transfer to a different Course within Australis.	No	\$100
Deferral Fee	Charged when a student requests to defer their Course commencement.	No	\$100
Reassessment Fee	Charged when a student applies for a third or subsequent attempt at assessment.	No	\$150 per unit
Replacement Equipment / Books	Charged when a student requests replacement for equipment or books that have been lost, misused, or damaged.	No	At cost
Photocopying and Printing Fee	Printing and copying through the student PaperCut account.	No	A4 B&W 10c/page; A4 colour 70c/page; A3 B&W 30c/page; A3 colour \$1.50/page
Credit Card Surcharge	Applied to payments made by credit card.	No	As per rate charged by bank
Courier Fee	Charged when a student requests documents to be sent by courier.	No	At cost (varies by destination)
OSHC Processing Fee	Charged when Australis arranges Overseas Student Health Cover (OSHC) on the student's behalf.	No	\$50
Administrative Re-enrolment Fee	Charged when a student who previously withdrew seeks to re-enrol in a Course.	No	\$100

Withdrawal and Refunds

At Australis, we understand that sometimes your circumstances may change, and you may need to withdraw from a course or unit. It is important to be aware that your eligibility for a refund depends on when you withdraw and the reason for your withdrawal.

If you are considering withdrawing, please make sure to:

- Submit a formal withdrawal request using the correct form
- Include any necessary supporting documents
- Check whether you may be eligible for a refund of tuition fees

Refunds are generally not available after the course has started, unless there are compassionate or compelling circumstances (such as serious illness, bereavement, or traumatic events), which must be supported by evidence. Even then, refunds are not guaranteed and are assessed on a case-by-case basis.

All refund requests must be submitted in writing and will be processed according to our timelines and procedures. Refunds are usually paid to the original payer unless you provide written authorisation for payment to someone else.

For full details, including timeframes, required documentation, and how refunds are calculated, please refer to the following documents available on our website or through Student Services:

- Fees, Refunds and Withdrawals Policy and Procedure for International Students
- Student Enrolment and Enrolment Variation Policy and Procedure
- Student Complaints and Appeals Policy and Procedure
- Refund Application Form

If you are unsure about your visa status or other implications, we strongly recommend speaking with Student Services or a registered migration agent before making a decision.

Unique Student Identifier (USI) in higher education

Domestic Students

From 1 January 2023, all higher education students, including those who commenced prior to 2021, must have a USI to:

- be eligible for a Commonwealth supported place (CSP) and Commonwealth financial assistance (HECS-HELP, FEE-HELP, OS-HELP, SA-HELP)
- to graduate and receive their award.

International Students

International students who commenced study after 1 January 2023 and will complete all or some of their studies in Australia, must have a USI unless granted an exemption.

International students do not require a USI if they completed all their study outside of Australia.

International higher education students are automatically exempt from needing a USI if they commenced their study before 1 January 2023 and are not in Australia to receive their award.

Apply for USI

Please to the link below to apply for the USI.

[Get a USI | Unique Student Identifier](#)

Information and Support

For further information about USI, please refer to [Home page | Unique Student Identifier \(usi.gov.au\)](#).

If you have any questions or need support applying for USI, please contact Australis Administration Team.

Equity and Diversity

Australis' equity and diversity principles include:

- cultural diversity and inclusion of peoples from all parts of the world contributing to the richness of the learning and teaching environment
- an inclusive environment free from discrimination and inequity where everyone is treated with fairness, respect and dignity
- commitment to accessibility and flexibility for all people including those with learning needs, disability or needs for mobility assistance
- support of those who have been educationally disadvantaged including women, people from culturally and linguistically diverse backgrounds, people with disability, LGBTIQ+ people and Aboriginal and Torres Strait Islander peoples

Australis is committed to providing an environment that is equitable and safe for all staff, students and clients, and that complies with state and national legislation. Australis will uphold principles of equity for all students and staff, and will create opportunities for diverse student groups to have access to and succeed in their studies, through promoting good relations among and between staff and students, as well as creating conditions which contribute to everyone reaching their full potential.

Australis is committed to creating a work environment that attracts, retains and fully engages diverse talents, leading to enhanced innovation and creativity, by treating each job applicant and each progression or promotion decision at Australis fairly and appropriately. Australis promotes and supports a diverse workforce at all levels of the organisation by ensuring that no member of staff receives less favourable treatment on the basis of race, gender, gender identity, sex or sexual orientation, age, marital status, religion or belief, disability, reassignment or pregnancy and maternity.

Australis will monitor and ensure that student admission and recruitment processes and practices are fair, transparent, consistent and free from bias (see the Admission and Student Selection Policy and Procedure). Australis will expand its student profile to become more diverse and provide support to students from under-represented and disadvantaged groups in order to facilitate academic success through equal opportunity. Students will be encouraged and supported to exercise their rights and responsibilities in relation to equity and diversity (see the Student Welfare, Wellbeing and Support Policy and Procedure).

For further information, please refer to Australis' *Equity and Diversity Policy*.

Support for Aboriginal and Torres Strait Islander Peoples

The Australis management and staff have willingly accepted the responsibility of providing access and support to Australia's Aboriginal and Torres Strait Islander peoples. Australis is dedicated to realising educational objectives for Indigenous Australians and supports the principle of parity for Indigenous Australians. Australis demonstrates its dedication to fostering a learning environment that is free of discrimination and harassment towards Aboriginal and Torres Strait Islander individuals, as outlined in the *Bullying, Discrimination, and Harassment Prevention and Management Policy and Procedure*. Australis supports the equity and diversity of all its staff and students (refer to the Equity and Diversity Policy).

Australis is dedicated to enhancing the educational experience of Aboriginal and Torres Strait Islander individuals by acknowledging the importance of innovative and adaptable approaches. To this end, the organisation has pledged to provide additional resources for supporting Indigenous education as required, as outlined in the Student Welfare, Wellbeing and Support Policy and Procedure. Australis will, where appropriate and practical, seek advice from experts in culturally appropriate education and administration, and provide staff training and support (refer to the Recruitment and Selection Policy and Procedure).

For further detailed information, please refer to Australis' *Aboriginal and Torres Strait Islander Peoples Education Policy* on the Australis [website](#).

Freedom of Information (FOI)

Australis recognises and values the right to freedom of intellectual inquiry as central to its endeavours in scholarship, teaching and research, and is committed to the promotion and protection of this freedom within Australis.

Australis supports the right of its scholars to engage in critical inquiry and robust and unfettered critical debate. Academic staff members, as employees of Australis, have the following rights:

- to pursue critical and open inquiry within an environment of academic freedom and to publish their results without undue restriction but subject to scholarly standards and legal requirement
- to participate in public debates and to express opinions about issues and ideas related to their academic and professional areas about higher education issues as they affect Australis and about higher education issues more generally
- to participate in professional and representative bodies without fear of harassment or intimidation
- to teach, promote learning, assess and develop curricula
- to engage in community services without fear of harassment, intimidation or unfair treatment

Academic staff members have the right to express unpopular or controversial views, but this does not mean that they have a right to harass, vilify or intimidate. These rights are linked to the responsibilities of staff to support the role of Australis as a place of academic freedom, independent learning and thought where ideas may be put forward and opinions expressed freely.

Academic staff have a duty and obligation to act responsibly and in good faith in the exercise of the right to freedom of intellectual inquiry. Academic staff must exercise professional care and competence in the conduct of teaching and research, subject academic work to the critical scrutiny of others, consider the impact that their work may have on others and not impinge on the ability of others to engage freely in teaching and learning, research and academic debate.

Freedom of intellectual inquiry is not a defence for acting unlawfully or for poor behaviour or disrespectful treatment of others and, in their exercise of freedom of intellectual inquiry, academic staff will always observe the Code of Conduct.

By recognising, promoting and supporting the right to freedom of intellectual inquiry, Australis does not imply endorsement of views expressed by academic staff. Any views expressed by an individual academic staff member are the views of that academic staff member even though an affiliation with Australis is indicated. Views on behalf of Australis can only be expressed by designated Australis spokespersons and members of the Australis Executive because of the position they hold or by other Australis staff if specifically authorised to do so.

For further information regarding FOI, please refer to Australis' Freedom of Intellectual Inquiry Policy.

Facilities and Resources

Australis' campus is currently located at 6/435-437 Sydney Road, Coburg VIC 3058. Australis premises provide a teaching and learning environment that is appropriately equipped and designed to support the range of courses and student support services offered.

Australis ensures that students are secure and have access to facilities which support their learning, and that Australis premises comply with all relevant regulations and legislation.

The facilities available at this campus are:

- classrooms for face-to-face teaching
- classrooms with tables and chairs for students
- classrooms equipped with projectors, whiteboards and screens
- computer laboratory
- meeting rooms
- offices for staff
- printed learning resources
- kitchen for students and staff
- water fountains
- toilets

Australis has will ensure that it has adequate ICT infrastructure and software to support student learning in its courses of study, including a website with current content. Australis will also, and ensures that students and staff have timely and ready access to online information and resources such as the electronic learning management system.

The following facilities, resources and ICT infrastructure are provided by Australis for its staff and students:

- access to computers and necessary software, including Microsoft Office for all students once enrolled
- a printer facility with a monthly limit
- a Learning Management System via Moodle
- access to digital subscriptions for textbooks and other learning materials
- library resources both on campus and online

Information for International Students

Visa to Study and Stay in Australia

Student visa (subclass 500)

The Student visa allows you to stay in Australia to study full-time in a recognised education institution. To apply for this visa you must first apply and be accepted to study in a registered full-time course at an educational institution in Australia.

If you are under 18 there are additional requirements. Check the Student Visa page on the Department of Home Affairs website.

Student Guardian visa (subclass 590)

Students under 18 who apply to study in Australia may also have a guardian. If you are the guardian of a international student under 18 who is here on a Student visa you may be able to apply for a Student Guardian visa.

Find out more on the Student Guardian visa page on the Department of Home Affairs website.

Training visa (subclass 407)

This visa allows you to do workplace-based training to enhance your skills in your current occupation, area of tertiary study or field of expertise.

Find out more on the Training visa page on the Department of Home Affairs website.

Staying in Australia after you graduate

If you have finished your studies and want to stay in Australia temporarily to work, you may be able to apply for a Temporary Graduate visa (subclass 485).

To stay in Australia for longer, you may need a working visa.

Find out more on the Post study work arrangements page on the Department of Home Affairs website.

Note: The above information is derived from the Study Melbourne Website: <https://www.studymelbourne.vic.gov.au/visa-information/apply-student-visa>.

Student arrivals checklist

Before you Leave for Victoria, Australia

- Ensure your passport and student visa are valid
Australian Department of Home Affairs | [Preparing to travel to Australia from overseas checklist](#)
- Check what you can bring into Australia in your luggage
 - Australian Border Force | [Can you bring it in](#)
 - Department of Agriculture, Water and the Environment | [Studying in Australia](#)
- Check your internet and mobile phone access
 - You will need access to wifi or phone data to receive your COVID-19 test results in Victoria
 - Activate global roaming on your mobile phone for at least four days or set up an Australian mobile phone number
 - Pack a universal travel plug or adaptor
- Arrange your accommodation
 - Study Melbourne | [Living and accommodation](#)
 - You can order food and supplies online to be delivered to your accommodation.

When you Arrive in Victoria, Australia

- Transport from the airport
 - Melbourne Airport | [Ground transport options](#)
 - Ask your Australis if you need assistance with transport from the airport.
- You are strongly recommended to get a COVID-19 PCR test, or a rapid antigen test, within 24 hours after arrival
 - Coronavirus Victoria | [Information for overseas travellers](#)
 - Coronavirus Victoria | [Where to get tested](#)
- Enjoy student life in Melbourne and Victoria!
Stay in touch with Study Melbourne through social media and our monthly student newsletter for helpful information and ideas.
<https://www.studymelbourne.vic.gov.au/contact-study-melbourne>

Note: The Student arrivals checklist information is derived from the Student Melbourne Website <https://www.studymelbourne.vic.gov.au/student-arrivals>.

Australis commits to provide current and updated information to all its international students. If a student has any questions or need support, please email admin@australis.vic.edu.au.

Overseas Student Health Cover for international students

International students must obtain and maintain Overseas Student Health Cover (OSHC) throughout their academic pursuit and stay in Australia. To obtain or extend their student visa, it is mandatory for them to provide evidence of Overseas Student Health Cover (OSHC). Students arrange their own OSHC and proof of OSHC is required on acceptance of their offer.

You can find the right OSHC provider using PrivateHealth.gov.au website [Overseas Student Health Cover \(privatehealth.gov.au\)](https://www.privatehealth.gov.au/overseas-student-health-cover).

Education Services for Overseas Students (ESOS) Framework

The Australian Government, through the Department of Education, administers the Education Services for Overseas Students Act 2000 (ESOS Act) and its associated instruments. The ESOS Act sets out the legal framework governing delivery of education to international students in Australia on a student visa. The ESOS legislative framework consists of the:

- [ESOS Act](#)
- [Education Services for Overseas Students Regulations](#)
- [Education Services for Overseas Students \(Registration Charges\) Act](#)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
- [National Standards for Foundation Programs](#)
- [ELICOS National Standards](#)

The Department of Education has released a factsheet for international students containing important information about their rights and responsibilities while studying in Australia. You can access this factsheet by [clicking here](#).

Accommodation and Living Costs

Besides your course fees, there are other costs associated with studying abroad which you should be prepared for when deciding to come to Australia.

There are a few factors which can impact your cost of living, including whether you live in a metropolitan city like Melbourne or a regional city like Bendigo, your accommodation type, how many times a week you eat at restaurants/cafes and your preferred mode of transportation.

As a general guide, the Australian Government advises all applicants for student visas to allow an estimated AU\$24,505 per year for living expenses. However, this amount may change depending on your accommodation and lifestyle preferences.

Estimated accommodation costs

Depending on the style of accommodation you choose and whether you're living in metropolitan Melbourne or regional Victoria, whether you live in on-campus accommodation, living with a homestay family, renting accommodation privately on your own or sharing with others – the amount you need to pay will differ.

There's a range of options for every budget, starting from around AU\$140 per week to upwards of AU\$500 per week. Some popular accommodation styles are:

- Shared rental: AU\$180 to AU\$400 per week
- On campus: AU\$140 to AU\$322 per week
- Private rental: AU\$240 to AU\$500 per week
- Homestay: AU\$260 to AU\$395 per week

Other living expenses

Things that can drastically impact your cost of living include how many times per week you eat at restaurants or cafes, taking public transport instead of driving, how regularly you go food shopping and how often you eat takeaway, whether you live alone or with other people, and your internet and phone plan.

- Groceries and eating out: AU\$80 to AU\$250 per week
- Gas and electricity: AU\$35 to AU\$70 per week
- Phone and Internet: AU\$25 to AU\$50 per week
- Public transport: AU\$15 to AU\$46 per week
- Entertainment: AU\$30 to AU\$150 per week
- Overseas Health Care (OSHC): AU\$20 to AU\$30 per week

For a detailed breakdown of living costs, visit [Study Melbourne's cost of living in Victoria webpage](#).

Cost of Living Calculator

Study Melbourne provide a [Cost of Living Calculator](#) that helps you to estimate the costs for your lifestyle in Victoria.

The Calculator allows you to compare the costs of accommodation arrangements, transportation options, entertainment activities and more.

You may also want to use the [Moneysmart Budget planner](#).

Types of accommodation

Short-term accommodation

Many international students stay in short-term accommodation while they become familiar with their new city and meet potential housemates, including hotels, hostels and other temporary options. Your education provider in Australia for help may be able to offer advice and support in finding appropriate accommodation.

Renting a house or apartment

You can rent or 'lease' a property by yourself or with friends. This can be done through a real estate agent or privately (renting directly from a landlord/owner).

It is common for international students to live with other students in order to make living costs more affordable. There are often rental and share house options posted on boards at your education institution or at sharehouse websites such as [Flatmate Finders](#) or [Flatmates.com.au](#).

If you rent a house or apartment, you will need to pay a security deposit or '[bond](#)' (which is usually equivalent to four weeks' rent). You will also need to pay some rent in advance (usually to cover the first four weeks of your tenancy). This money is held by the relevant state government department in every Australian state or territory.

It is important for you to know your rights before you start looking for a rental or sharehouse. For more information on renting, visit our blog post, [Accommodation tips: How to find the right house and housemates for you](#).

Managed student accommodation

Managed (or 'purpose-built') student accommodation are residences designed and built specifically for students. The options range from private studio apartments to shared rooms with communal areas, activities and facilities.

These residences are usually located close to major education providers or near public transport. Bills such as electricity and internet are generally included in the advertised rental cost, so the cost of living should not change much from month to month.

For a list of accredited managed student accommodation, visit the NPAS website.

Residential colleges

Residential colleges are usually located on university campuses, with managed accommodation and facilities just for enrolled students.

Many residential colleges are fully catered, with up to three meals provided each day. These colleges aim to foster a sense of community by offering student and academic support services, sports and cultural programs, and leadership development opportunities.

For more information, search your education provider's website and contact the provider's housing office.

Homestay

Homestay involves living with a local family in their home. This can be a good option for younger students who can enjoy all the comforts of a family home, while getting to spend time with their host family, often with meals and cleaning provided.

Education agents can help to make these arrangements, or you can contact homestay providers directly. Some independent businesses in Australia support homestay arrangements, but you will need to conduct your own research into these services and make your own arrangements. Some examples include:

- [Global Experience](#)
- [Homestay Australia](#)
- [Homestay Network](#)
- [International Homestay Agency](#)
- [Student Accommodation Services](#)
- [Study Vision](#)

When choosing a homestay company, please ensure it offers accommodation that complies with the [Australian Government Schools International \(AGSI\) Homestay Standards](#).

Legal protection

Your legal obligations include:

- paying for your accommodation on time, and
- cleaning and looking after the property (including garden and pool if you have them).

Your legal rights include:

- feeling secure in your property, and
- that your accommodation is well maintained with working electricity and water.

If you have an issue with your accommodation, try to resolve the problem directly with your real estate agent, landlord or accommodation manager. Find out more in this [Study Australia blog post](#).

If you are unable to resolve the issue directly, there are organisations such as tenants' unions and consumer advocates that can help. Visit [Tenants Victoria](#) and [Consumer Affairs Victoria](#) for more information.

Enrolment Variation

Enrolment Deferral

A request for deferral may be made at any time and for up to twelve (12) months. Applicants and students who defer their enrolment are subject to the policies, fee rates, and other arrangements in effect at the time they resume their studies.

Domestic students may request deferral of their studies if they have a valid reason. According to the Education Services for Overseas Students Act (2000) (ESOS Act) and Standard 9 of the National Code, enrolment deferral for international students is only permitted in cases of compassionate, compelling circumstances beyond the student's control that have an impact on the student's academic progress or wellbeing.

These compassionate, compelling circumstances may include the following:

- where a medical certificate validates a student's inability to attend classes for an extended period due to injury, pregnancy or serious illness
- where a death certificate is provided for bereavement with close family members such as grandparents, parents or siblings
- a traumatic experience, which may include witnessing of or involvement in a serious accident or being a victim or witness to of a serious crime
- an unforeseen event such as a natural calamity or political turmoil in their country of origin, necessitating urgent travel arrangements

International students intending to defer study without being able to justify compassionate or compelling circumstances must withdraw and reapply for enrolment when they are capable of resuming their studies.

Enrolment Cancellation

Once a student cancels their enrolment in a course or transfers to another institution, they will be deemed to be no longer enrolled at Australis. A student wanting to cancel their enrolment must notify the Course Co-ordinator in writing by the Friday of week 2 of semester commencement.

Australis reserves the right to cancel an enrolment in the case of misconduct or lack of progress or attendance requirements or if the student has failed to pay course fees by the relevant date (refer to the Student Fees and Refund Policy and Procedure).

Transfer to Australis from another provider

Students intending to transfer to another provider before the completion of six (6) months of study with Australis must notify Australis in writing, along with any supporting

documentation, which must include a valid enrolment offer from another registered provider.

Transfer requests of international students will be processed within ten (10) working days from the date of submission and assessed individually based on the circumstances of the student and whether the transfer will be in the best interests of the student.

Approval to transfer to another provider does not indicate agreement to provide any refund. Refunds are administered under the Student Fees and Refund Policy and Procedure independent of this policy and procedure. The details of the application to transfer and the outcome of the application will be recorded and kept in the student's file.

International student transfer requests within completion of six (6) months of study and possible granting of a release in PRISMS will be considered under the following circumstances:

- Australis is unable to deliver the course as outlined in the written agreement.
- The student's sensible expectations about their current course are not being met.
- Compassionate or compelling circumstances are evident.
- The student was misled by Australis or an education agent regarding Australis or its course and the course is therefore incompatible and does not meet the student's study objectives.
- Australis will report the student because they have failed to achieve satisfactory progress after engaging in an intervention strategy to support the student as outlined in the Student Academic Progression, Monitoring and Intervention Policy and Procedure.
- An internal or external appeal on another proceeding has resulted in a decision to release the student from Australis.

International student transfer requests within six (6) months of completion of study will not be granted under the following circumstances:

- The student has not completed the first four (4) weeks of the course in which they are enrolled; or
- Australis forms the view that the student is trying to avoid being reported to the Department of Home Affairs as a result of their failure to meet academic progress requirements; or
- the transfer will be harmful to the student's future study, welfare or career objectives; or
- the student applies for a transfer from a course provided by Australis to a course provided by another registered provider and Australis considers the other course to be the same, similar or equivalent; or
- the student has not accessed Australis' student support or welfare services after having been requested to do so; or
- the documents provided by the student do not adequately support the grounds upon which the transfer is requested; or
- the student has outstanding debts to Australis.

Transfer to Australis from another provider

International students may be approved to transfer to Australis in the following cases:

- If the student has completed more than six (6) months of their principal course of study, the application will proceed as per the usual admissions process (refer to Admission and Student Selection Policy and Procedure).
- If the student has not completed six (6) months of their principal course of study, they are advised to provide evidence of release from their original provider to support their transfer application.

To support their application, the student can be provided with a Conditional Letter of Offer clearly stating that the offer of a place is conditional upon acquiring evidence of a release.

The application process will be discontinued if no satisfactory evidence of release is obtained and the student will be notified that they are unable to transfer at this time.

For further information regarding Australis' procedure to assess such requests, please refer to Australis' International Student Transfer Between Registered Provider Policy and Procedure.

AQF Qualification

The Australis confers a degree upon students who have fulfilled all the necessary criteria of their enrolled course. It is imperative for students to fulfil all the specified requirements within the designated time frame. It is crucial that students exhibit their acquired knowledge and skills that align with the educational discipline and the level of degree conferred.

Australis arranges at least one graduation ceremony every year at which the Testamur and Statement of Academic Record are conferred upon qualifying students either in person or in absentia (by mail).

For more information, please refer to Australis' *Academic Documentation and Graduation Policy and Procedure*, available on Australis' [website](#).

Code of Conduct

All students at Australis have the following responsibilities as conditions of their enrolment:

- becoming familiar with and abiding by all relevant School policies and rules
- keeping their contact details updated
- reading all email sent to their Australis-provided email address
- identifying themselves truthfully when asked by a staff member fulfilling their duties
- meeting their financial commitment to Australis

Academic Integrity

Students are expected by Australis to:

- behave with honesty and in accordance with Australis policy
- refrain from plagiarism and all other forms of academic misconduct
- behave in a manner beneficial to the School's proper functioning, recognising that the pursuit of academic excellence is its primary function
- participate actively and fully in their learning process
- attend all teaching/learning activities that are scheduled for them
- submit all assessment tasks by due dates/times, except where there are unexpected and/or extenuating circumstances (see the Assessment Policy and Procedure)
- behave in an ethical manner and refrain from action that could unfairly advantage (or disadvantage) either themselves or other students
- conform to the conventions of ethical academic scholarship, in particular ensuring the correct usage and attribution of all copyright materials
- ensure all of their academic activity is undertaken in a safe manner and refrain from placing others in danger
- become familiar with the resources provided or recommended by Australis for undertaking their studies appropriately – importantly, this includes resources to assist in avoiding plagiarism
- refrain from behaving in any way that affects others' reasonable freedom to carry out their study, work or research, or to participate in the Australis community.

Equity, Respect and Safety

Students are expected to:

- act towards all Australis staff, students and visitors in a tolerant, respectful and courteous manner – this includes locations off campus, online and also within the local neighbourhood, all places where student behaviour will be linked to the School
- respect others' right to equitable treatment and refrain from all forms of discrimination, harassment and bullying, which are unlawful

- respect others' right to express their political, religious and other viewpoints in a lawful way
- refrain from behaving in a way that might be experienced as threatening or intimidating, or might cause anyone to be afraid for their personal security or wellbeing, including any form of sexual harassment
- refrain from deliberate, reckless or negligent behaviour that puts anyone's life, health and/or safety at risk of harm at an Australis venue or in relation to School activities
- refrain from behaviour that might disrupt any teaching, learning or other academic activity at Australis or any cultural, social, political or sports activity conducted by the School or with authorisation to be conducted on campus
- refrain from any type of physical violence that has the potential to cause serious personal injury to any person
- refrain from using, selling and possessing illegal drugs and banned alcoholic beverages on Australis premises
- refrain from participating in any Australis learning activity while under the influence of alcohol and/or illegal drugs
- follow any reasonable instruction or request from a staff member where it promotes safety, order and adherence to Australis policy.

Australis Resources and Reputation

Students are expected to:

- use and take care of all Australis resources, including buildings, equipment and grounds, as well as Library and information and communication technology (ICT) resources, in a manner that is both lawful and ethical, remaining aware of the need to share resources with all members of the Australis academic community
- refrain from behaviour that might be harmful to Australis property
- refrain from misusing any Library, ICT or other facilities in a manner that is unlawful or harmful to the rights and property of others
- behave in an appropriate manner that complies with relevant and necessary academic protocols and standards
- conduct themselves appropriately while participating in Australis activities off campus, online and within the local neighbourhood, all places where student behaviour will be linked to the School
- ensure their actions (and lack of action) do not damage, or reflect poorly on, Australis' reputation or good standing
- refrain from the use of Australis' name, logo or reputation for private benefit or that of a third party, or for personal business/commercial purposes, without obtaining prior permission from Australis

- refrain from the use of Australis resources for private benefit or that of a third party, or for personal business/commercial purposes, without obtaining prior permission from Australis
- refrain from any form of corrupt or fraudulent conduct.

Teach Out (Discontinuation of a course)

The decision to discontinue a course at Australis will require substantial planning and careful early consultation with all those affected. Australis will advise students of any discontinuation in writing and ensure each student is provided with an individualised course map for the transition period.

Before students are formally notified, the Academic Board (AB) must approve the discontinuation of any academic course. The Learning and Teaching Committee (LTC) will provide a comprehensive teach out plan to the AB that details the timetable, implications for student progress and how students will be notified and subsequently counselled about their study.

The quality of the course materials and supporting resources will be maintained until the end of the transition period.

Australis may discontinue a course for several reasons, including a substantial course modification after a formal course review, a shift in strategic positioning within a specific market or changes in student demand. TEQSA may decide not to renew accreditation or revoke the accreditation of an Australis course even when students are presently enrolled. TEQSA's accreditation of a course may be withheld if the course is designed to replace an already existing course that has not been re-accredited by Australis.

Teach Out Plan

Australis will follow a teach out plan regardless of the reason to discontinue a course, with the aim of mitigating any potential disadvantage to students. The teach out plan will include a comprehensive list of the impacted students and a projected strategy for facilitating the teach out for these students. In the event of part-time enrolments in the course, the teach-out strategy will ensure that there is a consistent and timely progression for the part-time students.

A communication plan will be prepared, including the suggested timeline and strategy for informing students about the teach out plan including those students who have been on leave of absence, staff and other stakeholders. The expected timeline will be estimated, including the implementation of the course termination. Typically, this will be the full-time period plus an additional year or the equivalent in part-time hours, but it cannot go above the full-time term plus two years or the equivalent in part-time hours.

Teach Out Procedure

The Dean will submit a course discontinuation proposal to the AB for consideration with full disclosure of the proposal. The course discontinuation proposal will include reasons for proposed discontinuation, possible impacts on students and financial and strategic consequences. The teach out plan for the course will be included as part of the submission, indicating how the integrity of the course will be maintained and its objectives met during the transition period. The Dean will make special arrangements for students who have failed to meet the standard progress requirements of the course. The Dean must also indicate any special arrangements and include the number of students affected and arrangements for them to complete their course.

The AB will consider the merit of the proposed arrangements and forward its recommendation to the Board of Directors (BoD). The BoD will assess if the course discontinuation proposal and teach out plan are equitable and fair for the affected students and do not unfairly disadvantage the impacted students from completing the course.

The Dean will review course progression data for students enrolled in teach out programs at the end of each semester. The Dean will provide end-of-semester reports to the LTC and the AB on the teach out status and any impact of delayed course progress on the teach out plan. The Dean will regularly communicate with students via email and web updates. All affected students will be provided with the full teach out plan to assist with short- and long-term course planning.

Policies and Procedures

For all the current Australis' Policies and Procedures, please visit our website policies and procedures page. Link to website;

The following list of Australis policies and Procedures are available on our website:

- [Academic Integrity and Misconduct Policy and Procedure](#)
- [Admission and Student Selection Policy and Procedure](#)
- [Assessment Policy and Procedure](#)
- [Bullying, Discrimination and Harassment Prevention and Management Policy and Procedure](#)
- [Credit and RPL Policy and Procedures](#)
- [Critical Incident Management and Business Continuity Policy and Procedure](#)
- [Equity and Diversity Policy](#)
- [Feedback Policy and Procedure](#)
- [Fees, Refunds, and Withdrawals Policy and Procedure for International Students](#)
- [Fees, Refunds, and Withdrawals Policy and Procedure for Domestic Students](#)
- [Freedom of Intellectual Inquiry Policy and Procedure](#)
- [Glossary of Terms](#)
- [Guidelines for Responsible and Ethical Use of AI](#)
- [Health and Safety Policy](#)
- [Library Policy](#)
- [Privacy Policy](#)
- [Records and Information Management Policy](#)
- [Sexual Assault and Sexual Harassment Prevention and Management Framework, Policy and Procedure](#)
- [Student Academic Progression Monitoring and Intervention Policy and Procedure](#)
- [Student Complaints and Appeals Policy Procedure](#)
- [Student Enrolment and Enrolment Variation Policy and Procedure](#)
- [Student Orientation and Transition Policy and Procedure](#)
- [Student Welfare, Wellbeing and Support Policy and Procedure](#)
- [Support for Students Policy](#)
- [Teaching Out Policy](#)

Please email Australis' Administration Team via admin@australis.edu.au, if you are unable to locate the relevant policy and procedure on our website.

Important External Services Information:

Provider	Contact	Website
Melbourne Sexual Health Centre	03 9341 6200	https://www.mshc.org.au/
St Vincent's Hospital	(03) 9231 2211	https://www.svhm.org.au/
The Royal Melbourne Hospital	(03) 9342 7000	https://www.thermh.org.au/
1800RESPECT Confidential information, counselling and support service"	1800 737 732	https://www.1800respect.org.au/
Police, Fire and Ambulance	000	https://www.police.vic.gov.au/
Victims of Crime Helpline	1800 819 817	https://www.victimsofcrime.vic.gov.au/
Sexual Assault Crisis Line	1800 806 292	https://www.sacl.com.au/
Lifeline Telephone Counselling	1800 806 292	https://www.lifeline.org.au/131114/
Beyond Blue (Crisis Counselling Service)	(03) 98106100	https://www.beyondblue.org.au/about-us/contact-us
Women's Legal Service Victoria	1800 133 302	https://www.womenslegal.org.au/
Legal Support for International Students	1800 056 449 Email: info@studymelbourne.vic.gov.au	https://www.studymelbourne.vic.gov.au/living-here/legal-support/ISEALS
Victoria Legal Aid		https://www.legalaid.vic.gov.au/

For any other support and assistance, please contact the Australis Administration Team on +61 3 9863 7322 or email admin@australis.vic.edu.au.

Appendix A (Key Dates)

Academic Calendar 2025

Please note that all dates listed below are tentative and are subject to change.

Graduate Diploma of Early Childhood Education (CRICOS Course Code: 117596F)		
November 2025 Intake (Semester 1)		
Activity	Start Date	Finish date
Orientation Week	03 November 2025	07 November 2025
Teaching Week (Week 1-6)	10 November 2025	19 December 2025
Christmas Break	20 December 2025	04 January 2026
Teaching Week (Week 7-12)	05 January 2026	13 February 2026
Final assessment (Week 13)	16 February 2026	20 February 2026
Semester Break*	21 February 2026	22 March 2026
Semester 2		
Activity	Start Date	Finish date
Orientation Week	23 March 2026	27 March 2026
Teaching Week (Week 1-12)	30 March 2026	21 June 2026
Final assessment (Week 13)	22 June 2026	26 June 2026
Semester Break*	27 June 2026	26 July 2026

* Includes professional placement scheduling

Note

Australis Business School is not currently offering the Bachelor of Business (Accounting) course in the November 2025 intake.

Public Holidays in Victoria 2025

Holiday	Date in 2025
New Year's Day	Wednesday 1 January
Australia Day	Monday 27 January ²
Labour Day	Monday 10 March
Good Friday ¹	Friday 18 April
Saturday before Easter Sunday	Saturday 19 April
Easter Sunday	Sunday 20 April
Easter Monday	Monday 21 April
ANZAC Day ¹	Friday 25 April
King's Birthday	Monday 9 June
Friday before the AFL Grand Final	Subject to AFL schedule ³
Melbourne Cup	Tuesday 4 November ⁴
Christmas Day ¹	Thursday 25 December
Boxing Day	Friday 26 December

All public holiday dates are accurate at the time of publishing, but may be subject to change.

1 ANZAC Day, Good Friday and Christmas Day are restricted trading days.

2 As Australia Day falls on a Sunday, the public holiday is on the following Monday.

3 Friday before AFL Grand Final typically falls on the last Friday in September.

4 Melbourne Cup Day is a public holiday across all of Victoria unless an alternate local holiday has been arranged by a non-metro council.