SGSCC
St George & Sutherland Community College

DOMESTIC STUDENT HANDBOOK

WELCOME TO ST GEORGE AND SUTHERLAND COMMUNITY COLLEGE (SGSCC)

I am delighted to welcome you as the CEO of SGSCC. Thank you for choosing SGSCC as your training and education provider. We take pride in delivering premium teaching quality and vibrant learning experiences to domestic and international students. We are honoured to support and nurture you throughout your journey at SGSCC.

Established in 1979, SGSCC has experienced significant growth and positive change. We have expanded our programs and services, introduced new initiatives, and strengthened our partnerships with key stakeholders. We have also embraced new technologies and hybrid learning models, enabling us to continue delivering world-class programs and services to our clients and students.

Looking ahead, we will continue to innovate and grow, leveraging the latest technologies and best practices to deliver the best possible outcomes for our clients and students.

I wish you to fully utilize your learning experience at SGSCC to unlock your potential. Your dedication, passion, and commitment to lifelong learning will significantly contribute to the prosperity of the local and international communities.

If you need any assistance, please do not hesitate to ask your trainer or student services officer.

Bernadette Mills, CEO.

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ST GEORGE AND SUTHERLAND COMMUNITY COLLEGE (SGSCC)

Our Mission

Enabling lifelong learning and growth by providing a range of quality vocational, cultural, leisure, English, disability, and related services.

Our Vision

Enriching lives.

Our Values

Partnership – We share a mutual responsibility with participants, employers, and the government for effective involvement and collaboration, informing of the evolving needs of communities and delivering outcomes for learners.

Accountability - We are dedicated to delivering sustainable outcomes for learners by creating fit-for-purpose and safe learning environments. Our commitment is demonstrated in the way we deliver the programs, and hold all involved responsible, including ourselves.

Empowerment - We work locally and in partnership with participants, employers, and the government to ensure learners have appropriate access to the tools or services they need. This enables us to support learners to overcome barriers to employment and take advantage of employment or lifelong learning opportunities to fully participate in their community.

Agility—We are responsive to evidence, actively seek out data on what works, and encourage the testing of new ideas. We see every task and interaction as an opportunity to learn and continually improve performance and outcomes. We are agile and reflective within the community we serve. We ask for and act on feedback, proactively and regularly evaluating learners' performance and outcomes.

Integrity – We are fair and transparent. We do as we say and say what we do, building trust and respect among participants, employers, and the government.

Education – Delivering tailored education to empower all people in the community with equitable access to lifelong learning opportunities, further building on the value and outcomes of communities.

(The values mentioned above are stated in alignment with the ACE Program Values which apply to both the Education Department and ACE Providers)

Our History

The provision of adult and community education in the St George and Sutherland area dates back to the 1930s when a centre operated in Hurstville. The Port Hacking Centre began operations in the Sutherland Shire in 1958, and the two regions amalgamated in 1988.

St George & Sutherland Community College (SGSCC) is a community-based, not-for-profit organisation with deductible gift recipient status that has been delivering high-quality education and training for over 60 years. SGSCC is a registered NDIS service provider that provides exceptional, customer-focused support to the individuals and families we serve. SGSCC, as a Registered Training Organisation (RTO) and CRICOS provider, delivers nationally recognised qualifications in business, education, health, and community services to domestic and international students. The RTO also teaches English through the ACE Program. We also offer 250 plus short courses in leisure and school-aged tutoring in the Sutherland Shire and St George Region.

Our Operations

disAbility Department

The department offers different group program activities onsite, including group learning living skills, health and wellbeing skills, arts-based activities, outdoors-based skills, and gardening and nature care. The department also offers individual client support shifts onsite at Jannali and in the community.

International Department

The department offers CRICOS courses ranging from Certificate III to Advanced Diploma and Postgraduate qualifications to international students. The department recruits students from 38 nations and is committed to student success. This commitment is evident in the high completion rate of work placement hours and full-qualification achievement.

Workskills Department

This department offers government-subsidised and fee-for-service training programs, including full and partial qualifications.

SchoolAge and English Department

This department offers the ACE English Programs and SchoolAge Tutoring Programs.

Leisure Department

This department offers non-accredited courses in Computer Skills, Communication Skills, Fitness, Art, Sewing, Music, Photography, and Languages.

OUR CAMPUSES AND KEY CONTACT DETAILS

SGSCC Main Campus

P: 02 9528 3344

E: enquiries@sgscc.edu.au

A: 127-129 Sutherland Road, Jannali NSW 2226

Emergency Out of Hours Contact Number - 02 8543 7403

The Jannali Centre Venue Map:
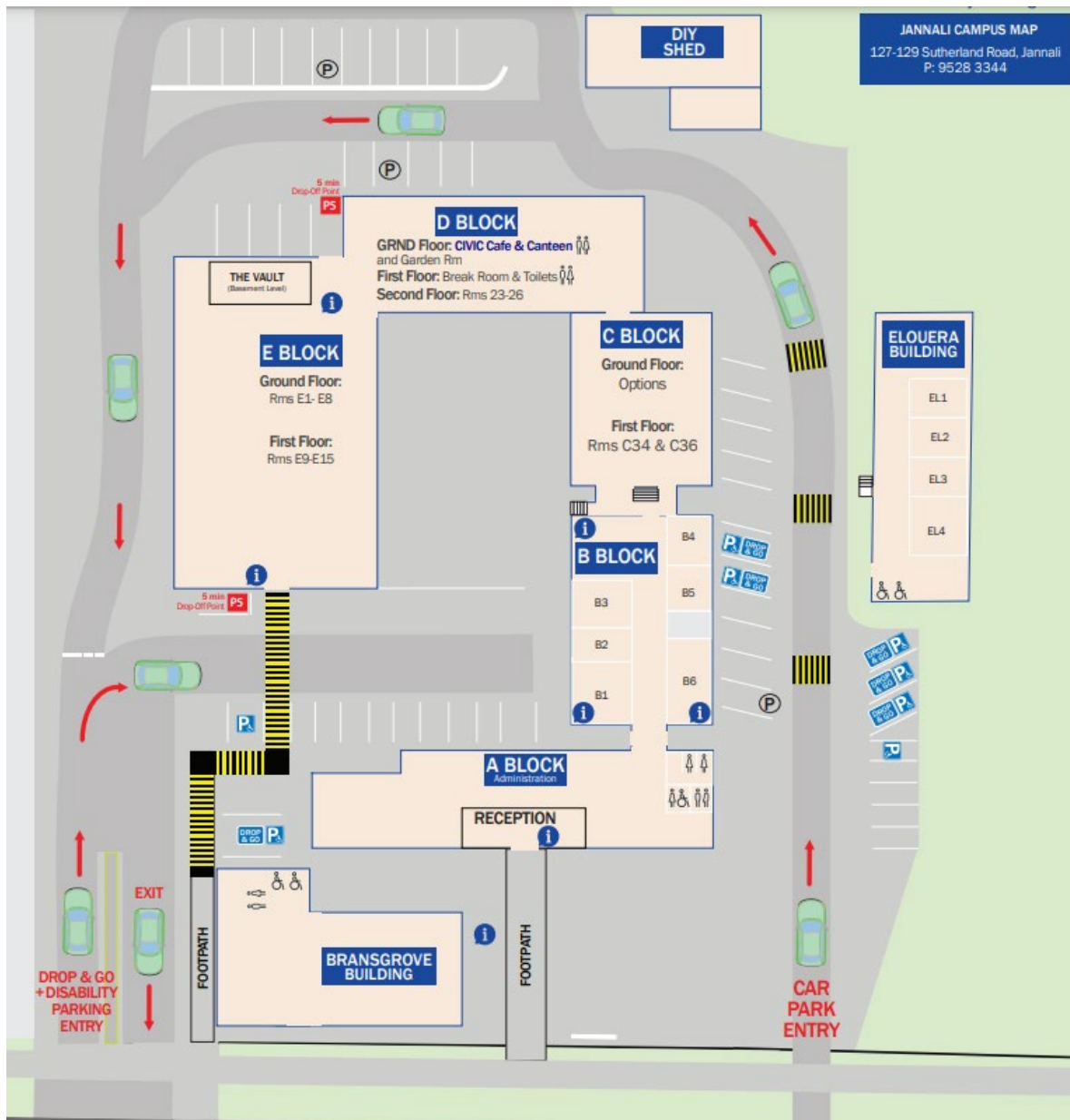
International

SGSCC International - A division of St George & Sutherland Community College

ABN: 89 753 440 576
CRICOS No: 03122K

International Enrolments Enquiries

George Da Silva - Program Manager, International

E: gdasilva@sgscc.edu.au

P: +612 8543 7450

Student/Agent Enquiries

Natalia Bezuglova – Sales Manager, International

E: nbezuglova@sgscc.edu.au

P: +61 406 104 590

Student Support

Sharlene Best – Student Support, International

E: sbest@sgscc.edu.au

P: +61 2 9528 3344

WorkSkills

For all SGSCC WorkSkills enquiries, please contact:

Alicia Singh – Assistant Manager, WorkSkills

P: 02 8543 7412

E: asingh@sgscc.edu.au

A: 127-129 Sutherland Road, Jannali NSW 2226

disAbility

Service and Support Enquiries

For information about services and supports available at SGSCC disAbility:

P: 02 8543 7429 (Monday to Friday 8:30 am – 4:00 pm)

E: disability@sgscc.edu.au

A: 127-129 Sutherland Road, Jannali NSW 2226

Emergency Out Of Hours Contact Number - 0432 112 152

P: 02 8543 7429

E: disability@sgscc.edu.au

A: 127-129 Sutherland Road, Jannali NSW 2226

SchoolAge

For all SGSCC SchoolAge enquiries, please contact:

P: 02 9580 7885 (Monday to Friday, 9.00 am – 4.30 pm)

E: cayre@sgscc.edu.au cayre@sgscc.edu.au

A: Level 6, 12-14 Ormonde Parade, Hurstville NSW 2220

English

For all SGSCC English enquiries, please contact:

P: 02 9580 7885 (Monday to Friday 10 am – 2 pm)

E: kcaldwell@sgscc.edu.au

A: Level 6, 12-14 Ormonde Parade, Hurstville NSW 2220

OUR PROGRAMS AND SERVICES

SGSCC offers a wide range of programs and services, most of which are advertised on our website: www.sgscc.edu.au. Course information brochures are available from our website or over the counter at any of our campuses.

Vocational Programme

The WorkSkills department delivers vocational programs to both domestic and international students. The vocational program has nationally recognised qualifications ranging from Certificate II to Advanced Diploma and Post Graduate Certificate, and skillset(s) enabling workers and students to meet workplace licensing requirements such as First Aid, Medication Administration, Manual Handling, Infection Control, and Child Protection.

The vocational courses may be delivered in classroom-based settings at one of our campuses, workplaces, or other locations appropriate to the program content and requirements. Many of our full qualification programs are delivered flexibly, allowing us to combine digital learning with face-to-face training and work placement (where applicable).

Foundation skills

SGSCC offers nationally recognised and supplementary foundation skills training incorporating literacy, digital literacy, numeracy, and general workplace skills. These programs can be tailored to meet the individual to support pathways into further vocational training and are available as a stand-alone program and to students enrolled in other nationally recognised qualifications.

Traineeships

Traineeships combine study with a nationally recognised qualification and paid work so students can earn as they learn. Formal training in various business and community-based qualifications – is supplemented by on-the-job training provided by a local employer.

Skills Recognition

Students with extensive industry experience can apply to have their existing skills and knowledge recognised through a recognition of prior learning (RPL) process. RPL can be granted if you can provide evidence to demonstrate competency and meet all the components of a particular unit of competency (from a training package) or all of the learning outcomes for a specific module (from an accredited course) without having to undertake training first. Students should apply for RPL before the commencement of the course. Please contact the RTO Assistant Manager for RPL guidance and information.

STUDENT SUPPORT AND SERVICES

SGSCC Learn & Grow

SGSCC Learn & Grow aims to support students' academic progression, employment pathways, health, and well-being.

A student who needs academic support can book one-on-one sessions with the educational support officer. The academic support officer will mentor the student on the relevant techniques for successfully undertaking competency-based assessments and preparing a resume for a work placement interview.

The Student Health and Wellbeing Program is available both online and on campus. This program includes group sit meditation in the classroom, personal counselling, mindfulness coaching, and other social and cultural activities.

Customer Service

Quality customer service is an integral part of the learning experience. Our student administration officer can deal with a wide range of enquiries and assist applicants in making an informed choice about whether to enrol in one of our programs. They can provide information on training programs, eligibility requirements, fees and subsidies, skills recognition, and much more, and they can quickly refer to any questions that may require specialist knowledge. They can also help with enrolment and credit applications, payment plans, and various general queries and requests.

Prior to Enrolment

Guidance and support for prospective students varies with individual needs but typically includes:

- Information to help guide decision-making in the best interests of the applicant.
- Assistance in completing applications (if required)
- Interviews at which course requirements and individual needs can be discussed.
- Administering diagnostic assessments (to find out language, literacy, numeracy, and digital skills)
- Communicating application outcomes
- Payment processing (including payment plans)

During and after enrolment

Post-enrolment and post-completion assistance varies with individual needs but can include:

- Arrange access to foundation skills support.
- Arranging access to study support and mentoring.
- Assistance with vocational placements (if required).
- Providing opportunities to give feedback (online lodgement via the SGSCC website/email or written form over the counter).

- Processing requests of a general nature (e.g., relating to certificate reprints or access to records).
- Following up on employment outcomes.
- Processing results.

General Support Categories

Guidance and advice:

We support applicants in making informed choices by providing accurate information about the industries, training programs, and pathways of interest to the individuals and any relevant alternatives the applicant may wish to consider. We can also provide advice and assistance with enrolment and RPL applications, while enrolled students can expect trainers and administrators to be accessible and helpful when questions and concerns arise.

Foundation skills and study support

The LLN test via the LLN Robot allows us to evaluate language, literacy, and numeracy capabilities before course commencement. This is done with reference to the Australian Core Skills Framework, helping us determine individual needs relative to the course's demand and estimate support requirements. Once enrolled, students can access foundational support adapted to their individual needs and circumstances.

Assistance with placements

Students required to undertake work placement can expect us to use our industry connections to help them find a workplace that meets their needs and to work closely with that organisation to ensure the placement is durable and meets the expectations of all parties.

Post completion service

Graduate services can include re-printing testamurs, verifying achievements (to enable you to obtain credit with another training organisation or meet employer requirements), engaging with workplaces to implement student feedback, and following up with industry collaborators where future employment opportunities may exist.

Individual and community needs

Disability support

We will take all reasonable steps to ensure training and assessment are equally accessible to all enrolled students. For students with disabilities, this might involve adjusting how training is delivered or how assessments are administered to facilitate full participation and maximise opportunity. We also encourage students to continually engage with their trainer so that specific situational needs can be readily addressed whenever they become apparent.

Please note that SGSCC may be unable to accommodate students whose disabilities were not disclosed or fully disclosed during the enrolment application process. Initial disclosure facilitates discussion of needs and support planning, both essential for an optimum experience.

Indigenous support services

SGSCC is well placed to advise and assist our Aboriginal and Torres Strait Islander students across all support categories and about needs and requirements with a cultural or community dimension.

Social arrangements

In certain circumstances, an individual learning plan may be developed in consultation with an applicant to support that person through the admission process (initially) and as a student (thereafter). This approach may be taken where individual needs, circumstances, and potential adjustments are relatively complex or require prudent management. Personal learning plans are a practical way of documenting specific needs, adjustments, and responsibilities where clarity is essential.

Issue resolution and well-being service

Students may have concerns stemming from changes in their circumstances, issues that have arisen while participating in a training program, or issues related to the program itself. In all such cases, students are encouraged to approach their trainer or arrange to meet with the RTO Manager and Assistance Manager to discuss potential solutions. Matters of this nature arise from time to time and, more often than not, can be promptly resolved to the satisfaction of all concerned.

Monitoring and intervention

We monitor student progress for the entire duration of each training program. We may inquire should it become apparent at any stage that a student may be experiencing particular difficulty in meeting their obligations. If confirmed, further individualised support may be possible so that the student can continue in the program and fulfil core requirements successfully.

COLLECTION OF PERSONAL INFORMATION

Under the National Vocational Education and Training Regulator (Data Provision Requirements) Instruments 2020, SGSCC is required to collect personal information (information or an opinion about the student) collected from student(s), their parents or guardian, such as student name, Unique Student Identifier, date of birth, contact details, training outcomes and performance, sensitive personal information (including ethnicity or health information) and other enrolment and training activity-related information (together Personal Information) and disclose that Personal Information to the National Centre for Vocational Education Research Ltd (NCVER).

All students applying to enrol in our training programs are provided with a consent form detailing the information collected, the purposes for which it is collected, and to whom it is disclosed. When

registering through the VETenrol platform, students will be asked to confirm that they have read and understood the information in the Consent Form and that they consent to disclose their personal information as indicated therein.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

SGSCC is committed to creating positive learning experiences that meet our students' needs and expectations. We acknowledge our students as key stakeholders, identifying individual needs and accommodating those needs where we can do so. Once enrolled, students can expect us to fulfil our obligations while always acting ethically and responsibly. This approach promotes trust among our stakeholders as it is founded on respect for the rights of students as consumers of our services. Our students can support us and make an equally valuable contribution to their own experience and learning outcomes by helping us, and make an equally valuable contribution to their own experience and learning outcomes by embracing their role in this relationship and accepting the obligations that come with participating in a structured training program.

Student Rights

The student has the right to:

- Be treated fairly and respectfully by SGSCC staff and students in line with equity, anti-discrimination legislation, and the Disability Standards for Education 2005.
- Privacy, dignity & confidentiality
- Quality provision of courses that recognise and appreciate individual needs and learning styles and contain no hidden costs.
- Complain through appropriate channels.
- Appeal for a review of the results of an assessment.
- Be protected from all forms of harassment.
- Expect truth in advertising.
- Know about policies referring to them.
- A safe & clean learning environment

Student Responsibilities

The student has the responsibility to:

- Accept the terms and conditions of their enrolment.
- Engage honestly and in good faith with the organisation and treat staff, fellow students and others with respect and courtesy at all times.
- Respect the college's property and its community of students and stakeholders.
- Abide by the college's student code of conduct and respect all relevant rules, policies, and directives.

- Engage meaningfully in their training program by attending all relevant classes and participating in all training and assessment within the time permitted.
- Conduct themselves in an appropriately professional manner while undertaking work placement.
- Conform to standards of academic integrity.

ADMISSION POLICIES

SGSCC commits to an admission process that conforms to principles of social equity, with the practical consequence that admission is equally attainable for individuals from different backgrounds whenever applications meet minimum standards and individual needs are capable of being met.

Admission as a student of SGSCC is at the college's discretion once your enrolment application has been formally evaluated. Application evaluation and screening are undertaken to confirm that the training sought aligns with individual aspirations and capabilities, ensure the soundness and completeness of the application, weigh the application against the college's admissions criteria, and ascertain individual needs and support requirements relative to the college's capacity to accommodate them.

Enrolment Application (VETenrol)

Students are directed to the SGSCC website (www.sgscc.edu.au) to choose a program from a list of available courses and then enrol on the college's website. SGSCC uses VETenrol, which is a completely online enrollment service that offers flexible, customisable, and multi-step workflows. Student needs to:

- Fill out the enrolment correctly and follow the instructions.
- Make sure all your information is accurate, correct, and complete.
- If you forget something or make a mistake, you must fix it by giving more information or evidence required by the VETenrol system.

Applicant Disclosure Obligations

SGSCC aims to meet the training needs of every student. To do so may require us to make specific accommodations in individual cases where accessibility may be an issue or where there is a foreseeable impact if no adjustment is made. As we may be unable to make the necessary accommodations in all cases, we take considerable care to confirm individual needs and related support requirements before admission. To comply with our legal obligations, we require applicants to disclose certain information about themselves when applying for admission. This includes information relating to identity, disability, health, prior education and achievement, and existing skills and capabilities.

Admission Criteria

Consideration is given to a range of factors before an enrolment application is accepted:

- The training program is not fully subscribed.

- The program aligns with the applicant's training needs.

- The enrolment application meets minimum standards.

- Particulars can be verified, and documents can be authenticated.

- General and program-specific entry requirements are fully satisfied.

- Eligibility for a training subsidy (if sought) has been confirmed.

- Individual needs and circumstances can be accommodated.

- Potential issues of concern (if any) can be resolved or mitigated.

- The applicant has accepted our terms and conditions of enrolment.

PROGRAMME ENTRY REQUIREMENTS

General vocational and program-specific entry requirements are outlined to all prospective students before admission. The capacity to meet those requirements is discussed with every applicant individually. Admission is contingent on meeting all separate entry requirements. Applicants are generally expected to meet minimum age requirements and to demonstrate that any applicable pre-requisite competencies have been achieved. There may be proficiency requirements, too, particularly as training programs align to increasingly higher levels of the Australian Qualification Framework. This means that applicants may need to demonstrate verbal and digital literacy, numeracy, and language skills sufficient to cope with the training demands and meet the industry's expectations upon graduation. Additional requirements can relate to immunisation, physical fitness/soundness, clearances (Working with Children Check or national police check), and other attributes depending on the industry context and the program's aims and objectives.

APPLICATION EVALUATION PROCESS

Enrolment application processing begins promptly once an application has been received, with the initial focus being on evaluation and screening to confirm the viability of the application and ensure that it is in line with SGSCC policy. Firstly, application details are checked, and enrolment interviews are arranged, at which:

- The applicant's understanding of critical details is confirmed.

- Training needs and support requirements are discussed.

- Clarifications, corrections, and additional evidence are sought (if need be)

- Language, literacy, and numeracy surveys are administered.

The application is then checked against admission criteria, with application details, documents, survey results, and interview outcomes all given due consideration as part of this process. Identification and assessment of any unique risk factors and support requirements also take place in this context. Ultimately, this leads to a decision on whether or not to accept the application and proceed with admission.

Successful applications will automatically progress through to admission and enrolment in most cases.

Where an application has been unsuccessful, the applicant will be notified, and the decision will be explained.

RECOGNITION AND CREDIT

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is an assessment-only pathway suitable for entrants with recent industry experience who can access evidence of competency sufficient to satisfy course requirements. RPL is offered to all entrants once admission has been confirmed, provided the intention to apply is signalled prior to course commencement. Students may complete an entire qualification through RPL or any part of a qualification, depending on the units of competency involved.

If you intend to apply for RPL, you must bring this to our attention before the course commences. Be aware, too, that you will need to provide us with a comprehensive portfolio of supporting evidence showing how your skills and experience match the requirements of the units of competency for which you seek recognition. For more detailed information on the PRL process, contact the Workskills Department on 02 8543 7412.

Credit Transfer

Credit transfer is the process by which identical or equivalent competencies achieved elsewhere or as part of a different training program are credited towards a new qualification. This post-admission option is available only to students undertaking a full qualification course as long as a credit transfer application is submitted prior to course commencement.

To receive credit for competencies already held, you will need to be enrolled in a full qualification and provide us with your Statement of Attainment and USI transcript. Please note that you cannot receive credit for your whole program of study.

You should advise the Student Services Officer on (02) 8543 7412 prior to Orientation that you wish to apply for Credit Transfer. Supporting documents can be submitted with your application through the VETenrol platform. You will be required to give your permission for SGSCC to contact the issuing Registered Training Organisation to verify your qualifications.

Unique Student Identifier

A Unique Student Identifier (USI) is a personal education number linking an individual to an online record of all the vocational training they have undertaken since 2015 and to all their training outcomes and achievements. All students undertaking vocational education and training in Australia are required to have a Unique Student Identifier (available at www.usi.gov.au)

USI verification and processing

Providing a USI transcript will allow us to complete verification requirements and confirm your prior achievements. The personal details you provide us must exactly match those linked to your identity documents and USI account. We cannot process enrolments and are prohibited from issuing certificates until your USI has been verified and details confirmed as accurate.

Course fees and payments

Course fees are published on our website, together with information on any training subsidies that may be available. Our course fees cover all of the essentials for a successful learning experience:

- Full participation in the training program for the advertised period, including all face-to-face (classroom-based and workplace-based) and online components.
- Extensive access to the trainer (to the extent advertised) for the duration of the program.
- All essential learning and assessment materials and facilities.
- All necessary equipment and resources (unless stated in advertising material that a separate fee applies)
- Marking assessment items up to a maximum of three submissions per item.
- Processing of RPL applications corresponding to advertised course components.
- Processing of credit transfer applications for relevant units of competency (full qualifications only)
- Access to advertised support programs.

What course fees do not cover?

Payment of course fees does not entitle the student to:

- Select or vary elective units or defined course components (although employers are welcome to negotiate their employees' specific training needs before any delivery takes place).
- Course extensions or extensions to submission deadlines for assessment items.
- Supplementary training or support not previously advertised or negotiated before course commencement.

- Remedial training and assessment due to failure to complete a course or meet submission deadlines for assessment items. (You must re-enroll and pay the commensurate fee if you require additional training).
- Unlimited or ongoing access to the trainer/assessor, training system, equipment/facilities.
- Resubmit assessment items following three unsuccessful attempts.
- Re-assessment, gap training, or re-enrolment in a subsequent course following failure to complete a course to the required standard in the prescribed timeframe.
- Materials are advertised as having an additional cost or to be supplied by the student.

Amount Payable or Payment Options

Course fees are payable in full at enrolment except in the following circumstances:

- The fee exceeds $1,500, in which case payment is by instalment (see payment plan below)
- The entrant is eligible for an advertised concession. If so, only the concessional amount is payable.
- The entrant qualified for a training subsidy, in which case the free amount (if any) and payment arrangements will align with the funding body's requirements (which can vary between jurisdictions, over time, and across training programs).
- Payment is to be made by an employer or job service provider, in which case enrolment will proceed upon receipt of payment.

Payments can be made in person or by bank transfer. Payment plan instalments are by direct debit.

Payment Plan

Payment Plans are established whenever the total course fee exceeds $1,500 (as we cannot accept advance payments greater than this amount). Payment plans typically entail an initial upfront payment with the balance payable in instalments throughout the course. None of these payments ever exceed $1,500.

Student debts

Suppose your repayment becomes overdue or you have a financial debt to the college. In that case, you may not be able to continue in the course, undertake a further assessment, or enrol in further study.

Accessing a training subsidy

Standard training programs are delivered fee-for-service and funded by students by paying course fees. Frequently, however, governments provide funding for persons seeking to enrol in programs that align with their strategic and regional training priorities. Eligible persons enrolling in these subsidised programs may be charged no more than an administration and materials fee, although some co-payment is often expected.

Information on currently available subsidies

Training subsidies currently available in New South Wales are advertised on our website and course guides. Here, you will find information on what the subsidies aim to achieve, which programs they may be applied to, and what conditions apply. You will also be able to view eligibility criteria to help you determine whether you qualify for a particular subsidy and the evidence you will need to assemble to prove your eligibility. Further information can also be obtained by contacting any of our Campuses.

CANCELATION AND REFUNDS

Some training programs may be subject to a viability threshold, meaning they will commence only once a minimum number of students have enrolled. Students already enrolled in any such program will be advised in advance should there be any delay in the commencement or discontinuation of the course. Once commencement is verified, however, the college will ensure the program is completed within the period advertised.

Pre-commencement

All fees paid with any course cancelled by the college before its commencement will be refunded in full without deduction.

Post -commencement

Should a trainer or assessor be unable to fulfil commitments, we will immediately arrange for a replacement or take other appropriate steps to ensure all enrolled students can complete their studies. In the unlikely event that this is not possible or that operations are halted for any other reason, a pro-rata refund will be issued to compensate for any training not delivered. A Statement of Attainment will acknowledge competencies achieved up to this point. These outcomes also apply to students who formally elect to withdraw from a program of study following initial commencement.

PLAN AND PREPARATION

Program requirements are outlined to all prospective students before admission, and the capacity to meet those requirements is discussed with every applicant individually. Then, following admission, all program entrants are advised of any specific preparations they may need to make before commencing their training. Typical preparations include making arrangements to ensure extended access to an internet-enabled computer, but many students will also benefit from giving prior consideration to one or more of the following:

- Develop study routines in order to stay organised and manage your time effectively.
- Make certain you will have computer and internet access for the course.

- Consider what adjustments to your lifestyle or daily routines might be helpful to ensure you will have sufficient time and opportunity to meet your study commitments.
- Making arrangements to cover necessities such as transport and child-minding for the foreseeable future.
- Ensuring you have the financial resources to meet fee repayments and living expenses.
- Take steps to ensure you are physically and mentally prepared for the journey.
- Meeting vaccination requirements and ensuring your immunisation records are up to date.

Students may have additional responsibilities where an individual learning plan is in place. Personal learning plans are sometimes negotiated with applicants before admission, either to support an enrolment application that might not otherwise succeed or to provide individual guidance in exceptional circumstances or where otherwise deemed appropriate.

INDUCTION AND ORIENTATION

Prospective students can obtain relevant course information from our Campuses or access a broad overview of the training program they are interested in by visiting our website and seeking out the published Course Information that meets their particular needs.

Course Information

Course information identifies the training program's component, along with any entry requirements and materials to be supplied by the student. They also contain information on delivery arrangements, assessment provisions, and more. Hard-copy editions are also available for in-person collection from any of our campuses. Before admission, you will be asked to acknowledge that you have read and understood the course information that corresponds to your chosen training program. You will also be able to seek clarification and have details reconfirmed during your pre-admission interview.

Following admission and enrolment

Enrolled students can expect their training program to begin with an induction session where students are presented with a general overview of the relevant industry and industry-specific legislation and a more extensive summary of program content. Delivery and assessment arrangements and program completion requirements are also further detailed. Students will also be able to become acquainted with college rules and safety procedures, support services, facilities, and learning environments – which may be physical, virtual, or a combination of the two, depending on the program being delivered.

Introduction to e-learning

Online and blended (mixed mode) programs require students to become familiar with our e-learning platform (ANewSpring) to access content and complete course requirements. Orientation to e-learning follows initial induction once the training program commences. Orientation is extensive as it needs to be to ensure all students can navigate and use the platform effectively. Further individual assistance is offered as necessary.

TRAINING AND WORK PLACEMENT

All training at SGSCC is overseen by professional educators specialising in vocational training and assessment. Our trainers all have considerable industry experience in roles that are directly relevant to the training they deliver, and all work to keep their industry skills and knowledge relevant and up to date. This means they are very well placed to guide students through a training program and deliver readily employable graduates. Students may have more than one trainer throughout a training program, and specialists may also be brought in to deliver selected units on various programs. Any specialists engaged for this purpose are identified in the course information corresponding to the delivered program.

Mode of delivery

Many standard training programs provide both face-to-face and online learning opportunities, delivering a balance that promotes engagement and facilitates efficient progress. Students benefit from the utility and flexibility of online learning while still being able to experience the immediacy and collegiality of more traditional learning environments, be that in a classroom or a workplace setting. Delivery arrangements can and do vary; however, given programs may be configured to accommodate different learner cohorts, employers' requirements, or other variables.

Methods and Materials

Training methods and materials vary from program to program depending on the mode of delivery and other variables. Typically, various methods and activities are employed, with many of those aimed at accommodating different learning styles. Examples include:

- Direct instruction and demonstration.
- Training videos and other visual media.
- Practical (hands-on) tasks and interactions.
- Document or text analysis and interpretation.
- Presentations incorporating a range of content.
- Explorations based on case studies or scenarios.
- Simulations covering an array of roles and settings.
- Group discussions and other collaboration activities.

Work placement

Some qualifications mandate that learners complete part of their training in the workplace, and as such, work placement is a mandatory component of some vocational training programs. Work placement is best described as an unpaid vocational experience hosted by an approved business or facility. These experiences allow students to gain relevant insights, skills, and experience in a genuine workplace setting.

- Work placement obligations are measured in hours; minimum requirements vary between qualifications, but a commitment of approximately 120 to 400 hours should be anticipated.
- SGSCC regularly collaborates with host employers across the various care industries, community agencies, primary schools, and childcare centres, so we are well-placed to assist students in finding and sustaining a placement that meets their needs.
- Placement opportunities are contingent on program entry requirements having previously been satisfied, including those relating to immunisation (evidenced by a vaccination record) and applicable clearances (following a National Police Check or a Working with Children Check) and First Aid certificate as appropriate.

- Depending on the program concerned, attendance at a mandatory skills workshop may also be required prior to commencing a placement. A uniform (purchased by the student following admission) must be worn while on placement and at the direction of the trainer at other times.

- Students are required to accept certain responsibilities in connection with the placement and be aware of the placement provider's responsibilities prior to their placement commencing. All such responsibilities are detailed in a Work Placement Agreement, which students will need to consent to before commencement.

Key stages of a placement

Before Placement

Meeting mandatory requirements: these relate to Working With Children Check (WWCC), police clearance, vaccinations and, in some cases, First Aids Statement of Attainment.

Essential preparation in the classroom: covering topics such as code of conduct, work health and safety, infection control, manual handling (if appropriate), and other pre-requisite skills and knowledge.

Linking up with a placement provider: The student will be assisted in finding an appropriate placement, and guidance will be provided on preparing for a placement interview and other preliminary matters.

Formalising a work placement plan covers learning objectives, planned experiences, tasks to be performed, and information on work placement assessment.

Signing a work placement agreement: This sets out the terms and conditions of the placement and lists the responsibilities of each party. Students can seek clarification on any part of the text prior to accepting.

First-day preparations: Students will be advised of where to go when to arrive, who to contact, what to wear, and what to do if unable to attend. Relevant course materials should be revised beforehand.

Workplace induction and orientation: this allows students to become familiar with the facility, the organisation behind it, key staff, including the student's workplace supervisor, and relevant policies and procedures.

During Placement

On-the-job training: this is what the placement is all about. It is facilitated by the workplace supervisor, who acts as a guide and mentor, providing feedback and encouragement while monitoring progress as evidence of work placement.

Workplace assessment: the placement culminates with the formal assessment of critical competencies at the host facility.

Contingency management relates to the host facility's response to any unforeseen events, including any incidents or difficulties encountered at any time during the placement and how to report them.

After Placement

Work Placement Debriefing: there may be a checklist of final-day tasks and our recommendations on providing feedback and seeking to be considered for future work opportunities.

COMPETENCY-BASED ASSESSMENT

A competency-based assessment measures competency in a vocational skill. To prove competency, the learner must demonstrate an ability to work through specific units of competency using the benchmarks provided by industry-defined standards.

Competency Standards

Nationally recognised qualifications and skill sets contain discrete units of competency, each representing a defined set of responsibilities in a particular work context and which describe the learning and performance outcomes, skills, and knowledge required to fulfil those responsibilities satisfactorily. The competency standard includes detailed prescriptions covering the various workplace tasks a learner needs to perform and the accomplishments that need to be evidenced to demonstrate that outcomes have been achieved. Assessment conditions and the range and volume of required evidence are also stipulated.

A qualification contains units of competence from your industry Training Package. Within each unit of competency, there is a series of learning outcomes that reflect the skills and knowledge demanded by the industry that you need to be assessed against to demonstrate competence. You are required to complete all units of competency or modules to receive your certificate.

Competence means the consistent application of knowledge, skill, and behaviours to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Assessment in Practice

Assessment occurs in all training programs containing nationally recognised units of competency. In most cases, assessment is delivered progressively throughout the program once opportunities for learning and practice have been taken at different points along the way. Assessments are conducted concerning the competency standard and aim to establish whether the learner has attained and can sustain the minimum standards of performance required by the industry across all the various functions, tasks, and settings included in the specification.

Learning Management System (LMS) - Students will have access to the LMS called ANewSpring to view learning and assessment materials. Students then undertake written and practical assessments as per

assessment instruction and unit outline and then submit the required assessment evidence through ANewSpring.

Assessment context – the context and conditions of the assessment can vary considerably as these must correspond with industry requirements specific to each competency standard. Some mandate that skills must be demonstrated in the workplace.

Reasonable adjustments – Assessments may be adjusted in appropriate circumstances to accommodate a disability disclosed prior to admission into the training program. Any such adjustments must be negotiated prior to the assessment taking place and must be reasonable in both scope and necessity.

Assessment methods, tools, materials, and activities will vary to accommodate different requirements, objectives, workplaces, learning styles, and other factors. Institution-based assessment tasks may include Knowledge Assessment, Case Studies, Presentations, Role-Playing, and Projects. Workplace assessment may include workplace observation, a Portfolio of evidence, and a Third-Party Report.

Assessment opportunities – every student gets a chance to do their required assessments. If you miss one or your first submission does not meet the standard, you can have additional attempts, up to three times, for each evaluation.

Assessment outcome – competence is determined at the unit level (all task-level outcomes contribute to one unit-level outcome). As such, all tasks associated with a given unit of competency must first be completed and assessed (as satisfactory or unsatisfactory) before an outcome can be recorded against that unit. Competency is achieved when all such tasks are assessed as adequate.

Integrity analysis—Prior to recording an assessment outcome, an integrity analysis may be undertaken to determine the likelihood that the student's work has been plagiarised. Plagiarism constitutes academic misconduct, and if suspected, it will be referred for further scrutiny.

Re-assessment following unsatisfactory outcome

Students are limited to three attempts at any given assessment task or activity in normal circumstances. This is because repeated failure to achieve a satisfactory outcome typically implies a need for further training, revision, and/or practice, which may not be feasible in the immediate circumstances. Students in this position should consider the feedback given and speak with their trainer to confirm an appropriate way forward. Where further training is deemed necessary, an outcome of "not yet competent" will be recorded against the unit to which the task or tasks relate. Students will then need to re-enrol in that unit should they wish to be freshly assessed later. You may be required to pay an additional fee for re-assessment.

PROGRESSION AND COMPLETION

Personal commitment and a disciplined approach are essential to success when undertaking vocational training as they drive progress toward completion within the time allowed. Students can evidence their commitment through continuous engagement (such as by attending training sessions as scheduled and by actively participating in all prepared learning activities) and by making steady and consistent progress over the entire duration of their program (such as by completing assessment tasks and assignments in good time).

Fulfilling obligations

Reasonable and consistent progress is expected, which students can achieve by attending timetabled classes, workshops, and work placement activities, engaging with course material on our e-learning platform, communicating regularly with their trainer (and keeping them informed of any difficulties they experience), steadily generating output that can be accessed, and submitting work for assessment by the specified date. Please be aware that non-fulfilment of obligations may impede progress toward completion.

Extensions to assessment deadlines

Extensions to assessment deadlines can only be granted for illness or where extenuating circumstances have been accepted as both genuine and reasonable. All formal (written) requests to extend submission deadlines will be considered as long as reasons are articulated and the request is delivered to the trainer at least 48 hours (2 days) before the submission deadline. Where an extension is granted, the length of that extension will be at the trainer's discretion in consultation with college management.

Qualification issuance

Training programs constructed from nationally recognised units of competency allow students to earn an award that will be identified throughout Australia. All of our training programs (qualifications) and skill sets, and many of our short intensive courses, are in this category, which means students will be issued with one of the following upon completion of program requirements to the requisite standard:

- Qualification testamur and academic transcript (record of results) – issued to students assessed as having met competency requirements in all units of a complete qualification program.
- Statement of Attainment (listing units of competency achieved) – issued to students who are assessed as having met competency requirements in some, but not all, units of a complete qualification program and to students who meet competency requirements in one or more units of a skill set or other short course featuring nationally recognised units of competency.

Students entitled to an award will be issued with a qualification or statement of attainment as appropriate within 30 days of receipt of all documentation relevant to the finalisation of their achievements, provided that all financial debts to the college have been paid in full. Where a financial debt is owed, the award may be withheld until such a time as the debt has been cleared.

Replacement awards

Upon payment of a reinsurance fee, replacement awards can be obtained to replace a lost or damaged document. When requesting a replacement award, you will be asked to provide proof of identity.

WHAT IS DIFFERENT FOR TRAINEES

A traineeship is a learning pathway for those seeking to gain a nationally recognised qualification through a combination of formal study and employment-based training in an appropriate industrial setting. Traineeships allow the learner to engage in paid work while studying to obtain a qualification that will serve them well. Traineeships are supported and regulated by the government, while specific arrangements between a training provider and an employer are developed with input from applicants to ensure their on-the-job training provides them with the hands-on experience they will need to earn their qualifications.

Training contracts

In a traineeship, the training contract places obligations on the employer, the training organisation, and the trainee, with the employer required to provide appropriate facilities and a suitable range of work opportunities as needed for the trainee to progress toward completion. The trainee is indentured for the duration of the contract, which is determined by the type of work involved, whether the traineeship is full-time or part-time, and other such arrangements. Contract extensions are available, although these must be applied for at least three months from the date of expected completion, and the final decision will be made by the state body and not by the college.

Adherence to the Training Plan

All parties agree to a training plan which outlines the units of competency to be completed, the methods to be used in the delivery of training and assessment of these units, and who is responsible for each aspect of delivery. It's expected that trainees will make consistent progress throughout their program by the training plan. The plan is reviewed at three-month intervals and can be amended should that be necessary. As the registered training organisation, we are obliged to report trainees who do not make steady progress in their course, along with those who fail to respond to our attempts to communicate, which will result in an investigation by the relevant state body.

At the workplace

Formal training is usually conducted at the workplace, although trainees may be required to be released from work on days when they are required to attend skills workshops or other scheduled events. Training records are collected throughout the traineeship, which track work performance and the development of skills in line with the training plan. Competencies are achieved via assessment decisions that the employer supports.

Cessation

If it is mutually agreed that a traineeship should cease, the employer and the trainee must sign a cancellation agreement to be lodged with the state body. Single-party cancellations will be investigated prior to approval but are possible in circumstances where the trainee has left the workplace or can no longer perform the duties required under the terms of the traineeship.

CHANGE TO SERVICES

We always aim to minimise disruption to students wherever possible. Should an unforeseen event lead to an unavoidable change to existing arrangements, all affected students will be notified at the earliest opportunity with advice on what is changing and the options that may be available to students in the circumstances. Examples include changes to timetable or personnel due to illness or unavailability, changes of venue or temporary closures related to managing an infectious disease, critical incident, or natural disaster, and any other changes deemed necessary in the prevailing circumstances. The nature and significance of the change will determine how students will be notified. Students are advised to keep personal details up to date to facilitate communications in this regard.

Qualification transition

Nationally recognised qualifications, skill sets, and units of competency are occasionally revised and updated to align with evolving industry standards. In some cases, an update will result in major changes to industry-agreed standards of graduate competence (for example), leaving students enrolled in a superseded training product at a potential disadvantage upon graduation. In such circumstances, currently enrolled students may benefit from transitioning to the newest training product, the training product whose advantages are likely to outweigh the associated inconvenience. SGSCC follows industry and regulatory recommendations in the management of transitions to new training products and will engage with individual students to discuss their personal circumstances, requirements and preferences, and the potential impact of transitioning, where such opportunities exist.

Exceptional circumstances halting delivery

SGSCC ensures its training programs are completed within the advertised delivery period in all ordinary circumstances. Should this not be possible due to an extraordinary event beyond the college's control or

for any other reason, we will take action to secure the best possible alternative outcome for affected students based on their individual needs and preferences. In these circumstances, students can elect to defer their enrollment, enabling them to recommend their studies at a later date or withdraw from the program without penalty. In the case of the latter, students will receive a pro-rata refund (if due), covering the undelivered part of the program, and assistance (if requested) in transferring their enrolment to another provider.

Personal circumstances

We recognise that personal circumstances change and will do our best to accommodate our students when family responsibilities, illness, or work commitments make it more difficult to participate fully in a training program or to fulfil course requirements in the expected timeframe. Some of the options available to students in this situation are outlined below. Students benefiting from a training subsidy should note, however, that government restrictions may limit our ability to offer determents or extensions in all cases. Students in this situation will be advised of their options should they consider any of the possibilities of offering deferments or extensions in all cases. Students in this situation will be advised of their options should they be considering any of the possibilities listed below.

Extension

Short-term extensions beyond agreed deadlines may be negotiated directly with the trainer to facilitate the completion of specific course requirements. An extension may be granted for a specific task, for example, where the trainer is provided with a valid reason for the request and where there is scope to accommodate it without impacting program continuity or administrative functions. Any additional time requested should also realistically reflect the commitment required to complete the outstanding work satisfactorily.

Deferment and withdrawal

Deferment is the formal mechanism for extending course durations where a significant portion of the program cannot be completed in the required timeframe and/or where a longer interval is desired. It may be possible for students who have commenced training to defer completion for a period of up to six months upon application.

Deferment applications must be in writing and accompanied by a completed application form. Deferment applications are reviewed by the RTO Manager or Manager Assistant, and outcomes are determined on a case-by-case basis. Applications lodged prior to the student commencing training will not be considered.

Withdrawal refers to the termination of an enrolment at the request of the student. Once finalised, this process cannot be reversed. It should only be considered where the student has no scope to fulfil their commitments and is certain of the decision not to proceed. As with deferments, applications to withdraw from a program of study must be in writing and accompanied by a completed application form.

Withdrawal applications will be discussed with the student prior to being finalised, after which students will receive a pro-rata refund (if applicable) covering the remainder of the program. Students should note that enrolments remain active, and fees are applicable where studies are abandoned without a withdrawal application being submitted.

Trainee Contract Extension, Suspension and Cancellation

Trainees can apply to amend their training contract to extend the timeframe for completion or to have the contract suspended for a period of time if they are experiencing difficulty in fulfilling their obligations or feel they cannot complete their traineeship by the contract end date due to illness or other factors beyond their control.

Extension of training contract – extensions can be granted up to six weeks prior to the completion date specified on the training contract, with approval being at the sole discretion of the State Training Services. An amendment form supplied by the state body must be completed and signed by all parties to the contract as part of the application process. If granted, we will then prepare a new training plan in consultation with all parties to the training contract.

Suspension of training contract – a similar process obtains where trainees are seeking their contract suspended for any length of time. A form supplied by the relevant state body is to be completed and signed by all parties to the training contract. This includes a parent or guardian if the trainee is under 18 years of age. Approval of suspension applications is at the sole discretion of the state body, with the training provider having no influence.

Cancellation of training contract – Contracts can be cancelled by a trainee and their employer, acting together, where training is no longer continuing, or employment has ceased. Applications must be signed by the employer, the trainee, and a parent or guardian (if the trainee is under 18 years of age). These are processed by the State Training Services. SGSCC must be notified as soon as a cancellation is requested to enable assessment outcomes to be finalised and a statement of attainment (if applicable) to be issued.

NON-FULFILMENT OF OBLIGATIONS

This handbook aims to provide prospective and enrolled students with a diverse range of useful information, both to inform enrolment applications and to refer to as needed while actively engaged in a program of study at any of our colleges. This includes information on the various obligations that applicants and students accept when they choose to seek admission onto any of our training programs and, thereafter, for the full duration of their enrolment. While obligations and responsibilities are specified under relevant headings throughout the document, this section serves to emphasise some of the possible consequences of non-fulfillment.

Obligations referred to in this handbook relate to disclosure of information, personal conduct, participation and engagement in learning activities, progress and accomplishment, communicating with the college and its representatives, payment for services and adherence to organisational policies and directives.

Potential Consequences of Non-Fulfilment

In the following circumstances, the college reserves the right to take any of the actions specified below or any other action appropriate to the circumstances, notwithstanding the possibility that alternative responses (such as accepting a commitment to rectify the failing and adhere to further conditions) may be considered in relation to any given instance of non-fulfilment.

- *Failure to meet disclosure obligations* - failure to disclose information sought by the college or to provide documentary evidence in relation to eligibility or suitability for enrolment, or for any other valid purpose, may result in an enrolment application being rejected in an enrolment application being rejected or in an enrolment being terminated in the absence of extenuating factors.

- *Non-payment of course fees or failure to clear a financial debt* – non-payment may result in suspension of access to training and assessment services or in an enrolment being terminated. The process of awards may be delayed, and future enrolment opportunities restricted until all financial debts to the organisation have been cleared.

- *Failure to submit assessment items by the due date* – Unless an extension has been granted, all assessment items must be submitted by the due date. Failure to meet this requirement may result in the work not being reviewed, leading to an unsatisfactory assessment result. Students in this position may need to re-enroll in the unit or units concerned (and pay the commensurate fee) should they want further opportunities to complete.

- *Failure to make satisfactory progress or to inform us of matters affecting progress* – student progress is monitored, and those who fall behind or fail to meet program requirements within a specified timeframe may be asked to justify the maintenance of their enrolment, which, in the absence of extenuating circumstances, and inclusive of any subsidy being accessed, may be subsequently be cancelled. Students will be notified prior to any such action being taken, however, and given an opportunity to respond by a certain date.

- *Non-participation in one or more units* – Non-participation in a unit of competency (total failure to engage) may result in the student being withdrawn from that unit. Once a unit withdrawal is effected, future participation will be possible only by re-enrolling in the unit and paying an additional fee for delivery and assessment of the unit.

- *Failure to keep contact details up to date* – This may result in students missing important communications from the college, with potential effects ranging from mildly inconvenient to highly important.

- *Non*-fulfilment general obligations – students are obliged to act responsibly, abide by the terms and conditions of their enrolment, respect college policies, and follow all reasonable instructions, including those given in any learning context (vocational placement included) or to facilitate the administration of their enrolment. Disciplinary action will ensure that failure to adhere to these obligations is determined to be misconduct.

MISCONDUCT AND BREACHES OF POLICY

Misconduct refers to any discrete action, activity, or behaviour deliberately undertaken that is unlawful, improper, negligent, or expressly forbidden by the college (as communicated in this handbook) or by any of our industry partners or funding bodies (where applicable). Misconduct can also refer to a lack of appropriate action (non-fulfilment of obligations or failure to do what is required), especially where explicit guidelines, instructions, directives, or generally accepted norms of appropriate conduct are intentionally disregarded or not given due and timely consideration.

The college is attentive to matters of conformance (with rules, policies, terms, and conditions) and actively monitors for academic misconduct (plagiarism, fraud). It will act to investigate apparent irregularities and will quickly intervene wherever misconduct is suspected. Once confirmed, in any general or academic context, the college will immediately curb the misconduct in question and limit associated harms, including any that the offender may inadvertently be visiting upon themselves. After reflecting on the nature, context, and severity of the misconduct and the presence or absence of any mitigating factors, one or more of the penalties listed below may also be applied.

Penalties Applicable in Individual Instances of Misconduct

All breaches of the student code of conduct and subsequent actions taken by the college will be recorded and retained on file and may be used to inform the college's responses to future enrollment applications. A refund may be negotiated where offenders opt to withdraw from their program following the imposition of a penalty for misconduct resulting in immediate termination.

- *Reprimand/warning* – The breach is evidenced to the offenders with reference to college policy and a formal reprimand is issued. This is recorded against the offender's enrolment, together with a warning of escalating consequences should any further instances of misconduct (of any kind) be committed during the period their enrolment remains active. Reprimands are unlikely to harm the offender's future enrolment prospects.
- *Temporary exclusion* – the offenders' continued participation in their chosen training program is subject to additional conditions or restrictions (formulated as a unique response appropriate to the circumstances) in order to promote future compliance with college codes and policies. This may include limitations on the use of certain facilities or equipment, among other possible restrictions.

- *Revision of enrolment* – Enrolments may be revised where admission was granted on the basis of false or misleading information provided during the initial enrolment application process or following non-disclosure (or incomplete disclosure) of information relevant to the admission decision. Revision may lead to unenrolment from any program component or termination if the admission decision was materially influenced by the deception.

- *Compulsory re-assessment* – where academic misconduct in the form of plagiarism has been detected, affected assessment outcomes will be invalidated, requiring fresh assessments to be administered. An additional fee may be charged to the student to cover the cost of re-assessment in these circumstances.

- *Suspension/termination* – the offender's enrolment may be suspended for a period of time (or terminated entirely), preventing all access to college premises and workplaces in which vocational placement is undertaken and preventing any form of participation in training or assessment. Suspensions are reviewed after a fixed period and prevent any form of participation in training and assessment. Suspensions are reviewed after a fixed period and prevent any form of participation in training or assessment. Suspensions are reviewed after a fixed period, while termination are irreversible. There is no entitlement to a refund where misconduct results in termination.

- *Cancellation of an award* – where academic misconduct in the form of fraud is detected subsequent to the issue of an award, that award will be cancelled, and the offender is required to return physical copies of relevant documents. Cancellations will be reported to relevant authorities, who may take further action. Cancelled awards are unusable for any formal purpose.

- *Compensation order* – the offender may be required to pay compensation where the misconduct results in loss or damage to property. Alternatively, proceedings may be initiated to seek restitution through legal action.

- *Referral to external authority* – breaches of the student's code of conduct which are believed to constitute unlawful conduct will be referred to police in the jurisdiction in which the infringement took place. Other relevant authorities may be advised of the breach and action taken in response.

- *Blacklisting* – future enrolment applications may be rejected for public safety or other valid reasons where an applicant has previously engaged in serious misconduct resulting in their enrolment being terminated.

PERSONAL CONDUCT

Our Student Code of Conduct serves to promote awareness among our stakeholders of the standards of personal conduct expected of our students and to guide efforts to conform to those standards. It outlines the obligations of students in relation to personal conduct in all general and academic contexts, in line with the values of the college and the broader community. It is a condition of enrolment that students agree to adhere to these standards throughout the period of their enrolment. By doing so, the students will be contributing to the confidence, safety, and well-being of all stakeholders of the college and the learning experience of all fellow students.

Student Code of Conduct

This Code of Conduct applies across SGSCC and learning environments, including placements at workplaces external to the college. Students of SGSCC are obliged to abide by the principles and standards incorporated within this Code as a condition of enrolment.

(*) any breach of this Code, or act against these values you will face a penalty that matches how serious the breach is.

General conduct – acting lawfully and behaving decently, respecting the values of society.

- Students will act responsibly and within the law at all times. They will conduct themselves in a manner that reflects societal standards of decency, ensuring the choices they make are consistent with those standards. They will refrain from engaging in any behaviour or activity a reasonable person would regard as being inappropriate, antisocial, or adversarial.
- Students would be in breach of this obligation were they to engage in any form of criminal activity or illegal conduct as defined in the laws of any relevant jurisdiction or were they to act in an indecent, disruptive, or disorderly manner, interfere with the operations of the college or engage in upsetting correspondence with staff or stakeholders.

Interacting with others – engaging positively and respectfully with staff and fellow students.

- Students will contribute to a respectful and inclusive adult learning environment. They will display tolerance and respect when interacting with staff and fellow students in all face-to-face and technology-assisted environments and refrain from engaging in any behaviour or activity that is likely to endanger the safety or well-being of others or that a reasonable person would regard as being intimidatory, discriminatory, or disrespectful.
- Students would be in breach of this obligation were they to become abusive or exhibit any threatening behaviour, were they to engage in any form of violence, harassment, intimidation, or coercion, such as bullying, or were they to act discourteously or in a manner that is intentionally disrespectful to individuals or groups, including any form of discrimination based on intolerance.

Property and place – respecting property and observing rules and regulations.

- Students will respect the physical and intellectual property of the college and its stakeholders and observe all rules and regulations aimed at maintaining the amenities of the Campus environment for the comfort and well-being of others. They will refrain from engaging in any behaviour or activity that is prohibited at any campus/hub or workplace.
- Students would be in breach of this obligation were they to contribute in any way to the theft, defacement, or destruction of property, were they to engage in any unauthorised use of property or services, or were they to disregard rules and directions published by the college in relation to prohibited activity in any context or any premises.

Academic conduct – acting with integrity as a student without seeking unfair advantage.

- Students will uphold the principle of academic integrity, ensuring their progress through training programs is based solely on their learning and achievement. They will not attempt to seek unfair advantage by engaging in any form of deception or academic misconduct or by otherwise acting dishonestly in their dealings with the college.
- Students would be in breach of this obligation were they to engage in or facilitate any act of academic misconduct or fraud, including any act of cheating, collusion, plagiarism, or misrepresentation (including failure to acknowledge the use of generative AI when used in an assessment context) or any attempt at falsification of academic records.

Safety and security- being considerate and taking due care to minimise risk to others.

- Students will take responsibility for their actions, ensuring they do not pose a risk to the safety or privacy of others by intentionally disregarding potential hazards, misusing information technology resources, or divulging confidential information. They will refrain from engaging in any behaviour or activity a reasonable person would regard as having the potential to compromise personal safety or security.
- Students would be in breach of this obligation were their actions to in any way harm, or increase the risk of harm, to the college or any of its stakeholders. This includes any behaviour that risks compromising the safety of individuals or the security of information or conflicts with policies aimed at protecting the college and its stakeholders.

Meeting obligations – complying with contractual obligations and fulfilling commitments.

- Students will abide by all terms and conditions of enrolment, fulfil their commitments in accordance with the college's Student Charter, and act in a manner consistent with the college's policies and expectations, including those identified in this Code of Conduct and elsewhere in this Handbook.
- Students would be in breach of this obligation if they failed to meet disclosure obligations, acted in a manner contrary to expectations outlined in the Student Code of Conduct, otherwise

breached the terms and conditions of their enrolment, or failed to fulfil their commitments through inaction or wilful disregard.

SGSCC CODE OF CONDUCT

SGSCC Code of Conduct:

The SGSCC Code of Conduct is the standard required for everyone on campus, all staff, all trainers, all tutors, and all college students.

The purpose of this Code of Conduct is to help us aspire to the highest standards of ethical conduct and to ensure the College's expectations in relation to how we conduct ourselves towards each other, engage with our studies and work, are understood, promoted, and upheld.

Professionalism and Integrity:

a. Everyone must uphold the highest standards of professionalism and integrity in all interactions with all students, colleagues, and staff.

b. Everyone must adhere to college policies, procedures, and guidelines at all times.

c. Everyone should demonstrate respect, courtesy, and professionalism in their communication and conduct.

Equal Opportunity and Inclusivity:

a. Everyone must promote equal opportunity and inclusivity by treating everyone, regardless of race, ethnicity, gender, sexual orientation, religion, age, ability, disability, or any other characteristic, with fairness, respect, and dignity.

b. Discrimination, prejudice, or bias of any kind is strictly prohibited.

Harassment and Bullying:

a. Everyone must maintain a working and learning environment free from harassment, bullying, or intimidation of any kind.

b. Everyone is responsible for promptly reporting any incidents of harassment or bullying and following College procedures for addressing such behaviour.

c. Everyone must refrain from any form of harassment or bullying, including but not limited to verbal, physical, or online harassment including all social media,

Examples of harassment may include:

- Unwelcome physical contact

- Repeated unwelcome invitations to go on dates, sexual requests and sexually explicit communications including sexual inuendo.
- Insulting or threatening language or gestures and swearing
- Yelling, berating, offensive gestures, and accusations
- Unjustified comments about someone's work or study and their capacity to work or study.
- Idle gossip and the spreading of rumours about another person within the College
- Jokes and comments about someone's ethnicity, colour, race, gender etc.
- Pictures, posters, graffiti, and electronic images which are offensive, illegal, obscene, or objectionable.
- Comments regarding people's dress style, personal appearance, body image and weight

Professional Conduct:

a. Everyone should conduct themselves in a manner that enhances the reputation and integrity of the College.

b. Everyone must maintain confidentiality and respect the privacy of students, colleagues, and staff in all situations. In summary you must not share information about another person.

c. Everyone should avoid conflicts of interest and refrain from engaging in any activities that may compromise their professional responsibilities or the College's interests.

d. Everyone must adhere to professional boundaries and maintain appropriate relationships, avoiding any behaviour that could be perceived as inappropriate or unethical.

e. The possession, consumption and being under the influence of alcohol/drugs on the college premises may result in disciplinary action which may result in expulsion from the college and legal action. Smoking of cigarettes and vapes is confined to the dedicated smoking area in the back car park only.

f. All complaints are to be handled calmly and respectfully by your department manager and the People and Culture manager. The complaints form can be located on our website.

Continuous Professional Development:

a. Everyone is encouraged to engage in continuous professional development to enhance their skills and knowledge.

b. Everyone should participate in relevant training, workshops, and professional development opportunities provided by the College.

c. Everyone must stay informed about best practices in regard to Health, Wellbeing, Work Health Safety and Discrimination.

Compliance:

a. Everyone is expected to comply with all local, state, and federal laws, as well as college policies and procedures.

b. All staff should familiarise themselves with and understand the relevant regulations and requirements related to their roles within the varying departments.

Reporting and Accountability:

a. Everyone has a responsibility to report any breaches of this code of conduct or any concerns about the behaviour of colleagues or students to their direct manager or the People and Culture manager. All complaints are to be handled calmly and respectfully by your department manager and the People and Culture manager. The Complaints, Disputes & Grievances form is located on our website.

b. Everyone must cooperate fully with any investigations into alleged misconduct and adhere to the principles of due process and fairness.

Your commitment to this Code of Conduct demonstrates your commitment to professionalism, integrity, inclusivity, and the highest standards of ethical behaviours in your roles within our community college environment.

Failure to comply with the SGSCC Code of Conduct may be subject to consequences, which may include:

- formal counselling
- disciplinary action under your staff or student contract, including verbal or written warnings
- termination of your employment or student engagement with SGSCC

HEALTH AND SAFETY

SGSCC is committed to providing safe workplaces and learning environments for all its stakeholders through the Work Health and Safety Act 2011 and with comparable state legislation. To achieve this, our institutional arrangements are supplemented by policies and practices that promote personal responsibility, with management, employees, trainers, students, and visitors all required to play a constructive role in promoting and maintaining safety across the college.

Institutional arrangements		
Safety by design:	- Strategies covering all dimensions of safety - Environments and processes optimise for safety - Safety factored into training program design	**Dimensions** Physical safety Psychological safety Cultural safety

Ongoing risk management	• Hazard identification and reduction/elimination • Safety risk assessment and mitigation • WHS training, consultation, and participation • Public health advice monitoring • Independent safety audits	Online Safety Information security
Incidents and emergencies	• Incident response strategy • First aid resources	**First aid** Kits are accessible at all training locations.
Collective responsibility:	• Fire and flood plans for all campus locations • Evacuation procedures for all locations • Notices, guidelines, and codes of conduct • Feedback and reporting mechanisms	**Most trainers and wardens hold a current first-aid certificate.**

Individual obligations

Individuals must contribute to their safety and the safety of others by acting responsibly and with due care and consideration. Individuals are required to:

- abide by codes of conduct
- identify and report safety hazards
- report incidents and injuries
- follow protocols relating to illness
- be aware of the location of fire exits
- follow evacuation procedures

Reporting: To report an accident or safety hazard, please contact your trainer, the RTO Manager, or the Assistant Manager. If necessary, you may be asked to complete an incident report form with assistance if an incident results in injury.

Students must also conform to safety requirements specific to the course of study, including WHS policies and procedures at host employers where mandatory work placement (if applicable) occurs. These may mandate wearing Personal Protective Equipment (PPE) and clothing deemed suitable by the facility.

GENERAL OBLIGATIONS

Policy information and practical guidance not covered elsewhere in this handbook are summarised below. This includes information of a general nature that students should be aware of, including various

protocols and obligations relating to attendance at our Campuses and affiliated workplaces and the handling of information.

Dress requirements: Students should wear clean, tidy clothing appropriate to the training environment and in keeping with the reasonable expectations of stakeholders. On work placement, students must wear clothing deemed suitable by the facility, which may include the use of personal protective equipment such as face marks.

Attendance and punctuality

Students should ensure they attend each class/training session/placement at the correct time each day and provide adequate notice of any scheduled absences. If unable to participate on any given day, students should notify their trainer, workplace supervisor, or Campus administration before the scheduled start time whenever possible. If a student is experiencing any ongoing difficulties affecting their punctuality or otherwise impacting their ability to participate, they should discuss the situation with their trainer immediately.

Facilities and resources

Students are requested to assist in maintaining the serviceability of facilities and equipment for their trainer or campus administration and leave classrooms, simulated health clinic, nursery room, and breakout areas neat and clean after use. Notices and instructions should also be followed.

Attendance and punctuality

Students should ensure they attend each class/training session/placement at the correct time each day and provide adequate notice of any scheduled absences. If unable to attend on any given day, students should notify their trainer, workplace supervisor, or Student Services Officer prior to the scheduled start time whenever possible. If a student is experiencing any ongoing difficulties affecting their punctuality or otherwise impacting their ability to participate, they should discuss the situation with their trainer without delay.

Facilities and resources

Students are requested to assist in maintaining the serviceability of facilities and equipment by reporting breakages and faults to their trainer or RTO Manager/Assistant Manager and leaving the classroom, simulated training rooms, and break-out areas neat after use. Notices and instructions should also be followed.

Privacy and confidentiality

Your records are always maintained in the secured Student Management System. You can view your records upon a formal request.

Discussions on the following topics are considered inappropriate: religious views, political views, your personal life, your or other classmates' mental and physical health and well-being, concerns with your or other classmate's family or friends, your workplace conditions and intellectual property.

Students must take all reasonable steps to ensure their actions do not compromise the privacy of others or allow confidential information to be divulged. Students are advised to regard all information that is not publicly available as potentially confidential and, as such, subject to non-disclosure principles. This includes information belonging to SGSCC and any of its stakeholders, including facilities and workplaces at which work placements are undertaken.

Information technology use and cyber safety

The college's electronic resources, including computers and internet facilities, are not to be used for purposes other than to meet course requirements. SGSCC may monitor the usage of its computer networks to guard against misuse, reserving the right to take disciplinary action where breaches of access or relevant codes of conduct occur. Students should note that the following are not permitted:

- Modifying system settings or disabling protections.
- Installing or deleting software without the consent of the RTO Manager.
- Importing, downloading, and using unlicensed software.
- Use external drives that have not been checked for viruses and malware.
- Accessing websites that pose a security risk or host content that is not likely acceptable to the college; downloading content from such sites.
- Making audio or video recordings of staff or students without their knowledge and consent
- Failing to follow cyber safety guidelines or take reasonable care to protect personal information.

Plagiarism and Referencing

Plagiarism is the act of passing off another person's work as that of your own. Examples include copying the work of another person or summarising the work of another person.

Any student found plagiarising work will receive a non-completion result in the unit of competency or module attempted. Any person who knowingly aids another person to commit plagiarism will also receive a non-completion result as if they had committed plagiarism.

If you quote from a text, website etc in your assessment tasks you are required to reference where you sourced that information including author or publisher, date of publishing (year) or viewed on the website, name of publication and page number. This is stated immediately after the publication and page number. This is stated immediately after the publication. For example, 'You do not lead by hitting people over the head. That's assault not leadership'. (Cole, K, (2013) Management Theory & Practice Edition 5, p.255).

Other policy information

Below are briefly answered frequently asked questions about several standard policies. Please enquire at administration should additional information be required on these or similarly generic topics.

Onsite parking	Limited parking is available at some college venues but at the owner's risk. The college does not take responsibility for providing parking for students. Please park in the public parking area, lock your car, and take your valuables with you.
Children, babies	No facilities are available. Students should make alternative arrangements for child-minding and not bring their children to classes.
Smoking, vaping.	They are not permitted on Campus premises. Outdoor locations suitable for smoking/vaping can be found within easy walking distance of each Campus.
Alcohol, illicit drugs	They are not permitted on Campus premises. Please do not attend if under the influence of alcohol or illicit drugs. Affected students will be asked to leave immediately.

FURTHER INFORMATION

SGSCC aims to comply with all relevant Commonwealth and state laws and regulations. We ensure that our staff, trainers, and students are informed of requirements for their duties or participation in vocational education and training. Should students wish to learn more about current laws and regulations or consumer safeguards in their jurisdiction, they may want to consult one of the following:

- Commonwealth legislation database: www.legislation.gov.au
- Australasian Legal Information Institute (legislation database): www.austilii.edu.au
- NSW Consumer rights (help centre): www.fairtrading.nsw.gov.au

FEEDBACK, COMPLAINTS, AND APPEALS

SGSCC embraces the principle of continuous improvement through innovation or remediation and welcomes all opportunities to improve its programs, services, and practices. We will always act to remedy a fault, solve a problem, or address inefficacy where an issue is brought to our attention, and we will always consider implementing refinements and enhancements suggested by any of our stakeholders. So, please consider sharing it with us, whether it's a constructive suggestion or a pressing concern.

Providing feedback

Students are strongly encouraged to complete one or more of the surveys provided by the college during their training and at its conclusion. Beyond this, students can also provide feedback at any time (preferably in writing) by approaching their trainer or a customer service officer at any of our campuses. Written feedback is preferred as it can be forwarded to an appropriate staff member. However, we can accommodate verbal feedback, too, if required, via an appointment with the RTO Manager/Assistant Manager.

Raising an issue of concern

While the college has a comprehensive complaints process, previous experience informs us that most issues can be dealt with swiftly and much less formally by simply bringing the matter to our attention to explore a solution. Please be aware that any issue of concern or any option to resolve such an issue can be discussed in confidence at an appropriate matter with an experienced staff member, either in person or over the phone.

Issue resolution process

1. **Discuss the matter**—It is often productive to bring the matter to the trainer's attention in the first instance or, if the student prefers, to make an appointment to talk the matter over with an experienced member of staff, such as the RTO Assistant Manager, either in person or over the phone. In most cases, they can take immediate steps toward resolving or alleviating the concern.

2. **Escalate if necessary if the above approach does not lead to a satisfactory resolution; the next step would be to put concerns in writing and email them to our RTO Manager, who may be in a** position to take further action to facilitate resolution. Suppose the student chooses to identify the issue as a complaint. In that case, however, we request that the college's official complaints form (available from any of our Campuses or by email request) be used to provide details.

Complaint investigation

3. Await response—Written complaints identified as such will be formally investigated with due regard for confidentiality and procedural fairness. Depending on the complexity of the issues involved, this may take several weeks. The complainant will be advised of the progress of the investigation throughout and notified of its conclusion with a written account of the outcome detailing the decisions taken. Where an investigation results in a complaint being substantiated, a direction will be issued to implement corrective actions to remedy the failure immediately.

Additional options

Decisions resulting from a complaint investigation may be appealed where there is a compelling case for doing so. Otherwise, students may seek to involve an external agency, such as the Australian Skills Quality Authority, to ascertain their interest in exploring the matter further. Where the NSW Training Services have subsidised the training, additional advice may be sought through the Education Department.

Appealing a decision

If you believe that you have been assessed unfairly or you are dissatisfied with your assessment result, you are entitled to have your assessment task reviewed. You should first discuss this with your trainer. If you are not happy with the outcome of your discussion with your trainer, you can appeal the assessment judgment.

You can send an email to the RTO Assistant Manager to review your assessment. An independent assessment judgement will be arranged. You will be notified of the result of the assessment appeal in writing within 14 working days.

If after the review, you are still dissatisfied with the assessment result, you can appeal to the CEO for a further review. The CEO will then arrange to review the assessment result with another qualified assessor and will then advise you of the decision. Decisions taken by the CEO may take 20 working days where reasonable grounds exist for such action.

Other appeals relating to the cancellation of an enrolment and, where justified, appeals relating to the outcome of a previously lodged complaint. Appeals must be in writing and recorded on the appropriate form.