Contents

Overview ........................................................................................................................................................................... 3
Welcome to Sage ................................................................................................................................................................... 3
Code of Practice ................................................................................................................................................................... 4
Our Team ........................................................................................................................................................................... 4
Student Participation and Certification ........................................................................................................................... 5

Tuition Fees ........................................................................................................................................................................ 6
Additional Fees & Charges ................................................................................................................................................ 6
VET FEE-HELP .................................................................................................................................................................... 6
Privacy ................................................................................................................................................................................ 6
Record Keeping ................................................................................................................................................................... 7
Change of Contact Details .............................................................................................................................................. 7
Issuance of Qualifications .............................................................................................................................................. 7
Student Support and Welfare ........................................................................................................................................ 7

Counseling ......................................................................................................................................................................... 8
Special Needs ..................................................................................................................................................................... 8
English Language, Literacy and Numeracy ....................................................................................................................... 8
Complaints and Appeals .................................................................................................................................................... 8
Recognition Pathways ....................................................................................................................................................... 9

Quality Assurance ............................................................................................................................................................... 10
Our Programs ..................................................................................................................................................................... 10
Our Learning Styles .......................................................................................................................................................... 10
Trainers and Assessors ...................................................................................................................................................... 10
Learning Materials ........................................................................................................................................................... 10
Program Induction ............................................................................................................................................................. 11
Attendance ......................................................................................................................................................................... 11
Program Assessment ........................................................................................................................................................ 11
Program Evaluation .......................................................................................................................................................... 13
Student Code of Conduct ................................................................................................................................................ 13

Cheating/Plagiarism ............................................................................................................................................................ 16
Workplace Health and Safety (WHS) ................................................................................................................................. 16
WHS Policy ......................................................................................................................................................................... 16
Smoking ............................................................................................................................................................................... 17
Compliance with Legislation ........................................................................................................................................... 17

Campus Locations ............................................................................................................................................................. 19
Administration .................................................................................................................................................................. 19

© Sage Institute of Education - SIE_Student_Handbook_0910_V5.0
Overview

This handbook is designed to provide you with information about Sage Institute of Education’s policies, procedures and day to day operations. You are required to read this handbook in its entirety and if you disagree with or, are unable to comply with any of the provisions within, you must immediately notify Sage in writing stating your concerns. Furthermore, if you do not understand any of the provisions within this handbook you should have your Career Advisor explain them to you. For eligible students accessing the VET FEE-HELP loan scheme, an information booklet, detailing a student’s rights and obligations, will have been provided separately at enrolment.

Welcome to Sage

Sage Institute of Education is a nationally Registered Training Organisation (RTO) that has its auditing and registration managed by the Australian Skills Quality Authority (ASQA). The training programs offered by Sage meet the strict guidelines set out by State and Federal Governments and their training bodies. Sage Institute of Education (TOID 110070) is approved to deliver qualifications under the Australian Qualifications Framework leading to careers in:

| Aged Care | Early Childhood Education and Care | Fitness | Massage |

Sage inspires, prepares and empowers students to succeed in a changing world. This means:

- We inspire students to learn and to develop as whole people: intellectually, physically, and emotionally
- We inspire students to continue learning throughout life
- We prepare and empower students to be successful by helping them develop the knowledge, skills and abilities needed to enter or progress within the workforce and to adapt and thrive in our increasingly diverse and ever-changing world

At Sage, we strive to be a national leader in transforming lives through an innovative, rigorous and compassionate approach to education. This means:

- We continually strive to strengthen and improve the positive impact we have on our students and community: transforming their lives, as well as our own, through our work
- We will become known nationally as an institution that “makes a difference” and offers our students not just jobs but rewarding careers
- We continually strive to innovate – finding new and more effective ways to educate and serve students
- We sustain rigor in our work – holding high standards and expectations for both our students and for ourselves
- We approach our work with compassion – acknowledging the whole person, working with integrity and caring, accepting people where they are and moving them forward without sacrificing standards or expectations; bringing joy, honesty and understanding to our work

The team at Sage are driven to uphold the community values of:

- Inspiring learning
- Broadening perspectives
- Pursuing excellence
- Responding to community needs
- Achieving goals
- Transforming lives
- Celebrating achievement

We trust that you will thrive throughout your Sage journey with us.
**Code of Practice**

Sage Institute of Education strives to provide high quality training and is committed to:

- Maintaining the highest of professional standards in the delivery of training and assessment services
- Safeguarding the interests and welfare of our students
- Providing facilities and learning resources appropriate to the learning and assessment needs of our students
- Continually monitoring and assessing the performance and progress of our students and staff
- Recognising access and equity principles and processes in the delivery of our services
- Continuous improvement of our products and services
- Compliance with all legislation, national standards, guidelines and codes of practice related to the administration of our students
- Providing a high level of duty of care for all of our students
- Delivering an enhanced training service to students, leading to caring and learned professionals

**Our Team**

The team at Sage Institute of Education are committed to our students and their learning experience. All of our Trainers are qualified in the subjects they teach and are active members of the industry. Find out who’s who in our team; here’s a summary for you.

**Executive Group**

The Executive Group is comprised of the CEO, CFO, General Manager, Academic Director and Human Resources and Marketing Director. This group provides strategic direction and leadership for the business.

**General Manager**

The General Manager works behind the scenes and is responsible for making sure the team is supplying you with the quality you deserve. The General Manager also ensures ongoing business viability and compliance against all relevant Commonwealth and State legislation, regulations and contracts.

**Group Administration Manager**

The Group Administration Manager heads up the Administration Team, and works to ensure we are performing to the highest standard.

**Training Manager**

The Training Manager oversees the delivery and assessment of all training courses offered at Sage, and ‘trains the trainers’. The Training Manager provides support to students and works to ensure training activities match the standards set by the relevant industries and regulatory bodies.
Lead Trainers
The Lead Trainers each manage the delivery and assessment within a training division at Sage, and each one is highly experienced and qualified in their chosen industry area. They work to ensure the Trainers and Assessors provide you with the necessary support, guidance and knowledge and skills required to become a successful and caring professional in your chosen career.

Trainers and Assessors
A regular face for our students, Trainers and Assessors are here to guide you through your training.

Administration Team
The Administation Team are on campus daily to help you with your questions, comments and queries.

Career Advisors
Your Career Advisor is the one who manages your enrolment, and works to link you with the industry.

Career Agents
Career Agents create and maintain relationships with career partners. They communicate job opportunities and provide you with support in relation to your future career.

Student Participation and Certification
Sage Institute of Education will ensure:

- You are made aware prior to enrolment of all fees and charges that may be applied to you and the circumstances in which they apply

- You receive prior to enrolment accurate and sufficient information about services and qualification, including:
  - Course fees
  - Student support services
  - Sage policies relating to enrolment
  - Training/Program durations
  - Sage facilities
  - National recognition

- Membership of a Tuition Assurance Scheme approved by its regulator, to protect student fees paid in advance

- You are not required to attend scheduled classes for more than eight (8) hours in any one day

- You are not required to attend scheduled classes outside of 8.00am to 10.00pm on any day

- If you are attending classes after 6.00pm and on weekends, facilities are staffed by both general and teaching staff to maximise student security and safety whilst arriving at, studying on and leaving the premises

- Students will receive a Statement of Attainment for partial completion of any qualification on withdrawal, cancellation or transfer at no cost (provided you are financial for those units completed)

- Compliance with all requirements of State and National authorities with regard to the information contained in Certificates and Statements of Attainment

- Qualifications are issued in accordance with its conditions of registration

- Your electronic student records are securely stored and protected from loss, damage or unauthorised access for a period of thirty (30) years
Tuition Fees

All tuition fees relating to VET FEE-HELP and government subsidised courses are listed on Sage Institute of Education’s website (http://www.sage.edu.au/). For all other course fees, please see your Career Advisor.

For full terms and conditions, please see the enrolment form.

Additional Fees & Charges

Some services such as assessment re-sits, re-issue of certificates, recognition of prior learning applications and course transfers may attract an additional fee. Information regarding any additional fees is available from your Career Advisor and is also listed on Sage Institute of Education’s website (http://www.sage.edu.au/).

Any additional fees and charges incurred by students who have enrolled under the VET FEE-HELP loan scheme will need to be payable by the student as these cannot be added to the VET FEE-HELP loan amount.

For full terms and conditions, please see the enrolment form.

VET FEE-HELP

Sage Institute of Education is an approved provider under the Australian Government VET FEE-HELP loan scheme.

Under VET FEE-HELP, students can obtain a loan to pay for all or part of their tuition fees when undertaking a VET accredited diploma or an advanced diploma course at an approved VET provider.

Students repay their loans through the Australian taxation system once they are working and they reach the minimum repayment threshold for compulsory repayment.

To be eligible, you must be an Australian citizen or the holder of a permanent humanitarian visa and residing in Australia throughout the course for which you are receiving VET FEE-HELP assistance.

For full terms and conditions, please see the enrolment form.

Further information regarding VET FEE-HELP and links to the VET FEE-HELP Information Booklet can be found on Sage Institute of Education’s website (http://www.sage.edu.au/).

Privacy

We respect your privacy; that means that personal information collected as a result of your enrolment will be used by Sage Institute of Education for specific purposes only; these being general administration, vocational education and training administration and regulation, as well as planning, reporting, communication, research, evaluation financial administration (including debt recovery) auditing and marketing.

Only authorised Sage Institute of Education personnel and other authorised parties (e.g. service providers) will have access to this information. Your personal information may be disclosed to Australian and State government authorities and agencies to comply with legislation.

If you are under the age of 18 years, your personal information, attendance details, progress and results may be disclosed to your parents/guardians.
No further access to your personal information will be provided without your consent unless authorised or required by law.

When signing the Enrolment Form, you acknowledge that there may be a time during your enrolment where images of you are captured photographically, electronically or by other means, and that such images will only be captured legally.

You give permission for such images to be used by Sage Institute of Education in any staff training and/or promotional material that they deem necessary.

Such promotional materials may be (but not limited to) printed brochures, television, posters etc. There is no fee for modeling and you will not seek remuneration.

You acknowledge and give consent unconditionally for your information to be provided to potential employers and industry bodies.

Record Keeping

Sage Institute of Education keeps complete and accurate records of the admission, progress and graduation of all students, including financial records that reflect payments.

In accordance with the Privacy Amendment (Enhancing Privacy Protection) Act 2012, student records are kept in confidential files. You are able to view your file upon making a written request to the Group Administration Manager.

Change of Contact Details

Please notify a member of the Sage Institute of Education Administration Team immediately of any changes to your contact details. The Administration Team will then have you complete a Change of Personal Details Variation Form.

Issuance of Qualifications

Qualifications and Statements of Attainment are issued to students who meet the required outcomes of a qualification or unit of competency, in accordance with all appropriate national guidelines, which is within 30 calendar days of the student being assessed as meeting the requirements of the training product if the training program in which the student is enrolled is complete, and providing all agreed fees the student owes to Sage have been paid.

Student Support and Welfare

Sage Institute of Education ensures that the needs of all students are taken into account in the structure and delivery of its programs.

Each student has a right to:

- Equal access to training and assessment services
- Avenues for complaint, grievance and appeal
- A sensitive response to an expression of special needs
- Confidentiality
Counseling

If you are struggling with part of your program or have any personal challenges that may affect your study, you can make a time with the Lead Trainer or Training Manager to discuss your issues. We will provide you with additional support to help you with your studies and/or refer you to an external professional organisation for guidance. All communications will be kept in strict confidence.

Should you need urgent personal counseling use the following help services:
- Lifeline: 13 11 14 lifeline.org.au available 24 hours a day
- SANE Australia: 1800 187 263 sane.org
- Beyond Blue: 1300 22 4636 beyondblue.org.au

Special Needs

If you have any special needs, please let us know during your enrolment process. We will do our best to provide you with additional support during your journey and assist you to source external support if required. We work in cooperation with external specialist service providers to ensure successful outcomes.

English Language, Literacy and Numeracy

If you have special needs in language, literacy and numeracy you must alert us to this requirement. Information regarding specialist service options may be provided for you. Sage Institute of Education will work in cooperation with external specialist service providers to ensure successful outcomes. For more information regarding Adult Basic Education (ABE) or English for Speakers of Other Languages (ESOL) contact:

<table>
<thead>
<tr>
<th>Reading and Writing Hotline</th>
<th>1300 655 506</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centrelink</td>
<td>131 021</td>
</tr>
<tr>
<td>Access Language Centre</td>
<td>(02) 9281 6455 or <a href="http://www.access.nsw.edu.au">http://www.access.nsw.edu.au</a></td>
</tr>
<tr>
<td>Browns English Language School</td>
<td>(07) 3221 7871 or <a href="http://www.brownsenglish.edu.au">http://www.brownsenglish.edu.au</a></td>
</tr>
<tr>
<td>Melbourne Language Centre</td>
<td>(03) 9663 3399 or <a href="http://www.melblang.com.au">http://www.melblang.com.au</a></td>
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</tbody>
</table>

Complaints and Appeals

Sage Institute of Education encourages open communication and an environment of trust. A Sage student, who believes that they have been treated unfairly or has a complaint, grievance or appeal, is instructed to firstly speak to their Trainer. Where a resolution cannot be reached, they are instructed to discuss the difficulty with the Lead Trainer or Training Manager.

Where the complaint is more serious or is not able to be resolved through such informal means, the student is directed to make a formal complaint.

In instances of a formal grievance or complaint, the student should submit their complaint in writing to the Administration Group Manager. The Complainant is invited to include suggestions about how the complaint might be resolved.
An appeal is an application by a student for reconsideration of an unfavorable decision or finding during training and/or assessment and in these instances, students will be given the opportunity for re-assessment. If, after reassessment, the student remains not yet competent then the student will meet with the Training Manager again to discuss the assessment outcome.

If the student remains unsatisfied then the student will have the option to lodge a formal complaint. For more information regarding the complaints and appeals processes, please speak to a member of the Administration Team or a Trainer or Assessor.

**Recognition Pathways**

If you have gained knowledge and skills through your work, life experience, training or education you may be partway through a qualification and not realise it. Even if you have never formally studied or trained in a particular area, you may be able to have your skills officially recognised.

By going through a recognition process you can gain a formal Statement of Attainment for one or several units of competency or gain an entire qualification without having to attend/undertake training. The idea of recognition is to accept and reward knowledge and skills that have been achieved in a wide variety of ways. The process is quicker than undertaking training, and may be cost effective. So, recognition could save you time and money. Recognition of your current skills and knowledge can occur through:

<table>
<thead>
<tr>
<th>Credit transfer (CT)</th>
<th>Recognition of prior learning (RPL)</th>
</tr>
</thead>
</table>

**Credit Transfer (CT)**

If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. You will need to provide original or certified copies of original documentation of your past study so an assessor can make a decision about whether a credit transfer can be granted. You will also need to complete a National Recognition form, which can be obtained from a member of the Administration Team.

**Recognition of Prior Learning (RPL)**

If you believe you are already competent in a number of skills through your work or life experience, then these skills may be eligible for RPL and they can often be credited towards a partial or even a complete vocational qualification. A fee is charged for the RPL Process.

As part of the RPL assessment your existing skills and knowledge will be assessed against a range of industry standards by a qualified assessor. You can demonstrate your competence in a variety of ways including performing tasks, sharing your stories about how you carry out tasks in the work place or providing work samples. Depending on your skills, knowledge and experience, you may find you are eligible for a qualification and you may never need to enter a classroom.

What are the benefits of recognition?

- You will be recognised for what you already know, and may complete training in a shorter period of time
- You don’t have to undertake training where you can prove you already have the skills and knowledge to do the job
- You can apply for 100% recognition if you already have the skills and knowledge that you would learn from an entire course
- You have the ability to update your existing qualification to ensure that you can obtain formal recognition for your current competence
You will find further details about RPL processes in the RPL Application Form, which you can obtain from a member of the Administration Team. In the event that a recognition claim is unsuccessful or partially successful, you have the right to appeal the decision.

*Details of how to appeal are available from your trainer or assessor.*

**Quality Assurance**

Sage Institute of Education has adopted and maintains a quality assurance system for managing and monitoring all education and training operations and for reviewing student and staff satisfaction. In addition, the National Centre for Vocational Education Research (NCVER) – a not-for-profit company owned by state, territory and federal ministers responsible for training – may survey you as part of their data collection and statistics about the training sector nationally.

**Our Programs**

Sage Institute of Education offers nationally recognised training in the following fields:

- Aged Care
- Early Childhood Education and Care
- Fitness
- Massage

You will find details about the content of these qualifications on the Sage Institute of Education website: [http://www.sage.edu.au](http://www.sage.edu.au)


Our programs may incorporate more than one qualification, please speak to your Career Advisor for more information or see your enrolment form for details.

**Our Learning Styles**

Our programs are delivered face-to-face and are delivered by professional trainers in our practical training facilities, complete with in-house skills centres and all necessary equipment. As a part of your program you will also complete practical work placement in an appropriate facility. We believe that learning should be exciting, enjoyable and fun.

A mix of theory and hands-on experiences will help you to understand the important fundamentals and how to apply them practically.

**Trainers and Assessors**

Our Trainers and Assesors are experienced and insightful, assisting you to reach your potential. Many of our Trainers and Assesors are employed full-time, so you can be sure that knowledgeable, technical people are always on hand for advice. Our Trainers and Assesors possess the relevant qualifications, skills and experience equivalent to or exceeding national industry standards and requirements, assessing your competency accurately.

**Learning Materials**

Our learning materials include academic textbooks and program workbooks, supplemented with training notes, activities and self-assessment projects. You will receive their training materials during the program induction and throughout your program, and will be required to bring these to every class.
Program Induction

Prior to the commencement of your first session your Trainer will provide you with a campus induction. Information about the time and date of your induction and first session will be provided to you as part of your enrolment confirmation. At induction you will receive further information about your program structure, assessment activities and our campus facilities. You will be taken through emergency/evacuation procedures and have any questions answered.

Attendance

Attendance is an essential part of the program. You are expected to attend all sessions, arrive punctually and stay until the end of each session. If you have a challenge with attendance, please discuss this with your Trainer.

Program Assessment

At the beginning of your course you will receive information on how you will be assessed throughout your training program. You must let your Trainer know if you have any concerns about the nature or timing of assessments.

You must submit assessment work and attend scheduled assessments at the required times. To obtain your qualification you must successfully complete all of the required assessment tasks and be deemed competent for all units contained in the qualification by your Trainer/Assessor.

Assessment Process

Assessment is the process carried out by Trainers/Assessors of collecting evidence and making judgments as to how well you have achieved the intended learning and performance outcomes. Assessment is a key component of the teaching and learning environment, and it is the means by which progress or competency (achievement) in a unit of competency is evaluated.

As you progresses through your program the Training team will use formative assessment practices to prepare you for your final assessment activities.

This may include:

- Oral questioning
- Quizzes
- Case studies
- Multiple choice questioning
- Role-plays
- Observation of practical skills

Evidence plays a crucial role in determining the outcome of an assessment, as it provides proof that a student has acquired through the learning process the skills and knowledge as defined in relevant units of competency necessary to maintain employment in the relevant vocational industry.

The standard of the evidence supplied through a student’s completion of assessment tasks, as assessed by the Training team, will ultimately determine whether they are ‘Competent’ or ‘Not Yet Competent’.
Evidence to support an assessment must be valid, sufficient, authentic and current. The Training team will consider these points when reviewing your assessments. You are required to keep a copy (electronic or hard) of all items you submit for assessment, in case they are misplaced or lost, unless the format of the assessment item precludes a copy being made and stored.

Once an assessment task has been submitted by you, the Training team will review it and form judgment on the assessment task. They will check that the assessment material provided by you meets the rules for supplying evidence. They are:

<table>
<thead>
<tr>
<th>Valid</th>
<th>The evidence supplied answers the questions posed by the assessment tool, underpinned by the related competency standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient</td>
<td>The evidence supplied is consistent with guidance provided to the student within the assessment tool on the style and amount of evidence needed to demonstrate competence in a particular unit.</td>
</tr>
<tr>
<td>Authentic</td>
<td>The evidence supplied is the student’s own work and a declaration is signed by them confirming this (cheating and plagiarism will not be tolerated). Where evidence is supplied as part of an application for Recognition of Prior Learning (RPL) it may be necessary for an RPL Assessor to contact the third parties that are listed within the RPL application to verify authenticity and validation of the evidence provided.</td>
</tr>
<tr>
<td>Current</td>
<td>The evidence supplied must be relevant and current to “today’s standards” as specified in the relevant unit of competency.</td>
</tr>
</tbody>
</table>

Upon judgment, you will be awarded a ‘Satisfactory’ or ‘Not Satisfactory’ result for the assessment task (the Training team will mark your work either S or NS). Where a NS result is obtained, a re-sit/re-submission will be arranged with the student.

The Training team will provide you with sufficient feedback in a timely manner. Such feedback may be provided as follows:

- Verbal feedback during face-to-face meetings, discussions, on conclusion of practical assessment
- Written feedback on completion of written assignments, knowledge checks, assessment records, marking sheets, correspondence

Once you have completed all assessment tasks for a unit of competency to a satisfactory standard, you will be deemed ‘Competent’ by the Training team for the unit (where one or more tasks are ‘Not Satisfactory’ you will be deemed ‘Not Yet Competent’). The results are explained as follows:

- **Competent (‘C’)**: the student has achieved all of the learning and performance outcomes specified by the unit of competence being assessed.
- **Not Yet Competent (‘NYC’)**: the student has not achieved all of the learning and performance outcomes specified by the unit of competence being assessed.

Remember that if the Training team requires you to re-do any assessment tasks, you will be provided with sufficient feedback in a timely manner about your performance and allowed sufficient time to attempt the task again.

Students have a six month period for AQF level 4 and below and a twelve month period for AQF level 5 and above to re-attempt any assessment tasks required. After such time a student may be required to recommence the program (this may incur additional costs).
Program Evaluation

To enable us to continually improve the program content and delivery, we request that you complete an evaluation questionnaire at various times in your training.

Student Code of Conduct

During your time at Sage, we expect students to behave in a manner that promotes the wellbeing of themselves and others when on Campus.

The Student Code of Conduct applies to all students enrolled in any course offered by Sage Institute of Education, and formalises behavior expectations of students undertaking studies with Sage.

This Code cannot encompass all possible situations.

Where direction is required beyond the provisions of the Code advice must be sought from an appropriate staff member.

Guidelines

All students have the right to:

- Be treated fairly and with respect by Sage staff and other students and without discrimination, regardless of religious, cultural, racial and sexual differences, age, disability or socio-economic status
- Learn in a supportive and stimulating environment that promotes the pursuit of their goals
- Have access to counseling if desired or required
- Privacy concerning records that contain personal information, subject to statutory requirements
- Be given information about assessment procedures at the beginning of the program and progressive results as they occur
- Lodge a complaint without fear of retaliation or victimisation
- Have Principles of Natural Justice applied during any investigation process concerning a breach of the Student Code of Conduct
- The right to work and study in a safe, clean, smoke free, orderly and cooperative environment
- The right to express and share ideas and to ask questions
Policy

1. Student Responsibilities

All students have a responsibility to:

- Treat other students and Sage staff with respect and fairness
- Follow any reasonable direction from a member of staff
- Supply accurate personal and other information to Sage according to deadlines in place
- Refrain from indecent or abusive language and drinking and eating in classrooms and other learning areas (water permitted)
- Behave responsibly by not littering, harassing fellow students or staff, damaging, stealing, modifying or misusing Sage or students’ property
- Respect all Sage property and facilities including the classroom, kitchen, change room and clinic resources and to respect the rights of others to use these facilities
- Behave responsibly by not possessing or being under the influence of drugs and alcohol
- Refrain from using mobile phones or any other electronic devices that may disrupt a class
- Attend scheduled classes and work-placements in a punctual manner and in uniform
- Complete all assessment tasks honestly, and not engage in plagiarism, collusion or cheating
- Engage in their learning process and manage their course progression, including contacting Sage to follow-up outstanding assessments
- Follow Sage’s safety practices, including wearing approved clothing and protective equipment and following both written and verbal directions given by Sage staff
- Not to behave in a way that would offend, embarrass or threaten others
- Comply with all lawful regulations, rules or procedures of Sage that pertain to them
- Pay all fees and charges levied by Sage within the required time frames
- Attend all meetings called by Sage to discuss course progress
- Meet or carry out all activities agreed with Sage in relation to maintaining course progress
- Conduct themselves in a professional manner whilst undertaking professional clinic/work placement and respect the confidentiality of client or commercial information made available to them whilst on placement
- Provide honest constructive feedback to Sage and its staff on the quality of teaching and service
- Respect the opinions of others and to engage in rational debate in areas of disagreement
2. Breach of Conduct

A student breach of conduct occurs when a student behaves in a manner described below:

- Assaults, attempts to assault or threatens a person on Sage premises
- Acts contrary to Equal Opportunity practices of Sage, which is committed to the prevention and elimination of discrimination on the grounds of:
  - Age
  - Marital status
  - Race
  - Impairment
  - Physical features
  - Religious belief or activity
  - Industrial activity
  - Political belief or activity
  - Gender
  - Lawful sexual activity
  - Professional activity
  - Impairment
  - Gender
  - Religious belief or activity
  - Industrial activity
  - Political belief or activity
- Disobeys or disregards any lawful direction given by a staff member of Sage
- Acts dishonestly or unfairly in connection with a test, assignment or other means of assessment conducted by Sage
- Engages in any conduct or activity prejudicial to the management and good governance of the campus/site
- Deliberately obstructs or attempts to deter any employee of Sage in the performance of their duties
- Willfully damages or wrongfully deals with any Sage property
- Attends Sage whilst under the influence of alcohol or affected by drugs or possesses, uses or traffics a drug of addiction or drug of dependence within the meaning of the Crimes Act 1958 or the Drugs Poisons and Controlled Substances Act 1981 or any Act in substitution thereof
- Carries or uses items such as firearms, knives, syringes etc. as a weapon
- Fails by or within the agreed required date or period, to pay any fee or charge payable to Sage
- Fails to comply with workplace health and safety regulations or willfully places another person in a position of risk or danger
- Fails to consistently and regularly attend scheduled classes and work/clinic placements on time and in uniform
- Behaves in a way that impacts on class learning or the performance of a Trainer/s duties
- Constantly interrupts class time through the use or presence of mobile phones or other electronic devices
- Uses abusive language
- Fails to attend meetings called to discuss course progress
- Fails to carry out actions or engage in activities agreed with Sage to maintain course progress
- Fails to formally notify Sage of a withdrawal from enrolment
Cheating/Plagiarism

Cheating is defined as any behavior whatsoever by students in relation to any item of assessment which may defeat the purposes of the assessment. A student shall not cheat, attempt to cheat, or incite or assist another student to cheat in any assessment item. Using the work of others without acknowledgment (plagiarising) infringes Sage rules, breaks criminal law and incurs liabilities at civil law.

Using another’s work in an assessment item will be treated as cheating. The following actions, without proper attribution (quoting and/or referencing), will attract stringent penalties:

- Copy the work of another student
- Directly copy any part of another person’s work
- Summarise another person’s work
- Use or develop an idea or thesis derived from another person’s work
- Use experimental results or data obtained or gathered by another person

All the above, if properly attributed to the original author, are permissible, within the varying contexts and purposes of particular assessment items and the use of appropriate quoting and referencing procedures. Students are expected to exhibit honesty and ethical behavior in undertaking the assessment requirements of their program. Academic penalties will apply where cheating/plagiarism is identified. Penalties include:

<table>
<thead>
<tr>
<th>No marks for that assessment item</th>
<th>Repetition of the assessment item</th>
<th>Oral examination</th>
<th>Failure of the assessment</th>
<th>Exclusion from the program</th>
</tr>
</thead>
</table>

Procedures for Dealing with Cheating/Plagiarism

Allegations regarding cheating/plagiarism should be referred to the Lead Trainer or Training Manager who will investigate the matter. In all cases the student will be advised in writing and given the opportunity to show cause within fourteen (14) days why a penalty should not be applied.

Workplace Health and Safety (WHS)

We encourage safe working practices as an integral part of our operations. We comply with relevant legislation, namely the Work Health and Safety Act 2011. Should an incident happen while you are at Sage Institute of Education, all involved parties must complete an Incident Report Form at the time of the incident.

A first aid kit is available on campus, All Sage Trainers are certified to administer first aid and there is a designated first aid officer. If you have any questions regarding safety and the prevention of accidents, including the use of equipment, please do not hesitate to speak to your Trainer.

WHS Policy

Sage Institute of Education is committed to the proper management of workplace health, safety and welfare, which ranks equally with all other operational and administrative considerations. This policy is a statement of the commitment of our management and workers to health and safety in this workplace and aims to reduce or remove the risks to health and safety of all workers, contractors and visitors that may be affected by our business operations. We adopt a planned and systematic approach to the management of WHS and will provide the resources for its successful implementation.
Policy Objectives

The objectives of this policy are to ensure:

- All hazards and risks to health and safety are identified, assessed and where they cannot be eliminated are effectively controlled according to the hierarchy of control.
- Measures to control hazards and risks to health and safety are regularly monitored and evaluated.
- All members of the Sage Institute of Education community will be provided with clear information that outlines their responsibilities especially relating to duty of care.

Responsibilities for Sage Institute of Education students include:

- Following the policies and procedures of Sage Institute of Education and the reasonable instructions of trainers in relation to WHS.
- Ensure their personal health and safety and that of others in the workplace/learning environment.
- Report any incident or hazards on campus and at work to their trainer/supervisor.
- Use any equipment provided to protect their health and safety whilst engaged in training or work experience.
- Abide by their duty of care with respect to health and safety whilst engaged in Sage learning or business, including compliance with the Sage Institute of Education Student Code of Conduct and with all persons they relate to.

Smoking

Sage Institute of Education premises are a designated non-smoking area. Smoking is NOT permitted inside buildings, stairwells, car parks, or in the vicinity of building entrance ways. Additionally, students in Sage uniform must not smoke in a public place or within public view.

Compliance with Legislation

Sage Institute of Education complies with relevant government laws including (but not limited to) Commonwealth and State legislation such as:


- Copyright Act 1968
- Disability Discrimination Act 1992
- Disability Discrimination Amendment (Education Standards) Act 2005
- Freedom of Information Act 1982
- Work Health and Safety Act 2011
- Privacy Act 1988
- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Racial Discrimination Act 1975
- Age Discrimination Act 2004
- Sex Discrimination Act 1984
- Competition and Consumer Act 2010
- Fair Work (Registered Organisations) Act 2009
- Vocational Education and Training Funding Amendment Act 2001
- Skilling Australia’s Workforce (Repeal and Transitional Provisions) Act 2005
Victoria - www.legislation.vic.gov.au
Disability Act 2006
Disability Services (Amendment) Act 2000
Disability Amendment Act 2012
Disability Amendment Act 2013
Equal Opportunity Act 2010
Education and Training Reform Act 2006
Education and Training Reform Regulations 2007
Fair Trading Act 1999
Fair Work (Commonwealth Powers) Act 2009
Freedom of Information Act 1982
Information Privacy Act 2000
Occupational Health and Safety Act 2004
Professional Standards Act 2003
Victorian Qualifications Authority Act 2000
Working with Children Act 2005

New South Wales - www.legislation.nsw.gov.au
Anti-Discrimination Act 1997
Work Health and Safety Act 1997
Education Act 1990
Child Protection (Working With Children) AU 2012
Fair Trading Act 1987

Queensland - www.legislation.qld.gov.au
Anti-Discrimination Act 1991
Working With Children (Risk Management and Screening) Act 2000
Work Health and Safety Act 2011
Fair Trading Act 1989
Campus Locations

Campus locations and contact details are listed on Sage Institute of Education’s website (http://www.sage.edu.au/).

Administration

Collins Street
600 Collins Street
Melbourne Vic 3000

Telephone: 1300 833 855
www.sage.edu.au