



Pathways Psychology Institute

**INTERNATIONAL STUDENT HANDBOOK &
COURSE ASSESSMENT INFORMATION**

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**Pathways
Psychology
Institute**



Welcome

Thank you for your interest in studying at Pathways Psychology Institute. I am delighted to welcome you to our in-depth trainings which combine Personal Development as you learn the knowledge and skills needed to work with clients as a counsellor, psychotherapist, coach or team facilitator.

We have been providing transformative education in Processwork (Depth Holistic) Counselling and Psychotherapy since 2008. We have gained a reputation for bringing information from the forefront of recent research and development into our Counsellor/Psychotherapist trainings that transform the student's sense of well-being and personal understanding of themselves. Enabling graduates to go on to bring transformational changes to the clients they work with, empowering clients to shift from surviving to thriving.

I developed a passion during the 1980's to find and bring into the world-at-large the most effective & up-to-date methods known on this planet for supporting people in pain to find their best pathway towards a happier, healthier experience of life. Having discovered a range of powerful approaches which access the deepest wisdom within each of us, which can guide individuals or teams to find their own unique pathway forwards. In 2008 we created Pathways Psychology Institute as a vehicle to bring this information from the forefront of recent research and developments to the public.

At Pathways Psychology Institute we deliver our courses with sensitivity and respect for the varied styles of learning of all students, integrating a sense of community among the students into how the cohort learns. Our commitment is to provide a safe and supportive environment for the development of skills both within the student's inner awareness and the theory and practical skills needed for private practice or organisational workplace clients.

Our students have expressed appreciation for the way they learn to see themselves more deeply and become able to use their awareness for inner reflective practices (which we often hear has changed their lives in wonderful ways), integrated with the comprehensive training required to be a skillful counsellor, psychotherapist or personal coach.

I hope you can become a part of our student community, inspiring each other as we learn about ourselves and how to listen deeply to others. Growing renewed direction in your life and building confidence within a group of like-minded friends and colleagues.
Warmly,

Yelena Udy
CEO and Director of Training



WELCOMING INTERNATIONAL STUDENTS

Pathways Psychology Institute is proud to be able to welcome students from all over the world.

Our students not only love learning with us, but the opportunities that they encounter are some of the most valuable experiences during their study in Australia.

With our up-to-date training and experienced staff, students will experience hands on learning delivered in both classrooms and real workplace settings.



Our Trainers & Assessors are all fully qualified in their field and have current industry experience. All learning programs are taught in accordance with government and registered body requirements.

Upon successful graduation from our courses students will be industry ready and set for a new and exciting career. Highly professional trainers, outstanding student support and a unique location are a few reasons why Pathways Psychology Institute is the right choice for you.

Students will find that our courses are flexible and designed to suit your education level and lifestyle in Australia.

ABOUT THE INSTITUTE

pathway

noun

1. another word for path.
2. a route to or way of access to; way of reaching or achieving something.
3. courses taken by a student to gain entry to a higher course or towards a final qualification.

Pathways Psychology Institute accredited its first two courses (Diploma and Advanced Diploma) with ACA (Australian Counselling Association) in October 2008, commencing classes in an old unused Primary School in Epping, training students in the most innovative approaches used in the counselling/psychotherapy industry.

From its beginnings Pathways Psychology Institute has offered a number of scholarships to a range of students to help enable them to complete their studies in counselling. In 2010 Pathways Psychology Institute joined with DEEWR to create a scholarship scheme for Indigenous students to study the Counselling and Group Work courses. In February 2011 the first residential for the At A Distance Indigenous student took place at Yaraandoo Life Centre our Arcadian campus.

In 2016 we moved our teaching facility to our Galston premises; we expanded our administration offices to include a new classroom while still continuing some class also at our Arcadia campus. We quickly outgrew this classroom and plans and construction began in 2017 to create our new and larger campus classroom and a much larger space to house our administration department.

In 2018 Pathways Psychology became a Nationally Accredited, Registered Training Organisation (RTO) with ASQA and in 2019 our first ASQA accredited course Diploma of Counselling (CHC51015) was offered to potential students. In 2020 we will be offering another ASQA accredited course: Graduate Diploma of Trauma-informed Processwork Psychotherapy (10779NAT).

Our course development team are constantly working to stay abreast at the “coal face” of new emerging developments of techniques and training methods in the psychotherapy field. Always using quality mechanisms to improve our courses and designing new courses to meet the changing needs of the community.



From our original campus in Epping back in 2008 to the new Galston campus of today






PROCESSWORK PSYCHOTHERAPY

Processwork Psychotherapy (also known as Process Oriented Psychotherapy), developed by Arny Mindell, uses many of the methods utilised in other modalities. The most essential aspect of Processwork is the comprehensive overview it provides to clarifying which particular technique is recommended with each client, in each changing situation. The Processwork practitioner pays a lot of attention to the client's own "signals", or responses to every intervention, and constantly re-orientates to match both the sensory style of the client, the rhythm and pace of the client, as well as the overall viewpoint of each particular client towards the issue they are working on understanding in more depth. This ongoing study of the client's processing system and calibrating the therapist's methods to match that of the client makes Processwork psychotherapy more precise in meeting client's needs than most other modalities.

Pathways Psychology Institute's students study a broad range of modalities, but as Processwork is our guide to assessing which method to use when, we do a lot of skills trainings in learning to read the precise indications the client constantly gives to our interventions. These client responses are referred to as the client "feedback", and, becoming good at noticing your client's feedback is an essential aspect of becoming a Processwork Psychotherapist. Supervised practice sessions form a part of every class, following the lecture material, which may be presented live, or via internet or digital/audio recordings (for students at-a-distance). Students are involved in small learning group tutorials where exercises and some assessments are worked on collaboratively, as you develop your understanding and your growing skills.

Arnold Mindell has been leading the developments and research into applying Processwork in many contexts for the past decades. Alongside Arny and his wife, Amy Mindell, many colleagues have developed the effectiveness of these skills in a wide range of contexts (in addition to individual and couple counselling). These days there are many Processwork Psychotherapists applying the Processwork approach to working with individuals in coma, people suffering from a wide range of mental health diagnoses, as well as working with very large groups on shared issues (called "Deep Democracy").

	<p><i>"Deep Democracy is our sense that the world is here to help us to become our entire selves, and that we are here to help the world to become whole."</i></p> <p>Arny Mindell</p>
	<p><i>Process Work investigates our known world and opens up to the unknown, the mysterious and inexplicable elements of life that are the potential seeds of new life and creativity. It is about exploring aspects of ourselves and our world, which we tend to ignore or throw away. In this way, life becomes a continually evolving, creative, unpredictable, and numerous experiences.</i></p> <p>-Amy Mindell</p> 

COURSES PROVIDED BY PATHWAYS PSYCHOLOGY INSTITUTE



Pathways Psychology Institute presently offers the following courses:

CHC51015 Diploma of Counselling

10779NAT Graduate Diploma of Trauma-Informed Processwork Psychotherapy

For additional information concerning this course please see our website and our curriculum document. If you have any questions, please phone or email our administration team.

DIPLOMA OF COUNSELLING (CHC51015) COURSE FORMAT

Our Diploma and Graduate Diploma trainings are the only government accredited Processwork trainings available in Australia. At this time no other institutes are able to offer government accredited Processwork trainings.

Our Diploma of Counselling may be taken by either professionals already working in the industry (counselling, mental health and coaching field) who'd like to develop and deepen their skills, as well as new students wanting to develop counselling skills towards commencing work in the counselling and psychotherapeutic field. Our courses cover the information you need to commence work as a counselling practitioner. However, this is just the beginning. Every counselling psychotherapist uses ongoing supervision and professional development to continually refine their skills and develop their potential. Our course provides the context and group-learning support and encouragement to develop your self-awareness, alongside your professional skills as you move along this pathway becoming the best counsellor you can be.

Delivery

The Diploma of Counselling (CHC51015) is taught as a combination of evening classes, study groups, and home study readings/ assessments, which can be accessed at-a-distance or in person, and three intensive 5-day residential trainings which must be attended in person. These residentials focus on supervision and coaching feedback for each student on their skills development, and application of the theory.

This one-year course incorporates a lot of practical skills-based training practice; the theoretical foundations of Processwork Psychotherapy; the latest neurobiological developments (theory and skills) in working with trauma/stress effectively; as well as all the requirements of the government accredited Diploma of Counselling (CHC51015). Over the 4 terms students will complete seven clusters (detailed on next page), participating in a total of 1160 hours of training, learning and assessment activities.

Entry requirements

Applicants must be 18 years of age or older, have completed year 12 or equivalent level of study, and participate in a course entry interview to establish their suitability for the course. For more information on English language proficiency requirements see relevant section of this handbook.

Attendance

It is expected that students attend every class, however, students must attend 80% of class and study sessions. If a student is unable to attend for any reason, it is a requirement that the trainer is advised before class. "Make-up arrangements" must be individually discussed with and agreed to by the trainer of that module. If a student does not feel they have been given sufficient time to address any missed material, they should speak with the Director of Training as soon as possible, after having spoken with the module trainer concerning "make-up" arrangements. Missing class affects your classmates' cohort progress, as well as your own learning, as this is a rigorous full course of study.

During class time we ask that all mobile phones/devices be turned off to allow students to participate fully in class and concentrate on the training material.

CLUSTER 1

Introduction to counselling therapies and theories

CHCCSL004 Research and apply personality and development theories
CHCCSL005 Apply learning theories in counselling

CLUSTER 2

Using the Process: Practicing counselling therapeutic techniques

CHCCSL001 Establish and confirm the counselling relationship
CHCCSL002 Apply specialist interpersonal and counselling interview skills
CHCCSL003 Facilitate the counselling relationship and process
CHCCSL006 Select and use counselling therapies

CLUSTER 3

Empowering clients through decisions and relationships

CHCCSL007 Support counselling clients in decision making processes
CHCFAM003 Support people to improve relationships

CLUSTER 4

Professional practice

CHCPRP003 Reflect on and improve own professional practice
CHCCSM005 Develop, facilitate and review all aspects of case management
CHCLEG001 Work legally and ethically

CLUSTER 5

Working in mental health and supporting clients in altered states

CHCMHS001 Work with people with mental health issues
BSBLDR501 Develop and use emotional intelligence

CLUSTER 6

Working with trauma, and clients at risk

CHCCCS019 Recognise and respond to crisis situations
CHCMHS013 Implement trauma informed care

CLUSTER 7

Deep Democracy: Facilitating diversity and developing cultural safety

CHCDIV001 Work with diverse people
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

COURSE OBJECTIVES



To train counselling professionals to a high level of counselling / psychotherapeutic skills, creating a well-rounded, sound knowledge base for each student to enter the counselling industry.



To encourage and enable a rising of professional standards of excellence in the services offered to the public in the counselling field.



To educate students in a general understanding of diverse types of practice involved in therapeutic work with a broad range of client populations and diverse groups.



To train students to understand the unique specific processing style exhibited by each individual (or group), and to be able to use interventions, in every case, appropriate to the perspective and orientation of the client. This assessment process is one of the great strengths of Processwork Counselling, how to follow the process, awareness style or viewpoint of each client.



To develop awareness of the dynamics of trauma, both individually and socially, which impact on vulnerable people, and an understanding of how to ameliorate these influences for those individuals.



To develop skills of self-reflection and practical management which promote relationships based on respect, non-violence and safety.



An understanding of the ethical rights and responsibilities of the client, as well as the rights and responsibilities of the counsellor/ psychotherapist.



An understanding and commitment to pursue both one's individual development, as well as ongoing professional development towards constant improvement in all domains, in service of our clients.



Developing the attitude and research tools needed to interact effectively within the complexity of clinical practice and professional teams.



GRADUATE DIPLOMA OF TRAUMA-INFORMED PROCESSWORK PSYCHOTHERAPY (10779NAT) COURSE FORMAT

We are very proud to be offering our ASQA accredited Graduate Diploma of Trauma-Informed Processwork Psychotherapy. Our Diploma and Graduate Diploma trainings are the only government accredited Processwork trainings available in Australia. Our Graduate Diploma may be taken by either professionals already working in the industry (counselling, mental health and coaching field) who'd like to develop and deepen their skills, as well as new students wanting to develop counselling skills towards commencing work in the counseling and psychotherapeutic field. Our courses cover the information you need to commence work as a counselling practitioner or to take you to the next level in your counseling career. Our course provides the context and group-learning support and encouragement to develop your self-awareness, alongside your professional skills as you move along this pathway becoming the best counsellor you can be. This qualification is intended to provide participants with a range of Processwork psychotherapy skills and knowledge to perform effectively the many complex functions associated with providing Processwork counselling and psychotherapeutic support including:

- Processwork psychotherapy with individuals
- Processwork coaching and facilitation of leadership capacities in small teams
- Facilitating deep democracy for improved communication in groups and organisations
- Ensuring clients' trauma needs are acknowledged and responded to sensitively and respectfully for the best possible outcomes.

Entry Requirements

Applicants must be 18 years of age or older. Generally, students applying for our post-graduate course already hold an undergraduate degree from an accredited Higher Education Provider. Pathways' institution does allow admission under special circumstances to applicants without an undergraduate degree. Pathways offers entrants with substantial training and experience, an alternative pathway into the course. Those who have a minimum of 10 years' experience working with people and can show evidence of appropriate training may apply for RPL's. Those with no degree and no relevant experience will need to complete our Diploma of Counselling (CHC51015) course successfully before applying for consideration for entrance to our Graduate Diploma. All applicants must provide Pathways with their relevant certificates and demonstrate through a personal interview that their training and experiences meet the requirements for admission. During the personal interviews prospective students are also assessed for fundamental human capacities, such as self-awareness, relational capacity, and ethical behaviour, before acceptance into a counselling course. For more information on English language proficiency requirements see relevant section of this handbook.

Delivery

The Graduate Diploma of Trauma-Informed Processwork Psychotherapy is taught as a combination of day and evening classes, study groups, and home study readings/ assessments, which can be accessed at-a-distance or in person, as three intensives 3.5-day residential trainings which must be attended in person each year (6 in total). These residential focus on supervision and coaching feedback for each student on their skills development, and application of the theory.

This two-year course incorporates practical skills-based training practice; the theoretical foundations of Processwork Psychotherapy; the latest neurobiological developments (theory and skills) in working with trauma/stress effectively; as well as all the ASQA requirements. Over the 8 terms students will complete eight enterprise units called modules (detailed on next page), participating in a total of 1340 hours of training, learning and assessment activities.

Attendance

It is expected that students attend every class, however, students must attend 80% of class and study sessions. If a student is unable to attend for any reason, it is a requirement that the trainer is advised before class. If a student does not feel they have been given sufficient time to address any missed material, they should speak with the Director of Training as soon as possible, after having spoken with the module trainer. As well as your own learning, as this is a rigorous full course of study. During class time we ask that all mobile phones/devices be turned off to allow students to participate fully in class and concentrate on the training material.

MODULES

MODULE 1

POPRES001

Initiate and undertake applied Processwork counselling and psychotherapy research

MODULE 2

POPpsy002

Provide Processwork counselling and psychotherapy

MODULE 3

POPTMA003

Work with trauma using a Processwork framework

MODULE 4

POPRLT005

Facilitate group dynamics using deep democracy principles

MODULE 5

POPRLT004

Facilitate relationships using a Processwork framework

MODULE 6

POPMEN006

Support mental health using a Processwork framework

MODULE 7

POPPrP007

Apply Processwork inner work self-reflection practices in professional practice

MODULE 8

POPWRK008

Work within a Processwork counselling and psychotherapy framework

This qualification is intended to provide participants with a range of Processwork psychotherapy skills and knowledge to perform effectively the many complex functions associated with providing Processwork counselling and psychotherapeutic support including:

- Processwork psychotherapy with individuals.
- Processwork coaching and facilitation of leadership capacities in small teams.
- Facilitating deep democracy for improved communication in groups and organisations.
- Ensuring clients' trauma needs are acknowledged and responded to sensitively and respectfully for the best possible outcomes.



To train counselling professionals to a high level of counselling / psychotherapeutic skills, creating a well-rounded, sound knowledge base for each student to enter the counselling industry.



To encourage and enable a rising of professional standards of excellence in the services offered to the public in the counselling field.



To educate students in a general understanding of diverse types of practice involved in therapeutic work with a broad range of client populations and diverse groups.



To train students to understand the unique specific processing style exhibited by each individual (or group), and to be able to use interventions, in every case, appropriate to the perspective and orientation of the client. This assessment process is one of the great strengths of Processwork Counselling, how to follow the process, awareness style or viewpoint of each client.



To develop awareness of the dynamics of trauma, both individually and socially, which impact on vulnerable people, and an understanding of how to ameliorate these influences for those individuals.



To develop skills of self-reflection and practical management which promote relationships based on respect, non-violence and safety.



An understanding of the ethical rights and responsibilities of the client, as well as the rights and responsibilities of the counsellor/ psychotherapist



An understanding and commitment to pursue both one's individual development as well as ongoing professional development towards constant improvement in all domains, in service of our clients.



Developing the attitude and research tools needed to interact effectively within the complexity of clinical practice and professional teams.



MODES OF STUDY

Face-to Face, Full Time Study

As an International Student you are required to progress at a full-time rate to ensure you can complete your program within the duration specified on your Confirmation of Enrolment (CoE) and the length of your student visa.

Pathways Psychology Institute requires that International Students attend their course face-to-face. There is an allowance for International Students to undertake a portion of their study via distance or online learning. The rules and regulations governing International Students stipulate that this portion be no greater than one-third of the total program offered. Students are permitted to attend some student meetups and tutorials via Zoom whilst still fulfilling this requirement. Further details will be provided during your course orientation. Face-to-face attendance at all residential trainings is compulsory for all students.



Distance or online study is also permissible for the duration of the final unit of a course, provided the student does not exceed their one-third allowance.

Course duration and holiday breaks

The Pathways Psychology Institute Diploma course runs over 1 year (February – December). The Graduate Diploma course runs over 2 years (February – December of each year). The academic year is divided into 4 terms with a holiday break between each year. Pathways Psychology Institute does not offer a Summer Term.

As a guide, students can expect three term breaks during the months of April, July and October each year. Each term break will be approximately 10 days in length.

PROFESSIONAL ASSOCIATIONS

We actively encourage our students to identify with the counselling and psychotherapy profession by participating in professional associations including PACFA and ACA. ACA recognises both our Diploma and Graduate Diploma and offers graduates membership. PACFA recognises and accepts into membership graduates of our Graduate Diploma only. PACFA literature and information packs are distributed to all students. PACFA membership is discussed at length with students throughout the course. Often a PACFA and ACA representative are invited to present to students preparing to graduate. We also encourage students and graduates to participate in seminars, workshops and activities that contribute to personal and professional growth. We provide information on relevant upcoming seminars and events on our notice board and through our student and alumni newsletters.



SELECTION AND ENROLMENT

Pathways Psychology Institute's process of student selection is non-discriminatory on the grounds of gender, class, cultural background, sexual identity, disability or beliefs. Pathways Psychology Institute students demonstrate self-awareness, relational capacity, and an understanding and practice of ethical behaviour.

Pathways Psychology Institute accepts applications from all students who meet the entry requirements published in the course information. Applications are accepted on a first come, first served basis but if a course is full, you will be offered a place in a course starting at a later date.

However, if course requirement numbers are not met at the start date of a course, Pathways Psychology Institute reserves the right to not run this course or may move the start date to a later date.

To apply to enrol in a course, you must complete an Enrolment Form. Once you have decided on what course you want to study, apply by following the application process as outlined in this handbook. You must complete an Application Form available on the Pathways Psychology Institute website. You will need to meet the entry requirements of the course for which you are applying, which you will need to satisfy and provide the necessary documentary evidence (as indicated within the Application Form). This may include certified copies of qualifications, identification documents (including your passport), previous education qualifications and evidence of English Language proficiency for International Students (test undertaken in the last 3 years). For examples of IELTS, PTE, TOEFL or any other English test that is accepted please refer to:

<https://immi.homeaffairs.gov.au/help-support/meeting-our-requirements/english-language/proficient-english>

If you cannot provide evidence of English proficiency, you will be issued with a conditional letter of offer based on Pathways Psychology Institute receiving evidence of your English Proficiency prior to the commencement of your course.

If you are applying for RPL's or Credit you should indicate this on your application and supply certified copies of your transcripts for your application to be assessed. See the section on Credits in this Handbook.

Once you have completed your enrolment form and gathered all the necessary evidence, send it to us, along with your non-refundable application fee of \$500. You will be contacted within 5 working days to let you know the status of your application/enrolment and to confirm your details. As part of the entry requirements, you are required to attend an interview. Details of the interview will be provided at this stage. Upon approval of your application, you will be sent further information about the next steps, payment arrangements and how you can get started in your course. Once enrolled, students will be given dates for orientation and class commencement.

Student suitability and selection

Based on the selection and entry requirements for the course an authorised Admissions Officer must review and assess the International Student Application to determine whether a Letter of Offer should be made, the head of training will be consulted throughout this process.

To be accepted, the applicant must meet the following requirements:

- Aged 18 years or above at the time of enrolment.
- Academic entry requirements: Students must meet a minimum academic requirement to gain admission to the Institute's courses. Applicants must refer to detailed information on individual courses for additional course-specific requirements, which are available on the Institute's website.
- Minimum English language requirements (refer below - Assessing English Language Proficiency for Admissions)
- Computer skills (ability to conduct research online and undertake some online studies to meet unit requirements as well as navigate the student portal and submit assessments via the portal)

For further information on student visa assessment levels visit Department of Home Affairs' website at www.homeaffairs.gov.au

Assessing English language proficiency for admissions

International applicants must meet the English language requirements in one of the following ways:

- A minimum 5.5 overall in IELTS, with no band less than 5. If you have a lower score than this, you may contact administration to discuss further options.
For more information or to book a test visit www.ielts.com.au
- An assessable Qualification in English. Citizenship and/or residency of a country where English is an official language, does not immediately mean that the English language requirements are met, and applicants may be asked to provide evidence of an assessable qualification.
Assessable qualifications include but are not limited to:
Successful completion of one year of full-time university study in an English-speaking country or where the language of instruction was English, or successful completion of one year of full-time study in a tertiary education program in Australia where the minimum entry requirement was evidenced to be an overall IELTS band score of not less than 5.5 (or equivalent), or successful completion of the final two years of senior high school in an English-speaking country or where the language of instruction was English.
- Alternative English language tests and other evidence of English language proficiency will be considered on a case-by-case basis by Pathways Psychology Institute's Head of Training.

Pathway's Psychology Institute reserves the right to request additional evidence of English language proficiency

The Head of Training is required to monitor the academic performance of international students and, where necessary, provide support via student support services (see student support services in the Student Handbook for more information on these services).

LETTER OF OFFER

Pathways Psychology Institute will issue a Letter of Offer and Student Agreement to successful applicants who meet the entry requirements and are deemed suitable for the nominated course(s). The Letter of Offer and Student Agreement include detailed instructions and conditions for accepting the student agreement.

An authorised Admissions Officer must sign the Letter of Offer and Student Agreement to be sent to the applicants. Applicants who do not meet the entry requirements will be notified in writing. Where applicable, unsuccessful applicants may be offered alternative study options. The Letter of Offer and Student Agreement will be sent via email to the students. A copy of the Letter of Offer and Student Agreement will be kept in the student's file/profile.

Prior to, or at the time of accepting an offer, you may be requested to provide additional evidence that you have met all of the stated conditions. If you do not provide this evidence, you will be unable to proceed with your enrolment or student visa application.

The documents you need to provide to us will include:

- Official or certified copies of academic transcripts.
- Completion letters or certificates.
- IELTS (academic module) or TOEFL (computer-based or paper-based or IBT) results (no more than two years old).
- Application Form.

When accepting your offer, you will be asked to confirm where you will be applying for your student visa – onshore in Australia or offshore. You will also be asked to indicate a pending date of arrival to Australia. Please make a selection when accepting your offer.

Please remember that as a Student Visa applicant:

- Your primary purpose for coming to Australia on a student visa is to study.
- You have the required English proficiency.
- You accept responsibility for obtaining your student visa and adhering to the conditions on your visa.
- You have genuine access to sufficient funds to cover your tuition costs, OSHC, return airfares and living expenses for yourself and any dependents for the duration of your studies.



Meeting the above criteria does not mean you will automatically be granted a student visa. The Department of Home Affairs (HA) may still refuse your visa application if they are not satisfied that you are a Genuine Student or if you do not meet other requirements such as those relating to your health, finances and character. More information is available on the HA website.

To ensure your student visa application is processed, you must submit a complete application. Visa processing times may vary so please ensure that your visa application is submitted as soon as you receive your Confirmation of Enrolment.

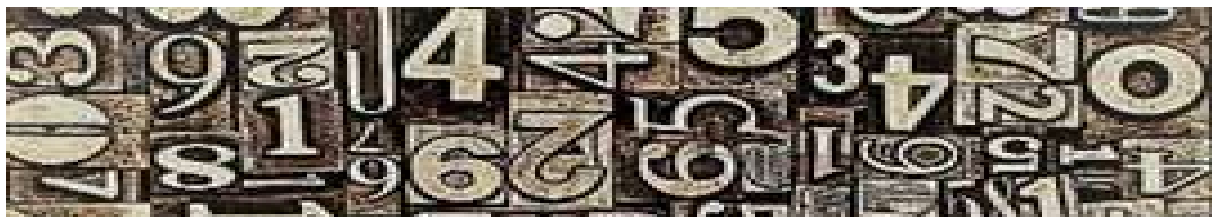
Applicants must accept a Letter of Offer by the due date and by returning the signed Student Agreement, accompanied by payment of tuition fees, as outlined in the Letter of Offer. International students will also be required to provide a copy of their Overseas Student Health Cover (OSHC).

Pathways Psychology Institute reserves the right to withdraw the offer of admission and cancel the enrolment(s) of any student where/when the Institute identifies such an offer was made on the basis of incomplete or inaccurate information supplied by the applicant or an applicant's representative.

USI (Unique Student ID)

International students studying in Australia with an Australian education or training provider need a USI. International students travelling to Australia to study are issued with an Australian visa. Students must land in Australia and go through customs before they can create a USI using their passport as a form of ID. All students must acquire a Unique Student ID before starting their course.

Please apply to <https://www.usi.gov.au/> and advise Pathways Administration when you have obtained one



LIVING AND STUDYING IN AUSTRALIA

You can find lots of useful information about living and studying in Australia at www.studyinaustralia.gov.au. The web site also includes a helpful guide about studying and living in Australia available for downloading. Some of the information included on the website is also included in this guide.

As part of your orientation program and confirmation of enrolment, you will also be provided with information to assist you with adjusting to study and life in Australia, including information about living and studying in Sydney.



ORIENTATION

We are committed to ensuring that you get all the support you need to adjust to life and study in Australia and to be successful in your studies. Orientation is usually held in the week prior to courses commencing which is why you must arrange to arrive in Australia at least 2 weeks prior to your course commencing, designed to help prepare you for your studies at Pathways Psychology institute.

Prior to commencing your studies, you will be required to participate in a compulsory orientation program that will include information on:

- USI - you must provide your USI or apply for one before commencing studies.
- Staff and fellow students.
- Facilities available and locations on campus.
- Course structure, duration and attendance.
- What is expected of students.
- Key policies such as assessment, course progress requirements, deferral, extension, cancellation, course transfer, fees and refunds, complaints and appeals.
- How to access and use resources such as computers, Internet, Moodle, library and support services.
- Health and Safety and emergency procedures.



OVERSEAS STUDENT HEALTH COVER

All international students must possess an Overseas Student Health Cover (OSHC). You will need to arrange OSHC before you come to Australia to cover you from the moment you arrive. The Department of Immigration and Border Protection requires you to maintain OSHC for the duration of your time on a student visa in Australia.

You can choose to take out OSHC with the Australian OSHC provider of your choice. There are five providers of OSHC in Australia. Visit these websites to find detailed information on what they cover and to decide which provider is right for you.

- NIB OSHC: www.nib.com.au/home/newtonib/overseasstudents
- Australia Health Management OSHC: www.ahmoshc.com
- BUPA Australia: www.overseasstudenthealth.com
- Medibank Private: www.medibank.com.au/Client/StaticPages/OSHCHome.aspx
- OSHC World care: www.oshcworldcare.com.au

Your OSHC will help you pay for medical, or hospital care you may need while you are studying in Australia, and it will contribute towards the cost of most prescription medicines, and an ambulance in an emergency.



APPLYING FOR A STUDENT VISA

Once you receive a Confirmation of Enrolment/s (CoE), you are now eligible to apply for your student visa. Please ensure you check that you have met all of the application requirements for your country in which you hold your passport. Further information about applying for a student visa can be found at:

<https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500>



Visa conditions

If you are granted a student visa, you must abide by its conditions as mentioned in the Visa Grant Letter. The information is also available at:

<https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions/see-your-visa-conditions?product=500>

Failure to comply with these conditions may result in the cancellation of your student visa

Conditions that you must abide by while studying with Pathways Psychology Institute (but not limited to) are:

- Satisfy attendance and/or course progress requirements and maintain a valid enrolment for your chosen course of study.
- Only do paid work if your visa allows it.
- Maintain current health cover whilst in Australia (OSHC).
- Notify us of your next of kin and Australian addresses and any subsequent changes of addresses within 5 days.
- Complete the course within the duration required.
- Remain with the principal education provider (Pathways Psychology Institute) for 6 months; if you wish to transfer to another institution, you will need a letter of release from Pathways Psychology Institute. Prior to considering such a change, you need to inform yourself about the requirements for being deemed C (Competent) in the Units you undertook, as most of these Units have a work placement component, which you must complete before being deemed Competent.

If Pathways Psychology Institute extends the duration of any student's enrolment, they must advise the student to contact Immigration to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

Arranging travel and documents

Costs of travelling to Australia are not included in your course fees and you will need to arrange and pay for your travel to Australia. You should plan to arrive in Sydney at least 2 weeks before your course orientation, to give yourself time to settle in.

Sydney Airport, also known as Kingsford Smith Airport, is the primary airport servicing the city of Sydney. The distance from Sydney Airport to Pathways Psychology Institute is approximately 1 hour by car depending on traffic (longer at peak times).



You will need to prepare a folder with all your official documents to bring with you to Australia including:

- Valid passport
- Valid student visa
- Confirmation of Enrollment (COE)
- Health Insurance policy (OSHC)
- Original or certified copies of documents such as your birth certificate, medical records and educational qualifications as advised by Pathways Psychology Institute at the time of confirmation of enrolment.

If you are travelling with your family, you will need to include their documents as well. Keep all of the documents in your carry-on luggage. Prior to departing for Australia, make copies that can be left behind with family and sent to you if they get lost.

ENTRY INTO AUSTRALIA

When you arrive in Australia, you will need to show your passport and arriving passenger card at a Customs and Immigration checkpoint. You may be asked questions about your stay before your passport is stamped and given back.

Once you have passed through the Immigration checkpoint, you should collect your bags, ensuring that you check your baggage to confirm nothing is missing or damaged. If something is missing or you notice any damage, go to the baggage counter and advise them of your problem. Staff at the baggage counter will help you find missing baggage or lodge a claim for damage to your belongings.

Once you have your luggage, you will go through customs where your luggage may be checked. Australia has strict quarantine laws to stop people from bringing in certain food, animal and plant items. You should declare any items that you are bringing in on the form given to you on the plane.

If customs officers decide that any of the items you are bringing in are not safe, they will be removed and destroyed. If you fail to declare or dispose of any quarantine items, or make a false declaration, you may receive a fine or be prosecuted. All international mail is also screened and checked by customs. If you want further information, visit the Australian Quarantine and Inspection Service (AQIS) website at www.aqis.gov.au



GETTING FROM SYDNEY AIRPORT TO YOUR ACCOMMODATION

Transport

You can access transport information anytime, anywhere on this website: www.transportnsw.info

The website includes trip planning and timetables for train, bus, ferry and light rail across NSW, as well as fare information.

Airport Shuttle (REDY2GO)

REDY2GO has door-to-door shuttle services from Sydney Airport to your hotel or any place in the city: Sydney CBD (Central Business District). More information about costs and timetables are found at:

<https://www.redy2go.com.au/sydney-airport-shuttles>

Taxi services

Taxi fares vary based on distance, location and time of travel. Additional charges apply on some public holidays, when booking in advance, making an electronic payment, using toll roads, or when you require a Maxi taxi which can take five or more passengers.

Local taxi companies:

- www.13cabs.com.au
- www.silvertop.com.au

For more information visit <https://nswtaxi.org.au/fares-and-charges>

UBER

Similar to taxis, you will need to download the UBER app to your phone and link your credit card or PayPal account to the app.

Airport Pickups

Airport pickups and drop off at your organized accommodation may be able to be arranged but make sure you arrange this prior to arrival.

Train

If your accommodation is close to a train station, the cheapest option to travel in Sydney from the airport is the train. In order to take the train you will need an Opal card, which you can purchase in the airport.

ARRANGING YOUR FINANCES

The currency of Australia is the Australian Dollar. Ideally, you should change your money into Australian dollars before you arrive or at the airport upon arrival in Australia. Once you have arrived in Sydney you can also change more money into Australian dollars at any bank or currency exchange. Note however, that banks are not open on the weekend and while currency exchange outlets are generally open, the rate is usually not as good as with a bank.

You should not carry large sums of money with you and it is best to only have the money that you will need for the first few days and then arrange to have the rest of the funds transferred to you in Australia. The amount you will need to bring with you will depend on whether you have already paid for your accommodation before you arrive. Think about how much money you will need to last you for a couple of weeks.

Find out more about money matters by visiting

<http://www.studyinaustralia.gov.au/en/Living-in-Australia/Money-Matters>



LIVING COSTS IN AUSTRALIA

Migration regulations in Australia require international students to show evidence that they can contribute to the cost of living and studying in Australia. This helps to ensure students are better able to make the most of their studies and have a safe and enjoyable experience in Australia.

While international students can supplement their income with money earned through part-time work in Australia, the 'living costs' requirements help to support the success of students in their studies by ensuring that they don't have to rely on such work to meet all their expenses.

From 23 October 2019 the basic rate of living costs under the migrations regulations increased. Under the regulation's prospective student visa applicants and their family members must have access to the following funds to meet the living costs requirements:

- \$21,041 a year for main student
- \$7,362 a year for students partner
- \$3,152 a year for each dependent child.
- \$8,296 a year for each school age child's schooling costs



Students must demonstrate that the funds they are relying upon to meet the costs of studying in Australia will be genuinely available to them during their stay in Australia.

The figures above are indicative only and costs can vary significantly depending on where you live in Australia. You should be prepared in case your living costs are greater than the indicated figures. For more information visit the Department of Immigration and Border Protection website.

Budgeting

Once you have settled in you should work out a budget that covers costs including accommodation, food, clothing, transport and entertainment, travel costs and childcare, if applicable.

It is important to be aware of how much money you spend and where you are spending it. Sticking to a budget will ensure you are on top of where your money goes. Read more about budgeting at www.understandingmoney.gov.au

ACCOMMODATION

There are various accommodation options to suit different budgets and needs:

- Homestay- Popular with younger students, staying with a local Australian family.
- Shared Accommodation- Living in a flat (apartment) or house with other students.
- Lease a house. You have the same legal rights as anybody else renting in Australia.

You can find housing information at the following websites:

- www.flatmatefinders.com.au
- www.gumtree.com.au
- www.domain.com.au
- www.realestate.com.au



Bringing your family with you

If you intend to bring your family with you, they will also need to have a visa and be covered by health insurance. Family members include your partner (married or de facto) and your children less than 18 years of age. You will need to provide proof of your family relationships with official documents including birth certificates and marriage certificates. For more details visit www.immi.gov.au

Where you have dependent children that need to attend childcare or school, you should be aware of the following costs:

Typical childcare costs in Sydney are as follows:

- Centre-based childcare- \$80 to \$120 per day per child.
- Family day care- \$5.50-\$16.80 per hour per child dependent on geographical location and service.
- Au pairs (living in your home) \$80-\$120 pocket money per week (+agency fee)
- Nannies - \$15-\$25 per hour live in \$15-\$35 per hour live out (+agency fee)

Find out more at: <https://www.careforkids.com.au/articlesv2/article.asp?ID=77>

For school children, current costs range from \$ 8,159 per year. To find out more about application processes and costs go to <https://education.nsw.gov.au>

You should also be aware that the above costs for childcare and schooling are in addition to living costs which approximately estimated as:

- \$21,041 a year for main student
- \$7,362 a year for students partner
- \$3,152 a year for each dependent child.

If you are including any school-age children in your student visa, add a schooling-cost of at least \$8,296 per year for each child.



HEALTH, FIRE AND OTHER EMERGENCIES

Emergencies

For emergencies such as fire, ambulance or police, phone 000. When you dial 000, you will be asked whether you want to fire, ambulance or police and why you want this assistance. You will also be asked for your name and address and telephone number.

Australian police protect people and properties, detect and prevent crime, and preserve peace for everyone. They are not connected to the military or politics. The police can help you stay safe.

Fire

The fire brigade extinguishes fires, rescues people from fires in cars and buildings, and helps in situations where gas or chemicals become a danger. As soon as a fire starts, call 000 no matter how small or large the fire may be.

Ambulance

Ambulances provide immediate medical attention in an emergency and emergency transportation to hospital. To access an ambulance, call 000.

Medical assistance

Emergency medical treatment is available 24 hours a day at the emergency department of a public hospital, or at some medical centres. If you need to go to the hospital, remember to bring your health insurance card and any medicines you are currently taking. For anything other than an emergency, seek medical help from a general practitioner (GP) or local medical centre.



WORKING IN AUSTRALIA

You cannot work in Australia until you have commenced your course with Pathways Psychology Institute. Once your course has commenced, you are permitted to work a maximum of 40 hours per fortnight when your course is **in session**, and up to 80 hours per fortnight when your course is **not in session**.

- Work that is part of your course work placement is not included in the limit of 40 hours per fortnight.
- If you are doing voluntary, unpaid work, it is also not included in the limit of 40 hours per fortnight if it:
 - Is of benefit to the community
 - Is for a non-profit organisation
 - Would not otherwise be undertaken in return for wages by an Australian resident (that is, it is a designated volunteer position)
 - Is genuinely voluntary (that is, no remuneration, either in cash or kind is received).



Visit the following website to find out more about working in Australia, including how to find a job.
<http://www.border.gov.au/Trav/Stud/More>

You should also visit the following website to find out more about working in Australia, including your Employment rights and conditions. <https://www.studyinaustralia.gov.au/english/live-in-australia/working>

If you require any further information about your workplace rights and obligations, for example, resolving a workplace dispute, visit the Fair Work Ombudsman site at www.fairwork.gov.au

Other helpful websites regarding working in Australia:

Check your pay rate: <https://www.fairwork.gov.au/pay>

Find your award rate: <https://calculate.fairwork.gov.au/findyouraward>

Contact the fair work ombudsman if you are having problems <https://www.fairwork.gov.au/contact-us>
<https://www.fairwork.gov.au/about-us/our-role/corporate/open-letter-to-international-students>

CREDITS

A credit is formal recognition of the previous studies you have completed for the purpose of reducing the units or modules that you are required to complete in the course you are enrolled in with us.

Pathways Psychology Institute can grant you credit towards your course for units of competency or modules that you have already completed with another RTO or authorised issuing organisation. Under recognition arrangements, any AQF qualifications or VET statements of attainment that you have from another RTO and are a direct match to the units in the course you are enrolling in, will result in credit towards your course. We can also grant you Credit for subjects or units you have completed where equivalence can be established between the unit/ module in your course, and the subject or unit you have completed. Pathways Psychology Institute will not award any course credits when you have been deemed NYC (not yet competent) in units you studied with other providers.

There is no charge to apply for Credit. To apply, fill in the Credit Application Form and submit it as part of your enrolment. You can apply for Credit at any time however it is best you do this as part of your enrolment so that Credits are known upfront, and you are not required to do any work that you otherwise may not have needed to do.

In line with its pursuit of academic quality and ASQA regulated academic progress, students may still be asked to attend classes if the unit is being delivered during their enrolment with Pathways Psychology Institute and if the trainer notices a gap in the students' knowledge. Pathways Psychology Institute will organise appropriate support as needed.

Make sure you attach certified copies of transcripts from your previous study. In some cases, we may ask for additional information about the subject or unit you previously studied so we can determine equivalence. Your Credit Application may be returned to you if you don't provide the required information.

If you have previously completed all the units involved in any given cluster, credits may lead to a reduction in the course fees as there is less work involved in offering your course. This will be advised to you in writing.

You will be advised in writing of the outcome of your Credit Application.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is a process where skills and knowledge that you have gained through work and life experience and other unrecognised training can be formally recognised.

Pathways Psychology Institute has a process that has been structured to minimise the time and cost to applicants and provides a supportive approach to students wishing to take up this option. You should ideally apply for RPL at the time of enrolment, but you may also apply up to 2 weeks into your course.

RPL Policy

Recognition of Prior Learning (RPL) may be granted for up to, but not more than, 50% of the academic component of the Graduate Diploma of Trauma-Informed Processwork Psychotherapy. When RPL is granted the student is required to be enrolled in the course for the full two-year duration of the course. That is, the student may be exempted from completing specific academic components of the course, but they must be enrolled and completing some aspects (usually supervision and practicum placement) of the course during the entire two years. The student must complete all client contact and clinical supervision requirements during the two-year program, along with their cohort.

If you think RPL is a suitable option for you, the first step is to contact your trainer/assessor or our office and have a conversation about whether or not RPL might be suitable for you. Suitability is often determined on how much experience you have in a certain area, your work history and previous training, which aligns specifically with the information that we teach in any given unit/cluster. If RPL is determined as a possibility for you, you will be provided with a kit that will guide you in working through each unit to determine relevant skills and experience and identify whether you would be able to provide the required evidence. A trainer/assessor will be available to assist you throughout this process.

To apply for RPL, you will need to fill in a part of the kit and return it with an RPL Application Form. Your application will then be assessed for suitability and you will then be contacted by an assessor to progress the RPL process. From here, usually the RPL process involves gathering evidence to demonstrate skills, knowledge and experience, responding to questions, completing tasks and depending on the area, observation of your work skills in your workplace. You may be tested on your knowledge and competency. Fees are applicable for recognition of prior learning and you will be advised of these fees on contacting us about an application for RPL. Should you not be able to demonstrate sufficient knowledge and experience in the Units you are applying for, Pathways Psychology Institute will not award the RPL.

Please see table below for additional Fees payable, including for Recognition of Prior Learning. For more information about submitting an application for RPL, contact the head office.

ADDITIONAL FEES AND CHARGES (IF REQUIRED)

Pathways Psychology Institute has the following additional charges.

Re-taking single cluster or module for a second time with re-assessment All course fees include up to three (3) attempts at assessment per task. In the unlikely circumstances that after the third attempt, you do not pass, you may be required to re-enrol in the cluster. The cost is indicated here.	\$1,500.
Re-Taking single assessment for a fourth (and additional) submission All course fees include up to three (3) attempts at assessment per task. With your trainers permission you may be eligible to receive appropriately focused training to submit a single assessment for a fourth (or additional) time. Costs depends on size and time required for the assessment involved.	\$180 - \$500
Re-issuing of test amur and statements of results All course fees include the cost for issuing of one copy of the AQF test amur and Record of Results and/or a Statement of Attainment. This fee applies to each additional copy of a certification document if required.	\$80
Recognition of Prior Learning Fees Application Fee Charge per unit of competency assessed through RPL	\$250 \$200

STUDENT CODE OF CONDUCT



All students are expected to abide by this Code of Conduct during their participation in their course with Pathways Psychology Institute. Students who do not abide by this Code of Conduct will be followed up through the disciplinary procedures.

Students' rights

All students have the right to:

- Be treated fairly and with respect by all students and staff.
- Learn in a supportive environment, which is free from harassment, discrimination and victimisation.
- Learn in a healthy and safe environment where the risks to personal health and safety are minimised.
- Have their personal details and records kept private and secure according to our Privacy Policy.
- Access the information Pathways Psychology Institute holds about them.
- Have their complaints and appeals dealt with fairly, promptly, confidentially and without retribution.
- Make appeals about procedural and assessment decisions.
- Receive training, assessment and support services that meet their individual needs.
- Be given clear and accurate information about their course, training and assessment arrangements and their progress.
- Access the support they need to effectively participate in their training program.
- Provide feedback to Pathways Psychology Institute on the client services, training, assessment and support services they receive.
- Be informed of any changes to agreed services, and how it affects them as soon as practicable.

Students' responsibilities

All students, throughout their training and involvement with Pathways Psychology Institute, are expected to:
Treat all people and their property with fairness and respect and not do anything that could offend, embarrass or threaten others.

- Respect the opinions and backgrounds of others.
- Follow all safety policies and procedures as directed by staff.
- Report any perceived safety risks as they become known.
- Not bring into any premises being used for training purposes, any articles or items that may threaten the safety of self or others.
- Not harass, victimise, discriminate against or disrupt others
- Notify us if any of their personal or contact details change.
- Provide relevant and accurate information to Pathways Psychology Institute in a timely manner.
- Approach their course with due personal commitment and integrity.
- Complete all assessment tasks, learning activities and assignments honestly and without plagiarism or infringing on copyright laws.
- Hand in all assessment tasks, assignments and other evidence of their work with a completed and signed cover sheet.
- Prepare appropriately for all assessment tasks and training sessions.
- Notify Pathways Psychology Institute if any difficulties arise as part of their involvement in the program.
- Notify Pathways Psychology Institute if they are unable to attend a training session for any reason at least 12 hours prior to the commencement of the activity.
- Make payments for their training within agreed timeframes, as relevant.



For additional 'legislation which may relate to you', please see section in this handbook by this name.

COURSE EXPECTATIONS AND REQUIREMENTS

The training and assessment offered by Pathways Psychology Institute focuses on providing you with knowledge and skills required to the standard of performance required in the workplace.

This is known as competency-based training and assessment. Each of the components of your course is a unit of competency. Each unit of competency is linked to specific skills and knowledge required in the workplace. Pathways Psychology Institute clusters units to reduce repetition.

Assessment methods usually include written questions, projects, written assignments, and practical observations. Your trainer will inform you of all required tasks, reading, homework etc which must be completed to satisfy course requirements.

Maintaining your enrolment and course progress

You must meet the course progress requirements in order to satisfy the conditions of your visa. These course progress requirements will be clearly explained to you during the orientation program.

Pathways Psychology Institute will assist you to meet course progress requirements by monitoring your progress and by providing you with the relevant support at an early stage. We can provide you with a range of support including extra time to complete tasks. If after providing you with this support, you do not meet course progress requirements, you will be issued with a first warning letter stating that your course progress is unsatisfactory and inviting you to a meeting to discuss further support.

Following the provision of this support, if your progress is still unsatisfactory, you will be sent a second warning letter and again an invitation to a meet to discuss why you are still not meeting satisfactory course progress requirements and to discuss new or revised support arrangements.

All students, including International Students, will be supported throughout their studies and carefully monitored to maintain satisfactory course progress. Students identified by their teachers of being at risk will be advised of appropriate measures to help them improve their learning outcomes in order to make satisfactory course progress. Students who have failed two consecutive assessment tasks or who have been deemed not yet competent in 50 percent of their completed enrolment will be deemed at risk and will be referred to the Student Advisor or senior academic staff member to discuss their further needs.

If, after the intervention and within a reasonable time period, a student does not make satisfactory progress or show adequate improvement, they will be reported through PRISMS. International students will be advised of the Policy at the start of their enrolment and during orientation follow-ups.

In the event a student continues to not meet course progress requirements across two consecutive study periods, they will be reported to DHA for not meeting course progress requirements. DHA will make the final decision on whether your visa will be cancelled because of your unsatisfactory course progress.



Students may appeal Pathways Psychology Institute's decision to report them to DHA. However, an appeal will only be considered if Pathways Psychology Institute has not recorded or calculated the students marks correctly, has not provided appropriate support as set out in this policy, has not implemented other policies such as assessment and feedback which could impact on the students results or there are compassionate or compelling reasons which have contributed to the unsatisfactory progress.

Circumstances that are compassionate or compelling circumstances include (but are not limited to):

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes.
- Bereavement of close family members such as parents or grandparents
- Major political upheaval or natural disaster in the home country requiring emergency travel which has impacted on the students' studies.
- A distressing experience that has impacted on the student and which could include involvement in or witnessing of a serious accident; and witnessing or being the victim of a serious crime. These cases should be supported by police or psychologists' reports.
- Where the student is unable to begin studying on the course commencement date due to delay in receiving a student visa
- Where your study load is reduced due to difficulties with meeting course progress requirements, this may mean that you will need to do additional subjects in future sessions to complete your course in the time specified in your student visa.

Monitoring Student Progress

- In addition to an overall IELTS score of 5.5 or greater, each student's English Proficiency may be assessed on arrival to confirm their proficiency level. Students will be advised that if their level does not meet the level stated in the original offer, they may require more time to achieve their study goals.
- Students' special learning needs are identified as early as possible, and arrangements are put in place to address these needs, such as recommendations from the Teacher to see a Student Advisor or to access academic tutoring services.
- At the start of each study period, students in all courses are given a Course Outline which indicates assessment requirements and what achievement is required for progress from one course or level to the next.
- All students are assessed formally and informally during each period of study.
- Students receive feedback for formative and summative assessment tasks throughout each study period as well as at the completion of each module or unit.
- At the end of each unit or module Teachers use the results of the student's assessment to make a recommendation for the following units or modules. Students are notified of their progress and strategies to address underperformance are discussed. These suggested strategies are also recorded on the student's file.
- The Teacher notifies the Student Advisors or senior academic staff if the Teacher believes a student is at risk of not making satisfactory course progress. The Student Advisors or senior academic staff may

contact the student either directly or via the Teacher and initiate counselling at this point to offer advice to the student to help them achieve their learning outcomes and maintain satisfactory course progress.

- If a student has failed a unit, module or cluster they will be given academic advice on how to improve and will be reminded of the risk they face if they fail.
- When a student continues to be at risk of not making satisfactory course progress by:
 - a. being deemed not yet competent in 50% of their completed enrolment, or
 - b. having failed two consecutive units or modules
- They will be referred to the Student Advisor or senior academic staff to discuss their further needs and to implement the Intervention Strategy where appropriate.
- It will be at the discretion of Pathways Psychology Institute if, in particular circumstances, the intervention strategy is to be initiated at an earlier stage than the points outlined above.
- Monitoring of a student's progress after the intervention strategy has been implemented will be conducted ongoingly. The student will be given fair and adequate time to show improvement, taking into consideration individual learning goals and needs. If the student fails to show significant improvement within a reasonable amount of time, they will be reported for lack of progress.

Intervention Strategy

- The intervention strategy will be made available to all staff and students, and will entail the following procedures:
 - a. The student will be counselled regarding their progress by a Student Advisor or senior academic staff.
 - b. Pathway options will be discussed with the student, and an intervention strategy will be tailored to best meet the student's needs and study goals.
 - c. It will be at Pathways Psychology Institute's discretion as to what type of intervention will be needed for individual students.
 - d. The intervention strategy may include but will not be limited to:
 - i. additional tutoring.
 - ii. further counselling.
 - iii. a learning contract (student to receive and sign).
- After the intervention strategy has been implemented, the student will be given fair and adequate time to show improvement in academic progress.
- If it is decided that the student has not made adequate academic progress, they will be notified of Pathways Psychology Institute's intention to report them through PRISMS.

DEFERRED, SUSPENDED OR CANCELLED ENROLMENTS

Initiated by the Student

- Deferment of the enrollment after course commencing
- Deferment of the enrollment prior to course commencing
- Course withdrawal

Deferment or Cancellations initiated by Students can occur only in certain circumstances, on the grounds of compassionate or compelling circumstances. Compelling or compassionate circumstances may include, but are not limited to:

Serious illness

Serious illness or death of a family member necessitating a return to home country or incapacity to the extent the student cannot attend classes.

Serious injury

Serious injury that can incapacitate the student or a close family member necessitating either hospitalisation or impossibility to come back to the campus or work placement provider.

Natural disaster

A natural disaster may influence the student's capacity to return to the campus.

In all cases, the student must notify Pathways Psychology Institute in writing and provide evidence substantiating the request.

Initiated by Pathways:

- Deferment or suspension
- Cancellation of CoE (Confirmation of Enrolment)

Deferment or cancellations initiated by Pathways Psychology Institute

Pathways Psychology Institute may initiate the deferment or cancellation of a student's enrolment for a number of reasons connected to:

- Poor attendance
- Misbehaviour
- Illness and lack of communication with Pathways Psychology Institute
- Unsatisfactory course progress
- Abandonment of studies
- Non-payment of fees (without prior arrangement with Pathways Psychology Institute's accounts department)
- Academic misconduct (cheating/plagiarism).



Any of these reasons will lead to cancellation of enrolment and notice given by Pathways Psychology Institute to the Department of Home Affairs (DHA), which leads to cancellation of the student's visa.

Pathways Psychology Institute will maintain evidence substantiating the reason for such a decision. Appeals to the decisions made by Pathways Psychology Institute can be made in writing. See the complaints and appeals section in this handbook for more information on making an appeal.

Pathways Psychology Institute will notify the Department of Education via the Provider Registration and International Student Management System (PRISMS) of the change in enrolment status.

Students are to refer to the DHA web site (<https://www.homeaffairs.gov.au/>) or Helpline (131 881) for information and their local DHA office for advice on how the potential change to enrolment status may impact upon their visa.

Regardless of whether the suspension of enrolment is the result of a student request for suspension or a suspension imposed by Pathways Psychology Institute, the period of suspension of enrolment (as entered in PRISMS) will not be included in attendance monitoring calculations.

Where a suspension of enrolment is granted, Pathways Psychology Institute will suspend an enrolment for an agreed period - to a maximum of 12 months. If the suspension is required for longer than 12 months the student shall have to re-apply once the initial suspension period has finished. If a student's enrolment is suspended for a period of 28 days or longer, the student must return home (unless special circumstances exist). Students will be referred to DHA via the DHA helpline on 131 881 regarding whether they may remain in Australia during a period of suspension of enrolment.

Pathways Psychology Institute will assess each case using professional judgment on individual case merits when determining whether compassionate or compelling circumstances exist.

ATTENDANCE

As well as meeting course progress requirements, you must also meet attendance requirements as part of your visa conditions. It is expected that you will attend all classes; however, we understand that in some cases you may not be able to get to a class because of your personal circumstances, such as illness or family matters. To maintain satisfactory attendance, you must attend at least 80% of your classes. You must however attend 100% of all practical assessments, work placements and demonstrations, as make up classes may not be available.

In order to become Competent in most Units, you must complete the work placement component. Where you are at risk of not meeting attendance requirements, we will contact you to arrange a meeting to discuss your attendance and any support we can offer you to meet requirements. Once we enact the process for warning you that you are not meeting attendance requirements and we have provided you with assistance if you do not or cannot meet attendance requirements, we will be required to report you to DHA. DHA will make the final decision on whether your visa will be cancelled because of your unsatisfactory attendance.



In some cases, you may not be reported if attendance falls below 80%. Your attendance will not be reported if it is at least 70% and you are maintaining satisfactory academic performance. You may also not be reported in the case of compassionate or compelling circumstance i.e. those beyond your control and which have an impact on your course progress or wellbeing (see course progress requirements for details of compassionate and compelling circumstances).

Medical certificates and attendance

As you are aware it is a condition of your student visa that you are required to maintain satisfactory attendance and achieve satisfactory academic results. In line with the requirements of the National Code 2018 Pathways Psychology Institute attendance and course progress policies state that students are required to attend at least 80% of all scheduled classes (unless specified otherwise).

If you are unwell and unable to attend classes, you should visit a General Practitioner and ask for a Medical Certificate. The Certificate must specify the dates and duration of your absence from studies due to the need to recover from the illness. If are unable to attend classes for more than two weeks, you will need a specialist certificate.



A medical certificate does not excuse your absence from a scheduled class or give you a class credit. An absence supported by a medical certificate will be counted towards the student's total absence when calculating attendance.

This means if a student is sick and absent for a period of more than 20% of the course or unit, a medical certificate does not influence the standard attendance and course progress policies.

This includes the obligation of Pathways Psychology Institute to report any policy breach to DHA.

In the instance that you miss more than 20% of classes due to health conditions, outlined below is a list of recommended actions a student should take in this situation:

- See a medical practitioner and get a medical certificate as evidence as soon as is practicable.
- Provide copies of medical certificates to the Student Support officer either in person or by scanned copy via email.
- Keep copies of your medical certificates in the event DHA must be notified.

- Contact the Student Support officer as soon as you can about your condition and absence to discuss options available to you.
- Request from the Student Support officer your current attendance status due to the missed classes from illness.
- Talk to the Student Support officer to assist in booking in for make-up classes as soon as is practicable.
- Never wait till the end of the term to explain why you missed classes.
- Never consider or think that a medical certificate is an exemption for missed classes.

Depending upon a student's individual situation the student may be able to continue with their course based on course progress considerations even if they miss more than 20% due to illness. However, catch up classes or repeating a term of studies may require an extension of their original COE and visa.

Should students be required to apply for a deferral, including a retrospective deferral, students need to speak with the Student Support officer about their options and contact DHA for information on how it may or could impact on their student visa.

If the attendance policy is breached due to illness, and no intervention action has been taken by the student such as to request for deferral of studies, then Pathways Psychology Institute must fulfil its obligation to report to DHA.

In this event, Pathways will advise DHA of the reasons for the breach. Pathways Psychology Institute strongly advises students keep copies of all medical certificates as supporting evidence. Please feel free to seek advice from the Pathways Psychology Institute for student support should you have any questions in relation to medical certificates and course deferrals.

STUDENT MOTIVATION

It is very important to set yourself regular study times and try to adhere to this schedule. Always go back and review what you have already watched/listened to/learned, taking notes in your journal of the salient points.

If you experience any difficulties with the material, readings or course content, please contact your tutor immediately to discuss your situation.



Do not leave a problem to continue for an extended time, as falling behind will only make it increasingly difficult for you to catch up.



Don't let yourself get overwhelmed and frozen or leave your assignments to last minute like Worry Wayne here. Instead, stay motivated like Happy Jane by collecting material for your assignments early and staying in communication with teaching staff when you feel you may be having difficulties in your studies.

Remember the teaching staff are here to help you.

Study techniques

Students are encouraged to try and find ways to adopt good study techniques to make their study a more pleasurable and rewarding experience.

The following are a list of suggestions on study techniques that may help you in your learning program.

- **Set yourself a regular time to start and finish your study period.**
- **Find a quiet, uncluttered place to do your study.**
- **Break up your study period into small goals that can be achieved realistically during your study period.**
- **Have a calendar specifically for your study. So, you can mark on it the due dates of essays/assignments, classes and tutorials etc.**
- **Use the Class notes given out each module to guide your revision**
- **Record a summary in your journal in point form of lecture material for general revision.**



Create a study group with your class members, often it can be easier to study together to share and exchange ideas and understandings of your learning. If you can't be physically together then consider meeting on Zoom or Skype or even by phone. Your classmates can also help you to stay motivated with your studies.

Equipment required for attending courses

In order to study with Pathways Psychology Institute, you will need to have a laptop which you must bring to the school every time you attend courses.

Pathways Psychology Institute provides free Wi-Fi for use in the classroom. Video streaming platforms such as YouTube use for entertainment is not allowed on the premises and at the expense of the school.

Pathways Psychology Institute has a number of laptops, which can be used in cases of emergency when students forget their laptop.

STUDENT ASSESSMENT AGREEMENT

The Student Assessment Agreement asks you to make a declaration that the work is your own.

All students must fill out and sign the Student Assessment Agreement document at the beginning of each module (this is found in your student assessment task booklets) and submit this document signed and uploaded to:

<https://pathwayspsychologyinstitute.moodlecloud.com>

It is the student's responsibility in regard to their studies to:

- Read through the Assessment Tasks clearly. If there is anything that you are unsure or do not understand, speak to your trainer about this.
- Bring to your trainers' attention any aspect of the way that you are assessed that you do not understand or feel uncomfortable with.
- Bring to your trainers' attention any specific needs that should be considered in relationship to your assessment.
- Read and understand your rights to appeal any decisions made in an assessment.
- Bring to your trainers' attention if you would like more detailed feedback concerning the assessment.
- Correctly reference all resources and reference texts throughout all assessment tasks.

Naming electronic documents

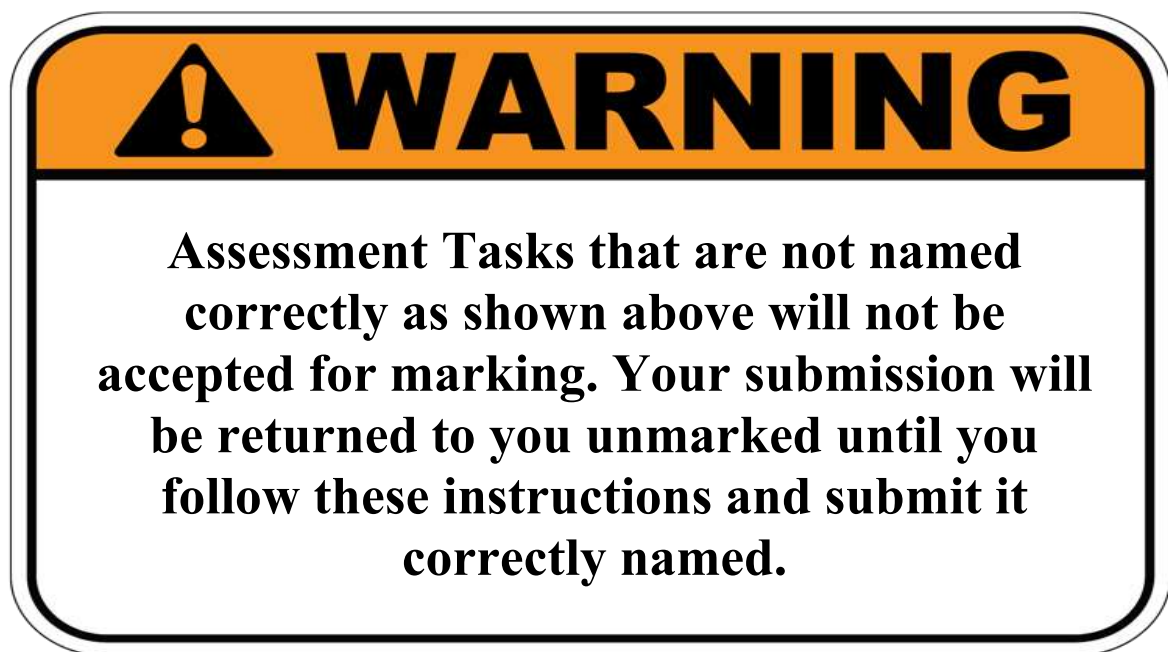
When submitting any of your Assessment Tasks documents, it is important that you name the documents that you create for your Assessment Task in a logical manner.

Each file submission should include:

1.	MODULE or CLUSTER NUMBER
2.	ASSESSMENT TASK NUMBER
3.	TASK NAME
4.	STUDENT NAME

For example: Module (or Cluster) 1 AT2 Research Report Joan Smith

When submitting scanned documents, (such as intake charts) the file name must be as above. Additionally, list the above information on the front page of the document itself. When naming intake charts you must also list which client the chart was for (e.g., client 2).



Each time you complete your Assessment Task document, name and save it as instructed above and upload this onto via relevant submission link on Moodle.

ASSESSMENT ARRANGEMENTS

At the beginning of each unit or cluster, your assessor will go through the arrangements for assessments with you and you will be given all the details about the assessment requirements.

At this time, you will:

- Be provided with detailed assessment instructions for each task/requirement which includes the criteria that you'll be assessed against.
- Be informed of relevant due dates or timing of assessments to be conducted.

Your assessor will go through all of the arrangements with you and you can ask them any questions you have.

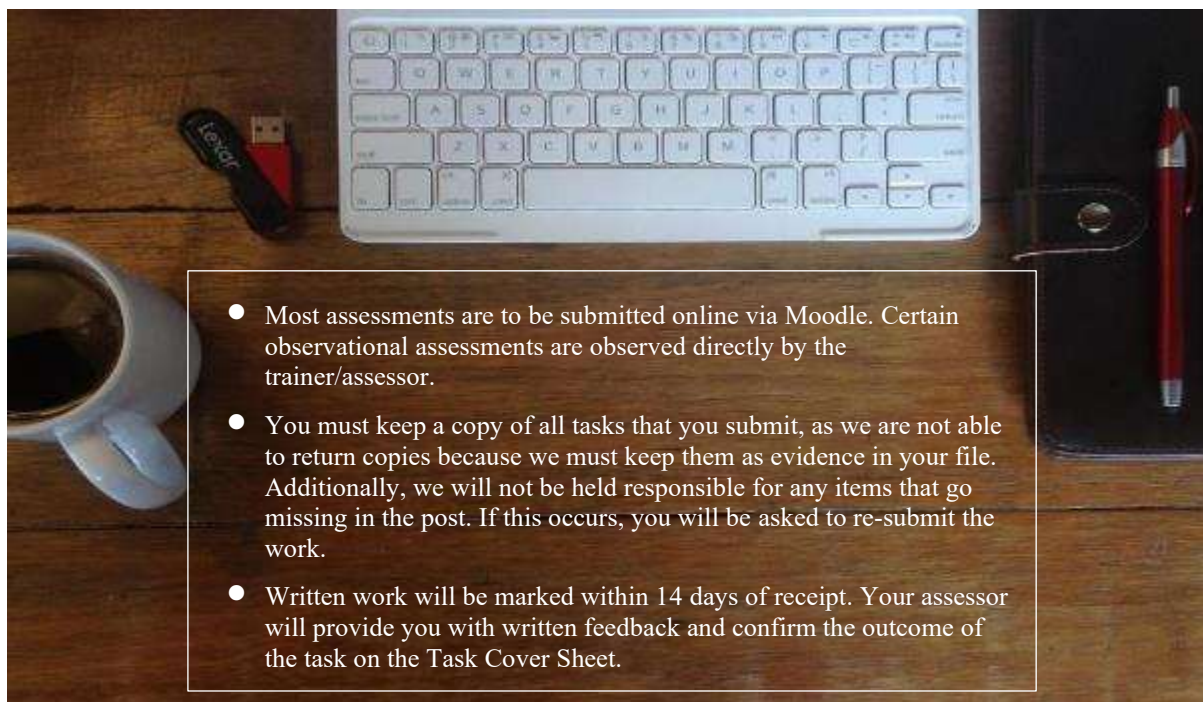
Assessment Outcomes

These assignments are to ensure that students are meeting standards and competency criteria so as to show that the student is progressing towards a readiness to safely practice in public. Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS).

You must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for a unit. If one or more of your tasks are assessed as Not Satisfactory, you will be given an overall outcome for the unit of Not Yet Competent (NYC). You can have 2 further attempts to complete the task and achieve a Satisfactory outcome. You will be given a timeframe for your resubmission and advised what you must include in your re-submission.

If, after the third attempt, you are still assessed as Not Satisfactory for a task, you will need to complete additional training and assessment to support you in achieving a Competent outcome. This may incur an additional fee for self-funded students as identified in the fees and charges information.

Submitting your assessments



- Most assessments are to be submitted online via Moodle. Certain observational assessments are observed directly by the trainer/assessor.
- You must keep a copy of all tasks that you submit, as we are not able to return copies because we must keep them as evidence in your file. Additionally, we will not be held responsible for any items that go missing in the post. If this occurs, you will be asked to re-submit the work.
- Written work will be marked within 14 days of receipt. Your assessor will provide you with written feedback and confirm the outcome of the task on the Task Cover Sheet.

Reasonable adjustment in assessment

Some students may need modifications to assessments due to disability, illness or special considerations – this is called reasonable adjustment.

Reasonable adjustment can involve:

- Making training and assessment resources and methods more accessible e.g., by providing tutorial support to help read learning resources.
- Adapting physical facilities, environment and/or equipment.
- Making changes to the assessment arrangements e.g., more time allowed for assessments.
- Making changes to the way evidence for assessment is gathered e.g., written questions asked orally.

Please speak to your assessor if you think that you may need an adjustment made. Note these adjustments are made at the discretion of your assessor based on your identified needs.

Pathways Psychology Institute requires students to be able to demonstrate their own understanding of a topic by presenting the essay/assignment by incorporating their own ideas in their own words. If a student is quoting from a reference then it should be referenced using the Harvard Referencing System, including referencing any personal communications that the student may have had with their teachers.

Appealing assessment decisions

If you do not agree with any assessment decision, you can lodge an assessment appeal. Please refer to the Complaints and Appeals section in this handbook for information about how to lodge an appeal.

Assessment information

The assessment tasks for each cluster or module are outlined for students in each “Student Assessment Tasks Guide” booklet which can be accessed via Moodle at the commencement of each module/cluster.

To be assessed as competent for each cluster or module you must complete ALL of the assessment tasks satisfactorily.

Please read through all assessment tasks thoroughly before beginning any tasks. Ask your trainer for clarification if you have any questions.

Keep a copy of all of your work, as the work submitted to your Assessor will not be returned to you.

Assessment instructions

When submitting any written assessment task please follow these instructions (also follow any additional instruction that may be given for each individual assessment task that is found in the Student Assessment Task Guide booklets).

Do not submit the entire Student Assessment Task Booklet for every Assessment Task!

Separate each task and submit individually via the relevant submission link on Moodle. Give the document a file name as instructed above in this booklet.

WRITTEN ANSWERS QUESTION GUIDANCE

Throughout the course you will be given assessment tasks which are in the form of question and answers quizzes. The following guidance is the minimum level of response required. All questions must be attempted for you to be assessed as having completed the task satisfactory. Written questions use a range of “instructional words” such as “identify” or “explain”, which tell you how you should answer the question. Use the definitions below to assist you to provide the type of response expected.

Analyse – when a question asks you to analyse something, you should do so in detail, and identify important points and key features. Generally, you are expected to write a response one or two paragraphs long.

Compare – when a question asks you to compare something, you will need to show how two or more things are similar, ensuring that you also indicate the relevance of the consequences. Generally, you are expected to write a response one or two paragraphs long.

Contrast – when a question asks you to contrast something, you will need to show how two or more things are different, ensuring you indicate the relevance or the consequences. Generally, you are expected to write a response one or two paragraphs long.

Discuss – when a question asks you to discuss something, you are required to point out important issues or features and express some form of critical judgement. Generally, you are expected to write a response one or two paragraphs long.

Describe – when a question asks you to describe something, you should state the most noticeable qualities or features. Generally, you are expected to write a response two or three sentences long.

Evaluate – when a question asks you to evaluate something, you should do so putting forward arguments for and against something. Generally, you are expected to write a response one or two paragraphs long.

Examine – when a question asks you to examine something, this is similar to “analyse”, where you should provide a detailed response with key points and features and provide critical analysis. Generally, you are expected to write a response one or two paragraphs long.

Explain – when a question asks you to explain something, you should make clear how or why something happened or the way it is. Generally, you are expected to write a response two or three sentences long.

Identify – when a question asks you to identify something, this means that you are asked to briefly describe the required information. Generally, you are expected to write a response two or three sentences long.

List – when a question asks you to list something, this means that you are asked to briefly state information in a list format.

Outline – when a question asks you to outline something, this means giving only the main points, Generally, you are expected to write a response a few sentences long.

Summarise – when a question asks you to summarise something, this means (like “outline”) only giving the main points. Generally, you are expected to write a response a few sentences long.



CHECKLISTS AND RESULT SHEETS

At the end of each cluster or module Student Assessment Task Guide Booklet you will find a Checklist for each task.

This will be used by your assessor to mark your assessment. Read through this as part of your preparation before beginning the assessment task. It will give you a good idea of what your assessor will be looking for when marking your responses. Once your assessor has marked all your submissions this document will be filled out by your assessor containing assessor's comments and shown to you.

With the Checklist there will also be a Results sheet for that cluster's or module's assessment tasks that will be shared with you, this document shows how your assessments have been graded.

If your work has been assessed as being not competent, your assessor will include written feedback in the Results Sheet giving reasons why. Your assessor will also discuss this verbally with you and provide advice on re-assessment opportunities as per Pathways Psychology Institute's re-assessment policy.

You will be asked if you agree with the results or not and asked to sign the result sheet accordingly. If you are not in agreement with the results, please discuss this at the time with your assessor as you may wish to use your rights to ask for an appeal.



RE-ASSESSMENT OPPORTUNITIES

You will be provided feedback on your performance by the Assessor. The feedback will indicate if you have satisfactorily addressed the requirements of each part of the task.

If any parts of the task are not satisfactorily completed, the Assessor will explain why, and provide you with feedback along with guidance on what you must undertake to demonstrate satisfactory performance.

Re-assessment attempt(s) can be arranged at a later time and date. You have the right to appeal the outcome of assessment decisions if you feel that you have been dealt with unfairly or have other appropriate grounds for an appeal.

You are encouraged to consult your trainer prior to attempting any task if you do not understand any part of any task or if you have any learning issues or needs that may hinder you when attempting any part of the assessment.

Assessment criteria

Some assessment tasks or parts of an assessment task require that you be observed whilst completing the task. For your performance to be deemed competent in the assessment task, you must address all of the assessment criteria. If part of the task is not satisfactorily completed, you will be asked to complete further assessment to demonstrate competence.

REFERENCING

Below is a referencing guide on how you will be required to reference materials you have used to produce your submissions of assessment tasks throughout this course.

<div> <div> Academic Skills Office fact sheet </div> <div> APA Referencing Style-Examples </div> </div>		
<p>This fact sheet provides a comprehensive beginner's guide to entries in the APA referencing system.</p> <p>General rules for authors, dates and editions apply to all sources of information including print, media and Internet sources.</p> <p>For more information on the APA style please visit: http://www.apastyle.org/index.asp</p> <p>For variations, follow the rules for authors, dates, editions and web addresses on Page 5</p>		
1. Book (a) print (b) online <i>Use the DOI if available, otherwise use the URL of the electronic book. See Page 6 of this document for more information on the DOI.</i>	(a) In-text	Barrett and Roberts (2002, p. 4) find that the concept ...
	(a) List of References	Barrett, M., & Roberts, L. (2002). <i>Working communication</i> . Milton, Australia: John Wiley & Sons.
	(b) In-text	Several levels of consciousness were found (Tart, 1997, p. 37).
	(b) List of References	<p>Tart, C.T. (1997). <i>States of consciousness</i>. Retrieved from http://www.netlibrary.net/</p> <p>Sawyer, A. (2010). <i>Language socialization in multilingual societies</i> [Kindle version]. doi:10.1037/1076293722</p>
2. Website / web page No author , use sponsor or organisation if possible; otherwise start with the title of the article. No page , use paragraph number (if no paragraph number, use the section title if possible after the author and date). No date of publication , use: n.d. No retrieval dates , unless the source material may change over time (e.g. Wikis).	In-text	<p>Heaps (2009, para. 3) states that bias is ...</p> <p>The latest study suggests that community based programmes have been successful</p> <ul style="list-style-type: none"> First citation (World Health Organisation [WHO], 2002, para. 11). Later citations (WHO, 2002, para. 11) <p>Prioritising tasks is a key strategy for managing time effectively (Time managing, 2009).</p>
	List of References	<p>Heaps, S. (2009). <i>Writing without bias</i>. Retrieved from http://www.writeexpress.com/bias.html</p> <p>World Health Organisation (WHO). (2010). <i>Evidence-Based Public Health Initiatives</i>. Retrieved from http://www.who.org/positions/evidence_based.html</p> <p>Time managing. (2009). In <i>Taming time</i>. Retrieved from http://www.tamingtime.org/articles/time-management/article-0097.html</p>
	<p>If you have any doubts, copy the web address into your browser and check that it reaches the source that you have referenced in your essay. If it does not, then you would have to find a way to include your source as an appendix.</p>	
3. Journal articles (a) Article in a journal (print) (b) Article in an electronic journal (Internet) (c) Article with the DOI <i>When citing parts of a source, use page numbers only for direct quotations and when the paraphrase is crucial to the reader.</i> <i>Use the DOI when citing electronic versions of journal articles. If no DOI is available, use the home page URL for the article publisher – DO NOT CITE THE DATABASE.</i> <i>See Page 5 of this document for more information on the DOI.</i>	(a) In-text	Reid and Sand (1987) argue that ...
		An earlier study (Reid & Sand, 1987) suggests that ...
	(a) List of References	Reid, J., & Sand, R. (1987). The wood and the grove. <i>Journal of Mythology</i> , 9(1), 23–34.
	(b) In-text	Hopkins (1998) found that...
		A survey of large Trans-National Corporations (Hopkins, 1998) found that...
	(b) List of References	Hopkins, M. (1998). Corporate social responsibility around the world. <i>Online Journal of Ethics</i> , 2(2). Retrieved from http://www.sthomon.edu/Public/index.asp?Page_ID=3220
	(c) In-text (quote)	Nutrition is an "integral part of effective healing" (Leninger, 2002, p. 4).
	(c) List of References	Leninger, S.M. (2002). The role of nutrition in wound healing. <i>Critical Care Nursing Quarterly</i> , 24(1), 13–21. doi:10.1037/0278-6133.24.6.884
4. Chapter in an edited book <i>Write an entry for the author of the chapter. Use the date of publication of the edited book where you found the information.</i> <i>For an electronic version, include either the DOI as with an online book, or a retrieval statement plus the URL as with a website.</i>	In-text	<p>Stories are an essential aspect of therapy (Phillips, 1999, p. 14).</p> <p>Phillips (1999, p. 14) argued that ...</p>
	List of References	Phillips, J. (1999). The psychodynamic narrative. In G. Roberts & J. Holmes (Eds.), <i>Healing stories: Narrative in psychiatry and psychotherapy</i> (pp. 7–15). Oxford, England: Oxford University Press.

5. Reading on eReserve (Dixon Library) <i>Treat the reference as you would any other reference of its type.</i>	In-text	Burton (2006, p. 46) argues that ...
	List of References	Burton, L.J. (2006). Critical thinking. In R. Edwards & J. D. Bradfield (Eds.), <i>An interactive approach to writing essays and research reports in psychology</i> (2nd ed., pp. 45-53). Milton, Australia: John Wiley & Sons.
6. Secondary reference <i>To acknowledge the work of one author that you have found in the work of another. Record only the work that you have actually seen in the Reference List.</i>	In-text	Gombrich argues that both art and nature are needs of the mind (Gombrich, 1983, as cited in Norrington, 1989, p. 22). [Name the author of the idea (and date if known), and give author, date and page number of the book where you read it.] <i>Use 'quoted' instead of 'cited' if the idea is directly quoted in your source.</i>
	List of References	Norrington, F.G. (1989). <i>New aesthetics: Life in art</i> . London: Faber & Faber.
7. Government publications (a) Government reports (b) Parliamentary publications (c) Australian Bureau of Statistics (ABS) <i>These may be cited by giving the name of the ministry or agency issuing the publication or report. This is known as the 'corporate author'.</i> <i>When the author and publisher are the same (e.g. with a corporate author), replace the publisher with the word 'author'.</i>	(a) In-text	The Department's report (Department of Defence, 2009) contained ...
	(a) List of References	Department of Defence. (2009). <i>The loss of HMAS Sydney II</i> . Canberra, Australia: Author.
	(b) In-text	A report by the House of Representatives Standing Committee on Aboriginal & Torres Strait Islander Affairs (2008) recommends...
	(b) List of References	House of Representatives Standing Committee on Aboriginal & Torres Strait Islander Affairs. (2008). <i>Open for business: Developing indigenous enterprises in Australia</i> . Canberra, Australia: Parliament of Australia. Retrieved from http://www.aph.gov.au/house/committee/atsia/indigenousenterprises/report.htm
	(c) In-text	In Australia, statistics show that there can be both short and long term risks from the consumption of alcohol (ABS, 2006).
	(c) List of References	Australian Bureau of Statistics (ABS). (2006). <i>Alcohol consumption in Australia: A snapshot, 2004-05</i> (Cat. no. 4832.0.55.001). Retrieved from http://www.abs.gov.au/ausstats
8. Report (a) Named author (b) Unnamed author <i>Use organisational name (corporate author) if there is no author.</i>	(a) In-text	The report (Balsum, 2000, p. 6) found that ...
	(a) List of references	Balsum, S. (2000). <i>Payment to Vietnam veterans: A summary</i> . Canberra, Australia: Department of Veterans' Affairs.
	(b) In-text	The Department's report (DEST, 2005) contained ...
	(b) List of references	Department of Education, Science and Training (DEST). (2005). <i>Skilling Australia: New direction for vocational education and training</i> . Canberra, Australia: Author.
9. Paper presented at a conference, seminar (a) unpublished (b) published	(a) In-text	Williams and Taji (1990, p. 14) believe ...
	(a) List of references	Williams, R.R., & Taji, A.M. (1990, June). <i>Factors affecting vitrification — cytokinin and shoot growth</i> . Paper presented at the International Congress on Plant Cell and Organ Culture, Amsterdam, the Netherlands.
	(b) In-text	A combination of disciplinary and educational approaches is needed to deal with student plagiarism (McGowan, 2005, p. 139). McGowan (2005, p. 139) argues that ...
	(b) List of references	McGowan, U. (2005, December). Educational integrity: A strategic approach to anti-plagiarism. In <i>Proceedings of the 2nd Educational Integrity Conference</i> . Newcastle, Australia: University of Newcastle. Retrieved from http://www.newcastle.edu.au/conference/apeic/booklet/APEIC05proceeding.pdf
11. Encyclopedia / Dictionary	In-text	A primary verb is one of the three verb types ... (Chaulker & Weiner, 2009, para. 7) Australia was one of the early adopters of the pop chart ratings (Williams, 2009) The tone of the poem is affected by the use of intervening words ("Tmesis", n.d.) that cause ...
	List of References	Chaulker, S., & Weiner, E. (Eds.). (2009). <i>The Oxford dictionary of English grammar</i> . Retrieved from http://www.oxfordreference.com.ezproxy.une.edu.au/views/SEARCH_RESULTS.html?y=10&q=verbs&category=t28&x=11&ssid=176555436&scope=book&time=0.305971972615943 Williams, J. (Ed.). (2009). <i>Encyclopedia of Australian rock and pop</i> . Sydney, Australia: Methuen. Tmesis. (n.d.) In <i>Oxford English Dictionary Online</i> (12th ed.). Retrieved from http://www.oed.com
12. UNE teaching material Unit Information/Topic Notes/ Assessment/ Presentation Slides	In-text	According to Fisher (2011, p. 32), there are two types of ethical concerns facing multinational corporations.
	List of References	Fisher, J. (2011). <i>GSB 751: Business ethics, corporate social responsibility and sustainability</i> [Topic notes]. Armidale, Australia: University of New England, Graduate School of Business. Bradfield, J. D. (2010, April 17). <i>Kangaroo: An extraordinary marsupial</i> [Lecture]. Armidale, Australia: University of New England, School of Environmental and Rural Sciences.

13. Personal communication <i>Information privately obtained e.g. personal conversation, interview, letter, lecture, email.</i> <i>A live lecture is treated as personal communication, but you must reference a podcast of a lecture.</i>	In-text	Doubts were cast on the statistical methods used (P. Darnell, personal communication, May 3, 2009).
	List of References	[Personal communications are not listed in the List of References.]
14. Pamphlet/brochure <i>Cite the name of the organisation. If none, then use the title of the work.</i>	In-text	The archives of the nation are available ... (National Archives of Australia, 2008, p. 2).
	List of References	National Archives of Australia. (2008). <i>Memories of a nation</i> [Brochure]. Canberra, Australia: Australian Government. Retrieved from http://www.naa.gov.au/images/memory-of-a-nation-flyer_tcm2-8401.pdf
15. Data sets/Graphic representations/Maps/Images <i>Give information about the type of source in the brackets, e.g. table, graph, image, data set.</i> <i>In undergraduate work you will rarely be asked to reproduce a table, figure or an image. If you do so, you must seek permission from the original author/source.</i> <i>More commonly you will just refer to such a source like you would any other reference.</i> <i>Make sure you include as much information as possible so that the original can be retrieved easily.</i> <i>Treat images/figures or tables as direct quotes and provide full citation in the caption and again in the reference list.</i>	In-text	As shown in Figure 1, the geo-strategic importance of East Germany rainfall in ... The number of first time voters in Australia in 2010 (see Figure 4) ... The average rainfall in Armidale has been increasing (BOM, 2001, p. 249) [Give source of the table or image immediately above the table. Italicise the heading 'Figure' and the number] <i>Figure 1. East Germany borders in 1951. Reprinted from The University of New South Wales Library Map Collection website:</i> http://www.lib.unsw.edu.au/maps/cia08/east_germany_sm_2008.gif
	List of References	East Germany [Map]. (2008). Retrieved from http://www.lib.unsw.edu.au/maps/cia08/east_germany_sm_2008.gif Commonwealth Bureau of Meteorology (BOM). (2001). <i>The climate of Australia</i> [Data set]. Canberra, Australia: Australian Government, p. 249. Gallup. (2010, August 31). <i>Australian first-time voters</i> [Graph]. Retrieved from http://www.gallup.com/poll/111331/Australia-First-Time-Voters.aspx
16. Works or art (photos, paintings, sculptures, etc.) <i>Give information about the type of source in the brackets, e.g. painting, sculpture, installation, etc.</i> <i>Make sure you include as much information as possible so that the original can be retrieved easily.</i>	In-text	<i>The Thinker's</i> pose has been copied and parodied innumerable times (Rodin, 1902). The romantic aspects of the painting (Wyeth, 1948) are represented ...
	List of References	Rodin, A. (1902). <i>The thinker</i> [Bronze and marble sculpture]. Paris, France: Musée Rodin. Wyeth, A. (1948). <i>Christina's world</i> [Painting]. Retrieved from http://www.moma.org/explore/collection/index
17. Newspaper article (a) Specified author <i>Print newspaper</i> <i>Online newspaper</i> (b) Unspecified author <i>Give the URL of the home page to avoid non-working URLs</i>	(a) In-text	Target funding is not being met (Leech, 2002, p. 13). Leech (2002, p. 13) suggests that ...
	(a) List of References (print & online examples)	Leech, G. (2002, September 19). Call for research shake-up. <i>The Australian</i> , p. 13. Leech, G. (2002, September 19). Call for research shake-up. <i>The Australian</i> . Retrieved from: http://www.theaustralian.news.com.au
	(b) In-text	Debt levels have fallen (Computer industry, 1997, p. 3)...
	(b) List of References	Computer industry blamed. (1997, July 7). <i>The Sydney Morning Herald</i> , p. 3.
18. Audio-visual (a) Film (b) DVD (c) CD-ROM (d) Television programs (e) TV show episode <i>In text, refer to the title and date of production.</i>	(a) In-text	In <i>The third man</i> (Korda & Wells, 1949) ...
	(a) List of References	Korda, A. (Producer), & Wells, O. (Director). (1949). <i>The third man</i> [Motion picture]. Great Britain: RKD Films.
	(b) In-text	<i>Australia's geological history</i> (Clarke, 1986) explored ...
	(b) List of References	Clarke, C. (Producer). (1986). <i>Australia's geological history</i> [DVD]. Sydney, Australia: Outback Films.
	(c) In-text	Fine tuning the vocal folds creates different voice qualities ... (Reid, 2004).
	(c) List of References	Reid, N. (Producer). (2004). <i>Phonetics: An interactive introduction</i> [CD-ROM]. Armidale, Australia: University of New England.
	(d) In-text	In <i>The future of work</i> (2010) ...
	(d) List of References	Productivity Association (Producer). (2010, November 26). <i>The Future of Work</i> [Television broadcast]. Sydney, Australia: ABC Television.
	(e) In-text	The dialogue demonstrates the tension in the city's projects (Simon & Johnson, 2002)....
	(e) List of References	Simon, D. (Writer), & Johnson, C. (Director). (2002). <i>The detail</i> [Television series episode]. In D. Simon & E. Burns (Executive producers), <i>The wire</i> . New York, NY: HBO Time Warner.

<p>19. Podcasts/Vodcasts Replace 'audio podcast' with 'video webcast' for appropriate format.</p>	<p>In-text</p>	<p>Culture has always been perceived as a form of political ideology (Brown, 2010).</p> <p>Traumatic events are more common than we think (Jenkins, 2009).</p>
	<p>List of References</p>	<p>Brown, A. (Producer). (2010, August 15). Nationalism: Lecture 1. [Audio podcast]. In PAIS 998: Introduction to political ideology. Armidale, Australia: University of New England. Retrieved from: http://www.une.edu.au</p> <p>Jenkins, R. (Producer). (2009, December 12). Overcoming trauma [Audio podcast]. Retrieved from http://www.abc.net.au/radionational</p>
<p>20. Music Indicate the medium. In text citations include side and band or track numbers.</p>	<p>In-text</p>	<p>The bassoon solo in <i>Rite of spring</i> (Stravinsky, 1975) ...</p> <p>Plant's vocals on 'Going to California' (Led Zeppelin, 1971) —</p>
	<p>List of References</p>	<p>Stravinsky, I. (1975). <i>Rite of spring</i> [Music score]. London, England: Hansen House.</p> <p>Stravinsky, I. (1975). <i>Rite of spring</i> [Record]. [Recorded by The Sydney Symphony Orchestra]. Sydney, Australia: ABC Records.</p> <p>Led Zeppelin. (1971). Going to California. On <i>Led Zeppelin IV</i> [CD]. New York, NY: Atlantic Records.</p>
<p>21. Blogs, Discussion groups & Wikis Provide a description of the message in the brackets, e.g. web log post, web log comment, discussion board, mailing list. For blogs and listservs use the author's full name if available, if only screen name available use the screen name. A wiki is a collaborative reference work with no identified author or editor. You may be asked to contribute to a wiki in your unit or to access some other wikis in your discipline. Wikis are treated as unpublished materials and because their content is reviewed constantly you must include the retrieval date. Please note that Wikipedia is not an appropriate academic source, except when you are writing about Wikipedia itself!</p>	<p>In text:</p>	<p>Some participants in the debate have expressed their concerns about such an approach (Shippey, 2008; KidA, 2008).</p>
	<p>List of References:</p>	<p>Blog: Shippey, T. (2008, January 31). The consequences of plagiarism [Web log post]. Retrieved from http://www.academicthings.com/shippey/2008/01/the_conseq.php</p> <p>Blog comment: KidA. (2008, February 5). Re: The consequences of plagiarism [Web log comment]. Retrieved from http://www.academicthings.com/shippey/2008/01/the_conseq.php</p> <p>Discussion board: Anderson, J. (2010, December 17). Re: Academic culture [Online forum comment]. Retrieved from http://www.olt.une.edu.au/xybyicy8876/discussions#345</p> <p>Video blog post (e.g. YouTube): Colebrook, C. (2008, April 8). How to organise your desktop [Video file]. Retrieved from http://www.youtube.com/watch?v=Hja987KLXs</p> <p>Wikis: Group 1. (n.d.). First week group project. In <i>EDUX 887: Critical theory and practice in education</i>. Retrieved October 17, 2010 from http://olt.une.edu.au/weblog/wiki.php</p> <p>Epistemology. (n.d.). Retrieved November 27, 2009 from http://en.stswiki.org/index.php/Epistemology</p>
<p>22. Software, Video Games Do not reference standard software and programming languages, e.g. Microsoft Office or Java. Provide reference for specialised software and programs with limited distribution.</p>	<p>In text:</p>	<p>The sample data was analysed using SoftConnect (Version 3.1) and the results are.....</p> <p>In text, give the proper name of the software and version number.</p>
	<p>List of References:</p>	<p>SoftConnect (Version 3.1) [Computer Software]. San Jose, CA: Dubbing Systems.</p>

Variations in authors, dates, editions and web addresses

A. Single authors <small>Write the author's surname only in-text. Initials are recorded in the list of references.</small>	In-text	The idea of progress is much overrated (Addington, 1994, pp. 32–33).
	List of References	Addington (1994, pp. 32–33) states that ... Addington, H. (1994). <i>Cultural cringe: A study of change</i> . London, England: Routledge.
B. Two authors <small>Use 'and' between authors in your sentence preceded by a comma, but an & (ampersand) preceded by a comma when in brackets. Use an & preceded by a comma in the List of References.</small>	In-text	Hunt and Lee (1992, p. 23) claim ... Climate change remains controversial (Hunt & Lee, 1992, p. 23).
	List of References	Hunt, E., & Lee, L.J. (1992). <i>Weather matters</i> . Boston, MA: Harvard University Press.
C. Three to Five authors <small>Name all authors in your first reference, but use 'et al.' for all subsequent references. Use 'and' between authors in your sentence preceded by a comma, but an & (ampersand) when in brackets preceded by a comma. Use an & preceded by a comma in the List of References.</small>	In-text	First Mention: MacKay, Clarke, Fleming, Collins, and Sue (2006) demonstrated... Subsequent Mentions: MacKay et al. (2006) found...
	List of References	MacKay, I., Clarke, C., Fleming, M., Collins, M., & Sue, J. (2006). <i>Food the focus for our future</i> . Oxford, England: Oxford University Press.
D. Six or more authors <small>Cite only the first author's surname, followed by 'et al.'</small> <small>Record all the authors' names in the List of References. Use an & preceded by a comma before the last name.</small>	In-text	Peters et al. (1995) base their study on the economic model. This study is based on an economic model (Peters et al., 1995).
	List of References	Peters, C., Suzuki, T., Corrigan, Y.T., Najar, P., Dudley, P., & Thomas, E. (1995). <i>New economies for new times</i> . Chicago, IL: University of Chicago Press.
E. Citing several sources at once <small>In text, authors' names are presented alphabetically and each reference is separated by a semicolon (;).</small>	In-text	Policy makers argue that the connection between science and business should not be viewed critically (Branscomb, 1997; Noble, 1993; Stokes, 1997).
	List of References	Branscomb, I. (1997). <i>Investing in innovation</i> . New York, NY: Routledge. Noble, B. (1993). <i>America by design</i> . New York, NY: Knopf. Stokes, D. (1997). <i>Pasteur's quadrant</i> . Washington, DC: Brookings Institution Press.
F. Multiple works by the same author <small>Use a, b, c ... to differentiate between works written in the same year.</small>	In-text	In her first study, Sheldon (1996) supports the theory, but her two later studies (1999a, 1999b) modify this claim.
	List of References	Sheldon, S. (1996). <i>Language Limits</i> . London, England: Duckworth. Sheldon, S. (1999a). Morphemic resonance: A new dimension. <i>Discourse Studies</i> , 23(4), 67–72. Sheldon, S. (1999b, Spring). Rules and tools. <i>Journal of Semantics</i> , 43, 23–45.
G. Authors with the same surname (a) Co-authors of a work (b) Separate works <small>In text, where it is necessary to distinguish one author from the other, use the authors' initials. Place after the surname when in brackets, and before the surname when in the sentence.</small>	(a) In-text	Scollon and Scollon (2001) argue that ...
	(a) List of References	Scollon, R., & Scollon, S.W. (2001). <i>Intercultural communication</i> (2 nd ed.). Oxford, England: Blackwell. Retrieved from http://books.google.com.au/books?id=Sy81Z14n214C&pg=PP1&dq=scollon+%26+scollon+onepage&q=&f=false
	(b) In-text	A recent report (Jones, R.W., 1991) indicated ... but D.J. Jones (1993) has refuted the findings.
	(b) List of References	Jones, D.J. (1993). <i>Review of social needs in the North West region</i> . Lismore, Australia: FACS. Jones, R.W. (1991). <i>Report to the CARE centre</i> . Armidale, Australia: DOCS.
H. Author unknown <small>Cite the name of the organisation that produced the work (corporate author). If none, then use the title of the work.</small> <small>DO NOT use the terms 'Anon.' or 'Anonymous'.</small>	In-text	The NSW Board of Studies (2006, p. 35) advocates an inclusive approach in syllabus design. Reducing friction is essential ("Pressure care", 2000, p. 3).
	List of References	NSW Board of Studies (2006). <i>Syllabus development handbook</i> . Sydney, Australia: Author. Retrieved from http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/syl_dev_hbook.pdf Pressure care. (2000). Perth, Australia: New Health Press.
I. A work with no publication date <small>'n.d.' means 'no date'.</small>	In-text	Shaw (n.d.) found that ... One study (Shaw, n.d.) suggests ...
	List of References	Shaw, O. (n.d.). <i>Reflective learning</i> . London, England: Faber.
J. Edition <small>If a source is 2nd or later edition, state the edition after the title inside brackets (ix ed.).</small>	In-text	Writers need to consider ... (Heffernan, Lincoln, & Atwill, 2001, p. 218)
	List of references	Heffernan, J.A.W., Lincoln, E. J., & Atwill, J. (2001). <i>Writing, a college handbook</i> (5th ed.). New York, NY: W. W. Norton.
K. The DOI System <small>A DOI is a unique set of numbers assigned to identify content and provide a permanent link to its location on the Internet. The DOI is typically located on the first page of the electronic article.</small>	Use this format for the DOI in references: doi:xxxxxx For more information on how to find a DOI, please visit the APA Style Guide blog entry on finding DOIs: http://blog.apastyle.org/apastyle/2009/12/how-to-find-a-doi.html If no DOI, use the home page URL for the electronic journal or book publisher.	



ACADEMIC SUPPORT SERVICES

Pathways Psychology Institute provides free academic tutoring support to international students to enable them to achieve expected learning outcomes. This service may be accessed on campus or via internet by appointment only. For more information or to book a tutoring session contact the student support services officer or Pathways Psychology Institute administration.

Assessment appeals

The outcome of a student's assessment may be given to them either as a graded assessment: Distinction, Credit, Competent, or not competent. Assessments may also be graded simply as Competent or not competent depending on the assessment requirements. Some assessments will provide the student with feedback additional to their grade concerning the quality of their assessments.

You have the right to appeal the outcome of your assessment decisions if you feel they have been dealt with unfairly or have other appropriate grounds for an appeal.

Depending on the task, this may include:

Resubmitting correct answers to questions (such as short answer questions and case studies)

Resubmitting part or all of a project, depending on how the error impacts on the total outcome of the task.

Redoing a role play after being provided with appropriate feedback about your performance.

Being observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after being provided with appropriate feedback.

If you do not agree with an assessment decision, you can make an assessment appeal as per Pathways Psychology Institute's assessment appeal process. The follow information on complaints and appeals can also be found be found in your Student's Handbook.

COMPLAINTS AND APPEALS

Pathways Psychology Institute responds to all allegations involving the conduct of: The RTO, its trainers and assessors and other staff. Any third-party providing Services on behalf of Pathways Psychology Institute. Any student or client of Pathways Psychology Institute.

Complaints may be made in relation to any of Pathways Psychology Institute's services and activities such as:

- The application and enrolment process.
- Marketing information.
- The quality of training and assessment provided.
- Training and assessment matters, including student progress, student support and assessment requirements.
- The way someone has been treated.
- The actions of another student.

An appeal is a request for a decision made by Pathways Psychology Institute to be reviewed.

Decisions may have been about:

- Course admissions.
- Refund assessments.
- Response to a complaint.
- Assessment outcomes / results. Other general decisions made by Pathways Psychology Institute.

PRINCIPLES OF RESOLUTION

Pathways Psychology Institute is committed to providing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, Pathways Psychology Institute ensures that complaints and appeals:

- Are responded to in a consistent and transparent manner.
- Are responded to promptly, objectively, with sensitivity and confidentiality.
- Are able to be made at no cost to the individual.
- Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.

Pathways Psychology Institute will inform all persons or parties involved in any allegations made as well as providing them with an opportunity to present their side of the matter.

Nothing in this policy and procedure limits the rights of an individual to take action under Australia's Consumer Protection laws and it does not circumscribe an individual's rights to pursue other legal remedies.

Where a student chooses to access the appeals process, Pathways Psychology Institute will maintain the student's enrolment while the complaints/appeals handling process is ongoing.

Timeframes for resolution

Complaints and appeals will be finalised as soon as practicable or at least within 30 calendar days unless there is a significant reason for the matter to take longer.

In matters where additional time is needed, the complainant or appellant will be advised in writing of the reasons and will be updated weekly on the progress of the matter until such a time that the matter is resolved.



Records of complaints and appeals

Pathways Psychology Institute will maintain a record of all complaints and appeals and their outcomes on the Complaints and Appeals Register, which will be securely stored according to the Privacy Policy and Procedures.

Making a complaint or appeal

Complaints about a particular incident should be made as soon as possible after the incident occurring and appeals must be made within thirty (30) calendar days of the original decision being made.

Complaints and appeals must be made in writing using the Complaints and Appeals Form, or other written format and sent to Pathways Psychology Institute's head office at 6 Belbowrie Close, Galston NSW 2159 attention to the Chief Executive Officer.

When making a complaint or appeal, provide as much information as possible to enable Pathways Psychology Institute to investigate and determine an appropriate solution.

This should include:

- The issue you are complaining about or the decision you are appealing – describe what happened and how it affected you.
- Any evidence you have to support your complaint or appeal.
- Details about the steps you have already taken to resolve the issue.
- Suggestions about how the matter might be resolved.
- Your complaint or appeal will be acknowledged in writing via email or post within 7 days of receipt.

Resolution of complaints and appeals

Some or all members of the management team of Pathways Psychology Institute will be involved in resolving complaints and appeals as outlined in the procedures.

Where a complaint or appeal involves another individual or organisation, they will be given the opportunity to respond to any allegations made. Where a third-party delivering Services on behalf of the RTO is involved, they will be included in the process of resolving the complaint or appeal.

In the case of an assessment appeal, an assessor who is independent from the original decision will assess the original task again. The outcome of this assessment will be the result granted for the assessment task.



Independent parties

Pathways Psychology Institute acknowledges the need for an appropriate independent party to be appointed to review a matter where this is requested by the complainant or appellant and the internal processes have failed to resolve the matter.

Costs associated with independent parties to review a matter must be covered by the complainant/appellant unless the decision to include an independent party was made by Pathways Psychology Institute. Pathways Psychology Institute may also appoint the independent party to be involved in the resolution of a complaint or appeal where it is deemed necessary. The independent party recommended by Pathways Psychology Institute is the Resolution Institute.

However, complainants and appellants are able to use their own external party at their own cost. Pathways Psychology Institute will provide complete cooperation with the independent party investigating the complaint/appeal and will be bound by the recommendations arising out of this process.

The CEO will ensure that any recommendations made are implemented within twenty (20) days of being notified of the recommendations. The complainant or appellant will also be formally notified in writing of the outcome of the mediation.

External complaint avenues

Complaints can also be made via the following avenues:

National Training Complaints Hotline:

The National Training Complaints Hotline is a national service for consumers to register complaints concerning vocational education and training. The service refers consumers to the appropriate agency/authority/jurisdiction to assist with their complaint.

Consumers can register a complaint with the National Training Complaints Hotline by: Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.

Email: ntch@education.gov.au For more information about the National Training Complaints Hotline, refer to the following webpage: <https://www.education.gov.au/NTCH>

Australian Skills Quality Authority (ASQA):

Complainants may also complain to Pathways Psychology Institute's registering body, Australian Skills Quality Authority (ASQA). ASQA can investigate complaints about RTOs that have not met their obligations.

ASQA may not be able to investigate complaint if you do not include evidence that you have already exhausted our formal internal complaints process as above. Please refer to the following webpage below before making a complaint to ASQA as it provides an online tool that will advise you about whether or not you can make a complaint to ASQA: <https://www.asqa.gov.au/complaints/getting-started-making-complaint-about-training-provider> ASQA advise the following in regards to complaints.

If you lodge a complaint, ASQA will formally respond to you: acknowledging receipt of the complaint (within five working days) advising whether or not any action will be taken, and if so, notifying of the action taken and the outcome of that action.

ASQA may contact you to seek further information. ASQA aims to complete a review of a complaint within four months of submission; however, in cases where a complaint triggers a compliance or audit or investigation, this may take longer. If ASQA is not the most appropriate organisation to deal with your complaint, they will recommend that you contact the appropriate organisation. If your complaint is about an issue that ASQA regulates, ASQA will decide what action to take.

ASQA takes a risk-based approach to complaints about training providers and this means the action its takes will vary depending on the seriousness and potential impact of the complaint.

In almost all cases, ASQA will notify the training provider of the complaint. The training provider will have the opportunity to respond to the allegations. In some cases, ASQA may decide not to take action.

Action may include:

- Writing to the provider to remind them of their obligations.
- Looking at a provider's practices to see if they are meeting their obligations. If they are not, we may:
- Require the provider to correct its practices to protect future students.
- Require the provider to take action in relation to past or current students to rectify the impact non-compliant practices may have caused.
- Suspend, cancel or place conditions on that training provider's registration.

ASQA cannot act as a student advocate or act to resolve a dispute with a training provider. ASQA will use the information from complaints to inform ongoing monitoring of training providers but may decide to take no immediate action in relation to a complaint.

Complaints and appeals process during deferral, suspension or cancellation

Where Pathways Psychology Institute initiates the suspension or cancellation of a student's enrolment, the student will be notified of this intention and will be informed that they have 20 working days to access Pathways Psychology Institute's Complaints and Appeals Policy and Procedure, unless extenuating circumstances relating to the welfare of the student apply.

Extenuating circumstances relating to the welfare of a student may include medical concerns, severe depression or psychological issues which lead to fear for the student's wellbeing, engaging or threatening to engage in behaviour that is reasonably believed to endanger the student or others; or being at risk of committing a criminal offence.

Pathways Psychology Institute will not notify the Department of Education of a change in enrolment status until the internal complaints and appeals process is completed.

Students may choose to access an external appeal process as per Pathways Psychology Institute's Complaints and Appeals Policy. In the case of an external appeal, Pathways Psychology Institute is not required to wait for the outcome of the external appeal before notifying the Department of Education of the change to the student's enrolment status.

In most cases, Pathways Psychology Institute will continue to provide learning opportunities to students during the appeal process. However, where it is considered that a student should not attend classes during the appeals process, students will be provided with course work that can be completed outside of the classroom environment.

Pathways Psychology Institute has a no tolerance policy for plagiarism, cheating and collusion. Students are expected to act with integrity at all times and only submit work that is their own or that has been appropriately referenced and includes acknowledgements of all resource materials used in the preparing the work. When you submit your assessments, you will be required to sign a declaration that the work provided is your own and that you have not cheated or plagiarised the work or colluded with any other student/s.

plagiarism

theft, copying, intention, reference, common, academic, ethical, information, protection, original, article, citation, borrowing, paraphrasing, knowledge, avoiding, fraud, quotations, book, prevent, source, asa, credit, permission, cheating, summarizing, ideas, words, video, without, reuse, paper, audio, journal, stealing, copyright, passage, integrity, misrepresentation, honesty, property

Process Psychology requires that the counsellor/ psychotherapist develops a high level of attention to noticing and relating to the subtle non-verbal signals of a client, and their unique awareness style in relation to the presenting problem.



Students will keep ongoing records of the learning of these sessions in their “professional case log”.

Alongside the development of one's professional counselling skills, Process Psychology expects a high degree of self-awareness and continuing self-development and trains the practitioner to use oneself in therapy and dealing with personal problems. An ability to apply "Inner work" skills to work on one's own inner psychological state is considered an important aspect of training for professional employment.

Students will keep ongoing records of this internal exploration and development in their “personal journals”.

STUDENT WORK PLACEMENT FACILITY

Pathways Psychology Institute has a purpose-built student clinic: *Pathways Community Counselling Clinic*. Pathways Community Counselling Clinic was established to make a positive contribution to the mental health needs of local and surrounding community members and at the same time allow students access to a dedicated and professional work placement facility. The Pathways Community Counselling Clinic has been purpose designed to provide the students of Pathways Psychology Institute with a professional space for ongoing workplace training and assessment.



Students are able to gain valuable industry experience with real clients through the following modalities: in-person, over the phone, or online.

The mission of our clinic is to provide high quality, effective and affordable counselling to improve the well-being of others whilst enabling our students the best possible training and hands on experience in a real workplace setting.

Pathways Psychology Institute students receive an in-depth education that synthesises well established principles of therapeutic practice with current research and seeks to develop not only therapeutic skills, but the person of the therapist.

Students will be offered placements at the student clinic to learn practical aspects of working in the industry. Pathways Psychology Institute has a number of conditions Students must abide by before being accepted for a Work placement at the student clinic, which include but are not limited to:

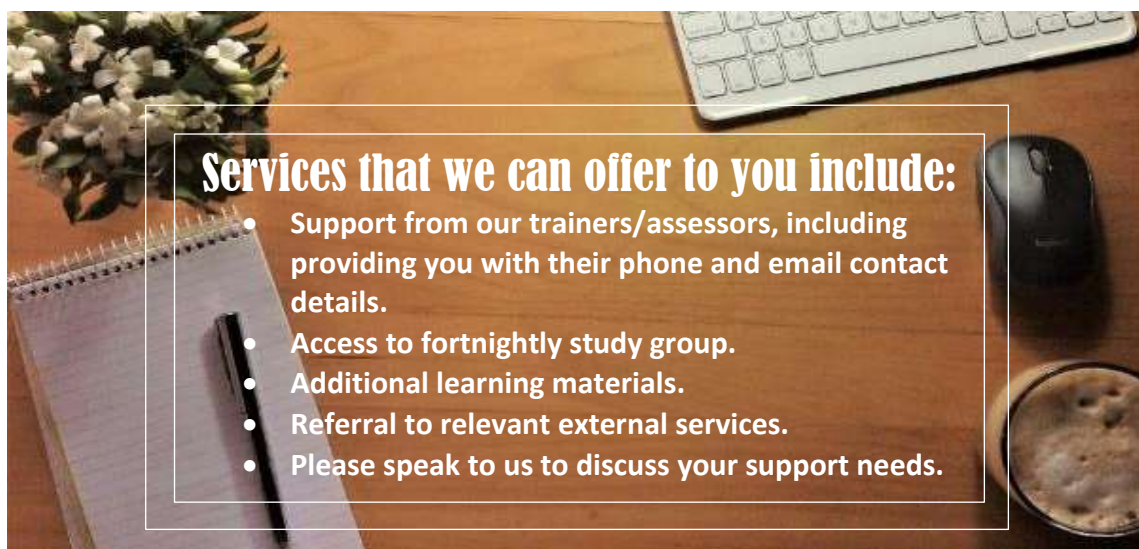
- Police clearance check
- Working with children check
- Study requirements (units that must have been completed) - requirements will be discussed in class.

Note:

Some of these requirements may incur an additional cost payable to the respective organisation.

SUPPORT SERVICES

We offer a range of support services to help with all aspects of well-being for international students. These services may include referring students on to an appropriate service or directly providing to the student relevant information about such things as accommodation, counselling, crisis services, disabilities and equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programs promoting social interaction, religious and spiritual matters, and stress-management.



Services that we can offer to you include:

- Support from our trainers/assessors, including providing you with their phone and email contact details.
- Access to fortnightly study group.
- Additional learning materials.
- Referral to relevant external services.
- Please speak to us to discuss your support needs.

Pathway's international student counselling services

Pathways Psychology Institute has a low-cost counselling service available on campus to students, via telephone or internet Monday to Friday 9am-5pm by appointment. This counselling service can assist students to access English language and study assistance programs, emergency and health services, legal services, requirements for course attendance and progress. Pathways Psychology Institute facilities and resources, as well as to assist students with general or personal circumstances that are adversely affecting their education in Australia. Contact us at 02 9653 2228 or email info@pathwayspsychology.com.au for details about welfare services you would like to be referred to.

EXTERNAL SERVICES

Legal Services

Redfern Legal Centre provides free, confidential legal advice to international students living in New South Wales.

International students in NSW can get advice about housing problems, fines, debts, car accidents, employment, discrimination, family law, domestic violence, and complaints about colleges or universities. The Centre can also advise how these problems affect student visas.

Visit the Redfern Legal Centre website to find out more about their free legal advice service for international students. To access the service:

Visit rlc.org.au/our-services/international-students OR

Call (02) 9698 7645.

Advice is by appointment on a Wednesday evening, either in person, by phone or using video-link up. To call using a free telephone interpreter, call the Translating and Interpreting Service on 131 450. Please note that Redfern Legal Centre can make arrangements to advise students living anywhere in NSW.

Overseas Students' Ombudsman

The Overseas Students Ombudsman (OSO) investigates complaints about problems that intending, current or former overseas students have with private schools, colleges and universities (education providers) in Australia.

The Ombudsman's services are free, independent and impartial. If you want to make a complaint in your language, call the Translating and Interpreting Service (TIS) on 131 450.

Visit the Overseas Student Ombudsman website to find out more.

www.ombudsman.gov.au/How-we-can-help/overseas-students

NSW Ombudsman

The NSW Ombudsman is an independent and impartial watchdog.

The NSW Ombudsman can investigate complaints about NSW government agencies, including public universities, TAFE colleges and public schools.

For more information on the role of the Ombudsman, visit their website at <https://www.ombo.nsw.gov.au/>

NSW Fair Trading

NSW Fair Trading is the state government agency that resolves disputes between consumers and businesses on issues such as shopping, refunds, renting, cars, buying and selling property, home building, product safety, scams and more. This information aims to help you understand your consumer rights and responsibilities in NSW.

Visit the NSW Fair Trading website to find out more.

www.fairtrading.nsw.gov.au/help-centre/youth-and-seniors/youth/international-students

Council Of International Students Australia

The Council of International Students Australia (CISA) is the national peak student representative body for international students studying at the postgraduate, undergraduate, private college, TAFE, ELICOS and foundation level. Visit the CISA website to find out more. www.cisa.edu.au

Reporting a crime

If you need to report a crime or incident that is not an emergency, **dial 131 444 for the Police Assistance Line**, or ask someone in authority at your school, college or university to contact the local police station for you. You can also report a crime in person at your nearest police station.

Helpful resources on personal safety whilst studying within Australia - www.study.sydney/live/safety

Safety videos for international students

NSW Police in partnership with the Council of International Students Australia (CISA) completed a Study NSW co-funded Partner Project to create safety videos for international students studying in NSW. The videos are available in 9 languages: [English](#), [Thai](#), [Japanese](#), [Spanish](#), [Hindi](#), [Chinese](#), [Korean](#), [Arabic](#), and [Vietnamese](#).

Emergency+ app

Download [Emergency+](#) a free app developed by Australia's emergency services and their government and industry partners. The app helps you to call the right number at the right time anywhere in Australia in case of an emergency.

Medical illness

Generally speaking international students are not covered under Medicare and will instead need to take out Overseas Student Health Cover, otherwise known as OSHC.

However, there is one exception to this rule – if you're from Sweden, Belgium or Norway you may be eligible for Medicare cover, due to agreements the Australian Government has with those countries. To check this you can visit the Department of Immigration & Border Protection.

If you do find yourself in the unfortunate situation where you require medical attention there are two different options available:

General Practitioner: For non-emergency healthcare the best option is usually visiting a General Practitioner (GP). They are doctors who work in both medical centres and private practices who can treat you for things like the common cold or a minor injury.

Hospital emergency department: However, if you do find yourself in an emergency situation then you should instead visit your nearest hospital emergency department. In some cases you may feel well enough to make your own way there, but if you do require an ambulance the number in Australia to call is 000.

Working While Studying

If you are a student with a Student Visa, you may be able to work for up to 40 hours per fortnight during the year (and full time during scheduled study breaks), but not all students will be eligible. For more information visit: www.study.sydney/work

The Fair Work Ombudsman

Like many international students, you may get a part time or casual job to help pay your living expenses while you study in Australia. It is important that you know your rights in the workplace. All people working in Australia have basic rights and protections in the workplace, including minimum pay and conditions. The Fair Work Ombudsman makes sure that these rights are protected and enforced fairly under Australia's workplace laws. For more information visit the fair work ombudsman website.

www.fairwork.gov.au/tools-and-resources/fact-sheets/rights-and-obligations/international-students

ADDITIONAL CONTACT INFORMATION FOR EXTERNAL SUPPORT SERVICES

For students requiring additional support with their studies, work or life, Pathways Psychology Institute provides the following referrals to community organisations who may be able to assist you. Please note that some of these services may attract a fee which is payable by the student.

Service NSW and Study NSW

Are able to help international students have a safe and rewarding experience while living and studying in Sydney and NSW. The Service NSW website provides information on international student welfare and safety, programs, working whilst on a student visa, accommodation, identity documents, translation and interpreter services.

www.service.nsw.gov.au/guide/support-international-students

Reading And Writing Hotline

Telephone: 1300 655 506 Website: <http://www.literacyline.edu.au/index.html>

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

Centrelink

Telephone: 131021 Website: www.centrelink.gov.au

If you are completing a full-time course, you may be eligible for benefits through Centrelink.

Anti-Discrimination Board

Telephone: (02) 9268 5544 Website: <http://www.antidiscrimination.justice.nsw.gov.au>

The Board can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

Legal Aid NSW

Telephone: 1300888529 Website: <http://www.legalaid.nsw.gov.au>

Legal Aid helps people with their legal problems and focuses on helping and protecting the rights of socially and economically disadvantaged Victorians. It can provide assistance in the areas criminal law, family law and some civil law matters. Legal representation is subject to policy guidelines and means tests in most cases. They have lawyers in offices in most major metropolitan and country regions.

Disability Advocacy NSW

Telephone: 1300365085 Website : <http://da.org.au/>

DA believes that people with a disability have the same rights (and responsibilities) as people who do not have a disability. DA's core purpose is to ensure that people with a disability realise these rights in practice by advocating with and for them.

International Student Legal Service NSW

Based in Redfern Legal Centre and provides free legal advice to international students. Advice is provided on an appointment basis on Wednesday nights and can be attended in person, via video link or over the phone.

Telephone: 02 9698 7645

Lifeline

Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Beyondblue

Call 1300 22 4636 to get 24-hour support for mental health issues including anxiety, depression and suicide. You can also get support through web chat, email and an online forum on the Beyondblue website.

www.beyondblue.org.au

Kids Help Line

Telephone: 1800 55 1800

Website: www.kidshelpline.com.au

If you're under 18 years of age you may consider contacting who provide access to telephone, web and email counselling.

Fair Work Australia

Telephone: 1300 799 675

Website: www.fwa.gov.au/index.cfm

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

Australian Human Rights Commission

Telephone: 1300 656 419

Website: <https://www.humanrights.gov.au/>

The Commission can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

The Overseas Students Ombudsman

Free service

Independent and impartial and does not advocate for the student or the provider—that means the Ombudsman does not take sides, can investigate your dispute impartially and may recommend that your provider changes a decision or an action: <http://www.ombudsman.gov.au/about/overseas-students/international-students>

LIBRARY

The Pathways Psychology Institute library is located at the Galston Campus premises. You are welcome to visit in person, if however, you do not live near the library, it may be possible to arrange to receive resources you require from the Galston library.

The library has a sizable collection of books and journals on a variety of different psychotherapy/counselling topics and modalities and related health fields for students to use for their studies.

It is possible to organise access to several hundred journals with the latest findings on counselling/psychotherapy effectiveness if you speak with our librarian. Pathways Psychology institute's library has many audio-visual videos/recordings which are resources which you may borrow upon request. Your teacher will recommend some of the recordings for you to watch as they relate to your area of study.

Students are required to purchase their own textbooks for their study. Sometimes it is possible to borrow the required textbook briefly from the library while waiting for your own text to arrive. The library is open business hours on weekdays and evenings on Monday's and Wednesday's.



YOUR FEEDBACK

Your feedback is important to us and assists in ensuring that our services meet your needs. We use feedback from students to contribute to our continuous improvement processes, so we are always striving to do better.

All students will be provided with a Quality Indicator Survey issued by the National Centre for Vocational Education and Research (NCVER) that they are required to complete. Please help us by completing the surveys that are provided to you by your trainer/assessor. Some may also be mailed or emailed to you from our office. We also welcome feedback from you at any time by email and phone.

At intervals students will be asked to provide written feedback, by filling out a feedback questionnaire. There are also recurring opportunities to interact with and discuss student's feedback and experiences with the CEO; Head of Training or Course Managers directly. These meetings are usually a group discussion in which ideas can be shared on any aspect of the course.

By asking students for their feedback recurring and listening to students' suggestions we have been able to use this information to identify particular needs of students and implement many beneficial strategies such as: -

- Tutorials and practice sessions are offered in the evening, as many students have requested after-work training.
- Extra support is provided during residential for any area of difficulty with students may be experiencing.
- Extra residential learning activities are often available for students who wish to have extra specific knowledge on the course.
- Classroom teaching practices have been improved and designed to suit particular student's learning needs.
- Residential accommodation and catering have been improved to more effectively meet student's needs.
- We have feedback mechanisms in place for students to communicate their needs and concerns that can be addressed in an ongoing way.
- Implementing practices that are respectful to Indigenous students.

ACCESS TO YOUR RECORDS

You may access or obtain a copy of the records that Pathways Psychology Institute holds about you at any time. This includes personal information and records of participation and progress.

If you want to access or obtain a copy of records, you must make a request in writing to the RTO Manager using the Access to Records Request Form outlining which records you wish to access.

There is no charge to access your records but photocopying by our staff attracts a fee. Arrangements will be made within 10 days for the individual to access their records.

Access to records may be provided by:

- providing a time for you to review your file
- providing access to the online portal where some records about the course can be viewed.
- making copies of the records held in a file (administration time spent photocopying your records is charged at \$5.00 per page).



Amendment to records

If a student considers the information that Pathways Psychology Institute holds about them to be incorrect, incomplete, out of date or misleading, they can request that the information be amended.

Where a record is found to be inaccurate, a correction will be made. Where a student requests that a record be amended because it is inaccurate, but the record is found to be accurate, the details of the request for amendment will be noted on the record.

NOTIFYING YOU IF THINGS CHANGE

As an RTO under the VET Quality Framework, we must notify you promptly if there are any changes to our RTO, the course, or the arrangements for training and assessment.

This would include if there were any changes of ownership, and any new third party arrangements or changes to third party arrangements that relate to your enrolment, or if we were unable to provide the services you agreed to in your Student Agreement because we are no longer able to deliver the course you have enrolled in, or no longer operating as an RTO.

If this occurs, Pathways Psychology Institute will devise a strategy to minimise impact on you and notify you of the changes and how you will be affected as soon as practicable. Depending on the type of change, we may send a letter to your home address; send you an email, or an SMS message.

Please make sure we always have your most current home address, email address and mobile number on file so we can notify you of any changes if applicable. You can let us know of any changes to your details by using the Change of Details Form.

LEGISLATION WHICH MAY RELATE TO YOU

Workplace health and safety

Under the Workplace Health and Safety Act 2011, Pathways Psychology Institute must provide a safe environment for both staff and students, as well as providing information to staff and students in relation to health and safety and welfare.

Pathways Psychology Institute has policies and procedures in place to ensure your safety and on commencement of your course you will be provided with information about health and safety.



As a student you also have a responsibility to follow instructions and rules and to behave in ways that are safe and do not endanger the health and safety of others. Always ensure that you:

- Immediately report hazards to your trainer/assessor.
- Seek assistance from a member of staff if you become ill or injured on campus.
- Only assist another person who is ill or injured if it is safe to do so. If you're not sure, call on a member of staff for assistance.
- Complete an incident report as required.
- Ensure you are familiar with Pathways Psychology Institute emergency evacuation procedures and in the case of an emergency, follow the instructions given to you.
- Do not leave bags or personal belongings lying around where someone else could trip over them.
- Do not smoke or drink alcohol on the premises.
- Observe basic hygiene practices such as hand washing before handling and eating food and leaving toilets and washbasins clean and tidy, etc).

Harassment, victimisation or bullying

Pathways Psychology Institute is committed to providing all people with an environment free from all forms of harassment, victimisation and bullying.

Pathways Psychology Institute will not tolerate any behaviour that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

Anti-discrimination law defines harassment as any form of behaviour that you do not want, that offends, humiliates or intimidates you and that creates a hostile environment. Examples of harassment are making fun of someone, spreading rumours, offensive jokes, ignoring someone, etc.

Victimisation is where a person is treated unfairly because they have made a discrimination complaint.



Bullying is verbal, physical, social or psychological abuse by a staff member or student. Bullying falls under health and safety legislation. If you at any time feel that you are being harassed, victimised or bullied by a staff member or student, you should follow these steps:

- Tell the person that you don't like the behaviour and ask them to stop.
- If you are not comfortable doing above, speak to a trusted staff member or trainer to ask for their support in resolving the difficulty.
- If you have attempted the above steps, and no resolution has been possible, then you can lodge a complaint as per Pathways Psychology Institute Complaints and Appeals procedure and detailed in this Handbook.

Equal opportunity

The principles and practices adopted by Pathways Psychology Institute aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with Pathways Psychology Institute.

All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

Pathways Psychology Institute provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.

NATIONAL VET REGULATOR ACT 2011

As a student in Australia's vocational education and training (VET) sector, you should expect high-quality training in your area of interest, leading to a qualification that improves your prospects of gaining the job you want or provides a pathway to further study.

As a Registered Training Organisation registered with the Australian Skills Quality Authority, we are required to comply with the National VET Regulator Act 2011. This involves meeting a series of Standards that ensure that the training and assessment and support services are provided to you in accordance with nationally mandated standards.

PRIVACY POLICY

In collecting your personal information Pathways Psychology Institute will comply with the requirements set out in the Privacy Act 1988, the Privacy Amendment (Private Sector) Act 2001 and the relevant state privacy legislation. This means that we will:

- Inform you of the purpose for which the information is collected.
- Only use the personal information that you provide to us in relation to your study with us.
- Ensure your personal information is securely handled and stored.



We will inform you of any organisation and the type of organisation to which we disclose personal information e.g. the Australian Government or the National Centre for Vocational Education Research, as well as the purpose of disclosing this information e.g. for statistical purposes.

We will not disclose your personal information to another person or organisation unless:

- We have made you aware that information of that kind is usually passed to that person or organisation.
- You have given written consent.
- We believe that the disclosure is necessary to prevent or lessen a serious and imminent threat to your life or health or that of another person.
- The disclosure is required or authorised by or under law; or
- The disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

Privacy principles

In collecting personal information, Pathways Psychology Institute complies with the requirements set out in the Privacy Act 1988, including Australian Privacy Principles 3 and 5 (in accordance with the National VET Provider Collection Data Requirements Policy clause 4.4) and the relevant privacy legislation and regulations of the state (NSW) in which Pathways Psychology Institute operates.

Personal information, including sensitive information, is collected from individuals in order that Pathways Psychology Institute can carry out its business functions. Pathways Psychology Institute only collects and stores information that is directly related to its business purposes and legal requirements of providing nationally recognised training and assessment. Sensitive information is only collected by Pathways Psychology Institute if a permitted general or health situation applies in accordance with the Privacy Act (16A, 16B) such as, if:

- The collection of the information is required or authorised by, or under, an Australian law or a court/tribunal order.
- It is unreasonable or impracticable to obtain the individual's consent to the collection, use or disclosure.
- It genuinely and reasonably believes that:
 - The collection, use or disclosure is necessary to lessen or prevent a serious threat to the life, health or safety of any individual, or to public health or safety.
 - Unlawful activity, or misconduct of a serious nature, that relates to Pathways Psychology Institutes functions or activities has been, is being or may be engaged in, and the collection, use or disclosure is necessary in order for the entity to take appropriate action in relation to the matter.
 - The collection, use or disclosure is reasonably necessary to assist any APP entity, body or person to locate a person who has been reported as missing.
 - The collection, use or disclosure is reasonably necessary for the establishment, exercise or defense of a legal or equitable claim.
- Pathways Psychology Institute ensures each individual:
 - Knows why their information is being collected, how it will be used and who it will be disclosed to.
 - Is made aware of any legal requirement for Pathways Psychology Institute to collect the information.
 - Is able to access their personal information upon request.
 - Does not receive unwanted direct marketing.
 - Can ask for personal information that is incorrect to be corrected.
 - Can make a complaint about Pathways Psychology Institute if they consider that their personal information has been mishandled.
 - Is made aware of any consequences for not providing the information requested.
 - Whether the information is likely to be disclosed to overseas recipients, and if so, which countries such recipients are likely to be located in.

Pathways Psychology Institute retains evidence that the student has acknowledged the following Privacy Notice and Student Declaration as part of their enrolment process: <https://www.education.gov.au/privacy-notice-and-student-declaration>.

COLLECTION OF INFORMATION

Under the Data Provision Requirements 2012, Pathways Psychology Institute is required to collect personal information about students undertaking nationally recognised training and disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER). NCVER will collect, hold, use and disclose personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

In general, personal information will be collected through course application and/or enrolment forms, training records, assessment records and online forms and submissions.

The types of personal information collected include:

- Personal and contact details
- Employment information, where relevant

- Academic history
- Background information collected for statistical purposes about prior education, schooling, place of birth, disabilities and so on
- Training, participation and assessment information
- Fees and payment information
- Information required for the issuance of a USI.

Storage and use of information

Pathways Psychology Institute will store all records containing personal information securely and take all reasonable security measures to protect the information collected from unauthorised access, misuse or disclosure.

Personal information will be stored in paper-based files that are kept in a secure location (filing cabinets) and electronically in a secure environment to which only authorised staff have access.

The personal information held about individuals will only be used by Pathways Psychology Institute to enable efficient student administration, report data to provide information about



training opportunities, issue statements of attainment and qualifications to eligible students, and to maintain accurate and detailed records of student course participation, progress and outcomes Pathways Psychology Institute may use the personal information provided by an individual to market other internal products and services to them.

An individual may opt out of being contacted for marketing purposes at any time by contacting our office. Information will not be passed onto any third-party marketing companies without the prior written consent of the individual.

Disclosure of information

Pathways Psychology Institute will not disclose an individual's personal information to another person or organisation unless:

- They are aware that information of that kind is usually passed to that person or organisation.
- The individual has given written consent.
- Pathways Psychology Institute believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious threat to the life or health of the individual concerned or another person.
- The disclosure is required or authorised by, or under, law.
- The disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of public revenue.

Any person or organisation to which information is disclosed is not permitted to use or disclose the information for a purpose other than for which the information was supplied to them. Personal information may be used or disclosed by Pathways Psychology Institute for statistical, regulatory and research purposes.

Pathways Psychology Institute may disclose personal information for these purposes to third parties, including:

- Commonwealth and State or Territory government departments and authorised agencies, such as the Australian Skills Quality Authority (ASQA),
- NCVER
- Organisations conducting student surveys.
- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts
Facilitating statistics and research relating to education, including surveys, or understanding how the VET market operates, for policy, workforce planning and consumer information, Administering VET, including program administration, regulation, monitoring and evaluation.

Complaints about privacy

Any individual wishing to make a complaint or appeal about the way information has been handled within Pathways Psychology Institute can do so by following Pathways Psychology Institute's Complaints and Appeals Policy and Procedure.



FEES AND REFUNDS

Course and tuition Fees

A non-refundable application fee of \$500.00 is payable with all applications.

Graduate Diploma of Trauma-Informed Processwork Psychotherapy (10779NAT)

\$49,990

Diploma of Counselling (CHC51015)

\$24,990

Course and tuition fees include:

- All training and assessment required for students to achieve the qualification or course in which they are enrolling within the attempts allowed. However, in the case of re-assessment, where a student fails to achieve a satisfactory outcome after three attempts at an assessment task, an additional fee may apply for additional training and re-assessment.
- Class notes and assessment materials are provided digitally.
- Issuance of one set of certification documents including the testamur (certificate) and record of results and/or a Statement of Attainment (in the case of withdrawal or partial completion). Re-issuance or additional copies of these documents will attract a fee of \$80 per document.



Course and tuition fees do not include

- **Textbooks**
- **Stationery such as paper and pens.**
- **Re-issuance of AQF certification documents – a cost of \$80 per document applies.**

Pathways Psychology Institute cannot guarantee that students will successfully complete the course in which they enrol regardless of whether all fees due have been paid.

The Student Agreement

No more than 50% of tuition fees will be claimed prior to enrolment unless the student or person responsible for paying fees requests to pay more or the course is less than 26 weeks.

The Student Handbook which is provided prior to enrolment includes the Fees and Refunds Policy and Procedure and informs the student of their consumer rights. Students are asked to sign the Student Agreement in acknowledgment of the terms and conditions of their enrolment policy.

This written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian consumer law applies.

PAYMENT METHODS

You can pay your fees by the following methods:

- Electronic Bank Transfer to Pathways Psychology Institute Bendigo Bank account:
BSB NUMBER 633 000
ACCOUNT NUMBER 151451069
- Direct debit to Study Pay

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

Outstanding debts will be referred to a debt collection agency where fees are more than 40 days past due and an alternative payment arrangement has not been negotiated. Pathways Psychology Institute reserves the right to suspend the provision of training and/or other services until fees are brought up to date. Students with long term outstanding accounts may be withdrawn from their course if payments have not been received and no alternative arrangements for payment have been made.



Please ensure to provide your student ID and name as a reference when transferring your fees.

REFUND POLICY

The purpose of this Refund Policy is to set out the principles and procedures to be followed when a student applies for tuition fees refund due to withdrawal from a course, deferral or cancellation of a course. This policy also outlines the criteria under which a full or partial refund may be granted.

Students have the right to obtain a refund for services not provided by Pathways Psychology Institute in the event the:

- Arrangement is terminated early, or
- Pathways Psychology Institute fails to provide the agreed services, or
- Other situations.

Provider Default Occurs

In the unlikely event of default by Pathways Psychology Institute, such situations are covered by the provisions of the ESOS Act 2000 and the ESOS Regulations.

In the circumstances of provider default where the refund option is chosen by the student, Pathways Psychology Institute must refund the student all course fees, excluding the non-refundable application fee.

Under the ESOS Act a registered provider default, in relation to an overseas student or intending overseas student and a course at a location, if:

- The provider fails to start providing the course to the student at the location on the agreed starting day; or
- After the course starts but before it is completed, it ceases to be provided to the student at the location; and the student has not withdrawn from the course before the default day.

Pathways Psychology Institute must notify students in writing in relation to whom Pathways Psychology Institute has defaulted.

Pathways Psychology Institute has 14 days after the day of the default (the provider obligation period) to satisfy its tuition protection obligations to the student as set out in the section.

If Pathways Psychology Institute fails to discharge its obligations to the student serious penalties apply. However, if the student agrees to accept an alternative (replacement) course or part of a course, to be provided to the student at Pathways Psychology Institute's expense, then Pathways Psychology Institute is relieved of its liability to make the payment. The student must advise Pathways Psychology Institute in writing whether they agree to the alternative arrangement.

The tuition fees **will be refunded** only under the following circumstances as shown below:

Enrolment Fees

Non-refundable part (the lesser of 5% of the amount of course fees or \$500)

Tuition Fees

Visa refused prior to course commencement	Full refund
Withdrawal at least 10 weeks prior to the agreed start date	90% refund
Withdrawal at least 5 weeks prior to the agreed start date	70% refund
Withdrawal less than 4 weeks prior to the agreed start date	No refund
Withdrawal after the agreed start date	No refund
Visa cancelled due to actions of the student	No refund
Visa extension is refused	Return of unused tuition fees

Tuition fees **will be not refunded** under the following circumstances:

- The course starts on the agreed starting day, but the student does not start the course on that day (and has not previously withdrawn); or
- The student withdraws from the course either before or after the agreed starting date or;
- The registered provider of the course refuses to provide, or continue providing, the course to the student at the location because of one or more of the following:
 - the student failed to pay an amount payable to the provider for the course;
 - the student breached a condition of their student visa;
 - misbehaviour or misconduct by the student.

Students who withdraw from a course may seek a refund or a reduction in fees owing by making an application for a refund in writing using the Application for Refund Form. The application must include the details and reason for the request. Students who have not completed a Withdrawal Form are not eligible for consideration of a refund or reduction in fees. The refund assessment will be based on reviewing the services provided to the student and the costs incurred by Pathways Psychology Institute to provide those services. The outcome of the refund assessment will be provided in writing to the student's registered address within 28 business days, outlining the decision and reasons for the decision along with any applicable refund or adjustment note. Refund decisions can be appealed following our Complaints and Appeals Policy and Procedure. A student not achieving the qualification or unit/s in which they enrolled due to exhausting their attempts at assessment, does not entitle the student to a refund.

All requests for a refund should be made in writing with documented evidence of the reason for withdrawal and refund and forwarded to Student Support and Administration.

Eligible refunds will be refunded within one calendar month of receipt of the said claim. No administrative fee is charged for processing refunds. However, the lesser of 5% of the amount of course fees or \$500, is not refundable.

Deferral of Commencement

The application fee is non-refundable. Students are not required to pay an additional application fee when re-commencing the course.

Suspension of Studies

All suspension of studies for compassionate or compelling reasons may be eligible for fee transfer to a new term. For any other reason, the suspension of studies will attract 10% term fees.

Cancellation of Enrolment

If a student visa is rejected, the total amount paid minus the application fee will be refunded upon proof of visa rejection from DHA.

There are no refunds for public holidays or days when a student is absent from class.

Any request for refunds must be made in writing via email or letter to info@pathwayspsychology.com.au. Students should state their reasons for requesting a refund and attach any relevant documentary evidence, such as a medical certificate.

You will be advised of the outcome of your request for a refund in writing within 14 days and all refunds will be paid within 28 days of the refund form received (if the refund application is approved).

In unforeseen circumstances where Pathways Psychology Institute is unable to provide the course or where the numbers of students enrolling are insufficient to run the course, course fees will be refunded in full. A full refund of any fees paid (including the deposit) will apply if Pathways Psychology Institute is required to cancel a course before it commences due to insufficient numbers or for other unforeseen circumstances.

Enrolled students will be contacted and will be offered a place in an alternative course or a full refund. Where an enrolled student elects to receive a refund, there is no need to request a refund in writing. A full refund will be made within 14 days of communicating with the enrolled student that the course will not be offered. Students who elect to enrol in another course will have their enrolment automatically transferred and a new agreement and tax invoice will be provided to the student.

In the unlikely event that Pathways Psychology Institute or any third parties responsible for delivering training and assessment on its behalf, is unable to deliver the course or any portion of the course as agreed, the student will be issued with a refund for the course or portion of course that was not provided. This includes the following situations:

- Where Pathways Psychology Institute or any third parties delivering training and assessment on its behalf ceases to operate.
- Where Pathways Psychology Institute ceases to deliver the course in which a student is enrolled and the agreement is terminated.
- Where Pathways Psychology Institute needs to make a change to the terms of the student agreement (such as the way the course is delivered or conditions of enrolment) and a new agreement cannot be reached with the student to account for changes.

In any of the above situations, Pathways Psychology Institute will automatically conduct a refund assessment of all affected students and issue the refunds due accordingly. In these cases, there is no need for a student to make an individual application for a refund. Refunds will be issued within 28 business days.

Refund Calculations

A full refund of any course fees paid (including the deposit) will apply where a student withdraws or cancels their course in writing within the cooling off period. The cooling off period is 7 days and applies from the date of first enrolment or sign-up.

All refund considerations are strictly limited to the total fees Pathways Psychology Institute has received. The refund calculation will not include:

- the non-refundable part of the initial deposit;
- the non-refundable application fee of \$500.00 payable with all applications;

- RPL application fees;
- the part of expenses for travel, bank charges, accommodation and other domestic services that cannot be offset by providing the services to someone else;
- the cost of books, equipment and other materials needed for the course;
- the proportion of course money received for the proportion of the course provided to the student before the default date.

All refunds will include a statement outlining the calculations for the refund amount. A refund will only be given to the person who paid the tuition fees. For example, if the tuition fee was paid by an agent or parents, the money will only be refunded to either the agent or parents.

All refunds will be provided in Australian currency and where the refund is required to be made in a foreign currency it will be made at the current exchange rate as of the day of deposit. Students will have the currency exchange fee taken out of the refund total amount paid.

This refund policy does not remove the right to take further action under the Australian Consumer Law.

SUPERVISION COMPLAINTS

Students who have any issues or complaints concerning their supervisor, or the process of supervision, are encouraged to contact our **Student Issues and Complaints Officer** on this email: info@pathwayspsychology.com.au

ISSUING OF CERTIFICATION DOCUMENTS

On completion of your course and payment of all relevant fees, we will issue you with a qualification (test amur/certificate) and record of results within thirty (30) days. The record of results will show the units of competency achieved in the course and corresponding results.

Where a student withdraws or partially completes a course, a Statement of Attainment will be issued within thirty (30) days of withdrawal as long as all relevant fees have been paid. A record of results will only be provided with a statement of attainment where requested.

Pathways Psychology Institute reserves the right to with-hold the issuance of qualifications and Statements of Attainment until all fees related to the course or qualification have been paid, except where Pathways Psychology Institute is not permitted to do so by law.

Pathways Psychology Institute must have a valid USI on file for the student for a qualification or Statement to be issued.



OUR OBLIGATION AS YOUR RTO

As a Registered Training Organisation (RTO) registered with Australian Skills Quality Authority (ASQA), we have an obligation to ensure the quality of the nationally recognised training and assessment we deliver. We must comply at all times with the Standards for RTOs 2015, which are part of the VET Quality Framework. To ensure compliance we have developed comprehensive internal policies, procedures and systems that guide our compliant operations, and we must participate in audits with ASQA upon their request.

In addition, we must ensure that any third parties that we work with who have any involvement in your training and assessment comply as well. This includes our training partners, marketing brokers and salespeople where applicable.

As the RTO we have the responsibility to issue your AQF certification documents in line with our issuance policy as outlined in this Handbook.

If at any time you feel we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy. Please see our website for Policies and Procedures.

LOCATION

Galston Campus and Administration Department

Classes are held at 6 Belbowrie Close, Galston. New South Wales. 2159.

The Library

The library is located at the Galston campus premises.

The Classrooms

The classrooms are located at the Galston campus premises.

The Student Clinic

The student Clinic for workplace training is located at the Galston campus premises.

CONTACT US

Correspondence



ADDRESS: 6 Belbowrie Close,
Galston NSW 2159



TELEPHONE: (02) 9653 2228



FAX: (02) 9653 1291



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Head Of Training



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