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Apex
Australia
Higher Education
STUDENT HANDBOOK

Courses

Bachelor of Information Systems (BIS) CRICOS Code: 114079G
Master of Information Systems (MIS) CRICOS Code: 114939A
Bachelor of Information Technology (BIT) CRICOS Code: 117549B
Master of Information Technology (MIT) CRICOS Code: 117550J
Graduate Certificate in Information Technology (GCIT) CRICOS Code: 117551H
Graduate Diploma in Information Technology (GDIT) CRICOS Code: 117548C

Campuses

Sydney Campus

Office 5, 2 Sorrell Street, Parramatta NSW 2150
Phone: +61 2 8007 6262

Melbourne Campus

Level 7, 123 Lonsdale Street, Melbourne VIC 3000
Phone: +61 2 8007 6262 (transfer from Sydney Campus)

Website: Apex Australia Higher Education
Apex Institute of Higher Education t/a Apex Australia Higher Education
ABN: 45 615 071 853
TEQSA Provider ID: PRV14320
CRICOS Provider Code: 03967J

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MESSAGE FROM THE CEO



It is my great pleasure to welcome you to Apex Australia Higher Education.

Congratulations on taking this momentous step in your learning journey.

AHE focuses on offering students a comprehensive education that goes beyond just academic knowledge. We emphasise support services and opportunities to help students build their professional networks.

Our programs and services are designed to meet the unique needs and goals of each student, both in terms of academic and career development. We focus on offering students a comprehensive education that goes beyond just academic knowledge. It emphasises the importance of support services and opportunities to help students build their professional networks.

The courses at AHE are the result of collaboration with experienced academics and industry experts, ensuring that students gain both theoretical knowledge and practical skills relevant to the business world. We place a strong emphasis on applying theoretical knowledge to real-world business situations, equipping students to provide tangible value to organisations they work with.

AHE's teaching approach incorporates a sense of social and ethical responsibility, fostering well-rounded individuals who understand the ethical dimensions of business practices. We also recognise the role of technology in modern business practices and ensures that students are prepared to leverage technology effectively.

AHE aims to prepare students for the global workforce of the future, emphasising skills and knowledge that are relevant worldwide.

We know you're going to have an incredible time – meeting new people, trying new things – but ultimately, we want you to be able to leave Apex with the skills and knowledge that will allow you to step straight into your dream career.

We are excited to welcome you into the Apex Australia Higher Education Family, and remember, we are here for you, every step of the way.

Roch van Delft
Chief Executive Officer
APEX Australia Higher Education

MESSAGE FROM THE DEAN



Hi, I'm Dr. Jeffrey Gosper, the Dean at AHE, and I would like to extend a heartfelt welcome to all students who are beginning their courses, as well as those who are continuing their studies at AHE.

To me, education is a transformative journey that can present challenges, but also offer incredible rewards. Throughout this journey, we evolve, expanding our knowledge, honing our skills, and acquiring new attributes that ultimately prepare us to seize new career opportunities as graduates.

I firmly believe that education has the power to change lives. I have personally experienced the opportunities that a good education can provide. Through hard work during my university years, I achieved success in my first degree, which opened doors for me to pursue higher-level courses. Each of my degrees unlocked new opportunities, including some overseas experiences. Despite being born and raised in Sydney, I found myself working as a Senior Consultant for a US NASDAQ listed company in the UK, primarily involved in projects for European companies. Education, along with the ability to seize the opportunities it brings, has taken me on a remarkable journey across the globe. You too have the potential to transform your life through education. It requires commitment, and there will be moments of stress, but completing your degree is an achievement that will open new doors for you. Therefore, my advice to you is to fully embrace the opportunity that has been bestowed upon you by studying a degree at AHE.

I would also like to emphasise that every member of the AHE staff is dedicated to your success in your studies and the development of your own successful career path. One invaluable piece of advice my father imparted to me, which I have integrated into every aspect of my life, is "Don't be afraid to ask questions." By embracing this simple yet profound advice, I cultivated curiosity and nurtured deep knowledge and essential skills that paved the way for meaningful employment. Therefore, I pass on this advice to you as well: "Don't be afraid to ask questions."

Once again, on behalf of myself and the entire AHE staff, I extend the warmest of welcomes. We are thrilled to be a part of this exciting stage of your education and career journey.

Dr Jeffrey Gosper
Dean
APEX Australia Higher Education

ABOUT AHE

APEX Australia Higher Education (AHE) is a quality private Higher Education Provider located in Australia with two (2) campuses located in Parramatta, NSW and Melbourne, Victoria. Since 2022, AHE has been delivering the Bachelor of Business at its Parramatta and Melbourne Campus. Through rigorous engagement with leading academics and industry representatives, AHE continues to develop courses which ensure excellence in learning and teaching. Underpinning our approach to course design and governance are the vision and mission of AHE, which strive to deliver excellence in market leading and future-oriented educational programs.

OUR VISION

Our vision is to deliver excellence in relevant and future-oriented educational programs to produce intellectual, ethical, and socially responsible graduates who aspire towards achieving globally oriented professional careers within business.

OUR MISSION

Our mission is to maintain a sustainable academy that provides students with scholarly input and support, where ethical concepts are supported, and real-world experience is provided by ongoing interaction with practitioners.

THE AHE ADVANTAGE

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

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

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

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

ABOUT THE CAMPUS

FACILITIES

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

Our Melbourne Campus is located in the Melbourne CBD, right in the middle of Melbourne's education district.

Both campuses offer students exceptional amenities and provides students with study and collaborative work areas. Additionally, our campuses have networking and student common areas which create a welcome and stimulating environment for students. These facilities and services include:

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

The Parramatta campus is located within a 10-minute walk to Parramatta station and major bus terminals while the Melbourne Campus is also a 10-minute walk from the Melbourne Central Station.

LIBRARY AND LEARNING AREAS

Both AHE campuses have several learning areas, and these facilities provide students space to study, collaborate, and socialise. Students have access to the meeting room, which can be booked through either the Librarian/Learning Support Officer or at the reception. The outdoor student lounge provides students with a large area to relax, study or socialise.

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

Students can access the library and learning centre from 8.00am to 5.00pm Monday to Friday. The library and learning centre is also open till 9.00pm if evening classes are held and during the weekend if classes are held. AHE provides access to an e-book database known as Perlego. Specific computers on-campus have been setup to allow access to this e-library. Students are expected to purchase their own copies of the key textbooks used throughout their course.

AHE also provide access to an e-journal database known as EBSCO. The database provides a resource that students use to find out the latest developments in the field of Information Technology and Information Systems.

IT REQUIREMENTS AT AHE

AHE will provide AHE students with free access to the Internet and WiFi. All AHE students are expected to have their own laptops and bring their laptops to campus to access supplementary learning materials provided through Moodle and complete their assessments. Students will be given their own college email which they can use to access Office365 online.

Students can use available AHE equipment on campus to access library resources and complete their assessments.

UNIT OUTLINES AND ASSESSMENTS

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

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

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

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

SUBMISSION OF ASSESSMENT ITEMS

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

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

PENALTIES FOR LATE SUBMISSION

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

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

SPECIAL CONSIDERATION

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

Students must apply in writing to the Course Coordinator for special consideration within three days of the due date of the assessment item or exam using the **Request for Special Consideration Form**. The student must submit all relevant evidence required to support their Request. NB: Normally, medical document/certificates issued by offshore doctors will not be acceptable as evidence.

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

ASSESSMENT FEEDBACK TO STUDENTS

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

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

REASONABLE ADJUSTMENT

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

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

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

- Allowing additional time for the completion of an assessment.
- Extending deadlines for an assessment.
- Varying question and response modalities for an assessment.
- Providing or allowing additional resources in examinations.

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

REQUIREMENTS FOR SUCCESSFUL COMPLETION OF A UNIT OF STUDY

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

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

RESUBMISSION

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

GRADES

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

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

Grade	Nomenclature	Result	Definition
HD	**High Distinction** (Outstanding performance)	85% and above	Comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor unit learning outcomes.
D	**Distinction** (Very high level of performance)	75-84%	Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and comprehensive achievement of all major and minor unit learning outcomes.
C	**Credit** (High level of performance)	65-74%	High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major unit learning outcomes; some minor unit learning outcomes not fully achieved.
P	**Pass** (Competent level of performance)	50-64%	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major unit learning outcomes of the unit; some minor unit learning outcomes not achieved.
PS	**Pass Supplementary**	50%	Student passed a supplementary assessments or exam.
NGP	**Non-graded Pass**	N/A	Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of unit content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major unit learning outcomes of the unit. This may be used for recognising prior learning.
FO	**Fail** (Outright) (Did not achieve at least 50% overall and/or 40% in the supervised assessments)	<50%	Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor unit learning outcomes of the unit.
FN	**Fail** (non-submission) (Did not attempt any assessment)	N/A	Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor unit learning outcomes of the unit.
FI	**Fail Invigilated/supervised** (student failed invigilated/ supervised assessment(s))	N/A	The student didn't achieve the require minimum of 40% overall in the invigilated/supervised assessment(s).

FS	**Fail Supplementary** (student failed in a supplementary)	N/A	The student failed in a supplementary assessments or exam or didn't submit a supplementary assessment or sit the supplementary exam.
RP	**Result Pending** (interim grade used when a final grade has been delayed)	N/A	This is used when the grade can't be resolved into a final grade and SA/SX does apply. This may occur when the Results Review Committee meets to finalise the grades, but all marks are not finalised at the time of the meeting. This is an interim grade only and needs to be finalised ASAP.
RPL	**Recognised Prior Learning**	N/A	The student has been awarded credit for a specific unit through credit transfer, articulation, or other recognition of prior learning.
CRPL	**Conditional RPL** (Recognised prior learning)	N/A	The student is to be awarded credit for a specific unit through credit transfer, articulation, or other recognition of prior learning, if they satisfied specific conditions. This normally applies when officially certified documentation is required to finalise the credit. It is also used when a student has been approved to study a unit by cross-institutional studies at another institution.
SA	**Supplementary Assessment** (student awarded a supplementary assessment other than an exam)	N/A	A non-final interim grade assigned to students who have been awarded a supplementary assessment other than an exam.
SX	**Supplementary Exam** (student awarded a supplementary exam)	N/A	A non-final interim grade assigned to students who have been awarded a supplementary assessment other than an exam.
WF	**Withdraw with Failure**	0	Withdrew from the unit after the census date.
WO	**Withdraw Without Failure**	0	Withdrew from the unit before census date or after the census date with special circumstances.

PUBLICATION OF RESULTS

All results must be reviewed and properly approved by Results Review Committee and Dean before publication. Once results have been approved, the Registrar will ensure that the approved mark and grade is recorded in the student database against the relevant unit of study and students notified of their results by electronic communication methods.

APPEAL OF AN ASSESSMENT DECISION

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

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

FULL POLICY

For further information, please refer to the Student Assessment Policy and Procedure on the AHE Website.

ESOS FRAMEWORK

The Education Services for Overseas Students Act 2000, or ESOS Act, establishes legislative requirements and standards for the quality assurance of education and training institutions offering courses to international students who are in Australia on a student visa. ESOS also provides tuition fee protection for international students. Click on the link for further information on the ESOS Framework.

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

NATIONAL STUDENT OMBUDSMAN (NSO)

The National Student Ombudsman (NSO) is a free and independent service for both domestic and international higher education students.

The NSO handles complaints from higher education students on a range of issues, including student safety and welfare, racism, gender-based violence, course administration, teaching provisions and facilities, disciplinary processes, and reasonable adjustments. It provides accessible, safe and confidential services, offering multiple channels for submitting a complaint, including an anonymous report option.

The NSO can accept complaints from international higher education students, both onshore and offshore. This includes, for example, former international students, international students who have or are attempting to apply or enrol, and students studying at overseas campuses of a registered Australian higher education provider.

COMMONWEALTH OMBUDSMAN

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

The Commonwealth Ombudsman does not take complaints about public universities.

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

You can access the contact page on the Commonwealth Ombudsman's website for more information.

The Commonwealth Ombudsman can be reached on 1300 362 072 and phone service is available Monday to Friday from 10.00am to 4.00pm AEST.

Complaints can also be lodged using the online form or, sending your enquiry to:

Commonwealth Ombudsman
GPO Box 442
Canberra ACT 2601.

The Commonwealth Ombudsman investigates complaints about:

- Refusing admission to a course.
- Fees and refunds.
- Course or provider transfers.

- Course progress or attendance.
- Cancellation of enrolment.
- Accommodation or work arranged by a provider.
- A provider not doing something or taking too long to do something.
- Incorrect advice given by an education agent who has an agreement with a private provider.

The Commonwealth Ombudsman treats all information with privacy and respect.

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

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

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

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

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

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

PRIVACY OF INFORMATION

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

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

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

FULL POLICY

For further information, please refer to the Privacy and Personal Information Policy and Procedure on the AHE Website.

CREDIT FOR PRIOR LEARNING

APEX Australia Higher Education recognises that some students may have prior learning experiences and should not be required to repeat equivalent learning successfully undertaken in another context. This is in accordance with AQF Qualifications Pathways Policy under the AQF Qualifications Framework. Accordingly, AHE has developed guidelines to grant credit towards a course at AHE based on prior learning, whether from formal studies or professional work experience. This is also to maximise the credit students can gain for learning already undertaken, while preserving the integrity of learning outcomes of the course at AHE.

CREDIT FOR FORMAL STUDIES: CRITERIA

a. Credit will only be granted for relevant formal study completed within ten years prior to application for an AHE Course. Formal study completed more than ten (10) years (5 years for IT related units) prior to application for an AHE Course will not be eligible unless there is evidence of continued relevance of this study for the applied AHE Course.

b. Credit may be granted for the successful completion formal studies, including the below:
   - Units of study which form part of an accredited course provided by a recognised tertiary institution.
   - Non-award courses offered by a recognised tertiary institution (higher than AQF Level 5).
   - Accredited courses at AQF Level 5 and above awarded by a registered tertiary institution.
   - Courses provided by a professional association or other similar body.

c. Credit shall only be granted where there is substantial overlap with content and/or learning outcomes of AHE units of study in the Course for which credit is claimed.

d. When assessing credit for formal studies the criteria below will be considered:
   - The educational practices and standards of the external tertiary institution or any accreditation obtained by such tertiary institution that may be relevant to the AHE Course.
   - The objectives of the prior studies and the methods adopted by the external tertiary institution to achieve those objectives.
   - Admission requirements to the external course.
   - The duration of the external course, entry requirements, course objectives.
   - Methods of assessment.
   - Learning outcomes of the course, and unit / subject learning outcome.
   - Volume of learning for the course and the unit.
   - Content of study.
   - Course and program AQF level.
   - Credit point weighting of the unit/subject in the context of the course.
   - Any other relevant criteria.

e. As a guide, the **AQF Qualifications Pathways Policy and Procedure** for the quantum of credit granted to students towards higher level AQF qualifications in the same or related discipline are as follows:
   - up to 50% credit for an Advanced Diploma or Associate Degree linked to a 3-year Bachelor Degree.
   - up to 37.5% credit for an Advanced Diploma or Associate Degree linked to a 4-year Bachelor Degree.
   - up to 33% credit for a Diploma linked to a 3-year Bachelor Degree.
   - up to 25% credit for a Diploma linked to a 4-year Bachelor Degree.

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

CREDIT FOR LEARNING FROM WORK EXPERIENCE

a. Credit may be granted for prior work experience where learning can be documented to the satisfaction of the Course Coordinator. The onus shall be on the applicant to provide the appropriate evidence to demonstrate the relevant skills, knowledge and understanding (see below).

b. If applicable, recognition of credit from prior learning (or RPL) from prior work experience will only be granted toward first year (100-level) units of the course the student applied for.

c. Evidence required to be submitted include (but is not limited to):

- A full description of the position, role(s)/activities, and performance outcomes.
- Employment letter (on business letterhead) including any written references.
- Current full CV.
- Evidence that the work experience was equivalent to at least two (2) years full time (paid or volunteer positions) work within the past five (5) years.
- Evidence of work completed: pay slips; report of performance reviews; involvement in professional associations or development; evidence of work produced e.g., presentations and collaborations.
- Any other evidence that the applicant sees fit to demonstrate the existence and relevance of the work experience toward the credit sought.

d. When assessing credit for work experience, the following will be considered, including:

- Comparability - the skills of the work experience is comparable in content and standard with the learning outcomes of the unit(s) of study in which credit is sought.
- Authenticity - the applicant has demonstrated the learning outcomes that are being claimed.
- Currency - the learning outcomes are still valid and performable.
- Quality - the learning has reached the acceptable level.
- Relevance - the learning is applicable to the unit of study claimed.
- Transferability - the learning outcome can be applied outside the specific context in which it was learned.

CREDIT FOR INTERNAL TRANSFER BETWEEN COURSES

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

b. Credit will be granted for those units of study already undertaken which form part of the Course at AHE to which the student is transferring.

c. The maximum credit that can be granted in these circumstances is not limited.

APPLICATION FOR CREDIT

An application for credit for prior learning must be made on the appropriate form at the time the student applies for admission to AHE. No credit can be applied for after a student starts their course at AHE. Please refer to the Credit for Prior Learning Application Form**.** The application should be accompanied by sufficient documentary evidence to support the application.

AHE reserves the right to refuse an application for credit for prior learning after the second week of classes that the new student is undertaking.

FULL POLICY

For further information, please refer to the Credit for Recognition of Prior Learning Policy and Procedure on the AHE Website.

TRANSFER BETWEEN PROVIDERS

AHE will not knowingly enrol a student wishing to transfer from another Higher Education Provider (HEP)'s course prior to the international student completing (6) six months of his or her principal course unless one or more of the following conditions apply:

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

For **AHE students seeking to transfer to another HEP's** course of study prior to completing six (6) months of their principal course, the transfer request **will be assessed and granted in any of the following circumstances:**

- The student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with AHE's intervention strategy.
- There is evidence of compassionate or compelling circumstances which could include serious illness or injury, bereavement of close family members, major political upheaval or natural disaster, a traumatic experience, where the registered provider was unable to offer a pre-requisite unit.
- Failure to deliver the course as outlined in the student's Letter of Offer and Agreement
- There is evidence that the student's reasonable expectations about their current course are not being met.
- There is evidence that the student was misled by AHE or an education or migration agent regarding AHE, or its course and the course is therefore unsuitable to their needs and/or study objectives.
- An appeal (internal or external) on another matter results in a decision or recommendation to release the student.
- A transfer to another registered provider **will not be granted where**:
    - The student has recently started studying the course and the full range of support services are yet to be provided or offered to the student.
    - The student is trying to avoid being reported to Department of Home Affairs (DHA) for failure to meet the provider's academic progress requirements.
    - There are no legitimate compassionate or compelling circumstances.
- In order for a request for transfer to be considered and release provided, students must provide a valid offer of enrolment from another Registered Provider.
- If the release is granted, there will be no cost to the student.
- The outcome of the student's application for course transfer will be provided in writing within ten (10) working days of receipt of application.
- All decisions made by AHE with regard to student transfer requests will be made in accordance with the policy and procedure, will be fair and take into account the student's individual circumstances and any other relevant factors.

FULL POLICY

For further information, please refer to the Student Transfer Request Policy and Procedure on the AHE Website.

ATTENDANCE REQUIREMENTS

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

All students' progress and attendance are monitored. Student attendance is taken by each lecturer for every face-to-face lecture/tutorial/seminar taught and this is recorded in the learning management system. The information is used by the Course Coordinator to trigger relevant student support for those students who are identified as having low attendance.

Guidance and support will be provided by AHE for issues identified in accordance with the **Student Academic Progression Policy and Procedure,** as low attendance is correlated with issues such as unsatisfactory academic results, poor course progression, or low levels of academic literacy and English language proficiency.

FULL POLICY

For further information, please refer to the Student Academic and Non-Academic Support Policy and Procedure and the Student Academic Progression Policy and Procedure on the AHE Website.

ACADEMIC PROGRESS AND STUDENTS AT RISK

SATISFACTORY ACADEMIC PROGRESSION CRITERIA

All students need to achieve Satisfactory Academic Progression.

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

a) Achieved a minimum passing grade for at least 50% of the units attempted in a semester; and/or
b) Did not receive a failing grade for a unit attempted the second time.

A student that does not achieve Satisfactory Academic Progression includes:

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

STUDENT AT RISK (SAR) CRITERIA

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

c) The student did not meet the Minimum Academic Standards.
d) Students who are not progressing in their course at a satisfactory rate will be placed under an Intervention Contract. An Intervention Contract is similar to a SARAS Agreement; however, it may establish additional criteria beyond those used in SARAS Agreements, which may include compelling students to study in the summer semester (assuming suitable units are available).
e) For domestic students only, the student demonstrates that the progress made in the student's course to date may not allow completion of the course in the maximum time allowed for that course.
f) For overseas students only, the student demonstrates that the progress made in the student's course to date may not allow completion of the course requirements in the expected duration for that course (as stated in the students Confirmation of Enrolment).
g) For overseas students only, the student is at risk of not meeting progress requirements under the ESOS Act 2000 or under other regulations that affect eligibility for an Australian student visa; or
h) The student was previously a Student at Risk with a Student at Risk Academic Support (SARAS) Agreement, and in the subsequent semester during which the SARAS Agreement applied, the student:

- Met the Minimum Academic Standards; but
- Did not satisfy one or more of the other conditions of the SARAS Agreement.

UNSATISFACTORY ACADEMIC PROGRESS

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

a) The student does not meet the Minimum Academic Standards as a condition of the SARAS Agreement or Intervention Contract.
b) For domestic students only, the student demonstrates that the progress made in the student's course to date will not allow completion of the course in the maximum time allowed for that course (including any extension of time granted).
c) For overseas students only, the student demonstrates that the progress made in the student's course to date will not allow completion of the course requirements in the expected duration for that course (as stated in the eCoE).
d) For overseas students only, the student has failed to meet progress requirements under the ESOS Act 2000 or under other regulations that affect eligibility for an Australian student visa, or
e) The student is in breach of academic integrity and /or academic misconduct under the Student Academic Misconduct Policy and Procedure and/or Student Code of Conduct.

OVERSEAS STUDENT UNSATISFACTORY ACADEMIC PROGRESS

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

FULL POLICY

For further information, please refer to the Student Academic Progression Policy and Procedure on the AHE Website.

ACADEMIC MISCONDUCT

PRINCIPLES OF STUDENT ACADEMIC CONDUCT AT AHE

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

ACADEMIC MISCONDUCT

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

All written assessments will be submitted to plagiarism prevention software 'Turnitin'. To ensure that students uphold their Academic Conduct obligations, AHE will provide specialised tutorials on academic integrity, referencing techniques and the acceptable use of Generative AI software as per AHE's guidelines for best practice.

These tutorials will be regularly delivered by AHE's Academic Support Advisors, both at student orientation and throughout the course of study. Additional resources are available for students online and accessible for the duration of their studies.

FULL POLICY

For further information, please refer to the Student Academic Misconduct Policy and Procedure on the AHE Website.

OVERSEAS STUDENT VISA OBLIGATIONS

- International student visa holders must maintain their course progress as required by the Student Academic Progression Policy and Procedure.
- AHE expects all its students to attend all of the scheduled classes to progress well in their courses.
- Students must notify AHE if they change their contact details (residential address, **email address and phone number**). They must also notify them of their emergency contact details.
- As outlined on the Australian Government Department of Home Affairs website, holders of an international student visa are permitted to work a maximum of **forty** (**40) hours** per fortnight.
- Students must be enrolled in full-time study with the provider.
- Students must have Overseas Student Health Cover (OSHC) throughout the term of their student visa.
- Students are responsible for renewing their visa prior to its expiry.
- For further information, go to:
    - The Department of Home Affairs website
- The Department's phone number is:
    - In Australia – 131 881
    - Outside Australia – +61 2 6196 0196.

CHANGE OF PERSONAL AND EMERGENCY CONTACT DETAILS

A student or intending student must inform AHE of a change of address, telephone number, email address, and who to contact in emergency situations. Students need to inform AHE of this change within seven (7) days to ensure compliance with their student visa conditions.

LEARNING MANAGEMENT SYSTEM – MOODLE

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

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

- By lecturer to upload course material (this may include recorded lectures).
- By students to submit assessments.
- As a tool for lecturers and students to communicate with one another.

Direct access to Moodle is available via the student portal on the AHE website here.

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

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

UNIQUE STUDENT IDENTIFIER NUMBER

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

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

SUPPORT FOR ABORIGINAL AND TORREST STRAITS ISLANDER STUDENT AT AHE

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

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

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

STUDENT CODE OF CONDUCT

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

PRINCIPLES OF AHE STUDENT CODE OF CONDUCT

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

Students are entitled to:

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

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

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

Students are expected to:

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

BREACH OF THE STUDENT CODE OF CONDUCT

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

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

APPEALS

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

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

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

FULL POLICY

For further information, please refer to the Student Code of Conduct on the AHE Website.

DEFERRAL, SUSPENSION AND CANCELLATION OF ENROLMENT

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

DEFERRING, SUSPENDING OR CANCELLING AN ENROLMENT AS PER STUDENT'S REQUEST

- To apply for a deferral or suspension of studies the student must complete a **Request for Deferral or Suspension of Studies Form** and submit this to the Registrar at admin.he@apexaustralia.edu.au or in person at Reception and ensure that each request has supporting evidence.
- If the student wishes to cancel their enrolment, they must complete a **Discontinuation of Studies Application form** and submit with supporting documentation.
- A written decision will be provided to the student within fourteen (14) days from the date of receiving an application for deferment, suspension, or cancellation of course.
- The student will also be notified that the deferral, suspension, or cancellation may affect their student visa.
- If AHE rejects the request, the student will be notified of the result with reasons for rejection and the process for appeals under the **Student Grievance, Complaint and Appeal Policy and Procedure.**
- Students will be advised to refer to their signed **Student Letter of Offer and Agreement** for refund-related enquiries.

AHE initiated suspension or cancellation

AHE may initiate a suspension or cancellation of a student's enrolment in cases of student misconduct in accordance with AHE's policies and procedures (including plagiarism, collusion and cheating), non-payment of fees to undertake

or continue the course as stated in the written agreement, if there is a breach of course progress or attendance requirements in accordance with **Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018** (Overseas student visa requirements), and/or as specified in the **Student Academic Progression Policy and Procedure.**

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

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

FULL POLICY

For further information, please refer to the International Students Deferral, Suspension and Cancellation Policy and Procedure on the AHE Website.

GRIEVANCES, COMPLAINTS AND APPEALS

AHE is committed to developing a culture that views grievances as an opportunity for improvement. A grievance can be defined as a person's dissatisfaction with any aspect of AHE's services or activities.

A grievance becomes a complaint only when a student takes further action in the form of an informal complaint or a formal complaint to AHE.

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

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

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

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

PROCESS FOR MAKING COMPLAINTS AND RESPONSIBILITIES

Step 1: Optional Informal Complaint

Any student or potential student may raise an informal complaint by contacting the Registrar in person, by email admin.he@apexaustralia.edu.au or by calling 02 – 8007 6262.

Step 2: Formal Complaint

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

Formal Complaints must be submitted in writing using **Complaints and Appeals Form** and submitted to the Registrar in person or emailed to admin.he@apexaustralia.edu.au

Step 3: Internal appeal

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

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

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

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

Step 4: External Mediation (optional)

If the Complainant is not satisfied with the outcome of the internal appeal, then the student may choose to access an independent mediator to mediate a satisfactory outcome between them and AHE.

This may be requested through the Resolution Institute Student Mediation Scheme.

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

Step 5: External Appeal International Students (non-academic matters)

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

You can access the contact page on the Commonwealth Ombudsman's website for more information.

The Commonwealth Ombudsman can be reached on 1300 362 072 and phone service is available Monday to Friday from 10.00am to 4.00pm AEST.

Complaints can also be lodged using the online form or, sending your enquiry to

Commonwealth Ombudsman
GPO Box 442
Canberra ACT 2601.

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

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

Step 6: Further action

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

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

FULL POLICY

For further information, please refer to the Student Grievance, Complaint and Appeal Policy and Procedure on the AHE Website.

HEALTH, SAFETY AND SECURITY

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

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

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

Students are informed of persons who may access the premises to maximise their safety.

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

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

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

Additionally, students faced with any crimes, harassment, or discrimination on or off campus should **contact their student support officer** as soon as possible to receive advice on the best course of action to prevent or remedy the situation.

The AHE campus has a zero-tolerance policy and will aim to rectify any cases of misconduct strictly and immediately. Any WHS report or complaint should be made to the Registrar in person, by email admin.he@apexaustralia.edu.au or by calling 02 – 8007 6262.

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

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

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

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

FULL POLICY

For further information, please refer to the Health, Safety and Security Policy and Procedure at the AHE Website.

EMERGENCY CONTACT

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

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

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

At AHE

Contact Details	
Designated Student Contact Person	Registrar
Phone	(02) 8007 6262
Email	admin.he@apexaustralia.edu.au
Office Hours	8.00am – 5.00pm Monday to Friday at Reception. Additional hours: open till 9 pm if evening classes are held; open during the weekend if classes are held.

CRITICAL INCIDENT

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

Critical Incidents Affecting Persons
These include (but are not limited to): • Any fatality or serious injury that affects or is likely to affect staff or students. • Serious road accidents. • Attempted suicide of a student. • Life threatening illness/injury of a student. • Sexual and/or physical assault of a student. • Threats or acts of violence by or towards students, staff and/or their family members. • Hold up or robbery. • Missing student. • Severe verbal or psychological aggression. • Issues such as sexual assault, domestic violence, drug, or alcohol abuse. • Acute illness of a person. • The death or critical injury of a staff member, student, or visitor on AHE premises. • Staff and/or students being taken hostage. • Students being killed/injured while engaged in an AHE-sponsored activity.
Key Response Steps
1. Person affected (or close contact of person affected) to immediately contacts the SSO. If outside of office hours, the person to call is the CEO or the Dean. 2. Registrar, the CEO, or the Dean to take immediate steps to ensure the person affected is safe. This may include contacting the police or ambulance as relevant. 3. Complete the **Critical Incident Report Form** within 24 hours of the incident (student assisted by staff or AHE staff). 4. Registrar contacts the CEO or the Dean (as relevant). 5. CEO or the Dean to assess the critical incident, identify needs, priorities, personnel, and activate a **Critical Incident Action Plan.**
Threats to AHE premises
These include (but are not limited to) • A break-in accompanied by major vandalism. • The threat of damage to premises that AHE occupies (e.g., a terrorist threat). • The destruction of whole or part of premises that AHE occupies (e.g., by fire). • Fire, explosion, bomb threat or acts of terrorism.

Key Response Steps
1. The person who witnessed or discovered the incident, is to immediately contact the SSO. If outside of office hours, the person is to call the CEO or the Dean. 2. Registrar, CEO, or the Dean to take immediate steps to ensure staff and students are safe. This may include contacting the police or ambulance or evacuating the premises as relevant. 3. Complete the **Critical Incident Report Form** within 24 hours of the incident (student assisted by staff or AHE staff). 4. Registrar contacts the CEO or the Dean (as relevant). 5. CEO or the Dean to assess the critical incident, identify needs, priorities, personnel, and activate a **Critical Incident Action Plan.**
Imminent Community/ Regional/ National Threats
These include (but are not limited to) • A natural or other major disaster in the community. • Infection or threatened infection of serious communicable diseases such as the COVID-19 pandemic. • Infection or threatened infection of serious communicable diseases. • Natural disasters.
Key Response Steps
1. When the incident or threat is identified, the CEO or the Dean takes immediate steps to ensure all staff and students are safe. This may include contacting the police or ambulance or evacuating the premises as relevant. 2. If relevant, complete the **Critical Incident Report Form** within twenty-four (24) hours of the incident (student assisted by staff or AHE staff). 3. CEO or the Dean to assess the critical incident, identify needs, priorities, personnel, and activate a **Critical Incident Action Plan.** 4. CEO or the Dean to report the matter to the Board of Directors (BoD) immediately if urgent or report it at the next BoD meeting and activate aspects of the Business Continuity Plan (BCP).

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

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

REPORTING A CRITICAL INCIDENT

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

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

Students can also report a critical incident to student support staff via email to admin.he@apexaustralia.edu.au

RESPONDING TO A CRITICAL INCIDENT

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

The CEO will arrange to offer immediate assistance to persons involved in the incident, any evacuation procedures required, and/or provision of first aid or medical assistance as needed.

Get in touch with Emergency services and ensure that all details known about the incident are provided.
Develop and implement an AHE Critical Incident Action Plan.

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

FULL POLICY

For further information, please refer to the Critical Incident Policy and Procedure on the AHE Website.

HOSPITALS AND MEDICAL SERVICES CLOSE TO AHE

Emergency and Support Services – Sydney

PARRAMATTA CAMPUS

2 Sorrell Street, Parramatta, NSW, 2150

Service	Phone Number	Address
Police	000 or 112 from a mobile	
Fire Brigade	000 or 112 from a mobile	
Ambulance Service	000 or 112 from a mobile	
Local hospitals		
1. Parramatta Medical Centre	9762 1041	Shop 2 Entrada Building, 20 Victoria Road, Parramatta NSW 2150 (Cnr Victoria Rd & Church St) opposite McDonalds.
2. Westmead Hospital Emergency Room	8890 5555	Hawkesbury Road and Darcy Road, Westmead NSW
Other relevant numbers		
State Emergency Service	132 500	
Nearest Police Station	9633 0799	Parramatta Police Station 95 Marsden St, Parramatta NSW 2150

GOULBURN ST (SYDNEY CITY) CAMPUS

Levels 2 & 3, 22 Goulburn St, Sydney, New South Wales, 2000

Service	Phone Number	Address
Police	000 or 112 from a mobile	
Fire Brigade	000 or 112 from a mobile	
Ambulance Service	000 or 112 from a mobile	
Local hospitals		
1. St Vincent's Hospital Sydney	8382 1111	390 Victoria St, Darlinghurst NSW 2010
2. Sydney Central Medical Centre	9212 3953	306/451 Pitt St, Haymarket NSW 2000
Other relevant numbers		
State Emergency Service	132 500	
Nearest Police Station	9265 6499	Day St Police Station 192 Day St, Sydney NSW 2000

MELBOURNE CAMPUS

Emergency and Support Services – Melbourne Level 7, 123 Lonsdale St, Melbourne, Victoria, 3000

Service	Phone Number	Address
Police	000 or 112 from a mobile	
Fire Brigade	000 or 112 from a mobile	
Ambulance Service	000 or 112 from a mobile	
Local hospitals		
1. St Vincents Hospital Melbourne	9231 2211	41 Victoria Parade, Fitzroy VIC 3065
2. The Royal Melbourne Hospital	9342 7000	300 Grattan St, Parkville VIC 3052
Other relevant numbers		
Victoria State Emergency Service	132 500	
Nearest Police Station	8628 3270	Melbourne Police Station 456 Lonsdale St, Melbourne VIC 3000

EMERGENCY EVACUATION PROCEDURE

Parramatta Campus

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

Goulburn St (Sydney City) Campus

In the case of an emergency evacuation, students are advised to follow the evacuation plan. In the event of an evacuation, students will be notified by a siren or staff member and must evacuate the campus immediately, without collecting their belongings.

Melbourne Campus

At the Melbourne campus, once the alarm is sounded and evacuation is ordered, students must take the stairs and exit the building in orderly manner.

Evacuation plans are posted in different areas around both campuses and students are expected to be familiar with the evacuation plan. Alternatively, this plan will be presented to the students during orientation.

STUDENT SUPPORT AT AHE

OVERVIEW

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

ACADEMICS

Teaching Staff

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

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

Non-Teaching Staff

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

Support for developing academic skills is available through the Academic Support Advisors. All students are enrolled in the JUMP ('Journey Upward; Make Progress') unit, which features a suite of academic study skills and English language resources that students can access for the duration of their studies.

Through JUMP, students are also able to book individual academic study support consultations with the Head of Academic Learning Support and Academic Support Advisors. These consultations are available at both Sydney and Melbourne campuses and are offered both face-to-face and via Zoom.

Alternatively, students are able to receive email support for feedback and advice on their assignment drafts and to ask any questions relating to their academic study skills and/or English language proficiency. Students should note that this assistance does not include editing or proofreading assignment drafts.

NON-ACADEMIC SUPPORT

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

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

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

STUDENT SUPPORT SERVICES

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

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

PERSONAL / SOCIAL ISSUES

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

ACCESS TO EXTERNAL COUNSELLING SERVICE

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

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

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

Accommodation (international students)

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

Accommodation – **External Links**

When choosing accommodation, the most important thing is to feel secure and happy, so you can focus on your studies and enjoy life. It is a good idea to research all your options before making a decision. The breakdown of accommodation costs is provided above.

You can rent a house or apartment from a real estate agent or a private landlord. For a listing of real estate agents, visit:

- DOMAIN
- REALESTATE

You can also search for accommodation on:

- GUMTREE

You can also search for **Youth Hostels**:

Youth Hostels in Sydney and NSW offer cheap, short -term accommodation. Most have a mix of private rooms and dormitory accommodation.

For more information visit: YHA Australia or Getaroom.

SPECIAL NEEDS

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

HARDSHIP

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

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

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

FULL POLICY

For further information, please refer to the Student Academic and Non-Academic Support Policy and Procedure at the AHE Website.

FEEDBACK

AHE is steadfast in its commitment to seek out opportunities to improve the student experience. Accordingly, students will be invited to provide feedback through the Moodle system for each unit of study they undertake.

The feedback survey provides students with the opportunity to identify what was done well in the subject, as well as what could be improved. Feedback is anonymous and provides lecturers an invaluable opportunity to reflect on their approach to teaching.

We also encourage students to provide general feedback about AHE. All feedback is collected anonymously.

LEGAL SUPPORT INFORMATION

The legal system in Australia can be new to many students and it is important to understand student rights and obligations, both as a student and as a resident of Australia. AHE cannot provide legal advice but is able to assist with general information about how to find legal information or where to look for legal advice.

AHE's **Student Support Officer** is able to assist with these matters. Students can contact various legal services available in Australia.

Students who require assistance in legal matters free of cost may contact NSW Legal Aid.

Legal Aid NSW: You can receive free assistance on issues of legal rights, either face to face or over the phone. 1300 888 529 (www.legalaid.nsw.gov.au), OR

Parramatta Legal Aid Office (*This office provides free legal advice in family and civil law matters)*

Parramatta Legal Aid NSW – Family and Civil Law	
Address	Level 4, 128 Marsden Street, Parramatta NSW 2150 (0.8km)
Phone	02 9066 6000
Email	pjp@legalaid.nsw.gov.au
Directions	Directions to Parramatta Legal Aid NSW - Criminal law from Sorrell St Parramatta
Office Hours	Monday – Friday, 9.00am – 5.00pm

Study NSW and the City of Sydney fund the International Student Legal Service NSW. This service gives free, confidential legal advice to international students living in New South Wales. A Legal Aid Office is located in Parramatta (as above).

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. They can also be advised of how these problems affect student visas.
Students can make an appointment in person or via electronic communications with Student Counsellor to discuss how problems such as those above can affect the Student Visa and other rights and responsibilities.

Victoria Legal Aid

Victoria Legal Aid	
Address	Level 9, 570 Bourke St, Melbourne VIC 3000
Phone	1300 792 387
Other contact information	Additional Contact information
Directions	Directions from Lonsdale St to Bourke St
Office Hours	Monday to Friday, 8.00am – 6.00pm

Victoria Legal Aid free legal services include:

Our free legal services include:

- Help before court – for criminal charges: if your court date is in 14 days or more, you may be able to get free legal advice.
- Help at court: our lawyers are on 'duty' to help at many courts and tribunals. This service is free, but we cannot help everyone – it is best to call us before going to court.
- Advice at our offices and other locations across Victoria.
- Providing you with a lawyer to help you run your case.

EMPLOYMENT

Students on 'International Student visa subclass 500" may work 48 hours per fortnight. Please check your visa conditions before starting your employment

EXTERNAL LINKS

Fair Work Ombudsman - Rights and Obligations

Fair Work Ombudsman – Employee Entitlements

Information Concerning Workplace Rights and Responsibilities can be found here.

- By law, your employer is responsible for making sure:
- Your work environment is safe and providing appropriate protective equipment if necessary**.**
- Workers are free from discrimination and bullying**.**
- You receive all your entitlements in terms of pay and conditions.

As a worker, you are responsible for:

- Understanding the conditions of your employment. This includes knowing your rate of pay, working hours and entitlements to breaks and leave.
- Working in a way that is not harmful to the health and safety of yourself or others.
- Knowing what to do if you think your employer is not meeting their responsibilities.

LIFE IN AUSTRALIA

OVERVIEW

Australia is the largest country in Oceania and the world's sixth-largest country by total area. The population of 25 million is highly urbanised and heavily concentrated on the eastern seaboard. Australia's capital is Canberra, and its largest city is Sydney. The country's other major metropolitan areas are Melbourne, Brisbane, Perth, and Adelaide.

Australia's first inhabitants were the Aboriginal and Torres Strait Islander peoples, whose unique culture and traditions are among the oldest in the world. The first migrants were mostly from Britain and Ireland and this Anglo–Celtic heritage has been a significant and continuing influence on Australia's history, culture, and political traditions. Subsequent immigration waves have brought people from Africa, Asia, the Americas, and Europe, all of whom have made their own unique contributions to Australia and its way of life.

When living in Australia, it is important that you respect Australian values and obey the laws of Australia.

Australian values include:

- Respect for equal worth, and the dignity and freedom of the individual.
- Freedom of speech.
- Freedom of religion and secular government.
- Freedom of association.
- Equality of men and women.
- Equality of opportunity.
- Peacefulness.
- A spirit of egalitarianism that embraces tolerance, mutual respect, and compassion for those in need.

One of the defining features of Australian society today is the cultural diversity of its people and the extent to which they are united by an overriding and unifying commitment to Australia.

Another defining feature is the egalitarian nature of Australian society. This does not mean that everyone is the same, or that everybody has equal wealth or property. It means that with hard work and commitment, people without high–level connections or influential patrons can succeed.

Within the framework of Australia's laws, all people living in Australia are able to express their culture and beliefs and to participate freely in Australia's national life. Australia holds firmly to the belief that no–one should be disadvantaged on the basis of their country of birth, cultural heritage, language, gender or religious belief.

In order to maintain a stable, peaceful and prosperous community, Australians of all backgrounds are expected to uphold the shared principles and values that underpin Australian society.

LANDSCAPE

Australia is a mega-diverse country, with its land-size providing a great variety of natural landscapes. There are deserts in the centre, tropical rainforests in the north-east, and mountain ranges in the south-east.









COST OF LIVING IN AUSTRALIA FOR INTERNATIONAL STUDENTS

The Department of Home Affairs has financial requirements you must meet in order to receive a student visa for Australia. The 12- month living costs are:

- You (Student) - AUD$25,000 per year
- For partners coming with you - AUD$7,362
- For a child coming with you - AUD$3,152

Refer to Subclass 500 Student Visa for more information

Refer to 'Study Australia' for further information regarding living costs in Australia.

STAY SAFE when enjoying yourselves at any beautiful beach in Australia….

- Always swim between the flags.
- Do not swim alone. Do not swim and drink.
- Be careful of unexpected waves or rips.
- Be careful of leaving personal belongings on the beach – theft.
- Always swim in patrolled areas (i.e., where there are lifeguards).
- Protect yourself from the sun – use sunscreen, hat, shirt, and sunglasses.
- Always obey the signs. E.g., crocodiles, jellyfish etc.

In NSW visit WWW.STUDY.SYDNEY

This NSW Government website provides information for international students about:

- Studying in NSW
- Living in NSW
- Working in NSW
- Events happening in Sydney.

LIFE IN PARRAMATTA

The city of Parramatta is often regarded as the second Central Business District of Sydney. Founded by the British in 1788, Parramatta is the oldest inland European settlement in Australia and today operates as the economic capital of Greater Western Sydney.

Parramatta is a major business and commercial centre. It is also the major transport hub for Western Sydney, servicing trains and buses, as well as having a ferry wharf and future light rail and metro services.

Home to a great diversity of cultures, Parramatta is a treat for your senses with a fine selection of restaurants and 'eat streets' such as Church Street and Wigram Road. The vibrant arts and cultural scene includes world-class performances at Riverside and Parramasala, a colourful annual festival.

Parramatta is home to Westfield Parramatta, a major shopping centre. Westfield Parramatta is located at 159-175 Church St, Parramatta 2150.

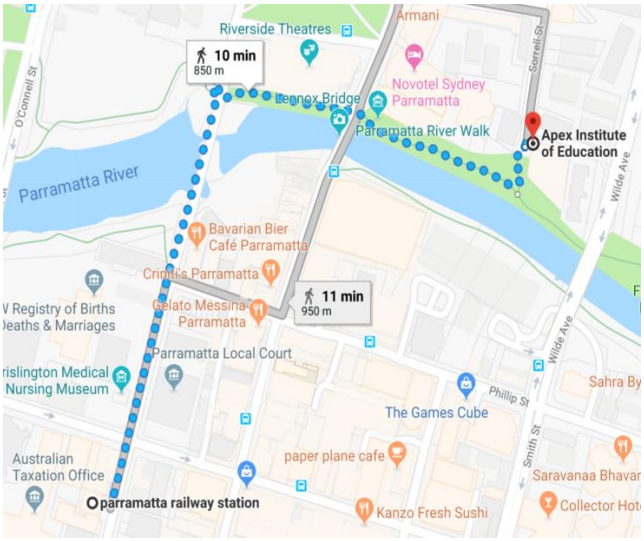
Students are encouraged to visit the Parramatta Heritage and Visitors Information Centre. The Centre is a unique starting point for discovering more about Parramatta.

Other places of interest are:

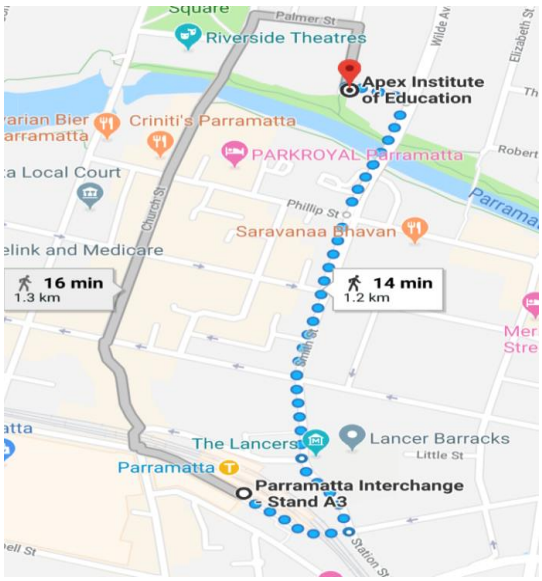
- Parramatta Park
- Lake Parramatta Reserve
- Riverside Theatre Parramatta
- Parramatta Bike Tours
- Bankwest Stadium – Parramatta

GETTING TO AHE CAMPUS PARRAMATTA:

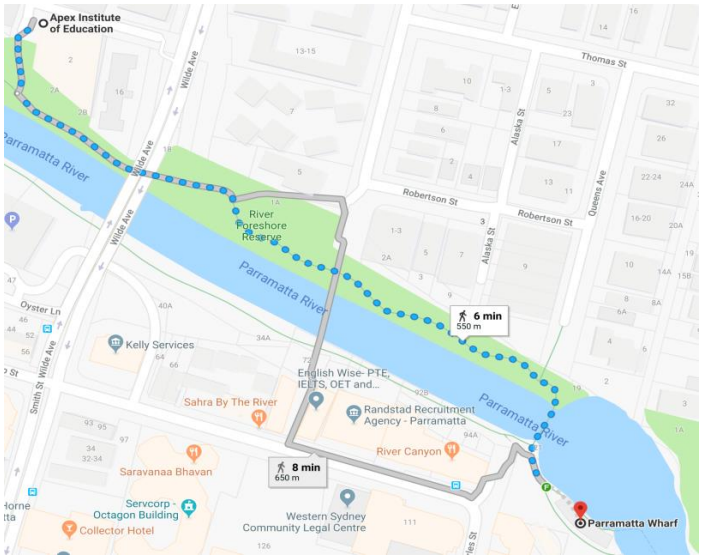
Parramatta Train Station



Parramatta Interchange



Parramatta Wharf (Ferry Access)



LIFE IN SYDNEY CITY

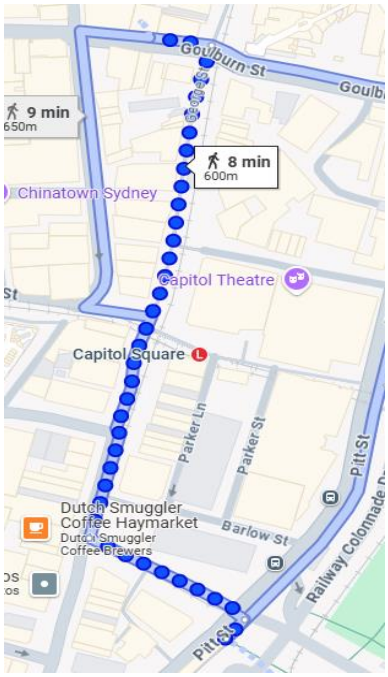
Sydney is one of the most welcoming and diverse cities in the world, making it an ideal destination for international students. As Australia's largest city, it offers a vibrant mix of cultures, cuisines, and experiences. You'll find world-class education alongside famous landmarks like the Sydney Opera House and Bondi Beach, as well as a safe, friendly environment to live and study in.

Public transport is accessible, and there are plenty of student discounts available on travel, food, and entertainment. From bustling city life to relaxing coastal escapes, Sydney provides a rich and balanced lifestyle that helps international students feel at home while exploring new opportunities.

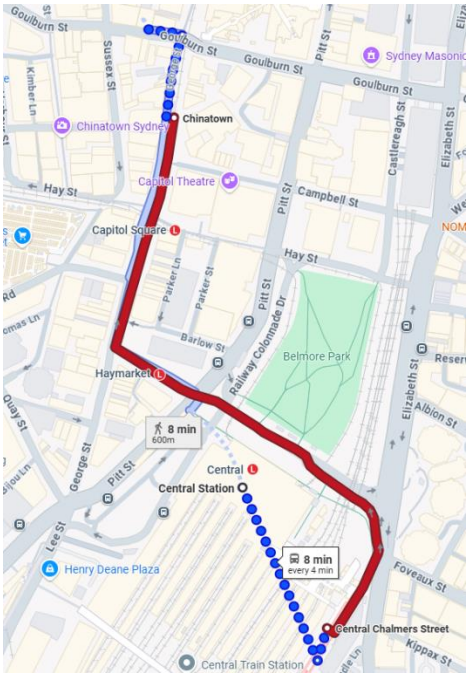
Darling Harbour is just 10 min away walk. Darling Harbour is a harbour adjacent to the city centre of Sydney. It is also a large recreational and pedestrian precinct that is situated on western outskirts of the Sydney central business district.

GETTING TO AHE CAMPUS – GOULBURN ST

Walking from Central Station



By Tram from Central Station



Apex Australia Higher Education
CRICOS Provider Code: 03967J | TEQSA ID: PRV14320 | ABN: 45 615 071 853

LIFE IN MELBOURNE

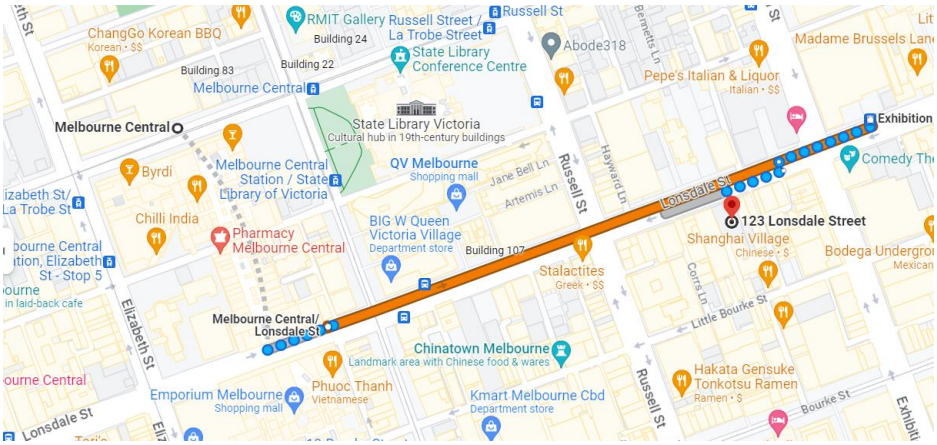
Melbourne as the capital of Victoria is Australia's second biggest city and was considered as Australia's most liveable city and 10th in the world in Global Liveability Index 2022. Melbourne is home to about 4.5 million people and students from more than 40 different countries. At least 100 languages are spoken by Melbourne residents including Mandarin, Cantonese, Greek, Italian, Hindi, and Vietnamese.

Melbourne prides itself on its vibrant mix of lifestyle, culture, and nature. It hosts nearly 2.5 million international visitors every year. Healthcare is also world-renowned as Melbournians have a life expectancy that is among the highest in the world. The Royal Melbourne Hospital and Alfred Health is among the top 50 best hospitals in the world according to Newsweek's Top 50 Hospitals List in 2022.

Melbourne is home to world class universities, with at least 2 universities (Melbourne University and Monash University) in the Times Higher Education Top 50 Universities in the World.

According to https://liveinmelbourne.vic.gov.au/, Melbourne weather is "mild, temperate climate with summers that are warm, autumns that are moderate, winters that are cool, and springs that are sunny and bright." However, weather changes quickly, which is why people always have an umbrella in their car or bring protective clothing most of the time.

GETTING TO AHE CAMPUS IN MELBOURNE:



GETTING ASSISTANCE

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

Contact Details	
Designated Student Contact Person	Registrar
Phone	(02) 8007 6262
Email	admin.he@apexaustralia.edu.au
Office Hours	8.00am – 5.00pm Monday to Friday at Reception. Additional hours: open till 9 pm if evening classes are held; open during the weekend if classes are held.