



Student Handbook

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1. About Us

Higher Education Australia offers quality professional orientated education. We strive to be on the leading-edge of industry within the disciplines of the courses we develop and deliver. Our academics all have recent professional practice and are engaged with professional bodies and networks. We pride ourselves as being innovative in the delivery of curriculum and strive for our graduates to be recognised as leaders within their field of professional expertise, communities and society.

a) Vision

To deliver professional education which positively and responsibly impacts upon society into the future.

b) Mission

To deliver high quality graduates that employers will seek out because of their professional skills, knowledge and lifelong learning attitudes.

c) Our Values

Integrity

Integrity means we uphold the highest personal, professional and ethical standards in all our actions and to demonstrate transparency and consistency in our conduct and practices.

Equity

Equity means we treat everyone equally and fairly and promote social interaction and cooperation, such as teamwork, communication, empathy and cultural understanding, without discrimination.

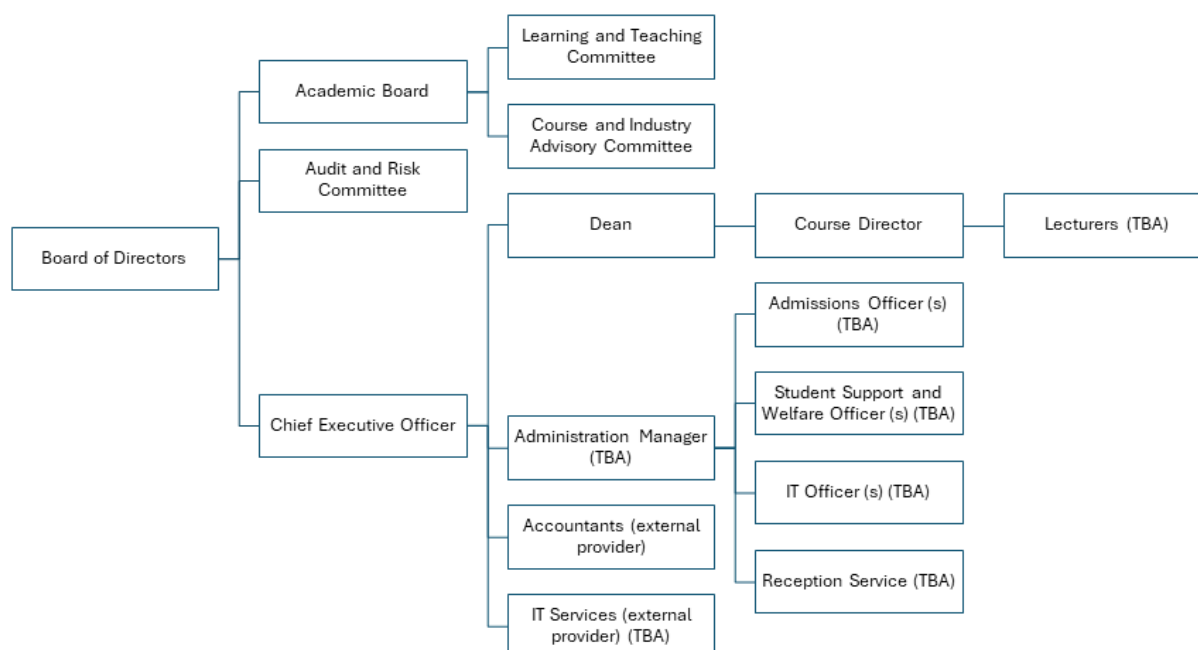
Respect

We respect individualism, self-esteem, self-respect, self-discipline and personal responsibility.

Environmental Responsibility

We promote environmental protection, sustainability and the responsible use of resources.

2. Organisation Chart



3. Key Personnel Details

Board of Directors		Academic Board		Executive Team	
Full Name	Position Title	Full Name	Position Title	Full Name	Position Title
Dr. Andrew Barnden	Chair and Non-Executive Director	Professor Duncan Honore-Morris	Chair and Independent Member	Associate Professor Justin Pierce	Chief Executive officer
Dr. Peter McLeod	Non-Executive Director	Professor Jan Newmarch	Independent Member	Professor Savitri Bevinakoppa	Course Director
Associate Professor Belinda Moloney	Non-Executive Director	Professor Geoff Slaughter	Independent Member	Dr Warren Midgley	Dean
Mr Raj Malhotra	Non-Executive Director	Professor Savitri Bevanakoppa	Member		
Professor Eddie Blass	Non-Executive Director	Dr Warren Midgley	Member		

4. Orientation

Higher Education Australia's Orientation program is designed to provide you with everything you need to start your academic journey successfully. This essential program ensures that you are well-prepared and informed about your studies, campus resources, and support services.

Orientation Program: Key Details

- **Welcome and Introduction:** Orientation marks the beginning of each semester, where both domestic and international students are welcomed to our inclusive and diverse community. You will be introduced to HEA's Mission, Vision, and Values, focusing on educational excellence, equity, and community building.
- **Academic and Campus Information:** You'll gain critical insights into your course requirements, faculty introductions, and essential policies and procedures. This includes understanding your responsibilities regarding the Code of Conduct and compliance with all relevant policies.
- **Support Services:** Learn about the range of support services available to you, including health and safety protocols, special needs assistance, and mental health resources. Information on how to access disability support, English language assistance, and technological help will also be provided.
- **Living in Australia:** International students will receive information detailing specific support for transitioning to life in Australia, including visa requirements, emergency contacts, and local services.
- **Course Information:** You will also be informed of the key details of the course including access to the learning resources, assessments, reading material, etc. This information will also include details of the lecturers and key personnel responsible for academic matters at HEA such as Dean.
- **Learning Environment:** Get familiar with your academic environment, including meeting your instructors, understanding unit requirements, and learning about critical dates and student progression. You will also tour our facilities and will receive training on systems that you would require throughout your studies like Moodle, Turnitin, virtual library etc.
- **Academic Integrity Module:** Attendance at the Academic Integrity Workshop is mandatory. This workshop will cover your responsibilities regarding academic integrity and the use of Artificial Intelligence (AI) in producing your assessments. All students must complete the Academic Integrity Module before submitting their first assessment task to HEA.
- **Mentorship and Ongoing Support:** Student Support Services will be available to help you settle into the academic environment. You will also be informed about how to access the Student Complaints and Appeals Policy and Procedure if needed.
- **Critical Incident and Safety:** You will be made aware of HEA process of dealing with critical incidents that may occur within its boundaries and your role. You will be also informed about campus and online safety and your role.
- **Bullying, Harassment, Discrimination and Gender-based violence:** You will be informed of HEA's processes of dealing with incidents of bullying, harassment, discrimination and gender-based violence involving its staff and students and your role.

Alternative Arrangements: If you cannot attend the in-person Orientation, alternative arrangements will be made to ensure you receive necessary information and complete the program requirements.

5. Unique Student Identifier (USI)

What is a USI?

The Unique Student Identifier (USI) is a personal reference number assigned to every student in Australia who is undertaking nationally recognised training. This number helps to maintain a comprehensive record of your training achievements and ensures that your records are securely stored and easily accessible.

Why is the USI Important?

Your USI is crucial for several reasons:

- **Record Keeping:** It allows HEA to accurately record and manage your qualifications and training records.
- **Access to Records:** You can access your training records and transcripts through the USI Portal.
- **Compliance:** The USI is required for compliance with Australian Government regulations and ensures that your training data is up-to-date.

How to Obtain a USI

If you do not already have a USI, you can create one easily online. Visit the USI Registry System website and follow the instructions to obtain your USI. You will need to provide personal details and verify your identity to complete the process. Here's a helpful link:

<https://www.usi.gov.au/students/get-a-usi>

Providing Your USI to HEA

Once you have your USI, please provide it to HEA as soon as possible. This is essential for us to issue any qualifications or statements of attainment. You can submit your USI directly via email at admin@highereducationaustralia.org.

Keeping Your USI Secure

Your USI is a confidential identifier. Keep it secure and do not share it with anyone except personnel at HEA. If you suspect that your USI has been compromised, contact the USI Office immediately for guidance.

6. Graduate Attributes

Higher Education Australia's CIAC committee has confirmed its research that indicates employers are seeking a high level of transferrable professional skills in graduates. There are increasing levels of public scrutiny of ethical and fiduciary responsibility to society. This is especially so of professional workers. Therefore, HEA believes that all its graduates should possess or be actively developing the following Graduate Attributes to be ready for employment and leadership roles in their chosen field.

Code	Field	Descriptor
GA 1	Application of discipline knowledge and skills	Demonstrate mastery of their field of expertise in knowledge, skills, and their application with the ability to independently gain and maintain contemporary professional skills and knowledge.
GA 2	Analytical skills	Collect, analyse, and critically evaluate sources, values, validity and currency of information and to summarise such information.
GA 3	Innovative and critical thinking, and problem solving	Apply critical, reflective and innovative thinking to generate appropriate, evidence-based solutions to both theoretical and real-world problems in the domain.
GA 4	Communication	Communicate convincingly in diverse contexts to a range of audiences.
GA 5	Cultural and global competency	Acknowledge and respect diverse cultures of peoples and their approaches to work and/or problem solving and/or consulting, within the broader global content.
GA 6	Professionalism and professional leadership	Demonstrate persuasive professional leadership and professionalism with a socially responsible consciousness.
GA 7	Fiduciary and ethical practice	Maintain the fiduciary and ethical professional standards expected by society and/or professional bodies.
GA 8	Collaboration	Work effectively in team-based roles and demonstrate collaboration across diverse teams.

At the culmination of the Master of Information Technology course, students will have acquired an extensive repertoire of knowledge, skills, and competencies that empower them to excel in the realm of Information Technology and make impactful contributions within data-driven business landscapes. Students can anticipate achieving the following learning outcomes by the conclusion of the course:

Knowledge in Analytics

Students will develop a solid understanding of the fundamental concepts, theories, and principles that underpin data analytics. This includes knowledge of statistical methods, data mining techniques, machine learning algorithms, and other analytical tools.

Data Acquisition and Preparation

Students will learn how to gather, clean, pre-process and manage large and diverse datasets for analysis. This includes skills in data cleaning, data integration, and data transformation to ensure the accuracy and quality of data.

Exploratory Data Analysis

Students will gain the ability to visually and quantitatively explore data to identify patterns, trends, and anomalies. This involves using tools to create meaningful visualisations and conducting exploratory statistical analysis.

Predictive and Prescriptive Analytics

Students will learn how to build predictive models using machine learning algorithms to forecast outcomes and make informed decisions. They will also delve into prescriptive analytics to provide actionable insights and recommendations.

Data Visualisation and Communication

Students will master the art of conveying complex insights through effective data visualisation techniques. They will learn to create compelling visual representation that aid in the conveying data-driven narratives to various stakeholders.

Business Strategy Integration

Students will understand how to align data analytics with business goals and strategies. They will learn to identify opportunities where data-driven insights can drive organisational growth, efficiency, and innovation.

Ethical, Fiduciary and Legal Considerations

Students will be educated on the ethical, fiduciary and legal implications of handling data, including issues related to privacy, security, and compliance. They will develop a strong sense of responsibility in using data ethically.

Problem-Solving and Critical Thinking

The course will hone students' analytical and critical thinking skills. They will be able to tackle complex business challenges, dissect problems, and devise data-driven solutions.

Real-World Projects

The course includes hands-on projects where students work with real-world datasets and scenarios. This practical experience helps students apply their learning to actual business challenges, fostering practical skills and confidence.

Communication and Collaboration

Students will develop strong communication skills, both written and verbal, to effectively convey their findings to both technical and non-technical stakeholders. Collaboration skills will also be emphasised, as data analytics often involves interdisciplinary teamwork.

Industry-Relevant Tools

Students will become proficient in using industry-standard tools for data manipulation, analysis, and visualisation. Common tools include programming languages like Python or R, data visualisation libraries, and machine learning frameworks.

Overall, the Master of Information Technology course provides students with a holistic education that blends technical skills with business acumen, enabling them to harness the power of data to make informed decisions, drive innovation, and contribute effectively to the ever-evolving landscape of data-driven industries.

7. Course – Master of Information Technology

The Master of Information Technology (MIT) is a multidisciplinary degree that cultivates the advanced skills and knowledge essential for success in a data-centric world.

This course addresses the global demand for adept business professionals capable of supporting management decision-making through effective information technology solutions (IT).

In the Master of Information Technology, students will acquire both theoretical and practical expertise, enabling them to diversify their career trajectory across IT domains. Expertise will be developed in designing, analysing, implementing and evaluating technology-driven solutions for a range of business contexts. The course includes critical analysis of contemporary technologies, communication strategies and approaches to engage with diverse stakeholders.

The course design also facilitates seamless integration into other educational pathways for advanced career growth, such as pursuing a Master of Business Administration. It extends opportunities for deepening knowledge and insight into Australian business contexts and practices. Structured as a full-time study course, the course spans two years.

a) Qualification to be Awarded

The Master of Information Technology is the qualification that students will achieve upon the successful completion of the entire course. The Master of Information Technology is classified as an Australian Qualifications Framework (AQF) level 9 qualification. This qualification signifies a high level of proficiency, expertise, and mastery in the field of Information Technology. It represents the culmination of the student's academic journey within this course and attests to their advanced knowledge, skills, and capabilities in utilising data and technology for business decision-making and strategic planning.

b) Course Learning Outcomes

The following table outlines the Course Learning Outcomes (CLO) for MIT.

Number	Descriptor
CLO 1	Demonstrate mastery of a complex body/bodies of knowledge in Information Technology.
CLO 2	Evaluate intricate information, problems, concepts and theories in Information Technology.
CLO 3	Analyse and create appropriate, evidence-based solutions to a range of problems in Information Technology domains using critical, reflective and innovative thinking.
CLO 4	Persuasively communicate complex information in clear, concise, and coherent manner to a range of audiences.
CLO 5	Critically appraise and ethically apply key technologies in various organisational settings.
CLO 6	Work effectively in team-based roles, showcasing persuasive leadership and the ability to collaborate seamlessly.

c) Units Overview

The course comprises a total of 16 units, including 10 core IT units and 6 elective units. For the 6 elective units, students can choose either a Business Analytics specialisation or no specialisation.

To complete a Business Analytics specialisation, students must complete the 10 core IT units, 4 Business Analytics specialisation units, and any 2 additional electives. To complete the course without a specialisation, students must complete the 10 core IT units and any 6 electives.

Core units

The MIT includes the following core units:

Unit Code	Unit Name
MT811	Data Modelling
MT812	Programming
MT813	Professional Practice and Project Management
MT821	Cybersecurity Principles
MT822	Data Analytics and Visualisation
MT912	Artificial Intelligence
MT913	Network Management
MT914	Research Methodology
MT921	Cybersecurity Governance, Risk and Compliance
MT924	Research Project

Elective units

The MIT includes the following core units:

Unit Code	Unit Name	Business Analytics Specialisation
MT911	People Analytics	Yes
MT814	Applied Mathematics and Statistics	Yes
MT823	Business Intelligence Analytics	Yes
MT923	Marketing Analytics	Yes
MT831	Entrepreneurship and Innovation	
MT832	Business Process Management	
MT833	Social Media Networks Analytics	
MT834	Information System Dynamics	

d) Unit Sequencing and Prerequisites

Year/ Semester	Unit Code	Unit Type	Pre-Requisites
Year 1 Semester 1	MT811 Data Modelling	Core	
	MT812 Programming	Core	
	MT813 Professional Practice and Project	Core	
	Elective (1)/Business Analytics Specialisation Elective (1)	Elective/Business Analytics Specialisation Elective	
Year 1 Semester 2	MT821 Cybersecurity Principles	Core	
	MT822 Data Analytics and Visualisation	Core	MT812 Programming
	Elective (2)/Business Analytics Specialisation Elective (2)	Elective/Business Analytics Specialisation Elective	
	Elective (3)/Business Analytics Specialisation Elective (3)	Elective/Business Analytics Specialisation Elective	
Year 2 Semester 1	MT912 Artificial Intelligence	Core	MT822 Data Analytics and Visualisation
	MT913 Network Management	Core	
	MT914 Research Methodology	Core	
	Elective (4)/Business Analytics Specialisation Elective (4)	Elective/Business Analytics Specialisation Elective	
Year 2 Semester 2	MT921 Cybersecurity Governance, Risk and Compliance	Core	MT821 Cybersecurity Principles
	MT924 Research Project	Core	MT914 Research Methodology and completed at least 8 core units.
	Elective (5)	Elective	
	Elective (6)	Elective	

e) Admission Criteria

The Admission Criteria are based on HEA's Admission Policy and Procedures. The policy and procedures provide guidelines for evaluating applications, considering special circumstances, and ensuring fairness and equity in the selection process. They ensure that the admissions process is aligned with the HEA's values, promoting merit-based selection while also accounting for diversity and inclusivity. Specific Admission requirements for the proposed course that must be met by students are detailed below.

- Must be 18 years of age or older
- Must have a complete bachelor's degree in any discipline from a registered Australian provider or equivalent.
- Must have passed in mathematics of Year 10 or equivalent.
- Must satisfy the English language proficiency requirements in any one of the tests as listed below. (only applicable for international student)

English Language Test	Minimum Required Score
International English Language Testing System (IELTS) – Academic	6.5 (no band less than 6.0)
Test of English as a Foreign Language (TOEFL) – Internet Based Test (iBT)	79 (writing no less than 21)
Pearson Test of English (PTE)	58 (no section less than 50)
Cambridge English Advanced (CAE)	176 (no band less than 169)

- Must provide a written statement to satisfy the Genuine Temporary Entrant Requirements as listed on the Department of Home Affairs website.

For information about admission process at HEA, please refer to HEA's Admissions Policy and Admissions Procedure on HEA's website.

f) Special Consideration for Aboriginal and Torres Strait Islander (ATSI) Applicants for Admission

HEA's Admissions Policy recognises the importance of providing equal opportunities and support for Aboriginal and Torres Strait Islander applicants. Special consideration is given to these applicants, acknowledging the unique historical and cultural contexts they bring to the educational environment. This recognition reflects the commitment to promoting diversity, inclusivity, and cultural awareness within the institution. The application for special consideration is undertaken as per HEA's Admission Policy and Admissions Procedure.

g) Alternative Admission Pathways

The Academic Board holds the authority to establish alternative admission pathways for specific groups of applicants, such as mature age students. These pathways are determined in accordance with the relevant policies and procedures, allowing for flexibility in recognising diverse experiences, backgrounds, and qualifications. These alternative pathways aim to ensure fair access and inclusion for

individuals who might not meet the standard admission criteria but possess valuable skills or experiences that are relevant to the course.

h) Recognition of Prior Learning and Credit Transfers

The Recognition of Prior Learning and Credit Transfers statement emphasises that the institution has established processes to assess and acknowledge students' relevant prior learning with credit transfers. These mechanisms recognise the value of a student's previous experiences and education, while the associated policy and procedure ensure that the assessment is fair, consistent, and aligned with the institution's academic standards.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) refers to the recognition and assessment of a student's prior learning experiences, which may include formal education, informal learning, work experience, or other life experiences. RPL acknowledges that individuals bring a wealth of knowledge and skills to their educational journey, even if those experiences were gained outside a traditional classroom setting. HEA evaluates whether a student's prior learning is equivalent to the learning outcomes of specific course components. If deemed appropriate, credits or exemptions may be granted, allowing the student to advance in their studies without duplicating what they have already learned.

Credit Transfers

Credit Transfers involve recognising and accepting credits earned in previous courses at the same institution or another institution. If a student has successfully completed coursework that is deemed equivalent to specific components of the master course, those credits may be transferred, reducing the overall number of credits required to complete the course. Credit transfers are often used to streamline a student's educational pathway and reduce redundancy in their studies.

Credit and Recognition of Prior Learning Policy and Procedure

The Credit and RPL Recognition Policy and Procedure outlines the specific guidelines, criteria, and processes that HEA follows for evaluating and granting credit transfers and Recognition of Prior Learning. This policy ensures transparency, consistency, and fairness in assessing students' prior learning experiences. It may specify documentation requirements, assessment methods, and the criteria for determining equivalency of prior learning and the course's learning outcomes.

i) Course Fee

For **international** students:

- Total course fee: AUD 48,000.00
- Semester fee: AUD 12,000.00 (total of 4 semesters in the course)
- Unit fee: AUD 3,000.00 (total of 16 units)

For **domestic** students:

- Total course fee: AUD 44,000.00
- Semester fee: AUD 11,000.00 (total of 4 semesters in the course)

- Unit fee: AUD 2,750.00 (total of 16 units)

Note: Higher Education Australia (HEA) reserves the right to increase its fees and charges at any time with reasonable notice to the student. Whilst fees or charges may change at any time, no student will be disadvantaged for any given year in which they are already enrolled. This means that once a student is enrolled, the fees and charged for that student for that year of study will not change. Any increase in fees will apply from the next calendar year. Other than in exceptional circumstances, the maximum increase of fees in any year over the previous year will be capped at 10%.

j) Course Duration

The MIT course at HEA comprises of sixteen units. Each unit carries a credit value of 12 points; therefore, the full course consists of 192 credit points. A full-time study load would include four units per semester. HEA will offer two semesters per year, therefore the minimum duration for completion of all sixteen units is two years. For students not following a full-time study pattern, the maximum time for completion is four years. Each semester is fourteen weeks long, with units delivered over a fourteen-week cycle that includes the following.

- **Lectures and Tutorials:** The core of the learning process takes place during twelve (12) weeks of lectures and tutorials. During this phase, students engage with course content, interact with academics, participate in discussions, and undertake assignments.
- **Unit Revision/Private Study Hours:** Following the twelve weeks of lectures and tutorials, there is a designated week for revision. This is an opportunity for students to review and consolidate their understanding of the material covered in the previous weeks.
- **Invigilated Assessment/Final Exam:** The final week of the fourteen-week unit duration is allocated for invigilated assessment which may include written paper examinations, presentations, panel discussions and other contemporary forms of assessment appropriate to the field of study.

k) Semester Overview

Duration of Semester:

Each academic semester spans a total of 14 weeks. This period encompasses all the scheduled teaching and learning activities. assessments, and evaluations for a particular unit of study follow this period.

Invigilated Assessment and Review Week:

For units that include a final invigilated assessment as part of the assessment, the 14-week semester is structured as follows:

- Week 1-12: Lectures, tutorials, coursework, and assessments.
- Week 13 Unit Revision/Private Study Hours: This provides students with the opportunity to revise and consolidate their learning, preparing for the invigilated assessment.
- Week 14 Invigilated Assessment/Final Exam: The final invigilated assessment will be conducted during this week.

Assessment Submission for units without final invigilated assessment:

For units that do not include a final invigilated assessment item, the timing of assessments is slightly different:

- Week 1-12: These weeks cover lectures, tutorials, coursework, and assessments, similar to units with exams.
- Week 13-14: The final piece of assessment is usually due during these weeks. This assessment could be a project, paper or other forms of evaluation specific to the unit.

l) Modes of Delivery

The "Modes of Delivery" section outlines HEA's strategy for delivering the Master of Information Technology course using a combination of face-to-face (F2F) classes and virtual classrooms via the LMS. This approach provides both traditional classroom engagement and the ability to seamlessly transition to virtual learning in exceptional situations such as a pandemic, ensuring a flexible and effective learning experience for all students.

Face-to-Face (F2F) Delivery

The primary mode of teaching for all classes within the course is face-to-face (F2F). This implies that students have the requirement to physically attend classes in a traditional classroom setting. In this context, "face-to-face" means students attend classes in person and engage directly with instructors and fellow students.

Virtual Classrooms via LMS

The F2F delivery mode also includes the option of virtual classrooms conducted through the Learning Management System (LMS). An LMS is a digital platform that facilitates online teaching and learning. In the case of virtual classrooms, students and academics connect online in real-time, engaging in discussions, presentations, and collaborative activities as if they were in a physical classroom. This virtual setup offers flexibility and accessibility for students who may not be able to attend in person due to compelling reasons.

Adaptation to Unexpected Events

The Academic Board has the authority to immediately transition to alternative modes of delivery in the event of an unexpected disruption to face-to-face delivery such as a pandemic outbreak. HEA has integrated technology into its teaching approach. The Learning Management System (LMS) serves as a crucial platform for hosting virtual classrooms and facilitating online interactions. This technology allows for continuity of education even when physical attendance is not possible in such unprecedented times

m) Expected Workload for Students

It is expected that student will commit to a minimum of ten (10) hours of study per week to each unit of study. Each unit will consist of three (3) hours of learning activities led by academics and then students are expected to commit an extra seven (7) hours of self-study to reinforce the contact hours. The three (3) hours of learning activities per week includes lectures, discussions, tutorials and workshops. The nature of the academic-led learning activities will vary from unit to unit, based on the

content and learning objectives of the unit. A standard study-load for a full-time student will be four (4) units of study per semester equating to a minimum of forty (40) hours per week over the semester.

n) Assessment Philosophy

The assessment philosophy of the course is founded on a comprehensive approach that integrates both formative and summative assessment activities within each unit. These assessments have been strategically aligned across the entire course to establish a diverse array of assessment strategies, allowing students ample chances to showcase their learning. In essence, the assessment philosophy underscores a balanced and structured evaluation approach that encourages students' holistic learning and growth while maintaining transparency and clarity in assessment expectations. The different types of assessment are designed in such a way that the workload for each unit is equivalent.

o) Referencing

Referencing within the course adheres to the guidelines of the American Psychological Association (APA) referencing system. This system is employed to ensure the proper attribution and acknowledgment of sources used in academic work. APA referencing is recognised for its comprehensive and structured approach, which aids in maintaining the integrity of scholarly work and facilitating effective communication of ideas. Under the APA referencing system, sources such as books, articles, websites, and other forms of information are cited consistently, providing readers with the necessary details to locate the referenced materials. This practice enhances the credibility of academic writing and honours the intellectual contributions of others. By adopting the APA referencing system, the course underscores its dedication to scholarly rigour and the responsible use of external sources, fostering a culture of academic integrity and effective communication within the educational community.

p) Adjustment to Assessment Arrangements

All written and recorded assessment items will be submitted through HEA's Learning Management System. The submission process will include submitting through software such as Turnitin before final submission for assessment to mitigate against breaches of academic integrity.

All assessments are due at 5pm (Melbourne, Victoria time) on the due date, unless an application for special consideration (extension or deferral) has been approved in accordance with HEA's Assessment and Moderation Policy and Assessment and Moderation Procedure.

If a student is unable to undertake or complete an assessment due to adverse circumstances, they can apply for assessment extension and such application will be assessed in accordance with HEA's Assessment and Moderation Policy and Assessment and Moderation Procedure.

q) Penalty for Late Submission

Students who submit assessment late without an approved extension will receive a penalty of 5% of the total possible mark per calendar day. If a submission is overdue by more than ten (10) calendar days, the work will not be assessed and a mark of zero will be given.

r) Providing Feedback: Student Evaluation System (SES)

Students' feedback on their experiences within the course is important because it assists HEA to improve the learning experience of units and courses for future students.

We encourage students to provide informal feedback directly to the unit and course co-ordinators. HEA will also collect anonymous feedback systematically through the Student Evaluation Survey (SES), which is comprised of two student evaluation instruments: the Student Evaluation of Unit (SEU) and the Student Evaluation of Teaching (SET). Students are asked to complete the SEU and SET near the end of each unit. SEU and SET results are anonymous and are not made available to the teaching staff in the unit until after HEA has released final grades.

s) Educative Use of Generative Artificial Intelligence

The course is designed with an educative approach to the use of Generative Artificial Intelligence and related technologies with the aim of supporting the achievement of Graduate Attributes and the Course Learning Outcomes. Course design, delivery and assessment seek to uphold the principles of academic integrity and prepare students to ethically use these technologies in the workplace. Academics will explicitly instruct students on when and how these technologies may be used for each piece of assessment. Students will be given clear and explicit guidelines on how to acknowledge the use of these technologies when they have been authorised for use in completing assessment tasks. Any unauthorised or unacknowledged use of these technologies will be treated as breaches of academic integrity as per the Academic Integrity Policy and Academic Integrity Procedure.

8. Nurturing Student Progression and Comprehensive Support

In the pursuit of fostering a conducive and thriving educational journey for students, HEA is committed to providing a holistic framework of support and guidance that spans multiple facets of student life. This comprehensive support system underscores HEA's dedication to empowering students not only academically but also in their personal growth and progress.

a) Accessible Information for Aspiring Students

Prospective students are granted access to essential information through multiple channels. The course ensures that prospective students can explore relevant details through HEA's official website, which provides a comprehensive overview of the course and its offerings and the HEA Student Handbook that encompasses crucial insights into course structure, expectations, and resources.

b) Empowering Second Language Learners (English Support)

HEA is committed to supporting students whose primary language is not English. This assistance is seamlessly integrated into various aspects of student support, progression, admission, and is outlined

in the Student Handbook. Recognising the potential challenges faced by second language learners, the course strives to provide a nurturing environment that enables their successful integration and engagement.

c) Structured Progression Framework

Guidelines for student progression are meticulously laid out in HEA's Student Academic Progression Policy and Student Academic Progression Procedure. This policy and procedure outline the criteria and expectations for students to progress effectively through the course. It provides clarity on what is required for students to advance to subsequent stages and how they can navigate potential academic challenges.

d) Empowering Students at Risk

The course remains attuned to the needs of students who might be at risk of facing academic difficulties. HEA's Student Academic Progression Policy and Student Academic Progression Procedure comprehensively elucidate the process of identifying and assessing students at risk, followed by the mechanisms put in place to provide them with targeted support. This proactive approach demonstrates the course's commitment to ensuring that every student has the opportunity to succeed.

e) Comprehensive Support and Wellbeing

HEA recognises the significance of holistic student development beyond academic achievement. It provides an array of support mechanisms aimed at enhancing student wellbeing and ensuring a positive overall experience. This commitment to student support is intricately detailed in HEA's Student Wellbeing and Support Policy and Student Wellbeing and Support Procedure.

f) Support for International Students

HEA recognises that international students may require additional support to transition into a different academic and non-academic environment from the one in their home country. To facilitate this transition, several policies and procedures are in place, including the Student Orientation Policy, Student Orientation Procedure, Student Wellbeing and Support Policy, Student Wellbeing and Support Procedure, Student Academic Progression Policy, and Student Academic Progression Procedure.

g) Effective Assessment Feedback Loop

The course's approach to assessment emphasises formative and constructive feedback. The Assessment and Moderation Policy and Assessment and Moderation Procedure delineate how students receive timely and meaningful feedback on their assessments. This feedback contributes to their continuous improvement and facilitates a deeper understanding of the subject matter.

h) Scholarly Writing, Plagiarism and Copyright

In the realm of academia, embodying the essence of being a 'scholar' involves engaging with the work of others in multifaceted ways. This might encompass extending and refining one's own ideas, critically appraising the contributions of others, or pushing the boundaries of existing theories. An integral aspect of the learning journey entails synthesising information from diverse sources, encompassing factual data, calculations, visual artifacts, and written content. In this process, it is

paramount to uphold the principles of ethical scholarship, including the meticulous acknowledgment of sources through accurate referencing. Neglecting this ethical responsibility could potentially lead to instances of plagiarism or academic misconduct.

The spectrum of academic misconduct and unacceptable behaviours spans several forms, encompassing:

- **Plagiarism:** This includes the unacknowledged replication of others' work, whether written or otherwise.
- **Collusion:** Engaging in illicit presentation of another's work or unauthorised team collaboration.
- **Purchasing Assignments:** Infringing upon academic integrity by procuring paid assignment submissions.
- **Forgery of Documents:** This entails falsifying documents like medical certificates, references, or academic records.
- **Copying:** Cheating during exams, class tests, or quizzes by illicitly copying.
- **Reusing Previous Work:** While reusing one's prior work might seem convenient, unless explicitly stipulated, it's not permissible for meeting new assessment criteria.
- **Using generative artificial intelligence sources without specified referencing requirements**

HEA's *Academic Integrity Policy and Academic Integrity Procedure* provide details on how these issues will be managed.

9. Living in Melbourne (For International Students)

a) Preparing Before You Arrive:

Visa and Legal Requirements:

- **Getting Your Student Visa:** Start by applying online through the Department of Home Affairs. Make sure you meet all the requirements and have necessary documents ready. Here's a helpful link - <https://www.homeaffairs.gov.au>
- **Considering Migration Agents:** If you're feeling overwhelmed by the visa process, consider consulting a migration agent. They can help navigate the complexities and ensure everything's in order.

Finding a Place to Live:

- **Types of Accommodation:** Melbourne offers a range of options from dorms to shared apartments and homestays.
- **Start Early:** Accommodation can fill up fast, so start looking as soon as you can. Being close to campus or in a neighbourhood you love can make a big difference.

Health Cover and Insurance:

- **Overseas Student Health Cover (OSHC):** You'll need this before arriving to cover medical costs while you're here. Compare providers like Allianz, Medibank, and others to find the right plan for you.

- **Travel Insurance:** Consider travel insurance for trips within Australia and back home. It's good to have peace of mind!

Getting Here:

- **Booking Your Flight:** Aim to arrive a bit before your orientation starts. It gives you time to settle in and explore.
- **Getting from the Airport:** Arrange transport to your accommodation in advance. Services like airport shuttles or rideshares such as Uber are convenient options.

b) Essentials Upon Arrival:

Settling into HEA:

- **Orientation Programs:** Don't miss these—they're packed with info about the campus, academic life, and where to find support.
- **Registering and IDs:** Get yourself registered with HEA, grab your student ID, and set up your HEA email. It's your key to everything!

Banking and Finances:

- **Setting Up a Bank Account:** Head to a local bank with your passport, visa, and proof of enrolment. They'll help you set up an account.
- **Currency Exchange:** Change some money into Australian dollars for your initial expenses. You can do this at banks or reputable currency exchange spots.

Staying Connected:

- **Phone and Internet:** Grab a local SIM card for your phone. Providers like Telstra or Optus offer good plans. You can also find these at your local supermarket.

Getting Around Melbourne:

- **Public Transport:** Melbourne's got great trains, trams, and buses. Get a Myki card for easy travel—it's cheaper than paying cash. The PTV app helps with routes and schedules.
- **Exploring on Foot or Bike:** Melbourne's pedestrian-friendly, and cycling's popular too. Consider renting a bike or just taking a stroll—it's a great way to discover the city.

c) Important Contacts

Services	Contact
Ambulance, Fire and Police	Call (000)
COVID-19 Pandemic Assistance	Call (1300 650 172) https://www.dhhs.vic.gov.au/coronavirus
Tertiary Education Quality Standards Agency (TEQSA)	Call (1300 739 585 or 0437 390 024) https://www.teqsa.gov.au/
Victorian Ombudsman	Call (0409 936 235) https://www.ombudsman.vic.gov.au/
Department of Home Affairs	Call (131 881 - In Australia, +61 2 6196 0196 - Outside Australia) https://immi.homeaffairs.gov.au/
Australian Taxation Office	https://www.ato.gov.au/
Victoria Legal Aid	Call (1300 792 387) https://www.legalaid.vic.gov.au/
Mental Health Support	Head to Help (phoneline and hubs) Phone: 1800 595 212 Website: https://headtohelp.org.au/ Beyond Blue Mental Health Support line Phone: 1300 22 4636 (24 Hrs) Lifeline Mental Health Support line Phone: 13 11 14 (24 Hrs)
Family Violence Support	Orange Door Website: https://orangedoor.vic.gov.au/ 1800 RESPECT Phone: 1800 737 732 Website: https://1800respect.org.au/
Study Melbourne	Call (1800 056 449) Website: https://www.studymelbourne.vic.gov.au/
National sexual assault, domestic Violence counselling services	Call: 1800737732

10. Staying Safe on Campus and Online

At Higher Education Australia we believe in a values-based culture of care that encompasses all aspects of wellbeing, safety and health. This section outlines your responsibilities and rights in maintaining a safe learning environment. It covers essential safety practices, procedures for reporting concerns, and the support available to you. By understanding and engaging with these guidelines, you can help us create a secure and supportive community.

Student Responsibilities:**Safety and Security:**

- Take responsibility for your own safety and be proactive in minimising risks.
- Report any health and safety concerns or hazards to appropriate staff members immediately.
- Be aware of your surroundings and follow safety precautions provided by HEA.

Online Safety:

- Secure your online accounts and regularly update your privacy settings to protect against cyber abuse and identity theft.
- Report any suspicious online activity or cyber abuse immediately. This includes cyberstalking, trolling, fake accounts, online hate, and doxing.

Health and Wellbeing:

- Seek help if you are experiencing mental health issues or emotional distress.

Student Rights:**Safe Environment:**

- You have the right to a safe and healthy environment both on and off campus.
- You are entitled to be treated with respect and to feel secure at HEA, free from bullying, discrimination, harassment or gender-based violence.

Support Services:

- Access our free confidential counselling for issues such as stress, anxiety, depression, and other personal concerns.
- In emergencies, contact emergency services immediately by calling 000, or reach out to HEA's student support services for assistance.

Reporting:

- Report any incidents of sexual harassment, assault, or discrimination to HEA's Dean or CEO.

Emergency Support

In the event of an emergency please call 000 for police, ambulance or fire. Additional support services within Australia include:

- Lifeline 131 114
- Victorian Mental Health Services <https://www.vic.gov.au/current-mental-health-resources-support-services>
- Suicide Call Back Service 1300 659 467 <https://www.suicidecallbackservice.org.au/>
- Victorian Transcultural Mental Health Service <https://vtmh.org.au/>
- Sexual assault, domestic and family violence counselling service 1800 737 732
- MensLine Australia 1300 789 978
- Gay & Lesbian Counselling Service of Victoria 0412 173 944
- Alcohol and Drug Information 1800 422 599
- G-Line (gambling) 1800 633 635

For more detailed information about health and safety policies, and the support services available, please refer to HEA's Health and Safety Policy and Procedure and Student Wellbeing and Support Policy and Procedure available at HEA's website.

11. Student Support

HEA provides students with number of support services, including, but not limited to:

- Language and literacy support (particularly for international students)
- Assignment writing
- Time management
- Academic integrity training
- Use of technology like Moodle, Turnitin etc.
- Complaints and resolutions processes
- Additional one on one support offered by lecturers
- Job applications
- Assistance with finding accommodation (particularly for international students)
- Counselling services
- Special consideration for students with disabilities
- Special consideration for Aboriginal and Torres Strait Islander students

If students are unsure about the support service that may be provided by HEA, please contact Student Support Services at email: studentsupport@highereducationaustralia.org or call: 1300 619 754.

For further information, please refer to HEA's Student Wellbeing and Support Policy and Procedure available at HEA's website.

Support for students with special needs

Students with a disability are encouraged to identify their special need during the admission process and register with Student Services following their admission so their needs can be met, and all reasonable adjustments made to their studies where required.

Our staff ensure that appropriate teaching and assessment arrangements are made for students with special needs. Adjustments may include:

- Assessment and exam adjustments;
- Alternative formatting;
- Timetable adjustments;
- Access to assistive technology;
- Lecture support

Support for Aboriginal and Torres Strait Islander students

Our staff take all reasonable steps to make students aware of the importance of understanding the culture of Aboriginal and Torres Strait Islander students. The term 'social and emotional wellbeing' is used by to describe the social, emotional, spiritual, and cultural wellbeing of a person.

HEA supports the nine guiding principles that define the 'social and emotional wellbeing' concept and emphasise that it is a strength-based understanding of health:

- Health as a holistic concept;
- The right to self-determination;
- The need for cultural understanding;
- The impact of history in trauma and loss;
- Recognition of human rights;
- The impact of racism and stigma;
- Recognition of the centrality of kinship;
- Recognition of cultural diversity; and
- Recognition of Aboriginal strengths.

Culturally safe and responsive, person-centred services and support are provided to Aboriginal and Torres Strait Islander students as required.

12. Code of Conduct

At Higher Education Australia all students are expected to adhere to the Code of Conduct, which promotes ethical behaviour, respect, and responsibility within the HEA community.

Seek Excellence

- **Integrity and Fairness:** Maintain high standards of integrity, equity, and fairness.
- **Honesty:** Be intellectually honest and comply with ethical and legal obligations.

Act with Integrity and Ethical Behaviour

- **Confidentiality:** Respect privacy and confidentiality.
- **Reputation:** Behave in a way that upholds the integrity and good reputation of HEA.
- **Resource Use:** Use HEA resources responsibly and sustainably.

Always Behave with Respect for Others

- **Courtesy:** Treat everyone with respect and avoid discrimination, harassment, or bullying.
- **Safety and Health:** Contribute to a safe and healthy environment.
- **Equity:** Ensure fairness and justice for all members.
- **Academic Integrity:** Avoid cheating and report academic misconduct.

Embrace Sustainability and Social Responsibility

- **Environmental Impact:** Use HEA resources responsibly and sustainably to minimise environmental impact.
- **Social responsibility:** Contribute to the social and cultural wellbeing of our communities, in particular the Aboriginal and Torres Strait islander custodians of the land.

Public Comments

- **Private Capacity:** Engage in public debates privately and avoid using HEA affiliation unless authorised.

Freedom of Expression and Freedom of Association

- **Rights:** Uphold the right to freedom of expression and association as per relevant laws.

Should you require further information about the above principles, please refer to HEA's Code of Conduct available at HEA's website.

13. Bullying, Discrimination, Harassment and Gender-based Violence

At Higher Education Australia, we are dedicated to creating a respectful, inclusive environment for all students free from bullying, discrimination, harassment, and gender-based violence

Rights and Responsibilities

- **Respect and Dignity:** You have the right to work and study in an environment that values equity, diversity, and inclusion. This means you should not experience or witness any form of bullying, harassment, discrimination or gender-based violence.
- **Report Concerns:** If you encounter or witness any behaviour that you believe constitutes bullying, harassment, discrimination, or gender-based violence you are encouraged to report it. HEA has a zero-tolerance policy for such behaviour and reporting incidents helps ensure a safe learning environment for everyone.
- **Act Responsibly:** While you have the right to be free from misconduct, you also have a responsibility to behave respectfully towards others. Avoid any actions or communications that could be perceived as bullying or harassment.

Reporting Procedures

- **How to Report:** You can report any incidents of bullying, harassment, or discrimination to HEA through various channels. This includes:
 - Talking to the person directly only if there is safety and confidence in their ability to do so and tell them their behaviour is unacceptable and must stop.
 - Make a written complaint according to the Staff or via the *Student Complaints and Appeals Policy and Procedure*.
 - In cases of sexual assault HEA may be required to report the incident to the police or other relevant authorities.
 - If you are in immediate danger, call Police on 000.
- **Confidentiality:** All complaints are handled with confidentiality and respect. You can expect that your concerns will be addressed promptly and fairly, with the aim of resolving issues in a just manner.
- **No Retaliation:** HEA does not tolerate any form of victimization or retaliation against those who report misconduct. You are protected when you come forward with concerns.

Available Support

- **Support Services:** HEA offers support to students affected by bullying, harassment, discrimination, or gender-based violence.

For further details about bullying, discrimination, harassment and gender-based violence, please refer to HEA's Bullying, Discrimination and Harassment Prevention Policy and Procedure available at HEA's website.

14. Informal Student Complaints or Grievance

HEA encourages all its students to raise their complaint or grievance which may be related to academic or non-academic aspects of their engagement with HEA.

In the first instance of a grievance being experienced, the student is encouraged to raise the matter informally with the relevant staff member or other party and make every reasonable effort to resolve the matter as soon as possible.

Informal complaints will be responded to promptly to avoid escalation.

Some informal complaints that may be resolved by speaking with the Dean, CEO or relevant nominee may include:

- *Dissatisfaction with HEA's processes;*
- *Classroom environment and disruptions;*
- *Teaching methods and feedback timeframes;*
- *Lack of adequate quantity of resources.*

If a resolution does not occur at this informal level or is not applicable or appropriate, the student may lodge a formal complaint.

15. Formal Student Complaints and Appeals

Students have the right to provide feedback and raise complaints about academic or administrative issues. HEA is committed to handling all student complaints and appeals confidentially, fairly, and promptly. Our goal is to address concerns in a transparent and respectful manner, ensuring a resolution as quickly as possible.

Responsibilities:

- **Timeliness:** Complaints must be lodged within 6 months from the date the issue arose or from the date of graduation/cessation of enrolment.
- **Documentation:** Formal complaints should be adequately recorded and communicated, and all steps of complaint handling must be documented.
- **Confidentiality:** Student making the complaint, and all parties involved in the complaint process will be treated with respect and HEA will maintain the confidentiality of the complainant to the extent possible.

Rights:

- **Access to Process:** Students have the right to a clear, well-publicised, and transparent complaint handling system at no cost.
- **Fair Treatment:** Complaints and appeals will be handled objectively, fairly, and in confidence, following principles of natural justice.
- **Support:** Students may have an advocacy or support person during the complaint handling and appeal process.

- **Non-Retaliation:** There will be no retaliation or discrimination against students for lodging a complaint.
- **Ongoing Enrolment:** Students will remain enrolled while an internal complaint or appeal is in progress.

Reporting Procedures:

- **Submission:** Complaints should be lodged formally, and HEA will act on them within 10 business days.
 - The complaint must be lodged in writing on the *Student Formal Complaints Form* and must be signed and dated with relevant evidence and documents attached, as instructed on the form.
 - The *Student Formal Complaints Form* is available on the HEA website.
 - The student must lodge the form and supporting attachments via email as directed on the form.

HEA's Student Complaints and Appeals Policy and Procedure includes further details of the above process. The policy and procedure are available at HEA's website.

16. Teach Out

Students enrolled in a course that is being phased out or discontinued out will be supported through a structured teach-out and transition plan. Our Teach-out plan ensures that students can complete their studies without facing disadvantages or additional burdens.

Student Rights and Responsibilities:

- **Completion of Studies:** You have the right to finish your course as planned without being unfairly affected by the course discontinuation.
- **Communication:** You will receive timely and clear information about the phase-out process and how it affects your studies.
- **Support:** HEA will continue to provide necessary teaching resources and learning support throughout the teach-out period.
- **Fee Refund and Tuition Protection:** Safeguards are in place to protect your tuition fees during this transition.

For additional information, please refer to Teach Out Policy and Teach Out Procedure available at HEA's website.

17. Enrolment Variation

Higher Education Australia recognises that there are many reasons why a student may need to vary their enrolment by adding to substituting, delaying or withdrawing from courses, or through suspension. HEA is committed to providing quality service to its prospective and existing students. Below is a guideline that students can use to assist with enrolment variation.

Responsibilities:

- **Timely Application:** Students must submit their deferral, suspension, or withdrawal requests using the *Application to Defer, Suspend or Withdraw Enrolment Form* and provide all required supporting documentation as noted on the form.
- **Visa Compliance:** International students must ensure that enrolment changes do not affect their visa status and must consult the Department of Home Affairs as needed.

Rights:

- **Course Adjustments:** Students can add or withdraw from units without financial penalty up to the census date. After the census date, withdrawals may incur penalties unless special circumstances apply.
- **Deferral:** Prospective students can request deferral before the course starts for compelling or compassionate reasons. Approved deferrals for international students will require notifying the Department of Home Affairs and may affect their visa.

The request will only be approved if there are compelling or compassionate reasons such as, or similar to, the following:

- a. Major illness or injury, where a medical certificate states that a student is unable to attend classes;
- b. Bereavement of close family members;
- c. A natural disaster or significant political unrest in a student's home or country;
- d. Where HEA cannot offer a prerequisite unit, or a student has failed a pre-requisite unit;
- e. A traumatic experience such as being involved in or witnessing an accident or a crime or being the victim of a crime.

Suspension: Students can apply for suspension due to compassionate or compelling reasons. International students must be informed about the impact can have on visa and course progression.

Withdrawal: Students may withdraw from their course at any time, but withdrawals after the census date may involve academic and financial penalties. Special circumstances can be considered for compassionate withdrawals.

Fees and Refunds: In some situations, HEA will refund tuition fees. Students need to refer to the Terms and Conditions attached to their Letter of Offer and agreement and to the *Student Fees and Refunds Policy and Student Fees Refund Procedure*.

For additional information, please refer to Enrolment Variation Policy and Procedure and Student Fees and Refund Policy and Procedure available at HEA's website.

18. Fees and Refunds

At Higher Education Australia, we are committed to managing student fees and refunds transparently and fairly, ensuring that your financial interests are protected. Below outlines your responsibilities and rights concerning the payment of fees, refund processes, and the conditions under which refunds or financial adjustments may be granted. It is important to understand how enrolment variations, including withdrawals and deferrals, can impact your fees and refunds. For further details on how to

navigate these processes and ensure compliance with HEA's Student Fees and Refund Policy and Procedure, available on our website.

What Students Can Do:

Fee Payment: Ensure that tuition fees are paid according to the schedule and guidelines provided by HEA.

Refund Requests:

- **Before Census Date:** Students must withdraw in writing before the census date to receive a full refund of tuition fees minus any administrative fees.
- **After Census Date:** Requests for refunds after the census date require special consideration and supporting evidence. These are reviewed on a case-by-case basis.
- **Deferment/Leave of Absence:** No refund of fees will be provided for deferments, leaves of absence, or extensions.

Procedure for Refunds:

- **Application:** All applications for refunds must be made in writing on the Refund Request Form and submitted to HEA.
- **Decision:** Refund requests are processed according to the policy, and decisions will be communicated to students.
- **Timing of refund:** When a refund is payable, and the application for a refund has been completed and submitted using the appropriate form, the refund will be processed within 14 days of the refund form being received by HEA.

Tuition Protection for International Students:

- **Course Non-Delivery:** If HEA cannot deliver a course, international students will receive a refund of unspent tuition fees or may be offered a place in an alternative course at no additional cost.

Complaints and Appeals:

- **Dispute Resolution:** If you are dissatisfied with the refund resolution, you can file a complaint according to the *Student Complaints and Appeals Policy and Procedure*.

Important Notes:

Higher Education Australia (HEA) reserves the right to increase its fees and charges at any time with reasonable notice to the student. Whilst fees or charges may change at any time, no student will be disadvantaged for any given year in which they are already enrolled. This means that once a student is enrolled, the fees and charged for that student for that year of study will not change. Any increase in fees will apply from the next calendar year. Other than in exceptional circumstances, the maximum increase of fees in any year over the previous year will be capped at 10%.

For further information, please refer to HEA's Student Fees and Refund Policy and Procedure.

19. Student Academic Progression

Students are expected to maintain a satisfactory level of performance academically to be able to progress through a course, for which requirements are clearly explained during students' orientation period.

A student is considered to have made unsatisfactory course progress if they fail 50% or more of their enrolled units in two consecutive semesters.

Students who are determined to be at risk of not meeting the course progression requirements are identified through early assessments and offered advice, support and remedial strategies to assist them to meet course requirements.

Academic Progress will be formally calculated at the end of each semester, however ongoing monitoring and feedback to students of their progress will occur through the teaching semester through formative assessment activities during weekly tutorials and early low-stakes assessment tasks. Feedback on progress will be provided to students usually within 10 business days.

International student who is considered to have made unsatisfactory course progress; it will have an impact on their student visa. HEA is required to inform Department of Home Affairs if an international student has been determined to make unsatisfactory progress in the course.

For international student it is the requirement of the student visa to maintain satisfactory course progress. HEA will provide all the reasonable support to its international students to help them maintain satisfactory course progress in accordance with its Student Academic Progression Policy and Student Academic Progression Procedure.

For further information refer to HEA's Student Academic Progression Policy and Student Academic Progression Procedure.

20. HEA Policies and Procedures

All Higher Education Australia's operations are informed by its policies and procedures as approved by the governance bodies namely Board of Directors and Academic Board. The policies and procedures ensure consistency, fairness, responsibility and accountability of HEA's operations.

HEA maintains repository of its policies and procedures on HEA's website.

Students who require further understanding of HEA's policies and procedures or have any questions, the queries can be emailed to admin@highereducatioaustralia.org.

21. Important Details for Students

Campus Address:

1 Queens Road, Melbourne, VIC, 3064

Campus Hours

Mon – Fri: 8am-6pm

Website link:

TBA

Useful Contacts:

Services	Contact
Ambulance, Fire and Police	Call (000)
COVID-19 Pandemic Assistance	Call (1300 650 172) https://www.dhhs.vic.gov.au/coronavirus
Tertiary Education Quality Standards Agency (TEQSA)	Call (1300 739 585 or 0437 390 024) https://www.teqsa.gov.au/
Victorian Ombudsman	Call (0409 936 235) https://www.ombudsman.vic.gov.au/
Department of Home Affairs	Call (131 881 - In Australia, +61 2 6196 0196 - Outside Australia) https://immi.homeaffairs.gov.au/
Australian Taxation Office	https://www.ato.gov.au/
Victoria Legal Aid	Call (1300 792 387) https://www.legalaid.vic.gov.au/
Mental Health Support	Head to Help (phoneline and hubs) Phone: 1800 595 212 Website: https://headtohelp.org.au/ Beyond Blue Mental Health Support line Phone: 1300 22 4636 (24 Hrs) Lifeline Mental Health Support line Phone: 13 11 14 (24 Hrs)
Family Violence Support	Orange Door Website: https://orangedoor.vic.gov.au/ 1800 RESPECT Phone: 1800 737 732 Website: https://1800respect.org.au/
Study Melbourne	Call (1800 056 449) Website: https://www.studymelbourne.vic.gov.au/
National sexual assault, domestic Violence counselling services	Call: 1800737732

22. HEA Support Services Contacts

Services	Contact
General inquiry (admissions, fees, refund etc)	Administration Team Email: admin@highereducationaustralia.org Phone: 1300 619 754 Address: HEA's Reception
Academic Support	Student Support Services Email: studentsupport@highereducationaustralia.org Phone: 1300 619 754 Address: HEA's Reception
Non-Academic Support	Administration Team Email: studentsupport@highereducationaustralia.org Phone: 1300 619 754 Address: HEA's Reception
Academic Complaints and Appeals	Dean Email: dean@highereducationaustralia.org Phone: 1300 619 754
Non-Academic Complaints and Appeals	Administration Manager Email: admin@highereducationaustralia.org Phone: 1300 619 754
IT Support	IT Support Officer Email: admin@highereducationaustralia.org Phone: 1300 619 754
Reporting bullying, harassment, discrimination or gender-based violence incident	Student Support Services Email: studentsupport@highereducationaustralia.org Phone: 1300 619 754 Address: HEA's Reception If you are in an immediate danger, call Police on 000.

23. Academic Calendar

Master of Information Technology			
	Start Date	Finish Date	Census Date
Orientation Week	Week 1		2 weeks prior to commencement
Exam Week	Week 14		

Public Holidays in Victoria 2026	
Holiday	Date in 2026
New Year's Day	Wednesday 1 January
Australia Day	Monday 26 January ²
Labour Day	Monday 9 March
Good Friday ¹	Friday 3 April
Saturday before Easter Sunday	Saturday 4 April
Easter Sunday	Sunday 5 April
Easter Monday	Monday 6 April
ANZAC Day ¹	Saturday 25 April
King's Birthday	Monday 8 June
Friday before the AFL Grand Final	Friday 24 September ³
Melbourne Cup	Tuesday 4 November ⁴
Christmas Day	Friday 25 December
Boxing Day	Saturday 26 December (additional public holiday on Monday 28 December)

All public holiday dates are accurate at the time of publishing, but may be subject to change. ¹ ANZAC Day, Good Friday and Christmas Day are restricted trading days. ² As Australia Day falls on a Sunday, the public holiday is on the following Monday. ³ Friday before AFL Grand Final typically falls on the last Friday in September. This website will be updated with the exact date upon release of the 2025 AFL schedule. ⁴ Melbourne Cup Day is a public holiday across all of Victoria unless alternate local holiday has been arranged by a non-metro council.