STUDENT CODE OF CONDUCT

Policy Code	STU02
Policy Lead	Director Learning and Innovation
Approving Authority	Board of Directors
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Relevant legislation or external requirements	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) (National Code: 3.5, 6, 8.4, 8.15, 9.3, 10.1) Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.3, 2.1.3, 2.2, 2.3, 2.4, 3.2, 3.3, 5.2, 5.3.5, 5.4, 6.2.1j, 6.3.3, 7.2) Higher Education Support Act 2003 Higher Education Provider Guidelines 2023 Higher Education Administrative Information for Providers Australian Human Rights Commission Act 1986 (Cth) Anti-Discrimination Act 1977 (NSW) Disability Discrimination Act 1992 (Cth) Racial Discrimination Act 1975 (Cth) Sex Discrimination Act 1984 (Cth) Age Discrimination Act 2004 (Cth) Fair Work Act 2009 (Cth) Work Health and Safety Act 2011 (NSW)
Related ASA Documents	Academic Integrity Policy Academic Misconduct Procedure Artificial Intelligence Policy and Procedure Student Support Framework Student Support, Wellbeing, and Health Policy and Procedure Discrimination, Bullying, and Harassment Policy and Procedure Sexual Assault and Sexual Harassment Policy and Procedure Privacy Policy Privacy Procedure Student Admissions Policy Student Admissions Procedure Student Assessment Policy Student Assessment Procedure Aboriginal and Torres Strait Islanders Participation Policy and Procedure Diversity and Equity Policy and Procedure Governance Charter Quality Assurance Framework

1. Purpose

This Code sets out the minimum standards of behaviour expected of all applicants and students at ASA Institute of Higher Education (**ASA**).

2. Scope

This Code applies to all ASA's applicants, students, and the staff who support these processes.

Students enrolled with ASA's educational partners are required to comply with the requirements of all institutions they are engaging with.

3.   Principles

The key principles that underpin this Code are:

*   Integrity

*   Honesty

*   Diversity

*   Equity

*   Inclusion

*   Respect

*   Engagement

*   Wellbeing, Health, and Safety.

4.   Definitions

Term	Definition
academic freedom	Comprises the following elements: • the freedom of staff, in the course of their academic activities, to educate, discuss, disseminate, and publish the results of those activities; • the freedom of staff and students, in the course of their academic activities, to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to those activities; • the freedom of staff and students to express their opinions in relation to the ASA in which they work or are enrolled; • the freedom of staff to participate in professional or representative bodies and associations; • the freedom of students to participate in student societies and associations; and • the autonomy of the ASA in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted

academic integrity	Academic integrity means:
	a. acting with honesty, fairness and responsibility in learning, teaching, and research,
	b. honesty in acknowledging others' ideas, text and data presented in one's own work, or one's own previous work when re-used,
	c. fairness and honesty in staff and student dealings with one another and
	d. striving for objectivity in academic decision-making, which includes:
	    i. not accepting inducements that may influence a decision and
	    ii. declaring possible conflicts of interest so that these can be recorded, assessed, and managed.

additional needs	Any needs that are specific to a particular student and are not met by current services and supports supplied by ASA. ASA may be able to make reasonable adjustments to meet additional needs.
allegation	A claim or report of behaviour that breaches expected standards of behaviour.
artificial intelligence (AI)	Artificial intelligence refers to the ability of systems or computers to do things that would normally require human intelligence. AI is used in many products and services we use daily, from search engines to smartphone assistance.

Term	Definition
generative artificial intelligence (GenAI)	Gen AI can understand instructions and produce or deliver meaningful content. It uses the data it was trained on to generate new data that has similar characteristics. Generative AI products are widely available, and they are expected to keep changing and improving quickly.
applicant	A person who has applied to study at ASA.
breach	An instance of a person behaving or acting in a manner as to not comply with the Code of Conduct or general community standards of behaviour.
domestic student	A domestic student is a student who is • an Australian citizen or an Australian permanent resident; or • a New Zealand citizen (or dual citizenship holders of either Australia or New Zealand); or • a person entitled to stay in Australia without limitation as to time, including a holder of an Australian permanent humanitarian visa.
domestic violence	Domestic violence refers to a pattern of abusive behaviour in an intimate or family relationship, or after separating from the relationship, that is violent, threatening, controlling, or otherwise intended to make a person feel unsafe. This includes physical violence as well as verbal and psychological abuse. It often involves the exploitation of uneven power dynamics including gender stereotypes.
educational partner	An organisation with whom ASA has a formal arrangement with for academic activities including: • joint, twin, or dual award arrangements • transnational delivery of courses arrangements • licensing or hosting arrangements • collaborative articulation arrangements • third party arrangements.
emergency contact	A person that can be contacted if there is a serious accident, event, or concern for a person's welfare.
equity	A quality of being fair and impartial, including the creation of equivalent opportunities for access and success in Australian higher education for historically disadvantaged or underrepresented student populations
formal academic activities	All activities that are scheduled by ASA and form part of a unit of study. They can include, but are not limited to: classes, lecturers, tutorials, forums, assessments, and discussions.
gender-based violence	Gender-based violence is violence that is used against someone because of their gender. It describes violence rooted in gender-based power inequalities, rigid gender norms, and gender-based discrimination.
historical disadvantage	The disadvantage resulting from historic patterns of institutionalised and other forms of systemic discrimination
intellectual property	Intangible property that is the result of creativity, such as patents, copyrights.
international student	An international student is a student who is not classified as a domestic student. An international student requires a student visa to enter Australia a stay onshore.
misconduct	Any conduct prohibited under this Policy and/or other policies and procedures of ASA.
offshore	Offshore refers to residing outside of Australia during all of their course of study.
onshore	Onshore refers to residing in Australia during part or all of their course of study.

Term	Definition
protected attributes	There is a range of federal and state legislation that prohibits discrimination and harassment on the basis of the following attributes or conduct: • Age • Breastfeeding • Disability • Family or carer's responsibilities • Marital or relationship status • Political conviction • Pregnancy or potential pregnancy • Race, colour, descent, nationality, ethnic, ethno-religious or national origin • Religion • Gender • Sexual orientation or preference • Transgender status • Actual or imputed characteristics of any of the attributes listed above • Association with a person identified by reference to any of the attributes listed above.
personal information	Personal information is information or an opinion (including information or an opinion forming part of a database) about an identified individual, or an individual who is reasonably identifiable, whether true or not, and whether recorded in material form or not. This can include: • an individual's name, signature, address, phone number or date of birth • financial or credit information • government identifiers (e.g. passport number) • photographs, video or voice recordings • internet protocol (IP) addresses • facial biometrics • location information from a mobile phone
Senior Management team	A group of senior operational staff who report to the CEO and have specific functional responsibilities within ASA. The Senior Management team consists of: • Chief Executive Officer/Principal • Academic Dean • Director International Recruitment • Director Learning and Innovation • Director Quality and Compliance • Director Student Experience
sensitive information	Sensitive information is a type of personal information and includes information about an individual's: • Health (including predictive genetic information) • racial or ethnic origin • political opinions • membership of a political association, professional or trade association or trade union • religious beliefs or affiliations • philosophical beliefs • sexual orientation or practices • criminal record • biometric information • biometric templates.

Term	Definition
session	A session at ASA is a scheduled time when formal teaching and learning activities take place. Each session is generally 2-4 hours long, but this may vary based on the unit and/or course. Students should attend all sessions that appear on their timetable for each unit.
sexual harassment	Sexual harassment is any unwelcome behaviour of a sexual nature that makes a person feel offended, humiliated, and/or intimidated. It may include, but is not limited to, unwelcome sexual advances, persistent questions relating to a person's sexual orientation or sex life, or unwelcome requests for sex or sexual favours. Sexual harassment is a form of sex discrimination, can be obvious or indirect, can be physical or verbal, can be repeated or one-off and can be perpetrated by any gender and towards any gender.
student	Includes enrolled students, students who have been accepted for enrolment but who have not yet commenced.

5. Policy Statement

1. Students are expected to assist ASA in maintaining and promoting a safe and respectful environment that supports an inclusive and diverse learning community with the highest standards of honesty and integrity.

2. Honesty and integrity are the cornerstones of academic and non-academic pursuits, requiring a strong commitment from all students. ASA wholeheartedly values and celebrates diversity, recognising the wide array of backgrounds and cultures represented amongst its student body. Students are not only expected to embrace these values but to actively contribute to the promotion of an inclusive atmosphere.

3. Every individual should be treated equitably and fairly. Every interaction among students, staff, and community members should be conducted with courtesy and respect. Students must proactively engage with, and participate in their learning activities, demonstrating their dedication to both academic success and personal growth.

4. At ASA, every member of the community enjoys certain rights, accompanied by corresponding responsibilities. Adherence to this Code will foster and support confidence in the integrity and quality of learning provided by ASA, while breaches of conduct may result in penalties.

5. Students are expected to adhere to this Code and assume responsibility for their actions and the ensuing penalties.

6. Student Responsibilities

6.1 Integrity and Honesty

Students at ASA are held to high standards of honesty and integrity, both in their academic and non-academic pursuits.

It is imperative that all documents and information submitted to ASA, including student surveys and personal details, are accurate and are updated as required. Students are expected to honour the *Letter of Offer* (**LoO**) they have signed, reflecting their commitment to ASA. This includes fulfilling their financial obligations, such as paying tuition fees and other charges in accordance with the terms outlined in the LoO. ASA retains the right to verify the authenticity of any correspondence or information when deemed necessary.

To uphold academic integrity, students must engage in academic activities with honesty and responsibility. Students must ensure that all submitted work is their own original work that

demonstrates that creative thinking and analytical effort have been applied. Students are encouraged to seek clarification or assistance from lecturers to support their academic success. All academic staff may be contacted outside of formal learning and teaching sessions to provide academic support.

ASA requires that students complete an academic integrity module to build their understanding and awareness of what constitutes academic misconduct. This module assists in developing students' knowledge of academic integrity and appropriate academic behaviours.

Students must be aware that commercial cheating services are illegal in Australia, and to be vigilant in utilising any support or assistance offered by businesses, websites, or other students. Teaching staff can provide additional clarification and support for students to ensure they are acting with academic integrity throughout their learning process.

Students may use Generative Artificial Intelligence (**Gen AI**), but must adhere to certain principles in order to maintain academic integrity. AI serves as a tool for learning, not a substitute for independent effort. Students should follow the guidance provided by ASA regarding the use of Gen AI to ensure that their submitted work reflects their own creativity and intellectual contributions. Further information regarding Academic integrity requirements and Gen AI are detailed in the *Artificial Intelligence Policy and Procedure*, the *Academic Integrity Policy,* and the *Student Academic Misconduct Procedure*.

Students are strictly prohibited from copying, sharing, or distributing ASA's intellectual property in any way, or enabling such actions by others, without explicit written permission from the Academic Dean. It is the responsibility of each student to maintain the confidentiality of assessment materials and actively support academic integrity at ASA. Further information is detailed in the *Intellectual Property Policy and Procedure*. Students are encouraged to communicate with their lecturer, course coordinators, or the Academic Dean if they have any questions.

6.2   Diverse, Equitable, and Inclusive Environment

ASA promotes and nurtures a diverse and inclusive environment, where students are encouraged to actively contribute to a collaborative and welcoming atmosphere. Students are encouraged to accept and be open to diverse cultures and practices, understanding that these differences enrich our community.

ASA upholds equity by ensuring equitable opportunities for applicants and students to apply, access, participate, and succeed in their educational endeavours. Students are expected to assist faculty staff in addressing and improving aspects of the learning environment that may hinder these opportunities by reporting any behaviours or incidents that do not comply with expected standards.

6.3   Respect

Students are expected to demonstrate respect towards others, including staff and fellow students. This behaviour is required during ASA's teaching, learning, assessment, and other activities, where students are expected to refrain from actions that would significantly disrupt or interfere with the rights of others.

Students are entrusted with the responsible and appropriate use and care of ASA's property, encompassing its facilities, resources, and the overall environment. Any potential damage or malicious act witnessed on the premises should be reported to ASA. The act of stealing or taking possessions without permission is strictly prohibited within ASA. Students are expected to carry their student cards to ensure easy identification whilst on campus.

ASA respects and protects the rights of staff and students. Students are to respect the rights of others to hold or express diverse views and opinions. Students should not compromise the physical or psychological safety of others, or unreasonably impair the freedom of others to pursue their studies and work. ASA reiterates the commitment to academic freedom professed in the *Governance Charter*.

6.3.1 Privacy and Confidentiality

Students must uphold the privacy and confidentiality of others' personal, academic, and commercial information, whether this information is provided through academic activities, work integrated learning (**WIL**) arrangements, or Student Representative Committee (**SRC**) meetings or activities.

Personal information shared by fellow students should not be disclosed without their explicit consent except in situations where disclosure is required by law, such as when requested by law enforcement authorities.

Students who may be required to collect or use information as part of their role, such as during WIL or SRC activities, should be aware of the confidentiality and privacy requirements, how to obtain appropriate consent, and how to protect the privacy of individuals appropriately in their activities.

For further guidance, please refer to the *Privacy Policy* and associated Procedure, as well as the *Work Integrated Learning Policy* and its associated procedure.

6.4   Engagement

ASA students must make genuine attempts to progress successfully through their courses. Students are expected to prepare adequately in advance for all learning activities. They are also expected to attend all enrolled sessions, and actively participate in discussions and activities.

Inadequate progression and/or low engagement may result in cancellation of enrolment. Onshore international students should be aware that this could also impact their compliance with student visa requirements. Details are provided in the *Student Enrolment and Attendance Policy and Procedure*, the *Student Progression and At Risk Policy* and its associated Procedure.

When undertaking individual assignments, students should work independently and ensure timely submission. In group projects, active collaboration with fellow students is expected, with each student contributing to the task as required by the assessment briefs and group agreements. Students must explicitly indicate their contributions and complete any self or group assessment accurately and fairly.

Students should dress appropriately for on-campus activities, online interactions, and during WIL placements.

6.5   Wellbeing, Health, and Safety

Students are required to strictly adhere to all Australian laws and regulations. Students share the responsibility of maintaining and promoting a safe, harmonious, and healthy learning environment.

To support ASA in maintaining accurate information, students are expected to provide ASA with accurate and up-to-date data, and check their ASA email account regularly. In accordance with the National Code Standard 3.5, students must ensure that ASA is informed **within 7 days** of any change to the following details:

- current residential address;

- mobile number (if any);

- email address (if any); and

- the person nominated as their emergency contact.

6.5.1 Hatred, Discrimination, Harassment, and Bullying

As part of ASA's commitment to respect, students are expected to actively work towards eliminating all forms of hatred, discrimination, harassment, and bullying within ASA community.

Physical or verbal abuse, bullying, improper influence and/or intimidation are unacceptable. Students are not to engage in any violent, threatening, or offensive conduct, behaviour or language while on ASA premises. Under no circumstance shall a student discriminate against others on the basis of a protected attribute.

Discrimination or hatred of any kind has no place, and is not tolerated at ASA, including but not limited to, religion, race, colour, descent, nationality, ethnic, ethno-religious or national origin along with other attributed groups. Students will assist in maintaining the principle of respect by reporting any occurrence of discrimination, bullying or harassment to ASA as per the *Diversity and Equity Policy and Procedure* and the *Discrimination, Bullying, and Harassment Policy and Procedure*.

Sexual assault and sexual harassment in any form will not be tolerated by ASA. The reporting and investigating process are specified in the *Sexual Assault and Sexual Harassment Policy and Procedure.*

Students are prohibited from inciting or encouraging others to take part in any conduct that could reasonably be considered misconduct under this Code or any other policy or procedure.

Students must not make false or trivial allegations as a means to harass another student or staff member or for the purpose of achieving an ulterior motive.

Students must understand and acknowledge that in addition to ASA's policies and procedures, students are at all times bound to comply with all relevant and applicable laws and law enforcement authorities. Any student found to have engaged in misconduct that amounts to discrimination, harassment, or bullying may face disciplinary action by ASA and may also be reported to the appropriate authorities.

6.5.2 Permitted Medication

Medication prescribed by a medical practitioner or available over the counter of a licensed chemist is permitted to be in the possession of students while on ASA's premises. For students' wellbeing and safety, students are expected to inform the lecturer and course coordinators if they have medication for emergency use. Personal medications should not be shared or given to any other student or staff member.

6.5.3 Smoking/Vaping

Smoking, including vaping, is strictly prohibited in all ASA's buildings. Those who wish to smoke or vape must use the designated smoking areas and ensure they are at least five metres from any doorway or window while smoking. When using a smoking area, care must be taken not to obstruct or block the access of others. In smoking areas, all litter should be disposed of correctly in the bins provided.

6.5.4 Alcohol and Illicit Drugs

Under no circumstances are students permitted to have in their possession, consume, distribute, produce, or be under the influence of any illicit drugs or alcohol on ASA's premises or whilst engaging in ASA activities. Such conduct will be subject to penalties as noted in this Code and may be reported to external authorities including law enforcement for investigation.

7. Students Rights and Expectations of ASA

ASA holds itself to a high standard and seeks to ensure that all students have a fantastic student experience and receive the necessary support and services to succeed in their courses. ASA has a *Staff Code of Conduct* that clearly indicates the standard expected of staff and a *Quality Assurance Framework* that indicates how high standards will be delivered and improved upon.

7.1 Integrity and Honesty

Students have the right to expect high standards of honesty and integrity from ASA staff and management. Honesty and integrity are essential for maintaining the ASA's reputation. All interactions between staff and students are expected to be transparent and professional. ASA staff and management will not engage in any form of unethical conduct either in academic or other matters.

ASA teaching staff will deliver courses and provide guidance in an ethical manner with high standards of professional and academic integrity. Teaching staff will deliver formal learning and teaching activities that support students to learn and succeed equitably and demonstrate thorough preparation.

Advice for students will be provided in the best interest of students. ASA will provide students with guidance and support to understand the concepts and applications of Artificial Intelligence (**AI**), and support students to use AI appropriately for their course of study. Further details are provided in the *Artificial Intelligence Policy and Procedure*.

Students are entitled to a fair and unbiased evaluation of their work. At ASA, grading, assessments, and feedback are evaluated based on the quality of the work and the achievement of learning outcomes. ASA ensures that students' grades accurately reflect their participation and contribution to the course. Further information is specified in the *Student Assessment Policy* and the *Student Assessment Procedure*.

7.2 Diverse, Equitable and Inclusive Environment

ASA is committed to fostering a diverse, equitable, and inclusive educational environment for all students. Each student is entitled to an environment that recognises, respects, and celebrates their unique cultural backgrounds and personal identities.

ASA provides an equitable environment for all students and applicants. ASA ensures equitable enrolment processes and entry requirements for all applicants. ASA seeks to address and reduce the under-representation and/or disadvantage experienced by identified groups, including Aboriginal and Torres Strait Islander peoples. Further information is provided in the *Admissions Policy*, the *Admissions Procedure*, the *Aboriginal and Torres Strait Islanders Participation Policy and Procedure*, and the *Diversity and Equity Policy and Procedure*.

ASA organises events to foster social cohesion and provides students with the necessary facilities and space to fulfil their cultural and religious needs. ASA observes significant dates on the calendar for various cultural, religious, and ethnic groups. By acknowledging and celebrating these occasions, ASA seeks to foster a more inclusive culture and increase the visibility of diversity within the community.

Using a student's preferred name is also an important part to fostering a diverse, equitable, and inclusive environment. ASA staff will refer to students by their preferred names, ensuring all individuals feel recognised, valued, and included, regardless of their gender, culture, or personal preferences.

7.3 Respect

All students have the right to feel comfortable communicating various perspectives and views in an environment where freedom of expression is respected. Whilst studying at ASA, students have the right to enjoy a respectful and disruption-free learning environment. ASA upholds freedom of expression while also standing against any form of prejudice or hatred. ASA is committed to providing a peaceful environment for students, staff and the community.

ASA protects and encourages students to exercise the right to academic freedom. Students are free to pursue critical and open inquiry in the context of their courses, to express their opinions, and to participate in the Student Representative Committee (**SRC**). Further information about the SRC is available in the *Governance Charter*.

7.4 Engagement

ASA fosters a positive and progressive educational environment for students. ASA is committed to providing students with a high-quality education through appropriately qualified teaching staff, comprehensive course resources, and active academic interactions both during and outside of formal teaching.

ASA ensures that all students are able to access relevant learning resources without unexpected difficulties or costs. Students are advised of the available resources and what they will need to undertake their study upfront, before they sign their Letter of Offer. Students are encouraged to identify any additional needs at any time during their study so that ASA can support equitable outcomes.

ASA will support all students in their academic endeavours, ensuring they have the opportunity to succeed and progress through their course. Teaching staff will present engaging and quality learning and teaching experiences. Academic staff are available for support and assistance in person and online as per the consultation hours indicated for each staff member. Students can engage in informal interactions through the Student Management System (**SMS**), including peer-to-peer communication, on both academic and non-academic matters.

ASA is dedicated to supporting all students to have a great student experience whilst studying. Orientation and transition support is delivered by the Student Services team. Additional support and services are available to students and are detailed in *the Student Support Framework*, *Student Orientation Policy and Procedure,* and the *Student Enrolment and Attendance Policy and Procedure*.

7.5 Wellbeing, Health, and Safety

ASA takes all reasonable steps to provide students a safe and supportive learning environment. This includes a commitment to maintaining a smoke-free, and drug and alcohol-free campus. ASA recognises that students' wellbeing is a crucial aspect of their academic success and overall experience. To assist students in adjusting to Australian study and life, ASA provides support services, study assistance programs, and other programs to assist students' transition to ASA.

For critical incidents that may affect the wellbeing, health, and safety of ASA students, staff or community members, ASA has established systematic approaches for preparation, response, and recovery. Further details are outlined in the *Critical Incident Plan*, along with its associated policy and procedure.

ASA is dedicated to fostering an environment free of hatred, discrimination and harassment, sexual assault and sexual harassment, ensuring students' holistic wellbeing. Students will receive support from ASA to help them thrive academically and emotionally.

ASA actively fosters social interaction amongst students through organising on-campus and online activities and events. ASA encourages students to engage in social activities and events, assisting

students build connections, obtain a sense of belonging, and maintain physical and mental health. Students can speak to or make an appointment with the Wellbeing Officer (wellbeing@asahe.edu.au) or any other staff member they feel comfortable communicating with. The details are available in the *Student Support, Wellbeing, and Health Policy and Procedure* and *Student Support Framework*.

7.6 Student Feedback

Students are encouraged to provide feedback to ASA in numerous forms on areas including but not limited to, academic delivery, learning resources, quality of educational outcomes, student experience, and welfare.

Students should engage with all relevant surveys and utilise the SRC to improve the student experience. Students may join the SRC and participate in elections. The Academic Board and Teaching and Learning Committee invite representatives to include students' voices and perspectives. Further information on the SRC can be found in the *Governance Charter*.

ASA encourages students with specific academic enquiries or concerns to have an informal consultation with the Course Coordinator or the Academic Dean. For non-academic enquiries, ASA encourages students to have an informal consultation with the Director Student Experience.

8. Breaches of Conduct

8.1 Disclosure/Reporting

A student may report academic or non-academic breaches of the *Student Code of Conduct* or the *Staff Code of Conduct* to the appropriate personnel, or disclose/report any SASH incidents, as outlined in the table below.

Reports of breaches must be submitted in writing detailing the misconduct and include any relevant supporting evidence.

Areas of suspected breaches	Contact Point / Related Information
Academic breach	
Cheating/Commercial Cheating/Inappropriate use of Gen AI in assessment/s	Students may report academic breaches to the lecturer, Course Coordinator, or the Academic Dean. Students may refer to the following policy documents for further information: *Academic Integrity Policy* *Academic Misconduct Procedure* *Artificial Intelligence Policy and Procedure*
Non-academic breach	
general breach or complaint	Students may report non-academic breaches by lodging a *Student Grievance Form* on ASA's website https://asahe.edu.au/policies-and-forms/ Students may request an interview with the Director Learning and Innovation, or any other staff member they feel comfortable speaking with. Escalation point: Director Learning and Innovation or the CEO

Areas of suspected breaches	Contact Point / Related Information
Hatred, Discrimination, Bullying, and Harassment	Students may report to the Wellbeing Officer or any other staff member they feel comfortable reporting incidents to. A student may refer to the following policy documents for further information: *Discrimination, Bullying, and Harassment Policy* *Sexual Assault and Sexual Harassment Policy and Procedure* *Diversity and Equity Policy and Procedure* *Student Code of Conduct* *Staff Code of Conduct* Escalation point: Director Learning and Innovation or the CEO.
Sexual Assault and Sexual Harassment (**SASH**)	Students may disclose SASH incident/s to the Wellbeing Officer or any other member of staff they feel comfortable communicating with. Students may formally report SASH incident/s by Lodging a *Sexual Assault and Sexual Harassment Form* on the ASA website: https://asahe.edu.au/policies-and-forms/ While students may remain anonymous in any disclosures or reports, ASA strongly recommends that identifying information be provided to ensure adequate support and assistance. A student may refer to the following policy documents for further information: *Sexual Assault and Sexual Harassment Policy and Procedure* *Discrimination, Bullying, and Harassment Policy* *Diversity and Equity Policy and Procedure* *Student Code of Conduct* *Staff Code of Conduct* Escalation point: Director Learning and Innovation or the CEO.
gender-based violence	Students may report to the Wellbeing Officer or any other staff member they feel comfortable reporting incidents to. A student may refer to the following policy documents for further information: *Discrimination, Bullying, and Harassment Policy* *Sexual Assault and Sexual Harassment Policy and Procedure* *Diversity and Equity Policy and Procedure* *Student Code of Conduct* *Staff Code of Conduct* Escalation point: Director Learning and Innovation or the CEO.
Breach involving one or more members of Senior Management team	If a breach of the *Student Code of Conduct* or the *Staff Code of Conduct* involves one or more members of the Senior Management team, students may request a meeting with the CEO by emailing principal@asahe.edu.au .

8.2 Review

The Academic Dean will review any reported academic breaches of this Code, and the Director Learning and Innovation will review any reported non-academic breaches.

The Academic Dean/Director Learning and Innovation will examine the evidence submitted, seek any further information required, and make a fair and considered decision as to the likelihood of a breach.

The Academic Dean/Director Learning and Innovation will determine whether the complaint making the allegation can be dismissed or upheld on the basis of presented evidence. Allegations may be confirmed based on the likelihood of an action, rather than irrefutable evidence. ASA will consider the rights, safety, and experience of all students when determining appropriate penalties for breaches of this Code.

ASA reserves the right to make alternative arrangements for students involved in alleged instances, prior to any formal outcomes being determined, to protect the wellbeing and safety of all students.

In repeated cases, or if the allegation is of a serious nature, appears false, and appears to be motivated by malicious intent, penalties may be applied to the person making the report.

8.3 Penalties

If the allegation is upheld, one or more of the following penalties may be applied at the discretion of the Academic Dean/Director Learning and Innovation:

- Disciplinary meeting with the person responsible for the breach to provide additional education and training to prevent further breaches.

- A formal written warning is to be recorded on the student's file.

- Students may be restricted from campus attendance, for a set period.

- Cancellation of enrolment, resulting in a corresponding impact on the Confirmation of Enrolment (**CoE**). For onshore international students, CoE cancellation affects compliance with visa condition requirements and may result in student visa cancellation by the Department of Home Affairs.

- In cases where a law has been broken, ASA will report the act to the relevant authorities, or support the student in reporting or not reporting the matter to the authorities.

Any complaint outcome may be appealed as per the *Student Grievance Policy* and associated *Procedure*.

9. Relevant HESFs

As a registered education provider, ASA operates under various laws and regulations. Policies and procedures are in place to ensure compliance with such laws.

This Code comply with the Higher Education Standards Framework (Threshold Standards) 2021 which specifies that:

Standard 1.3 Orientation and Progression
1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.
2. Specific strategies support transition, including:
   a. assessing the needs and preparedness of individual students and cohorts
   b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
   c. providing access to informed advice and timely referral to academic or other support.

3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.
4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

Standard 2.1 Facilities and Infrastructure [..]
3. The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

Standard 2.2. Diversity and Equity
1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Standard 2.3 Wellbeing and Safety
1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.
2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.
3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.
4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.
5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.

Standard 2.4 Student Grievances and Complaints
1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.
2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.
3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.

4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.
5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

Standard 3.2 Staffing

1. The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.
2. The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.
3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:
   a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
   b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
   c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.
4. Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.
5. Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

Standard 3.3 Learning Resources and Educational Support

1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.
2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.
4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

Standard 5.2 Academic and Research Integrity

1. There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.
2. Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.

3. Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.
4. Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.

Standard 5.3 Monitoring, Review and Improvement [..]
5. All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.

Standard 5.4 Delivery with Other Parties
1. Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.
2. When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

Standard 6.2 Corporate Monitoring and Accountability
1. The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including: [...]
    j. the occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are monitored and action is taken to address underlying causes, and […]

Standard 6.3 Academic Governance [..]
3. Students have opportunities to participate in academic governance.

Standard 7.2 Information for Prospective and Current Students
1. Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.
2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:
    a. information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable
    b. information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies
    c. information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international

students, disciplinary procedures, misconduct and grounds for suspension or exclusion

d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment

e. information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable

f. information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and

g. information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).

10. Version Control

This Code has been reviewed and approved by the ASA Academic Board as at February 2025 and is reviewed every three years.

This Code is published and available on the ASA website https://www.asahe.edu.au/policies-and-forms/.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2025.1	Director Quality and Compliance	Comprehensive review. Added content regarding Gen AI, privacy and confidentiality to reflect sector updates and operational needs. Benchmarked against four other higher education providers.	18/02/2025	06/03/2025
2024.1	Project Officer	Document formatting updated to reflect change of Trading Name to ASA Institute of Higher Education	28/06/2024 by CEO	01/07/2024
2023.1	Quality and Policy Officer	Increased the detail and content of the document to ensure all aspects covered. Added reporting and penalty section to provide detail. Updated policy to include HESF and National Code. Benchmarked against 7 other Higher Education Providers.	12/12/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
2.0		Academic Board Review	20/04/2021	
1.0		Academic Board Approval	2017	