SCEI

SOUTHERN CROSS
EDUCATION INSTITUTE

Education Agents
Handbook 2017/2018

To deliver education by using innovative approaches in a supportive environment, to equip our students with knowledge and practical skills, enabling them to be an active member of the wider community and future leaders in their chosen field.

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ABOUT SCEI

In 2006, **Southern Cross Education Institute Pty Ltd** was registered with ASIC and an application commenced for registration with VRQA as a VET provider. The approval from VRQA was granted in 2007 for domestic students and CRICOS registration followed in 2008 for international students.

Since commencement in 2007, SCEI has established itself as a quality vocational education and training provider offering 27 nationally recognised qualifications from Certificate I to Advanced Diploma and 7 non-accredited English language courses at its two campuses in Melbourne and campus in Adelaide. In December 2016 SCEI purchased its 4th campus, 52-58 Chetwynd Street, West Melbourne with 15 classrooms and 9B building approval. The Chetwynd Street campus will accommodate the existing SCEI vocational students, in preparation of Higher Education commencing at the 155-161 Boundary Road, North Melbourne campus.

In 2014, 2015 and 2016, SCEI's growth has continued with the following significant changes:
• In 2014, SCEI was recognised as one of the few education providers to be included in the Streamline Visa Processing (SVP) arrangement.
• In December 2014, SCEI was accredited by the Australian Nursing and Midwifery Council to deliver HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing). In 2016 was approved for an increase to 240 student capacity for Victoria, and 30 students in Adelaide.
• In the first quarter of 2015, SCEI was approved by the Victorian Registration and Qualifications Authority as a non-secondary school VCE provider in Victoria to local and international students. In 2016 SCEI was approved for an increase from 80 to 200 student capacity for International VCE students.

Today, SCEI is poised on growth and expansion with approved courses targeting both local and international students in the health and community services sector to meet the needs of the industry workforce.

SCEI is a VET Student Loan provider and has contracts with Skills Victoria, and Future Skills in Western Australia to assist students expenses in undertaking particular funded nationally recognised courses.

OUR VISION

To be regarded by stakeholders as a respected, ethical, innovative and sustainable national quality provider of education and training.

OUR MISSION

To deliver education by using innovative approaches in a supportive environment to equip our students with knowledge and practical skills enabling them to be an active member of the wider community and future leaders in their chosen field.

OUR VALUES

At Southern Cross Education Institute we value the needs of our employees and learners above all else and we are committed to:

- Maintaining the professionalism of all staff
- Accountability and efficiency
- Acting with honesty and integrity
- Access, equity and respect
- Strengthening partnerships with agencies and external providers
- Team work, innovation and professional development
- Providing a quality learning environment

DEFINITIONS

Name	Definition
Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)	The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is the register prescribed under Section 10 of the ESOS Act.
ESOS Act	Education Services for Overseas Students Act 2000
ESOS Regulations	Education Services for Overseas Students Regulations 2001
ESOS framework	Principally comprises the Education Services for Overseas Students Act 2000 (ESOS Act), the Education Services for Overseas Students Regulations 2000 (the ESOS Regulations), the Education Services for Overseas Students (Registration Charges) Act 1997 (the ESOS Charges Act) and the National Code. The ESOS framework is supported by the Migration Act 1958 and the Migration Regulations 1994 and various state and territory legislation relevant to the education of overseas students.
National Code	National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007
Provider Registration and International Students Management System (PRISMS)	The Provider Registration and International Student Management System (PRISMS) is the system used to process information given to the Secretary of DEST by registered providers.
Study Period	A discrete period of study within a course, namely term, semester, trimester, short course of similar or lesser duration, or as otherwise defined by the registered provider as long as that period does not exceed six months.
Campus	An education facility or site of the registered provider where classroom-based teaching or off the job training occurs.
Confirmation of Enrolment (CoE)	A document provided electronically, which is issued by the registered provider to intending overseas students and which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the particular course of the registered provider.
Course	A course of education or training as defined in the ESOS Act.
Enrolment	Where the student has been issued with a CoE to confirm acceptance by the registered provider and is occupying a place in the CRICOS registered course for which the student was accepted and is progressing towards the completion of the course requirements. The period of enrolment includes scheduled breaks between study periods.
Education Agent	A person or organisation (in or outside Australia) who recruits overseas students and refers them to education providers. In doing so, the education agent may provide education counselling to overseas students as well as marketing and promotion services to education providers. Education agent does not refer to an education institution with whom an Australian provider has an agreement for the provision of education (that is teaching activities).
Agent Agreement	The agreement between Southern Cross Education Institute and the Education Agent including the Schedules
Marketing	Promotion of the provider and its courses and facilities to prospective overseas students and their parents or guardians, education agents, international organisations and other interested parties such as alumni.
Recruitment	The pre-enrolment processes of engaging and assisting overseas students (or parent or guardian if the overseas student is under 18) to apply for a place in a course with a provider leading up to the formal enrolment, including assistance with administrative issues and the issuing of a Confirmation of Enrolment for an application for a student visa.
Prospective Student	A person who intends to become, or who has taken any steps towards becoming, a Student, an 'Overseas Student' or 'Intending Overseas Student' as defined by the ESOS Act
International Student	A person holding an Australian Student visa and is defined as an 'Overseas Student' in the ESOS ACT
Student	Refers to an overseas student as defined above in all cases except where otherwise explicitly stated.
Student visa	An authorisation permitting people who are not Australian citizens or permanent residents to come to Australia for the primary purpose of studying in Australia as defined by the Migration Act 1958.
Potential Student	A learner that purchases the services provided by an RTO.

PROVIDING HIGH QUALITY OF TRAINING

SCEI has implemented a Quality Management System (QMS) to provide high quality of training and assessment. SCEI has industry advisory committee and academic board in place. Both of them work together to develop high quality training and assessment resources and ensure that these resources should meet training package requirements. The glimpse of above board are given below:
- Course Development
- Course Delivery and Assessment
- Course Validation / Assessment Outcomes Validation
- Continuous Improvement and Risk Management

Please see attached Quality Management System for more detail.

Training and Assessment Strategies

Training and Assessment Strategies are developed according to the training package rules after consulting with internal and external stakeholders e.g. industry, trainers and assessors, course coordinators. SCEI ensures that the training and assessment strategies are clearly integrated with its assessment system, training approach, industry engagement and resources.

SCEI has developed a comprehensive course development and review process as detailed in the PP82 Course Development and Review Policy and Procedure. To ensure quality in course design and content, courses are developed in consultation with Course Coordinators, Trainers and Assessors, Industry Advisory Groups and approved by the Academic Board. All courses delivered by SCEI are subject to a process of continuous review and improvement. The process provides for ongoing evaluation of training and assessment strategies and of course delivery and assessment materials and processes. By continuously monitoring and reviewing course delivery and assessment, SCEI is able to:
- Ensure courses remain aligned with the SCEI strategic goals;
- Maintain and reflect the principles of best practice in teaching and assessment
- Determine the relevance and applicability of the TAS to industry
- Determine if the TAS reflects the needs of the specific target group or student cohort
- Determine if effective in achieving the stated learning outcomes
- Determine the quality of delivery methods
- Monitor and review assessments and assessment processes
- Identify areas of strength
- Ensure courses remain relevant to stakeholders, including potential employers
- Ensure courses meet accreditation, legislative and regulatory requirements
- Identify areas for improvement, and strategies to address them; and document improvements over time.

A course review reports to, and make recommendations to, the Academic Board on the quality and effectiveness of the training and assessment strategy and any desired amendments. The Academic Board has final approval of all newly developed courses and courses under review.

Feedback and input from students and other stakeholders is also critical to the quality of teaching and learning at SCEI. Feedback both formative and summative is sought through the following processes:
- a survey that can be accessed via a web--link emailed to the internal and external stakeholders
- a student feedback form is available in the classroom or from reception that students can complete and submit at any time during the course
- emails from stakeholders throughout the course
- validation and moderation committee meeting outcomes
- summative evaluation at the completion of each unit of competency and completion of the course
- Quality Indicator data: Student Engagement Questionnaire and Employer Satisfaction Questionnaire

SCEI undertakes benchmarking of courses by arrangement with other education providers. Benchmarking aims to address the following to help in determining the quality and effectiveness of its course:
- the need and demand for each of SCEI's courses
- the relevance of the elective units for each course to industry needs
- the suitability of the teaching and assessment methods
- the adequacy and appropriateness of course-related information which is provided to students
- the relevance of the modes of study, duration and volume of learning

Monitoring student's academic progress:

SCEI closely monitors students' academic progress throughout the study duration to ensure students are getting knowledge and learning new skills. SCEI has implemented following policies and procedure to improve the completion rate:
1. PP13 Monitoring International Student Academic Progress
2. PP51 Monitoring Domestic Student Academic Progress

Southern Cross Education Institute assesses each student's academic progress at the end of each study period and implements an intervention strategy for any student who is not making satisfactory course progress or where there is only one or no evidence of participation in a unit of competency or module. It is made available to staff and students and it specifies:
- procedures for contacting and counselling students;
- strategies to assist identified students to achieve satisfactory course progress; and
- he process by which the intervention strategy is activated.

Student Support Services:

SCEI has full time, campus--based, qualified Welfare Officers available to all students six days a week to discuss study related or personal issues. Welfare Officers can assist students with support within a range of areas including advice on career pathways, financial assistance, accommodation issues as well as outside support services. There are dedicated rooms at each campus for student welfare meetings that provide a safe space for students to have a confidential chat with a Welfare Officer. All students are given a full tour of the campus on orientation days, and are introduced to the different departments and their function, the range of services offered, key staff and their roles, and the full range of support services including availability and how to access them. Career pathways advice is available from the Business Development Department, in consultation with the Welfare Team. The SCEI Business Development staff have industry information and pathways for vocational advancement from foundation levels to Higher Education.

In addition to timetabled classes, one full day per week per course is scheduled for teacher support where students can get one--on--one assistance from their trainer on any aspect of the studies. Skill refresher sessions are provided one--to--one to all students who request this,

prior to going on external industry work placement. Students are invited back to the campus for one-to-one instruction by their teachers in the SCEI skill laboratories on campus. These sessions refresh students' practical skills in preparation to attending the external placement, enabling students to feel confident in putting their new learned skills and knowledge into practice.

There are Course Coordinators for each course SCEI delivers with current industry experience in their chosen field of vocational training. Coordinators are available five days per week to meet one-on-one with students in their department for all matters that affect the student's welfare and academic studies.
Please refer to PP09 Student Support Services Policy and Procedure for further information.

Industry Work Placement

SCEI's main focus and objective has always been to provide strong employment outcomes for its students. Over the past three years, SCEI has shifted its focus from business and IT courses to health and community based courses to support local community and meet industry workforce demands and shortages. SCEI has strong partnerships with a range of host organisations for industry work placement, which often lead to employment outcomes for the students. Feedback from SCEI's host organisations show that our graduates are fully trained and equipped to work in an industry in the most efficient manner. SCEI is very proud to report that employers consistently state that SCEI students have thorough industry knowledge, are highly reliable, competent and dedicated.

SCEI's work placement team is proud to offer guaranteed work placement to its students, which proves to be an additional stepping stone to secure employment in the student's chosen field.

Educational Pathways

SCEI has established educational pathways with several Universities to enable students to further their education at the higher education level and improve employment opportunities. Established pathways include Latrobe University, Federation University, and Victorian Universities for students continuing their studies in Business, Nursing and Community Services. SCEI is continuing discussions with these Universities and others to secure further pathways in other fields of studies.

High Quality of Training Staff

The SCEI recruitment strategy for Trainers and Assessors stipulates all Trainers must have;
- Minimum of 5 years industry experience within their chosen vocation
- Experience must be within 2 years of commencing employment with SCEI

To ensure the authenticity of experience, the SCEI HR representative asks the Trainer applicant for a full skills matrix against the qualification and units of competency they are applying for a position to deliver. The HR representative will then randomly select 5 points of evidence of experience on the skills matrix that has been provided and will call the corresponding referee to that experience to verify. SCEI encourages its staff to work in their relevant industry to maintain their currency and engagement within the industry.

All Trainers and Assessors must have when employed by SCEI the Certificate IV in Training and Assessment and the required Address adult language, literacy and numeracy skills unit Please see PP18 Staff Recruitment Policy and Procedure for detail.

JOB MARKET TRENDS IN HEALTH AND COMMUNITY SECTOR

From last few years the health and community sector has evolved and its occupation has become high in demand. SCEI realized this demand and started to focus on Health and Community sector from last 5 years due to increase in jobs and need of more people in the market. According to a leading jobs portal www.seek.com.au the jobs in Health and Community Sector are high in demand. Please see below the table showing the job vacancies in February 2017.

Sector	No. of Jobs (2017)
Aged and Disability Support	1311
Children Services	546
Community Services	435
Nursing	1650
Massage Therapist	208

Vacancy Report:
According to Vacancy report December 2016 issued in January 2017 the Internet Vacancy Index (IVI) of occupations are given in the table below. This number shows the total number of job advertisements in particular occupation.

Occupation	Total Jobs Advertisements
Carers and Aides	6200
Health Diagnostic and Therapy	2900
Medical Practitioners and Nurses	5600

The above statistics are taken from 3 websites: www.seek.com.au, www.careerone.com.au and Australian Government Job Search portal.

PURPOSE

The purpose of this handbook is to ensure Education Agents and staff of Southern Cross Education Institute (SCEI) is aware of the Education Services for Overseas Students (ESOS) framework, the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (National Code) and SCEI policies and procedures for the ethical and responsible practice of recruitment of prospective international students.

This handbook is aimed at:
- All staff of Southern Cross Education Institute who are responsible for and/or involved in negotiating an Agreement with Education Agents, monitoring an Education Agent's performance and activities, and conducting and analysing student feedback regarding Education Agents, plus any other tasks related with Education Agents.
- Current and future Education Agents

SCEI BUSINESS DEVELOPMENT OFFICE

Southern Cross Education Institute has established a Business Development Office (BDO).

Responsibility of the BDO is to:
1. Identify prospective education agents based on organisational objectives as well as market objectives
2. Conduct due diligence and monitoring of education agents
3. Maintain compliance of education agents files as well as application to study forward by the agent on behalf of a client
4. Provide product training and marketing information to education agents

5. Provide ongoing assistance to education agents relating to current SCEI courses
6. Monitor and review the performance of its approved agents annually through:
   • a FOR12 Prospective Learners Agent Feedback form
   • Annual analysis of FOR19 Agent Activity Report
   • Annual review of Education Agent Agreement

Responsibility of SCEI to provide the Business Development Office:
1. The annual international organisational plan with clear targets and objectives
2. Ongoing training and professional development opportunities relating to product knowledge
3. Training relating to legal requirements, including the ESOS Framework, ESOS Act and the National Code
4. Promotional materials complying with legislative and regulatory requirements including the ESOS and the National Code
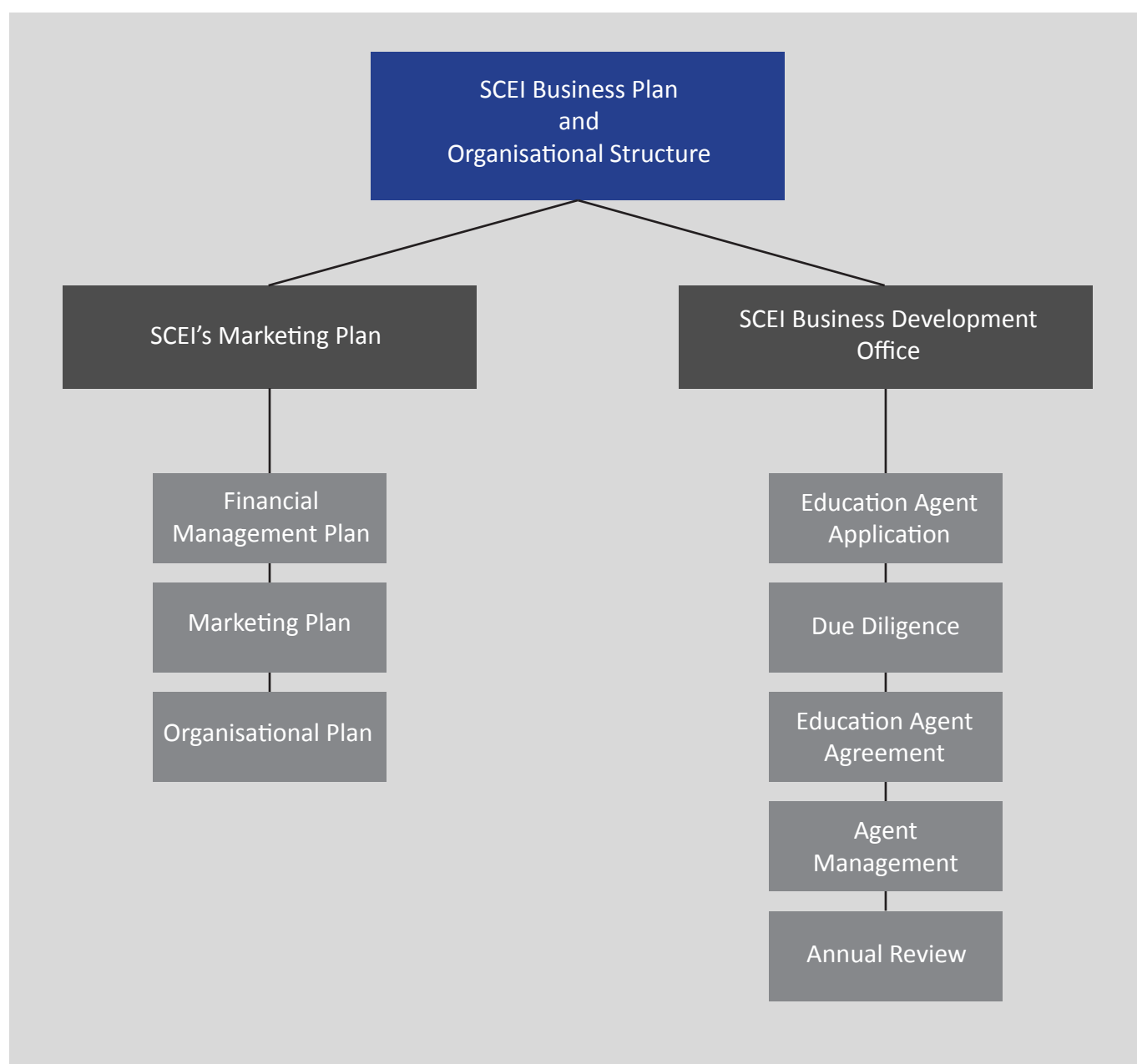
Figure 1. Education Agent Management Framework

LEGISLATIONS

What is the ESOS ACT?
The Education Services for Overseas Students (ESOS) Act 2000:
- is an Australian Government Act that controls the delivery of international education in Australia
- provides the regulatory requirements for education and training institutions offering courses to international students in Australia on a student visa
- ESOS provides tuition protection for international students

The Australian Government, through the Department of Education, administers the ESOS Act and its associated instruments. The Education Services for Overseas Students (ESOS) Act 2000 governs:
- the registration process obligations of registered providers
- the ESOS Assurance Fund
- enforcement and compliance powers

What is the national code of practice?
The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 is part of the ESOS legislative framework. It provides nationally consistent standards for the conduct of providers of international education and the programs they offer.

These standards govern the protection of international students and the delivery of programs to those students by providers registered on the Commonwealth Register of Institutions and Couårses for Overseas Students (CRICOS).

The National Code is divided into four parts:
- Part A includes a description of its role in the ESOS legislative framework and its purpose and objectives
- Part B outlines the roles and responsibilities of the Australian and State and Territory Governments which share the responsibility for implementing the Code
- Part C explains the CRICOS registration process including providers' requirements and obligations
- Part D provides 15 standards that providers must meet in their interactions with international students

What is the tuition protection service?
The Tuition Protection Service is also part of the ESOS legislative framework. It is a placement and refund service for international students and regulates the following in particular: pre-paid tuition fees, student and provider defaults, and the wording of the agreement between SCEI and the student.

Limits on pre-paid tuition fees
SCEI must not receive a deposit of more than 50% of the student's total indicative tuition fee for a program before the student commences the program (except course programs which are of one semester's duration, in which case no more than 100% of the total indicative tuition fee can be accepted).
- SCEI must not require any remaining tuition fees earlier than two weeks before the start of the student's second study period
- SCEI's offer letter advises students that SCEI will not accept more than the deposit amount specified on the offer letter

How does this affect education agents?
National Code Part D, Standard 4, outlines how the ESOS framework applies to education agents. SCEI must take all reasonable measures to use Education Agents with an appropriate knowledge and understanding of the Australian international education industry. SCEI does not use education agents who are dishonest, unethical or lack integrity.

This standard strengthens the ability of SCEI to manage the activities of its education agents, ensuring we use only reputable education agents. Prospective students will benefit from the monitoring strategies of SCEI and from SCEI's ability to terminate agreements with education agents who engage in unethical, false and fraudulent recruitment practices.

There are five areas covered under this Standard:
1. SCEI must enter into a written agreement with each education agent it engages to formally represent it.
2. SCEI must ensure that its education agents have access to up-to-date and accurate marketing information.
3. SCEI must not accept prospective students from an education agent or enter into an agreement with an education agent if it knows or reasonably suspects the education agent to be:
   - engaged in, or to have previously been engaged in, dishonest practices
   - facilitating the enrolment of a student who the education agent believes will not comply with the conditions of his or her student visa
   - using Provider Registration and International Students Management System (PRISMS) to create Confirmations of Enrolment for other than a bona fide student
   - providing immigration advice where not authorised under the Migration Act 1958 to do so
4. Where SCEI has entered into an agreement with an education agent and subsequently becomes aware of, or reasonably suspects, the engagement by that education agent, or an employee or sub-contractor of that agent, of the conduct set out above, SCEI must terminate the agreement with the education agent. This does not apply where an individual employee or sub-contractor of the education agent was responsible for the conduct set out above and the education agent has terminated the relationship with that individual employee or sub-contractor.
5. SCEI must take immediate corrective and preventative action upon SCEI becoming aware of an education agent being negligent, careless or incompetent or being engaged in false, misleading or unethical advertising and recruitment practices, including practices that could harm the integrity of Australian education and training.

Visit:https://internationaleducation.gov.au/regulatory-information/education-services-for-overseas-students-esos-legislative-framework/esos-regulations/pages/default.aspx for further information, including frequently asked questions.

The benefits of this legislation
The ESOS Act, National Code of Practice and the Tuition Protection Service are a quality assurance protection measure to ensure that international students receive a high quality of education.

International students on a student visa must study with an institution and for a program that is registered on CRICOS. Under

the ESOS framework, students have the right to:

1. Receive current and accurate information about programs, fees, study options and other information relevant to them
2. Sign a written agreement with their provider institution that outlines the services provided and fees payable and includes information about refunds.
3. Receive a refund or be placed in another program if their provider is unable to deliver the program.
4. Be informed about:
   • orientation and access to support services to help them adjust to life in Australia
   • who to contact
   • applying for course credit
   • deferring, suspending or cancelling their enrolment
   • their provider's requirements for satisfactory progress in the courses they study, and academic support in case they are not progressing well
   • the complaints and appeals process
   • their providers' attendance policies

The Education Services for Overseas Students (ESOS) Act 2000, sets out the legal framework governing delivery of education to international students studying in Australia on a student visa.

The Tuition Protection Service helps students find an alternative program or refund their unspent tuition fees in the rare case that their education provider cannot continue to offer their program.

The Australian Skills Quality Authority (ASQA) regulates and assures the quality of Australia's vocational education and training sector. ASQA applies a risk-based approach to regulation. This means:

• ASQA primarily focuses its efforts on assessing, and where necessary responding to, risks that may arise if a student is judged competent without possessing the necessary skills and knowledge.
• ASQA regulated providers are assigned a risk rating as an indicator of the level of risk they present, based on known data and regulatory history. A rating informs ASQA about how much regulatory scrutiny it needs to commit to the provider.
• ASQA also applies a risk based approach when responding to complaints about providers.
• ASQA assesses risks to the vocational education and training system as a whole and mitigates heightened risk exposures through targeted and effective actions.

EDUCATION AGENT

Education agents have an important role in SCEI's marketing plan. They are an integral part of the recruitment and engagement process with external stakeholders, particularly, international prospective students.

SCEI's approved Education Agent must be able to interpret the educational need of the prospective student and match them with the appropriate SCEI course, whilst operating in an honest, ethical and responsible manner and maintaining compliance with multitude of laws and regulations.

CODE OF CONDUCT

This Code has been formulated as a basis to develop a professional relationship between SCEI and the Education Agent/3rd party. The Code outlines a number of standards for Education Agents to follow in an effort to maintain high professional standards in the marketing and delivery of education services and which safeguard the interests and welfare of prospective students and students.

1. Knowledge of legislative requirements
Agents are aware of the requirements imposed by ESOS Framework, including the ESOS Act and National Code. Education Agents take steps to ensure that they and any of their staff are fully informed of any changes to any of the above. In addition, the Education Agent abides by all relevant Australian State and Federal legislation when representing SCEI, including the Trade Practices Act 1974 (Cth).

2. Ethical student recruitment
Education Agents ensure that the recruitment of students is conducted at all times in an ethical and responsible manner and consistent with the requirements of the relevant course or curriculum as detailed in SCEI marketing materials. All marketing undertaken by the Education Agent maintains the integrity and reputation of the industry, VET sector and SCEI. Education Agents do not knowingly recruit or attempt to recruit prospective students where this conflict with;
- National Code Standard 7 of ESOS
- The 2014-2016 VET Funding Contract Victorian Training Guarantee Program Version 3.0
- The Training Guarantee Charter
- The Standards for Registered Training Organisations (RTO's) 2015
- The VET Guidelines 2015
- The Higher Education Support (VET) Guidelines 2015

3. No false or misleading statements
Education Agents do not make any false or misleading statements about SCEI courses and services to the public. In particular, Education Agents do not give false or misleading information or advice in relation to:
- Claims of association between Providers;
- The employment outcomes associated with a course;
- Automatic acceptance into an SCEI or another Providers course;
- Eligibility for State or Federal funding;
- Possible migration outcomes; and
- Any other claims relating to SCEI, its course or outcomes associated with the course.

4. Up-to-date information

Education Agents regularly review all information and materials provided to the Agent by SCEI and ensure that all information and materials submitted to students or prospective students is accurate and up to date in all instances sourcing information for SCEI's website.

5. Fair and equitable student selection

Education Agents ensure that equal opportunity principles will be applied to students selection decisions and that all student selections are conducted in accordance with SCEI policies and procedures.

6. Qualified staff

Education Agents employ appropriately qualified staff, and train all staff who are involved in student recruitment, enrolment and selection processes to ensure that prospective students are appropriately selected in accordance with SCEI policies and procedures. The Education Agent ensures that its entire staff abides by this Code of Conduct in their dealings with students or prospective students of SCEI.

7. Adhering to SCEI policies and procedures

Education Agents adhere to SCEI enrolment and other relevant policies and procedures and promptly make available all original prospective student application documentation to SCEI upon request. Agents will provide accurate information in relation to SCEI Agent Reference checks and SCEI routine scheduled Agent Audits.

8. Maintenance of student privacy

Education Agents keep all prospective student information collected as part of the application and enrolment process secure. Education Agents take all necessary steps to ensure that the handling and disclosure of all personal information complies with SCEI's privacy policy and the relevant Australian state and federal privacy legislation.

9. Fees

Education Agents must refer all students to SCEI course fees on the SCEI website with care and in accordance with their fiduciary obligations.

10. Marketing practices

Education Agents only undertake static marketing that results in inbound enquiries. Agents must not ever approach an individual/individuals, potential candidates must approach the agent. Agents must not ever use inducements to encourage potential candidates to;
- Engage in a conversation either in person, by phone, by paper or electronic correspondence (including
- internet)
- Attend an event
- Refer other students
- Commence or complete courses/study/census dates
- Apply or enrol in a course

Potential candidates must do above mentioned of their own free will with no incentive/inducement to do so.

Education Agents will not use the following marketing strategies/practices;
- Kiosk marketing (unless at an education expo that is pre-approved by SCEI)
- Door to door marketing in residential zones/areas to residential homes
- Telemarketing (cold calling over the phone)
- Event marketing (unless pre-approved by SCEI)
- Internet based mass mailing or marketing by making contact with an individual who did not contact the agent

- First in response to static marketing
- Using any terminology that suggests;
  - deferral of payment of fees,
  - discounted fees,
  - free training or free services

Education Agents must focus on advertising the quality of the product they are advertising.

RESPONSIBILITIES OF THE EDUCATION AGENT

In performing the services on behalf of SCEI, the Education Agent must:
- Promote SCEI courses to prospective students with integrity and accuracy (promotional activities are at the education agent's expense unless an approval has been obtained in writing from SCEI in advance)
- Assist to uphold the reputation of SCEI and of the Australian international education sector
- Ensure prospective students are aware they must meet the course entry requirements as published by SCEI on the SCEI website
- Provide any documents requested by prospective student from SCEI to the prospective student within two (2) days of request
- Advise SCEI immediately if the Education Agent detects any fraudulent or inaccurate documentation
- submitted with a prospective student's application
- Only undertake promotional and marketing activities that are connected to or make reference to SCEI that
- are expressly authorised by SCEI
- Comply with SCEI's policies and procedures
- Provide reports or information requested by SCEI within the timeframe for which it is requested
- Comply with the requirements of the National Codes and Standards

The approved Education Agent must not:
- Engage in any dishonest practices

THE EDUCATION AGENT MANAGEMENT PROCESS

SCEI is committed to ensuring its Education Agents act ethically and appropriately as they are often the first point of contact between prospective students and the Australian international education industry and SCEI. SCEI requires its Education Agents to have an appropriate knowledge and understanding of all legislation and standards and to act honestly, ethically and with integrity.

SCEI follows three key stages in the Education Agent management process. The process is cyclical with ongoing identification, management and review occurring at different times depending on the business needs, market conditions and agent activities.

These three stages are:
1. Appointment
2. Monitoring and Review
3. Termination

Appointment

The appointment of an Education Agent is an involved process to identify agents best suited to SCEI's business needs and reduce the risks associated with partnering with a third party for the recruitment of prospective students.

Task	Responsibility
Send the Education Agent application form to prospective agent.	Business Development Officer / Education Agent
Complete the Education Agent application form and submit to SCEI with required documentation: • Agent Referees • Business plan • Business registration certificate	Education Agent
If determined to be unsuitable to appoint, complete the Agent Application Rejection Letter and send to prospective Education Agent.	Business Development Manager
If determined to be suitable to appoint, contact min 2 referees for completion of Agent Reference form.	Business Development Manager
Once both Agent Reference checks have been completed reassess to determine if suitable to appoint.	Business Development Manager
Provide Agent application including documentation and reference forms to legal department.	Business Development Manager
Agent Agreement completed and approved.	CEO or delegate
Two copies sent to prospective Education Agent.	Business Development Officer
Education Agent returns two signed original copies of Agent Agreement.	Education Agent
One countersigned copy retained in Legal Department and one countersigned copy returned to the Education Agent together with Agent Certificate.	Legal Department
Details of Education Agent updated on Student Management System database and website.	Business Development Office

MONITORING AND REVIEW

The performance of each Education Agent will be reviewed by SCEI annually to decide whether to:

- Maintain the Education Agent's appointment with SCEI
- Maintain the Education Agent's appointment for a specific period of time under certain conditions
- Terminate the Education Agent's appointment

Task - Monitoring	Responsibility
Distribute FOR12 New Student Education Agent Feedback Forms to all new students during orientation	Welfare Officer
Collect FOR12 New Student Education Agent Feedback Forms from new students and forward to compliance office	Welfare Officer
Collate and analyse the completed FOR12 New Student Education Agent Feedback Forms, generate a report and send report to Business Development Manager	Compliance Office
Identify the need for additional training and support to Education Agent and notify Education Agent of scheduled or bespoke training sessions	BDO and or Marketing Manager / Compliance Officer / Campus Manager
Participate in ongoing training sessions conducted by SCEI	Education Agent
Conduct routine scheduled audits of Agent Marketing (websites, advertisements etc)	BDO
Record all meetings with Education Agent on the Agents Meeting Minutes and file in Education Agent file	BDO and/or Business Development Manager
Review	
Request the completion of the Education Agent Activity Report from Education Agent	BDO and Business Development Manager
Forward the completed Education Agent Activity Report within 10 working days to the Business Development Officer and/or Business Development Manager	Education Agent
Review the Education Agent's performance by way of: • review and analysis of the Agent Activity Reports • review and analysis of the Education Agent Feedback report • compliance with the Agent Agreement, • recruitment activities of the Education Agent and student enrolment status (e.g. enrolled, cancelled, transferred, completed) • results of Agent audits	Legal Department and Business Development Manager
Conduct investigation of possible non-compliance/s and issue warning letter/s to Education Agent as appropriate	Legal Department and Business Development Manager
Following completion of review, SCEI is satisfied with the Education Agent's performance, a new Agent Agreement may be offered	Legal Department and Business Development Manager
The new Agent Agreement is to be updated to include any new DIBP, Australian Government Department of Education or SCEI regulations or requirements	Legal Department and Business Development Manager
Agent Agreement completed and approved	Legal Department
Two copies sent to prospective Education Agent	Legal Department
Education Agent returns two signed original copies of Agent Agreement	Education Agent
One countersigned copy retained in Legal Department and one countersigned copy returned to the Education Agent together with Agent Certificate	Legal Department
Details of Education Agent updated on Student Management System database	Business Development Office

TERMINATION

The following procedures outline the steps for issuing warning letters to Education Agents and terminating Agent Agreements.

Task	Responsibility
If SCEI believes or suspects that an Education Agent has engaged in unprofessional conduct, the Business Development Manager may write to and forward the Agent Warning Letter to the Education Agent	Business Development Manager
The Education Agent must provide a written response within 10 business days of the date of the warning letter of the date of the warning letter	Education Agent
After 10 business days from the date of the warning letter the Business Development Manager may consider the Education Agent's performance in light of: • the response of the Education Agent to the warning letter • the most recent performance review and Education Agent • Activity Report	Legal Department and Business Development Manager
After considering the Education Agent's conduct and performance, the Business Development Manager may: • require the Education Agent to undertake further training and counselling • maintain the Education Agent's appointment • warn the Education Agent • suspend the Agent's appointment • maintain the Agent's appointment subject to certain conditions • terminate the Education Agent's appointment	Business Development Manager
The Education Agent maybe issued with up to three warning letters over the term of their Agreement with SCEI. If an Education Agent receives three warning letters they are deemed as a risk and their Agent Agreement is terminated	Legal Department and Business Development Manager
The Business Development Manager must terminate the appointment of an Education Agent if he or she knows or reasonably suspects the Education Agent may have been engaged in unprofessional conduct	Legal Department and Business Development Manager
Where the Business Development Manager has made a decision, he or she may disclose that decision and the reasons for it to other people, organisations, bodies or professional associations, including the Agent's employer. Any disclosure must be made in accordance with SCEI Privacy policy and procedure	Legal Department and Business Development Manager
If the Business Development Manager decides to terminate an Education Agent's appointment, the Business Development Manager should: • write to the Education Agent to advise that his or her appointment has been terminated using the Agent Termination Letter • notify DIBP and Department of Education of the termination and the grounds for the termination • notify the Business Development Officers of the termination of the Education Agent and advise staff that no further applications are to be accepted from the Education Agent	Legal Department and Business Development Manager

COMMISSION

General financial procedure

Education Agents may claim commission for introducing enrolled students to Southern Cross Education Institute. The Education Agent must be the nominated agent of the prospective student at the time of lodging their application, and this must be indicated on the FOR24 Application to Study: International form.

For each underlined student enrolled at SCEI, following recommendation by the Education Agent, SCEI shall pay to the Education Agent a professional fee as following:

- 25% commission for off-shore and/or on-shore student recruitment.

Commission payments

For each individual student enrolled at SCEI, following recommendation by the Education Agent, SCEI shall pay to the Education Agent a professional fee for total tuition fee for academic courses (excluding registration and material fee).

Payments will be made only on receipt of invoice for the appropriate amount, which must include the information stated below.

This fee shall be remitted in the form of Direct Bank Transfer to the Agent's nominated account as follows:

1. 1st payment instalment:
    - Ten (10) days after the commencement of the first study period (as per the Offer of Admissions letter) - for an agreed percentage of upfront tuition fees paid by the student (not including registration/material fee or OSHC).

2. 2nd payment instalment:
    - Ten (10) days after the commencement of the consecutive study period (as per the Offer of Admissions letter) - for an agreed percentage of upfront tuition fees paid by the student (not including registration/material fee or OSHC), or
    - If the student is on an approved deferred payment plan then the second payment instalment will be payable on the completion of students course (as per the Offer of Admissions letter).

SCEI will not pay a commission if:
- the Education Agent does not indicate on the FOR24 Application to Study: International form that they represent the student, or
- if the student withdraws from their course of study within the official refund period, or
- if the student has already submitted an application form to SCEI.

Valid Invoice

Claims for commission should be lodged in the form of a valid tax invoice that includes the following:
- Business name of education agent (including the ABN number);
- Name of representative;
- Contact details (address, phone, fax email);
- Date of invoice;
- A table listing the names of the students in respect of whom commission is being claimed, together with their commencement dates and total tuition fee paid by each student;
- The total amount of commission being claimed (in Australian dollars); and
- Bank account details for payment of commission (bank name, bank address, account name, account number, and any other required information).
- Tax invoices are emailed to: agents@scei.edu.au

Accounts Department

For invoicing and payment related matters contact the Accounts Department on:

P: +613 9602 4110
E: accounts@scei.edu.au

MARKETING AND PROMOTIONAL MATERIAL

SCEI is required to provide up-to-date, accurate course information to its Education Agents to enable prospective students to make informed decisions about studying at SCEI in Australia. SCEI expects that its Education Agents will inform prospective students accurately regarding academic and English language requirements and tuition fees of their courses.

Accurate information provided during the decision-making process will generally reduce student dissatisfaction with their course after arrival in Australia. In discussing a post commencement change of some sort, a common claim made by students is 'I didn't know, (my agent didn't tell me about this'). Unfortunately, it is usually then too late to transfer the student into another course, more consistent with their goals and expectations, without them suffering both academic and financial penalties.

SCEI relies heavily on online marketing and you should refer prospective students to the SCEI website for further information, www.scei.edu.au Printable course materials are available upon request to the Business Development Office.

When checking course information online it is important to ensure that potential international students that intend to study on a student visa refer to the international course information. SCEI delivers courses to local students as well with different course and fee structures; therefore, international students cannot apply for entry into these courses.

SCEI will also keep Education Agents up to date with any changes to its course offerings and fees if its courses are modified, discontinued or newly registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) as necessary.

All SCEI's marketing material is under strict guidelines according to PP01 Marketing and Promotional Material policy and procedure.

Promotional material

Personal business cards for the Education Agent depicting any imagery of SCEI are not permitted without SCEI's written consent. If a SCEI business card is required by an Education Agent, SCEI may in its sole discretion approve this request but the cards will be produced at SCEI.

The Education Agent must obtain SCEI's approval in writing prior to publishing any material to promote its services. This includes any material using any of the following:
a) SCEI name
b) SCEI logo

Promotional material approval process

To request any promotional material the Education Agent is to complete and submit FOR40 Order form for promotional materials form to info@scei.edu.au

If an Education Agent would like to request any amendments to promotional material, they are to submit their request detailing the amendments required to info@scei.edu.au

SCEI will consider the request in line with ESOS Framework and SCEI Corporate Style guidelines. An email will be sent to the Education Agent making the request with the outcome.

If a request for amendment to any promotional materials is approved by SCEI, the amendments will be made by SCEI included in their continuous improvement processes, version controlled and finalised and forwarded to the Education Agent for use.

An Education Agent is not to change/amend any of SCEI's promotional material.

GENERAL INFORMATION

Melbourne Campus

The Melbourne (Head Office) campus is located ten minutes by car from the Melbourne CBD with free street parking and is very well serviced by public transport.

The campus facilities include modern, air-conditioned training rooms, library, free WiFi access, computer rooms, simulated learning environments, kitchen and meals area, quiet study area and meeting rooms.

Campus Contact Details

155 - 161 Boundary Road, North Melbourne, VIC 3051
Phone: +613 9602 4110
Fax: +613 9662 9414
Email: admission@scei.edu.au

There is a second Melbourne campus located within a five minute walk from the main campus with free onsite and street parking and well serviced by public transport.

The campus facilities include modern, air-conditioned training rooms, library, free WiFi access, computer room, kitchen and meals area and meeting rooms.

Campus Contact Details

41 Boundary Road, North Melbourne, VIC 3051
Phone: +613 9602 4110
Fax: +613 9662 9414
Email: admission@scei.edu.au

Our third Melbourne campus was recently opened in June 2017. The building is located within 9 minute walk from Flagstaff station, and 2 minute walk from tram stop Route 57.

The campus facilities include modern, air-conditioned training rooms, free WiFi access, computer room, kitchen and meals area and meeting rooms.

Campus Contact Details
52-58 Chetwynd St, West Melbourne, VIC 3003
Phone: +613 9602 4110
Fax: +613 9662 9414
Email: admission@scei.edu.au

Adelaide Campus
The Adelaide Campus is situated right on the edge of the CBD and is within easy walking distance from all forms of public transport within the CBD area. Public parking is available at a number of street locations close by. Buses stop outside the front door to the campus every ten minutes.

The campus facilities include modern, air-conditioned training rooms, library, free WiFi access, computer rooms, simulated learning environments, kitchen and meals area, quiet study area and meeting rooms.

Campus Contact Details
Level 2 14 - 16 Grote Street, Adelaide, SA 5000
Phone: +618 8212 8745
Email: admission@scei.edu.au

COURSE INFORMATION

The Certificates I to IV in English as an Additional Language (EAL) is designed for students who want to improve their reading, writing, listening and language skills to assist them to participate in the Australian community. SCEI recommends that students with low levels of English language proficiency undertake any or all of the EAL courses prior to commencing a VET or pathway course. Completing one or more of these EAL courses will prepare the student for entry into and successful completion of their chosen VET or pathway course.

For detailed information on these courses go to the English course page on our website.

The Community Services sector continues to be one of Australia's largest and fastest growing employers. Occupations such as Early Childhood Educators, Aged Care Workers and Disability Support Workers have experienced strong growth and this growth is expected to increase to meet Community Service demands and changes to service delivery models within these sectors. Our Certificate III to Diploma courses in these occupational fields incorporate a work placement component ensuring the student has the skills, knowledge and competencies required for immediate employment and/or entry into pathway courses.

For detailed information on these courses go to the Community Services course page on our website.

The Health sector continues to be one of Australia's largest and fastest growing employers. Occupations such as Health Services Assistants, Massage Therapists, Pathology Collectors and Enrolled Nurses are in high demand to adequately meet community expectations and service delivery requirements. Our Certificate III to Diploma qualifications equip the student with the knowledge, skills and attitudes in their chosen field to immediately enter the workforce and contribute as an effective employee.

Our Health courses have been designed to make use of the skills laboratory, SCEI massage clinic and compulsory work placement component to ensure students develop and are assessed on skills and knowledge as they apply to realistic situations.

For detailed information on these courses go to the Health course page on our website.

Business qualification is increasing in demand for more knowledgeable professionals in the sector. By gaining a Certificate IV, Diploma and/or Advanced Diploma, the learner will gain an edge within a very competitive market.

Our highly skilled trainers understand the market and what pressures people employed within these fields face and they are extremely competent in not only delivering the qualification but also helping prepare the learner for the business and finance world.

By achieving a qualification in Business, the student is ready to move into employment and/or may choose to use the qualification as a pathway to higher education.

For detailed information on these courses go to the Business course page on our website.
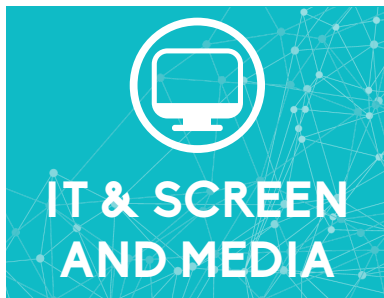
Today's industry of Information and Communications Technology, and Screen and Media has to be second to none when it comes to the demand of consumers. We live in a world whereby changes occur in technology on a daily basis and where strong practical abilities combined with vast knowledge and analytical expertise is expected in today's work environments whether they are large or small. From Diploma to Advanced Diploma, the student will be provided with the skills and knowledge to administer and manage information and communications technology, process improvement and business skills so as to enable effectiveness in Mid Stream and Senior ICT roles across all levels of business.

For detailed information on these courses go to the Information IT & Screen and Media course page on our website

COURSE INTAKE DATES

The course intake dates for 2017/2018 are published on the SCEI website at http://scei.edu.au/intake-dates

STUDENT VISA REQUIREMENTS

Enrolment Requirements
All students must meet specific entry requirements, as well as English language proficiency requirements, for admission to SCEI.

Please visit our website www.scei.edu.au to check enrolment requirements of programs.

Overseas student health cover (OSHC)
International prospective students wanting to study at SCEI are required to have a valid OSHC policy for the duration of their Student Visa. OSHC is available from any government-approved OSHC provider and it will provide basic cover for medical and hospital care costs while in the student is in Australia.

OSHC covers students from the time they arrive in Australia only. Travel insurance is also strongly recommended to provide cover during transit.

OSHC Assistance
SCEI's preferred OSHC provider is NIB and SCEI can accept payment on their behalf. Prospective students who purchase their OSHC cover through NIB are covered for out-of-hospital and in-hospital medical services that are detailed in the NIB OSHC policy document.

If a student requires or requests cover for Extras such as dental, optical, physiotherapy, chiropractic, osteopathy and pharmacy they can take out NIB OSHC Plus or NIB OSHC Platinum cover.

Unless a prospective student has provided evidence of alternative acceptable OSHC, their SCEI Offer of Admission letter will show the OSHC fee for the length of the student visa along with the program deposit amount they need to pay as part of their tuition fees.

Cost of living in Australia
The cost of living will vary from Melbourne to Adelaide, from one type of accommodation to another and from one individual student's needs to another.

The Australian Government's study in Australia website (www.studyinaustsralia.gov.au) provides a general guide to costs associated with living and studying in Australia, which may help prospective students to plan and budget for their stay in Australia.

Packaged Courses
You can apply to undertake two or more courses on your Student visa (subclass 500) where there is clear progression from one course to another. This is known as course packaging.
You will need to provide a confirmation of enrolment (CoE) or prove that a CoE is not required for each intended course with your visa application. The final course that you will undertake as part of your package of courses is your main (or principal) course of study. Your main course of study will be used to determine your financial and English language evidentiary requirements.

Students under 18 years of age
If you are under 18 years of age, you need to have welfare arrangements in place while you are in Australia. More information is available about Welfare arrangements for students under 18.

Genuine temporary entrant
The genuine temporary entrant (GTE) requirement is an integrity measure to ensure that the student visa programme is used as intended and not as a way for international students to maintain ongoing residency in Australia.

The GTE requirement applies to all student visa applicants. The officer assessing the visa will and consider whether the individual circumstances of the student indicates that their intention is for a temporary stay in Australia.

You must satisfy us that you have a genuine intention to stay in Australia temporarily. When assessing the GTE requirement, we will consider the requirements set out in direction number 69. To assess this, we will consider:
• your circumstances
• your immigration history
• if you are under 18 years old, the intention of your parent, legal guardian or partner
• any other relevant matter.
The GTE requirement provides a useful way to help identify those applicants who are using the student visa programme for motives other than gaining a quality education. The requirement is not designed to exclude students who, after studying in Australia, go on to develop the skills required by the Australian labour market and apply to become permanent residents.

English language requirements
You might need to provide evidence of your English language skills with your visa application. Check the Document Checklist Tool below to find out the evidence you need to provide. You might also be exempt from providing evidence.

If you do not provide evidence of your English language skills with your application or when asked by an officer, your visa could be refused.

If you do not need to provide evidence with your application, we can ask you for this during the application process.

If one of the following applies, you do not need to provide evidence of an English test score with your visa application:
• you are enrolled in full-time school studies as a principal course including in a secondary exchange programme, a postgraduate research course, a standalone English Language Intensive Course for Overseas Students (ELICOS), and Foreign Affairs or Defence sponsored students
• you have completed at least five years' study in one or more of the following countries: Australia, UK, USA, Canada, New Zealand, South Africa, or the Republic of Ireland
• you are a citizen and hold a passport from UK, USA, Canada, NZ or Republic of Ireland
• in the two years before applying for the student visa, you completed, in Australia and in the English language, either the Senior Secondary Certificate of Education or a substantial component of a course leading to a qualification from the Australian Qualifications Framework at the Certificate IV or higher level, while you held a student visa.

Table One - English Language Tests for Student Visas											
Test	**Test Score Band**										
IELTS	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0
TOEFL iBT	31	32	35	46	60	79	94	102	110	115	118
PTE Academic	29	30	36	42	50	58	65	73	79	83	86
Cambridge English Advanced (CAE)	32	36	41	47	52	58	67	74	80	87	93
OET	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
TOEFL PBT	433	450	500	527	550	n/a	n/a	n/a	n/a	n/a	n/a

Acceptable English language test score

If you need to provide evidence of your English language proficiency, we will accept the above minimum English language test score.

Please note:
*The TOEFL paper based test will only be accepted from limited countries
**The Occupational English Test includes a mark between A and E. An A or B is considered a pass.
The test must have been taken no more than two years before you apply for your student visa.

Please contact the Enrolment Department at enroll@scei.edu.au or visit our website (www.scei.edu.au) for further information on entry requirements.

Financial capacity requirements

You need to have enough money that is genuinely available to you, to pay for your course fees, and travel and living costs for you and your accompanying family members while you are in Australia.

You might need to provide evidence of your financial capacity with your visa application. Check the Document Checklist Tool below to find out if you need to provide evidence of financial capacity with your application.

If the Document Checklist Tool lists evidence of financial capacity as a requirement, it must be included at the time of lodgement or your visa application could be refused without requests for further information.

If you do not need to provide this evidence with your application, we have discretion to ask you for this during the application process.

Documentary evidence of financial capacity

If you need to provide evidence of financial capacity, you will be able to demonstrate this by providing one of the following:
- evidence of funds to cover travel to Australia and 12 months' living, course and (for school aged dependants) schooling costs for the student and accompanying family members
- evidence that you meet the annual income requirement
- an Acceptance Advice of Secondary Exchange Students (AASES) form (secondary exchange students only)
- a letter of support from the Department of Foreign Affairs and Trade or Department of Defence.

Subsequent entrants – family members who apply after the primary applicant has been granted their visa must also provide documentary evidence of financial capacity. This must be one of the options above.

Twelve months' funds option

Evidence of funds can include money deposits, financial institution or government loans, scholarships or sponsorships. You can calculate the total amount of funds you will need by adding living costs, course fees, schooling costs and travel costs. Use the information below to calculate the total amount of funds you will need.

Living costs

From 1 July 2016, the 12 month living cost is:
- • student or guardian - AUD 19,830
- • partner or spouse - AUD 6,940
- • child - AUD 2,970

Course fees

Calculate the first 12 months of your course fees or include the total cost of your course if it is for a duration of 12 months or less. Deduct any prepaid costs and provide evidence of these payments (this should be on your Confirmation of Enrolment or provide receipts).

If you are in Australia and your course has already commenced, calculate the course fee payable for the 12 month period commencing from the date on which you lodge your application.

Example 1: if your course fee is AUD 50,000 for three years, determine the fee for one year (12 months) by dividing the total amount by the number of years. The amount will be AUD 16,666.

Example 2: If your course fee is AUD 15,000 for ten months, and you have already paid AUD 5,000, deduct this prepaid amount from the total amount. The amount will be AUD 10,000.

Schooling costs

Where school aged children are included in your student visa application, schooling costs of at least AUD 8,000 per year for each child will need to be added to the amount of funds required. You are responsible for researching schooling costs, which vary between states, territories and schools in Australia.

You do not have to provide evidence of schooling costs if you are:
- a PhD student and can show you have enrolled your child in an Australian government school where the fees have been waived
- received an Australian Commonwealth Government scholarship, including Foreign Affairs and Defence sponsored students, and you can show you have enrolled your child in a government school where the fees have been waived.

Travel costs

If applying outside Australia, include AUD 2,000.

If applying in Australia, include AUD 1,000.

Annual income option

The annual income option requires a student to provide evidence of personal annual income of at least AUD 60,000. For students accompanied by family members, the requirement is at least AUD 70,000. The income demonstrated must be the personal income of your spouse (who is not coming with you) or parents. Where both of your parents are working, their combined income can be considered for this requirement. Evidence must be in the form of official government documents such as tax assessments. Evidence in the form of bank statements or information directly from an employer is not acceptable.

Genuine access to funds

You and your accompanying family members must be able to access the funds shown while you are in Australia.

When considering whether the funds will be genuinely available, we will take into account additional information and supporting evidence you provide, such as:
• the nature of the relationship between you and the person who is providing the funds, where applicable
• your income, assets and employment or those of the person providing the funds
• evidence of financial support history
• source of funds for any lump sum deposits.

Character

Everyone who wants to enter Australia must be of good character and will be assessed against the character requirements. You must answer a number of character related questions on your visa application form and the information you provide will be used to assess your character. You might be asked for more information.

English Language Intensive Course for Overseas Students (ELICOS)

Student visa applicants can apply to study in ELICOS in Australia. If you are intending to study standalone ELICOS for more than 12 months, you should provide lots of information with your application showing how you meet the Genuine Temporary Entrant (GTE) requirement. There is flexibility to extend the length of ELICOS where it is needed. This will be determined on a case by case basis.

School Students

Students can apply for a student visa to study at primary or secondary school in Australia, regardless of their country of citizenship.

The maximum period for a Student visa in the school sector is five years with the exception of primary school aged students where a maximum of two years will apply.

The shorter grant period for primary school students will act as an important safeguard for younger and more vulnerable students.

In circumstances where a student packages primary and high school study, a visa can still be granted for up to five years, providing that the primary school component of the package does not exceed two years.

Students must be the right age for their school course. To be granted a visa for school studies, the student must be:
• at least 6 years of age at time of application
• younger than 17 years of age when starting year 9
• younger than 18 years of age when starting year 10
• younger than 19 years of age when starting year 11
• younger than 20 years of age when starting year 12.

A child younger than six years of age can study for up to three months on a Visitor visa (subclass 600).

Student Visa Conditions		
Conditions	**Who This Applies To**	**Description**
8105	All students	You cannot work more than 40 hours per fortnight when your course is in session (other than work which has been registered as a part of the course). A fortnight means any period of 14 days commencing on a Monday and ending at the end of the second following Sunday. You can work for more than 40 hours per fortnight during recognised vacation periods offered by your education provider. You cannot start paid work until you have started your course in Australia. No work limits apply if you are studying a Masters by research or Doctorate course in Australia.

8202	All students	You must remain enrolled in a registered course (unless you are a Foreign Affairs or Defence sponsored student or secondary exchange student in which case you must maintain full-time enrolment in your course of study or training). Note: A registered course is one that is on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). You must maintain enrolment in a registered course that is the same level as, or at a higher level than, the registered course for which you were granted a visa. See: Changing courses You must maintain satisfactory attendance in your course and course progress for each study period as required by your education provider.
8501	All students	You must maintain adequate arrangements for health insurance during your stay in Australia. Note: Under policy, you must maintain Overseas Student Health Cover (OSHC).
8516	All students	You must continue to satisfy the requirements for grant of your student visa. This means, for example, that you continue to have sufficient financial capacity to support your study and stay in Australia.
8517	All students	You must maintain adequate schooling arrangements for your school-age dependents who joined you in Australia for more than 3 months as part of your student visa application.
8532	All students	If you are younger than 18 years of age, you must have accommodation and support, and your general welfare must be maintained for the duration of your stay in Australia. To maintain your welfare, you must stay in Australia with: • your parent or legal custodian or • a relative who has been nominated by your parents or custodians who is aged over 21 and is of good character or • have accommodation, support and general welfare arrangements in place that have been approved by your education provider. You must not change your arrangements without the written approval of your education provider. If your welfare arrangements are approved by your education provider you must not travel to Australia until your welfare arrangements start.

8533	DFAT/Defence sponsored students	While you remain in Australia, you are not entitled to be granted a further substantive visa, other than: • a protection visa • a Student visa (subclass 500) granted on the basis of support from the Commonwealth government or a foreign government. Note: The effect of this visa condition is that, except in extremely limited circumstances, it will not be possible for you to remain in Australia beyond the date authorised by your visa.
8203	All Iranian citizens studying higher education or postgraduate courses	You must not change your course of study, or your thesis or research topic, unless approval is given by the Department after it has obtained an assessment from the competent Australian authorities. If you are considering changing your thesis, major or research topic you must complete Form 1221 - Additional personal particulars information (PDF 290KB) and submit to Adelaide.student.centre@border.gov.au. Your subject line must be '8203/8204 assessment'.
8204	All Iranian citizens studying higher education or postgraduate courses	We must grant approval for you to start or change a: • graduate certificate • graduate diploma • master's degree • doctorate • a bridging course that is a prerequisite to a course of study or research for a master degree or a doctorate. You must not start or change course unless we have given approval and we have obtained an assessment from competent Australian authorities. If you are considering changing your course, you must complete Form 1221 - Additional personal particulars information (PDF 290KB) and submit to Adelaide.student.centre@border.gov.au. Your subject line must be 8203/8204 assessment.

APPLICATION FORMS AND DOCUMENTATION

Completing the Application Form

Prospective students are to complete the For24 Application to Study: International form. Both prospective students and Education Agents are required to complete their respective sections of the application form. A checklist is provided at the end of each application form to ensure that all required documentation has been included.

Application forms can be downloaded as a pdf from http://scei.edu.au/wp-content/uploads/2017/04/FOR24-Application-to-Study-Form-International-V20.pdf

Translation of Documents

Prospective students who have academic transcripts or awards in a language other than English must arrange to have these documents translated into English by a translating authority. The translated documents and original documents must be certified before being submitted with the application.

Certification of Documents

When certifying a document, representatives must:
• View, verify and photocopy the original document.
• Stamp each copy with the representative's company logo
• Sign and date each copy with the following statement: 'This is a true copy of the original'. Important note – every page of every document copied must be verified in this way. One signature/statement to cover a document of multiple pages cannot be accepted.
• Full Offer of Admission's can only be made on receipt of correctly certified copies or originals, where all other conditions have been satisfied.

A list of authorised certifying occupations is provided in the For24 Application to Study: International form.

Applying for credit transfer (CT) or recognition of prior learning (RPL)

Students who have completed studies at a post-secondary education provider may apply for credit transfer or recognition of prior learning towards their SCEI enrolled program.

Credit Transfer (CT)

To apply for CT a student is required to complete FOR25 Credit transfer application form and submitted to Administration with certified copies of the academic transcript attached.

The application for credit transfer will be assessed and a transfer credit report will be included with any Offer of Admission letter, if credit is assessed and approved at the time of application/enrolment.

Recognition of Prior Learning (RPL)

Before a student can apply for RPL they must be enrolled in or in the process of enrolling in the course/unit of competency before SCEI can process the RPL application.

To apply for RPL a student is required to complete and submit to Administration the relevant course's RPL Kit Applicant Pack.

ENROLMENT PROCESS FOR INTERNATIONAL PROSPECTIVE STUDENTS

The enrolment process involves the following steps:

1. All prospective students must complete and sign Application to Study: International form located on www.scei.edu.au and attach the certified copies of supporting documentation.
2. Successful applicants will be notified of their acceptance through a full or conditional letter of offer. The enrolment officer will provide each prospective student or nominated agent with an acceptance of offer letter as well as web links to the pre arrival/student guide, policies and procedures. Evidence of the first total payment in Australian dollars (AUD), as per the Offer of Admission letter and a completed and signed Acceptance of offer letter.
3. The student or nminatted agent will be provided with Confirmation of Enrolment (CoE).
4. Southern Cross Education Institute holds a compulsory orientation program for all students before the commencement of their course of study. Orientation introduces students to key personnel, SCEI's regulations and procedures and familiarisation of the Campus facilities and services.

Course Fees and Charges

Course fees and charges for 2017/18 are published on the SCEI website at http://scei.edu.au/enrolment/fees-payments

Payment options

Payment options vary and are discussed with individual prospective students during the application and enrolment process.

For payment of fees and charges, SCEI accepts Credit Card and Direct Debit.

For students who have applied for and are eligible for a Government subsidy, payment is only required for course materials and equipment.

Pre-departure and arrival

To prepare for the prospective students arrival in Australia and facilitate their smooth transition to studying at SCEI, it is important that they read the Student Hand Book / Pre-arrival Guide.

For up to date information from the Australian Government regarding studying in Australia go the website at Study in Australia.

Step 1 — Find the best course of study for you
Research our Website and/or the International Student Brochure to find the course that meets your interests and needs. Make an enquiry to one of our approved Education Agents or Business Development Officers.

Step 2 — Submit YOUR Application
Submit your completed Application to Study form, including certified copies of supporting documents to enroll@scei.edu.au or to the approved Education Agent. Education Agents will then submits your application to SCEI.

Step 3 — Receive Letter of Offer
If when application is approved you will receive a Letter of Offer (Full or Conditional). Please read the conditions of your offer carefully before accepting.

Step 4 — Accept Offer
If to accept the offer, please submit the completed Student Enrolment Agreement form including certified copies of supporting documents and evidence of the payment in Australian dollars (AUD) as per the letter of offer to the approved Education Agent or Business Development Officer.

Step 5 — CoE ISSUE
An Electronic Confirmation of Enrolment (CoE) will be issued to you.

Step 6 — Apply for Student Visa
Student applies for VISA as per the Department of Immigration and the Border Protection (DIBP) process or the approved Education Agent assists the student with the VISA application.

Step 7 — Make Travel and Accommodation Arrangements
Make temporary or long-term accommodation arrangements prior to arriving in Australia. Arrange transfer from the airport to your accommodation. If assistance is required, please forward the request in writing to studentsupport@scei.edu.au

Step 8 — Arrive in Australia
We recommend you arrive in Australia at least 2 weeks prior to commencement of the course to allow for sufficient time to adjust to life in Australia.

Step 9 — Attend International Student Orientation
During the compulsory orientation session, you will receive vital information regarding your course of study, student expectations as well as meet our friendly personnel.

Step 10 — BEGIN YOUR CLASSES WITH SCEI!

STUDENT SERVICES & FACILITIES

Airport Pick-Up

International students arriving in Australia to undertake studies with SCEI and requiring airport transfers have a number of options available.

- Skybus is the main bus service from Melbourne Airport to the CBD. Buses leave from the front of all terminals every ten minutes and drop-off in the CBD at numerous locations, including the bus terminal at Southern Cross Station in Spencer street.
- SCEI offers' shuttle services for international students arriving in Melbourne. Conditions apply. Requests for airport pickups can be pre-arranged by calling in advance on +61 3 9602 4110.
- The Adelaide Metro JetBus and Skylink Airport Shuttle buses' transfer passengers from the airport to the Adelaide CBD.

Accommodation

Student accommodation across Australia's capital cities is plentiful. Specific agencies within city areas do cater for student accommodation, which includes Backpackers, Hotels, Hostels, Units and shared housing. The following links will assist:

- www.homestaynetwork.org/public/host-faqs
- www.easyroommate.com
- www.myflatmate.com
- www.flatmates.com
- www.stayz.com.au/accommodation/sa/adelaide
- www.urbanest.com.au/accommodation/adelaide
- www.studentliving.com.au
- www.adelaide.edu.au/accommodation

Orientation

All new students are required to attend an orientation program before commencing their studies at SCEI. Generally, orientation is conducted for a group of students before they start their course of study. Orientation may be held on an individual basis at other times, if the need arises. All new students are encouraged to attend orientation sessions prior to commencement of classes to assist with preparation for studying at SCEI.

The Orientation Sessions are conducted by the Welfare Officer and includes but not limited to the following:

- Welcoming new students to the campus, including a comprehensive campus tour
- Introducing relevant policies and procedures
- Acquainting students with student welfare, library, computer rooms, reception services
- Providing fire and emergency information and exits
- Support services available to students and location
- Attendance and academic progress expectations and monitoring

Student Support Services

SCEI understands the enormous pressure some students will face during their studies. The two most common problems students face are academic and emotional pressures particularly international students living away from the comforts of their own home, family and friends.

SCEI has dedicated full-time Welfare Officers available to support the students during their studies at SCEI. All support provided by the Welfare Officers is confidential and free of charge.

There are many professional support services available for students at our Melbourne and Adelaide campuses including:

- Academic support and advice
- Language, literacy and numeracy support
- Study skills
- Medical/health support
- Accommodation assistance
- Financial assistance/Centrelink
- Legal advice
- Career counselling

Administration/Reception

Located on each campus, Administration/Reception assists students with all student administration and general enquiries about SCEI and their course.

Administration/Reception can provide information about:

- Academic records
- Admission procedures
- Enrolment procedures
- Credit transfer/Recognition of prior learning
- Certificates
- Forms, policies and procedures
- Feedback forms
- LLN testing
- ID cards
- Transport and parking

POLICIES AND PROCEDURES

Policies

SCEI has policies and procedures that incorporate State, Territory and National legislation, regulations, guidelines, frameworks that apply to the full operation of its business. All activities applying to students, staff or general operations are implemented according to these policies and procedures.

It is essential that Education Agents have a thorough understanding of SCEI policies and procedures and can communicate this information accurately to students and prospective students.

Policies and procedures are provided:
- in the Student Hand Book / Pre-arrival Guide
- at reception at all campuses
- via our website at http://scei.edu.au/enrolment/policies-procedures-forms

Academic progress

SCEI monitors, records and assesses the course progress of each student for the course in which the student is currently enrolled in accordance to the DIBP course progress policy.

According to SCEI's PP13 Monitoring international student academic progress policy and procedure, SCEI assesses each student's progress at the end of each compulsory study period and has an intervention strategy for any student who is not making satisfactory course progress. It is made available to staff and students and it specifies:
- procedures for contacting and counselling students;
- strategies to assist identified students to achieve satisfactory course progress; and
- the process by which the intervention strategy is activated.

Southern Cross Education Institute's intervention strategy includes provision for:
- where appropriate, advising students on the suitability of the course in which they are enrolled;
- assisting students by advising of opportunities for the students to be reassessed for tasks in units they had previously failed, or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency; and
- advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to Department of Immigration and Border Protection (DIBP) and cancellation of his or her visa, depending on the outcome of any appeals process.

USEFUL WEBSITES

ESOS Legislative Framework
https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx
Department of Immigration and Border Protection (DIBP)
www.border.gov.au
Department of Education
education.gov.au
International Agent Association resources
www.isana.org.au
Link to the Melbourne airport website
www.melbourneairport.com.au
Link to the Adelaide airport website
www.adelaideairport.com.au
Link to the Australian Customs Service website
www.customs.gov.au
Study in Australia website
www.studyinaustralia.gov.au