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Section 1.
General Information

1. Foundation and History

Since the grand opening of Nan Tien Temple in 1995, the Temple has been enthusiastically sharing and promoting Buddhism, as well as reinforcing the understanding between Western and Eastern cultures. On 11th September 2001, the City Council of Wollongong donated a parcel of land just opposite Nan Tien Temple as the site for the Nan Tien Institute (NTI) and Art Gallery. This was the start of a truly precious and remarkable opportunity for NTI to flourish in an exquisite setting.

“To foster talent through education” is one of the Fo Guang Shan’s main objectives. Over 25 years, Grand Master Hsing Yun, the founder of Fo Guang Shan (FGS) has founded 5 institutes of higher education and 16 Buddhist Colleges around the world. The aim is to share the wisdom of Buddhism and to create a well-informed society. Fo Guang Shan has established the University of The West in California USA (1990), Fo Guang University (1993) and Nanhua University (1996) in Taiwan, Nan Tien Institute Australia (2009) and Guang Ming College in the Philippines (2014). The five institutions form the Fo Guang International University Consortium.

NTI was formally established in 2009. The Institute was registered as a Higher Education Provider through the New South Wales Department of Education and Training and its first courses, the Master of Arts (Applied Buddhist Studies), Graduate Diploma of Applied Buddhist Studies and Graduate Certificate of Applied Buddhist Studies, were accredited on 31 August 2010 and renewed in 2016. Teaching began in February 2011. A second suite of postgraduate courses in Health and Social Wellbeing was accredited on 10 September 2013. NTI Wollongong Campus was officially opened by the Prime Minister of Australia, The Honorable Tony Abbott MP and Grand Master Hsing Yun on 1 March 2015.

2. Introducing Nan Tien Institute

Nan Tien Institute is the first Australian educational institution to offer an enlightened and holistic education for the 21st century in an environment which embraces humanistic Buddhist virtues and values. It is a non-profit private higher education provider registered in Australia through the Tertiary Education Quality and Standards Agency and open to students from Australia and countries worldwide.

NTI operates from its own state-of-the-art campus, which incorporates contemplative pedagogy and fosters an environment for holistic learning, allowing students to contribute to the advancement and integration of knowledge, culture and ethical understanding.

NTI is dedicated to:

• Promote the abilities and personalities of students in a harmonious Buddhist environment
• Prepare students to meet the challenges of a globally interdependent society
• Develop awareness of the scientific method and its application in understanding social problems
• Use the knowledge and skills obtained through studies of science and the humanities to engage in problem-solving in today’s society
• Develop a community of scholars, academics, skillful practitioners and students not only rich with knowledge and skills but also with an aspiration to enrich their spirituality so as to become meaningful caring members of society.

The Institute offers both degree and short-term continuing education programs catering to a wide range of interests.
# Section 2. Courses, Entry Requirements and Fees

## 1. Applied Buddhist Studies

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>ENTRY REQUIREMENTS</th>
<th>FEES</th>
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</table>
| Graduate Certificate in Applied Buddhist Studies | Full-time 6 months  
Part time options available | Either a Bachelor degree with a major in humanities or social sciences, **OR**  
relevant work experience and professional training of at least 3 years, for example in Buddhist ministry or counselling. | Domestic $5,000*  
International $6,400  
*FEE HELP available to eligible Australian citizens |
| Graduate Diploma in Applied Buddhist Studies | Full-time 12 months  
Part time options available | Either a Bachelor degree with a major in humanities or social sciences, **OR**  
a Graduate Certificate with a focus on Buddhist Studies. | Domestic $10,000*  
International $12,800  
*FEE HELP available to eligible Australian citizens |
| Master of Arts (Applied Buddhist Studies)   | Full-time 18 months  
Part time options available | EITHER a Bachelor degree with a major in humanities or social sciences, **OR**  
a Graduate Diploma with a focus on Buddhist Studies, **OR**  
a Graduate Certificate with a focus on Buddhist Studies and 3 years of relevant work experience (for example in Buddhist ministry or counselling).  
Note: Applicants who are not eligible for direct entry to this course, but are eligible for entry to the Graduate Certificate, or Graduate Diploma can transition to the Master’s degree, upon successful completion of the Graduate Certificate and Graduate Diploma requirements. | Domestic $15,000*  
International $19,200  
*FEE HELP available to eligible Australian citizens |
## 2. Health and Social Wellbeing

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>ENTRY REQUIREMENTS</th>
<th>FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Health and Social Wellbeing</td>
<td>Full-time 6 months <em>Part time options available</em></td>
<td>EITHER a Bachelor degree with a major in a relevant field, such as health sciences, social sciences, liberal arts, or education, <strong>OR</strong> relevant working experience and professional training over at least 3 years, for example in the health sector or social services or education</td>
<td>Domestic $5,000* International $6,400 *FEE HELP available to eligible Australian citizens</td>
</tr>
<tr>
<td>Graduate Diploma in Health and Social Wellbeing</td>
<td>Full-time 12 months <em>Part time options available</em></td>
<td>EITHER a Bachelor degree with a major in a relevant field, such as health sciences, social sciences, liberal arts, or education, <strong>OR</strong> a Graduate Certificate with a focus on health.</td>
<td>Domestic $10,000* International $12,800 *FEE HELP available to eligible Australian citizens</td>
</tr>
<tr>
<td>Master of Arts (Health and Social Wellbeing)</td>
<td>Full-time 18 months <em>Part time options available</em></td>
<td>EITHER a Bachelor degree with a major in a relevant field, such as health sciences, social sciences, liberal arts, or education, <strong>OR</strong> a Graduate Diploma with a focus on health, <strong>OR</strong> a Graduate Certificate with a focus on health and credit average performance. <strong>Note:</strong> Applicants who are not eligible for direct entry to this course, but are eligible for entry to the Graduate Certificate or Graduate Diploma, can transition to the Master's degree, upon successful completion of the Graduate Certificate and Graduate Diploma requirements.</td>
<td>Domestic $15,000* International $19,200 *FEE HELP available to eligible Australian citizens</td>
</tr>
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3. Proficiency in English

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. For applicants who have not completed substantial tertiary studies in English, the requirement is IELTS (academic version only) 6.5 overall with minimum 6.0 in each subtest, or equivalent assessment of English language proficiency. The test must be completed no more than 2 years before commencement.

4. Students in final year undergraduate studies

Applicants who are in the final year of their undergraduate studies may submit a current official transcript showing their completed subjects and grades. Applicants may be granted conditional admission subject to the successful completion of the undergraduate degree prior to the commencement of the postgraduate course at Nan Tien Institute.

5. Interview and references

An interview or other supplementary documentation may be required to evaluate an applicant’s suitability as a graduate student in Health and Social Wellbeing. For example, if your professional training or work experience is considered as the basis of the application, then you must demonstrate that they have obtained the knowledge, skills and/or competencies expected from a relevant bachelor degree. A letter of reference from a university or college lecturer or a workplace supervisor who is familiar with your qualifications and experience may be suitable supporting documentation and might be required.

Details of the application procedure can be found on the Nan Tien Institute website at www.nantien.edu.au.
Section 3.
Course Information

Applied Buddhist Studies

1. Program Introduction

Buddhism is 2,500 Years old. The art of quiet contemplation seems a world apart from the frantic competition of modern life and work. Yet Buddhist philosophy trains the skillful mind to see human values and understand the causes and effects of human action. Deep reflection on the Buddhist story brings new perspectives to people who work in teaching and the caring professions. You can also apply Buddhist teachings to business in the pursuit of ethical enterprise and environmental conservation.

In this program, the theory of Buddhism and other religious systems is integrated with experiential learning and meditation, giving a personal experience of Buddhist spiritual values in daily life.

The program is organised in three levels – Graduate Certificate, Graduate Diploma and Master of Arts – which form a nested sequence of courses. The flexible structure allows you to pursue your studies as far as your interests take you.

2. Graduate Certificate of Applied Buddhist Studies

CRICOS Course Code: 072349G
CRICOS Provider Number: 03233C

Duration: 1 semester of full-time study or equivalent in part-time study. On the successful completion of the Graduate Certificate, you can proceed to the Graduate Diploma and the Master of Arts (Applied Buddhist Studies) with credits from the subjects already completed.

Course Structure: The qualification requires the completion of 4 subjects (24 credit points) as follows:

1 core subject:
ABS901 Introduction to Buddhism

3 electives from the Applied Buddhist Studies Program but may include 1 subject from the Health and Social Wellbeing Program.

Note: Not all electives are offered each semester. Please check on the NTI website, or with the Student Services Office on the scheduled subjects.

ABS902 Mindfulness: Theory and Practice
ABS903 Research Methods of Religious Studies
ABS904 Buddhist Ethics
ABS920 Buddhism and Interreligious Understanding
ABS921 Buddhism, Environment and Sustainability
ABS922 Buddhism and Modern Society
ABS923 Health as Buddhist Practice
ABS930 Tradition and Change
ABS931 Selected Readings of Buddhist Meditation Literature
ABS932 Mindfulness and Conflict Transformation
ABS933 Buddhist Art as Visual Communication
ABS940 Naturalisation of Buddhism in China and Beyond
ABS941 Indian Buddhism
ABS942 Buddhist Theories of Mind
ABS943 Meditation Practices in Chinese Buddhism
ABS944 Mindfulness and Cognitive Science
3. Graduate Diploma of Applied Buddhist Studies

CRICOS Course Code: 072350D
CRICOS Provider Number: 03233C

Duration: 2 semesters of full-time study or equivalent in part-time study. On the completion of the Graduate Diploma, you can proceed to the Master of Arts (Applied Buddhist Studies) with credits from the subjects already completed.

Course Structure: The qualification requires the completion of 8 subjects (Total 48 credit points) as follows:

2 core subjects:
ABS901 Introduction to Buddhism
ABS902 Mindfulness: Theory and Practice

6 electives from the Applied Buddhist Studies Program but may include a maximum of 2 subjects from the Health and Social Wellbeing Program.

Note: Not all electives are offered each semester. Please check on the NTI website, or with the Student Services Manager on the scheduled subjects.

ABS903 Research Methods of Religious Studies
ABS904 Buddhist Ethics
ABS920 Buddhism and Interreligious Understanding
ABS921 Buddhism, Environment and Sustainability
ABS922 Buddhism and Modern Society
ABS923 Health as Buddhist Practice
ABS930 Tradition and Change
ABS931 Selected Readings of Buddhist Meditation Literature
ABS932 Mindfulness and Conflict Transformation
ABS933 Buddhist Art as Visual Communication
ABS940 Naturalisation of Buddhism in China and Beyond
ABS941 Indian Buddhism
ABS942 Buddhist Theories of Mind
ABS943 Meditation Practices in Chinese Buddhism
ABS944 Mindfulness and Cognitive Science

4. Master of Arts (Applied Buddhist Studies)

CRICOS Course Code: 072351C
CRICOS Provider Number: 03233C

Duration: 3 semesters of full-time study or equivalent in part-time study

Course Structure: The qualification requires the completion of 10 subjects and the Research Project (Total 72 credit points) as follows:

5 core subjects:
ABS901 Introduction to Buddhism
ABS902 Mindfulness: Theory and Practice
ABS903 Research Methods of Religious Studies
ABS904 Buddhist Ethics
ABS950 Research Project (12 credit points) *
*Subject to approval may be substituted by two 6-credit course work subjects

6 electives from the Applied Buddhist Studies Program but may include a maximum of 3 subjects from the Health and Social Wellbeing Program.

Note: Not all electives are offered each semester. Please check on the NTI website, or with the Student Services Manager on the scheduled subjects.

ABS920 Buddhism and Interreligious Understanding
ABS921 Buddhism, Environment and Sustainability
ABS922 Buddhism and Modern Society
ABS923 Health as Buddhist Practice
ABS930 Tradition and Change
ABS931 Selected Readings of Buddhist Meditation Literature
ABS932 Mindfulness and Conflict Transformation
ABS933 Buddhist Art as Visual Communication
ABS940 Naturalisation of Buddhism in China and Beyond
ABS941 Indian Buddhism
ABS942 Buddhist Theories of Mind
ABS943 Meditation Practices in Chinese Buddhism
ABS944 Mindfulness and Cognitive Science

5. Course Advice

Contact: Dr Tamara Ditrich, Head of Program – Applied Buddhist Studies (t.ditrich@nantien.edu.au)
6. Subject Information

**ABS901 Introduction to Buddhism**

*Credit points: 6*

*Type: Core for all courses in Applied Buddhist Studies Program*

This subject is an introduction to the fundamentals of Buddhist thought. Students will examine ideas around the origin and development of Buddhism, key Buddhist doctrines, and the basic concepts of Buddhist philosophy across various traditions. The spiritual meaning of life from the Buddhist perspective will be critically examined. The role of Buddhist philosophy, meditation, and practice in approaching morality and ethics, as well as contemporary developments in global Buddhism, will be introduced and critically appraised.

This subject contributes to the course aims through its (a) in-depth introduction to key concepts and practices of the Buddhist tradition across sectarian and historical boundaries, from its origin to later developments spanning 2,500 years; (b) reflective critical student essay and presentation showing evidence of application of religious studies and/or social science research methods; and (c) critical, inquiring assimilation of Buddhist philosophy and practice through open debate and discussion, innovative angles of interpretation, and experiential immersion in meditation. This subject provides the essential foundation for further studies in Buddhism and a portal to other subjects such as Healing Traditions: Buddhism and Psychotherapy, Mindfulness: Theory and Application, and Philosophy of Mind in Buddhism.

**ABS902 Mindfulness: Theory and Practice**

*Credit points: 6*

*Type: Core for Graduate Diploma of Applied Buddhist Studies and Master of Arts (Applied Buddhist Studies); elective for Graduate Certificate in Applied Buddhist Studies.*

This subject examines the systems of meditative practice taught in Buddhist traditions, focusing on mindfulness as the key component in the Buddhist doctrinal framework. It explores the theoretical foundations for meditative practice as well as the practical methods and techniques of meditation, and it also looks at the variety of applications of mindfulness in new contexts and environments. The subject places emphasis both on theory and on practice: apart from the study and critical examination of primary and secondary sources on Buddhist meditation, the students also explore several techniques and aspects of mindfulness in practice. They are expected to devote two hours per day to the practice of mindfulness and record and reflect on their experiences. The classes are accompanied by practical sessions of meditation as appropriate to the development of each topic.

**ABS903 Research Methods of Religious Studies**

*Credit points: 6*

*Type: Core for Master of Arts (Applied Buddhist Studies); elective for Graduate Certificate in Applied Buddhist Studies and Graduate Diploma of Applied Buddhist Studies.*

This subject is an introduction to critical thinking and the various modes of research used in Applied Buddhist Studies. The basic skills and processes associated with developing research questions, reviewing relevant literature and conducting research will be discussed. Qualitative and quantitative research methods will be reviewed. The subject will also cover key basic principles in academic writing, including referencing and citation methods. As part of the subject, students will be encouraged to develop their own original ideas and formulate research proposals that demonstrate their understanding of applied research.

This subject particularly focuses on the principles of research and critical evaluation, which are key skills required in the process of reviewing and expanding the literature based on Buddhism and its applications. The subject also covers the basics in academic writing to help students present discussion and arguments effectively in written form.

**ABS904 Buddhist Ethics**

*Credit points: 6*

*Type: Core for the Master of Arts (Applied Buddhist Studies) and elective for Graduate Certificate in Applied Buddhist Studies and Graduate Diploma of Applied Buddhist Studies.*

This subject provides an overview of Buddhist ethics in different traditions; it also examines issues arising from their application in the contemporary world. After outlining the framework of Buddhist ethics, a number of contemporary issues are reviewed and discussed using the lens of Buddhist ethical traditions: issues examined include the natural world (environment, animals, and conservation), abortion, suicide, euthanasia, war, gender and sexuality, economics, social responsibility, etc.

Increasing individual ethical behavior is at the heart of Buddhist traditions: understanding the nature of ethical choices and behaviors is fundamental to a sound comprehension of Buddhism. This subject
presents an introduction to the major areas of ethical consideration important in Buddhist teachings and then critically investigates a range of contemporary issues in order to highlight possible contributions from or gaps in traditional Buddhist paradigms and perspectives.

**ABS920 Buddhism and Interreligious Understanding**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

The subject focuses on a theory of religion, spirituality, and interfaith dialogue. Firstly, it presents secularization processes and outlines the foundations of religious studies, it then proceeds with an examination of fundamental issues in the history and development of the major world religions, including Christianity, Islam, Hinduism, and Buddhism from a comparative and interfaith perspective. In the theoretical component, the major methodological approaches will be presented and examined, and in the practical part readings of key texts, related to the subject outlined, will be discussed in the context of modern societal problems such as economic, political and gender issues, and approaches to conflict resolution and peace. The subject outlines the main features of contemporary feminist philosophy of religion, drawing particularly from the works of Luce Irigaray. Additionally, the subject aims to investigate the role and future of religion and interfaith dialogue in our globalised world. Students will also explore how Buddhist perspectives could inform and contribute to contemporary interfaith dialogue.

**ABS921 Buddhism, Environment and Sustainability**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

This subject examines the relationship between Buddhist traditions, including contemporary Buddhist practice, and global issues in sustainability and environment. It explores both classic and new sources of Buddhist environmentalism, as well as the position of environmentalism from other spiritual paths. Spiritual traditions have a key role in engaging creative responses to environmental and associated social challenges. This subject will analyse scales of Buddhist environmentalism from the global to the personal, and situate them in both local and global geographic contexts. The subject places emphasis both on theory and on practice: apart from the study and critical examination of primary and secondary sources on Buddhist environmentalism, students will participate in field activities examining local environmental issues. The theoretical framework, which is accompanied by practical field sessions on local environmental issues included as appropriate in the time devoted to each topic.

**ABS922 Buddhism and Modern Society**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

The various schools of Buddhism teach systems of beliefs and practices based on the principles of change and inter-dependence. This subject surveys how major Buddhist Schools today respond to contemporary issues and events around the world by adapting and reinterpretting the ancient doctrines to the modern world. This process is studied in both directions: how traditional Buddhist communities adapt to modernity and how Buddhist teachings are interpreted, reinvented or embraced. The topics include Buddhist responses to globalisation, science and technology, economics, consumerism, workplace management, ethical leadership, bio-ethics, gender issues and environmental sustainability. This subject will provide an opportunity to discuss how Buddhists in East Asia, South Asia and the west can continue to grow the religion in the future.

**ABS923 Health as Buddhist Practice**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

This subject will explore the meaning of health and illness and how different traditions - especially the Greek-origin European ‘science’ tradition, Indian-origin Buddhist understandings, and traditional Chinese medical approaches - conceive of and act on mind-body health and ill health. The subject content will include the philosophy, history and political economy of health practices as they have developed within different cultural and environmental contexts. Students will be introduced to a range of different medical approaches including indigenous Australian, Ayurveda and traditional Chinese as well as examining the reality of mainstream science-based medicine as it exists in Western societies.

A range of practices that are said to influence health will be taught. Students will be asked to adopt and critically examine the impact of one practice on their own health. How does one’s own experience compare to the reported expected outcomes and evidence base for this practice? What does the practice tell us about the ideas that are the implicit underpinnings of such a practice? It is hoped that the mix of theoretical input and student experiences will allow us to explore health and illness in depth and in new ways.

**ABS930 Tradition and Change**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

The subject is intended as a comprehensive survey of Buddhism from its early beginnings to the present day. It aims to give students an insight into the
origins and the spread of Buddhism across Asia and beyond. The course will familiarise students with the rich spectrum of Buddhist traditions and schools of philosophy and give an overview of their developments from the early beginning till the present day. Special attention will be given to the rich variety of Buddhist practices, particularly to meditation. The lectures will provide a comprehensive survey of tradition and change in Buddhist thought and practices throughout the history, while specific topics (such as politics, gender issues, society and environment in Buddhist context) will be investigated through film viewing, seminars, group discussions and projects. Exploration of various facets of Buddhism will provide an opportunity for deeper appreciation and understanding of Buddhism as a living tradition, which is expanding fast beyond Asia and becoming a transnational religion of the 21st century.

**ABS931 Selected Readings of Buddhist Meditation**  
**Literature**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

The subject aims to cultivate students' analytical ability and understanding of Buddhist textual traditions from which the teachings and practices of modern Buddhism have developed.

It focuses on textual representations of Buddhist meditation (mindfulness in particular) which is perceived to be at the heart of Buddhism. The subject explores how different methods of meditative practices are viewed and presented in some of the most influential texts on Buddhist meditation (such as the Satipatthāna-sutta) within major Buddhist traditions. The selected texts on meditation are read in English translation, critically analysed, and their relevance for contemporary meditation practices discussed and reflected upon. Since the texts read in this course are on meditation, various meditative techniques are explored also in practice.

The subject informs students on different methodological approaches to textual analysis, provides foundations and background for deeper understanding of Buddhist meditation within its historical and cultural framework and its relation to contemporary meditation practices such as mindfulness, applied in a variety of new contexts.

**ABS932 Mindfulness and Conflict Transformation**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

The subject explores Buddhist peace work and conflict transformation strategies for social well-being and peaceful co-existence. It presents “good practices” of Buddhist inclusive communities, characteristics and benefits of a moral culture (such as keeping peace with nature, non-violence, Buddhist peace principles and ethics, etc.). Since the preparation for peace on the social level has to start with individual transformation, the greater part of the course will be dedicated to intra-psyche change based on mindfulness theory and practice.

The students will explore several techniques and aspects of conflict transformation combined with mindfulness in practice. They are expected to devote two hours per day to the practice of mindfulness in the conflict transformation process and record and reflect on their experiences. The subject assumes a basic knowledge of Buddhism or elements of mindfulness achieved through the preliminary readings.

**ABS933 Buddhist Art as Visual Communication**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

The aim of this subject is to teach the knowledge and interpretative skills necessary to fully engage with Buddhist material culture. The subject will be structured thematically across 4 days, with the fifth day for presentations during an excursion to the Art Gallery of NSW. It will start with a brief assessment of Buddhism from the viewpoint of select contemporary Western writers, before presenting the evolution of the image of the historical Buddha Sakyamuni, including aniconic and synoptic representations. Other sessions will include an analysis of the characteristics and distinguishing qualities of diverse buddhas and bodhisattvas (with special attention to Avalokitesvara); symbols that convey the values and beliefs of Buddhism; the generation of merit through commissions; the visualisation of a deity; and the power of inscribed dharani and ‘seed’ syllables. In this intensive course, there will be sessions devoted to the visual communication of Buddhist teachings, e.g., the Wheel of the Six Realms of Existence, the Pure Lands, and the mandala. Select teachers, such as the First Patriarch of Zen, Bodhidharma, and noted monks, lamas, and laymen, will be considered as well.

**ABS940 Naturalisation of Buddhism in China and Beyond**  
**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

This subject provides a historical survey of the impact of Buddhism in Chinese culture, exploring its growth and transformation through significant people, doctrines, practices, and institutions from the turn of the Common Era to the present. It begins with the transmission of Buddhism from India to China and follows the development of a uniquely Chinese Buddhism after a period of initial conflict before integration with the local culture. The second part of
the subject uses Buddhist sacred sites as experiential windows to further explore major aspects of the Chinese Buddhist tradition and its interaction with Chinese literature, philosophy, art, architecture and indigenous religious practices. This subject offers an insight into how Buddhism became one of the three pillars of traditional Chinese religions.

**ABS941 Indian Buddhism**

**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

The foundations of all later schools of Buddhism were laid in India, this course focuses specifically on doctrinal and historical events that were formative of the entire tradition before its eventual decline and disappearance from India. This course recounts the history of Indian Buddhism and covers the teachings and precepts of the different perspectives held in that period. After initial thematic approaches, the course then focuses on specific sites as heuristic windows to explore key issues relevant to Indian Buddhism, e.g. the role of Asoka, the varieties of textual evidence, the accounts of Chinese pilgrims etc.

**ABS942 Buddhist Theories of Mind**

**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

This subject aims to introduce to students the philosophy of mind and consciousness and approaches to psychology in early Buddhism and Indian Mahayana Buddhism. The focus of the subject will be on the Yogacara school of Mahayana Buddhism. However, as it is important for students to be familiar with pre-Yogacarin Buddhist thought, the subject will begin with an introduction to the conception of mind in early Buddhism. Then, both the thoughts of the Prajnaparamita Sutras and that of the Madhyamaka School will be taught. Following that, the subject turns to the Yogacara School and focuses on various topics related to the notions of mind and consciousness, the psychology of freedom, rational psychology, and salient Yogacara and Madhyamaka features of Buddhist Tantric psychology.

**ABS943 Meditation Practices in Chinese Buddhism**

**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

Meditation Practices in Chinese Buddhism will offer students an in-depth, intellectually-engaged, experientially-based study of the tradition and practices of Chinese Chan (later Japanese Zen) Buddhism. The course will proceed by continually interweaving experiential inquiry with scholarly study and critical reflection upon direct experience of the tradition and its meditation practices, in a way that will enrich further studies in Buddhist meditative thought and practices encountered in other NTI course offerings.

The unit will provide an overview of the historical and cultural circumstances that shaped the Mahayana tradition of Chan Buddhism in China, from 6th century CE through the Tang and Song dynasties, with attention to its engagement with existing Daoist philosophy and ethos, while offering direct experience of the two primary streams of Chan meditation practice - 'Silent Illumination', and 'Koan Introspection' - that emerged in the classical period. The markedly different cultural expressions of Chan (Zen) that have formed as it moved into a Western context will be assessed for signs of cultural accretion, adaptation, renovation or transformation within the received tradition.

Patriarch of Zen, Bodhidharma, and noted monks, lamas, and laymen, will be considered as well.

**ABS944 Mindfulness and Cognitive Science**

**Credit points:** 6  
**Type:** Elective for all courses in Applied Buddhist Studies

The subject "Mindfulness and Cognitive science" examines the foundations as well as some of the most recent developments in the field of cognitive science - a rapidly growing area of research, integrating insights from a broad spectrum of disciplines concerned with the study of human mind. The aim of the subject is to put this relatively young research project vis-à-vis the two and a half millennia old Buddhist exploration in the same area.

The subject begins with an interdisciplinary overview of the so-called paradigms of cognitive science, each of them representing one of the views on the nature of mind. The following paradigms are examined:

- Information-processing paradigm  
- Cognitivist paradigm  
- Embodied cognition  
- Phenomenology.

The latter position is explored in more detail: some of the most recent developments in the study of lived human experience are examined theoretically and experientially. Together, the students will investigate how modern science of lived experience relates to Buddhist studies of the same subject. By studying research papers, cases, personal accounts, and through inquiry into their own personal experiences, the students will be encouraged to compare, validate and critically examine the methods and insights of both cultures.

The subject will end with the examination of intersections between mindfulness meditation and scientific studies of consciousness. Students will be
encouraged to compare and reflect on the validity of knowledge obtained by each of the paths. Special attention will be drawn to the parallels between mindfulness and phenomenological reduction.

**ABS950 Research Project**

**Credit points:** 12  
**Prerequisites:** ABSPG102 Research Methods of Religious Studies and satisfactory completion of 48 credit points  
**Type:** Core for Master of Arts (Applied Buddhist Studies) *  
*Subject to approval may be substituted by two 6-credit course work subjects*

This subject provides experience and training in a significant research project. Students will work on their specific research project in conjunction with their supervisor, engaging in the stages of the research process related to critical review of the literature, designing their project, considering ethical dimensions of their study, and collecting data. The emphasis of this unit is on the application of research knowledge gained in other units to the practical conduct of the individual project, culminating in a written thesis and a presentation at a professional seminar. Students will work under the guidance of their research supervisor and be guided through the stages of the research process.
Health and Social Wellbeing

1. Program Introduction

Health, social wellbeing, and individual and collective happiness, are at the core of healthy societies. Governments, businesses, and organisations that ignore the health and social wellbeing of their members/communities do so at their peril. Do you want to develop skills and knowledge to enhance your career in this domain, enrich your work with others, or play an influential role in community development and transformation? Perhaps you want to start a career assisting others to develop their health and wellbeing, or are already well on the way.

Studying Health and Social Wellbeing at Nan Tien Institute allows you to gain relevant skills, knowledge, and insights, that are vital for professional and personal development; you will also be studying with students from around the world in a unique environment that actively supports and encourages:

- Exploration of the interdependence of mind, body, and emotions.
- An evidence-based, experiential, holistic understanding of the development and promotion of health and wellbeing practices to benefit individuals, communities, and societies.
- Exploring the importance of integrating principles of health, wellness and harmony into life, education, and work, to develop and maintain good mental and physical health, help prevent chronic lifestyle disease, and enhance productivity, enjoyment of life, interpersonal relationships, and personal fulfillment.

The Health and Social Wellbeing courses are relevant to people working in a diverse range of fields. For example:

- Counselling and therapy
- Mental Health/Allied Health
- Palliative Care and pain management
- Psychology/Psychiatry/Social Work/Nursing
- Health Services/Health Promotion
- Chronic illness/disability/rehabilitation
- Education
- Nutrition, Sport and Exercise Science
- Business/Management
- HR, Mentoring, Life Coaching
- Organisational Development
- Complementary medicine

The subjects in the Health and Social Wellbeing program draw on a broad range of evidence-based approaches and tools for health and wellbeing, whilst embodying Buddhist philosophy in practice - via contemplative pedagogical approaches and experiential learning. Throughout the program, you will be encouraged and supported in the development of personal and professional skills and practices to foster and enhance self-awareness, personal growth, professional and spiritual development, healthy relationships, and life-long education.

2. Graduate Certificate of Health and Social Wellbeing

CRICOS Course Code: 082517C
CRICOS Provider Number: 03233C

Duration: 1 semester of full-time study or equivalent in part-time study

Course Structure: The qualification requires the completion of 4 subjects (24 credit points) as follows:

3 core subjects
- HSW901 Mind Body Wellness
- HSW902 Nutrition through the lifespan
- HSW903 Research Methods and Evidence Based Practice

1 elective to be chosen from the schedule below:
- HSW900 Critical Thinking, Scholarly Capabilities and Academic Enquiry
- ABS901 Introduction to Buddhism
3. Graduate Diploma of Health and Social Wellbeing

CRICOS Course Code: 082516D
CRICOS Provider Number: 03233C

**Duration:** 2 semesters of full-time study or equivalent in part-time study.

**Course Structure:** The qualification requires the completion of 8 subjects (48 credit points) as follows:

- **5 core subjects:**
  - HSW901 Mind Body Wellness
  - HSW902 Nutrition through the lifespan
  - HSW903 Research Methods and Evidence Based Practice
  - HSW904 Social Policy, Health and Welfare
  - HSW912 Coaching and Counselling for Health and Wellbeing

- **3 electives** to be chosen from the schedule below:

  *Note: Not all electives are offered each semester. Please check on the NTI website, or with the Student Services Manager on the scheduled subjects.*

- HSW900 Critical Thinking, Scholarly Capabilities and Academic Enquiry
- HSW905 Applied Mindfulness for Professionals
- HSW913 Approaches to Care with Older Adults
- ABS901 Introduction to Buddhism
- ABS902 Mindfulness Theory and Practice
- ABS904 Buddhist Ethics
- ABS921 Buddhism, Environment and Sustainability

4. Master of Arts (Health and Social Wellbeing)

CRICOS Course Code: 082515E
CRICOS Provider Number: 03233C

**Duration:** 3 semesters of full-time study or equivalent in part-time study.

**Course Structure:** The qualification requires the completion of 12 subjects (72 credit points) as follows:

- **8 core subjects:**
  - HSW901 Mind Body Wellness
  - HSW902 Nutrition through the lifespan
  - HSW903 Research Methods and Evidence Based Practice
  - HSW904 Social Policy, Health and Welfare
  - HSW912 Coaching and Counselling for Health and Wellbeing
  - HSW914 Mental Health and Wellness
  - HSW915 Therapy through Art
  - HSW916 Healing Traditions Buddhism and Psychotherapy
  - HSW 950 Research Project (12 credit points) *
  * Subject to approval, may be substituted by two 6-credit point coursework subjects.

- **2 electives** to be chosen from the schedule below:

  *Note: Not all electives are offered each semester. Please check on the NTI website, or with the Student Services Manager on the scheduled subjects.*

- HSW900 Critical Thinking, Scholarly Capabilities and Academic Enquiry
- HSW905 Applied Mindfulness for Professionals
- HSW911 Wellness Promotion and Evaluation
- HSW913 Approaches to Care with Older Adults
- ABS901 Introduction to Buddhism
- ABS902 Mindfulness Theory and Practice
- ABS904 Buddhist Ethics
- ABS921 Buddhism, Environment and Sustainability
- ABS944 Mindfulness and Cognitive Science

5. Course Advice

**Contact:** Dr Terry Froggatt, Head of Program - Health and Social Wellbeing ([terryf@nantien.edu.au](mailto:terryf@nantien.edu.au))
6. Subject Information

**HWS900 Critical Thinking, Scholarly Capabilities and Academic Enquiry**
**Credit points:** 6  
**Type:** Elective for all courses in Health and Social Wellbeing

The subject explores a series of contemporary topics to help students develop critical thinking, research and communication skills. It will support students in their first session of study; facilitate an understanding of the nature and structure of their degrees; provide resources and peer support to enhance academic and digital literacies needed for success in their degree; and help students plan for their post-university careers.

This subject is designed to prepare postgraduate students, many of whom are from diverse cultural backgrounds, to be successful in their postgraduate studies. The subject strengthens existing academic abilities and literacies, usually gained through undergraduate study, and introduces contemporary topics to help students develop critical thinking, research and communication skills. The subject includes an introduction to contemplative inquiry which underpins the postgraduate curriculum.

**HWS901 Mind-Body Wellness**  
**Credit points:** 6  
**Type:** Core for all courses in Health and Social Wellbeing

In this subject, from a mind-body perspective, you will explore and analyse psychological, emotional, physical, social, and environmental factors that can contribute to, or work against, the health and wellbeing of individuals and societies. The subject will examine mind-body wellness research from a range of perspectives, as well as exploring practical tools and interventions to assist others in improving mind-body wellness.

1. An overview and introduction to the domain  
   - Primary Care and Mind-Body Medicine  
   - An integrative care approach

2. Mind-body wellness factors  
   - The mind-body connection: psychophysiological indicators and their ramifications for health and wellbeing  
   - Stress, and stress management  
   - Pain, and pain management/reduction  
   - The relationship between cognitions, emotions and physiology in relation to health and wellbeing

3. **Lifestyle factors**  
   - Health awareness and lifestyle choices  
   - Food and eating behaviour  
   - Exercise and activity  
   - Work practices, and work culture

4. **Therapies and approaches in mind-body wellness**  
   - Wellness, health enhancement, and lifestyle management, and their place in the health system and the broader society  
   - Spiritual understandings and practices in mind-body wellness

5. **Professional issues**  
   - Professional and ethical issues in mind-body wellness practice

**HWS902 Nutrition through the Lifespan**  
**Credit points:** 6  
**Type:** Core for all courses in Health and Social Wellbeing.

This subject takes a lifespan perspective to nutrition, diet and exercise, addressing nutritional requirements fundamental to human growth through the lifespan, drawing on different health and science disciplines to provide a basis for understanding nutrition. You will discuss the many factors that impact on healthy food choices and how foods can be utilised to enhance wellbeing.

**Nutrition and health**  
- World view of nutrition and health trends  
- Food as treatment  
- Phytonutrients and medicinal properties  
- Evaluation of nutritional status of foods  
- Alcohol, tobacco and smoking

**Nutrition for life**  
- Nutrition through the lifespan  
- Energy balance and healthy body weight  
- Diet, health and eating disorders  
- Nutrition and physical activity

**Quality of food**  
- Farming, food production and regulation  
- Epidemiology, social factors, food choices

**HWS903 Research Methods and Evidence-based Practice**  
**Credit points:** 6  
**Type:** Core for all courses in Health and Social Wellbeing

Evidence-based practice (EBP) is central to contemporary health research and practice. You will effectively search the literature, critically appraise
evidence, and assess its significance. You will apply scientific methods and statistical principles to a variety of research questions and understand the validation and communication of knowledge.

Complementary and alternative medicine is a thriving sector of health care. Case studies will enable you to study the philosophies and practices and supporting evidence base for selected therapies such as meditation, traditional medicine, qigong, and yoga, spiritual healing, acupuncture, hypnotherapy, shiatsu, iridology, and kinesiology.

Exploring health research and evidence-based practice (EBP)
• Paradigms of research in the social sciences
• Ethical issues of research in health practice
• Boundaries between practice and research
• Research with vulnerable people
• Codes of practice and requirements for ethics approval

Basic statistical concepts
• Research design in social science

Appraising evidence - Appraisal, interpretation, application and presentation of results:
• Studies of diagnostic effectiveness
• Measurement in health practice
• Case studies in complementary medicine
• Evaluating and communicating health outcomes

HSW904 Social Policy, Health and Welfare
Credit points: 6
Type: Core for Master of Arts (Health and Social Wellbeing) and Graduate Diploma of Health and Social Wellbeing

This first part of the subject examines the nature of public health and public health policy frameworks and issues and explores the cultural and social dimensions of health and wellness and the economic and political environment in which health policies and strategies are developed and implemented. The importance of social justice and equity in health care is emphasised. The second part of the subject treats health promotion, a process for individuals, carers, communities and populations to increase control over their health by addressing the determinants of health and achieving improved health outcomes. You will practice skills needed to conduct a needs analysis and plan and evaluate an intervention for a health promotion project.

Public health
• History, philosophy and ethics of public health
• Formulation and implementation of policy
• Global, national and local issues
• Case studies of specific groups

Health promotion

• Core health promotion values, principles and key policy documents
• Personal perspectives on health and wellbeing including physical activity, mental health, nutrition, coping skills and resilience
• Buddhist philosophy and perspectives on health, wellness and social wellbeing

HSW905 Applied Mindfulness for Professionals
Credit points: 6
Type: Elective for Master of Arts (Health and Social Wellbeing) and Graduate Diploma of Health and Social Wellbeing

Mindfulness as a therapeutic tool is now widely used and accepted across a broad range of health and therapeutic settings. The growing body of empirical research suggests that mindfulness practice is particularly useful for lowering chronic anxiety and pain, negative cognitions, and stress, and for increasing wellbeing. There is also increasing empirical evidence suggesting its efficacy in reducing depressive symptoms.

Students in the subject will critically explore how mindfulness is defined, applied, and evaluated in secular settings. The empirical research on the study of mindfulness will be reviewed, and specific approaches to teaching individuals and groups the practice of mindfulness will be explored and developed. Students will also have the opportunity to choose and investigate, in-depth, a specific application of mindfulness practice for their professional setting, and develop a practical teaching process applicable to specific clients.

Defining mindfulness in a secular way
• Definitions and central components
• The measurement of mindfulness

A closer look at how mindfulness is applied
• In mental health, pain management, treatment of depression and palliation
• In work and education settings

Challenges of training in mindfulness in secular settings

HSW911 Wellness Promotion and Evaluation
Credit points: 6
Type: Elective for Master of Arts (Health and Social Wellbeing)

This subject develops the theory and practice of wellness assessment and health analysis and the analysis and interpretation of selected diagnostic information pertaining to wellness. You will explore the approaches to the assessment of health for individuals and society and the analysis of signs, symptoms and pathologies and develop the skills for making prescriptions for healthy lifestyles and health promotion.
Health and social wellbeing
- Health risk appraisal
- Wellness assessment
- Environmental health

Health measurement and interpretation
- Electrophysiological measurement
- Biological sampling and wellness-oriented biochemical, toxicological and hematological testing
- Fitness testing
- Nutritional assessments

Health diagnosis and promotion
- Traditional, complementary and alternative medicine systems
- Epidemiology
- Occupational health and therapy

HSW912 Coaching and Counselling for Health and Wellbeing
Credit points: 6
Type: Core for Master of Arts (Health and Social Wellbeing) and Graduate Diploma of Health and Social Wellbeing

Promoting, motivating, and supporting health, wellbeing, and positive behaviour change, is a highly valued and necessary competency for many professional roles, particularly in the areas of health/mental health, psychology/counselling/coaching, disability and rehabilitation, complementary medicine, welfare, community outreach, human resources, and management. Many people, however, would like to feel better equipped and trained in this area of their work. In this subject, you will examine a range of evidence-based and best-practice approaches to coaching and counselling for health and wellbeing, and develop practical skills via peer and client practice, under supervision.

- Personal learning and self-empowerment
- Introduction to behaviour change
- Empathy and compassion
- Ethics
- Mindfulness principles and practices
- Coaching and counselling core competencies, research, theory, & best-practice approaches, including:
  - Acceptance and Commitment Therapy
  - Cognitive Behaviour Therapy

HSW913 Approaches to Care with Older Adults
Credit points: 6
Type: Elective for Master of Arts (Health and Social Wellbeing) and Graduate Diploma of Health and Social Wellbeing

Given a choice, the majority of older people would prefer to live in their own homes despite disabilities, loneliness and the problems of health care. In this subject, you will consider the healthcare needs of older people and the ways in which older people are represented through the media, health and social policies and legislation, and the way that these representations impact on their lives and their access to health care services.

Physiological changes associated with ageing
- Screening and assessment tools

Determinants of healthy ageing
- Nutrition, physical activity, and sexuality
- Use of complementary medicines

Health care needs of an ageing population
- Value of evidence in informing priority setting and planning for services
- National Service Standards

Implications of population ageing
- Social support and distribution of social resources in later life
- Risk factors, social disadvantage and isolation

Aged care and palliation issues
- Communication regarding end-of-life care

HSW914 Mental Health and Wellness
Credit points: 6
Type: Core for Master of Arts (Health and Social Wellbeing)

Mental health and wellness, and pro-active approaches to integrated mental health care, are fundamental to the development of healthy communities, and the wellbeing of individuals and those around them. This subject explores a range of factors that work for and against long-term robust mental health, from a micro and a macro perspective – the individual through to the broader society. You will explore the impact on individuals and their immediate community and the potential for integrated care approaches.

Subject content includes: therapeutic approaches and tools that significantly enhance mental health; critical analysis of the concepts of health, wellness and illness. Lifestyle, and societal structure factors; mindfulness therapeutic practices; resilience, flourishing, mindfulness, positive wellbeing.

Stereotype and stigma
- Environment, culture, adaptive ability
- Support systems for psychological well-being
- Promotion of resilience, attachment, a sense of belonging and empowerment
- Community capacity building

Contemporary mental health and illness issues
- Vulnerable groups
- Allied health and therapeutic recreation
• Evaluation techniques and analysis of outcomes

Disability and society
• Social justice and human rights
• Buddhist perspectives
• Working with people with disabilities

HSW915 Therapy through Art
Credit points: 6
Type: Core for Master of Arts (Health and Social Wellbeing)

Art and music therapy are forms of psychotherapy for individuals, families and groups in which the participants engage in artistic processes within a therapeutic relationship. They are valuable therapeutic approaches to a wide range of psychological, social and physical conditions. This subject examines the diversity of art and music therapy models and methods.

Music therapy
• Context, history, methods and research
• Physiological, psychological, social and spiritual roles of music
• Medical and psychotherapeutic models

Art therapy
• Theoretical frameworks and history
• Therapy and spirituality
• Art and music therapy in practice
• Dance, drama, yoga, Tai Chi, Indigenous art

HSW916 Healing Traditions: Buddhism and Psychotherapy
Credit points: 6
Type: Core for Master of Arts (Health and Social Wellbeing)

In the last decade, there has been an exponential increase in interest in the relationship between Buddhism and Psychotherapy. This subject explores the interface between Buddhism and Psychotherapy and the therapeutic actions of Buddha's core teaching and practice of mindfulness, which are now incorporated in many mainstream psychotherapies. The theoretical and neurobiological basis of meditation training and the art and science of meditation useful in psychotherapy practice will be discussed, demonstrated and practiced during the course. The core teachings of Buddhism will be covered in terms of their use in a secular and psychological way in counselling and psychotherapy practices.

The subject will also cover the Buddhist and Psychological concepts and foundations of insight, relationship issues, mindfulness, stress reduction, positive emotions, addictions, ageing, sickness, death and self and non-self. There will be experiential exercises to refine and deepen various clinically beneficial meditative practices. Content includes investigating the social, cultural and ethical issues involved in the integration of Buddhism and Psychotherapy in students' work as health professionals and in their private lives.

Lecture topics include:
Comparing Buddhist and Western psychologies
Cognitive, behavioural mindfulness-based therapies
Mindfulness in dynamic/analytic psychotherapies
Integrated Buddhist psychotherapy
Factors of Enlightenment and its contribution to wellbeing

HSW950 Research Project (12 credit points)
Credit points: 12
Prerequisites: HSWPG103 Research Methods and Evidence-Based Practice and satisfactory completion of 48 credit points
Type: Core for Master of Arts (Health and Social Wellbeing) *
* Subject to approval may be substituted by two 6-credit course work subjects

This subject provides experience and training in a significant research project. Students will work on their specific research project in conjunction with their supervisor, engaging in the stages of the research process related to critical review of the literature, designing their project, considering ethical dimensions of their study, and collecting data. The emphasis of this unit is on the application of research knowledge gained in other units to the practical conduct of the individual project, culminating in a written thesis and a presentation at a professional seminar.

Students will work under the guidance of their research supervisor and be guided through the stages of the research process.
Section 4. 
Student Policies

1. Academic Integrity and Intellectual Property Policy

Academic integrity

Nan Tien Institute is established to provide higher education and advance knowledge and understanding and it is committed to free intellectual inquiry in all its endeavours. The Institute's vision is to promote learning and pursue research and creative practice and so contribute to the advancement and integration of knowledge, culture and ethical understanding for the benefit of humanity. Ethical principles are at the heart of the Nan Tien Institute. The principles encompass:

- A beneficial learning environment, high quality and challenging.
- Assessment that is fair, rigorous and transparent.
- Academic freedom within the law for staff and students.
- Academic integrity.

Members of the Nan Tien Institute community are committed to:

- Acting responsibly, honestly, with integrity and in an open way
- Pursuing scholarship independently, courageously and creatively
- Making decisions in a just and compassionate way
- Working with others in a nurturing and cooperative way
- Generating a community of trust, respecting the dignity of others and fostering equality of opportunity
- Avoiding actions which could be harmful to others.

The goal is to ensure that all staff and students understand and implement their legal, ethical and professional responsibilities to each other at all times.

Intellectual property

A learning community is built on trust and mutual respect. Ethical conduct is important: 'Ethical education is central in preventing corruption, by fostering attitudes that do not tolerate corruption. Academic fraud can endanger the credibility and usefulness of the assessment systems in place and the value of academic degrees, promoting distrust about the academic enterprise at large.' [Jacques Hallak and Muriel Poisson, ‘Corrupt schools, corrupt universities: What can be done?’ (International Institute for Educational Planning, UNESCO, 2007)]

In ethical education, we value ideas and we respect the ownership rights of people who develop ideas – their intellectual property. Using someone else’s ideas without giving them proper credit is called plagiarism. The integrity of learning and scholarship depends on a code of conduct governing good practice and acceptable academic behaviour. One of the most important elements of good practice involves acknowledging carefully the people whose ideas are used, borrowed, or developed. All students and scholars are bound by these rules because all scholarly work depends in one way or another on the work of others.

The Institute has a duty of care for its students and expects its students to maintain high standards of personal and academic behaviour. Plagiarism is a form of cheating. It is unfair to the creator of the ideas, it is unfair to other students who do their work without cheating, and it is a breach of the laws of intellectual property and copyright. We declare zero tolerance for plagiarism and other forms of academic misconduct such as improper collusion.
2. Assessment Policy

1. Policy

Nan Tien Institute takes an outcomes-standards based approach to teaching and learning and aims to provide quality teaching and learning opportunities at all times. Learning outcomes are criterion-referenced and relate to what successful students can do as a result of their learning experiences. Learning outcomes are to be clearly stated, demonstrable, achievable and measurable.

Assessment is an integral part of the teaching practice designed to enhance and shape student learning and provide opportunities for students to demonstrate their achievement of learning outcomes. Assessment provides feedback to students on their learning and is the basis by which their academic achievements are judged and certified.

Academic standards and the rigour of courses are central in all assessment schemes and processes. Student assessment is a complex activity with a variety of purposes and many stakeholders that include students, academic staff, the Institute and the community. Assessment provides the results which are communicated to stakeholders to show the nature and depth of student learning along with the skills and attributes of graduating students. The objectives of this Assessment Policy are to:

- Articulate an integrated set of values, processes and procedures for student assessment at the Institute
- Provide guidance in the design and implementation of assessment tasks, marking and moderation of student work, and the review of assessment
- Identify roles and responsibilities in the implementation of this policy
- Identify further resources for enhancing assessment literacy among all academic staff of the Institute.

2. Assessment Principles

Assessment and feedback practices are based on the following principles:

- Assessment tasks must address the aims and learning outcomes of the subject and the graduate attributes and they are structured to show progressive development of the capacity for independent learning and synthesis by students throughout the course.
- Assessment tasks are challenging, well-structured and diverse to cater for different academic abilities and learning styles and ensure all students can achieve their full potential. As a general guide a single subject should have a maximum of 3 major assessment tasks.
  - Assessment is fair, rigorous and transparent and designed to foster meaningful, higher order learning skills of analysis, synthesis and evaluation. Feedback on assessment is timely and supports the learning process.
  - Assessment is implemented using principles of standards-based assessment
  - Assessment is moderated to ensure the appropriateness of tasks, consistency in marking, and the maintenance of standards
  - Assessment is well managed to ensure efficiency and accountability to all stakeholders and reviewed regularly for effectiveness in meeting desired learning outcomes and delivering quality.
  - Assessment is supported by a culture of academic integrity that is actively fostered at all levels of the Institute
  - Assessment is supported by resources that enable appropriate time to be invested in high quality assessment processes and enhanced by professional development for teaching staff to increase assessment literacy and capability.

Nan Tien Institute acknowledges the critical role of academics’ professional judgement and expertise in all aspects of the assessment process, and particularly in making judgements about students’ work. The Institute is committed to supporting and fostering this expertise through processes of moderation, peer review and benchmarking, so that staff and students can be confident that their decisions and judgements are compatible with disciplinary and professional standards and comparable to those of good higher education practice nationally and internationally. Nan Tien Institute encourages the adoption of assessment practices that are based wherever possible on research-based evidence of pedagogical effectiveness and contemporary best practice.

3. Assessment Design and Implementation

a) A whole-of-course assessment approach.

Although subject assessors should be given considerable latitude in exercising judgement about what should be assessed, assessment design is essentially collaborative and should not occur in isolation from other subjects in the course. Assessment tasks should be designed with reference to a whole-of-course assessment approach. A whole-of-course approach will facilitate the employment of a diverse range of assessment methods to encourage the development of expressed graduate attributes in an appropriate developmental sequence throughout the course.

Assessment tasks for each subject are mapped to
show the planned and sequenced approach to the achievement of the course graduate attributes. Mapping demonstrates the contribution of each subject towards students' acquisition of key attributes such as critical thinking, communicating communication and information literacy. Assessment mapping should also be undertaken to ensure that there are equitable student workloads, as well as appropriate timing and weighting of assessment tasks. The graduate attributes that are being developed through assessment tasks must be clearly articulated in individual subject outlines and learning guides.

b) Alignment and authenticity of assessment tasks. Assessment tasks in a subject should be aligned with the subject learning objectives so as to effectively and efficiently measure student performance. Teaching and learning activities in a subject should also be aligned to actively support assessment tasks. Not all learning objectives have to be individually assessed; single assessment tasks should be designed to enable the sampling of multiple objectives. Wherever possible, assessment tasks should give authentic challenges to students, based upon real world tasks, problems, skills and performances.

Students should also be offered the opportunity, at appropriate stages in their course, to exercise some choice in assessment tasks, to relate concepts to their worlds of work, and to be supported with significant self-directed assessment tasks that develop their self-management and lifelong learning abilities.

c) Explicit criteria and standards. Assessment tasks will usually be accompanied by marking criteria and explicit standards of performance that provide detailed guidance to students about the factors under consideration when a judgement is made about the quality of the work or performance. Students should be provided with criteria and standards for assessment tasks, along with details of the assessment task, at the commencement of a subject of study. Marking criteria should be sufficiently comprehensive and detailed to provide guidance to students on the expectations of the subject assessor and how to best approach and direct their efforts.

Standards of performance (or ‘grade descriptors’) should delineate the various levels of student performance and the corresponding grade that will be awarded (e.g. HD, D, C etc.). Standards should be sufficiently detailed so that students can see how they might improve the quality of their performance. The Institute has a set of generic grade descriptors that apply to all assessment tasks. More specific standards or grade descriptors may be developed for individual courses or assessment items.

d) Formative assessment and feedback. Subject assessment design should ensure that students are provided with sufficient opportunities for formative feedback on progress towards desired learning outcomes during the teaching period. Formative and summative assessments are integrated in tasks completed over the study period. Continuous assessment provides both formative feedback on progress and summative evaluation (e.g. marks) that contribute to an overall grade. Subject Coordinators will usually ensure that:

- there is sufficient spacing between assessment tasks to ensure that students gain feedback from one task before attempting the next
- large assessments such as projects with a weighting greater than 60% are disaggregated into smaller submissions with feedback points during the study period
- standardised marking sheets or ‘rubrics’ are provided to students to provide feedback on performance against each criterion.

e) Inclusive and equitable assessment. Some assessment modes or designs may unfairly privilege or disadvantage students. All reasonable efforts should be made by Subject Coordinators to ensure that assessment tasks are designed to be contextually relevant and culturally inclusive, and to avoid bias or other unintended negative outcomes.

Particular account should be paid to student diversity, including international student cohorts, students from non-English speaking backgrounds, students with disabilities, and Indigenous students. Assessment tasks may need to be modified due to the logistics or special requirements of specific cohorts. In such cases, substituted tasks should remain demonstrably equivalent in nature and degree of difficulty, and still satisfy the same subject learning objectives and graduate attributes. Reasonable adjustment in assessment methods should be made to accommodate students with a recognised disability or impairment.

f) Review of assessment tasks before release. As a general rule and for the purpose of quality assurance, all major assessment tasks should be reviewed by a Head of Program within the Institute before they are made available to students. Assessment tasks should also be periodically reviewed and externally benchmarked as part of a Course Review. A Review should ensure that all aspects of assessment have been complied with, and give particular attention to issues of:
g) Approval and communication of assessment requirements. The assessment requirements for a subject are documented in the Subject Outline. Changes to assessment may be undertaken prior to the commencement of the study period in accordance with this policy. Details of all assessment tasks including marking criteria and performance standards should be made available to students by the start of teaching for the subject. These details should be consistent with information contained in the approved Subject Outline. If through an unforeseen event the necessity arises for a change in assessment after the commencement of the study period, the Subject Coordinator should seek the approval of the Dean.

h) Use of learning technologies in assessment. In cases where assessment tasks necessarily utilise learning technologies (e.g. online quizzes, blogs, participation in computer-mediated sessions, e-portfolios, etc.), Subject Coordinators should ensure that:

- Students who do not have appropriate access are offered equivalent alternative arrangements, where these exist
- In the event of technology failure, Subject Coordinators should be alert to the problems of assessment tasks that are mediated by technology and should make a thorough risk assessment of potential issues or problems. Subject Coordinators should also be alert to the use of online quizzes for summative assessment purposes, where such quizzes are not invigilated. It is recommended that a total weighting of no greater than 20% be given to such assessments.

i) Confidentiality and security. All reasonable effort should be made by staff of the Institute to ensure that the principles of privacy, confidentiality and security are maintained throughout the administration of student assessment. Particular care should be employed in relation to:

- The security of examination papers and student scripts
- The confidentiality of assessment results
- The prior permission of the student for any reproduction or usage of assessment material beyond normal marking processes
- Access to grades and authority to disclose grades to students.

4. Marking and Grading of Coursework

Robust marking and grading practices are essential to the maintenance of academic standards at the Institute.

a) Standards-based assessment

Nan Tien Institute uses standards-based assessment. This requires that assessment of student achievement is measured against externally verified criteria and standards. Such criteria and standards should be referenced, wherever possible, to accepted academic and professional standards, evident in other similar courses of study nationally and internationally. Criteria and standards of performance must be explicitly articulated and made available to all students at the commencement of the study period for each assessment task. Criteria and standards should also be discussed with students, and integrated into unit subject teaching and learning activities; so that students can understand the standards of academic performance expected and work out how they can improve their performance against those standards. Such discussion may occur in the classroom, in online or other computer-mediated forums, or it may be explained within a subject learning guide.

Standards-based assessment is incompatible with norm-referenced assessment schemes. Therefore, no pre-determined or ideal distribution of grades can be applied across a student cohort. It is not expected that individual Subject Coordinators will adjust students' grades to comply with pre-determined distributions. Marks and grades awarded to students are to be based solely on merit in relation to prescribed academic standards.

b) Grading System

Subjects are classified as either Pass/Fail or Grade/Mark. For Pass/Fail subjects, there is no mark recorded. For Grade/Mark subjects, the mark is from the scale 0-100. Students must meet all criteria set out in the subject outline to receive a passing grade (e.g. all assignments must be submitted). Students who do not fulfill all requirements will be awarded a technical fail (TF) with the grade recorded as 44 even if the cumulative mark above 50. A Semester-Weighted Average (SWA) is a calculation of a student's average percentage mark for all Grade/Mark subjects in which the student is enrolled in any one study period. A Course Weighted Average (CWA) is a calculation of a student's average percentage mark for all Grade/Mark unit subjects
for all subjects in a course. The Institute does not use or calculate a **Grade Point Average (GPA)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Equivalent Descriptor</th>
</tr>
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<tbody>
<tr>
<td>HD</td>
<td>85-100</td>
<td>High Distinction - performance which meets all subject objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition</td>
</tr>
<tr>
<td>D</td>
<td>75-84</td>
<td>Distinction - performance which clearly deserves a very high level of recognition as an excellent achievement in the subject</td>
</tr>
<tr>
<td>Cr</td>
<td>65-74</td>
<td>Credit - performance which is substantially better than would normally be expected of competent students in the subject</td>
</tr>
<tr>
<td>P</td>
<td>50-64</td>
<td>Pass - performance which satisfies subject objectives</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Fail - performance which does not meet subject objectives</td>
</tr>
<tr>
<td>TF</td>
<td>44</td>
<td>Technical Fail - performance which does not fulfill all criteria of the subject outline with the mark recorded as 44 even if the cumulative mark for the subject is above 50.</td>
</tr>
</tbody>
</table>

d) **Assessment submission and return.** Students are expected to complete their assignments by the due dates specified in the Learning Guide for the subject. Extensions may be granted by the Subject Coordinator on the basis of serious misadventure, accident or extenuating circumstances. Please refer to the Special Consideration Policy.

The Subject Coordinator may apply a penalty of 10% of the maximum marks for the assignment per week for a late assignment in cases where there is no written approval for an extension.

Marked assessment tasks, other than examination scripts, should normally be returned to students who have submitted on time, within one two weeks of receipt. This enables students to have the benefit of individualised feedback before undertaking a further assessment task in a subject. Where a subject contains a final major assessment, all other assessment tasks should be returned with sufficient time to enable students to gain the benefit of feedback before undertaking the final assessment. Subject Coordinators are responsible for ensuring that all marking and moderation activities are organised to accommodate these principles. Students should be notified and appropriate allowance made for any unavoidable delays in returning their assessed tasks.

Where a Subject Coordinator chooses electronic submission, and return of assessment tasks, students should receive clear direction on submission processes including: submission site, time frame, acknowledgement of receipt and feedback on academic progress arrangements.

Final marks in a subject must be determined by no later than two months after the end of the semester in which the subject is taught. At that time, any unresolved grades will be recorded as fail (F) unless approval for extra time is confirmed in writing by the Dean.

e) **Detection and reporting of plagiarism.** Plagiarism and other forms of academic misconduct/dishonesty are not tolerated by the Institute. The Academic Misconduct and Plagiarism Policy provides definitions, roles, procedures and responsibilities associated with instances of academic dishonesty. It is important that Subject Coordinators are familiar with this policy and ensure that markers in the subject are also appropriately briefed about the Institute's policy on academic integrity and understand the steps to take when plagiarism is suspected. It is also vital that students be alerted to their responsibilities under the Academic Misconduct and Plagiarism Policy. Teaching staff should ensure that students are well inducted in academic conventions and
and values regarding academic integrity. Subject Coordinators should be alert to opportunities in the design of assessment tasks that discourage or make plagiarism more difficult to achieve.

5. Submission, Examination and Grading of Research Projects

The following principles apply for the submission, examination and grading of research projects:

a) Submission of research projects for examination

- Students must submit their research project to their supervisors together with a Turnitin report.
- If the Turnitin report meets with the Institute’s requirements and in the opinion of the supervisor the research project is ready for examination, the supervisor will certify that the research project is worthy of examination.
- Following certification by the supervisor, the student can upload the research project in the online portal MyLearning.
- If the supervisor believes that the research project is not yet of sufficient quality to submit and is not willing to certify the research project is worthy of examination, the supervisor is required to discuss with the Head of Program and provide a written statement on why the submission is not supported. The student must be informed by the supervisor in writing.
- If the student still wishes to submit the research project for examination, the student may refer the matter to the Dean for consideration with a written statement.
- The Dean may seek the advice from an independent academic who has knowledge of the research field but not a potential examiner.
- Based on the advice and the information provided, the Dean will decide whether to allow the research project to be submitted for examination. The decision will be communicated in writing to the student, Head of Program and supervisor.

b) Marking

- Each research project will be assessed by 2 examiners, at least one of whom will be an external academic expert. If an external examiner cannot be found, the Head of Program must seek the approval of the Dean to appoint another internal examiner.
- The Head of Program may serve as an examiner. The final grade and mark will be determined by the Head of Program based on the examiners’ reports and following consultation with the supervisor. Where the examiners’ reports differ by more than one grade, the Head of Program may appoint a third examiner to review the reports and provide a further assessment.
- Where revisions are required by the supervisor, the student must make any revisions requested and resubmit within 6 weeks. The student and supervisor may request to the Head of Program for an extension to this period under exceptional circumstances.
- If the revised research project is not submitted by the stipulated period, the student will be awarded a Technical Fail. Student will be allowed to re-register for the research project within 2 years.

3. Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Equivalent Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>85-100</td>
<td>High Distinction</td>
</tr>
<tr>
<td>D</td>
<td>75-84</td>
<td>Distinction</td>
</tr>
<tr>
<td>Cr</td>
<td>65-74</td>
<td>Credit</td>
</tr>
<tr>
<td>P</td>
<td>50-64</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Fail</td>
</tr>
<tr>
<td>TF</td>
<td>44</td>
<td>Technical Fail</td>
</tr>
</tbody>
</table>
6. Moderation of Assessment

It is the responsibility of the Subject Coordinator to ensure that there is a consistent and reliable approach to the marking and grading of assessment tasks. This is particularly important when tasks are qualitative in nature (e.g. essays, journals, creative works) and therefore require a higher level of judgement by the marker in awarding grades. Moderation entails discussion amongst markers about the interpretation of criteria and the application of standards in awarding grades or marks, with the aim of improving consistency and reliability amongst markers.

a) Moderation processes. Subject Coordinators should ensure that there are robust moderation processes in place, which may include, amongst others, any of the following:

- Discussion within the marking team about a sample of submitted papers prior to the commencement of marking
- Members of marking team are paired – each pair member marking a sample of the other’s papers
- Sampling by the Subject Coordinator of marked scripts across each band (i.e. HD, D, C etc.) to ensure consistency (with adjustment as necessary)
- Sampling by the Subject Coordinator of marked scripts that are on the border between grades (with adjustment as necessary)
- Provision to markers of sample responses for short answer questions
- Double marking of all submitted papers followed by a discussion where both markers reach agreement on the grade to be awarded (appropriate for major projects).

Moderation processes can take place electronically if markers are unable to meet in person. The Head of Program is responsible for ensuring that these processes are enforced and that Subject Coordinators report on compliance as part of any Course Review. Where the Subject Coordinator is not the only marker in a subject, moderation processes should be undertaken with an academic colleague. Where the Subject Coordinator is the only marker in a subject, moderation should be undertaken by the Subject Coordinator.

b) Academic standards and benchmarking. In order to ensure that assessment tasks and grading standards are comparable to those of other institutions in Australia and internationally, it is necessary to be explicit about standards and to benchmark standards with other higher education institutions through external moderation processes. It is expected that external moderation processes will occur in tandem with other benchmarking and peer review activities, and may include any or all the following as appropriate:

- Comparison of the nature and degree of difficulty of assessment tasks in equivalent unit subjects within the Institute and from other institutes of higher education
- Comparison of criteria and performance standards relative to equivalent assessment tasks
- Comparison of overall assessment load in an equivalent subject
- Marking by an external assessor of a sample of marked scripts, followed by a discussion that explicates differences and variations in grading that may exist.

External moderation processes, along with any resulting actions, should be recorded and reported as part of subject and course reviews.

c) Role of the Academic Board. The Academic Board will consider the grades recommended by the Subject Coordinators for each student. Prior to accepting, amending or rejecting grades, the Academic Board will ensure quality in assessment practices in accordance with this policy. The Academic Board may also investigate the handling of issues such as students-at-risk, students with language difficulties, unforeseen assessment events, moderation activities, benchmarking of standards and attrition rates. To expedite this review, Subject coordinators must ensure that all available grades are submitted in the required format through electronic means by the notified date. Subject Coordinators may be asked to attend the relevant Academic Board meeting to respond to any queries of the Board along with any proposed amendments to final grades.

7. Feedback to Students

Constructive, timely and relevant feedback on assessment tasks is vital for meaningful student learning and is considered to be an important part of any academic’s teaching role. Feedback on assessment tasks enables students to monitor their progress, diagnose and rectify problems, make decisions about where to focus their efforts, and generally to be active participants in their learning. Insufficient, unhelpful or untimely feedback is the most commonly reported cause of dissatisfaction by students. Subject Coordinators should ensure that:

- Students are routinely provided with constructive and timely feedback on
assessment tasks, including, if requested by
the student, final examination scripts.
• Feedback on assessment tasks relates to the
stated learning objectives, marking criteria and
performance standards for a unit subject.
• Assessment schedules for subjects provide
sufficient time for students to benefit from
feedback on one assessment task before
completing and submitting the next task.
• The feedback provided by the marking team
in a subject is monitored for consistency and
quality.
• Inexperienced markers are mentored in
relation to the provision of quality feedback.
• A student may request the Subject
Coordinator to provide additional feedback on
their performance.

8. Academic Appeals

a) Informal resolution procedure: Where a
student is dissatisfied with the assessment of
an assignment and/or an examination result
the student must should approach the Subject
Coordinator in the first instance and as soon as
possible to discuss and/or request a review of
that assessment. It is the normal expectation
that such a review would resolve most appeals
against assessment within a particular subject.
The student must complete the appropriate
assessment grade appeal form. Examples of types
of complaints that may be raised include:

• Failure to assess work in accordance with
specified criteria.
• Bias by a marker.
• Technical marking or collating error.
• Failure to manage requests for academic
consideration in accordance with the policy.
• Failure to adhere to the rules applicable to the
course.

All complaints must be made individually and in
written form. Group complaints or petitions will
not be accepted.

b) Formal appeals procedure. If the student
remains dissatisfied with the discussion with the
Subject Coordinator, the student may make a
formal appeal in writing to the Head of Program
(in relation to a single assessment task) or to
the Dean (in relation to a grade in a subject or a
review by the Head of Program). Appeals against
assessment of assignments and/or examination
results must be made within two weeks of receipt
of the assignment or examination result, subject
to otherwise stated appeal deadlines. The Dean
may extend the deadline for lodging an appeal in
exceptional circumstances.

c) External arbitration review procedure. If the
student remains dissatisfied with the decision by
the Dean, the student may appeal in writing to
the Institute's Independent Arbiter. In considering
such an appeal, the Independent Arbiter will
discuss the case with the Dean. The Independent
Arbiter will report the finding of the appeal to the
student in writing with a copy for the student file.

Determining Academic Status

The Dean shall determine a student’s academic status
at the end of each study period.

Categories of Academic Status

<table>
<thead>
<tr>
<th>Academic Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>The student is achieving satisfactory course progress and is permitted to continue in the course and to re-enrol.</td>
</tr>
<tr>
<td>Conditional</td>
<td>The student is a risk of not achieving satisfactory course progress but is permitted to continue in the course and to re-enrol, under such conditions as may be determined by the Head of Program. A student may be placed on Conditional status at the end of a study period if the student has an SWA &lt; 50.00, or failed a core unit subject, or failed to complete a compulsory element. A student will be placed on Conditional status at the end of a study period if the student failed 50% or more of the unit subjects in which they were enrolled.</td>
</tr>
<tr>
<td>Terminated</td>
<td>The student has not achieved satisfactory course progress and is terminated from the course. The student is not permitted to continue in the course or to re-enrol in the course without approval from the Dean.</td>
</tr>
</tbody>
</table>

The entitlement to continue in a course and to re-enrol is in all cases subject to any other restrictions or prohibitions imposed on the student such as a prohibition on re-enrolment for misconduct or non-payment of outstanding fees. Termination should only occur after the student has been placed on Conditional status during the course and should not be based on results achieved in a single study period. A decision to terminate a student must be based on academic performance over at least two, and generally three, study periods – usually the most recent study periods in which the student had an enrolment. A student will not normally be terminated on academic performance grounds on the basis of their results in their first and second study periods alone. This recognises that some students have difficulty adapting to the requirements of higher education study and may not achieve satisfactory results in their first year. The exception is where the student has performed so poorly that it is clear their continuation in the course should not be permitted. This would normally occur
where a student fails all enrolled subjects in both their first and second study periods.

9. Assessment Monitoring and Review

The Institute is committed to the quality assurance through planning, implementation, monitoring and continuous improvement of in all its courses and assessment procedures and consistent with any Course Review. Monitoring and review activities associated with assessment quality include:

- Peer review of assessment tasks before they are made available to students
- Review of student feedback on assessment tasks at the conclusion of a study period
- Subject Coordinator’s Report, completed at the end of a teaching period (refer to the Course Review chapter of this policy)
- Review of assessment issues arising from various sources of data and feedback including student feedback data, course performance reports and student complaints
- Benchmarking, external moderation and peer review processes
- The review and scrutiny by the Academic Board.

The Dean, in conjunction with Heads of Program and individual Subject Coordinators, is responsible for the implementation of monitoring and review processes within their courses to ensure that the Institute’s assessment activities are efficient, fair, transparent, rigorous and appropriate. This responsibility includes addressing identified problems and opportunities for improvement, and the provision of professional development for new staff of staff requiring additional support with their assessment practice.

10. Roles and Responsibilities

The following guidance is provided to staff and students in relation to roles and responsibilities associated with implementation of this Assessment policy:

a) Students have a responsibility to:

- Engage closely with published assessment requirements, put their best efforts into assessment and actively respond to feedback provided on tasks
- Be aware of and abide by the provisions of student Academic Integrity
- Retain, where possible, copies of all submitted assessment tasks until the end of a study period.

b) Subject Coordinators should ensure that:

- Assessment design and implementation is undertaken with close reference to this policy
- Assessment requirements for a unit subject are discussed and understood by all members of staff involved in the teaching and assessment, including sessional and casual teachers
- Guidance, mentoring and close supervision of inexperienced markers is provided
- Appropriate moderation processes are undertaken for all relevant assessment tasks
- All requirements of the Academic Board are met
- All reporting and review processes are undertaken and, where necessary, acted upon
- All discretionary decisions and judgments are undertaken in accordance with principles of fairness, consistency and transparency.

c) Heads of Programs should:

- Encourage a whole-of-course approach to assessment that enables graduate attributes to be incrementally embedded throughout the course
- Liaise closely with Subject Coordinators in relation to quality and consistency of assessment practices and processes, with particular attention to moderation and review activities, assessment load and appropriateness of tasks
- Maintain oversight of academic standards in the course and promote opportunities for internal and external benchmarking of assessment wherever possible
- Facilitate and promote opportunities for professional development on assessment issues for all staff, with a particular focus on new or inexperienced assessors
- Review and report on course assessment outcomes, and act on problems, as appropriate.
- Be familiar with the Academic Policy of the Academic Board and in particular this Assessment policy
- Provide advice and mentorship on good assessment practice as required
- Advise the Academic Board of any quality assurance issues in relation to student assessment, and recommend appropriate policy and procedural change as necessary.

d) The Dean is to ensure that:

- Monitoring mechanisms are in place to ensure that assessment activities within the Institute are efficient, fair, transparent, rigorous and appropriate, and that such mechanisms are routinely implemented, reviewed and reported on as required
- All new staff including sessional and casual marking staff are to be routinely inducted
into assessment processes and practices of the Institute and that ongoing professional development opportunities on assessment issues are available to all staff

• Subject Coordinators are supported to implement the Assessment Policy and oversee the embedding and ongoing maintenance of graduate attributes in subjects through whole of course assessment

• All responsibilities relating to international collaborations are fulfilled, including appropriate assessment, moderation, maintenance of standards and professional development requirements

• Staff are sufficiently resourced and supported to fulfill their roles and responsibilities under this policy.

• Up-to-date assessment resources that can be readily accessed by all staff are maintained.

e) The Academic Board will:

• Monitor the conduct and quality of assessment practices within the Institute and its compliance with Academic Board policies and the Institute's procedures and mechanisms

• Review proposed final grades and grade distributions and foster discussion regarding the rigour and standards of assessment tasks and grading activities.
3. Credit Transfer and Recognition of Prior Learning (RPL) Policy

Policy

Nan Tien Institute will provide recognition of prior learning (RPL) from a recognised higher education institution (for example, a university), vocational education provider (for example, TAFE), or an accredited training agency.

Nan Tien Institute will grant maximum credit for prior learning which is consistent with a student’s prospects of success in a course and minimise the workload required to complete a course.

To receive an award from Nan Tien Institute at least 50% of the full credit value of the course must be completed at Nan Tien Institute as a Nan Tien Institute student enrolled in the course.

Credit for advanced standing will be granted on a consistent basis, according to principles and precedents developed within Nan Tien Institute.

Kinds of credit

The credit or advanced standing given to a student through recognition of prior learning is based on previously completed work or studies.

RPL may enable a student to complete a degree in a shorter time. RPL may take the form of:

- a total amount of credit which is not specified against particular subjects
- exemption from a specific subject or subjects on the basis of equivalent study completed elsewhere
- transfer of an equivalent subject from one course at Nan Tien Institute to another or from non-award studies

Procedures

Students should indicate on their enrolment form that they wish to apply for RPL and provide evidence to support their application. Applications can also be made after enrolment.

The documentation is examined to assess the equivalence of the prior learning to the content and standard of assessment of subjects in the course and credit is awarded where substantial equivalence is demonstrated.

The Institute maintains a database of precedents containing cases of credit approved to assist in the determination of applications.

Where RPL is granted to an international student before a student visa has been granted, the advice will indicate the reduced course duration. If the credit is granted after a student visa is issued, the change of course duration will be processed under the requirements of the ESOS Act.

All applications for RPL will be determined by the Dean or delegated person and the applicant will be advised in writing. An applicant who is dissatisfied with the decision may appeal under the terms of the Grievance Policy.
4. Ethics Statement and Human Research and Ethics Policy

Ethics Statement

Nan Tien Institute is dedicated to maintaining a learning environment committed to equitable opportunities, free intellectual enquiry and a culture of scholarship which is aligned to the goals of higher education in Australia. Members of the Institute community are committed to ethical values and behaviour:

• Acting responsibly, honestly and with integrity
• Pursuing scholarship courageously and creatively
• Making decisions in a just and compassionate way
• Working with others in a nurturing and cooperative way
• Generating a community of trust, respecting the dignity of others and fostering equality of opportunity
• Avoiding actions that could be harmful to others.

Human Research and Ethics Policy

All human research carried out by staff members and students at the Nan Tien Institute requires ethics approval.

The Institute’s Code of Conduct sets out the general standards and ethical conduct expected of those who work and study at the institute. There are additional considerations governing the ethical framework for research in order to comply with regulatory requirements. The Australian Code for the Responsible Conduct of Research (2007) guides institutions and researchers in responsible research practice and promotes integrity in research. The NHMRC National Statement on Ethical Conduct in Human Research (2007) sets out the national standards of ethical conduct for research involving humans and should be used by researchers when developing their projects.

The essential values that guide ethical research are the values of respect for human beings. Research merit and integrity, justice and beneficence guide the design and conduct of human research and help shape a relationship of trust, mutual responsibility and ethical equality between researchers and research participants.

The basis for approving a research project is the set of guidelines in the National Statement on Ethical Conduct in Human Research (NHMRC, 2007). Researchers should design their projects in accordance with these guidelines. The purpose of the Statement is to promote ethically good research that accords participants with the respect and protection that is due to them, and is of benefit to the wider community. The Statement clarifies the responsibilities of researchers in the ethical design, conduct and dissemination of results of human research. Human research has a broad definition and includes research conducted with or about people, or their data or tissue. Ethics approval is required for certain research activities involving humans. Research projects requiring ethics approval include, but are not restricted to, gathering information about human beings (and organisations) through interviewing, surveying, questionnaires, observation of human behaviour, audio/video taping, administering tests or stimuli, collecting or using human tissue/bone/blood or other body fluids, clinical trials, using archived data in which individuals are identifiable, and study or research in illegal activities. Ethics approval may not be required where the project has an educational, or practical experience focus.

Researchers may not commence their research until they have written advice that their project has ethics approval. Student should discuss their projects with their supervisors who will help to develop the project and give due consideration to the ethical issues involved.

The issues considered in examining a request for ethics approval include the aim of the research, methodology, experience and training of the researchers, the participants and their vulnerability, risk versus benefit, risk management and unexpected outcomes, recruitment of participants, dependent relationships, cultural sensitivities, confidentiality, informed consent, publication of the research, funding, conflict of interest and payment to participants. Nan Tien Institute will establish a Human Ethics Committee to consider applications for approval of research involving human subjects of the kind described above.

Note: It is not envisaged that Nan Tien Institute staff and students will undertake research involving animal subjects.

Useful Websites:

- Australian Code for the Responsible Conduct of Research
- National Statement on Ethical Conduct in Human Research (2007)
- Values and Ethics - Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research (2003)
5. Fees, Charges and Refunds policy

1. Purpose

- To provide clear policy and procedures for the application and administration of fees, charges and refunds for students of Nan Tien Institute (NTI)
- These procedures are published on the NTI website www.nantien.edu.au and in the Nan Tien Institute Student Handbook.

2. Definitions

<table>
<thead>
<tr>
<th>Word/term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census date (for award courses)</td>
<td>The official deadline for finalising enrolment and fees in a course/subject. NTI determines a census date for each course/subject</td>
</tr>
<tr>
<td>Course start date</td>
<td>For English Language Centre students: this is the first day of lessons stated on the Letter of Offer</td>
</tr>
<tr>
<td>Due date (for payment of fees)</td>
<td>The deadline for payment as shown on the fee invoice</td>
</tr>
<tr>
<td>Relevant authority</td>
<td>The persons given delegation by the Board of Directors</td>
</tr>
<tr>
<td>Domestic student</td>
<td>An Australian citizen, permanent resident of Australia, or New Zealand citizen</td>
</tr>
<tr>
<td>International student</td>
<td>A student who is not a domestic student, including students on temporary residence visas</td>
</tr>
</tbody>
</table>
| Study period                | • For award courses, one of the two compulsory teaching periods running between February and June and between July and December and the optional teaching period running between December and February.  
  • For English language courses, the 12-week module, or if the student studies for less than 12 weeks, it is their completion date. |

3. Scope

The policy applies to all students and all fees and charges payable to NTI for tuition and related ancillary services of an academic nature and includes any course fees paid to an education agent to be remitted to NTI. It does not cover:

1) Accommodation fees  
2) Travel, if required, for internships and professional experience  
3) Textbook purchases  
4) Placement and enrolment fees (for English language courses)


Up-to-date information about fees and charges is available to students online on the NTI website (www.nantien.edu.au/admissions/fees-and-scholarships). Students are expected to check this website frequently for important information and updates. Invoice payments made by students are allocated to fees and charges in the order of the date on which they fall due, with the earliest fees and charges due being allocated first.

5. Tuition Fees

1) Tuition fees are subject to annual review as approved by the Board of Directors of NTI. All fees printed in brochures and other collaterals are indicative and subject to annual increases.
2) Tuition fees for domestic students are charged per course/subject and payable by the relevant census date for each course/subject.
3) International students must pay their fees for each semester in advance in accordance with the certificate of enrolment (COE) which provides admission to their course.
4) All students will be charged the full amount for repeating subjects. Students who experience difficulty paying their full tuition fees by the due date may be granted permission to pay their fees by instalments.

6. Penalties for Late/Non-payment

1) Any student who has an overdue debt and does not make full payment shall cease to be entitled to any privileges of NTI and NTI may at its discretion:
   a. Cancel enrolment
   b. Withdraw access to NTI services including classes, email, library, insurance, etc.
   c. Refuse access to official documentation (examination results, graduation, etc.).
2) Late payment fees may be charged to students who pay their invoices after the due date as shown on the invoice. A $50 late payment fee will apply to any fees paid after the due date during a study period. A debt collection agency may be engaged to recover long-standing overdue fees.
3) A student’s enrolment may be discontinued for non-payment of fees. To be reinstated, cancelled students must pay all outstanding amounts, including late fees, and the $50 reinstatement charge.
4) Appeals against cancellation and late payment fees must be submitted in writing to the Student Services Office within 20 working days of the notice of penalty.
7. Sundry Changes

The following charges apply and are subject to annual review:

1) ID card replacement $10.00
2) Late payment fee $50.00 per semester
3) Reinstatement of enrolment charge $50.00
4) Replacement testamur/certificate of attendance $50.00 (plus postage if required)
5) Additional transcripts $10.00 each (plus postage if required)
6) Library fines $1.00 per item for each day the item is overdue up to a maximum of $25.00
7) Charges for hiring academic regalia $50.00 (if required).


Domestic students may be eligible to apply for FEE-HELP Loan administered by the Australian government to defer all or part of their tuition fees.

For further information, please refer to:

- FEE-HELP booklet
- www.studyassist.gov.au

Application for FEE-HELP must be lodged prior to the census date for the course/subject enrolled.

To lodge, please refer to https://ecaf.education.gov.au/home

9. Refunds for Domestic Students

1) Students will be liable to pay the full tuition fee of any course/subject in which they remain enrolled after the respective census dates.

NTI will refund prepaid tuition fees to domestic students under the following conditions. The amount of refund to which the student is entitled will be calculated in relation to the time of the withdrawal.

<table>
<thead>
<tr>
<th>Date and circumstances of withdrawal</th>
<th>Refund entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before census date</td>
<td>Full tuition fee will be refunded. A separate request for a refund is not required.</td>
</tr>
<tr>
<td>Domestic students who defer/withdraw from a course/subject or cancelled application</td>
<td></td>
</tr>
<tr>
<td>After census date</td>
<td>No refund</td>
</tr>
<tr>
<td>Students who withdraw from a course/subject</td>
<td></td>
</tr>
</tbody>
</table>

2) To apply for a refund of tuition fees, students must complete a withdrawal form (available on the NTI website www.nantien.edu.au or from the Student Services Office) and submit it to the Student Services Office immediately or as soon as the special circumstances become known. Any documentary evidence to support the application must be submitted.

Students will be informed on the outcome by the Student Services Office within 20 working days of receiving the application.

Other Refunds

NTI will refund tuition fees paid for a course/subject under the following conditions

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Refund entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course/subject is cancelled by NTI</td>
<td>Full refund</td>
</tr>
<tr>
<td>Course/subject fails to start on the agreed starting date</td>
<td>Full refund</td>
</tr>
<tr>
<td>The course/subject ceases before the completion of teaching</td>
<td>Full refund</td>
</tr>
</tbody>
</table>

10. Application for Re-Crediting a FEE-HELP Balance

1) In special circumstances students who withdraw from a course/subject of study after the census date or are unable to complete the requirements of a course/subject may apply to have their FEE-HELP balance re-credited on approval of their
special circumstances application.

2) Students seeking to have their FEE-HELP balance re-credited due to such special circumstances must apply in writing to the Student Services Office within 12 months of the withdrawal date, or, if they have not withdrawn, within 12 months of the end of the period of study in which the course/subject was, or was to be, undertaken. NTI may waive the 12-month deadline if it is satisfied that the application could not have been made within this time limit.

3) Applications must be supported by documentary and/or other evidence (e.g. medical certificates). The Student Services Office will notify the applicant of the decision, and the reasons for making the decision, within 28 days of receiving the application.

4) Where a request to re-credit a student’s FEE-HELP balance for a course/subject of study is granted, the student’s FEE-HELP debt for the course/subject of study will be remitted; and NTI will refund the amount of FEE-HELP paid to NTI on behalf of the student for that course/subject.

5) Where a request to re-credit a student’s FEE-HELP balance is declined, the student will be advised of the opportunity to seek a review of the decision.

11. Refunds for International Students

1) Students may apply in writing for a refund of fees paid under the below circumstances. Any refund approved will be paid to the applicant or sponsor in Australian dollar currency, less bank charges and sent to the applicant’s home country unless otherwise requested in writing. Enrolment, accommodation placement and airport pick-up fees are not refundable.

<table>
<thead>
<tr>
<th>Date and circumstances of withdrawal</th>
<th>Refund entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 days before start of commencement of course/subject</td>
<td>Full refund of tuition fees</td>
</tr>
<tr>
<td>Students who cancel their enrolment in a course more than 28 days before the start of teaching</td>
<td></td>
</tr>
<tr>
<td>Less than 28 days before the commencement of course/subject</td>
<td>Full tuition fees will be refunded less an administrative fee of 20%</td>
</tr>
<tr>
<td>Students who, after accepting an offer of a place, give notice in writing before the commencement of the study period (but less than 28 days before the start of the study period) that they are unable to take up the offer.</td>
<td></td>
</tr>
</tbody>
</table>

2) To apply for a refund of tuition fees, students must complete a withdrawal form (available on the NTI website www.nantien.edu.au or from the Student Services Office) and submit it to the Student Services Office immediately or as soon as the special circumstances become known. Any documentary evidence to support the application must be submitted.

Students will be informed on the outcome by the Student Services Office within 20 working days of receiving the application.

Other Refunds

3) In the unlikely event that NTI is unable to deliver a course/subject in full, the students will be offered a full refund of the cost of the remainder of the course paid. The refund will be paid within 20 working days on which the course ceased to be provided.

4) As an alternative to receiving a refund, the
students may be offered a place in another course/subject, either at NTI or at another CRICOS-registered provider, at no extra cost to them. They then have the right to choose to accept a full refund or to accept a place in another course/subject. If a student accepts in writing the offer of a place in another course/subject, NTI is relieved of its liability to pay a refund.

5) If NTI is unable to provide a refund or place the students in an alternative course, the Tuition Protection Service (TPS) will place the students in a suitable alternative course at no extra cost. If this is not possible, the students will be eligible for a refund as calculated by the TPS Fund Manager.

6) If the offer of a place was made based on incorrect or incomplete information supplied by the student, NTI reserves the right to retain 20% of the tuition fee for one study period.

7) Students with an initial enrolment greater than 3 subjects in the study period, who subsequently reduce their study load to 3 subjects for any reason prior to the census date, will receive a credit of the tuition fees paid in respect of the subjects from which they have withdrawn. The credit shall be used towards future studies at NTI.

8) NTI will advise the Department of Immigration and Citizenship when an international student has withdrawn from a course, is cancelled for a course and not reinstated, or has no current enrolment with NTI. This policy and the availability of complaints and appeals procedures do not remove the rights of the student to take action under Australia’s consumer protection laws (including the ESOS Act 2000).

12. Credit

1) Students deferring an offer or who withdraw from course/subjects before the census date for award courses or the course start date for English Language courses will have their unused credit held in their account for 12 months from the commencement of their course or from when they were last enrolled.

2) Funds in credit are allocated to future charges unless a request for a refund is approved. Any unused credit held in a student account after the period of 12 months from the commencement of the course or the date on which the student was last enrolled will be forfeited.

13. Special Circumstances to Apply for Refund

1) Special circumstances may include medical, compassionate, extenuating or course-related circumstances.

a. Medical circumstances may include illness or injury, hospitalisation, treatment programs, exacerbation of existing medical conditions or disability, resulting in a student’s medical condition changing to such an extent that they are unable to continue studying. The application must be accompanied by an original medical certificate, or certified copy.

b. Compassionate circumstances may include loss or bereavement, such as the death of a family member, immediate relative or close friend, or family relationship breakdown, or hardship or trauma, such as sudden loss of income or employment, significant disruption to domestic arrangements, or being the victim of a crime.

c. Extenuating circumstances may include substantial unplanned carer’s responsibilities to members of their immediate family or household, legal commitments, military service, accident or natural disasters.

d. Course-related circumstances may include changes made by NTI to the course so the student is disadvantaged by not being able to complete a course/subject in which they had enrolled and not receiving credit towards another subject.

e. The circumstances did not make its full impact on the student until on, or after, the commencement of the subject, or on or after the relevant census date

2) Supporting documentation of Special Circumstances must be submitted to the Student Services Office with the application in English, or be a certified and signed translation, and must be the original document or a certified copy. All supporting documentation must include the exact dates of the event or circumstance and how this will impact on the student’s capacity to study. Submission of fraudulent documentation will be regarded as serious misconduct. The matter may be referred to the Police, ICAC and/or the Department of Immigration and Citizenship.

14. Review of a Refund Decision

1) A student who is not satisfied with the decision relating to a refund, may apply for a review.

2) Appeals will be considered by the relevant authority as per the NTI Delegations Policy. The student will be advised of the outcome of the appeal by the Student Services Office within 20 working days from the date the application of appeal has been received.

15. Confidentiality of Information

All staff designated to access information relating to fees applications are obliged to preserve
confidentiality in accordance with the NTI’s Privacy Policy, the Code of Conduct and relevant privacy legislation. Records relating to fees applications will be retained and disposed of in accordance with the Records Management Policy.
6. Privacy Policy

Application and Scope

• This policy states the NTI’s commitment to the protection of privacy and the compliant management of personal information.
• This policy outlines the responsibilities of all staff when handling information to ensure that NTI complies with the Privacy Act 1998, the Privacy Amendment (Private Sector) Act, 2001 and the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

Definitions

• Definitions will be used throughout the policy.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Privacy Principle</td>
<td>means any of the Australian Privacy Principles set out in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.</td>
</tr>
<tr>
<td>personal information</td>
<td>means information or an opinion (including information or an opinion forming part of a database), whether true or not, and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion.</td>
</tr>
<tr>
<td>Health information</td>
<td>means:</td>
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<tr>
<td></td>
<td>a) information or an opinion about:</td>
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<td></td>
<td>i. the health or a disability (at any time) of an individual; or</td>
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<tr>
<td></td>
<td>ii. an individual’s expressed wishes about the future provision of health services to him or her; or</td>
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<tr>
<td></td>
<td>iii. a health service provided, or to be provided, to an individual; that is also personal information; or</td>
</tr>
<tr>
<td></td>
<td>d) other personal information collected to provide, or in providing, a health service; or</td>
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<tr>
<td></td>
<td>e) other personal information about an individual collected in connection with the donation, or intended donation, by the individual of his or her body parts, organs or body substances; or</td>
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<tr>
<td></td>
<td>f) genetic information about an individual in a form that is, or could be, predictive of the health of the individual or a genetic relative of the individual.</td>
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<tr>
<td>Sensitive information</td>
<td>means:</td>
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<td></td>
<td>a) information or an opinion about an individual’s:</td>
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<td></td>
<td>i. political opinions; or</td>
</tr>
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<td></td>
<td>ii. membership of a political association; or</td>
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<td></td>
<td>iii. religious beliefs or affiliations; or</td>
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<td></td>
<td>iv. membership of a professional or trade association; or</td>
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<td></td>
<td>v. membership of a trade union; or</td>
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<td></td>
<td>vi. sexual preferences or practices; or</td>
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<td></td>
<td>ix. criminal record; that is also personal information; or</td>
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<td></td>
<td>b) health information about an individual; or</td>
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<tr>
<td></td>
<td>c) genetic information about an individual that is not otherwise health information.</td>
</tr>
<tr>
<td>Privacy Acts</td>
<td>means one or all of the Privacy Act 1998, the Privacy Amendment (Private Sector) Act, 2001 and the Privacy Amendment (Enhancing Privacy Protection) Act 2012.</td>
</tr>
<tr>
<td>Law enforcement agency</td>
<td>means law enforcement agencies include the Police Force of NSW or of another State or Territory, the NSW Crime Commission, the Australian Federal Police, the Australian Crime Commission, the Director of Public Prosecutions of NSW, another State or Territory or the Commonwealth, the Department of Corrective Services, the Department of Juvenile Justice or the Office of the Sheriff of NSW.</td>
</tr>
<tr>
<td>Staff</td>
<td>means all employees of NTI, including casual employees, conjoint and visiting appointees, consultants and contractors, agency staff, emeriti, members of NTI committees and any other person appointed or engaged by NTI to perform duties or functions for NTI.</td>
</tr>
</tbody>
</table>

Policy statement

1. NTI’s Commitment to Privacy

NTI will collect, store, use and disclose information in accordance with the Privacy Act 1998 and the Privacy Amendment (Private Sector) Act, 2001 and the Privacy Amendment (Enhancing Privacy Protection) Act 2012 and other relevant laws and codes of practice.

2. Anonymity and Pseudonymity

Where practicable and allowed by law, NTI will deal with individuals who have not identified
themselves or who have used a pseudonym.

3. Collection of Information

1. NTI will collect information in an open manner, including informing individuals that information is being collected, why it is being collected, how it will be used, who else might see it and any consequences that may apply if the information is not provided.

2. NTI will only collect information by lawful means where collection is:
   a) for a lawful purpose which is directly related to one of its activities; and
   b) reasonably necessary for that purpose.

3. NTI will ensure that the information collected is relevant, accurate, up to date and not excessive, and that collection does not intrude to an unreasonable extent on the personal affairs of the individual.

4. NTI will collect information directly from the individual concerned unless it is unreasonable or impracticable to do so.

4. Unsolicited Personal Information

If NTI receives personal information which it did not solicit, NTI will determine whether or not it could have collected the information under Principle 3. If so, the information will be treated in the same way as solicited information; if not, the information will be destroyed.

5. Notification of the Collection of Personal Information

At the time of collecting personal information from an individual, or as soon as possible thereafter, NTI will take reasonable steps to notify the individual of NTI’s contact details, the circumstances of the collection of the information, the purpose for which the information is being collected, the consequences of not collecting all or some of the information, circumstances relating to the disclosure of the information, procedures for accessing and correcting the information and procedures for handling complaints in relation to the collection of the information.

6. Use or Disclosure of Personal Information

1) In general terms, ‘use’ of information refers to the communication or handling of information within NTI.

2) In general terms, ‘disclosure’ of information refers to the communication or transfer of information outside NTI.

3) NTI will not use or disclose information it holds unless:
   a) the use or disclosure of the information is directly related to the primary purpose for which the information was collected and there is no reason to believe that the individual concerned would object; or
   b) the individual is reasonably likely to have been aware, or has been made aware, that information of that kind is usually disclosed to a third party; or
   c) the use or disclosure of the personal information is necessary to deal with a serious and imminent threat to any individual’s life or health; or
   d) the use or disclosure of the health information is necessary to deal with a serious and imminent threat to any individual’s life, health or safety, or is necessary to lessen or prevent a serious threat to public health or public safety; or
   e) the individual provides consent to any other use or disclosure.

4) NTI will only use or disclose information without an individual’s consent in limited circumstances, including:
   a) where the use or disclosure relates to law enforcement and related matters such as:
      i. disclosing information to a law enforcement agency for the purpose of ascertaining the whereabouts of an individual who has been reported to police as a missing person; or
      ii. disclosing information to a law enforcement agency in order to investigate an offence where there are reasonable grounds to believe that an offence may have been committed; or
   b) where the use or disclosure is permitted or required under an Act or any other law; or
   c) for health information where the use or disclosure is necessary for the training of employees or for research purposes, in the public interest.

5) NTI will only disclose sensitive information with the consent of the individual unless disclosure is necessary to deal with a serious and imminent threat to any individual’s life or health.

7. Direct Marketing

NTI will not use or disclose personal information for direct marketing to the individual from whom the information was collected unless such use was disclosed at the time of collection. NTI will provide a means for an individual to opt out of receiving direct marketing requests. NTI will not use or disclose sensitive information for direct marketing.
unless the individual has consented.

8. Cross-Border Disclosure of Information

Before disclosing personal information about an individual to an overseas recipient, NTI will take all reasonable steps to ensure that the overseas recipient does not breach the Australian Privacy Principles, unless

a. NTI informs the individual that the information may be disclosed to an overseas recipient and the individual consents, or
b. The disclosure of the information is required or authorised under an Act or any other law

9. Adoption, Use or Disclosure of Government Identifiers

1) NTI will not adopt a government related identifier of an individual unless the identifier is required or authorised by an Act or any other law, or prescribed by regulations.
2) NTI will not use or disclose a government related identifier of an individual unless it is reasonably necessary to verify the identity of the individual, or to fulfill its obligations to an agency, or required by an Act or any other law, or reasonably necessary for enforcement related activities.
3) In relation to health information, NTI will:
   a) provide individuals with the option of receiving health services anonymously; and/or
   b) assign a unique identification number to an individual, where it is reasonably practicable and lawful in the circumstances and it does not negatively affect the functions of NTI.

10. Quality of Personal Information

NTI will take all reasonable steps to ensure that information it collects, holds or discloses is accurate, complete, up to date and relevant, having regard to the purpose for which the information is collected, used or disclosed.

11. Security of Personal Information

NTI will take all reasonable steps to ensure that information is:

a. held for no longer than is necessary;
b. disposed of securely in accordance with approved methods; and

c. protected to the extent reasonable in the circumstances from loss, unauthorised access, use, modification or disclosure, and against all other misuse.

12. Access to Personal Information

NTI will respond to enquiries from an individual as to whether it holds that individual's information including any rights of access to it and allow an individual to access his/her own information held by NTI without unreasonable delay or expense, unless

a. NTI believes that giving access would pose a serious threat to the health or safety of any individual or to public health and safety, or impact on the privacy of other individuals, or
b. The request for access is frivolous or vexatious, or
c. The information relates to existing or anticipated legal proceedings between NTI and the individual and would not be discoverable in those proceedings, or
d. Giving access would prejudice commercially sensitive negotiations, or
e. Giving access would be unlawful, or
f. Giving access would be likely to prejudice enforcement related activities, or action in relation to serious misconduct.

13. Correction of Personal Information

1) When requested by an individual, NTI will take all reasonable steps to make appropriate amendments, corrections or updates to the individual's information to ensure that it is accurate, up-to-date, complete, relevant and not misleading, having regard for the purposes for which the information for which it is held.
2) When requested by an individual, NTI will notify any other organisation to which it has disclosed the information of any corrections, unless it is impracticable or unlawful to do so.
3) If NTI refuses to correct the personal information as requested by an individual, NTI will provide a written statement of reasons and information on mechanisms for complaining about its actions.
4) If NTI refuses to correct the personal information as requested by an individual and the individual requests it to do so, NTI will attach a statement to the personal information stating that the information is inaccurate, out-of-date, incomplete, irrelevant, or misleading.

14. Complaints and Enquiries

If an individual has any concerns about the way NTI is managing his/her information or believes that NTI may have breached his/her privacy, that individual may be directed to the NTI Privacy Officer via email at privacy_enquiry@nantien.edu.au.
Additional contact details can be found on NTI's privacy webpage.

15. Breaches of The Policy

Failure to comply with this policy which results in a breach of the Australian privacy principles or the health privacy principles may constitute misconduct, and may result in disciplinary action being taken by NTI.

Roles and Responsibilities

• NTI is responsible for making staff and students aware of this policy.
• All staff are responsible for complying with NTI's privacy obligations and practices as specified in this Privacy Policy, and NTI's Code of Conduct when managing information provided to, or collected by NTI. This includes attending training or completing online privacy training as required.
• The Administration Manager is responsible for NTI's overall compliance with its privacy obligations.
• NTI's Privacy Officer is responsible for:
  a. providing privacy advice and education to staff;
  b. responding to enquiries or complaints from individuals on privacy matters;
  c. implementing and maintaining this Privacy Policy, and NTI's privacy webpage
7. Selection and Admissions Policy

Principles of Fairness

Nan Tien Institute is committed to the principles of fairness and equity. Admission into Nan Tien Institute is determined on the basis of academic merit or the capacity for higher education study. Nan Tien Institute undertakes to assess all applicants' application thorough policies and procedures that are fair and equitable.

Selection

Candidates for the award of a degree of the Nan Tien Institute must be admitted to the Institute before commencing study for that degree. The selection criteria for admission are determined by the Academic Board and require applicants to achieve the specified minimum academic and English proficiency levels. Nan Tien Institute follows the provisions of the Tertiary Education Quality and Standards Agency (TEQSA) Act 2011, the Higher Education Support Act 2003, The Education Services for Overseas Students (ESOS) Act 2000, the ESOS National Code for Registration Authorities and Providers of Education and Training for Overseas Students 2007 and the Universities Australia Code of Practice on the 'Provision of Education to International Students' (2005).

English Language Proficiency

English is the medium of instruction at the Nan Tien Institute. All students are required to demonstrate a minimum level of proficiency in English language either through their previous studies or through a test of English language proficiency to qualify for admission. Australian residents whose qualifications presented as the basis for admissions were not studied in English may be asked to provide evidence of English proficiency with their Application Form. For students who seek to enrol directly from non-English speaking countries, the minimum level of English proficiency is as follows:

For admission to an English Language course, please refer to the separate information in the Nan Tien Institute English Language Centre Student Handbook. For admission to an undergraduate course, students must have a pass in the IELTS (Academic) test with a minimum score of 6.0 with and no sub-band score less than 6.0. This IELTS score must have been attained within two years of the date of application for admission to certify the candidate's English proficiency. International students with an IELTS score of 6.0 may be admitted if they take an Entry Placement Test on enrolment and attend language support classes assigned to them in their first semester. Their study load will be adjusted in this semester to allow them to complete Language Support studies. Equivalent measures of English language proficiency are acceptable, for example:

- CAE overall 52 + no less than Borderline in each skill
- TOEFL paper-based score 550
- TOEFL internet-based score 60 overall
- Pearson Test of English (Academic) 50.

For admission to a postgraduate course, students must have a pass in the IELTS (Academic) test with a minimum score of 6.5 with and no sub-band score less than 6.0. This IELTS score must have been attained within two years of the date of application for admission to certify the candidate's English proficiency. International students with an IELTS score of 6.0 may be admitted if they take an Entry Placement Test on enrolment and attend language support classes assigned to them in their first semester. Their study load will be adjusted in this semester to allow them to complete Language Support studies. Equivalent measures of English language proficiency are acceptable, for example:

- CAE overall 58 + no less than Borderline in each skill
- TOEFL paper-based score 577 (minimum 4.5 in TWE)
- TOEFL internet-based score 79 overall (minimum 21 writing, 18 speaking, 13 reading, 13 listening)
- Pearson Test of English (Academic) 58-64 inclusive & and no communicative skill below 50.

Note that the Australian Government has specified separate English language requirements for overseas students of some countries applying for student visas. Please refer to the Department of Immigration and Border Protection website for information on overseas student visas given below: [www.immi.gov.au/students/english-requirements.htm](http://www.immi.gov.au/students/english-requirements.htm) for information on overseas student visas.

Academic Entry Requirements

The academic entry requirements for each course are set out in Section 3 Course Information of this Handbook.
Verification of Credentials

Applications for admission must include:

- A completed and signed application form;
- Certified copies of transcripts from previous tertiary education;
- Proof of citizenship or residency where relevant;
- Certified evidence of English language proficiency where relevant.
- A letter of reference from a university or college lecturer or a workplace supervisor familiar with the applicant’s qualifications and experience may also be requested to assist in evaluating the applicant’s suitability as a student and to support the statement of qualifications and experience for their course. If required, the letter of reference should be provided to the applicant by the lecturer or supervisor in a signed and sealed envelope.

Additional information may be required for international applicants for their application for an Australian student visa.

An official translation by a certified translator must accompany all documents in a language other than English. A certified copy is a document signed by the CEO, Dean or approved delegate in Nan Tien Institute, a Justice of the Peace, or a government official under a statement that they have sighted the original document, the original has not been altered in any way and the copy is true and accurate. Nan Tien Institute requires applicants to acknowledge that Nan Tien Institute may verify their credentials with the issuing institution (see application form). Nan Tien Institute uses the guides published by the National Office of Skills Recognition to assess the status of institutions and their awards. Where false documentation is identified on application, the applicant will not be admitted. Where a student is found to have been admitted on the basis of false documentation, the student will be immediately suspended from the Institute. The student may appeal the facts of the matter under the provisions for student appeals.

Admission

Subject to any legislative requirements and the commitment to ensure the course can be completed within a reasonable timeframe and to give reasonable notice of changes, Nan Tien Institute reserves the right to vary the arrangements for any course or subject, including

- Imposing limitations on admission to any course and on enrolments in any subject
- Changing the content, assessment and method of delivery of any course or subject
- Varying tuition fees for any course or subject
- Withdrawing a course or subject or changing its availability.

Admission for Domestic Students

After assessment of their application, the applicant will be given an offer of admission. Any conditions attached to the initial registration will be included in the letter of offer. An offer may not be made to a qualified applicant if there are insufficient personnel or resources to enable the applicant to undertake the course, or if there are limitations imposed on the course. Following receipt of an offer of admission, the applicant must then register for the particular course for which admission has been offered and will then be subject to all the relevant rules and requirements. Continuation of registration is contingent on compliance with any approved conditions imposed at initial registration or thereafter. Examples of conditions which may be imposed are:

- Progression rules for the course that arise from a requirement to complete certain subjects (pre-requisites) before enrolling in other subjects. Details of pre-requisites and other progression rules are contained in Section 4 Course Information in this Handbook.
- Consequences of academic misconduct; for example, a student who is found to have committed serious academic misconduct may be excluded from the course. The rules pertaining to academic misconduct are set out in the Academic Misconduct and Plagiarism Policy in this Handbook.
- Consequences of unsatisfactory progress; for example, a student who has not satisfactorily completed 50% of the subjects in which they were enrolled may be required to enter into a formal learning contract and to follow strategies aimed at assisting the student to achieve satisfactory progress and may be excluded if the unsatisfactory performance continues. The provision for exclusion is contained in the Student Enrolment Policy in this Handbook.

Admission for International Students (Student Visa Holders)

After assessment of their application, the applicant will be given a provisional offer of admission which may be conditional or unconditional, or the applicant will be informed that the application is unsuccessful. Examples of conditions which can be imposed are given in the previous section. Applicants are required to complete an Offer Acceptance Form and return it to Nan Tien Institute with the necessary payment and any documentation required. Upon receipt of the Offer Acceptance Form and required tuition fees, Nan Tien Institute will issue a Confirmation of Enrolment to allow the applicant to apply for a Student Visa from an Australian Embassy, High Commission or the Department of Immigration and Border Protection.
Students are required to obtain a Student Visa before being allowed into Australia to study full-time. Students should seek information on the Student Visa application process from the Australian Department of Immigration and Border Protection website (www.immi.gov.au). When a Student Visa has been granted, students should make travel arrangements and take steps to obtain accommodation. Students should advise Nan Tien Institute about their plans for travel and to request reception at the Sydney airport on arrival for onward travel to Nan Tien Institute in Wollongong or the Nan Tien branch campus in Sydney. On arrival at Nan Tien Institute, students should participate in an arranged Orientation session.

Transfer between registered providers (Student Visa Holders)

From July 2007, providers are restricted from enrolling or transferring students prior to the student completing 6 months of their principal course. The restriction applies from the time a student commences study until he or she has completed 6 months of his or her principal course. This includes restricting a student's transfer from a course prior to the student's principal course in a package of courses.

The policy of Nan Tien Institute is to ensure that it does not enrol any transferring international student prior to the 6 months of their principal course being completed unless that student has a valid letter of release agreeing to such a transfer. In particular, students studying an English course at Nan Tien Institute and enrolled in a packaged course comprising English at Nan Tien Institute and further studies with another institution will require a letter of release from the latter institution if they wish to further their studies at Nan Tien Institute.

Details of the procedures for applying for a letter of release are contained in the Student Enrolment Policy. This policy also details the procedures for assessing applications to transfer within the prescribed period during which transfers are restricted. Students who have studied longer than this period can apply as normal and no letters of release need to be sighted or produced.

Deferment

An applicant, who has received an offer of admission to a course, may apply to defer the commencement of their studies. An application for deferment must be made on the appropriate form. Deferred entry is not transferable from one course to another, can only be made to the start of a subsequent study period, and cannot exceed 12 months unless otherwise approved in exceptional circumstances.

Enrolment

Once admitted to a course, a student is required to enrol in subjects or modules that form part of the course. See Please refer to the Student Enrolment Policy. It is the responsibility of the student to check that their enrolment is correctly recorded on the student system. Enrolment details can be checked via the Student Portal on the Nan Tien Institute Website: www.nantien.edu.au. To maintain continuity of enrolment in a course, a student must maintain a continuous enrolment from one compulsory study period to the next in subjects that form part of the course, or obtain approval for a Leave of Absence covering any compulsory study period in which an enrolment is not recorded. If continuity of enrolment is not maintained, the student may lose their place in the course and may be required to re-apply for admission to the course. Nan Tien Institute may permit a person to enrol in a subject on a non-degree basis for such purposes as personal or professional development, cross-institutional study, or as an alternative pathway to admission to a course. Non-degree enrolment is not available to students enrolled in a course at Nan Tien Institute. Enrolment may be refused where there are limitations on resources, or where the applicant's ability to successfully undertake the unit is in doubt. Such enrolment is for the approved subjects only and there is no entitlement to further unit subjects.

Leave of Absence

A student who is currently enrolled in subjects in a course may suspend their studies and retain a place in their course for a specified period during which their rights as a continuing student will be maintained. An application for leave of absence must be made on the appropriate form specifying the start and end dates. Unless approved in exceptional circumstances, leave of absence will not be approved for a total period in excess of 12 months during the student's program. Students should seek appropriate academic advice before suspending their studies and should be aware that a period of leave of absence may impact on their ability to complete the course and may affect their status as a student with an impact on their student visa conditions or student benefits. A student taking leave of absence accepts that course and subject variations may occur during the period of leave. Leave of absence is approved by the Dean. The Dean may impose conditions on the student's return to study.

Suspension and exclusion

A penalty of suspension or exclusion from the Institute may be imposed for substantial and serious misconduct or for unsatisfactory academic progress.

Suspension is the barring of a student from attendance at the Institute for a specified period of
time. At the conclusion of a period of suspension, the student has automatic right of resumption of study in their original course, or a course deemed to be equivalent by the Institute. During a period of suspension, a student's enrolment will be terminated and the student will not be entitled to have access to Institute premises or facilities, except with the written permission of the Dean. A student who is suspended from the Institute will not be granted advanced standing for units completed at another institution during the period of suspension and may not take units at other institutions under the arrangements for concurrent or cross-institutional enrolment.

To recommence studies after suspension, students need to select and enrol in the required units for the upcoming teaching session by the advertised due date for enrolment.

Student visa holders returning after a period of suspension must contact the Institute and obtain a new CoE. Exclusion is the cancellation of a student's enrolment. The student is precluded from any re-enrolment at the Institute during the period of exclusion, which will not exceed 24 months. At the expiration of a period of exclusion, the student does not have automatic right of re-admission to the course, or to the Institute, and must apply for re-admission. Students cannot be granted advanced standing from a previously abandoned course while on exclusion. Students who have been excluded may apply for re-admission to their original course of study or for admission to the course deemed by the Institute to be equivalent after the period of exclusion has expired. Students will be required to apply formally for re-admission through the normal channels. Previous enrolment in a course of study at the Institute does not guarantee acceptance of an application for re-admission. During a period of exclusion, a student's enrolment will be terminated and the student will not be entitled to have access to Institute premises or facilities, except with the written permission of the Dean. A student who is excluded from the Institute will not be granted advanced standing for units completed at another institution during the period of exclusion and may not take units at other universities under the arrangements for concurrent or cross-institutional enrolment.

An applicant who is suspended or excluded from the Institute or any other higher education provider will only be considered for admission if the period of their suspension or exclusion will have been served before the commencement of study.

Students subject to suspension or exclusion from the Institute are not eligible for an approved leave of absence.

**Appeals**

Where an application for admission, deferment, enrolment, or leave of absence is not approved and the applicant believes that their application has not been properly considered, they may appeal in accordance with the Nan Tien Institute Grievance Policy.

Students have a right to appeal under the Nan Tien Institute Grievance Policy against a decision that excludes or suspends them from their course of study, or places them on conditional enrolment, for unsatisfactory academic performance. The notification sent to the student advising them of their exclusion, or suspension, or placement on conditional enrolment, will inform them of the deadline for the submission of an appeal.

An appeal will only be considered if the applicant has met all relevant deadlines and provided all relevant documentation. In the first instance, the concerns should be raised with the Administration Manager who will attempt to resolve the issues through discussion. If this is not possible and the applicant wishes to pursue the matter, a formal appeal may be lodged and must be submitted in writing within 10 working days of notification of the original decision.
8. Special Consideration Policy

Policy

The Institute recognises that there may be serious misadventure, accident or extenuating circumstances (including sporting and cultural events) beyond a student's control which are of such severity or significance that they may impact adversely on academic performance. To pass subjects, students must demonstrate that they have achieved the subject learning outcomes; merely applying for Special Consideration on the basis of serious misadventure, accident or extenuating circumstances will not demonstrate that the learning outcomes have been achieved. Granting Special Consideration recognises extenuating circumstances, and provides alternative ways in which a student may be assessed, so they are not disadvantaged. Granting Special Consideration for assessment tasks (including examinations) will not take the form of allocating additional marks, or changing grades without undertaking an alternative assessment. The underlying principle of this policy is that all students have the right to equity and fairness when undertaking the assessment components of their studies. The policy has been instituted to support students who would, under normal circumstances, reach their usual demonstrated performance level but are significantly affected by serious misadventure, accident or extenuating circumstances beyond their control.

This policy should be read in conjunction with the Assessment Policy.

Definitions

Factors contributing to or constituting extenuating circumstances, misadventure or accident, must directly relate to the timing of teaching and learning and/or assessment requirements. These can include:

- medical conditions or events
- psychological trauma, impairment or incapacity arising from an event
- physical trauma leading to impairment or incapacity resulting from an accident
- financial hardship arising from substantial change to economic circumstances beyond the student’s control
- substantial change to routine employment arrangements or status beyond the student’s control
- substantial unanticipated change to routine accommodation and residential arrangements or status beyond the student's control.

The following factors would not normally be considered as contributing to or constituting extenuating circumstances:

- routine demands of employment and employment-related travel
- difficulties adjusting to Institute life, to the self-discipline needed to study effectively, and to the demands of academic work
- distress or anxiety normally associated with examinations, required assessment tasks or any aspect of course work
- routine financial support needs
- lack of knowledge of requirements of academic work
- difficulties with English language
- difficulties with visa arrangements that could have been reasonably anticipated
- scheduled anticipated changes of address, moving home, house moves etc.

Circumstances which can be grounds for a Special Consideration application other than serious misadventure or accident may also include:

- sporting or cultural commitments, but only where a student has been selected, through a formal documented process, to represent or participate in a state, national or international event
- military commitments where a student is a member of the armed forces involved in a compulsory exercise
- military reserve commitments where a student is required to attend a compulsory exercise
- emergency service commitments only where a student is required to attend an emergency situation and the requirement to attend is specified in supporting documentation
- legal commitments, where a student is called for jury duty or is subpoenaed to attend a court, tribunal or hearing, and the requirement to attend is specified in supporting documentation
- compulsory involvement in a ceremony or significant cultural activity of a unique nature where the requirement to attend is specified in supporting documentation from a relevant official or leader of the event/activity.

The following circumstances would not normally be regarded as grounds for a Special Consideration application:

- demands of sport, clubs, social or extra-curricular activity (other than to represent or participate in state, national or international sporting or cultural events)
- recreational travel (domestic or international); planned events, such as, weddings.

Special Consideration should not be utilised repetitively in order to manage longer-term
illness, disabilities or ongoing severe disruptive circumstances. In such circumstances students should seek advice from staff on access to a counsellor, welfare officer, or advocate for information, advice and support.

Access to a Special Consideration is a privilege determined on a case-by-case basis. It is not a right.

**Procedures**

It is the student’s responsibility to notify the Institute of illness, misadventure or extenuating circumstances and to obtain documentation which demonstrates the severity and/or significance and timing of the circumstance. The documentation should also demonstrate how the misadventure has disrupted previously satisfactory work by a student during the teaching session. All staff who deal with Special Consideration applications are required to maintain confidentiality of information presented by students.

**Applications.** Applications should be made on the appropriate forms and with supporting documentation attached to demonstrate the nature and severity of the illness, serious misadventure or extenuating circumstances. Forms are to be lodged at the Institute Office. Applications must be submitted no later than five working days after the due date of the assessment task or examination. Students who can provide evidence to support extenuating circumstances affecting submission of the application may be granted permission to submit applications after this time. Students should note that the fact of submitting an application does not automatically mean that Special Consideration will be granted.

**Acceptable Documentation for Applications.**

Appropriate documentation is required to verify claims made in any Special Consideration application. Documentation and certificates signed by family members will not normally be accepted. Documents must be in English, and if not, must be supplied with a certified translation. If medical information is provided, it should have sufficient detail so that the severity and gravity of the condition in relation to teaching/learning and/or assessment tasks can be reasonably ascertained. The medical practitioner should be asked to complete the relevant section of the application form. However, if the medical practitioner provides a medical certificate, the medical information on the certificate must address the same requirements as those listed in the Institute’s application form. The documentation must clearly indicate:

- the date on which the student first sought attention and information about further visits if appropriate
- the severity and/or gravity of the condition, degree of incapacity and its duration or probable duration

in relation to the student’s capacity to study, sit an examination or complete an assessment task
- within the limits of confidentiality, a description of the nature and seriousness of the student’s problem.

The certificate on the Institute’s application form can also be used to provide supporting documentation from other appropriately qualified professionals such as psychiatrists, physiotherapists, registered psychologists, social workers and counsellors. For causes other than sickness, (e.g. road accident, court hearing, or death of a relative) written evidence (e.g. a police report, a court summons, or a death certificate) is acceptable. Where supporting documentation is not immediately available, students must submit the Special Consideration form within the time-period and provide the relevant documentation as soon as it becomes available. Documentation relating to serious misadventure or extenuating circumstances should provide evidence to support the claim and indicate the severity and/or gravity of the circumstances, and the extent of the impact on the student. Where the extenuating circumstances have arisen from substantial changes to financial situations the application should be supported by documentation. Students should note that Special Consideration requests or requests for Deferred Examinations will normally not be considered if documentation does not provide sufficient information to support the claims made in the application. The Institute will not approach doctors, hospitals, police, etc., to obtain documentation on behalf of the student. The Institute may seek verification from these agencies that the certificate has been issued to the student.

**Approval of Special Consideration.** Where the Subject Coordinator determines that Special Consideration will be granted for an assessment task or a compulsory component of a subject, the outcome may include:

- no action
- setting a different (but academically equivalent) assessment task or a supplementary examination
- granting an extension of time to complete an assessment task
- omitting the assessment task from the final grade calculation
- exemption from attendance at compulsory residential school, practical sessions, etc.

When granting an extension of time to complete an assessment task, the Subject Coordinator will ensure that the final marks for the subject are submitted no later than two months after the end of the semester in which the subject was conducted unless approval for extra time is confirmed in writing by the Dean.

Where a student has been granted a Deferred Examination but illness or misadventure prevents a student from attending the examination there
will be no further deferment of that examination. Subject Coordinators are required to document their determinations, giving reasons only in relation to this policy, and to report their determinations to the Head of Program. The Head of Program will provide a report to the Dean at the end of the teaching session as part of the course report and a consolidated report will be provided to the Academic Board.
9. Student Enrolment Policy

Policy

Students will enrol in a program in accordance with these rules and pay any required fees and charges. Students will be provided with advice and support to ensure that they maintain an adequate rate of progress to achieve the successful completion of their course at Nan Tien Institute. Nan Tien Institute will determine the conditions for completion of courses and for the exclusion of students who have been guilty of misconduct or who have failed to maintain a satisfactory rate of progress with their studies. The maximum period of candidature for a course is three times the duration of that course under a standard full-time load, except where approval is given by the delegated authority in exceptional circumstances. Periods of approved leave of absence are not included in the period of candidature. International students on student visas have specific requirements detailed below.

Enrolment in subjects

A student may enrol in any available subject provided that any conditions specified for that subject are satisfied (although conditions relating to prerequisites, co-requisites and specific courses may be waived by the delegated authority), there are sufficient personnel and resources to allow the student to undertake the subject, and the student is not excluded by reason of any suspension or expulsion. Except with the approval of the delegated authority, a student must enrol in a subject before the commencement of teaching in that subject.

The standard full-time load is 8 subjects (48 credit points) per year. A student undertaking at least 75% of the standard full-time load in a semester will be regarded as full-time for that semester. Except with the approval of the delegated authority, a student will not be permitted to enrol in more than 10 subjects (60 credit points) in one year or the proportional amount for shorter periods (i.e. 4 subjects in a standard semester and 2 subjects in the optional summer semester). A student enrolled in a subject in contravention to these rules may be withdrawn from the subject by the delegated authority. A student may apply to the delegated authority to change registration from one course to another. Permission to change registration is subject to the provisions of the Student Selection and Admissions Policy.

Withdrawal from subjects

The census date is the official deadline for finalising enrolment and fees in a subject or course. Nan Tien Institute determines a census date for each subject.

A student may withdraw from a subject without academic penalty provided the withdrawal is made no later than the census date in that subject. Under exceptional circumstances, a student may be permitted to make a late withdrawal without academic penalty under the Special Consideration Policy. A student who withdraws from all subjects in a study period must obtain a leave of absence. Otherwise their enrolment will lapse and they will need to reapply for admission. Students who take leave of absence should note that the course rules and conditions under which they originally enrolled may change during their period of leave and they may be subject to the rules and conditions as they apply at the time that they return to their course.

International student enrolment requirements

International students on student visas must complete their course within the duration specified on their Confirmation of Enrolment (usually the minimum time to complete the course under a standard full-time load as specified on CRICOS). International students may only exceed the standard duration of the course as registered on CRICOS as a result of:

- Compassionate or compelling circumstances for which evidence has been provided by the student and approval granted by the delegated authority
- Participation in an approved Institute intervention strategy
- An approved deferment, leave of absence or suspension.

An approved deferment or leave of absence will only be granted as a result of compassionate or compelling circumstances, administrative grounds (for example, where the Institute is unable to offer a prerequisite unit), or as a result of the Institute intervention strategy. Where an approved leave of absence leads to an extension of the duration of the student's course of study, a new Confirmation of Enrolment will be provided to reflect the extended period. The duration of course completion may be shortened as a result of advanced standing granted for prior study.

Transfer between registered providers (for Student Visa Holders)

From July 2007, providers are restricted from enrolling or transferring students prior to the student completing 6 months of their principal course. The restriction applies from the time a student commences study until he or she has completed 6 months of his or her principal course. This includes
restricting a student’s transfer from a course prior to the student’s principal course in a package of courses.

This policy details the procedures for assessing applications to transfer within this period. Students who have studied longer than this period can apply as normal and no letters of release need to be sighted or produced.

The policy of Nan Tien Institute is to ensure that it does not enrol any transferring international student prior to the 6 months of their principal course being completed unless that student has a valid letter of release agreeing to such a transfer.

In regard to releasing current students, Nan Tien Institute’s policy is that a letter of release will only be granted in exceptional circumstances relating to the welfare of the student. The following students will require a release letter:

- Students in Australia enrolled in a single course with Nan Tien Institute, including an English course, and who wish to transfer out of this course before completing six months with Nan Tien Institute
- Students studying an English course at Nan Tien Institute and enrolled in a packaged course comprising English at Nan Tien Institute and further studies with another institution. These students will not have commenced their principal program and will thus need a letter of release to be able to enrol in another institution regardless of how many months they have studied at Nan Tien Institute.

Nan Tien Institute is entitled to determine the circumstances in which it will provide or refuse to provide a letter of release and will take the following into consideration when assessing an application for release:

- That the student requesting a transfer has an accurate understanding of what the transfer represents to their study options
- Whether the student still owes Nan Tien Institute course fees. All course fees must be paid in full and for all programs of study before any request for release of fees is considered
- That it is suspected that the student is seeking to transfer only to avoid being reported to the Department of Immigration and Border Control (DIBP) for failure to meet academic progress or attendance
- That the transfer may jeopardise the student’s progression through a package of courses
- That the request is made within four weeks of beginning. Nan Tien Institute will usually consider that the student needs some time to settle in to the course and the Australian education system and for the student to use and benefit from the Institute’s support services. Issues such as homesickness may take some time to overcome and transferring to another provider is unlikely to solve the problem.

- That the request is received at least five weeks prior to the course termination date. Please note, the Institute will not consider requests made less than five weeks before the termination date requested.

The Dean will make any final decision as to whether to refuse a letter of release for any student.

Letters of release will always be provided when or if:

1. Nan Tien Institute registration or the course accreditation has been revoked
2. Sanctions imposed on Nan Tien Institute by the Australian government prevent the student from continuing in the course
3. A government sponsor deems that the transfer is in the best interest of their student.

Procedure for assessing transfer applications from students wishing to transfer OUT of Nan Tien Institute

- The student completes a Suspension, Deferral and Termination request form
- The student is asked to provide a valid offer of enrolment from the new institution
- With these documents sighted the Dean will assess the transfer application to decide if they believe the request should be refused or granted a letter of release.
- If the student’s request is approved, the letter of release will be granted at no charge to the student. The student is advised of the need to contact DIBP and obtain a new visa if the course they transfer to is not within the same sector.
- The Student Services Manager reports the termination of studies to DIBP.

Notes:

- The above assessment procedure will be completed within ten days once the student has provided the necessary documentation
- All requests, considerations, decisions and copies of letters of release are placed on student’s file and
- The approval of a transfer for a student to another institution does not indicate the agreement to provide any refund. Refunds are governed by the Nan Tien Institute refund policy.

Intervention strategy

Note: This policy applies to all students, but is especially important for international students because of conditions attached to the student visa. There are obligations on Nan Tien Institute to report
international students under this intervention policy. International students are required to make satisfactory academic progress during their studies at Nan Tien Institute. The conditions of their student visas are governed by the ESOS Act 2000 and the National Code of Practice 2007 for providers of education to overseas students. The policy followed by Nan Tien Institute is that provided in Standard 10 of the National Code 2007.

The Student Services Manager has the general responsibility for monitoring students’ progress and determining if a student is at risk of not meeting course progress requirements as specified in their Confirmation of Enrolment. Each student's results are checked at the end of each study period. For award courses, this occurs at the end of each semester. For English language courses, the study period is defined as 12 weeks, or if the student studies for less than 12 weeks, it is their completion date.

If at the end of a study period, a student has not satisfactorily completed 50% of the subjects in which they were enrolled, the student will be regarded as at risk and will be interviewed and counselled. For English language courses, the requirement is that the student has participated regularly in classes, completed all scheduled course assignments, tests and activities, and demonstrated competency in at least 50% of the course requirements for the study period.

If a student assessed as at risk decides to continue to study at Nan Tien Institute, the student will enter into a formal learning contract with the Dean to follow strategies aimed at assisting the student to achieve satisfactory progress. As appropriate, students at risk may be given extra assignments, replacement assignments, or additional study support (which may attract an additional charge), or they may be advised to withdraw or change to a different course. Failure of 50% of the course requirements set for them in the following study period will lead to further counselling and intervention. If in the next study period and, despite the intervention strategy, the student again fails to pass more than 50% of the course requirements set for them, or fails to meet the terms of their learning contract, then the student may be excluded.

In the case of international students, if the student fails to show satisfactory progress after the intervention strategy, the Student Services Manager will notify the student of its intention to report the student to DIBP for unsatisfactory progress and 20 days to appeal. The initiation of the reporting procedure is as required by Section 19 of the National Code 2007. A Section 20 notice on PRISMS will then be issued. Such a report may result in the student visa being cancelled.

The student will be informed of the right to appeal through Nan Tien Institute’s appeals process. If the appeal shows that there was an error in calculation and the student actually made satisfactory course progress (successfully completed more than 50% of the course requirements for that study period), the student will not be reported or excluded (and there is no requirement for intervention). If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support will be provided to the student through the intervention strategy, and the student will not be reported or excluded.

Exclusion

A student may be excluded from a course if the student:

- Fails more than 50% of the course requirements in three consecutive study periods despite the implementation of an intervention strategy;
- Fails to meet the terms of a learning contract, where applicable, despite two warnings;
- Exceeds the minimum period of candidature for that course;
- Fails a core subject twice; or
- Is in breach of any other academic rule which provides for exclusion.

Graduation

To graduate, students must complete the prescribed number of required course credit points and obtain at least a passing grade in each prescribed core subject in the course. Where a student has satisfactorily completed all requirements for a course, the Nan Tien Institute Academic Board will verify completion and recommend to the Board of Directors that the candidate be awarded a degree. The Board of Directors will approve the list of candidates who are eligible to be awarded a degree and are entitled to graduate.

Graduation may be awarded ‘with distinction’. Distinction will be measured by the average weighted mark in all subjects completed at Nan Tien Institute as part of the degree with which the student is graduating. A degree with distinction will be awarded to students who achieve a weighted average mark greater than or equal to 80.

Students who are eligible may apply to attend the appropriate graduation ceremony which will be conducted in accordance with academic practice. No candidate shall be entitled to their results or be permitted to graduate whilst indebted to Nan Tien Institute. Candidates who are entitled to graduate but are unable to attend the relevant graduation ceremony will be permitted to graduate in absentia.
Candidates who are entitled to graduate but who do not notify Nan Tien Institute of any choice will graduate in absentia.
10. Student Grievance Policy

1. Purpose

1) Nan Tien Institute is committed to providing a safe, harmonious, supportive, and productive environment for its students free from unfair treatment, discrimination, harassment, vilification, bullying and conflict. The Institute has a duty of care to students to resolve grievances promptly and with the minimum of distress. The Institute has a legal responsibility to resolve equity related grievances alleging unlawful behaviour, such as sexual harassment, matters covered by anti-discrimination laws and assault.

2) The emphasis is on resolving problems as close as possible to the source and directing complaints to the most appropriate resolution mechanism for a specific grievance.

3) This policy and procedures do not remove the right of students to take action under Australia’s consumer protection laws (including the ESOS Act 2000) nor do they replace or modify procedures or any other responsibilities which may arise under other higher education provider policies or under statute or any other law.

2. Definitions

<table>
<thead>
<tr>
<th>Word/term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Repeated unfair or unreasonable behaviour by an individual or group that belittles, scares, intimidates, or offends, to the extent that it could put someone’s health, safety, or welfare at risk, including their psychological or emotional health. All violent behaviour which is not self-defence is regarded as unacceptable.</td>
</tr>
<tr>
<td>Complainant, Appellant or Grievant</td>
<td>The person making a complaint or submitting an appeal or a grievance.</td>
</tr>
<tr>
<td>Complaint or Grievance</td>
<td>A clear statement expressing dissatisfaction with an act, decision, or omission which a person considers to be unjust, wrongful, unfair, or discriminatory and within the control of the Institute.</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Treating someone unfairly or differently because of their sex, pregnancy, race, disability, sexual preference, religion, carer’s responsibilities, marital status, social origin, political belief, employee association activity, irrelevant criminal record, or age. Direct discrimination is treating someone unfairly compared to someone else in the same or similar circumstances because of their sex, race, disability, etc. Indirect discrimination is treating someone the same as everyone else, but where the result of doing so unreasonably disadvantages substantially more people of that person’s sex, race, disability, etc.</td>
</tr>
<tr>
<td>Harassment</td>
<td>Unwelcome behaviour that makes a person feel belittled, intimidated, offended, or apprehensive and that a reasonable person, taking into account all the circumstances, would expect to cause offence, intimidation, or apprehension.</td>
</tr>
<tr>
<td>Respondent</td>
<td>The person against whom a complaint, appeal or grievance is brought.</td>
</tr>
<tr>
<td>Staff Member</td>
<td>Any employee, visiting appointee, or member of a committee of the Nan Tien Institute.</td>
</tr>
<tr>
<td>Student</td>
<td>Any person currently enrolled with Nan Tien Institute.</td>
</tr>
<tr>
<td>Mediator</td>
<td>A person appointed by the CEO as a mediator to help the parties to consider all possible solutions and reach a joint agreement.</td>
</tr>
</tbody>
</table>

3. Scope

1) This policy applies to all students and persons seeking to enrol at the Nan Tien Institute who have a grievance about unfair treatment, discrimination, harassment, vilification and/or bullying. In particular, all students of the Institute, or those seeking to enrol in a course of study with the Institute, are entitled to access the grievance procedures set out in this policy regardless of the location of the campus of the Institute at which the grievance has arisen, the student's place of residence, or the
mode in which they study.

2) The policy covers both academic and non-academic matters. Academic matters include grievances that relate to student progress, assessment, curriculum, and awards and apply to students in a course of study. Non-academic matters include complaints in relation to personal information held by the Institute in relation to the person and administrative matters and apply both to students and people seeking to enrol in courses. The policy does not cover:

- occupational health and safety
- use of information technology

4. Principles of Grievance Resolution

The prime objective of the Grievance Policy is to achieve a resolution of a grievance in accordance with the following principles:

1) Grievances will be handled within an appropriate timeframe and will be treated sensitively and impartially, having due regard for procedural fairness
2) Resolution of the grievance will be as close as possible to the source, unless it is serious, unlawful, or not practical
3) It is expected that all parties involved will approach proceedings with a desire to resolve the grievance constructively and in good faith
4) Individuals will not victimise or harass other parties in the matter
5)Confidentiality will be strictly observed by all participants and at all stages of the grievance procedure
6)Complainants and respondents will be informed of the outcomes.

Possible outcomes from the grievance policy where a complaint is upheld, include personal apology, written undertaking or apology, written agreements on future behaviours or actions, remedial action (for example, correction of records, improved practices), new internal procedures or guidelines, and conciliation/mediation under guidance of a mutually accepted third party (internal or external).

5. Principles of Procedural Fairness and Natural Justice

1) All parties to a complaint must know all the allegations affecting them and have a full opportunity to respond
2) All relevant submissions and evidence must be considered
3) Matters not relevant will not be considered
4) Persons who make the complaints may not determine the outcome

5) Decision makers must be disinterested and unbiased
6) Decisions must be based upon evidence
7) Anonymous complaints will not be considered
8) Where it can be demonstrated that there is a conflict of interest, or the potential for a perceived conflict of interest, a grievance investigator should immediately request that the matter is referred to an alternative investigator. The complainant or respondent may request an alternative investigator.

6. Representation

1) Each complainant has an opportunity to formally present his or her case at minimal or no cost to himself or herself
2) Each party may be accompanied and assisted by a support person at any relevant meetings
3) No party shall have legal representation at meetings convened under these procedures.

9. Procedures

1) Who may bring a grievance?

Any student or person seeking to enrol at Nan Tien Institute may bring a grievance about an action or a decision relating to study or work at Nan Tien Institute and falling within the scope of this policy. The policy provides three stages to address grievances:

a. informal procedure,
b. formal procedure and
c. external review.

The first two stages are free of charge. There may be a cost attached to an external review as explained further below.

2) Withdrawal

A complainant may, at any time in the process, declare that the grievance is withdrawn. Such a declaration must be in writing, even in the informal stage, to protect all parties. It is not necessary for a complainant to provide any reason for withdrawal of a grievance.

3) Time frames

There is no prescribed time within which a complaint may be lodged, but for complaints made more than one month after the specified event, the Dean or designated person will exercise discretion in permitting the complaint to be made through the Institute's processes. The following are planned times for consideration of grievances:

a. 10 working days is the planned time allowed for each stage in the resolution of grievances,
4) Documentation

a. Each complaint, grievance, or appeal, and its outcome, are recorded in writing through a process determined by the Dean or designated person.
b. Due care is taken about accurate documentation, dates, times, and outcomes.
c. All documents are kept confidential and are accessible only to the parties to the complaint and persons authorised by the Dean or designated person or through legislation.
d. Records of grievances and their outcomes are filed separately (not kept in the student file) and stored in confidential files in the Dean’s Office for a period of at least 5 years.
e. Each complainant and respondent will be given a written statement of outcomes, including reasons for a decision.

5) Informal procedure

When a problem or issue arises, students are encouraged to seek information, advice, and resolution from an appropriate staff member e.g. their tutor, lecturer, Head of Program, supervisor, or a management staff member. Those who are unsure how to proceed may seek assistance and advice from any staff member.

Where a student is dissatisfied with the assessment of an assignment and/or an examination result the student must approach the relevant Subject Coordinator or teacher in the first instance and as soon as possible to discuss and/or request a review of that assessment.

When actions taken during the informal stage have not resolved a grievance but the complainant chooses not to proceed to a formal complaint within 10 working days of that decision, the grievance is deemed to be withdrawn.

Staff members dealing with an informal complaint will ensure that they:

a. Listen and understand the nature of the complaint.
b. Explore all the options and possible implications for resolving the issue with the complainant.
c. Avoid behaviour that might be misinterpreted.
d. Look for a resolution. The issue may be resolved at the local level with the least amount of disruption for all parties.
e. Produce a written record for the CEO or designated person for record in a manner to be decided by the CEO or his/her representative.
f. The outcomes and reasons will be given to the complainant and respondent in writing by the reporting officer, through the CEO or designated person.

6) Formal procedure

If the informal process does not resolve the grievance, a formal complaint is the next step. Students or persons seeking to enrol may make a formal complaint in writing addressed to the CEO or designated person who will be an independent and impartial senior officer to the person who handled the complaint in the initial informal procedure. The contact details for the designated person for academic and non-academic appeals are:

a. For English Language students, the Principal Administrator, English Language Centre, Nan Tien Institute; Telephone (02) 4272 0648, Email info@nantien.edu.au
b. For all other students, the Dean, Nan Tien Institute; Telephone: (02) 4258 0733, Email: info@nantien.edu.au

Complainants who are unsure how to proceed may seek assistance and advice from any staff member. The formal process includes the following steps:

c. Complainants lodge formal written complaints with the CEO or designated person.
d. Complainants outline the incident/issue in writing or agree that notes taken are accurate.
e. The desired outcomes requested by the complainant are noted.
f. The formal grievance, appeal, or complaint is entered in a Complaints Register.

If a written complaint has not been received within 10 working days after initial notification by a complainant, the grievance shall be deemed to be withdrawn and all affected parties involved up to that point in the investigation will be advised in writing to that effect. The CEO or designated person may appoint a committee to make final decisions based on all the evidence, with this committee to be the final point of appeal within the Institute, or appoint a mediator to try to resolve the matter. In any process, complainants and respondents have the following rights:

g. To be present or make a written presentation to anybody convened to hear the complaint.
h. To be accompanied by any person chosen by them at any body convened to hear the complaint.
i. To receive and respond to any documentation, as appropriate, that is submitted in connection with a complaint.

j. To have a complaint treated confidentially with details only disclosed with permission, unless the Institute has reasonable grounds for believing the use of the information will be a threat to the life or health of any person, or the use is authorised by law.

k. A copy of outcomes and reasons will be given to the complainant and respondent in writing by the reporting body, through the CEO or designated person.

The Committee appointed to consider the matter shall determine its own procedures in accordance with the principles of natural justice. The Committee may conduct hearings, authorise investigations, and seek written or oral submissions from people it believes can assist in its deliberations by way of evidence or expert opinion.

7) **External review procedures**

There are a number of avenues that may be followed by any person who believes that a complaint has not been satisfactorily resolved within the Institute. Any person is entitled to take a matter outside the Institute. The Institute will advise persons bringing a complaint of their right to access the external appeals process and of any costs associated with that process. Only one external appeal is allowed under this policy.

If a student complainant chooses to access the complaints and appeals processes in accordance with this policy, the Institute will maintain the student's enrolment while the complaints and appeals process is ongoing. If the appeal is lodged by an international student against a deferment, suspension, or cancellation decision, the Institute may not wait for external appeals to be concluded before reporting the decision to DIAC.

If the complaint is about a decision on misconduct, then Nan Tien Institute may notify the Department of Immigration of any change in the student's enrolment on release of an outcome from the internal appeals process. If the complaint is about an academic matter and if the complaints and appeals process is taken to an external agency, the student will continue to be enrolled with Nan Tien Institute until the completion of the external process.

External agencies may include:

- Overseas Student Ombudsman
- Fair Trading, New South Wales
- Australian Human Rights Commissioner
- Privacy Commissioner

8. **Enrolment Status of The Student During the Appeals Process**

Until the complaints and appeals process is completed, the student will continue to be enrolled in Nan Tien Institute. There will be no notification to Department of Education or the Department of Immigration of any change to the student's enrolment status until the resolution of the internal complaints and appeals process.

During the complaints and appeals process Nan Tien Institute has the right to exclude a student from attending classes and visiting the Institute, but provide work to complete outside the class environment. This will ensure the student is not disadvantaged should the appeals process be in the student's favour and they return to class.

If the complaint is about a decision on misconduct, then Nan Tien Institute may notify the Department of Immigration of any change in the student's enrolment on release of an outcome from the internal appeals process. If the complaint is about an academic matter and if the complaints and appeals process is taken to an external agency, the student will continue to be enrolled with Nan Tien Institute until the completion of the external process.
11. Student Misconduct Policy

1. Overview

Nan Tien Institute (NTI) values academic honesty and integrity and demands ethical behaviour in all aspects of its endeavours. NTI investigates and deals with incidents of misconduct by its students in a consistent manner in accordance with this policy, affording natural justice and procedural fairness and applying penalties that are appropriate, fair and just.

2. Definition

Academic misconduct is defined as “any action or attempted action that may result in an unfair academic advantage to one or more students”. This covers a wide range of behaviours and activities, including:

1) Plagiarism – the presentation of work, ideas or data of others as one’s own, without appropriate acknowledgement and referencing. Examples of plagiarism include:

   a. the inclusion of one or more sentences from another person’s work without the use of quotation marks and acknowledgement of the source (Note: a general acknowledgement of the source but without the use of quotation marks to show the extent of copied text may still constitute plagiarism);
   b. the use of one or more sentences from the work of another person where a few words have been changed, or where the order of a few words has been changed;
   c. copying the work of another student, with or without their permission;
   d. copying tables, graphs, images, designs, computer programs and any other data, ideas or work without appropriate acknowledgement and referencing.

Poor or inadequate referencing is not necessarily plagiarism, though it still fails to meet the requirements for good academic practice.

2) Self-Plagiarism – the re-use of one’s own work for more than one assessment, without acknowledgement and referencing.

3) Cheating – fraud, dishonesty or deceit of any kind in relation to an academic assessment. Examples include:

   a. copying or attempting to copy from other students in an assessment, or in an examination;
   b. communicating with others during an examination;
   c. using any unauthorised materials, or mechanical or electronic devices in an examination;
   d. tampering with examination or assessment materials;
   e. leaving examination or test answer papers exposed to the view of other students;
   f. colluding with other students in individual assessments, such as online quizzes and/or written work;
   g. allowing others to provide you with any materials that give you an unfair advantage in an assessment;
   h. purchasing material and submitting it as your own work;
   i. providing materials to other students to enable them to present it in part or whole as their own work;
   j. completing an individual assessment for another person, or having someone else complete all or part of your individual assessment and submitting it as your own work;
   k. making changes to an assignment that has been marked then returning it for re-marking claiming that it was not correctly marked;
   l. taking an examination for another person or having another person take an examination for you;
   m. providing forged or falsified academic, medical or other documents to gain unfair academic advantage;
   n. making a false claim in relation to an assessment or examination, to obtain an unfair advantage;
   o. the falsification of data, information or citations as part of an assessment;
   p. attempting to prevent other students from completing their assessment work.

4) Other Academic Misconduct – Any act or omission that can be regarded as academically dishonest will be treated according to this Policy. Examples of such behaviour include:

   a. failing to abide by reasonable directions of a member of staff regarding the submission of an assignment or conduct in an examination;
   b. altering group assessment work that has been agreed as final by all participating students prior to submission without the consent of the other students;
   c. publishing or distributing recordings of classes without permission of the subject coordinator.

5) Non-academic misconduct includes, but is not limited to, conduct where a student:
a. contravenes any provision of the rules or policies of Nan Tien Institute;
b. behaves in a manner that prejudices the good name or academic standing of the Institute;
c. engages in unlawful or criminal activity on Institute premises;
d. damages or destroys Institute property (including library books, computing hardware or software, or the deliberate release of computer viruses);
e. misuses Institute facilities, systems and equipment, to engage in illegal activity or activity prohibited by the Institute's rules and policies (for example, computer hacking, infringing copyright);
f. steals or misappropriates Institute property or equipment;
g. harasses, vilifies, bullies, abuses, threatens, assaults or endangers staff, students or other members of the Institute community directly or by other means of communication;
h. unreasonably disrupts staff or students or other members from undertaking their normal activities at the Institute;
i. fails to follow reasonable directions of an employee of the Institute;
j. alters, falsifies or fabricates any document or record of the Institute (e.g. Statement of Academic Record);
k. alters or falsifies any documentation that the Institute requires of the student (e.g. medical certificate or other supporting documentation);
l. divulges confidential or personal information relating to any Institute matter, staff member or student (e.g. employment records, in-camera committee discussions) in circumstances where there is no reasonable or lawful excuse for doing so;
m. behaves inappropriately in an activity (e.g. in the virtual and physical environments such as e-learning sites, face to face classes, meetings), or a facility in or under the control or supervision of the Institute;
n. refuses or is unable to identify him/herself or produce a Student ID card when asked to do so by an officer of the Institute (e.g. security officer, examination invigilator);
o. knowingly provides false or misleading information to staff of the Institute; or
p. fails to comply with a penalty imposed or outcome agreed to under this or other policies of the Institute.

3. Detection and Management of Misconduct

1) Detection of misconduct

Where a member of staff identifies a possible case of misconduct, it should be brought to the attention of the relevant Head of Program with the supporting evidence.

Plagiarism will often be identified by text matching (e.g. through a Turnitin Report). However, text matching may or may not constitute plagiarism and a careful analysis of the assignment must be made before making a charge of plagiarism. Plagiarism or suspected plagiarism may also be identified in other ways, e.g. a much higher level of English than the student has demonstrated in other work or in the classroom.

2) Investigating and Recording

a. The Head of Program will investigate and seek an explanation from the student(s) involved.
b. The letter inviting the student to the interview will include sufficient detail of the allegations to allow the student to understand the nature of the alleged misconduct and a copy of the evidence on which the allegation is based. The student is entitled to be accompanied at the interview by a support person (for example, a fellow student, or a Nan Tien Institute staff member), but is not entitled to legal representation.
c. The Head of Program may also interview any other parties involved. Depending on the circumstances, the Head of Program may also consult with the Dean.
d. Where the Head of Program believes that the student has a case to answer, the incident will be fully recorded with all appropriate details, including relevant assignments and supporting evidence and the details provided to the Student Services Manager for entry into the Misconduct Database.

4. Adjudicating and Penalising – minor offences

1) The Head of Program will determine if the incident represents minor or major misconduct. Examples of minor misconduct are:

a. A first offence of plagiarism
b. Bringing unauthorised materials into an examination
c. Not following the instructions of a member of staff in relation to an assignment or an examination
d. Antisocial or disruptive behaviour
e. Minor damage to property
f. Making a false statement or submitting an incomplete, false, or misleading evidence
g. Unauthorised access to facilities or property.

2) For a minor case of misconduct, the Head of Program will decide if the allegation is proven and determine the penalty. The penalty applied will generally be designed to educate the student and may include:
a. A warning or a reprimand to the student;
b. Requiring the student to undertake counselling, or attend academic support classes;
c. Permitting the student to resubmit the assessment, or submit a different assessment, with a maximum possible grade of a pass only where appropriate. If the student does not submit a satisfactory assessment, they may still receive a fail grade for the assessment;
d. Reducing the mark of the assessment (possibly to 0);
e. A direction to pay up to $250 for repair or replacement of damaged property;
f. A direction to apologise to any person aggrieved by the student’s conduct.

3) The Head of Program will provide a report on the determination and penalty to the Student Services Manager who will advise the student in writing of the decision and the penalty. This letter will contain the following information:

a. sufficient detail of the allegations to allow the student to understand the nature of the alleged misconduct;
b. details of the basis on which the misconduct was determined;
c. the penalty imposed;
d. a referral to the Appeals Process;
e. a reference to further advice and support available through Nan Tien Institute.

4) The student has the right to appeal any decision as described below in section 7.

5) The Student Services Manager will record the details of the offence and the penalty in the Misconduct Database. Any consequential changes to grades and marks will be reported to the Dean.

6) If the allegation is dismissed, the offence will be removed from the Academic Misconduct Database and the student’s academic record.

5. Adjudicating and Penalising – major offences

1) Offences which are not minor offences are treated as major. In particular, major offences include:

a. Repeat offences of plagiarism
b. Serious offences of plagiarism amounting to extensive coping and a deliberate intention to deceive
c. Collusion
d. Major damage to property (exceeding $250)

2) For a case of major misconduct, the Head of Program will provide a report to the Dean. The Dean will interview the student following the procedures outlined above, decide if the allegation is proven and determine the penalty. The Dean may also interview any other parties involved.

Penalties may range from

a. A reprimand
b. A direction to undertake counselling, training, or other remedial measures
c. Requiring the student to resubmit the assessment, or submit a different assessment, or resit the examination with a maximum possible grade of a pass (if appropriate and if the resubmitted work is satisfactory)
d. Reducing the mark on the assessment (possibly to 0)
e. Reducing the grade for the subject (possibly to fail)
f. Place the student on probation with, as appropriate, restrictions on enrolment or a requirement to attend counselling and remedial courses as directed.

3) For serious repeated offences, the penalty may be suspension or expulsion from Nan Tien Institute.

4) The Dean will provide a report on the determination and penalty to the Student Services Manager who will advise the student in writing of the decision and the penalty following the procedures set out above.

5) The student has the right to appeal any decision as described below in Section 7.

6) The Student Services Manager will record the details of the offence and the penalty in the Misconduct Database. Any consequential changes to grades and marks will be reported to the Dean.

7) If the allegation is dismissed, the offence will be removed from the Academic Misconduct Database and the student’s academic record.

6. Misconduct and Graduation

1) In a situation where misconduct is not identified until sometime after it has occurred, it must be investigated in a similar manner as if it had been identified immediately.

2) Where a student has received an award from Nan Tien Institute and serious misconduct is proven, consequential action may include rescinding the award. In such a case, the student’s name shall be deleted from the Register of Graduates and the student will be required to return the testamur and final transcript to Nan Tien Institute.

7. Student Appeals

1) If dissatisfied with the outcome of a misconduct
investigation, students have the right to appeal.

2) The first stage for an appeal is through informal consultation. The student should seek a meeting with the Dean to discuss the outcome of the case. Any such request should be made within 5 working days of the date of the letter from the Student Services Manager in which the decision on the misconduct was notified.

3) If the student remains dissatisfied, the second stage for an appeal is a formal request in writing to the President.

8. Formal Appeal Procedures

1) Students who wish to appeal formally must lodge their appeal in writing to the Student Services Manager within 20 working days of receipt of an official notification from Nan Tien Institute of the decision or matter they wish to appeal. Receipt of the appeal will be notified to the student by the Student Services Manager.

2) A student can appeal on one of the following grounds:
   a. procedural grounds, i.e. where it is thought that the Academic Misconduct Procedures were not followed;
   b. severe extenuating circumstances which must be validated with supporting documentation; or
   c. a letter of support from a staff member of Nan Tien Institute or a Counsellor.

3) The appeal should include the following details:
   a. the student's full name [family/surname and first name], student number and contact details;
   b. the nature of the decision or matter being appealed;
   c. the basis for the appeal;
   d. details of the specific outcome(s) sought by the student; and
   e. copies of all relevant documents.

4) The student appeal, together with all relevant supporting material, will be submitted by the Student Services Manager to the President for resolution. The President may interview the student and anyone who may have information about the case. The President may set up an Appeal Committee to make a determination on the appeal.

5) The President will advise the student in writing of the decision on their appeal within 20 working days from the date the appeal is submitted. If the student's internal appeal is unsuccessful the notification will acknowledge their circumstances and explain why their appeal has been unsuccessful.

6) If the appeal to the President is successful, the offence will be removed from the Academic Misconduct Database and the student's academic record.

7) An appeal at any level may be rejected if:
   a. no reasonable grounds are stated for the appeal;
   b. no new or different grounds are stated for the appeal from those already considered by the previous hearing/adjudicator;
   c. the student has not ensured that they are in a position to receive all notifications from the Institute. Late or non-receipt of official letters will not be accepted as grounds for appeal if changes of address have not been notified and received by the Institute; or
   d. the appeal is lodged outside the time limits stipulated in the Institute Academic Appeals Procedures.

8) The President may appoint a senior member of staff or an external person to undertake the review.

9. External review or referral

A matter may be referred to an external agency. Where this occurs, the Institute may cease any internal process pending the outcome of external investigation. External agencies may include:
   a. The NSW Ombudsman
   b. The Anti-Discrimination Board
   c. The Australian Human Rights Commission
   d. The Independent Commission against Corruption
   e. The Police

10. Records

1) The Student Services Manager will provide a report on misconduct cases to the Dean for each meeting of the Academic Board.

2) All reasonable efforts will be made by staff of the Institute to ensure that the principles of confidentiality, security and privacy of student information are maintained while dealing with cases of misconduct. All records relevant to these procedures are to be maintained in a recognised Institute record keeping system.

3) Information collected from students may, as required in accordance with the Higher Education Support (HES) Act 2003 and other legislation,
Department of Immigration and Border Protection and Commonwealth, State or Territory Government agencies.

4) The Institute is bound by the Australian Privacy Principles (AIPs) under the Privacy Amendment (Enhancing Privacy Protection) Act 2012 with respect to the collection, use and disclosure of personal information.
Section 5. Services

1. Accommodation

As a student of Nan Tien Institute, it is of fundamental importance to your success and wellbeing to find a suitable place to live. There is a variety of accommodation options available to you.

1. On campus Accommodation

Nan Tien Temple’s Pilgrim Lodge has full board accommodation for Nan Tien Institute students which include the provision of meals and a cleaning service. The Lodge is located in the grounds of Nan Tien Temple, only a couple of minutes’ walk to all the facilities of Nan Tien Institute. The Lodge looks out onto the lotus pond, Nan Tien Temple, splendid gardens, the beautiful rolling hills and famous escarpment of the Illawarra. Students living at the Lodge are most welcome to participate in the Temple’s morning chanting. Pilgrim Lodge is non-smoking and the meals are vegetarian.

More information on the accommodation can be found http://nantien.edu.au/campus/accommodation and you may also contact the Student Services Office on the availability, rates and the booking.

2. Off-campus Accommodation

Off-campus Accommodation is a great choice if you are looking for an independent lifestyle. You can choose either rental accommodation or share accommodation. For off-campus accommodation, you will need to take consideration of:

- the safety of your belongings and, most important, yourself
- the convenience and/or the cost of transport
- the bills, including electricity, gas, telephone, water, internet connection and/or usage fee
- the cost of purchasing furniture if the premises are unfurnished
- that the accommodation provides suitable living conditions to satisfy your needs

3. Homestay

Homestay is where you live with an Australian family in their home. Homestay provides an opportunity to practice your English, make Australian friends and experience a different way of life. No long-term contract or security deposit is required. The minimum stay is four weeks. The Placement fee is $250.00, and weekly accommodation fee is $260.00, which includes 16 meals. Electricity, gas, water and laundry is available. Applications should be directed to the Student Services Office

Email: enquiry@nantien.edu.au
Phone: +61(2) 4258 0741 Fax: +61(2) 4258 0701

4. Tenancy Information and advice

To understand and protect your rights as a tenant, please refer to the following web sites:

Department of Fair Trading
www.fairtrading.gov.nsw.au
Illawarra Tenants Service
www.illawarralegalcentre.org.au
Tenants Union
www.tenants.org.au

The Department of Fair Trading web site has a comprehensive consumer guide for international students that can be downloaded from www.fairtrading.nsw.gov.au/Factsheet_print/Youth_International_students.pdf

The guide aims to help you understand your consumer rights and responsibilities in NSW and covers the issues such as shopping, refunds, renting, cars, buying and selling property, home building, product, safety, scams and more.

5. Finding Off-campus accommodation

The following websites might help you to find accommodation that is suitable for you:

www.yicaiau.com/forum-95-1.html (Chinese)

Disclaimer: Nan Tien Institute is providing the list of website for the convenience of students only. The websites listed here are private websites which operate independently of Nan Tien Institute. Nan Tien Institute does not endorse any of the accommodation listed. You should expect to gather your own information and inspect the accommodation offered and make your own decision. Nan Tien Institute cannot take any responsibility for any decisions you make, nor does it take responsibility for the outcome of any decisions you make.

6. Temporary Accommodation


There are also local private hotels and motels offering
short term accommodation. The following websites might be helpful for you to find the accommodation:

www.wotif.com/
totaltravelwa.com.au/

2. Dining and Entertainment

1. Tea House of Nan Tien Temple

The Dew Drop Inn Tea House is located in Nan Tien Temple grounds. It provides a tranquil and attractive setting to enjoy a wide variety of exotic teas, coffees as well as an a la carte lunch menu. Sample some traditional oriental cuisine and other Australian cafe style meals surrounded by natural timber decor, Buddhist artifacts and views of the Temple gardens. For the menu and opening hours, please contact +61 2 4272 0639

2. Dining hall of Nan Tien Temple

The Dining Hall is open to the public every day except Mondays from 11.30 am - 2.00 pm (weekdays) and 11.30 am - 2.30 pm (weekends). It is located in the Temple on level 3. The Dining Hall can accommodate up to 200 diners and provides a variety of selections of healthy vegetarian foods based on traditional and modern recipes. All meals are prepared in the kitchen of Nan Tien Temple by experienced chefs. There is also a private dining room, which seats up to 80 diners. Group bookings for morning or afternoon tea and catering can be arranged.

3. Eating out and entertainment

Tourism Wollongong’s website www.visitwollongong.com.au/ provides abundant information on local places of interest, restaurants, events and activities. “From our spectacular beaches and rock pools, to the quaint coastal villages and our exceptional cuisine, to the impressive escarpment and range of high thrill adventure activities, to the Grand Pacific Drive which offers 140 kilometers of coast hugging driving scenery, Wollongong will not disappoint.” (www.tourismwollongong.com/places-of-interest/default.aspx, retrieved on 14 August 2010.)

3. Learning Resources

1. MyLearning

The Learning Management System at Nan Tien Institute is called MyLearning (http://elearning.nantien.edu.au/). Here you will find the subject outlines and learning guides, class timetable, lecture materials, assessment tasks and other study resources. You can also use the website to submit your assignments. For assistance with using MyLearning, please contact the IT System Administrator at email: itsupport@nantien.edu.au or office telephone number: 02 4258 0777.

2. Library

Nan Tien Institute Library

The Institute library is located on the Ground Floor of the Wollongong Campus (231 Nolan Street, Unanderra). The library collection and electronic holdings provide academic support to NTI students and staff. Students enrolled at the Institute and staff can use the library facilities during the opening hours of the Library as shown at http://library.nantien.edu.au/

Students, staff and registered external borrowers may borrow materials from the collection; members of the general public are also able to use the materials within the library. To arrange to borrow an item, drop into the library during opening hours or contact the Librarian at +61) (0)2 42580744 or email library@nantien.edu.au. Books can also be sent out by mail to enrolled students (who will need to pay return postage). Serial issues and some other special materials cannot be borrowed. Access to course texts in the library is not guaranteed, but is subject to student numbers and text availability, and students should be prepared to find their own access if all library copies are on loan.

Nan Tien Institute has access to the following online databases for research: JSTOR, ProQuest and EBSCO which provide a very wide range of academic articles in the humanities and social sciences and also Films on Demand, which offers access to educational videos. Enrolled students can obtain access to these databases through the Nan Tien Institute Portal, and if there are questions about how to search them, please ask library staff.

Nan Tien Institute is a member of Libraries Association of Australia and has inter-library loan arrangements with major national repositories to source books and
articles. For academic assistance in using the Library please contact Jamila Choubassi (j.choubassi@nantien.edu.au, +61 (2) 4258 0744).

University of Wollongong Campus Library

Nan Tien Institute has an Agreement with the University of Wollongong which allows authorised users to make use of the facilities of the University of Wollongong Campus Library. Under this arrangement, current students and staff members of Nan Tien Institute have access to the collections and some library services. Collections available for loan are Main Lending, CRC, large items and law. Collections not available for loan are Short Loans, Law Primary, Law Reference, Media items, Journals and Theses. Nan Tien Institute students and staff are entitled to borrow 10 items in total for a period of 14 days. Items can be renewed twice and late returns will attract fines of $1 per day per item. In addition, NTI staff and students are able to access UOW databases on-line, but only on site at UOW (i.e. there is no remote log-in to use those services). Certain services are not available, namely document delivery, internet access, group study room and library services at other locations. Prospective borrowers must apply for membership of the University of Wollongong Library membership. This requires a signed Membership Application Form and a Nan Tien Institute Student ID card/Staff card and a photocopy of evidence of a current address (e.g. driver license).

4. Student Services Office

The Student Services Office provides assistance with applications for study, course enrolment selection of subjects, information on class timetables, fees and student ID cards. The Office also provides advice on student policies and the necessary forms required for your studies e.g. change personal details, or change enrolment. If you have any concerns about your studies at Nan Tien Institute, please contact the Student Services Office or your lecturer in the first instance. If the problem is not resolved, further steps are available through the procedures in the Institute's Grievance Policy. Guidance on the operation of the grievance policy is available from the Student Services Office. The Student Services Office can be contacted at (02) 42580741 or enquiry@nantien.edu.au.
Nan Tien Institute attempts to ensure that the information contained in this brochure is correct at the time of printing (April 2018), however details may be amended without notice by the Institute in response to changing circumstances or for any other reason. Applicants should check with the Institute at the time of application/enrolment for any updated information.