



WHITEHOUSE
INTERNATIONAL
COLLEGE
RTO 45927 | CRICOS 04067D

Student **HANDBOOK**

Embark on a Journey to
make your Dream a Reality



2026

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Welcome

Message from the CEO

Whitehouse International College was officially launched in 2022 in the regional city of Newcastle, New South Wales, with a clear purpose: to provide high-quality, practical vocational education in a supportive and welcoming environment. From the beginning, our vision was to create a place where students from around the world could build skills, confidence, and genuine community while preparing for meaningful futures in their chosen fields.

Today, only three years later, we are entering an exciting new chapter. In 2025, our registration with ASQA was successfully renewed, we embraced the new RTO Standards 2025, and we were approved to establish our second campus in Canberra, Australia's capital city. Enrolments for the Canberra campus will open from December 2025, and we look forward to welcoming our first cohort of students there soon.

As we grow, our mission remains unchanged. At Whitehouse International College, our mission is to empower international students through innovative and immersive education. We focus on practical, real-world skills in a supportive, family-like environment. Our goal is to ignite your passion for lifelong learning and prepare you to excel in a global workforce.

Whether you are studying in Newcastle or Canberra, you are joining a college that values integrity, personal growth, cultural diversity, and genuine student support. We are proud of what we have built so far, and even more inspired by where we are heading. This is a time of expansion, renewal, and shared achievement—and we are glad to have you with us as we continue to grow.

Welcome to Whitehouse International College, and welcome to the next stage of our journey.

Yvonne Wilson
Chief Executive Officer



Introduction

What's in this Handbook?

As a Student of WHIC there is information you will want to know now, as well as information you may wish to refer to while you are doing your course of vocational education and training (your VET course).

There is also information we are required to give to Students – before, during and after you enrol to support you all the way through your learning journal. We have divided the handbook into sections, so it is easier for you to find and refer to specific information. Because there is a lot to remember, we have included the significant information we gave you before you enrolled, and information you were given during your orientation.

This includes WHIC's policies and procedures so that you can complete your course successfully and on time. So, in addition to general information about WHIC and the services we provide to students, the handbook covers your rights and responsibilities and our rights and responsibilities as a Registered Training Organisation (RTO) and a CRICOS provider.



About WHIC

Our Mission Statement

At Whitehouse International College (WHIC), our mission is to empower international students through innovative and immersive education.

We focus on practical, real-world skills in a supportive, family-like environment. Our goal is to ignite your passion for lifelong learning and prepare you to excel in a global workforce.

WHIC is a Registered Training Organisation (RTO)

WHIC is registered by the Commonwealth Government's National Vocational Education and Training (VET) Regulator, the Australian Skills Quality Authority (ASQA).

To be registered, WHIC is required to operate in accordance with national standards established by the Commonwealth Government under the National Vocational Education and Training Regulator Act 2012.

WHIC's RTO number is 4592. You can use this number on the National Register to find out about our registration by ASQA and the qualifications we are registered to provide.

Our CRICOS Number is 04067D.

As an RTO, WHIC also adheres to standards set by respective State and Territory government's educational departments and funding agencies.

WHIC provides nationally recognised VET qualifications

The nationally recognised vocational education and training (VET) qualifications an RTO is registered to provide from what is known as its "scope of registration". All the qualifications WHIC provides come from nationally endorsed documents known as Training Packages:

Our Code of Practice

As an RTO, it is our policy at WHIC to provide equal training opportunities to all eligible Students regardless of their gender, cultural or ethnic background, marital status, physical disability, or sexual preference.

Language, Literacy, Numeracy, and Digital Literacy Requirements

In line with the updated RTO Standards, Whitehouse International College (WHIC) now requires all prospective students to undertake both an LLN (Language, Literacy, and Numeracy) assessment and a Digital Literacy screening before a Confirmation of Enrolment can be issued. This process ensures each student:

1. Has the necessary foundation in reading, writing, and numeracy skills.
2. Can comfortably use computers, the internet, and software required for research, assignments, and online collaboration.

Why This is Essential

- **Quality Learning Experience:** Solid LLN and digital skills are vital to fully engage in classroom activities, research, and assessments.
- **Compliance & Industry Readiness:** Vocational courses increasingly rely on online systems, so demonstrating adequate digital literacy prepares you for both study and workplace technology demands.
- **Tailored Support:** By identifying your LLN and digital literacy levels early, we can tailor your training plan to address any gaps.

Additional Support Services

- **Dedicated IT Specialist:** Available to coach you on basic computer use, navigating learning platforms, and troubleshooting common issues.
- **Trainer Coaching:** Our training staff offer extra workshops or one-on-one sessions on using Microsoft Office, basic internet research skills, and specialized software relevant to your course.
- **LLN Tutoring:** If the assessment shows that extra help is needed, you can book individual appointments to build your English language, reading, writing, and numeracy skills.

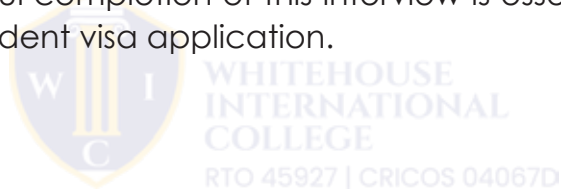
Students who do not initially meet the required LLN or digital literacy level will be counselled about additional study options or bridging support. Our aim is to ensure that all students have a fair chance to succeed in their chosen course, with the right tools and confidence to excel at Whitehouse International College.

Suitability Interview Before Issuing Confirmation of Enrolment (CoE)

Before a Confirmation of Enrolment (CoE) is issued, prospective international students will be required to participate in a suitability interview. This interview helps the education provider assess whether the applicant is a genuine student who is academically prepared and committed to studying in Australia.

The interview typically covers:

The student's reasons for choosing the course and institution Understanding of the course content and career goals, including awareness that some courses may require work placements, which can be unpaid. Financial capacity to support study and living expenses. Knowledge of student visa conditions and obligations. Successful completion of this interview is essential for progressing with the CoE and student visa application.



Our Code of Practice

As an RTO, it is our policy at WHIC to provide equal training opportunities to all eligible Students regardless of their gender, cultural or ethnic background, marital status, physical disability, or sexual preference.

We undertake to:

- Provide high-quality vocational education
- Have policies and procedures that meet the requirements of Commonwealth and State legislation
- Use qualified, experienced, and committed education, training, and support personnel.
- Provide quality student service and a focus on continuous improvement, where we value feedback from Students, staff and from industry representatives.
- Have a plain-English complaints and appeals procedure
- Have a fair assessment process that includes recognition of a person's current skills and experience
- Use marketing and advertising material that is clear, accurate and professional
- Maintain the accuracy, integrity and privacy of our Students' records and other documents containing personal or sensitive information.

Our Commitment to the 2025 RTO Standards

Whitehouse International College (WHIC) is committed to operating under the updated 2025 RTO Standards, ensuring the highest quality of training and assessment. We are currently aligning all College policies, procedures, and systems to meet or exceed these requirements by the official 1 July 2025 implementation date. Our focus is on continuous improvement, transparent governance, and delivering nationally recognised qualifications that uphold industry-best practices. As we transition to the new standards, WHIC will keep students informed of any relevant changes, always placing quality and student outcomes at the forefront of our educational mission.

Training And Assessment

How will you be trained?

Your training is competency-based

Within the national vocational education and training (VET) system, competency standards form the basis of nationally recognised qualifications and the benchmarks for assessment. In each Training Package, each qualification is made up of several units of competency (i.e., competency standards). Each one explains the skills, knowledge and attitudes a Student needs to be deemed competent, as well as information about the assessment requirements.

Competency-based training is an approach to vocational education and training that places emphasis on what a person can do in the Work because of completing a program of training. In other words, the emphasis is on “performing” rather than just “knowing”.

The VET sector defines “competency” as the possession and application of both knowledge and skills to defined standards (the competency standards), expressed as outcomes, that correspond to relevant work requirements and other vocational needs

Demonstration of competency includes the ability to:

- Collect, analyse, and organise information.
- Communicate ideas and information.
- Plan and organise activities and tasks.
- Work with others
- Use mathematical ideas and technological tools.
- Solve problems.
- Demonstrate understanding

Competency-based training recognises that people learn new information and skills at different rates, and they can acquire information and skills in different ways.

The definition of competency in the Australian context of competency-based training includes four aspects of work performance. These are known as the “dimensions of competency”:

- Task Skills – the ability to perform individual tasks.
- Task Management Skills – the ability to manage several different tasks Within the particular job.
- Contingency Management Skills – the ability to respond appropriately and deal with irregularities and breakdowns in routine.
- Environment Skills – the ability to deal effectively with the responsibilities and expectations of the work environment.

Your Trainer/assessor will provide clear instructions about what is expected from you during your training and will explain the assessments you are required to complete.



Classroom-based training

If you are enrolled in a course that is provided at the WHIC Newcastle Campus, your training will be conducted 'face to face' by qualified trainer/assessors in a classroom and you are required to attend each scheduled class.

Depending on the qualification and the unit(s) you are doing, the training and learning methods will vary. They may include:

- Classroom discussions
- Practical exercises
- Demonstrations
- Simulated meetings
- Team activities
- Class presentations
- Case studies
- Role plays
- Field trips

Some courses that are classroom-based require Students to complete a certain amount of work placement with an employer in an organisation. In these cases, WHIC has qualified staff who are committed to locating and engaging a suitable work-placement

Mixed Mode Training

Mixed Mode Learning at Whitehouse International College offers a flexible and innovative approach designed to accommodate students who are not on student visas (520) and thus have the freedom to engage in a blend of independent learning and guided instruction.

Students enrolled in this mode can benefit from a variety of educational modalities tailored to their unique needs. They will have access to online guidance and workshops that provide critical support and knowledge while maintaining the flexibility to complete much of their coursework independently.

This model is particularly suited for those who value autonomy in their learning journey but still seek the structured support that comes from expert instructors. WHIC has specialised mixed mode trainers that can guide students and find the right individualised approach to learning for you.

While much of the learning can be done remotely, it is important to note that Mixed Mode students will still be required to attend in-person sessions for practical tasks and assessments, ensuring they gain hands-on experience and skills that are essential to their course. Additionally, for courses that include a work placement component, students must be present in the Newcastle area, as these placements are integral to their professional development and success in their chosen field.

This blended approach combines the best aspects of online and in-person learning, creating a dynamic and comprehensive educational experience that adapts to the diverse needs of our students.



How will you be assessed?

Assessment is competency-based

Each VET qualification is made up of competency standards or “units of competency”. Assessment against these national competency standards means that Work practices have been agreed to by the major stakeholders in an industry or industry sector.

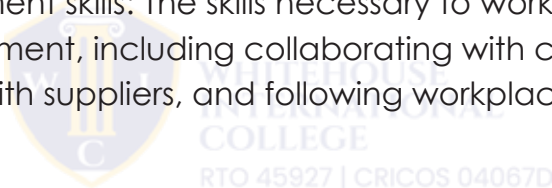
The assessment methods at Whitehouse International College are designed to ensure you can apply the skills and knowledge needed for your work. These assessments will cover :

- Task skills: The specific abilities you need to perform your job tasks.
- Time management skills: The skills required to manage your time effectively and prioritize different tasks on the job.
- Contingency management skills: The ability to handle unexpected situations and disruptions in your work routine.
- Job role environment skills: The skills necessary to work effectively within your job's environment, including collaborating with colleagues, serving clients, working with suppliers, and following workplace policies and procedures.

These aspects of work performance are known as the “dimensions of competency”.

We will ensure that we assess you in sufficient detail to determine if you have attained the required level of competency and, regardless of the methods we use, we will ensure they are valid, reliable, fair and flexible. These are the four key features of competency-based assessment.

- Valid – The assessment process will be sound, it will assess what it claims to assess, it will be based on sufficient evidence, and it will assess what is stipulated in the relevant Training Package.
- Reliable – The assessment process will result in consistent interpretation of evidence that all Students provide as it will be based on all assessors involved agreeing on the assessment requirements and context of assessment.
- Fair – The assessment process will be equitable for all groups being assessed. The methods used will take account of a Student's individual needs and any reasonable adjustments that need to be made to the assessment methods without disadvantaging any other Student.
- Flexible – The assessment process will involve a variety of methods appropriate to the requirements of the competency standard, the context of the assessment and each Student's needs.



The assessment methods used

Evidence of your competence will not be limited to a narrow set of methods. For example, it will not be based only on “exercises” or “activities” that you might be required to complete as a part of your course. In the VET sector, evidence must be collected and evaluated from a variety of sources. The assessment strategies and tasks (“assessment tools”) used will depend on the requirements of the qualification and units you are doing. Those commonly used in the VET sector to enable a person to demonstrate their competence include:

- Practical demonstrations (which may be combined with oral questioning)
- Oral questioning (where the trainer/assessor asks you questions, and you answer them)
- Discussion activities (group discussions in class)
- Oral presentations (where you do a presentation in class)
- Written tests (including short answer questions, multiple-choice questions)
- Written assignments, essays, and reports
- Projects, both individual and team projects
- Small and large group tasks
- Case studies (where you are given written information, analyse it and provide written responses to questions)
- Role plays (where you and other members of the class each take a particular role and act out a situation set up by your trainer/assessor)
- Simulations (where you do something under simulated work conditions)
- Observations in the work (where your work supervisor and/or trainer/assessor watch you performing tasks in the work)
- Reports from work supervisors

An assessment method may be direct or indirect. Direct methods (“show and tell”) include observation of you doing something, where the assessor might also ask you questions, or where you are required to do a written test of your knowledge or prepare a written report. Indirect methods (some involving “show, tell and apply”) are based on an analysis of reported perceptions of competence, such as your own self-assessment of your knowledge and skills, a report from your Work supervisor, a portfolio of documents that includes work you have done.

What this means is that, to show you are competent, you will be required to produce evidence and/or demonstrate your skills and apply the related knowledge.



The assessment procedures

At the start of your course, you will be given information about the course structure, the training and assessment requirements and the assessment tasks and evidence required to demonstrate competence. For each unit of competency (or group of units), you will be provided with information about the assessment processes involved, the number of assessments required, and any weighting given to each assessment.

Your competencies – your knowledge and skills – will be assessed against national competency standards agreed by the relevant industry, as defined in the units of competency that make up the qualification you are doing. Assessment of competency is not about passing or failing someone or about grading someone's competence (by using A, B and C, or Distinction, Credit and Pass). In the VET system, a Student is judged by an assessor to be either "competent" or "not (yet) competent".

Your assessor is not an examiner in the traditional sense. Their role is to work with you to ensure there is sufficient evidence to demonstrate you meet the required standard and your competence can be established.

After you have completed all the assessments required by a unit of competency, the assessor will record whether you are "competent" (C) or "not yet competent" (NYC).

Students completing a VET course should play an active role in the assessment process. This means that, generally, you should know when you are ready for the final assessment of your competence.

Before each formal assessment, you will be told the date and time of the assessment in advance by your trainer/assessor. You will be provided with information about the assessment – the purpose, the method that will be used, alternative assessment methods (if you required them to accommodate your special needs or circumstances), and the criteria that are being used to judge your performance or results. Each assessment will include written instructions about what you must do and, if it is an assessment task with a due date (such as an assignment or project), the deadline for submitting it to your assessor. Deadlines will be published in Moodle and you will receive reminders that will be sent to your Whitehouse student email address.

After each formal assessment, you will be given the results and your assessor (generally your trainer/assessor) will provide you with comments about the assessment, and whether you have completed it satisfactorily.



The following conditions apply to assessments:

1. If you do not believe you are ready to be assessed (e.g., you think you need more training or time to learn), you need to discuss this with your trainer/assessor before the assessment date, and preferably send them an email or written note about it.
2. If your assessment result is deemed not yet competent, your trainer/assessor will arrange a time for you to be reassessed. Generally, this will be after you have completed additional learning/training. If after a 3rd attempt, the result is still not satisfactory, students will be required to repeat the subject and pay the associated enrolment fee for that unit again.
3. If you are absent on the day of a class assessment, you must notify WHIC of your inability to attend before the scheduled assessment time.
4. If you know in advance that you cannot complete an assessment task by the due date, you must inform the trainer/assessor who set you that task.
5. If you miss an assessment or an assessment deadline, you must apply to have that assessment rescheduled with your trainer/assessor.
6. Students must submit their assessments using the WHIC portal <https://whic.com.au/>
7. They must ensure they have completed all sections of the assessment and have signed the declaration of authenticity when submitting the work.
8. If the student is unable to use the portal for a technical reason the date of the deadline, they must take a screenshot of the issue they are experiencing, and they must email their trainer attaching the submission that they had planned to upload and attach the screenshot of the error or issue.

Students must be aware that the “three attempts” principle will only apply where students have submitted their 1st Submission on time and have honoured the terms of each resubmission meeting the deadlines set by the trainer or securing a formal extension in writing from their Trainer and providing evidence for the need of any extension.

Attempts

The principle of equity means that students who submit work late have had the benefit of additional time to work on their assessments over those students who have submitted on time.

WHIC strongly believes in the principle of fairness and that maximum advantage should be given to students who have followed all the submission requirements and have uploaded their work on time.

To address this equity imbalance, WHIC will reduce the number of attempts students are given in line with the following guidelines:

Attempts will be reduced from **3 to 2** for students who submit work later than 7 Days after the final deadline. This will take place within the WHIC portal and students will be notified that they have lost an attempt.

Students will then lose a second attempt after 7 days from the established deadline

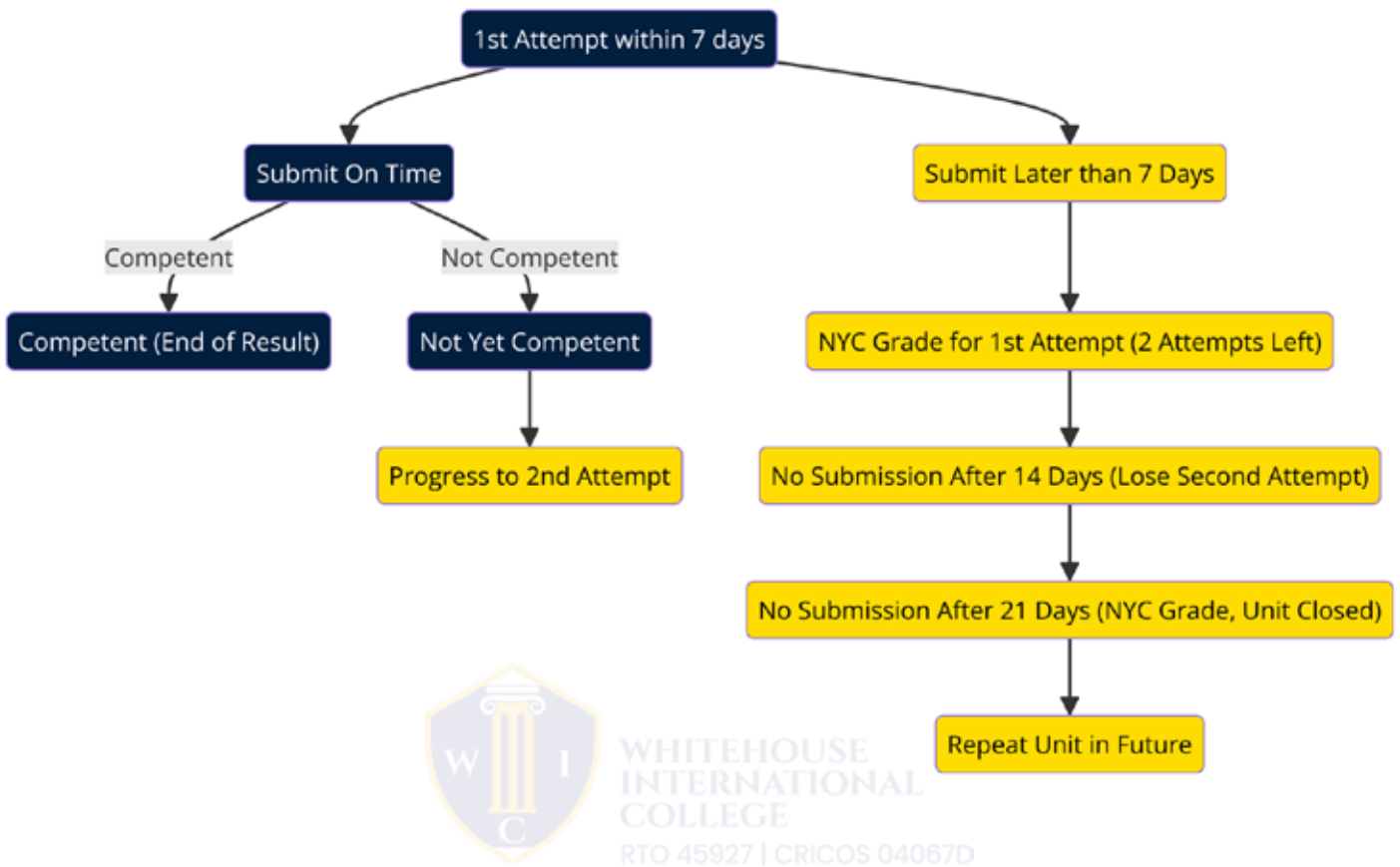
If no submission is made within 21 days from the published deadline the student will automatically receive an NYC grade and there will be no further attempts permitted. Access to the unit will then be closed within the WHIC portal.

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The student may then be required to re-enrol in the unit, repeat the assessment tasks and pay the full tuition fee associated with the unit again at a future agreed time. Students who have submitted work late and wish to gain back attempts to achieve competency will be asked to **pay a reassessment fee** to unlock these attempts.



Student Assessment Policy Flowchart



If students have a genuine need for extra time and have discussed this with their trainer, then an extension can be granted in the WHIC portal. Students will see a new deadline published next to their assessment.

We want our students to treat their study like a full-time job. In the workplace you will have deadlines and you will need to meet these. Submitting work late has a consequence and we want students to build healthy time management habits and communication skills.

Students must always meet the technology requirements and responsibilities of WHIC. Students are responsible for ensuring they have the appropriate hardware, software and internet connection to complete their studies and students must bring their electronic devices with them to each scheduled activity.

The assessment appeals process

As a Student you have the right to appeal any assessment decision made by WHIC if you believe either the assessment was invalid, or the process was invalid, inappropriate, or unfair.

Before appealing against an assessment decision, we ask that you consider the feedback about your assessment given to you by your trainer/assessor and discuss the matter with them.

If you are still not happy, you are then entitled to lodge a formal complaint by completing the Academic Appeal Form within 7 days of the discussion you have had with the assessor.

Once you have submitted a formal appeal, we will have another qualified assessor review the assessment you completed to see if they agree or disagree with the first assessor. The final assessment decision will then be made by the Training manager.

This decision will be discussed with you, and you will be given the reasons for the decision in writing.

If you are not satisfied with the decision we make, you may contact the Australian Skills Quality Authority (ASQA).

At every stage of the process, you have the right to have a support person with you during any discussions you have with WHIC.

“The qualification you receive when you complete your course”

Work Placement – Newcastle Campus - NSW

Work placements as part of courses at our Newcastle Campus must be conducted in approved locations which are Newcastle, Hunter and Central Coast areas.

Students are reminded that work placements are unpaid.

Please check your chosen course carefully as not all courses have a work placement element or elements.

Students must be familiar with the pre-requisites and conditions of placement for their chosen course and always follow the student handbook code of conduct and Academic Integrity policies to be considered.

Students must be up to date with all fees to be considered for placement and have a minimum 80% attendance rate.

Documentation for Work Placement may vary according to provider but for Newcastle campus, NSW generally includes

A completed Whitehouse College CV template- provided to all students

A Federal Police Check dated within 12 months

A valid Working with Children Check (volunteer)

Some providers may also require

Proof of vaccination status

A NDIS worker check (National Disability Insurance Scheme)

International police check

Note - Students are fully responsible for any costs associated with this documentation and for all costs associated with travel to and from any allocated work placement venue and any uniform requirements.

Aged Care Placements- Newcastle – CHC43015 & CHC33021



Our Certificate III and IV aged care courses have a work placement provision of a minimum of 120 hours and students must familiarise themselves with the placement guidelines provided at orientation. We expect students to have strong grounding in theory before being considered suitable for placement and to have completed their First Aid certificate (HLTAID011).

However, students with existing industry experience may be considered for placement at earlier points. In Summary the guidelines for placement for aged care:

- Students must get approval for a placement
- There must be a written agreement between WIC and the aged care provider
- Placement must be with a registered aged care provider – you can not do placement in any other setting for example disability, child care etc
- Students must not do placement on days they are due to attend class
- Students must not work more than 8 hours per day and must take allocated breaks
- Students must follow all Health & Safety rules at the aged care facility
- Students must treat placement like a job – contact the facility if you are sick and let your trainer know if you are not on a scheduled shift
- Students must be at placement for all scheduled visits by the college
- Students must complete their daily log and reflection and get sign off for each and every shift.
- If students progress on placement is not satisfactory you will be given guidance on what you need to do to achieve competency

Diploma of Community Services CHC52021 Placements – Newcastle



Diploma of Community Services CHC52021 have a provision of a minimum of 400 hours across two separate placements of 200 hours each.

The first placement will take place in your first year of study and the second in your second year of the course.

Students must have demonstrated solid academic progress, meet all expectations & attend a work placement orientation workshop to proceed to placements on this course.





CHC52021 Diploma of Community Services course at the Newcastle Campus is provisionally accredited by CWA (Community Work Australia). This accreditation is only for the course at our Newcastle campus and students can see this course listed here when you select NSW:
<https://communitywork.org.au/find-a-course/>

Students must meet the placement requirements set out by CWA in Section 2 of their published Course Accreditation Guidelines which can be viewed at https://communitywork.org.au/wp-content/uploads/2024/12/0406_CWA-Course-accreditation-guidelines-June-2024.pdf Once students are eligible for Work placement they will be given access to a Field Placement Manual which will further help them in their course progress and will give more detailed guidance on the expectations of WIC for this process.



Work Placement – Newcastle Campus- NSW

Work placements as part of courses at our Newcastle Campus must be conducted in approved locations which are Newcastle, Hunter and Central Coast areas.

Students are reminded that work placements are unpaid.

Please check your chosen course carefully as not all courses have a work placement element or elements.

Students must be familiar with the pre-requisites and conditions of placement for their chosen course and always follow the student handbook code of conduct and Academic Integrity policies to be considered.

Students must be up to date with all fees to be considered for placement and have a minimum 80% attendance rate.

Documentation for Work Placement may vary according to provider but for Newcastle campus, NSW generally includes

A completed Whitehouse College CV template- provided to all students

A Federal Police Check dated within 12 months

A valid Working with Children Check (volunteer)

Some providers may also require

Proof of vaccination status

A NDIS worker check (National Disability Insurance Scheme)

International police check

Note - Students are fully responsible for any costs associated with this documentation and for all costs associated with travel to and from any allocated work placement venue and any uniform requirements

Work Placement Eligibility and Conduct

Whitehouse International College (WIC) strives to provide every student with a suitable work placement if it is required for their course. However, WIC reserves the right to deny or delay a student's placement in circumstances including (but not limited to):

1. Student Misconduct – Serious misbehaviour or breach of our Code of Conduct.
2. Poor Course Progress – Failing to successfully complete pre-placement assessments or demonstrating insufficient understanding (e.g., through plagiarism) such that WIC cannot confirm readiness for a professional setting.
3. Outstanding Fees – Persistent late payment or unpaid fees at the time of placement eligibility.
4. Workplace Readiness Concerns – Where the trainer or assessor believes the student may pose a risk to themselves or others in the workplace.
5. Other Reasonable Grounds – Any additional, justified reason determined by WIC.

Students become eligible for placement at varying points in their course and these will be explained clearly at orientation.

When a student's file is reviewed at that stage and the decision is made to deny a work placement, the student will receive written notification outlining the reasons. Students will then have the opportunity to meet with their trainer or the Placement Coordinator to discuss concerns or develop an action plan to address the issues identified.

If placement is ultimately denied, students may explore several options, such as:

- Working with WIC to extend the course until they are deemed ready for a placement (This will attract extension fees).
- Applying for an approved break from study (subject to compelling or compassionate grounds).
- Meeting with the Marketing Manager to discuss the possibility of transferring to a more suitable course at WIC.
- Requesting a transfer to another provider, subject to WIC's policies on course transfers and their conditions.

Throughout this process, students who disagree with a decision have the right to lodge a formal appeal, in line with WIC's Complaints and Appeals Policy. Note students denied a placement are not eligible for any refund of fees.

Why Good Conduct Matters

Work placements take place in real workplaces that kindly volunteer to host our students. Your behaviour reflects not only on yourself but also on WIC and its future students. Poor or unreliable performance during your placement can:

- Negatively affect your course completion.
- Undermine your mental well-being and professional reputation.
- Damage WIC's relationship with the host employer, affecting placements for other students.

If your behaviour or readiness is deemed unacceptable, WIC will inform you in writing, outlining the reason(s). You may be offered **support measures**, such as meeting with your trainer, Placement Coordinator, or the Marketing Manager to consider suitable interventions or alternative course options. If these issues are not resolved, further placements may be withheld.

A student who remains dissatisfied with any placement decision can access the **Complaints and Appeals Policy** at Whitehouse International College.



Work Placement – Canberra Campus ACT

Work placements as part of courses at our Canberra Campus must be conducted in approved locations. All placements must be within the ACT and ideally no more than 40 minutes' drive from Moore Street (Canberra CBD). This radius covers all main Canberra regions including the Inner North/South, Belconnen, Gungahlin, Woden, Weston Creek, Molonglo, and most Tuggeranong suburbs.



Rural ACT locations such as Tharwa or Uriarra are outside the acceptable zone unless specifically approved.

Students are reminded that work placements are unpaid.

Please check your chosen course carefully as not all courses have a work placement element or elements.

Students must be familiar with the pre-requisites and conditions of placement for their chosen course and always follow the student handbook code of conduct and Academic Integrity policies to be considered.

Students must be up to date with all fees to be considered for placement and have a minimum 80% attendance rate.

Documentation for Work Placement may vary according to provider but for Canberra Campus generally includes

A completed Whitehouse College CV template- provided to all students

A Federal Police Check dated within 12 months

A valid Working with Vulnerable People Check (volunteer)

Some providers may also require

Proof of vaccination status

A NDIS worker check (National Disability Insurance Scheme)

International police check

Note - Students are fully responsible for any costs associated with this documentation and for all costs associated with travel to and from any allocated work placement venue and any uniform requirements.



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Aged Care Placements- Canberra – CHC33021



Our Certificate III and IV aged care courses have a work placement provision of a minimum of 120 hours and students must familiarise themselves with the placement guidelines provided at orientation.

We expect students to have strong grounding in theory before being considered suitable for placement and to have completed their First Aid certificate (HLTAID011). However, students with existing

industry experience may be considered for placement at earlier points. In Summary the guidelines for placement for aged care:

- Students must get approval for a placement
- There must be a written agreement between WIC and the aged care provider
- Placement must be with a registered aged care provider – you can not do placement in any other setting for example disability, child care etc
- Students must not do placement on days they are due to attend class
- Students must not work more than 8 hours per day and must take allocated breaks
- Students must follow all Health & Safety rules at the aged care facility
- Students must treat placement like a job – contact the facility if you are sick and let your trainer know if you are not on a scheduled shift
- Students must be at placement for all scheduled visits by the college
- Students must complete their daily log and reflection and get sign off for each and every shift.
- If students progress on placement is not satisfactory you will be given guidance on what you need to do to achieve competency

Diploma of Community Services CHC52025 Placements – Canberra



Diploma of Community Services CHC52025 have a provision of a minimum of 400 hours across two separate placements of 200 hours each. Our Canberra campus has a dedicated work placement coordinator. The first placement will take place in your first year of study and the second in your second year of the course. Placements will be at level 5 AQF and ensure that students get the right experience and exposure to the

community services field. Students must have demonstrated solid academic progress, met all expectations and attended a work placement orientation workshop to proceed to placements on this course. Students must follow the guidelines set out in the Field Placement Manual for the course which will be provided to students at the point of eligibility.

Please note that our CHC52025 Diploma of Community Services course at Canberra is not currently accredited by any additional professional body.

Student Support Services

At WHIC we do all we can to help our students complete their training and assessment program and to enjoy their time at the campus and whilst in Newcastle.

If you experience difficulties with your studies, you should talk to your trainer/assessor as soon as possible and, if necessary, make an appointment with the Student counsellor, Head of Student services, the Work Placement Coordinator or the Training manager depending on what area you need support in.

Counseling

Students of WIC are eligible for free counselling sessions during their studies. There is an in-person counsellor located at the Newcastle Campus and students from Canberra can access telehealth appointments with the same counsellor. To book an appointment Please contact **studentservice@whitehousecollege.edu.au**

Personal counselling services are treated in the strictest confidence and can be used to help students unpack personal problems, anxieties, stress and cross-cultural issues. Our counsellor can assist students with

- Advocacy
- Supporting an academic appeal or request for extension
- Emotional adjustment problems
- Time and Stress management
- Adapting to life in Australia
- Home sickness

We will ensure that all possible resources are made available to help you achieve the standard of competency required. If we are not able to help you resolve any problems you have, we will provide you with advice about external agencies that may be able to help you.

Safety

Campus Safety Protocols for 2024

Welcome to Our Commitment to Safety

At WHIC, the safety and well-being of our students, staff, and faculty are paramount. As part of our ongoing commitment to create a secure and supportive learning environment, we are implementing updated safety protocols in 2024, aligned with the Standard Response Protocol (SRP) developed by the "I Love U Guys" Foundation.

Overview of Safety Protocols

During your orientation, we will provide a comprehensive overview of our safety protocols, ensuring you are familiar with the procedures to follow in various emergency situations. These protocols are designed to provide clear, actionable steps for responding to incidents ranging from natural disasters to on-campus threats.

Key Components of Our Safety Protocols Include:

1. Lockdown (Red Card): Used if there is a threat or hazard inside the school building. Actions include locking doors, turning off lights, and maintaining silence.
2. Lockout (Secure the Perimeter): Used if the threat is outside the building. Actions include bringing everyone indoors and locking exterior doors.
3. Evacuate: Used when there is a need to move students from one location to another.
4. Shelter: For group and self-protection. It's implemented for hazards such as tornadoes or hazardous materials.
5. Hold in Your Classroom: Used to keep the hallways clear of students.



Learning the Signs and Signals

Throughout the campus, you will notice posters displaying these protocols. These visual aids are strategically placed to provide quick references and reminders of the actions to be taken during emergencies.



Hold is followed by the Directive: **"In Your Room or Area"** and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: **"Get Inside. Lock Outside Doors"** and is the protocol used to safeguard people within the building.



Lockdown is followed by **"Locks, Lights, Out of Sight"** and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate may be followed by a location, and is used to move people from one location to a different location in or out of the building.



Shelter and state the **Hazard and Safety Strategy** for group and self protection.

Engagement and Continuous Education

We believe that preparedness is key to ensuring safety. Regular drills will be conducted throughout the year to familiarize everyone with these protocols. Our safety team is continuously trained and updated on the best practices in school safety, ensuring they are equipped to guide and protect all on campus.

Stay Informed

Always keep an eye on official communications from the campus safety office. We use a variety of channels, including email, text messages, and our campus alert system, to provide updates during emergencies.

For more detailed information on the Standard Response Protocol and to view safety resources, please visit the I Love U Guys Foundation's SRP page. <https://iloveuguy.org/The-Standard-Response-Protocol.html#Intro>

Access and equity

WHIC is committed to access and equity principles and processes in the delivery of its services and in the working environment, and we aim to ensure we offer training opportunities to all people on an equal and fair basis, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation, or carer's responsibilities.

All who meet our entry requirements will be accepted for enrolment. However, there may be times when courses have a waiting list and students will be informed of their prospects of joining the course and when.

If you have any questions about access and equity issues, please make an appointment with the Training manager.

Programs are designed and, wherever possible, facilities are set up to enhance the flexibility of delivery to maximise the opportunity for access and participation by disadvantaged people.

Access and equity

ACSF Level	Core Skill				
	Learning	Reading	Writing	Oral communication	Numeracy
Level 1					
Level 2					
Level 3					
Level 4					
Level 5					

Language, literacy, and numeracy (LLN) support is available to provide Students with advice and assistance, including LLN assessment. It is important that you provide relevant information on the Application/Enrolment Form so we can assist you.

All students will be required to complete an online LLN test when the enrol in a course at WHIC and the information gained from this will help inform planning your training needs.

Students will be made aware of the LLN profile of the course they are studying when the sit the LLN assessment.

Students who need additional support for their LLN needs can book individual appointments to help build their LLN abilities. These sessions are at the fees published on the WHIC website.

English Classes available in Newcastle:

MNC – Multi Cultural Neighbourhood Centre



Libraries ACT- English Conversation Classes provide a welcoming & relaxed opportunity for adults to practice listening and speaking in English. Conversations focus on general issues, popular topics and Australian culture and idioms. Participants can ask questions and find out how to connect in their local community.

The groups are run by library volunteers who lead the conversation each week. Where possible, groups split up into different conversations by level of experience e.g. beginners, intermediate, advanced. These classes are free of charge

<https://www.library.act.gov.au/services/english-conversation-classes>



Woden Community Service

Woden Community Service facilitates English Classes during school terms for people wanting to improve their conversational English. Led by volunteers the classes support community members to connect socially, support each other and learn.

Cost: FREE Contact: Phone (02) 6181 2802 or email volunteering@wcs.org.au



The conversation English class is free for everyone who wants to practise their Conversational English regardless of their residency status or visa type; so it's free for Tourist or Visitor, a Temporary Resident, a Permanent Resident, Australian Citizen or anyone with any other kind of visa.

In this class the participants learn about Australia, our flowers and plants, our animals, our culture and our language.

Also, they meet new people, make new friends, and have fun while learning English.

It's a very friendly class for people with all levels of English and all ages to practise their spoken English every Tuesday starting at 10am during school terms.

Facebook English Group – If you want to study online and meet a dynamic group of international students this site could be the key to bumping up your English

<https://www.facebook.com/groups/englishlessons>

<https://mncinc.org.au/>

Regular Zoom events which promote intensive English

Students with special needs

WHIC's policy on assessment is to give all Students an equal opportunity to demonstrate their knowledge and skills.

Because nationally recognized qualifications are based on national competency standards (specified knowledge and skill requirements), the assessments you are required to do to achieve your qualification are designed to ensure the relevant standards are met. Nevertheless, where necessary and possible, we will decide to take account of a Student's special needs by making reasonable adjustments to the training and/or assessment requirements. This does not mean that a Student gains any unfair advantage over other Students.

If you have any special needs, including a disability or learning difficulty, you must disclose it on your Application Form and discuss it with the Training manager.

In some cases, we may ask you to provide a relevant certificate from your doctor. We need to know if you have any special needs so that we can make any adjustments to your training and assessment program and because we are required to collect statistical information about our Students and report it to the Commonwealth Government. (Note it is statistical data only; it does not include the names and contact details of any Students.)

Examples of variations to assessment tasks may include allowing additional time to complete an assignment or test, providing special equipment, substituting one form of assessment task for another, and providing support personnel (e.g. a writer).

At all times WHIC strives to fulfil its obligations under Equal Opportunity and Anti-Discrimination legislation, including the Commonwealth Disability Discrimination Act 1992.



Your Rights And Responsibilities

This section of the handbook covers all the things you need to be aware of as a Student. It includes information you are told before enrolling, information that is provided in the terms and conditions of the Application /Enrolment Form, and what you are told during your induction.

Although we have provided as much information as possible, please ask if you need anything explained. The points of contact that you should use are:

1. Your Trainer/Assessor
2. Student services
3. Training Manager
4. Training Coordinator

Your contract with WHIC

By signing the Application Form and paying your fees, you entered a formal contract with WHIC under which you agreed to the terms and conditions of enrolment specified and agreed to abide by the Code of Conduct (See section 5.4.) in this handbook.

Enrolment and Selection

By signing the Application Form and paying your fees, you entered a formal contract with WHIC under which you agreed to the terms and conditions of enrolment specified and agreed to abide by the Code of Conduct (See section 5.4.) in this handbook.

1. Classes are open to all adults (18 and over)
2. A deposit must accompany your enrolment to secure a possible space. Note that a deposit does not guarantee a place.
3. Students must ensure they have understood the nature of the course before completing an enrolment form. Our staff are happy to help, and you are welcome to visit our campus ahead of making your decision.
4. Please notify our staff if you have a medical condition or disability or require assistance to undertake a course with WHIC.
5. Where a course has criteria or pre-requisites, students will need to demonstrate that they have met this to be selected for the course.
6. Each course at WHIC has an LLN profile. Students will be asked to sit an LLN assessment as part of the enrolment process which will guide decisions about your study pathways.

7. Courses with high enrolments may lead to the creation of a waiting list. You will be notified if you are placed on a waiting list. Where there are high numbers of interested students, WHIC will be transparent about what criteria may be used to decide which students are selected for the course and which are waitlisted or offered other courses.
8. Courses with low enrolments may be cancelled. If this occurs, every effort will be made to contact the prospective Students; so please ensure your contact phone numbers, and email address are correct.
9. If you are unable to start your course on the date advertised, you will need to apply for a deferral using the deferral form found on the WHIC website.
10. WHIC reserves the right to terminate a Student's enrolment due to breach of any of WHIC policies and procedures.
11. WHIC reserves the right to alter the course dates, times, venue and trainer/assessor should circumstances arise warranting this. If this occurs, every effort will be made to minimise disruption to the Student.

Course Fees, Payments, technology policy and Refund Policy

WHIC - Fees and Refund Policy

In accordance with applicable Commonwealth & State legislation, WHIC (WHIC) is entitled to charge fees for items or services provided to Students undertaking a course of study. These charges are generally for items such as course materials, IT services, Student services and training and assessment services.

Fees payable

1. Minimum deposits must be paid prior to course commencement.
2. Fees are payable when the Student has received notification of enrolment.
3. Fees may be paid in instalments, but the Student must follow the plan they have been given otherwise access to units and materials will be put on hold until fees are paid
4. Fees vary for different training programs. For a full list of current fees and charges please refer to the WHIC schedule of fees and charges on the WHIC website.
5. Students who do not complete a unit on time or are disqualified from a unit due to an Academic Integrity ruling and are deemed to be "fail and repeat" students will need to pay for the unit again and redo the learning. Students will need to pay at the fee rate as of the time of resubmission.

Technology Policy

Students are required to possess modern computer skills to succeed in their courses. This includes the ability to perform multiple operations and use the full Microsoft Office suite confidently (Word, Excel, PowerPoint).

Additionally, students must be adept at uploading and downloading documents, conducting INTERNET research, and utilizing Online collaboration tools such as Microsoft Teams. These skills are essential for creating reports, presentations, and effectively participating in course activities. Proficiency in these areas ensures students can meet the demands of their academic responsibilities and collaborate efficiently in a digital environment.

Students must purchase and maintain technology that can allow them to engage in a modern learning environment. They should have a portable device such as a laptop or tablet and bring their device to every scheduled class and use their device to complete the assessment tasks. It is not permitted for students to share devices or to use the lack of a device as a reason not to complete assessment tasks.



As a guideline students should have the following:

Laptop / Tablet

Processor: Intel i5 or AMD equivalent or higher.

RAM: Minimum of 8GB (16GB recommended for better performance).

Storage: At least 256GB SSD for fast access and storage of documents.

Operating System Windows 10 or higher, or macOS 10.13 or higher.

Software:

Microsoft Office Suite: Access to Microsoft Word, Excel, and PowerPoint.

Students should have an active subscription to Office 365 or a similar productivity suite that includes these applications.

Web Browser: Latest versions of Google Chrome, Mozilla Firefox, Safari, or Microsoft Edge.

PDF Reader: Adobe Acrobat Reader or similar software for reading PDF documents. Collaboration Tools: Microsoft Teams (part of Office 365) for online collaboration, meetings, and document sharing.

Internet Connection:

Speed: A stable broadband connection with a minimum speed of 10 Mbps. Higher speeds are recommended for smooth video conferencing and downloading/uploading large files.

Peripherals:

Webcam: Integrated or external webcam for participating in video conferences or any online classes.

Microphone: Integrated or external microphone for clear audio communication during online meetings.

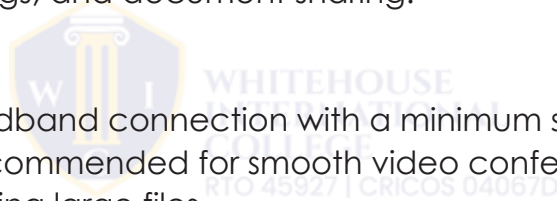
Headphones: Over-ear or in-ear headphones with a built-in microphone to minimize background noise and enhance audio quality during virtual classes.

Printer/Scanner (optional): For printing and scanning documents if required for assignments.

Additional Tools:

Cloud Storage: Access to cloud storage solutions like OneDrive, Google Drive, or Dropbox for storing and sharing documents and assignments.

Antivirus Software: A reputable antivirus program to protect against malware and ensure the security of your computer.



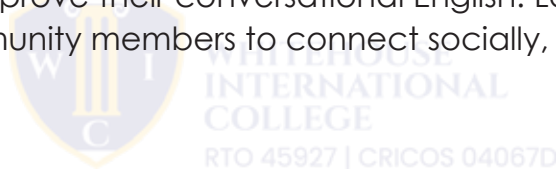
English Classes in Canberra ACT

Libraries ACT

English Conversation Classes provide a welcoming and relaxed opportunity for adults to practice listening and speaking in English. Conversations focus on general issues, popular topics and Australian culture and idioms. Participants can ask questions and find out how to connect in their local community. The groups are run by library volunteers who lead the conversation each week. Where possible, groups split up into different conversations by level of experience e.g. beginners, intermediate, advanced. These classes are free of charge

<https://www.library.act.gov.au/services/english-conversation-classes>

Woden Community Service facilitates English Classes during school terms for people wanting to improve their conversational English. Led by volunteers the classes support community members to connect socially, support each other and learn.



Cost: FREE

Contact: Phone (02) 6181 2802 or email volunteering@wcs.org.au

Refund

For international students, eligibility for a refund will be assessed as follows:

A. Circumstances in which a refund will be paid - REFUNDS APPLY

A full refund of any course fees paid will be provided to students in any of the following circumstances:

- Where a course does not start on the starting date outlined in the Letter of Offer
- If a student cannot commence the course because of illness, disability or where there is death of a close family member of the student (parent, sibling, spouse or child).
- At the discretion of Whitehouse International College's CEO or approved representative, when other special or extenuating circumstances have prevented the student from commencing their studies including political, civil or natural events.
- If an offer of a place is withdrawn by Whitehouse International College and this is not due to incorrect or incomplete information being provided by the student.

B. Circumstances in which a partial refund will be paid - PARTIAL REFUND

- Partial refunds will be paid in the event of provider default. The refund will be calculated from the day of the default as per section 7 of the Education Services for Overseas Students (Calculation of Refund)
- Partial refunds will also be provided in the same manner as for provider default (as above) where Whitehouse International College fails to enter into a written agreement with a student or the Student Agreement is not compliant with the requirements of the ESOS Act or the National Code 2007.
- If an international student is refused a visa (student default) before commencing their course, Whitehouse International College will refund the total amount of all course fees (tuition and any non-tuition fees) received for the course less whichever is the lower amount of 5% of the total amount of the fees (tuition and non-tuition) or the sum of \$500.



If an international student is refused a visa (student default) but has already commenced their course, non-tuition fees will not be refunded. However, tuition fees will be refunded from the day of the student default as per Section 7 of the Education Services for Overseas Students (Calculation of Refund) Specification 2014.

Where a student has not met the conditions included in the letter of offer and withdraws 28 days before course commencement, the deposit paid will be refunded less a 20% administration fee.

Where a student withdraws from a course 28 days before the course commencement, except for the reasons set out, 50% of the deposit paid will be refunded.

C. Circumstances in which a refund will not be paid - NO REFUND

A student is not entitled to a refund in the following circumstances:

- Where a student is refused a visa and the reason for the refusal was because the student did not start the course at the location on the agreed starting day or the student withdrew from the course at that location, or the student did not pay the fees due.
- Where Whitehouse International College terminates the student's enrolment because of a failure to comply with Whitehouse International College's policies, misbehaviour, or unsatisfactory course progress or attendance.
- Where the student has enrolled, and course has commenced.

D) No refund will be provided in the following cases of student default, defined as being when:

- a) The student does not start the course on the agreed course start date (and has not previously withdrawn); or
- b) The student withdraws from the course either before or after the agreed course start date; or
- c) The student withdraws from the course within 28 days of the course start date.
- d) The student decides to change provider after commencing the course.
- e) the student defers his/her course to a later date. For the purpose of assessing refunds, the original course start date stated on the first Confirmation of Enrolment (CoE) or Letter of Offer will apply. Deferral to a later intake does not reset or extend refund eligibility periods or conditions. Any refund request relating to a deferred course will therefore be assessed based on the original agreed start date, not the deferred start date.
- f) The student abandons his/her course after starting for whatever reason.
- g) the student's enrolment is cancelled due to:
 - student's misbehaviour; or
 - failure to pay required fees to undertake the course; or
 - student breaching his/her visa conditions

E) No refunds will be provided in the following instances:

- a) where changes occur in student work hours, student changes or leaves work.
- b) it becomes inconvenient for a student to travel to class.
- c) the student moves to a different geographic location
- d) change of mind

Where a student has signed up for a package of courses i.e. two or more courses, the start date is the start date of the first course, and the package is viewed as already commenced from that date onwards. There will be no refunds for any part of the package should a student elect to withdraw earlier for any reason.

Code of Conduct

General Principles

At WHIC, we expect all students to be proactive, work well with others, and always be honest, loyal, and respectful. It's important that everyone treats their peers and staff with kindness and respect. We follow these simple guidelines for good behaviour:

- Focus on actions or issues, not on the person.
- Help others feel confident and respected.
- Build and keep positive relationships with everyone.
- Take the initiative to improve things.
- Lead by setting a good example.
- Everyone is responsible for following these guidelines at all times.



WHITEHOUSE
INTERNATIONAL
COLLEGE
RTO 45927 | CRICOS 04067D



Students' rights

Students have a right to:

- Learn in a safe, secure, and clean environment.
- Be treated fairly and equitably and with respect by other students and staff.
- Learn in an environment free of discrimination, harassment, bullying or victimisation.
- Receive encouragement and support during the course of their training.
- Have their personal information and privacy protected.
- Have the results of their progress stored securely and maintained accurately.
- Be able to access their personal Student records on request.
- Obtain information about assessments and the assessment process in advance of an assessment.
- Receive adequate comment from trainer/assessors about their performance in class and after an assessment, and about their progress in the course.
- Appeal any assessment decision and ask for it to be reviewed.
- Make a complaint by using the proper procedure and have it treated confidentially and dealt with fairly and quickly.
- Have the right to appeal against any decision made in relation to a complaint they make.
- Discuss their concerns or problems confidentially with staff.

Students' responsibilities

Be respectful, cooperative, and courteous to staff and peers.

Adhere to all health and safety guidelines.

Behave appropriately, avoiding actions that could cause offense or embarrassment.

Be punctual, committed, and responsible for their learning and actions.

Sign the attendance register twice daily (for on-campus students), with partial attendance recorded if returning late from breaks.

Maintain satisfactory course progress and meet technology requirements.

Provide accurate personal information and update WHIC with any changes.

Pay fees on time.

Refrain from smoking, consuming alcohol, or using drugs on campus; do not bring alcohol, illegal drugs, or weapons to the college.

Follow mobile phone rules during assessments.

Prepare for assessments, submit tasks on time, and request extensions if needed.

Adhere to the policies on plagiarism, collusion, cheating, and AI use.

Dress appropriately, including wearing enclosed shoes on campus.

Respect and care for WHIC equipment and others' property.

Privacy

WHIC recognises every Student's right to privacy.

WHIC collects information on all our Students through enrolment forms; assessment tasks; surveys; and personal interviews. Any information collected is stored within our training database. We use this information in many different ways; for example, to assess our Students' competencies; to analyse our marketing activities; and for promotional purposes. We sometimes contact our Students and former Students to let them know about future products and services.

We do not share, rent or sell any personal information our Students or corporate clients provide to us. The confidentiality of the information we collect is protected under the Commonwealth Privacy ACT 1988 and local State & Territories' current privacy protection acts and regulations.

All WHIC Students are required to follow the Privacy Act. All Students are required to observe verbal or written discretion in their dealings with Students, clients and other stakeholders.

All students are invited to sign a general media release form when they enrol with WHIC.

Management of Students' Training Records

WHIC is committed to maintaining and safeguarding the accuracy, integrity, and currency of our records and to ensuring their confidentiality and our Student's privacy. This is a key requirement of the National Standards for RTOs. All Student records, such as your personal details and records of training and assessment are kept in a secure area. Our electronic records are stored in our database, are protected by password access and up-to-date virus, firewall and spyware protection software, and are backed up off-site. The only people who will have access to your records, apart from you, are our staff and any government officials that may access them under specific legislation (as explained below).

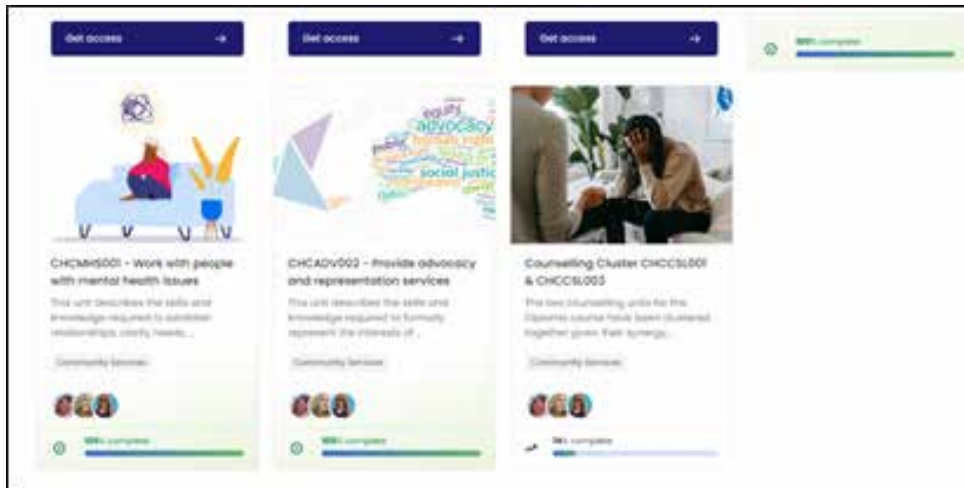
As required by the National Standards, all Student results are retained for 30 years.

Under circumstances, RTOs are also required to report statistical information to the National Centre for Vocational Education Research (NCVER). This is only statistical information that meets the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) requirements. When we report this information, it is only statistical data: your personal details are not revealed.

As an RTO, we undergo audits by the Australian Skills Quality Authority at regular intervals. This involves a sampling of our Student records by ASQA. Therefore, you need to be aware that ASQA and some other government authorities have a right at law to access our Student records. This includes respective State and Territory government's educational departments and funding agencies.

Accessing your Student records

If you wish to check your own Student records, you can do so within the WHIC Portal. The dashboard has been designed to clearly shows students how they are progressing in each unit and when a unit has been completed.



Students may also check official results through the USI register using their USI number. <https://portal.usi.gov.au/>

However, if a student wishes to access their full records in any official capacity you will need to request this in writing. Likewise, if you want to provide access to your records by someone else acting on your behalf, you need to request that in writing from student services.

We aim to meet this request within 5 business days – students should note that requests made outside of the college semester times may take longer to meet.

Client Feedback and Quality Improvement

As an RTO and a CRICOS provider, WHIC is required to report statistical data such as enrolment numbers, and Students' perceptions of the quality of the training, assessment, and support services we provide. This is why we regularly ask for information on the application/enrolment form and ask you to complete evaluation forms at various times throughout your training.

The statistical information we collect helps us monitor, maintain, and improve the quality of vocational education and training.

So, we can provide management with relevant feedback you will be asked periodically to complete a feedback form about the services you receive.

If you want to provide additional feedback or suggest an improvement, please complete an Opportunity for Improvement Form which can be found on our website.

Health

It is in the interest of all staff and Students that each person takes responsibility for their own health. Anyone suffering from a temporary illness that is contagious (e.g.

COVID-19, gastroenteritis, influenza, or a viral infection) should not come into the premises or attend class until they have recovered. Students need to notify the office of their absence.

It is your responsibility to ensure you keep up to date with your work. If you miss a day of training, you should ask your trainer/assessor what you need to do to catch up.

If you miss more than 2 days of class and you are on an international student visa, you will need to provide a Doctor's certificate or Pharmacy sick note as proof of absence. These certificates can be obtained online if you are unable to travel to a GP surgery.

Drug and Alcohol

WHIC is a drug and alcohol-free RTO. To ensure the integrity of WHIC, the consumption and use of alcohol and/or prohibited drugs by any Student during training is strictly forbidden.

Any Student who is affected by alcohol or illicit drugs while attending training may be in breach of the WHIC discipline policy and appropriate action will be taken.

Work Health and Safety

WHIC is committed to providing and maintaining a safe and healthy environment for the benefit of all Students, staff, and visitors.

WHIC is responsible for ensuring that the work health and safety of staff and Students is not compromised and recognises its obligations under Commonwealth WHS Act 2011 and local State and Territories' WHS laws and regulations.

Everyone is responsible for keeping our campus safe. If you notice a hazard or potential hazard, or a condition or practice that seems unsafe, please report it immediately to either your trainer/assessor or to the administration officer so that a WHS Hazard Report Form can be completed.

If an injury occurs, it is important that it is reported immediately, and an Incident Report Form is completed. The form is available from our website and help is available to complete the form if necessary.



Harassment and Discrimination

WHIC is committed to complying with the requirements of the Commonwealth Sex Discrimination Act 1984, the Human Rights and Equal Opportunity Act 1986, the Racial Discrimination Act 1975, the Disability Discrimination Act 1992 and local State & Territories' laws & regulations and expects all Students and staff to treat each other with respect. We will not tolerate any form of harassment, discrimination, bullying or victimisation.

Under Australian law, WHIC must provide a Work and learning environment that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and Students feel valued, respected



WHIC will not tolerate any form of discrimination towards any group or individual on the grounds of their:

- Sex, sexual preference, marital status, or pregnancy
- Race, colour, nationality, ethnic or national origin
- Age
- Disability
- Family or carer responsibilities

If a Student considers that discrimination, harassment, or bullying has occurred, they should report it immediately to a member of staff. If students wish to make a formal complaint, they can complete a complaints form (general) which is available from our website.

Harassment, victimisation, and bullying can take many forms. It can be overt or subtle, direct or indirect.

Examples of harassment include:

- Unwelcome physical contact
- Repeated unwelcome invitations.
- Insulting or threatening language or gestures
- Continual unjustified comments about a client's work or work capacity
- Jokes and comments about someone's ethnicity, colour, race, etc.
- Pictures, posters, graffiti, electronic images, etc that are offensive, obscene

objectionable Examples of victimization include:

- Unfavourable treatment like aggression
- Refusing to provide information to someone.
- Ignoring a person.
- Mocking a person's customs or culture

Examples of bullying include:

- Coercing someone through the use of strength or fear
- Behaviour that intimidates, degrades, or humiliates a person.
- Aggression, both verbal and physical, violence or threatening behaviour
- Constant 'put-downs'
- Persistent, unreasonable criticism of a person's work performance

Students should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your trainer/assessor or to a member of management. All complaints will be promptly investigated.

The privacy of anyone filing a report and the individual under investigation shall be always respected consistent with the obligation to conduct a fair and thorough investigation.

All Students are expected to work in an atmosphere based on mutual respect for the rights and differences of everyone.

Complaints and Appeals

Complaints Procedure- General

WHIC recognises that differences and complaints can arise from time to time. The quick settlement of these matters is in the best interest of all concerned. We have a Complaints and Appeals Procedure that Students are required to use if they wish to make a formal complaint. It explains the steps in the process; including the opportunity to formally present their case in person and in writing and to bring a support person with them to any meeting they have with a member of WHIC staff or the Training manager to discuss the matter.

At all times, WHIC's aim will be to discuss any complaint made with all relevant parties and resolve the matter by attempting to find a solution that is agreeable to all concerned.

All complaints and their outcomes, as well as any decisions WHIC makes or action we take in response to a complaint will be recorded in writing. Also, once we make a decision we will discuss it with the Student, explain the reasons, and provide them with the decision and the reasons in writing.

If a Student submits a formal complaint, the following procedure is to be followed.

- | | |
|----------------|---|
| Step 1 | Student advises they wish to make a formal complaint |
| Step 1 | Student completes a Complaints Form – There are two types of form: one for academic results, and one is for general complaints |
| Step 3 | The complaint is received in digital or hard copy by the admin team and entered into the Complaints Appeal Register. |
| Step 4 | The complaint is referred to the relevant manager |
| Step 5 | The manager meets with the student to discuss their complaint. The student has the right to have someone else accompany them at all meetings held to discuss their complaint. |
| Step 6 | The relevant manager discusses the complaint with all relevant parties in an attempt to resolve the matter. |
| Step 7 | The relevant manager discusses the complaint with the CEO if necessary |
| Step 8 | The manager (with the CEO, where relevant) makes a decision about the complaint. |
| Step 9 | The manager communicates the decision to the Student in person and in writing. |
| Step 10 | The manager advises the Student that they have the right to appeal the decision if they are not satisfied with the decision. |
| Step 11 | All relevant documents (the form submitted and copies of correspondence) will be placed on the student's file. |
| Step 12 | The manager meets with the student to discuss their complaint. The student has the right to have someone else accompany them at all meetings held to discuss their complaint. |

Complaint Appeal Procedure

If after all of the above steps have been exhausted and the student disagrees with the decision we make in response to their complaint, they have the right to escalate that decision and have the appeal heard by an independent person or panel (a qualified trainer (external) or a training consultant or an industry expert or ombudsman).

Any Student not satisfied with an outcome may obtain advice and assistance from the Australian Skills Quality Authority (www.asqa.gov.au), respective State & Territories' Fair trading, ombudsman and Anti-discrimination government agencies.

As an RTO, WHIC is required to take corrective and preventative action to address any matter raised in a complaint that is found to be substantiated.

Complaint Procedure – Academic

Trainer/assessors must ensure that all assessments are conducted in accordance with National VET Regulator and Training Package requirements, and that they satisfy the principles of assessment and the rules of evidence.

If a student disputes the result of an assessment, the following procedure is to be followed. WHIC aims to deal with all appeals against assessment decisions within 10 working days.

<p>Step 1</p>	<p>The Trainer/Assessor discusses the assessment with the Student, provides relevant feedback about the assessment and advises them whether the result is satisfactory or not satisfactory. If the result is not satisfactory, the assessor must:</p> <ul style="list-style-type: none"> • provide the Student with specific information about the gaps in their knowledge and/or skills and what they need to do to deal with those gaps • inform the Student that they have the right to be reassessed at a later time, and • inform the Student that they have the right to appeal the assessment decision.
<p>Step 2</p>	<p>A Student who decides to appeal the result of an assessment must do so within 7 days of the discussion with the assessor. Students must complete the Academic Appeal Form which can be found on the website.</p>
<p>Step 3</p>	<p>The receipt of the appeal must be acknowledged within 2 working days. (note if the college is not in session this may be delayed until the start of the next semester).</p>
<p>Step 4</p>	<p>The Training manager will review the assessment tool and assessment process to ascertain if the assessment was fair, valid and reliable.</p>
<p>Step 5</p>	<p>The Training manager may also consult with the trainer/assessor and the Student individually.</p>
<p>Step 6</p>	<p>The Training manager will decide whether the grounds for the Student's appeal are justified or not.</p>

Step 7	The Training manager will inform the Student in writing (letter or email) within 7 working days of the appeal being received, unless circumstances prevent this.
Step 8	If the Training manager decides there is a case for review, a suitably qualified, independent assessor will be asked to review the assessment independently. This may take time depending on the nature of the expert. can be found on the website.
Step 9	The result of that review will be provided to the Training manager, who will make the final assessment decision.
Step 10	The Training manager will inform the Student of the result of the review, within 14 days of the appeal being received, unless circumstances prevent this.
Step 11	If the Student is not satisfied with the outcome of the appeals process, they may lodge a formal complaint with WHIC. The complaints procedure will then be followed.
Step 12	If necessary, the Training manager, the assessor or the reviewing assessor will complete an Opportunity for Improvement Form to identify any improvements that need to be considered.
Step 13	All relevant documents (the form submitted and copies of correspondence) will be placed on the Student's file.

Intervention Strategy for performance and conduct

Any Student who disrupts a class or other learning environment and does not respond to a request from their trainer/assessor or any other staff member to behave and consider others will be referred to the Training manager.

Intervention action will be taken against any Student who acts in disregard of WHIC policies and procedures. Depending on the severity of the matter, this may result in suspension or cancellation of enrolment.

Step One — Spoken Warning

If a trainer/assessor has concerns about a Student's performance, attendance rate or conduct (with the exception of serious misconduct), the trainer/assessor will explain to the Student the manner in which their conduct or performance or attendance rate is not acceptable. The trainer/assessor will counsel the Student by informing them of the area(s) in which they are not meeting the required standard of rate of attendance, performance or conduct expected, and the Student will be given the opportunity to respond to the trainer/assessor's concerns and to improve their rate of attendance, performance or behaviour within a reasonable period of time. The trainer/assessor will make a written note of the warning in the Student's file.

Step Two — Written Warning

If the Student fails to improve their rate of attendance, conduct or performance within the required period, the trainer/assessor will require the Student to attend a meeting with the Training manager and the Student will be given a warning in writing.

Any written warning given to a Student will:

- Explain the problem.
 - Refer to all previous oral warning(s) and the relevant dates.
 - Refer to the corrective action(s) expected of the Student.
 - Explain the action that will be taken if the Student does not remedy the problem (when issuing a first warning, the warning will state that, if the problem is not remedied within a specified time, the Student will be issued with a further warning and may ultimately be dismissed);
 - State that the written warning will be filed in the Student's personal file
- The Trainer/assessor should then monitor the Student's rate of attendance, performance or conduct to determine whether he or she is making the required improvement.

Step 3—Second Official Written Warning

If the Student fails to meet the appropriate standard within the time allowed, the Trainer/assessor should then have a second official meeting with the Student. The second official meeting should replicate the first meeting. Note that it is not a legal requirement that a third written warning be issued—it is just very safe practice. However, if the Trainer/assessor follows the above steps closely and listens objectively to the Student responses at each stage, two written warnings will usually be justified, except where the transgression is minor in nature. In such a case it may be appropriate to give a third warning.

Step 4—Leading to Dismissal of Enrolment

Following the issuing of the second warning, if the Student fails to remedy the fault within the allotted time, or it would be unreasonable for the Trainer/assessor to allow the Student to continue working out the allotted time, the Trainer/assessor should then initiate dismissal proceedings by referring the Student to the Training manager. That will involve requesting by letter that the Student attend an official meeting. That letter should state:

- That the Student's rate of attendance, conduct or performance has not improved.
- The steps the Trainer/assessor has taken to remedy the problem in the past.
- The fact that the Student is entitled to be accompanied by a person of their choice; and
- The fact that, unless the Student can adequately explain his or her conduct or performance, then the Student may be dismissed.



If the Student response is considered to be adequate, the Training manager should inform the Student that they would remain a Student, but the Student's performance and/or conduct will continue to be closely monitored for the remainder of the course. If the Student's response is considered inadequate, the Training manager has two options:

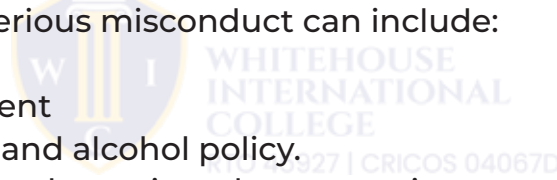
1. Issue the Student with a third and final written notice; or
2. Verbally inform the Student that he or she is to be terminated and then follow up with a written notice of dismissal. That notice should state the reasons for the expulsion, i.e. Attendance, Performance or conduct, and the history of warnings given previously.

The Training manager should consult with the Chief Executive Officer prior to dismissal of the Student.

Dismissal for serious misconduct

The Training manager, in consultation with the CEO, is entitled to instantly dismiss a Student in circumstances where that Student has committed an act of serious misconduct. Serious misconduct can include:

- Fighting.
- Harassment of a student
- Breaches of the drug and alcohol policy.
- Deliberately spoiling or damaging plant or equipment.
- Repeated breaches of the Plagiarism, Collusion, Cheating and AI policies



Plagiarism, Collusion, Cheating integrity and the use of AI technology

Academic integrity, honesty, and respect for knowledge, truth and ethical practices are fundamental to WHIC's business and the services we provide. Students found to be dishonest, guilty of plagiarism or any other unethical practice may have their enrolment suspended. For serious or continued breaches, they may have their enrolment cancelled.

Taking an idea from any source without properly acknowledging it is plagiarism. It is the use of someone else's work without proper recognition that determines that the body of work has been plagiarised. Examples of plagiarism include:

- Using someone else's argument, even if the exact words are not used.
- Using a quote without referencing it correctly
- Changing another author's sentences to present them as your own.
- Copying other students work or sharing your workbook with another student- this is known as collusion

All of these can be avoided with correct referencing procedures and ensuring that students are responsible for their assessment books and do not share these or leave them for others to access.

Most often plagiarism is the result of poor study and note-taking methods.

Remember to write down the exact references for all the material that you use as you take your notes.

Your trainer/assessor will advise you of the ways to avoid plagiarism, and you need to be aware that plagiarism will be punishable by failure in assessment and may lead to suspension or cancellation of enrolment.

In the case of collusion – all parties involved in sharing responses with one another will receive equal consequences and the assessment will be made null and void for all students.

The integrity of the assessment will be compromised in the event of collusion and that means students will need to sit a variation of the original assessment and all students will need to fail and repeat the subject and pay full tuition fees to achieve this outcome.



Chat GPT and AI use – Important information for all students

We recognise that technology is always changing and therefore as a college we must evolve with what is happening in the sector. We have seen in the recent submissions for the last unit, a number of students using and referring to Chat GPT in their responses. We wish to clarify our stance on this tool going forward.

At Whitehouse College we strive for authentic and engaging learning. Our students need to have absorbed knowledge that will then be applied in the workplace and our goal at all times is to support students and to enforce fairness and authenticity in each students learning journey.

What is ChatGPT?

ChatGPT generates convincingly human-sounding text and engages in realistic conversation. It currently generates its responses based on a large language model trained on huge amounts of text from books and the internet. Similar to autocomplete, it predicts the next words in a response based on previous ones using the probability of words appearing after other words that it learned from its training.

While the content ChatGPT produces seems impressive on the surface, the reality is not all responses are worded well or are even correct. This becomes apparent if you ask ChatGPT highly conceptual questions or pose difficult or complex calculations. On ChatGPT's FAQ page, OpenAI confirms that the tool's "outputs may be inaccurate, untruthful, and otherwise misleading at times".

Additionally, it's important to remember that the content ChatGPT produces reflects biases, opinions and views of the humans that informed the text it has been trained on, which may not align with your own values.

At Whitehouse College we strive for authentic and engaging learning. Our students need to have absorbed knowledge that will then be applied in the workplace and our goal at all times is to support students and to enforce fairness and authenticity in each students learning journey.

Policy on Chat GPT and AI

Whitehouse International College wish to make it clear that Chat GPT or any other AI tool cannot be used as a reference and students cannot use these tools to generate responses

The information generated by this website is not stored and cannot be verified and can lead to inaccurate responses that do not reflect the written style of the student. Often the responses are written about general jurisdictions and do not apply to Australian law or the industries that you are learning about.

Students should use these new technologies only as a tool to further their learning. It can not replace learning and therefore we will not accept this as a reference within any assessment task.

What will happen if I continue to use Chat GPT?

Training staff will become familiar with your writing and speaking style. They will conduct exercises in class and review your learning capacity through your LLN and other practical tasks.

They will flag if they suspect that you have used Chat GPT or another AI program. Staff have access to scanning tools which can indicate where AI is suspected. This will become especially evident where:

The student has written in advanced language not common in other written work. The answers given do not meet the expectations of the Student guide or teaching materials.

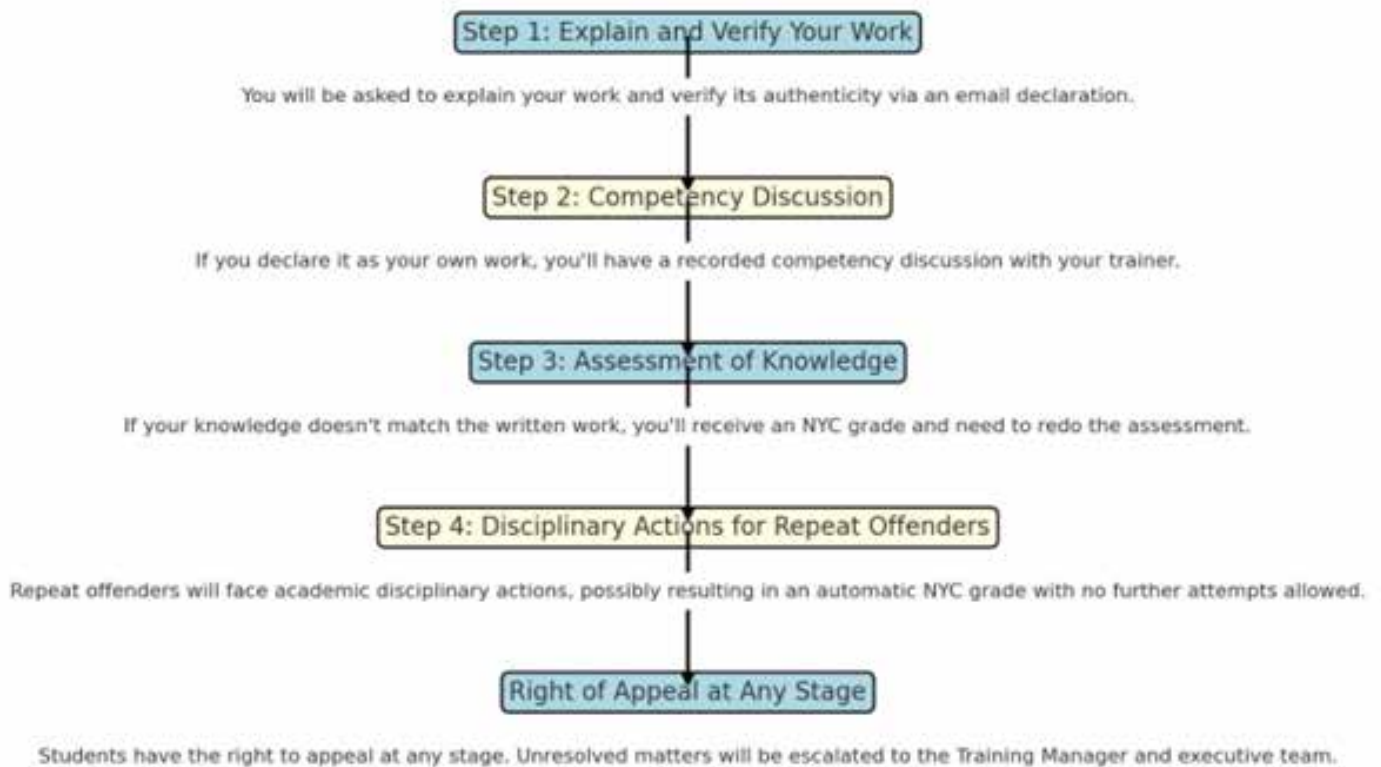
The spelling and grammar do not reflect the student's usual work.

The answer given refers to other countries, industries or situations and is not in the context of the course.

- The student has completed an assessment within a very short amount of time

What will happen if I continue to use Chat GPT?

Academic Integrity Policy Flowchart



Recognition of Prior Learning (RPL) and Credit Transfer

Recognition of Prior Learning (RPL) is an assessment process designed to identify and assess a Student's previous and current formal and informal education and training, work and life experience and knowledge. The evidence the Student provides is assessed against the competency standards and must show that they are still currently competent.

If you believe you have a case for RPL you will need to let admissions staff know as early as possible so that an interview can be arranged with a trainer to determine if you have a case.

You may apply for RPL based on your experience (work experience or other experience, including qualifications completed). To apply for RPL, you need to provide sufficient evidence that you have already met the requirements.

You may be required to complete some assessment tasks as part of the RPL process. If you provide appropriate evidence, you may be granted credit for the relevant units or, if relevant, a whole qualification.

RPL is subject to the fees published by Whitehouse International College per unit. Because of this we wish to ensure that students only proceed with this pathway if they are in good stead to qualify for RPL so an interview is necessary to determine this.

To prepare for RPL assessment you should indicate your intention to apply either on the application/enrolment form or as soon as possible after induction. The following outlines the process.

In consultation with your trainer/assessor:

- Decide which units(s) you want recognition for
- Provide an evidence portfolio in line with and agreed evidence plan.
- Seek peer assessment.
- Be prepared to "show, tell and apply" your skills and knowledge.

Evidence for recognition of prior learning may include:

- Performance, demonstration, or skills test/assessment
- Work or other pertinent observation
- Oral presentation
- Portfolio (including work references and statements of duties), logbook, task book, projects or assignments.
- Written presentation
- Interview and questions
- Simulations

RPL candidates must document their claim for competency in sufficient detail to enable the assessor to make clear judgements. If you require further information, please ask your trainer/assessor.

Students are required to complete the application form for recognition, which outlines the requirements of the evidence required for proof of competency. Your trainer/assessor will develop an Assessment Plan to enable you to develop a portfolio.

We encourage Students to self-assess themselves, with guidance from their trainer/assessor, against the performance criteria and critical aspects of evidence for each unit of competency.

Recognition will only be granted if you can provide evidence that you are currently competent. Fees are not refundable should the outcome of an RPL assessment be negative.

Credit Transfer (CT) is a process in the Vocational Education and Training (VET) sector where students are recognized for previously completed formal training. At Whitehouse International College, a Credit Transfer allows students to have their prior learning, based on identical course codes and training contexts, to be credited towards their current course of study. For a CT to be considered, the prior learning must be from the same level of training and context that matches the current course requirements. There is no charge for processing a CT.

Students must submit an academic transcript, certificate, and a copy of their USI (Unique Student Identifier) transcript, along with a completed Credit Transfer application form which can be found on our website. The process includes verifying the qualifications by contacting the issuing college to confirm the student's enrolment. If the issuing college is no longer operational and records can not be obtained, students may need to show their competency through an interview process with a trainer.

If the units being transferred are older than five years, students may need to demonstrate current and relevant knowledge through work experience, ongoing training and development, or by demonstrating competency via a knowledge discussion with a trainer. If students do not have any current knowledge, they will be denied a CT and asked to sit the unit or units again.

Whitehouse International College reserves the right to decline a Credit Transfer request. Students also have the right to choose not to apply for a Credit Transfer if they prefer to undertake the course units anew, which can be beneficial for reinforcing knowledge and skills.

If credits are granted and result in a reduced overall study duration, this will be reflected in the student's Confirmation of Enrolment (CoE), potentially leading to a reduction in the visa term.



National Recognition of AQF Qualifications and Statements of Attainment

Under the National Standards for RTOs, WHIC recognises the qualifications and Statements of Attainment issued by all other RTOs provided they are valid and can be verified. We may ask you for more information about what you did to attain the qualification, and the institution may be contacted for verification of your enrolment. If the RTO is no longer operational or does not cooperate with a request for verification, you may be required to engage in a competency conversation with a trainer to establish that you do have the knowledge and experience needed to be awarded credit.

If WHIC is not satisfied that you have completed a unit or qualification, they reserve the right to refuse credit and you will be informed of this decision.

If you can provide evidence that you have completed any of the units of competency that comprise the qualification you enrol in at WHIC, you may be awarded credit for those units.

Attendance

All International Students & On campus Students are required to:

- Ensure they arrive for classes on time.
- Return from morning tea and lunch breaks as requested.
- Notify the college if they are unable to attend due to illness or personal reasons.
- Sign the attendance register - Attendance is recorded twice per day and entered digitally for students into the system for on campus students. We expect all international and on campus students to adhere to a minimum attendance rate of 80% across their classes for the semester.

Dress Code

You are expected to always dress suitably, in a manner that will not cause offence to your trainer/assessors, mentors, or colleagues. Closed-in shoes are required on campus for WHS compliance.

Legislative requirements

As an RTO, WHIC is required to comply with various pieces of Commonwealth and State legislation relating to the provision of vocational education and training and to business enterprises. Some of this legislation governs an RTO's obligations to Students. Our employees and trainer/assessors are kept aware of relevant legislation that affects an RTO, that affects them and that affects Students.

During your induction we will tell you about various pieces of legislation (Acts and Regulations) that affect you. Some is explained in relevant sections of this Student Information Handbook. In addition, throughout your course, when relevant, you will learn about legislation that is relevant to the industry and the qualification you are doing. NSW (State) legislation is available on the internet at www.legislation.nsw.gov.au.

Change of personal details & Visa conditions

It is a condition of enrolment that you notify WHIC of any change in your address, phone numbers and email address or any change in your visa code or conditions. Please ensure you inform us of any changes within 5 working days.

Students are reminded that they are responsible for ensuring that they have the appropriate visa to cover the duration of their study and that they follow all conditions attached to that visa. Requests to adapt the course delivery or duration to meet a visa deadline will be refused – students must undertake the course as set out and any work placement element must be completed onshore.

Email

While you are enrolled, you need to check your Whitehouse email account regularly as we send important communications and course updates to your Whitehouse email. We will not send any emails to your personal email so its important that you use this email that has been given to you for all matters relating to your study

Library

There is a library of relevant textbooks available at both the Newcastle and Canberra Campuses. These can be signed out for 2 weeks for academic texts and 4 weeks for English language, self-development and general reference books. Students are responsible for looking after library books and returning them in good condition. Any lost books will be charged for with the students next fee instalment.

WHIC's Learning Materials

During your term of enrolment, you may be issued with resources to help you with your training and studies. These may include recording devices, simulation equipment, stationary and creative arts materials for example. These resources remain the property of WHIC and are lent to Students for a specific period. Therefore, you are required to look after anything that we lend you and return it to the issuing staff member by the due date, or you will be required to pay for a replacement.



How to Contact WHIC

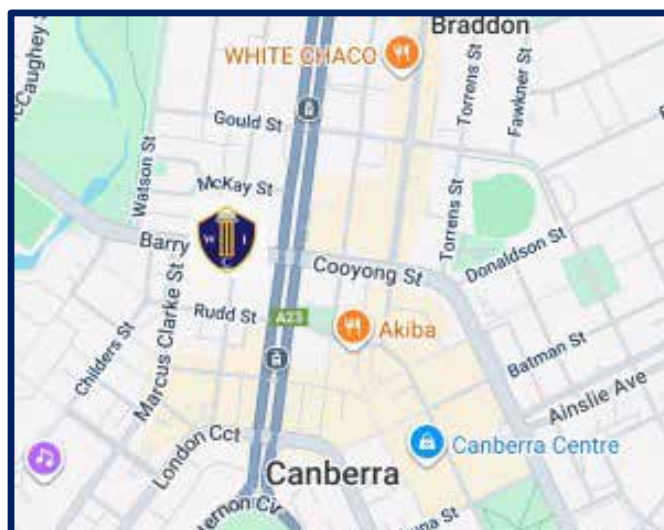
By Phone: +61 2 6190 7902

By Email: studentservice@whitehousecollege.edu.au

Location: Newcastle Campus – 1/50 King Street –
Entrance on Brown Street– Newcastle 2300



Location: Canberra Campus – Level 3 -15
Moore Street Canberra ACT 2601



Newcastle Services

At Whitehouse International College, we understand that our students may need various forms of support during their studies. Below is a list of essential support services, including national helplines, local Newcastle resources, and important contact information for health insurance providers for international students.

National Helplines and Emergency Services

Emergency Services (Police, Fire, Ambulance): 000
Lifeline (Crisis Support and Suicide Prevention): 13 11 14
Beyond Blue (Mental Health Support): 1300 22 4636
Kids Helpline (Support for young people aged 5 to 25): 1800 55 1800
National Sexual Assault, Domestic and Family Violence Counselling Service:
1800 RESPECT (1800 737 732)
Health direct (24-hour health advice and information): 1800 022 22

Local Newcastle Services

Newcastle Community Health Services: (02) 4924 6477
Hunter Homeless Connect (Support for the homeless): (02) 4032 4810

Newcastle Family Support Services: (02) 4926 3577
Food Bank NSW/ACT (Newcastle Distribution): (02) 9756 3099



Health Insurance Providers for International Students

Bupa: 134 135

Medibank: 134 190



Food banks - Canberra Campus

Foodbank NSW & ACT

- Website: <https://www.foodbank.org.au/nsw-act/>
- What they do: Largest food-relief organisation in NSW & ACT, supplying food through partner charities and pantries.
- Contact: 02 9887 4144 (based in NSW-ACT contact page)



The Food Pantry – Community Services #1 (Narrabundah, ACT)

- Website: <https://www.communityservices1.org/the-food-pantry/>
- What they do: Pantry offering affordable groceries & crisis food relief for those on low income or in hardship; open with appointment.
- Contact: 1800 960 938

Housing Services – Canberra Campus

NSW Housing Contact Centre: 1800 422 322

Link2home (Homelessness Services): 1800 152 152

Newcastle Youth Accommodation Service: (02) 4969 3399

Hunter Tenants Advice and Advocacy Service: (02) 4969 7666

YHA Newcastle Beach - (02) 4925 3544



RTO 45927 | CRICOS 04067D

Health and wellbeing Services- Canberra Campus

Hunter New England Health: (02) 4921 3000

HeadSpace Newcastle (Youth Mental Health): (02) 4929 8555

At Whitehouse International College, we provide our students with the support they need to thrive both academically and personally. If you require any assistance, please do not hesitate to reach out to our student support team for guidance and support.



Canberra Services



Belconnen Walk in Centre- Address: 56 Lathlain St, Belconnen ACT 2617, Australia.

What they do: Free treatment for non-life-threatening injuries and illnesses, no appointment needed.

Hours: Open daily from 7:30 am to 10:00 pm (including public holidays).

Canberra Student Housing Co-operative



Canberra Student Housing Co-operative was established in 2010 by a group of students committed to providing secure, affordable, quality housing for students in Canberra based on a co-operative model. **Havelock House 85 Northbourne Avenue, Turner, 2612** in the Australian Capital Territory on Ngunnawal land. <https://cshcoop.com/>

For collaboration, media inquiries, activism, emergency/short term accommodation, and all other inquiries, email us at canberracoop@gmail.com



Canberra Community Law (ACT)

- Free legal advice for low-income or disadvantaged people in Canberra. Covers housing/tenancy, social security (Centrelink), discrimination, homelessness

<https://www.actlawsociety.asn.au/for-the-public/legal-help/community-legal-centres>

(02) 6274 0300

English Lessons - Canberra Campus

Adult Migrant English Program (AMEP): (02) 4979 2300

TAFE NSW Newcastle: (02) 4923 7111

University of Newcastle Language Centre: (02) 4921 5200



Canberra Institute of Technology (CIT) — “English Language” certificate courses from beginner to advanced (speaking, listening, reading & writing)

Website:

<https://www.cit.edu.au/courses/education-community/english-language>
cit.edu.au

EnglishWise Canberra — Offers PTE, IELTS, OET & NAATI CCL coaching and individualised English language training within Canberra.

Website: <https://englishwise.com.au/english-wise-canberra/>

Language Trainers Australia – Canberra — One-on-one and small-group general English and business English lessons, tailored to learners’ needs.

Website:

<https://www.languagetrainers.com.au/english-courses/canberra.php>

Housing Services – Canberra Campus

UniLodge — Student Accommodation Canberra

Website: unilodge.com.au/student-accommodation-canberra

— Offers fully-furnished student apartments in multiple locations around Canberra, designed for convenience and student life.

Flatmates.com.au — Student Accommodation Listings

Website: flatmates.com.au/student-accommodation/canberra —

A large listing site for shared accommodation and rooms in Canberra for students as well as others looking for housing

Health and wellbeing Services – Canberra Campus

Headspace Canberra (for youth ages 12-25)

- Phone: (02) 6113 5700
- Website: <https://headspace.org.au/headspace-centres/headspace-canberra/>
- What they do: Free mental health, alcohol/drugs, work & study, sexual health support for young people.

Canberra Health Services – Access Mental Health Line

- Phone: 1800 629 354 (free call)
- Website: <https://www.canberrahealthservices.act.gov.au/services-and-clinics/services/access-mental-health>
- What they do: 24/7 mental health support & referral for anyone in the ACT with mental health concerns



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Unlocking

Your real potential.

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